



Behaviour for Learning Policy

Approved by:	Anthony Williams	Date:	July 2023
Last reviewed on:	July 2022		
Next review due by:	July 2024		

Oasis Academy Enfield

Behaviour Policy

Oasis Community Learning have a Master Behaviour Policy. This local OAE Behavior Policy should be read alongside the OCL Master Behaviour Policy:

4 Levers of Behaviour for Learning	
Vision & Values	<ol style="list-style-type: none">1. Our Behaviour for Learning Principles2. Our Values3. Promoting Our Habits
Routines, Systems & Responses	<ol style="list-style-type: none">4. Promoting Excellent Behaviour - Recognition5. Punctuality & Attendance6. Sweating the Small Stuff7. Consequences8. Suspension and exclusions9. Supporting Student Behaviour10. Bullying11. Searching Students12. Positive Handling
Pastoral Curriculum	<ol style="list-style-type: none">13. Pastoral Curriculum14. Careers Information, Advice and Guidance15. Personal, Social and Health Education (PSHE)
Staff Training	<ol style="list-style-type: none">16. Pastoral training and development for staff

LEVER 1: VISION & VALUES



“ The Enfield way is to LEARN; the Enfield way is to be the best we can be”

1. Our Behaviour for Learning Principles

We know that for our school to deliver this vision, our students need to develop excellent learning habits which will ensure their success both in school and in later life. At Oasis Academy Enfield, we believe that:

- all students deserve to feel safe, proud and respected at school
- all students deserve to learn in a disruption-free school
- every minute of every lesson counts

2. Our 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.

At Oasis Academy Enfield, our mission is to be the best that you can be. The Enfield Way is to LEARN. 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 in everything we do
Aspire	We will aim high and have big dreams
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

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 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. We believe that excellent behaviour comes from setting clear expectations for everyone, effective communication and collaboration between students, staff, school leaders and families. Therefore, we aim to drive our systems with respect, warmth and love.

Patient	Forgiving	Self-controlled
Humble	Honest	Considerate
Joyful	Hopeful	Compassionate

3. Promoting Our Values

How to role-model the 9 habits will be explicitly taught, modelled, praised and reinforced to ensure our learning environment is a happy, positive environment where all students and adults feel safe, valued and respected.

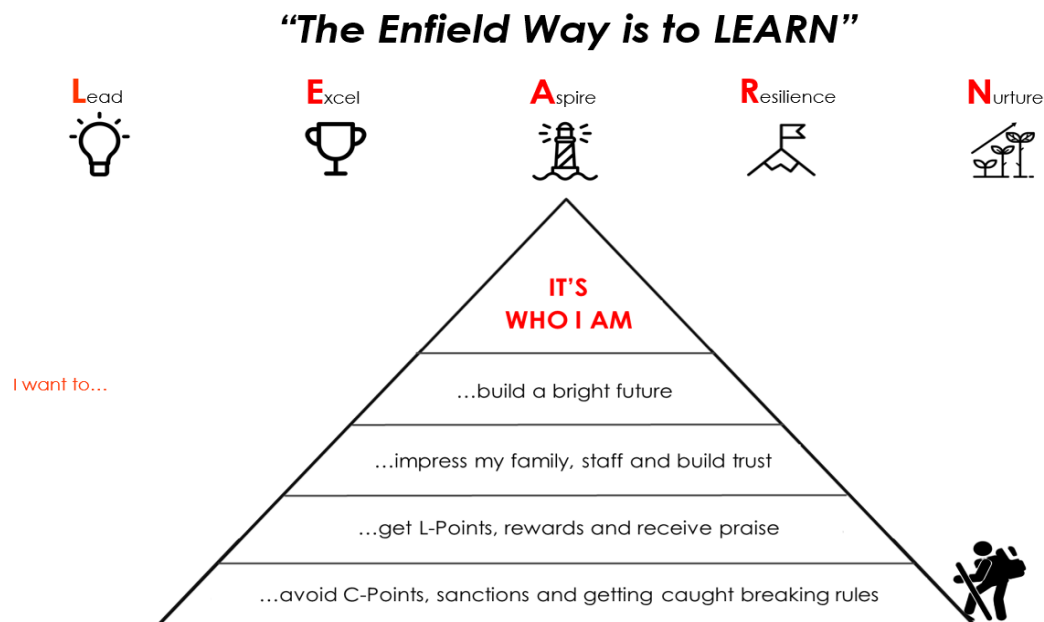
- making people feel happy, included, safe and valued
- encouraging other students to behave in an appropriate way
- listening and respecting others when they are contributing or speaking
- smiling
- always saying “please” and “thank you”
- opening and holding doors for one another
- saying “Good Morning/Afternoon” “How are you? Can I help you?”

LEVER 2: SYSTEMS, ROUTINES & RESPONSES



4. Promoting Excellent Behaviour: Recognition & Praise

We want students to be motivated by the intrinsic value of doing the right thing and for excellent behaviour to be “who they are.” However, we also want to deliberately recognise students for developing good learning habits on their journey towards this. Staff will reward students based on their effort, punctuality, attendance, progress and achievement within lessons as well as for excellent behaviour around school and their contribution to the wider community (see appendix 1-3). We want to make this journey, and what excellent behaviour looks like, explicit to students across all aspects of school life.



Below are some of the ways that students will be recognised for excellent behaviour:

- verbal praise from staff/ Year Team/ Leadership Team/ Principal
- learn Points & access to the Rewards Shop
- attendance awards
- shout-outs in assembly
- beautiful book awards
- student work displayed on notice boards
- certificates, emails, texts and calls made home
- half-termly reward assemblies
- representing the school as visitor guides
- reward trips
- Special OAE LEARN champions rewards

5. Punctuality & Attendance

At Oasis Academy Enfield, we believe that:

- every minute of every school day counts, if we want to be the best we can be
- students' ability to feel safe, enjoy and achieve at school is risked by poor attendance
- students must practice good habits of punctuality, attendance to prepare for their career

Our Attendance Policy lays out how we support, track and respond to students whose attendance falls below our expected level of 95.1%.

Dips in attendance will result in an initial phone call being made home. This would be to understand the reasons for absence and to promote better attendance. Continued poor attendance will result in direct contact from our attendance officers with warning letters being sent home regarding the next steps. We offer support in the form of home visits, before and after school clubs, amongst other interventions, to help where necessary. Should attendance fall into persistent absenteeism category, this could result in parenting contracts, orders of fixed penalty notices from the local authority.

Any lateness (see appendix 4) will result in an automatic 20-minute detention, during which students will be reminded of the importance of:

- going to bed at an appropriate time
- setting at least one alarm to get them up on time
- preparing their school equipment, the night before
- planning their route to school to allow for unexpected issues

Where parents know that their child is running late to school, it is helpful to contact the school Office to notify us but please note that the same consequence will apply. We do this because we are trying to build their personal responsibility, reinforce how highly we value learning time and to prepare them for the world of work.

All up to date attendance and punctuality information about your child can be found directly, through your individual login, on the My Child At School (MCAS) app.

6. Sweating the Small Stuff

We have the highest expectations of all of our students and strive for them to leave us in a position to go on and be the best that they can be in any career that they choose. We know that if we allow small, negative behaviour to go unchallenged that we are doing a disservice to our young people which will ultimately result in more significant problems occurring in and around the school.

Below are some examples of behaviour that Oasis Academy Enfield staff will not ignore:

- uniform worn incorrectly (shirt out, top button undone, wearing trainers etc.)
- talking or non-verbally distracting others when a teacher has asked for one voice.
- heads on desk in class, slouching or leaning backwards in chair
- rough-play in community spaces (corridors, playground, canteen)

7. Consequences

For us to create a safe, calm and positive learning environment where more than a thousand students can attend every day and live the Enfield way, we need clear routines, responses and consequences (see appendix 1-3). Although we want all of our students to meet our expectations because they are intrinsically motivated to and share our values, we also know that compliance with school routines is the first step on this journey.

Therefore, we have created and clarified a system of clear and reasonable consequences and always aim to use our behaviour system as a lever to a better learning experience for all, not as a weapon. The bullet point list is from the TIP working group around building trauma-informed, inclusive systems:

- we aim to work with the mind-set that we are always on the road to inclusion
- our curriculum statement relates to the character, competence and community
- we try to look behind the behaviour
- we try to understand the context of an incident
- we try to identify the 'wider picture' for all involved
- we seek a holistic solution as the best way forward
- we work for change in the family and in the community
- we operate in a relational way, not just as a professional service

Below are the main phases of the school experience and an outline of expectations and consequences in each:

a. Classrooms

We strive for all our students to love learning and to achieve outstanding academic progress. We believe every student deserves to learn in a disruption-free classroom where they feel safe and valued. In order to create this environment, we aim for complete clarity on expectations, routines and responses and teach the students explicitly what we want from them.

Teachers will firstly try and correct any inappropriate behaviour using an OAE Behaviour for Learning technique. We appreciate that students need support as well as challenge to develop positive learning habits. If a student is disrupting their own learning or the learning of others, it is the responsibility of the staff to challenge this using our de-escalation model (see appendix 2).

Students who may struggle with this are supported through restorative conversation and the co-modelling of responses along with techniques for regulating their emotions for successful interactions.

b. On-call removals

We believe that all students deserve to learn in disruption-free classrooms, so we have a policy of removing students who are not managing their behaviour or continually affecting the learning of themselves and others. This allows the teacher and the rest of the class to continue their learning unaffected and provides the student an opportunity to reflect and adjust their behaviour without spending extended periods of time away from the classroom. If sent out of class, a student remains in a designated room until the end of that lesson and then returns to the mainstream for the next session. Students will then have a LEARN conversation (restorative) with their teacher at the end of the day in the detention room.

If sent out of their lesson, the student will be collected and directed to a designated room. They must enter in silence and complete the independent tasks provided for them. These tasks could be curriculum focused or reflective tasks.

There are times, when an extreme behaviour is observed, that students will not receive a warning about their conduct and may be on-called immediately. Examples of behaviour that could cause this include, but are not limited to:

- comments/ actions that have the intention or effect of violating the dignity of student/ staff
- swearing, abusive language
- threatening or aggressive language or actions
- Clear defiance **and** an unwillingness to deescalate

c. Transitions

To support safe, calm and orderly transitions around the school and efficient, effective lessons-starts that follow breaks, students follow a one-way system through different staircases. Students have 5 minutes transition time and must be in their classrooms before the second pip. This is so they arrive to lessons promptly and with real focus. Students who do not meet this expectation will have their name written on the late board and will be given a transition consequence.

d. Community Spaces

Break times are an opportunity for students to relax, socialize, participate in sport and enrichment activities. Students must remain in the area designated to their year group and to show self-control and kindness when interacting with their peers. They must act in a way that upholds the school values at all times.

e. Detentions

We want detentions to act as a deterrent to future negative behaviour, as well as provide an opportunity for reflection and teaching the student a better response. This is so our students maximize future learning time and we can maintain an environment where all students and staff feel safe, respected and proud of their school.

At Oasis Academy Enfield, we want students to feel empowered and responsible for their behaviour and the consequences of their actions – both positive and negative. We model how to express their emotions in a more appropriate manner and discuss key targets for improvement, to support their behaviour.

Although there is no legal obligation for a school to inform parents of detentions, we will always strive to do so as we feel it is the right thing to do. When a student receives a detention, their parent/carer is informed before the end of the day through the My Child At School (MCAS) app. Parents do not need to give their permission for detentions.

We believe that, for detentions to be effective, they must be:

Prompt

"The shorter the gap between incident and consequence, the more impactful in changing future behaviour"

- so, we insist on detentions being completed on the same day that they are given, so every day is a fresh start

Silent

"A calm environment makes for clear thinking"

- So, students can reflect about their behaviour clearly, without distraction

Reflective

"Students must understand the reason for the consequence and must be taught a better response"

- so, students complete a reflection activity and, where appropriate, staff have a restorative conversation with students during detention

Supportive

"Students respond best to a clear and consistent message about behaviour from school and from home"

- so, staff contact home to discuss the issue with families, model and share self-regulation techniques and make commitments for the next day

Please note:

- students receiving 2 detentions in one day will have a 40-minute detention, 3 = 60-minute detention

f. Internal Exclusion Room (IER)

We understand that students, as all humans do, will make mistakes and our mission is to be an inclusive school that nurtures young people and teaches and models positive behaviour. Where appropriate, a student who has seriously breached the academy's behaviour expectations will spend time in the School's Internal Exclusion Room as an alternative to a suspension. Each student will complete knowledge-based work for all of their core subjects in silence and do not have contact with the mainstream school. Students must also reflect on the behaviour that has earned them the consequence and complete a reflective task. Students are supported to view how their behaviour was linked to their emotions at the time and how they could respond differently in future situations.

Families will be informed of the behaviour that has resulted in their child being placed in the Internal Exclusion Room and, depending on the specific behaviour, may be invited in for a reintegration meeting. Following their time in IER, students may be put on a Year Team report to monitor their behaviour for an agreed period.

Examples of behaviour which could earn time in the Reflection Room are:

- comments or actions which violate the dignity of students or staff
- defiance towards staff
- physical aggression and/ or unsafe behaviour
- refusing to leave classroom for On-Call after being asked to do so

8. Suspensions and exclusions

Oasis Academy Enfield follows both the Oasis Community Learning Exclusions Policy and the most up to date DfE guidance on suspensions and exclusions. A full copy of the guidance is available on the DfE government website and the OCL Exclusions Policy is available on the school website.

We are committed to the value of inclusion and will only take the decision to suspend or exclude where a student's behaviour is deemed to be seriously harming the education and welfare of others in the school. If the action is severely extreme, this may result in a permanent exclusion from the academy. Suspension or permanent exclude may be (but is not limited to) a result of:

- violent, aggressive or dangerous behaviour
- bullying
- fighting
- bringing the school into disrepute
- involvement with drugs or other age-inappropriate items
- possessing a weapon

9. Supporting Student Behaviour

Oasis Academy Enfield is committed to working with students and families to help each student to develop excellent learning habits which will ensure their success both in school and in later life. Where students have received persistent consequences and are not managing to successfully improve their behaviour, the school will use several personalised approaches to support students and their families. These include:

a. Meetings with families

We are committed to building active partnerships with our families and community to encourage excellent behaviour and to support and collaborate to improve behaviour where there are additional challenges.

Following a serious behaviour incident or persistent low-level behavioural issues we will invite parents in to meet with the relevant adults in school to work together to present a united, collaborative, commitment-focused approach to improving behaviour. We may also invite parents in to discuss excellent behavior.

b. Restorative Justice

The aims of restorative meetings are to:

- restore relationships and move forward
- encourage students to take responsibility for their behaviour
- reinforce the school values and expectations
- enable any underlying issues to be raised

Staff leading the meeting will use the key questions model of restorative practice:

- Who was harmed?
- What are the needs and responsibilities of all affected?
- How do all affected parties together address needs and repair harm?

c. Mentoring/ Reporting

Where a student requires closer monitoring or additional recognition, they will be assigned a mentor who will meet with them to discuss the issues, make commitments and to set up a reporting system for performance based on their commitments. Students may be mentored/ report to:

- Their tutor
- A trusted adult
- Head of Year/ Pastoral Manager
- Head of Department
- Senior Leaders
- External agencies

When students are on report, they will receive a score for their effort and behaviour tracked against three personalised commitments that have been shared with families. Students receiving a low score on a report or not getting their report signed will have an additional consequence or escalation.

We believe that mentoring/reporting should be:

- An optimistic collaboration between student, mentor, school and families
- Personalised to the student and focused on commitments
- Monitored and reviewed regularly

d. Academy Counsellor

Oasis Academy Enfield has an Academy counsellor. Heads of Years and the SENCO can refer students to the Academy Counsellor (with parental consent) when it is felt that they could benefit from a regular weekly counselling appointment. Students can self-refer to Good2Talk but may also be supported to do so by their families, mentor, Head of Year Team or SENCO. We also have a mental health champion as an extra layer of support.

e. SEND provision

Oasis Academy Enfield recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The academy's Special Educational Needs Coordinator (SENCO) will lead the evaluation of 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 the appropriate external agencies and plan support programmes for that student, in partnership with families. 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.

10. Bullying

All members of our community deserve to feel safe, valued and respected – physically and emotionally. Therefore, Oasis Academy Enfield has a zero-tolerance policy towards all forms of bullying. Any incidents of bullying, either inside and outside of the school building, will be fully investigated and taken extremely seriously.

Anti-bullying guidance defines bullying as: “the 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
- often over a period of time
- often difficult to defend against

We teach our students to be honest and kind and, therefore, treat “bystander behaviour” very seriously. If students are not active participants but are observing and not challenging the behaviour, they may also be given a consequence.

Further guidance from the NSPCC on the forms that bullying can take:

- **Emotional:** being unfriendly, excluding 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 force/ violence
- **Discriminatory:** any comments or actions that have the intention or effect of violating a person’s dignity in relation to a protected characteristic e.g race, religion, gender, sexuality, learning needs
- **Sexual:** explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching
- **Verbal:** direct or indirect name-calling, sarcasm, gossiping, teasing, shouting, undermining by constant criticism or spreading rumours
- **Cyber:** any of the above that takes place online, through social networking sites, messaging apps etc.

Responses and consequences for bullying will vary depending on the context of the issue but may include:

- restorative justice sessions between those involved
- meetings with families
- detentions
- internal exclusion room (IER)
- exclusion

Details of OCL’s approach to preventing and addressing bullying are set out in our Anti-Bullying Policy available on the Oasis Zone through the Policy Portal. Oasis Academy Enfield recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage.

11. Searching Students

The academy acknowledges its duties and responsibilities under the Education Acts, of 1996 and 2011, Education and Inspections Act, 2006 and Health and Safety at Work 1974, in respect of screening and searching students. As a result, academy leadership staff may search students’ clothing, bags without consent for any banned item we believe could be in their possession. This process will be governed by internal procedures and will only be undertaken by designated staff from the pastoral leadership team.

12. Positive Handling

The academy acknowledges its duties and responsibilities under the 2006 Education and Inspection Act, in which all academy staff members have a “legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.” It should be noted that staff cannot be directed or required to intervene physically but will be supported where reasonable force is deemed appropriate.

LEVER 3: THE “LEARN” CURRICULUM

13. Personal development curriculum

Personal Development Curriculum Character Education at Oasis Academy Enfield. This curriculum consists of everything outside of the academic curriculum, and covers:

The ‘taught’ character curriculum:

- CEIAG (careers education, information, advice, and guidance)
- PSHE (physical, social, and health education)
- Enrichment activities (e.g. trips and visits, noncurricular courses or workshops)
- Extra-curricular programme (e.g. before and after school clubs and societies)

The culture created by staff behaviours and the systems and routines of a school This is often less tangible and may be seen in the way assemblies are conducted, in mentor time/family time, in corridor conversations, and in signs and symbols around school. This is often summed up as ‘the way things are around here.’

14. Careers information, advice and guidance

CEIAG and Employability: Students will gain a knowledge and understanding of a range of employability skills required to be successful in the workplace as well as examining different pathways post-16 including apprenticeships, T-Levels, A-Levels and University. They will have various opportunities to apply their expanding body of knowledge to real-life situations. This will enable students to consider a range of educational and work-related options in the future which will allow them to make informed decisions about their future pathways.

15. Personal, social and health education

We want our students to develop into rounded young adults who understand their character and play active roles in their communities. The PSHE curriculum has been thoughtfully created to incorporate our Oasis Ethos, Oasis 9 Habits and Character Curriculum to ensure students flourish in a safe school environment. We have met the statutory guidance for RSE, Citizenship and CEIAG as well as providing opportunities for use of the local PHE data to meet the needs of our students. The combination enables students to develop socially, emotionally, culturally, physically, spiritually, and eventually having fulfilling lives and careers.

LEVER 4: STAFF TRAINING

16. Staff training

At Oasis Academy Enfield we are committed to the Enfield Way, “the Enfield Way is to LEARN. The Enfield Way is to be the best you can be”. Because of this, there is a shared vision across the academy for excellence.

We believe that:

- all students have the right to learn in a safe and stimulating environment
- we must have behaviour systems that are robust and fit for purpose
- all teachers should be equipped to manage behaviour well
- all teachers should feel supported in managing behaviour

To help embed our positive behaviour culture and environment across the academy, we have termly INSET days, new staff training and regular meetings. In consistently discussing and reviewing our practices we aim to empower each staff member not only to know the behaviour systems expertly, but to utilize our systems in everyday practice. We also have CPD arrange by OCL which enables staff to be up to date with the cultural vision and values from the trust as well as the most up to date educational practices.

a. Staff INSET

There are five INSET days over the course of the year where staff are trained and upskilled on a variety of fundamental topics. This allows all staff to see the big picture, make reflections and then adjustments to practice moving forward. As student behaviour and attendance is such a key indicator of a successful school, each INSET provides an opportunity for developing staff whilst aligning our vision and ethos.

b. New staff training

New staff members are given induction days where they are walked through the history, vision and culture of the school. They are then introduced to the procedures, systems and protocols in place at OAE, including behavioural, and are given time to observe this in practice by conducting learning walks with a member of ALT. New staff are also given the opportunity to join ECT/ITT meetings to increase their contextual understanding as well as a long term member of staff to be their main point of contact.

c. Regular meetings

Weekly whole staff and year team meetings are held as well as regular department meetings. This enables fruitful behaviour strategy discussions to take place and promotes a high level of consistent practice across the academy. These meetings allow for collective accountability as well as reflection to take place that will inform future teaching practice.

Monitoring arrangements

This behaviour policy will be reviewed July 2024.

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 Staff Code of Conduct Policy](#)
- OCL Physical Intervention Policy
- Oasis Nine Habits

Appendices

Appendix 1: L points and C points



Below shows all of the ways you can receive LEARN Points

L1 Award	<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 Award	<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 Award	<ul style="list-style-type: none"> L - 100% attendance to the academy each week E - Exceptional work A - No C Points in a week R - Student of the Week N - Exceptional Leadership 		
L15 Award	<ul style="list-style-type: none"> 100% attendance and No C points each Week 		
L100 Award	<ul style="list-style-type: none"> 100% attendance for a half term Membership of the Top Thirty L Points each half term Achieving 550 L Points Bonus 		
L200 Award	<ul style="list-style-type: none"> No C Points in a Half Term 		
L500 Award	<ul style="list-style-type: none"> Student of the Half Term - Subject 		
L1000 Award	<ul style="list-style-type: none"> Half Term Learn Award Student of the Half Term – Head of Year 		

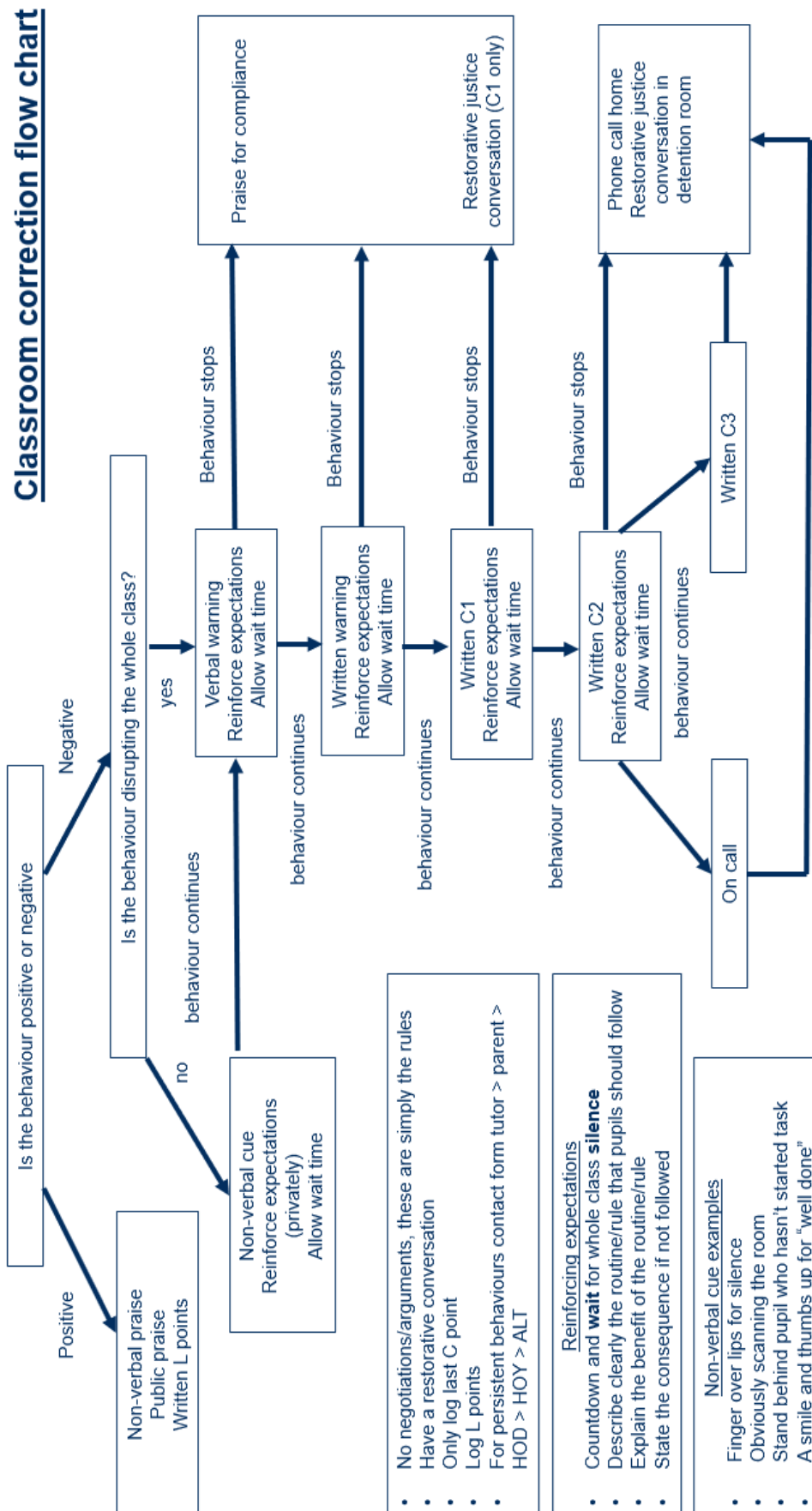


Consequences



	Student Behaviour	Staff Actions	Student Actions
C1	Classroom Consequence: <ul style="list-style-type: none"> Low-level classroom disruption after warning Incomplete equipment Use of mobile/air pods Chewing gum/ eating in class Uniform Consequence: <ul style="list-style-type: none"> Incomplete uniform Blazer not worn on transition in building Wearing a hooded sweatshirt on-site 	Staff member: <ol style="list-style-type: none"> Written warning Explains issue to student Clarifies desired behaviour Logs incident on Bromcom 	<ul style="list-style-type: none"> 1 x C-Point Loses weekly L15 reward Engages in restorative conversation
C2	Classroom Consequence: <ul style="list-style-type: none"> Repeated classroom disruption after C1 Refusing to sit in seating plan Swearing Academy Consequence: <ul style="list-style-type: none"> Not meeting academy expectations Not following staff instructions Rough play Line-Up Consequence: <ul style="list-style-type: none"> Late to line-up Not meeting expectations after final whistle Uniform Consequence: <ul style="list-style-type: none"> Repeated, unauthorised incomplete uniform Not wearing blazer after C1 warning Homework Consequence Late to School/ Late to Lesson	Staff member: <ol style="list-style-type: none"> Written warning Explains issue to student Clarifies desired behaviour Logs incident on Bromcom Visits student in detention Calls parent to inform Shares with Year Team (where appropriate) 	<ul style="list-style-type: none"> 2 x C-Points Loses weekly L15 reward 20 minute detention Completes reflection Engages in restorative conversation
C3	On-Call: <ul style="list-style-type: none"> Repeated classroom disruption after C2 Serious classroom incident causing risk/ harm or violating the dignity of student/ staff Academy Consequence: <ul style="list-style-type: none"> Serious incident causing risk/ harm or violating the dignity of student/ staff outside of classroom Missed C2 Detention On-Site Truancy Bullying <ul style="list-style-type: none"> "Ongoing, deliberate misuse of power" 	Staff member: <ol style="list-style-type: none"> Explains issue to student Clarifies desired behaviour Logs incident on Bromcom Visits student in detention Calls parent to inform Shares with Year Team (where appropriate) 	<ul style="list-style-type: none"> 3 x C-Points Loses weekly L15 reward 40 minute detention Completes reflection activity Engages in restorative conversation
C4	Banned Item: <ul style="list-style-type: none"> Cigarettes, e-cigarettes, alcohol, vapes, other Academy Consequence: <ul style="list-style-type: none"> Severe incident causing risk/ harm or violating the dignity of student/ staff Physical aggression/ threatening behaviour Refusing to leave the classroom for On-Call Leaving site without permission Abusive behaviour towards staff Discriminatory language/ actions 	Staff member: <ul style="list-style-type: none"> Shares information on incident with Year Team, ALT link, KDK/ RSN via email Logs incident on Bromcom Calls parent to inform where appropriate Attends meeting with student/ families where appropriate 	<ul style="list-style-type: none"> 4 x C-Points Loses weekly L15 reward 60 minute detention/ IER/ Fixed-Term Exclusion Completes reflection activity Engages in restorative actions

Appendix 2: Classroom corrections flow chart



Appendix 3: Form rewards and consequences

Form rewards table

L -points	Reward
30	L30 Celebration email
70	Form time shout out
150	L150 Celebration email
210	Phone call home
350	Assembly time shout out Bronze
550	100 Bonus L points
1000	Lunch queue jump ticket + friend
1500	Assembly time shout out Silver
2000	School movie event
3000	Assembly shout out Gold
3500	Cinema trip
4000	Assembly shout out Platinum
5000+	OAE LEARN champions rewards trip

Form sanctions table

C – points	Sanction
10	RJ conversation
20	Automatic text home + RJ conversation
40	Phone call home + RJ conversation
60	Form tutor report + RJ conversation
80	Form tutor report + RJ conversation
100	Form tutor parental meeting + behaviour target setting
120	HOY report + call home
140	ALT link report + call home
180	Family meeting + ALT escalation
200	Family meeting + further ALT escalation

Appendix 4: Registration routines

At Oasis Academy Enfield, we believe that:

- if we want to be the best we can be, we need to make every minute count
- to prepare students for successful lives, we practice good habits of punctuality

Entry & Check-In

08:10 – 08:34	Main Gate opens: <ul style="list-style-type: none">• Students are welcomed• Headphones/ phones are away• School shoes are worn• Hoodies are stored in bags• IER students directed to reception	
08:32	Agora cleared	
08:34	Playground whistle	
08:35	Playground gate closes, and whistle blows	HoY
08:35 – 09:00	Late entry through rear door: <ul style="list-style-type: none">• Students are welcomed• Students supervised to sign in through inventory correctly• Outdoor clothing, removed, blazer worn, school shoes• Hoodies are stored in bags	ALT
<i>*no students to enter through reception</i>		
09:00	Late entry through reception:	
Onwards	<ul style="list-style-type: none">• Students are welcomed warmly• Students supervised to sign in through inventory correctly• Outdoor clothing, removed, blazer worn, school shoes• Hoodies are stored in bags	

Registers

Teachers:

- Ensure registers are taken correctly within the first 10 minutes of lessons using one of the following 3 codes:
 - / = student is present and arrived on time
 - L = student arrived late to lesson
 - N = student is not present

Attendance Officer:

- Shares list of incomplete registers with On-Call at 08:55 for follow-up
- Imports Inventory list of lates at 09:00 and 09:30
- Marks students arriving after 09:15 with U code
- Sends absence text to families by 10:00