

# **Oasis Arena Behaviour for Learning Policy.**

**September 2022**

## **Introduction**

Oasis Academy Arena, as part of OCL, 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 to leading schools:

- 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

### **The Oasis Behaviour Policy is underpinned by 4 key levers:**

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

## **Lever 1: Academy Vision and Values**

We are an ambitious and inclusive academy that serves our local community so that the people of South Norwood can achieve their dreams and aspirations. The academy has high expectations of every part of school life, which includes the way in which we behave and work. The academy aims

to prepare young people for their futures, and these high expectations and positive role modelling will support the students to be better prepared for their future.

### At Arena we are...

- Ambitious
- Kind
- Professional



### Oasis 9 Habits

Oasis believes that there are 9 'habits' or traits that we can all develop in order to be successful in school, work and life. We are all on a journey and should never stop evaluating where we are and working on improving ourselves.

Staff and students discuss these 9 Habits in PSHE, Assemblies and daily Academy life:

- **Compassionate** – to be compassionate and kind whilst acting justly
- **Considerate** – to choose to love others like you love yourself
- **Forgiving** – to be forgiving and committed to healthy relationships
- **Honesty** – to be honest and have integrity
- **Hopeful** – to be hopeful in seeking transformation
- **Humble** – to be honouring of others through serving with humility
- **Joyful** – to be joyful and positive and to help others be the same
- **Patient** – to be patient and persevering
- **Self-controlled** – to be self-controlled

### PROMOTING POSITIVE BEHAVIOUR AND REWARDS

All staff at the academy promote positive behaviour by modelling and explaining clearly what they

expect, building strong relationships with students and creating a predictable environment for students where responses to students are consistent.

Teachers promote positive behaviour by:

<b>Doing all that they can to:</b>	<b>So that:</b>
Making expectations of students clear	Students know what to do
Positively framing what they expect to see	Students know the adults believe in them
Rehearsing key routines and/or new behaviours	Students have the best opportunity to get it right
Keep the focus on learning	The main thing remains the main thing
Show respect	Strong relationships are built
Learn students' names	We show that we care about each individual
Admit mistakes	We role model what we expect
Smile and use humour where appropriate	Tension is reduced
Keep calm	We role model what we expect
Listen	We understand our students
Praise in public	We build a narrative of success
Seek to reconcile	We model how to maintain strong relationships despite challenges
Work positively with parents and carers	We work together to support our students

<b>Doing all that they can to avoid:</b>	<b>Because it may:</b>
Humiliating or embarrassing	breed resentment and break down relationships
Shouting	Diminish the teacher's authority and leave students feeling unsafe
Over-reacting	Lead to the problem escalating
Punishments without facts	Lead to resentment and undermine other, fair consequences
Sarcasm	Confuse children and/or appear unkind
Reprimanding in front of others	Lead to escalation and the child feeling humiliated
Holding a grudge	Undermine strong relationships
Making it personal	Escalate the situation

Student's achievements may be rewarded in a variety of ways. By these means the academy seeks to motivate students, create a positive learning environment, raise students' self-esteem and provide systems which can be used by all staff to contribute to raising levels of achievement.

Students should be issued with Arena points for ambitious, kind and professional behaviours.

## **PUPIL SUPPORT**

**In line with our academy values we have a range of support to help our students grow and develop in our academy. We understand that some pupils will need additional support to reach the expected standard of behaviour as well as other extenuating circumstances that could require support.**

When pupils do misbehave, we aim to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. To support these aims, we have different responses to behaviour including pastoral approaches.

Pupil support could be for one of the following:

- A planned intervention for behavioural or pastoral reasons
- A preventative measure to support pupils struggling to behaviour appropriately or at risk of exclusion

- A learning opportunity with professionals

This support aims to improve behaviour, identify successful ways of working in lessons and successfully reintegrate pupils back into their identified lesson(s).

Currently we offer the following interventions for Pupil support:

- Mental Health support from Croydon and Place 2 be
- Mentoring from a range of external agencies, including Reaching Higher, Gloves not Guns and Lives not knives, stepping stone and urban Yogis.

The academy recognises that students with SEND need additional support in order to be successful within school. We have the very highest expectations for all students. The academy recognise that from time to time it is appropriate that sanctions and systems in place for students with SEND will vary from others.

## **Lever 2: Personal Development Curriculum**

### ***Character Education at Oasis Academy Arena***

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

1. The 'taught' character and personal development curriculum:
  - CEIAG (careers education, information, advice, and guidance)
  - PSHCE (physical, social, health and cultural education)
  - RSE (Relationships and Sex Education)
  - Enrichment activities (e.g. trips and visits, noncurricular courses or workshops)
  - Extra-curricular programme (e.g. after school clubs, Assemblies)
  - Stepping Stones, Crystal Palace Foundation, Reaching Higher, Gloves not Guns, Lives Not Knives, Urban Yogi's all run small group/one on one mentoring to develop our students to become successful.
  - 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 tutor time, in corridor conversations, and in signs and symbols around school. This is often summed up as 'At Arena We Are Ambitious, Kind, Professional'

## **Lever 3: Academy Behaviour Systems, Structures and Routines**

The Academy aims to ensure all students have the best access to outstanding learning and personal development. It has the Academy's 3 core values at its very heart – ambition, kindness and professionalism. We are committed to ensuring that all our students leave the Academy with strong academic achievements in addition to being well-rounded young people, able to live successfully and happily in a demanding world.

### **Rewards**

- All staff offer positive and specific praise for all children on a consistent basis. This may be in the form of verbal praise, Arena Points for demonstrating kindness, professionalism and ambition.
- Students earn Arena Points for every aspect of Academy life (demonstrating professionalism, working hard, being ambitious for themselves and others, being kind to others). The Arena Points are recorded on Bromcom.
- Arena Points count towards their weekly 'pay-slip' (see later section).
- Each week the 'Top 10 students of the week' are identified based on the pay-slip and are presented, in front of their peers, a Krispy Kreme doughnut. Each half term there is a reward for the top 30 students: an afternoon Film session with their HOY. An end of term trip is scheduled for the top 20 students. There is also an annual rewards trip to Thorpe Park for the top 20/30 students (depending upon the year group) and a year group activity for the top 50 students. There are half-termly rewards assemblies where students receive certificates and badges for their contributions to Academy life.
- The pay slip is used to identify students who qualify for the rewards.

**When behaviour is unacceptable and disrupting learning:**

1. The student will be given a clear verbal warning. This should where possible be a private verbal correction, using public praise and private correction.
2. If the student chooses to continue their poor behaviour, their teacher will issue a clear second warning and may ask the student to move to a different seat in the classroom.
3. Should the student's poor behaviour continue, another member of staff will escort them from the classroom and they will be placed in an alternative, pre-designated class for the remainder of that lesson. Removal from a lesson allows the other students to learn without further disruption and gives the student the opportunity to both continue with their work and reflect on their behaviour whilst remaining in a 'learning' environment. The student will be issued with a 30-minute detention for that day so that they can complete a Restorative Conversation with their teacher to ensure clarity around their removal and the discussion of positive steps moving forward. The holding of a student after the school day is at the discretion of the professional, as directed by the Department for Education (<https://www.gov.uk/school-discipline-exclusions>). However, wherever possible we will send a courtesy text to year 7 parents on the day.
4. Removals are logged onto Bromcom, along with Arena Points, and contribute negatively to the students' 'pay-slip'. Students should still complete all the work as lessons are uploaded onto their ipads.

**Support for Teachers to tackle poor behaviour within the classroom**

	<b>Teachers Do say</b>	<b>Teachers Don't say</b>
<b>Whole class reminder</b>	This is a whole class reminder that what I want to see is/the way to get this right is/the most	You're getting it wrong Get out

	successful students will...	I don't want you in here This is frustrating me You're wasting time I don't like... I can't believe.... You're ruining ... You're so....(labelling a child with a negative term)
<b>First Warning</b>	This is your first warning for.....	
<b>Second warning</b>	This is your second warning for.... You now have a choice. You can choose to stay and change your behavior. Or you can go to another room – which will mean that you have a detention and a call home. I would like you to stay but it is your choice. What would you like to do?	
<b>On call</b>	I am now calling on call because you...	
		<i>Teachers will not get involved in discussions or arguments about behaviour during lessons. If a student wishes to discuss the incident later then they may do so during break, lunch time or after academy In their restorative.</i>

Teachers should follow this short intervention:

**I noticed you are....** *out of your seat, having trouble starting the Do Now... Remember that at the start of each lesson we always begin our Do Now... You have chosen to.... Not start the Do Now but play on your iPad...*

**Do you remember last week when you...** *wrote that really amazing paragraph...That is who I need to see today!*

**Thank you, I will be back in 2mins and I need to see that....** *You have the date, title and first 2 questions complete*

If a student does need to be removed from a classroom, they will work in another teachers teaching room. They will complete their class work, study independently from their iPad or read. They will be out of their usual class for the minimal possible amount of time. The teacher who removed them from the lesson will ensure that they restore the relationship with the student as soon as possible so that the child can return to focusing on learning. The teacher who removed the student from the lesson will support the child to improve and to be re-integrated in to learning, through the after school restorative session

Restoratives will be issued to students for the following behaviour:

- Lateness (to school and to lesson)
- Disruptive behaviour that leads to the student being removed from a lesson.
- Unprofessional behaviour
- Unambitious behaviour
- Unkind behaviour

Where a student has had a negative interaction with an adult (disruptive behaviour that leads to the student being removed from a lesson or unprofessional behaviour towards a member of staff) we will endeavour to ensure Restorative Practice (see next section) occurs during the detention, in order for everyone involved to successfully move forward the next day.

If the student fails to attend detention they may be referred to our Internal Exclusion (IE) room for the following day. This referral will be for part of the day and referred students must achieve a minimum of 2's and 3's on their IE 'report' in order to exit IE and spend the rest of the day in the school community

5. Any student who is removed from 2 lessons within a day will be referred to Internal Exclusion (IE) for the following day. The Head of Year will contact home to inform parents/carers and discuss next steps.

6. More serious behaviour issues or repeated disruption to others' learning can result in the following consequences:

- Internal Exclusion (IE); the student will be working independently in a different area of the school to give them the time to reflect and amend their behaviours.
- Referred to OASP (Oasis Academy Shirley Park) for a day or series of days due to a behaviour/incident(s) of serious concern and/or failing to successfully adhere to our expectations within IE (Internal Exclusion).
- Being placed on report to tutor, Head of Year or Senior Leader.
- Behaviour Support Plan/PSP.
- Education in an alternative provision for a period of time
- Fixed term exclusion
- Permanent exclusion

Repeated behaviours may lead to increased in some sanctions within the academy. The school does use both fixed term and permanent exclusion as a last resort within the academy. These decisions are always made only by the Principal.

7. More serious behaviours may include: bullying, truancy, rudeness to staff, swearing, fighting, damage to academy property, racist/sexist/homophobic language, and poor behaviour off-site whilst wearing academy uniform. This list is not exhaustive and more serious consequences are subject to the decision of Heads of Years and Senior Leaders.

## **LUNCH AND BREAK TIME EXPECTATIONS**

In order to ensure that students have safe and enjoyable break times, students will have designated, supervised spaces. All students will have time outside, in the Dining Hall and an opportunity to play sport each day. Throughout break and lunch times, students are able to access toilets, eat lunch, play sport or have a relaxing break with their friends. Students are not permitted to access any other space without permission from a member of staff.

When lining up for lunch, students must remain in single file and queue quietly. When eating, all students sit in their seats and keep their tables as clean as possible. Students clear their tables before leaving the dining hall, ensuring that all litter is placed in the bins provided.

## **UNIFORM AND EQUIPMENT**

We are proud of our academy and our uniform and expect all of our students to wear full uniform at all times. High standards of presentation are required at all times when wearing the academy uniform including travelling to and from the academy and when on visits. The academy reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents/carers or by lending students an appropriate uniform item to change in to.

All staff are remind students of uniform expectations throughout the day.

For more information about the specific academy uniform expectations, please visit the academy website ([www.oasisarena.org](http://www.oasisarena.org)) Teachers will check uniform and equipment every morning as students enter their Learning Coaching classroom. The following items are expected:

- Pens
- Pencils
- Ruler
- Ruber
- iPad

If a student does not have the above items in the list they will receive a restorative.

## **BEHAVIOUR OUTSIDE OF THE ACADEMY**

All students should behave in a way that reflects the academy's values when on trips, visits and their journey to and from the academy. We work closely with local authorities to promote good behaviour on public transport to and from academy.

Behaviour incidents that occur outside the academy day and off the academy premises may still be investigated in academy if the academy believes the incident will affect the academy's culture or reputation.

This includes but isn't limited to inappropriate online behaviour, poor conduct on Public transport, academy trips and visits, work experience placements, sports fixtures, travelling to and from academy and when students are in the local community.

These consequences will be in line with the academy's behaviour policy and may involve the local authority depending on the severity of the incident. If the behaviour breach occurred on a trip or

visit, the academy may decide to ban the student from attending future trips/visits.

For acts of aggression or which threaten the health and safety of others, including malicious online activity, the academy reserves the right to involve the police. Equally, if the academy considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures will be applied.

## **CHILD ON CHILD ABUSE**

The disclosure of a child on child abuse incident, which may include the below, will be treated extremely seriously.

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment;
- sharing of nudes and semi nudes images and/or videos;
- causing someone to engage in sexual activity without consent;
- upskirting; and initiation/hazing type violence and rituals

The Academy will obtain statements from the victim(s) and alleged perpetrator(s) and any witnesses. Students may be isolated from their peers while the investigation is ongoing. Parents will be contacted and will be fully informed of investigations taking place. Where the Academy needs to source advice from and/or involve the police parents will be informed. If the police request to speak with students, parents will be informed and permission requested. If students meet with police, a family member or suitable member of Academy staff will be present during the meeting.

### **Internal Exclusion (IE):**

Students may be referred to IE if they....

- a) display significant unprofessional behaviour to a member of staff/student.
  - b) are removed from 2 lessons within one day.
  - c) have a physical altercation with a student.
  - d) refuse to follow SLT instructions.
  - e) refuse to comply with uniform requirements.
  - f) refuse to engage with the Restorative Practice despite a member of ALT supporting them.
- Students will begin the day at 8.40am; entering via the Late gate and are collected on entry.
  - Students will complete work packs in silence throughout the day.

- If a student ‘fails’ IE they will either repeat a period of time in IE the next day or are referred to OASP.
- The students in IE will have a separate break and lunch time to their peers.
- Each period, students’ work effort and attainment are ‘graded’. Should they receive an average of below 2 they may repeat their time in IE. A senior leader will decide at the end of their day if they have passed or not (Overall combined scores of +24 will result in an automatic pass) An immediate parent meeting may be sought, and the HOY will discuss the reasons for the re-referral.

Effort:

- 3- High effort.
- 2- High effort but inconsistent.
- 1-Some or minimal effort.
- 0—No effort.

Attitude:

- 3- Polite and professional attitude.
- 2-Polite and professional attitude but inconsistent.
- 1-Sometimes polite and professional attitude; sometimes poor.
- 0-Very poor attitude.

Name:			
<u>Period</u>	<u>Effort</u>	<u>Attitude</u>	<u>Total</u>
Period 1			
Period 2			
Period 3			
Period 4a			
Period 4b			
Period 5			
Period 6			

**Restorative Practice:**

Restorative Practice enables a wider view of Academy discipline. For Restorative Practice we think beyond students breaking our rules and also consider the wider impact of negative behaviours causing harm to students, classroom/school culture and the community. Therefore, from a Restorative Practice perspective, a just response must address not only the wrongdoing, but also the harm involved. If all the interested parties are willing, Restorative Practice is a way to help students understand and discuss those harms. Through meetings student learn how to repair relationships. The aim is, transformational changes in students’ lives as well as within their schools and communities.

Examples of Restorative Practice will include: a meeting during a restorative between the student and the member of staff that noticed/was subjected to the negative unkind or unprofessional behaviour.

Restorative Practice asks the following set of questions:

1. What happened?
2. What were you thinking at the time?
3. How did this make you feel?
4. How do you think it made others feel?
5. Who has been affected?
6. What can be done to repair the harm?
7. How can we do things differently in the future?

Restorative Practices emphasise restoration by working with all parties in the conflict. All stakeholders are involved in working out how to repair that harm. It pays attention to community and victim's needs in addition to the accountability of the person who caused harm. Restorative Practice is a commitment to strengthening Academy relationships that can sometimes be lost when applying the traditional school disciplinary procedures. These procedures can, at times, neglect the importance of the reparation of these relationships when there is a haste to punish offenders.

The main aspects of Restorative Practice are:

1. inclusion of all parties.
2. encountering the other side.
3. understanding the effects on all stakeholders of the harm caused.
3. making amends for the harm.
4. reintegration of the parties into their communities.

**Rewards:**

Each week your child will receive a 'pay-slip'. This links to careers education and understanding that our actions result in consequences – either positive or negative.

- Each student begins the week assuming that they will be in school every day: £30.
- Each Arena Point they receive that week is worth an additional £2.
- However, absence, lateness and removal from lessons result in a loss of 'earnings'.
- The students finish the week with a net total, hopefully well in excess of their starting point of £30.
- Each week is a fresh start, giving every student the opportunity to re-set and beat their total of the previous week.
- Rewards trips and privileges are linked to students' pay slips over a given period (half term running total)

Reward break down:

- Every week: Top 10 students from each year group are presented with a Krispy Kreme Doughnut

- Each half term: the top 30 students enjoy an afternoon watching a film- in the last week of half term.
- In the last week of each half term, we have a Rewards Assembly where we celebrate those students that regularly demonstrate: ambition, kindness and professionalism, and celebrate subject excellence and improvement.
- Each term: 20 students per year group go on a rewards trip.
- End of Year: the top 20/30 (depending on year group size) students in each year are invited to a paid outing to Thorpe Park.
- End of the year the top 50% of students attend a celebration event - in the last week of term.
- End of Year rewards evening where subjects prizes for 'Excellence' and 'Most Improved' will be given out to 2 students per year group.

### **Daily Routines**

#### **Check-In:**

- Students enter the Academy via the Student Entrance from 8.15am.
- Students assemble and line up in alphabetical order, facing the front, in full school uniform and in silence. Students should have their equipment and IPAD ready for inspection by their classroom teacher. If mobile phones are carried, they should be switched off and out of sight ( in students' bags) for the entire school day. Students will then be escorted to their lesson by their classroom teacher.
- Students are expected to enter and move around the building in a professional manner. Oasis Arena operates quiet walkways, where the academy encourages whispering as well as a one-way system in order to facilitate this.
- Check-In is quick and ensures that students begin each day positively. Any uniform issues are dealt with on the gate/in line up.

#### **Late students:**

- Late students will enter via the Student Entrance and will be registered there.
- Students are informed that they will serve a 45-minute restorative at the end of the day.

#### **Line-ups**

- All students line up briefly after break and lunch to ensure that all are ready to learn.
- Uniform is checked.
- Their teacher accompanies them to lessons where they are expected to begin work immediately on arrival.

#### **Check-Out**

Students line up in their year groups:

- Year 7, 8, 9, 10 and 11 will line up in the playgrounds briefly to be told if they have detention/restorative. They will exit via the Playground gate.
- Year 11 will be reminded of their daily intervention group. Interventions will run until 3.45pm every day except Wednesdays. Students without an intervention or detention/restorative may choose to work in the library.

If a student has a detention they will be taken by their Head of Year to a classroom where they will have a Restorative Conversation with the appropriate member of staff to ensure clarity and improved behaviour in the future.

### **Uniform, make-up, hair, jewellery and mobile phones**

- Students are expected to take pride in their appearance and the academy's uniform.
- A uniform ensures that all students can be identified as belonging to the Oasis family and is in many ways a more affordable way of dressing, removing some of the inequalities often seen when students can wear their own clothes.
- All parents receive a uniform list when their child joins the Academy.

To recap:

- Black blazer with Academy badge.
  - White shirt.
  - School jumper
  - Arena Academy Tie (Year 11 Progress Stars wear a gold tie)
  - Black shoes.
  - Black trousers or skirt.
- Jewellery should be professional and safe.
  - Hair should be professional and safe.
  - Nails should be professional and safe.
  - If a teacher confiscates an item of clothing/jewellery because it is deemed unprofessional, they will return the item via the Head of Year at the end of the day.
  - Mobile phones should be switched off and kept out of sight for the entire school day. Mobile phones seen in school will be confiscated and returned at the end of the academy day. This is logged on Bromcom. More than 3 confiscations during a half term will result in the sanction being escalated and may in extreme circumstances mean that parents have to collect the mobile phone from school.