



Behaviour for Learning Policy

Approved by:	Date: June 2021
Last reviewed on: June 2021	
Next review due by: June 2022	

Introduction

Oasis Academy Enfield is committed to developing the character and competence of every student, in line with our Oasis 9 Habits, in pursuit of all students receiving an exceptional education. This policy aims to ensure the consistent application of Academy behaviour protocols and practice, so that our students learn to:

- Take responsibility for their own behaviour and choices, understanding the impact they have on others
- Develop positive learning behaviours including: self-direction, resilience and self-control
- Self-regulate (as developmentally appropriate) their own behaviour by developing skill and confidence in managing conflict and difficulty
- Develop strong dispositions and attitudes to their own and others' learning and well-being.
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21st Century
- Develop their ethical approaches and values in their lives

The Oasis Education Charter



The Oasis Education Charter sets out our commitment to work in partnership with our communities to transform lives and create a culture of excellence for all. It underpins our approach:

- We model and set high aspirations and expectations for every child and young person and member of staff
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves
- We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility, and give everyone freedom of choice through their lives
- We believe that good relationships are at the heart of everything we do

We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all aspects of the life and culture of every hub and every Academy community:

<https://www.oasiscommunitylearning.org/who-we-are/vision-and-values>

The Oasis Behaviour Policy is underpinned by 4 key levers:

1. Academy Vision and Values
2. Personal Development Curriculum (Oasis Ethos, Enrichment, Extra-Curricular entitlement, Careers Education Information, Advice and Guidance and PSHCE curriculum)
3. Academy Behaviour Systems, Structures and Routines (reward, sanction, attendance)
4. Behaviour Training and Professional Development for staff

Academy Vision and Values

At Oasis Academy Enfield, everything we do is centred on the Oasis ethos:

- A passion to include everyone
- A desire to treat everyone equally, respecting differences
- A commitment to healthy and open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

We have an unwavering belief in inclusion. This means that every student should have the opportunity to realise and reach their potential, regardless of their background. The Oasis Circle of Inclusion, which appears throughout the Academy and on our blazer badge, symbolises this belief. We believe in community. We recognise that we are stronger together and therefore value collaboration. We develop an understanding and tolerance of each other through knowledge, mutual respect, believing the best of each other and forgiveness. We work as a community, supporting our own students, families and staff in everything we do.

The Enfield Way is our interpretation of the Oasis Ethos for students and staff.

- **Lead**
We will inspire others to make positive contributions to the Academy and the local and global communities in which we live
- **Excel**
We will be the best we can be
- **Aspire**
We will have the highest expectations of ourselves and others for both learning and behaviour
- **Resilient**
We will persevere, enjoy a challenge, and not give up easily
- **Nurture**
We will be care for one another, our Academy, and the community

At Oasis Academy Enfield, our mission is to be the best that you can be. The Enfield Way is to LEARN.

We recognise that we each have things to work on and need space to grow, develop and change to become the best version of ourselves.

The Oasis 9 Habits help us in this process of personal growth and development. It is our bespoke and unique approach to character development.

We believe that this process of continually developing our character and being transformed to become the best version of ourselves is really important for every student and staff member alike. Therefore, we actively promote and practice the Oasis 9 Habits which are an invitation to a way of life characterised by being compassionate, patient, humble, joyful, honest, hopeful, considerate, forgiving and self-controlled.



Our curriculum has been designed to ensure our young people thrive, achieve and flourish. It enables them to understand what it is to be human and equips them for life so that they become kind and model citizens. Our curriculum not only develops our young people academically but socially, emotionally, culturally, physically and spiritually.

In order to achieve the vision which Academy leaders set out, students need to develop both competence and character. Academic and pastoral curricula do not sit in isolation, they complement each other, and support the vision. They are equal in importance.

This curriculum consists of everything outside of the academic curriculum, and covers:

- The 'taught' character curriculum:
 - The Oasis Ethos values and 9 habits
 - CEIAG (careers education, information, advice, and guidance)
 - PSHCE (physical, social, health, team work skills, RE and cultural education)
 - Enrichment activities (eg trips and visits, non-curricular courses or workshops, etc)
 - Extra-curricular programme (eg. before- and after-school clubs and societies)
- The culture created by staff behaviours and the systems and routines of a school

Academy Systems, Structures and Routines:

We expect much from our students in terms of personal standards, discipline, and attitudes. We have clear expectations of our students.

LEAD

- Meet and greet
- Ready in three
- Walk on left
- Hands up for silence
- Hands and feet to yourself
- PPP – Professional politeness please
- Smart uniform
- End and send

EXCEL

- Do now in silence
- Learning Objectives
- Seating plan
- Register
- Track the teacher
- Participate
- Present with PRIDE – the Enfield Way
- Let others learn
- Act positively on feedback

ASPIRE

- Learn points
- Reward shop
- Postcards, emails, letters, phone calls home
- Shout outs
- Celebration assemblies

The Enfield way is to **LEARN**
The Enfield Way is to be the best that you can be

Lead Excel Aspire Resilient Nurture

RESILIENCE

- Stop
- Reflect
- Don't escalate

NURTURE

- Listen to others
- Respect different opinions
- Say sorry when you are wrong
- Talk without shouting
- Look for opportunities to be kind
- Care for yourself, others and the environment

LEARN

The Academy operates a reward system through which students build up reward points for positive behaviour, achievement and contribution to Academy life. Students are issued points for a range of behaviours. Students can build these points up over the course of the year. Points will be awarded as follows.

Rewards

Positive Conduct - LEARN Points

Below shows all of the ways you can receive LEARN Points

L1	<ul style="list-style-type: none"> • L - Being helpful • E - Completing a piece of work to a high standard • A - Active listening • R - Good independent learning • N - Being courteous to others 	<ul style="list-style-type: none"> • L - Good teamwork • E - Good Homework • A - Good presentation of work • R - Good learning behaviour • N - Being kind/support to another 	<ul style="list-style-type: none"> • L - Positive contribution to the lesson • E - Good test result • A - Positive start to the lesson • R - Good effort • N - Taking care of the environment
L2	<ul style="list-style-type: none"> • L - Excellent leadership • E - Excellent work in book • A - Excellent achievement throughout the lesson • R - Excellent homework • N - Excellent effort throughout the lesson 		
L5	<ul style="list-style-type: none"> • L - 100% attendance to the academy each week • E - Exceptional work • A - No C Points in a week 		
L20	<ul style="list-style-type: none"> • R - 100% attendance and no C-Points for each week • N - Student of the week 		
L200	<ul style="list-style-type: none"> • L - 100% attendance to the academy for a ½ term • E - Good progress over half term (all green or higher on report) • A - Half term commitment to an Academy club 		
L500	<ul style="list-style-type: none"> • R - Excellent progress over half a term (all platinum on your report) • N - Learning Guide's Student of the half term 		



The following set of sanctions will support our expectations. The sanctions take the form of a series of consequences, which will range from C1-C5. Within each category of consequence there are guidelines for both teachers and students to which sanctions will be applied to a particular action.

The list of behaviours at each level is not exclusive.

The Oasis Academy Enfield Sanction System will work directly in correlation with Bromcom behaviour management, in which the referral, tracking, monitoring and evaluation of behaviour data takes place. The system revolves around a point basis, with each level of C1-C5 equating to an increasing level of seriousness and a number of points. The accumulation of points will link directly to the implementation of sanctions.



Consequences

Negative Conduct - Consequence Points

Students who do not follow the Enfield Way will be given Consequence points:

	Student Behaviour	Student Actions	Consequence
Warning	<ul style="list-style-type: none"> C1 behaviour 		Verbal warning Warning on board
C1	<ul style="list-style-type: none"> Calling out in class Distracting others Incorrect uniform Not having equipment Poor presentation of work Chewing Gum/eating in class Mobile Phone seen or heard (confiscation) 	Stop what you are doing Reflect, think about your actions Don't Escalate	C1 recorded 1 point
C2	<ul style="list-style-type: none"> Persistent C1 behaviours Refusing to sit in correct place Disrupting learning in the classroom Not following instructions Interrupting the teacher Incomplete Homework Incomplete Classwork Damaging equipment Lateness to lessons Littering Unkind Behaviour 	Reflect on your actions: Why didn't you stop? Don't escalate to a C3 Attend your detention Have a Learning Conversation with your teacher What do you need to do to improve?	C2 recorded 5 points 30-minute detention
C3	<ul style="list-style-type: none"> Persistent C2 behaviours Bullying Physical aggression towards another student Play fighting Swearing/cussing Truancy from lesson Inappropriate use of IT Failing on report Serious inappropriate behaviour Failure to attend C2 30 min detention 	Leave classroom with On Call without disrupting the learning Attend your detention Have a Learning Conversation with your teacher Reflect on your actions: Why did it you receive a C3? What do you need to do to improve?	C3 recorded 10 points 1 hour detention
C4	<ul style="list-style-type: none"> Persistent C3 behaviours Exploitation by selling Fighting Persistent truancy Sexist/Racist/Homophobic comments Smoking or E Cigarettes Verbal abuse towards a member of staff Vandalism Severe incident Failure to attend C3 1 hour detention 	Attend detention or IER Reflect on your actions: Why did it you receive a C4? What do you need to do to improve?	C4 recorded 20 points 2-hour Detention or Internal Exclusion
C5	<ul style="list-style-type: none"> Persistent C4 behaviours Severe inappropriate behaviour, aggression, or violence Banned items on site 	Reflect on your actions: Why did it you receive an Exclusion? What must not happen again?	C5 recorded 50 points Fixed Term Exclusion

Detentions Procedures Oasis Enfield.

- 1) Students receive a detention if they breach our behaviour expectations or are late to school.
- 2) Detentions of up to 60 minutes are given on the day of the incident and are held at 3pm.

- 3) If a C4 (2 hour) detention is issued parents are informed and 24 hours' notice is given, these detentions take place on a Thursday and Friday weekly.
- 4) If a student fails to attend a late detention at lunchtime this will escalate to a C2 that afternoon.
- 5) If a student fails to attend the 2 hour ALT detention a Day in IER will take place.

Detention Type	When	Run By	Location
Late to school	Every day in the main hall (20 min)	Pastoral Teams,	Main Hall
30 minutes	Daily (Afterschool)	Tutors Teams, Teachers	Year group locations
1 hour	Thursday (Afterschool)	HOY/HOD	Main hall
2 hours	Friday (Afterschool)	ALT	Main Hall

Year Group Detention Locations

Year 7 D25
 Year 8 B18-A
 Year 9 A19
 Year 10 C10

Punctuality to school and Sanctions.

Action	Sanction	Location
Late to school	20 min detention (Text to parent)	Same day detention at lunchtime.
Non-attendance 20 mins	30 min detention that same day, failure to attend – 1 hour detention.	Daily (3pm – 3.30pm)
2 lates in 1 week	1 hour detention.	Thursday (3pm – 4pm)
Nonattendance (1-hour detention)	2-hour detention	Friday (3pm- 5pm)

Internal Exclusion

Students may be internally excluded if they breach our behaviour expectations. If a student is internally excluded, they will spend the day in the Internal Exclusion Room and lose the right to associate with other students at break and lunchtime.

The students will be given work to complete in the internal exclusion room. Lunch is provided. The students will finish the day after other students at 3.20.

We want our students to manage their own behaviour and a key part of this is reflection.

Systems, Structures and Routine that promote student support:

The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. (See OCL Student Equality and Diversity Policy) Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The academy's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

We recognise that early referral to multi-agency support is vital in providing students with the support that they need.

Systems, Structures Routines that ensure effective student transition:

To ensure a smooth transition to the next year, students will have transition sessions with their new teacher(s). In addition, staff members will hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

Where students are transitioning to different Academies, for example from primary to secondary, colleagues must take full account of information about students' behaviour from feeder schools including individual plans, where these are in place. (See OCL Admissions Policy for additional support with transition).

Systems, Structures and Routines that promote Anti-Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include: (including definitions from the NSPCC)

Type of bullying	Definition
Emotional	Being unfriendly, excluding (such as ignoring or isolating someone), tormenting, humiliating, intimidating, threatening, controlling or manipulating someone, silent, hoax or abusive calls
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, homophobic
Direct or indirect verbal	Name-calling, sarcasm, gossiping, teasing, shouting, undermining by constant criticism or spreading rumours
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Our Anti-bullying policy gives more detail as to how we address bullying, we also have Toot Toot available for our students at Oasis Enfield.

Legislation and Statutory Requirements

This policy and localised protocols developed in OCL Academies must follow advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

Localised Behaviour protocols must also be based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy and localised protocols must be based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that Academies should publish their behaviour policy and antibullying strategy online – to ensure that staff, students and parents are informed

Discipline in our Academies – teachers’ powers

Key Points

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for students, such as teaching assistants
- Teachers can discipline students at any time the student is in the Academy or elsewhere under the charge of a teacher, including on Academy visits
- Teachers can also discipline students in certain circumstances when a student’s misbehaviour occurs outside of the Academy
- Teachers have a power to impose detention outside Academy hours. It is good practice to take all practicable steps to inform parents that this is taking place
- Teachers can confiscate students’ property (More detail later in the policy)
- Consequences for poor behaviour

Consequences for Poor Behaviour

What the law allows:

- Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks an Academy rule or fails to follow a reasonable instruction the teacher can impose a consequence on that student
- To be lawful, the consequence (including detentions) must satisfy the following three conditions:
 - The decision to give a student a consequence must be made by a paid member of Academy staff or a member of staff authorised by the Principal;
 - The decision to reprimand the student and the consequence itself must be made on the Academy premises or while the student is under the charge of the member of staff; or is a breach of the Academy Behaviour Policy;
 - It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A consequence must be proportionate. In determining whether a consequence is reasonable, Section 1 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student’s age, any special educational needs or disability they may have, and any religious requirements affecting them
- The Principal may limit the power to apply particular consequences to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an Academy trip
- Corporal punishment is illegal in all circumstances
- Academies should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, Academy staff should follow the OCL Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or needs. At this point, the Academy should consider whether a multi-agency assessment or care plan is necessary.

Physical intervention

See DfE guidance: [Use of reasonable force in schools](#)

In some circumstances, staff may use reasonable force to intervene with a student to prevent them:

- Causing disorder that disrupts learning
- Hurting themselves or others
- Damaging property that leads to the injury of others

Incidents of physical intervention must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Recording of physical intervention

Absconding – leaving without permission

OCL Academies have a duty of care to take all reasonable steps to ensure that children and students are kept safe whilst in the Academy's care. Academies should ensure that to reduce the potential for absconding the following is in place:

- The site is secure
- Supervision levels are appropriate
- Academy rules are clear to students and children
- Individual risk assessments in place where absconding is a possibility for a student
- Visits to venues for Academy trips in advance of an educational visit to undertake a risk assessment

In the event of a student absconding and these will include:

- Informing the Leadership Team immediately
- Not putting other students at risk
- Locating the student
- Following the student at a safe distance once he/she leaves the Academy grounds – a decision made for each individual student by Academy leaders (Mobile phones must be carried to keep the staff member safe and enable communication)
- Strategies for diffusing and de-escalation and returning the student to the Academy (This may involve staff training)
- Informing the parents or guardians
- Informing the police – if the student cannot be found
- Follow up meeting with the student and their parents
- A risk assessment developed for the student Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy. Please refer to the OCL Safeguarding Policy and OCL Whistleblowing Policy for more information on responding to allegations of abuse. The pastoral needs of staff accused of misconduct must always be considered by leaders.

Confiscation

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to Academy discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

Prohibited Items

There are a number of items that students are not allowed to bring to the academy. This includes any item that is illegal including drugs, weapons, fireworks. This list is not exclusive. Possession of such items will result in a sanction up to and including permanent exclusion and referral to the police.

Students are allowed to bring mobile phones to the academy but they should not be seen or heard. They must remain in a pocket or a bag, switched off or silent. If this rule is broken the phone will be confiscated and stored safely in the academy. Parents will be required to come to the academy to collect the phone.

Exclusions

The removal of a student from the Academy should be used only as a last resort in response to 'serious breaches' or repeated breaches of a school's behaviour policy or to safeguard the welfare and education of other students. As such, permanent exclusion is normally the final and most serious step taken in an Academy's own disciplinary process. It may follow several fixed period exclusions (these cannot total more than 45 days in a school year) and other in-school measures, including regular consultation with parents, behaviour contracts or a "managed move" to another school.

Monitoring arrangements

This behaviour policy will be reviewed regularly.

Links with other policies

This behaviour policy is linked to the following policies:

[OCL Exclusions policy](#)

[OCL Safeguarding policy](#)

[OCL Anti-bullying policy](#)

[OCL SEND policy](#)

OCL Learning Policy

OCL Physical Intervention Policy

OCL Staff Code of Conduct Policy

Oasis Nine Habits