



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

**September 2020**

## **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 with 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

## **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 curriculum:
  - CEIAG (careers education, information, advice, and guidance)
  - PSHCE (physical, social, health and cultural education)
  - Enrichment activities (e.g. trips and visits, noncurricular courses or workshops)
  - Extra-curricular programme (e.g. after school clubs, Assemblies)
  - Gloves not Guns:
  - 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 at ensuring 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 and contacting home.
- 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 Heads of Year identify '10 stars of the week' based on the pay-slip who are given an 'early entry' to lunch time for the following week. Each half term there is a reward for the top 30 students; an afternoon Film session with their HOY and there is then a termly trip for the top 20 students. There is also an annual rewards trip to Thorp Park for the top 20 students and a year group picnic 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.
2. If the student chooses to continue their poor behaviour, their teacher will ask the student to move to another seat within the classroom.
3. If the student chooses to continue their poor behaviour, another member of staff will remove them from the lesson and 'park' the student temporarily in another classroom within the same key stage. They will be given a chance to complete a reflection whilst sat in the back of another lesson. Removal from a lesson allows the other students to learn without further disruption and gives the student the opportunity to reflect on their behaviour choices. The student will be issued a 30 minute detention for that day so that they can complete the Restorative Practice with the teacher to ensure clarity and 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 parents on the day and a phone call home will be made by the teacher to ensure clarity around the event.
4. Removals are logged onto Bromcom, along with Arena Points, and contribute to the students' 'pay-slips'.

### Detentions will be issued to a student for the following behaviour:

- Lateness (to school and to lesson)
- Disruptive behaviour that leads to the student being removed from a lesson.
- Unprofessional behaviour towards a member of staff

Where a student has had a negative interaction with a professional (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 follow their tutors instructions and then their Head of Years instruction and does not come to detention, they will be in the Reintegration Room for periods 1 and 2. They must achieve 2's and 3's on their 'report' in order to return to the rest of the school at break time and in lessons for the rest of the day.

5. Any student who is removed from 2 lessons within a day will be removed from lessons for the rest of the day/the next day and placed in Internal Exclusion and the Head of Year will contact home to discuss next steps.

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

- Internal Exclusion; the student will be working independently in a different area of the school to give the student time to reflect and amend their behaviours.
- Referred to OASP (Oasis Academy Shirley Park) for a series of days due to a behaviour/incident 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

7. More serious behaviour 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 the Heads of Years and Senior Leaders.

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

Students will be in 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 staff member/student.
- d) Refuse to follow SLT instructions.
- e) Refuse to change their non-uniform issues.
- f) Refuse to engage with the Restorative Practice despite a member of ALT supporting them.

- Students will begin the day at 9.30am; entering via the Main Reception and collected on entry.
- Students will complete work packs in silence throughout the day.
- If a student walks out of IE at any point without permission they will be referred to OASP for a day.

- The students in IE will have a separate break and lunch time to their key stage.
- Each student is ‘scored’ based on their effort/attitude. They must not receive any 0’s or they will repeat IE and parent meeting will be held that evening before the 2<sup>nd</sup> day of IE. A senior leader will decide at the end of their day if they have passed or not.

Effort:

3- High effort throughout the day

2- High effort but inconsistent.

1-Some effort throughout the day

0—No effort throughout the day.

Attitude:

3- Polite and professional attitude throughout the day

2-Polite and professional attitude but inconsistent.

1-Sometimes polite and professional attitude but sometimes poor.

0-Very poor attitude throughout the day.

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

**Restorative Practice:**

Restorative Practice enables a wider view of Academy discipline. For Restorative Practice we think beyond students breaking our rules but also the wider impact of it 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 harms 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 them. The aim is to lead to transformational changes in students’ lives as well as their schools and communities.

Examples of Restorative Practice will include: a meeting during detention between a student and a teacher they have been unprofessional to.

Restorative Practice asks the following set of questions:

1. What happened?
2. What were you thinking at the time?
3. How did this make people feel?
4. Who has been affected?
5. How can we do things differently in the future?

Restorative Practice emphasises restoration by working with all parties in the conflict 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 says there is a commitment to strengthening Academy relationships that can sometimes be lost when applying the traditional school disciplinary procedures. These procedures can neglect this 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. 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 always result in a consequence – either positive or negative.

- Each student begins the week assuming that they will be in school every day: £35.
- Each Arena Point they receive that week is worth an additional £1.
- Each quiz and homework they complete they get an additional £5.
- 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 £35.
- 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 of time (half term running total)

### Reward break down:

- Every week: Top 10 from each year group are given early lunch pass.
- Each half term: the top 30 students get 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 fun trip
- End of Year: the top 25% students in each year get to go to Thorp Park.
- End of the year the top 50% of students attend the celebration picnic in last week of term.
- End of Year rewards evening where subject prizes for 'Excellence' and 'Most Improved' will be given out to 2 students per year group.

### Daily Routines

#### **Check-In KS3:**

- Students can enter the Academy via the Student Entrance/Side Entrance each morning.
- Students assemble in the playground and line up in alphabetical order. They will then walk quietly to their lesson.
- Check-In is quick and ensures that students begin each day positively. Any equipment and uniform issues are dealt with immediately.

#### **Check-In KS4:**

- Students can enter the Academy via the Student Entrance/Side Entrance.
- Students assemble in the playground and line up in alphabetical order. They will then walk quietly to their lesson.
- Students have their uniform checked on entry and issues are resolved quickly.

#### **Late students:**

- Late students will enter via the Student Entrance and will be registered there. Their HOY will take the student up to their classroom.
- Students to be told that they will serve a 30 minute detention 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 and equipment are 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 and 9 will line up in the playgrounds briefly to be told if they have detention. They will exit via the Playground gate
- Year 10 will line up in the Sports Hall briefly to be told if they have detention. They will exit via PE gate.
- Year 11 will line up in the Main Hall briefly to be told what intervention groups they are in. Intervention will run until 3.40pm every day except Wednesday. If they are not invited to intervention they can choose to work in the library or they can exit the school via the side gate.

If a student has a 30 minute detention they will be taken by their Head of Year to a classroom where they will complete a reflection and then have a Restorative Practice with the teacher that removed them from the lesson to ensure clarity and improved behaviour in the future.

If a student refuses to attend detention after the conversation with the tutor and then walks away from the Head of Year they will be placed in the Reintegration Room for periods 1 and 2 the next day. They will have to achieve 3's and 2's on their 'RR (Reintegration Room) report' in order to pass and go to break time. If they fail to do this they will be placed in Internal Exclusion for the rest of the day.

## Uniform, make-up, hair and jewellery

- Students are expected to take pride in their appearance and the Academy uniform.
- A uniform ensures that all students can be identified as belonging to the Oasis family and is in many ways a cheaper 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:

- Please ensure all uniform is marked with your child's name.
- Black blazer with Academy badge.
- White shirt.

- Tie
  - Year 11 prefects wear a silver tie.
  - Year 11 Progress Stars wear a gold tie
  - Black polishable shoes. No trainers, boots or canvas style shoes permitted.
  - Dark socks.
  - Black trousers or skirt.
  - Hairbands should be black or dark blue
- Jewellery should be professional and safe.
  - Hair 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.