

The Oasis logo is a white circle with a horizontal line through its center, followed by the word "Oasis" in a white, sans-serif font. It is contained within an orange trapezoidal shape with a white border, which is tilted and positioned over a thick orange line that runs diagonally across the top of the page.

Oasis

The page features two thick orange lines. One line starts from the left edge and extends diagonally upwards towards the top right. The second line starts from the left edge, extends diagonally upwards to meet the first line, then turns and extends diagonally downwards towards the bottom right.

Behaviour for Learning Policy
Implementation: September 2013



1. Introduction

- 1.1. At Oasis Community Learning we believe that a safe environment of mutual respect and co-operation results in the most effective climate for learning and teaching.
- 1.2. The fundamental principle underpinning our behaviour policy is unconditional respect. This combined with rights, responsibilities and routines will produce good behaviour conducive to good learning.
- 1.3. Inclusion features strongly in this policy as it goes to the heart of Oasis Community Learning as an organisation. We will strive to achieve a balance between avoiding exclusion for gross disobedience at the same time as acknowledging the fact that poor behaviour can in itself exclude students from learning and feeling safe.

2. Aims

The aims of this policy are to:

- Emphasise Oasis Community Learning's commitment to encouraging and rewarding good behaviour;
- Explain the law and guidance on 'disciplinary penalties' (sanctions); and
- Set out the various responsibilities.

3. Responsibilities

3.1. The Oasis Community Learning Board

The Board will make and amend the central policy and communicate this to the Academy Councils.

3.2. The Academy Council

The Academy Council is charged with the duty to have policies designed to promote good behaviour and discipline based on this Oasis Community Learning policy.

3.3. The Principal

The Principal's role is to implement the Academy Council's policy and to establish and maintain a behaviour policy that promotes learning, self-discipline, respect for others and proper regard for authority (the "Code of Conduct"). Oasis Community Learning expects the emphasis to be on encouraging and rewarding good behaviour.

The Principal must determine measures to be taken, with a view to:

- Promoting self-discipline and proper regard for authority among students;
- Encouraging good behaviour and respect for others, and preventing all forms of bullying among students;



- Securing that the standard of behaviour is acceptable; and
- Otherwise regulating the conduct of students.

The Principal is required to follow the Academy Council's statement of principles and have regard to any guidance given by the Academy Councillors in accordance with Oasis Community Learning's policies.

The Principal must also determine the standard of behaviour regarded as acceptable, in so far as the Councillors have not determined it.

The measures can, to such an extent as is reasonable, include measures to regulate the conduct of students when they are not on the premises, and are not under the control or charge of a member of the Academy staff. This includes rules governing behaviour to and from the Academy and on work experience, as well as in situations where poor behaviour could bring the Academy's reputation into question.

The Principal is required to set out the behaviour for learning policy in a written document and publicise it by making it generally known to staff, students and parents. It must be brought to their attention at least once a year.

- The Principal's policy should:
- Define the standards of behaviour the Academy wants;
- Seek the widest possible agreement;
- Ensure that the standards are consistently and fairly applied; and
- Ensure that any sanctions are reasonable and proportionate to the offence, and enable students to make reparation where possible.

In determining the detailed behaviour management strategy to be adopted the Academy will take into account The National Strategy for School Improvement: Behaviour and Attendance Strand Toolkit (www.standards.dcsf.gov.uk/secondary/keystage3)

4. The Academy Council's Policy on Rights and Responsibilities

4.1. The Academy has the right:

- To expect students and parents to cooperate with the Academy in maintaining an orderly climate for learning;
- To expect students to respect the rights of other students and adults in the Academy;
- To enforce the behaviour for learning policy, including rules and disciplinary measures;
- Not to tolerate violence, threatening behaviour or abuse by students or parents;
- In extreme circumstances, to take firm action against students who harass or denigrate teachers or other school staff on or off premises; and
- To engage external support services as appropriate

4.2. The Academy recognises its responsibility

- To support, praise and, as appropriate, reward students' good behaviour;
- To ensure staff model good behaviour and never denigrate students or colleagues;
- To promote positive behaviour through active development of students' social, emotional and behavioural skills;
- To ensure the whole Academy community is consulted about the principles of the Academy behaviour policy and the Academy's code of conduct;
- To establish, and communicate clearly, measures to ensure good order, respect and discipline;
- To ensure the Academy's behaviour policy does not discriminate against any pupil on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities;
- To ensure teachers' roles in Academy discipline matters are consistent with the National Agreement for Raising Standards and Tackling Workload, and workforce-remodelling agenda, so that there is due recognition of the enhanced roles of support staff, so that not all responsibilities are focused on teachers;
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies;
- To apply sanctions fairly, consistently, proportionately and reasonably - taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate;
- To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying;
- To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- To work with other agencies to promote community cohesion and safety.

4.3. The Academy respects the rights of the students:

- To contribute to the development of the Academy behaviour policy, with every pupil becoming involved in the consultation process;
- To be taught in environments that are safe, conducive to learning and free from disruption.
- To expect appropriate action from the Academy to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.
- To be able to appeal to the Principal and Academy Council, and beyond that to the Secretary of State, if they believe the Academy has exercised its disciplinary authority unreasonably.

4.4. The Academy expects students:

- To follow reasonable instructions by Academy staff, to abide by Academy rules/Code of Conduct and accept sanctions in an appropriate way;

- To act as positive ambassadors for the Academy when off the Academy premises;
- Not to bring inappropriate or unlawful items or items which are contrary to school rules/Code of Conduct to the Academy;
- To show respect to Academy staff, fellow students, Academy property and the Academy environment;
- Never to denigrate, harm or bully other students or staff;
- To co-operate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or Parenting Contracts.

4.5. The Academy recognises the rights of parents:

- To contribute to the development of the Academy's behaviour policy;
- To be kept informed about their child's progress, including issues relating to their behaviour;
- To expect their children to be safe, secure and respected in the Academy;
- To have any complaint they make about their child being bullied taken seriously by the Academy and investigated/resolved as necessary;
- To be able to appeal to the Principal and Academy Council, and beyond that to the Secretary of State, if they believe the Academy has exercised its disciplinary authority unreasonably;
- To be able to appeal against a decision to exclude their child, first to the Academy Council and then, in cases of permanent exclusion, to an independent appeal panel.

4.6. The Academy expects parents:

- To respect the Academy's behaviour policy and the disciplinary authority of Academy staff;
- To help ensure that their child follows reasonable instructions by Academy staff and adheres to Academy rules;
- To send their child to the Academy each day punctually, suitably clothed, fed, rested, and equipped and ready to learn;
- To ensure Academy staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm;
- To be prepared to work with the Academy to support their child's positive behaviour;
- To attend meetings with the Principal or other Academy staff, if requested, to discuss their child's behaviour;
- To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour;
- If their child is excluded from the Academy, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the Academy at the end of a fixed period exclusion.

5. Disciplinary Sanctions (Disciplinary Penalties)

- 5.1. The Education and Inspections Act gives all schools (including Academies) the power to impose disciplinary penalties, where a student's behaviour falls below the standard which could be reasonably expected of him/her, (whether because he/she fails to follow an Academy rule, or an instruction by a member of staff or for any other reason).

The power extends to other schools which a student may be attending for a particular course, and to situations where the student is not on the premises and is not under the lawful control of a member of staff, but only to the extent that it is reasonable for the school to impose the penalty. It also covers penalties for a failure by the student to comply with a penalty previously imposed on him/her.

- 5.2. It is lawful for any school to impose a penalty (other than exclusion):

- If it is not in breach of any statutory requirement or prohibition;
- If it is reasonable in all circumstances;
- If it is made by a paid member of staff (whose authorisation has not been revoked by the Principal);
- If it is made by an unpaid member of staff (e.g. a parent volunteer) who has been authorised by the Principal, and it was reasonable for the Principal to do so; and
- The penalty and the action taken were on the school (Academy) premises or elsewhere when the student was under the lawful control of a member of staff.

In determining whether a disciplinary penalty is 'reasonable' the following must be taken into account:

- Whether the penalty was a proportionate punishment in the circumstances; and
- Any special circumstances which are known to the person imposing the penalty, including:
 - The student's age;
 - Any special educational needs;
 - Any disability; and
 - Any religious requirement affecting him/her.

- 5.3. The Principal will take account of the following principles in determining and implementing the Behaviour for Learning policy:

- None of the Academy's punishments must be degrading or humiliating.
- All rewards and sanctions must be applied fairly and consistently.
- All paid staff at the Academy have a statutory authority to impose sanctions (called 'disciplinary penalties' in the Education and Inspections Act 2006).
- The Principal has the power to withdraw the authority from individual staff or classes of paid staff.



- The Principal has the power to authorise any unpaid staff to impose disciplinary penalties.

5.4. Specific Sanctions (Disciplinary Penalties)

The Academy Council has agreed that the following disciplinary penalties may be used in the Academy:

- Removal from the group/class or particular lesson;
- Withdrawal of break or lunchtime privileges;
- Detention;
- Withholding participation in educational visits or sports events which are not essential to the curriculum;
- Completion of work or extra work;
- Carrying out a useful task in the school;
- Fixed term exclusion; and
- Permanent exclusion

5.5. For details of the Academy's specific disciplinary procedures see appendix 1.

6. Detention

6.1. Members of staff who have the right to hand out detentions include:

- Teachers who work at the Academy; and in addition
- Any other person who works at the Academy, who with the authority of the Principal, has lawful control or charge of the students for whom education is being provided at the Academy.
- Detention may only be given to students under 18 if the Principal has determined and made known within the Academy and to parents that detention of students outside Academy sessions is one of the sanctions that can be applied with a view to regulating pupil behaviour. It must also be on a 'permitted day of detention'. Sentence missing

6.2. The Education and Inspections Act 2006 defines what the 'permitted day of detention' means:

- An Academy day, other than one on which the pupil has authorised leave of absence;
- A Saturday or Sunday during an Academy term, which is not a Saturday or Sunday during or at a weekend immediately preceding or following, a half term break;
- A day (whether or not during an Academy term) which is set aside for the performance of duties by the staff other than teaching, except where such a day has been excluded by the Secretary of State in England.

- 6.3 In determining whether a detention outside Academy hours is 'reasonable' the Principal must also take into account whether suitable travel arrangements can be reasonably made by the pupil's parents.
- 6.4. The Academy is under no obligation to provide notice to parents of detention
- 6.5. Powers of members of staff to detain students by use of force

The Education and Inspections Act 2006 confirms the right of staff to use 'such force as is reasonable' for the purpose of preventing a pupil from:

- Committing an offence;
- Causing personal injury to, or damage to the property of, any person (including themselves); and
- Prejudicing the maintenance of good order and discipline.

The explanatory notes give an example of 'reasonable force' - leading a pupil by the arm to enforce an instruction to leave the class.

However, nothing in the law concerning the use of reasonable force legitimises corporal punishment.

7. The Right to Search Students

- 7.1. The Education Act 1996 (as amended by Education Act 2011) gives the Principal, and any member of the Academy staff authorised by the Principal, who has reasonable grounds for believing that a pupil may have with him/ her or in his/her possession an item prohibited under the legislation and school rules, the right to search that student. This includes knives/weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornography, items which may be used to commit an offence and items banned in the school rules.
- 7.2. The Principal must ensure that the person carrying out the search is of the same sex as the student and the search must be carried out in the presence of another adult also the same sex as the student (if possible). The student cannot be required to remove any clothing other than outer clothing and if the student's possessions are searched this must also be done in the presence of another adult. The person carrying out the search is able to use such force as is reasonable in the circumstances for exercising that power.
- 7.3. The Principal cannot 'require' most of the Academy staff to conduct the searches, only 'authorise' them to do so. But they may 'require' security staff to carry out searches.
- 7.4. If a search reveals any 'offensive weapons' or knives, or 'evidence in relation to an offence' or child pornography the Academy MUST call the police in. The Academy has no discretion in this, not even if the Principal wishes to resort solely to internal discipline procedures.

8. Exclusions

- 8.1. The Academy will use exclusion (fixed term or permanent) only as a last resort.
- 8.2. In discharging their duties the Principal and Academy Council will work within the framework provided by Section 51A Education Act 2002 and the School Discipline Regulations 2012. The Academy will have regard to the Secretary of State's guidance on exclusions (currently DfE June 2012 guidance, but this may change) as if the Academy were a maintained school, except that:
- The Academy, and not the LEA, is responsible for making arrangements for independent review panels to hear review appeals against permanent exclusions where the Councillors do not direct reinstatement;
 - The Councillors are not expected to seek the advice of an LEA officer when considering an exclusion (paragraph 107 of the guidance), although an LEA officer may attend any meeting to consider an exclusion at the request of a parent or if invited by the Academy and
 - Part 7 of the guidance (arrangements for money to follow students who have been permanently excluded from school) does not apply.
- 8.3. Exclusions may be for a fixed period or permanent.
- 8.4. The Decision to Exclude:
- a) Only the Principal can exclude a student, (or the person in charge on the day, if the Principal is absent from the Academy).
 - b) Students should only be excluded:
in cases of a serious breach or persistent breaches of the Academy's behaviour/discipline policy and if the continued presence of the excludee in the Academy would seriously damage the education or the welfare of the student or other students or staff.
- 8.5. Before deciding to exclude a pupil the Principal will:
- Ensure that an appropriate investigation has been conducted;
 - Ensure that all the relevant evidence has been considered;
 - Give the student an opportunity to be heard; and
 - Consult other relevant people if necessary.

Having considered these matters the Principal will make a decision based on the balance of probability, having regard to any current guidance from the DfE and the Equality Act duties.

8.6. Inappropriate Exclusion

Oasis Community Learning considers that any exclusion will normally be inappropriate in cases of:

- Minor breaches of discipline;
- poor academic performance;



- Truancy or lateness;
- Pregnancy;
- Non-compliance with uniform regulations, except where this amounts to a defiance of the Academy's authority; and in response to the unacceptable behaviour/attitude/conduct of a student's parents.

8.7. Fixed Term Exclusion

The Principal is permitted to exclude a student for one or more fixed term periods not exceeding 45 school days in any one school year.

The Academy will continue to provide education for an excluded student (whilst he/she remains on roll) and, particularly in the case of an exclusion of more than 15 days, the Principal in consultation with the relevant members of staff will consider the following:

- Making alternative provision from day six for fixed-period excluded students;
- Where appropriate, to arrange reintegration interviews with parents at the end of a fixed-period exclusion of six days or more; and
- How the student's education can otherwise continue.

8.8. Permanent Exclusion

A decision to exclude a student permanently, as befitting its gravity, will only be taken as a last resort for serious or persistent breaches of the behaviour policy.

- 8.9. The Principal must have regard to the DfE guidance when making such a decision and must allow the pupil the opportunity to put forward their side of the story

9. Equal Opportunities

In making and implementing this policy account must be taken of the Academy's equal opportunity policies.

9.1. Students with Disabilities

The Academy aims to ensure that students with disabilities are not treated unfavourably and will endeavour to ensure that no exclusion of such a student has been caused directly or indirectly by the pupil's disability. Any exclusion of a student with a disability will be closely monitored both within the Academy and by the Academy Council Discipline Committee.

9.2. Students with Special Educational Needs



The Academy will pay due regard to the guidance in the Special Educational Needs Code of Practice and the Education of Children and Young People with Behavioural, Social and Emotional Difficulties as a special educational need.

The Academy will aim not to exclude students with special educational needs and will aim to find alternative strategies that keep students with special educational needs who have behaviour problems in the Academy.

10. Amendments and Revision

Before making any amendments or revision of this policy Oasis Community Learning will consult as appropriate.

The Academy Council will consult Oasis Community Learning, and appropriate members of staff, representatives of students and parents before making any of its own amendments.

11. Monitoring and Review

- 11.1. The working of the policy will be monitored by the Principal and a report made to the Academy Disciplinary Committee each term. All exclusions will be reported to the Committee in the termly report.
- 11.2. Each Academy will report on the implementation of the policy to the Oasis Community Learning Board when requested. Exclusion statistics will be sent by each Academy to Oasis Community Learning termly.
- 11.3. This policy will be reviewed at least every two years by the Oasis Community Learning Board. Any proposed revisions will be reported to the Academy Council for inclusion in the Academy's own policy. Each Academy will review its own policy having received the biennial policy from Oasis Community Learning.



Behaviour for Learning for Oasis Academy Enfield

The Behaviour for Learning Policy for Oasis Academy Enfield is based on the Oasis Ethos statements and the nine habits which is our vision for all members of the Academy.

Oasis Academy Enfield Behaviour Code

In class expectations

- Arrive on time to lessons.
- Uniform is to be worn correctly and smartly.
- Teachers meet and greet students at the door.
- Students sit in the correct place as on the seating plan.
- Students have equipment ready to learn, including planners.
- Students begin a starter task.
- The register is taken in the first 5 minutes of the lesson.
- Warning C points, R points and lateness to be displayed on the board.
- Only water is allowed in class – no food, drinks or gum.
- The class to remain focused until end of the lesson when they are dismissed by their teacher.

Out of class expectations

- Be courteous to others – holding doors and letting others, especially visitors, through first.
- Move safely around the Academy, keeping on the left.
- Do not stop on the stairs.
- No running inside the building.
- No play fighting or aggressive physical contact with others.
- Do not drop litter. Put waste in the bins provided.
- Keep the volume down in social areas.
- No swearing or using bad language.
- Treat computers respectfully and do not damage.
- Eat in designated areas only.



Oasis Academy Enfield Rewards System

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:

R1	<ul style="list-style-type: none"> • Active listening • Being courteous to others • Being helpful • Being kind/support to another • Completing a piece of work to a high standard 	<ul style="list-style-type: none"> • Good effort • Good independent learning • Good learning behaviour • Good presentation of work 	<ul style="list-style-type: none"> • Good teamwork • Positive contribution to the lesson • Positive start to the lesson • Taking care of the environment
R2	<ul style="list-style-type: none"> • Excellent achievement throughout the lesson • Excellent effort throughout the lesson • Excellent homework • Excellent leadership • Excellent work in book 		
R5	<ul style="list-style-type: none"> • 100% attendance to the academy each week • Exceptional work • No C Points in a week 		
R15	<ul style="list-style-type: none"> • 100% attendance and no C-Points for each week 		
R25	<ul style="list-style-type: none"> • Good progress over half term (all green or higher on report) • Half term commitment to an Academy club • Holding a position of responsibility • Student of the week 		
R50	<ul style="list-style-type: none"> • Excellent progress over half a term (all platinum on your report) • Learning Guide's Student of the half term 		

This list is not exclusive and is reviewed in consultation with students, staff and parents.

Students are able to trade in their reward points for vouchers, reward trips or donate them to charity.

Oasis Academy Enfield Sanctions

The following set of sanctions will support the Behaviour Code. The sanctions take the form of a series of consequences, which will range from C1-C5. Within each category of consequence there will be 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 SIMS behaviour management, in which the referral, tracking, monitoring and evaluation of behaviour data will all go through SIMS. The system will revolve around a point basis, with each level of C1-C5 equating to an

increasing level of seriousness and a number of points. The amalgamation of points will link directly to the implementation of sanctions.

C1	C2	C3
<ul style="list-style-type: none"> • Calling across the Agora • Calling out in class • Chewing Gum • Distracting others • Incorrect uniform • Lateness to lessons • Mobile Phone seen or heard in the building • Not having equipment/planner • Not following instructions • Playing computer games • Poor presentation of work • Running inside the Academy • Unkind Behaviour • Swearing/Cussing • Talking over the teacher 	<ul style="list-style-type: none"> • Damaging equipment • Disrupting learning in the classroom • Eating in class • Incomplete Homework • Incomplete Classwork • Inappropriate use of IT • Littering • Persistent C1 behaviours 	<ul style="list-style-type: none"> • Abusive language towards students • Bullying • Failure to attend C2 30 min detention • Persistent C2 behaviours • Physical aggression towards another student • Play fighting • Serious inappropriate behaviour • Truancy from lesson • Using another user's login
C4		
<ul style="list-style-type: none"> • Cyberbullying • Exploitation by selling • Failure to attend C3 1 hour detention • Fighting • Persistent C3 behaviours • Persistent truancy • Racist comments • Severe incident • Sexist comments • Sexualised comments • Smoking or E Cigarettes • Swearing/ Verbal abuse towards a member of staff • Vandalism 		
C5		
<ul style="list-style-type: none"> • Persistent C4 behaviours • Severe inappropriate behaviour, aggression, or violence 		

C1 (1 point): Initial warning for low level behaviour concerns

C2 (5 points): 30 minute detention issued by the Class Teacher/Learning Guide

C3 (10 points): 1 hour detention, which will be held between Class Teacher and Head of Department

13

C4 (20 points): 2 hour detention; internal exclusion; community service

C5 (50 points): Fixed term or permanent exclusion