



Behaviour for Learning Policy 2021-2022



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Oasis Community Learning have a Master Behaviour Policy. This local OASB behaviour policy should be read alongside the OCL Master Behaviour Policy:

4 Levers	At Oasis Academy South Bank:
Vision and Values	<p>Vision: All young people, regardless of starting point, will ‘Climb the STAIRS to Greatness’ at Oasis Academy South Bank. Through love, nurture and a rigorous academic focus, Oasis Academy South Bank students will, ultimately, be successfully and happily employed in a career with prospects and become a model citizen.</p> <ol style="list-style-type: none"> 1. Principles 2. School Values 3. Promoting our cultural norms
Routines, Systems, Structures	<ol style="list-style-type: none"> 4. Promoting good behaviour - Rewards 5. Punctuality and Attendance 6. Sweat the Small Stuff 7. Accepting a teacher’s instruction 8. Sanctions 9. Exclusions 10. Oasis South Bank Red Lines 11. Supporting students’ behaviour 12. Bullying (12a. Sexual Harassment) 13. Searching students 14. Physical Restraint
Pastoral Curriculum	<ol style="list-style-type: none"> 14. Enrichment curriculum 15. Careers Information, Advice and Guidance 16. South Bank 6- South Bank 6-cultural and social capital entitlement 17. Personal, Social, Cultural and Health Education (PSCHE) 18. Weekly Morning Check-In
Pastoral Professional Development for Staff	<ol style="list-style-type: none"> 19. Pastoral training and development for staff

Lever 1: Vision and Values

1. Principles

At Oasis Academy South Bank, we want our students to be safe, happy and successful. We know that for students to achieve our two end goals – to achieve their dream job and to be model citizens- they need to develop excellent learning habits which will ensure their success both in school and in later life.

2. School values

Our aims for our behaviour policy are rooted in our school values:



Scholarship	To create a purposeful, focused learning environment where no learning time is lost
Transformation	To actively teach and promote the habit of accepting responsibility for one’s actions and learning from mistakes
Aspiration	To create habits which ensure that students are successful in their dream job, no matter what that might be.
Inclusion	To have the highest expectations of every student’s behaviour, no matter their starting point or complexity.
Resilience	To encourage and acknowledge good behaviour, recognising the value of self-discipline.
Social Responsibility	To work in active partnership with our families and community to encourage excellent behaviour and to support and collaborate to improve behaviour where there are difficulties.

3. Promoting our cultural norms

The following behaviours and social norms will be explicitly taught, modelled, reinforced and praised to ensure our learning environment is a happy positive environment where all children and adults feel valued and respected.

1. Making people feel happy, included, safe and wanted (keeping negative thoughts to yourself, being thoughtful towards others)
2. Encouraging another student to behave in an appropriate way
3. Making eye contact when you are speaking to your friends, your teachers or visitors
4. Listen and respect others when they are contributing or speaking
5. Smiling
6. Always saying “please” and “thank you”
7. Opening and holding doors for one another
8. Saying “Good Morning/Afternoon” “How are you? Can I help you?”
9. Volunteering to help other students or staff
10. Taking initiative
11. Doing what’s expected when others are not

Lever 2: Behaviour Systems, Structures, Routines and Rituals

4. Promoting good behaviour- rewards

We want students to be motivated by the intrinsic value of doing the right thing and achieving as a result of this; however, we also reward students for developing good learning habits. Teachers will reward students based on their effort, punctuality, attendance, progress and achievement within lessons as well as their behaviour around school and their contribution to the wider school community.

Examples of behaviour that would be rewarded at Oasis Academy South Bank are:

- Sustained effort in a lesson
- Being inclusive to someone feeling left out
- Showing a real improvement in your behaviour
- Attending school every day
- Excellent standard of work in an exercise book

Below are some of the ways that students will be rewarded:

- Verbal praise from teacher/House Coach/ Principal
- Merits
 - 75 merits = Bronze merit badge
 - 100 merits = Hot chocolate and pastry with the Principals
 - 150 merits = Silver merit badge
 - 200 merits = Gold merit badge
 - 250 merits = Afternoon tea at the Savoy Hotel
- Student leadership team
- Shoutout in assembly – round of applause
- Certificates

- Stickers and postcards
- Phone calls home to parents/guardians
- Selecting students to represent the school – show visitors around and attend additional extra-curricular visits/ trips □
Reward trips
- South Bank Raffle Tickets
- Attendance breakfast

5. Punctuality and attendance

We believe that:

- Students at the Academy have the right to the best possible education
- In order for students to access the best possible education, a high level of attendance is essential
- Students' ability to stay and feel safe, enjoy and achieve and to make a positive contribution may be jeopardised by poor attendance
- Every moment of our extended day is a valuable learning opportunity
- Students should practice good habits of attendance and punctuality to prepare them for the world of work

Our attendance policy lays out how we support, track and sanction students whose attendance falls below our expected level of 97%.

Students are expected to arrive at the Academy on time to be ready to start their learning.

Any lateness will result in an automatic 20-minute Correction, additional minutes will then be added to this time which correlates to the number of minutes a student was late. For example, a student who is 5 minutes late to school will receive 20 minutes automatic Correction plus 5 minutes for the number of minutes they were late, making 25 minutes in total.

Where parents know that their child is running late to school, you must contact the School Office to notify us but please note that the same sanction will apply.

6. Sweat 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 achieve their dream job in a career with prospects.

We know that if we allow small behaviours to go unchallenged we are doing a disservice to our young people which will ultimately result in larger problems occurring.

Below are some examples of behaviours that Oasis Academy South Bank staff will never ignore:

1. Talking or making comments while the teacher or a peer is talking
2. Putting one's head down in class, slouching or leaning backwards in one's chair
3. Any uniform infringement (shirt out, top button undone, wearing trainers etc.)
4. Calling out without permission
5. Tapping their own desk or chair or that of another student
6. Trying, non-verbally, to get other students to laugh at them inappropriately
7. Refusing to SLANT
8. Talking, physically touching others or playing during line up

9. Rolling eyes or not making eye contact

7. Accepting a teacher's instruction

We want our students to leave us and be prepared to go into their dream job a career with prospects. We know for them to be successful they need to be able to receive feedback in a positive and productive way. Therefore we will explicitly teach students how to accept feedback in a respectful and positive way, taking responsibility for their behaviour and learning from it.

At the beginning of every year students will be inducted as to how to accept a demerit or verbal or non-verbal teacher instruction. Where students want to speak further about a sanction they have received they will be taught how to do so using the **right time and the right tone**:

Right verbal tone

- 1) *Please can we speak about it later?*
- 2) *Please can we speak about my DM? I'm not sure why I received this*

Right non-verbal tone

- 1) *Handing over planner, positive body language.*
- 2) *Tracking the speaker, hands by side, positive body language*

Right time

- 1) *NEVER at the time of the sanction.*
- 2) *Student approaches at the time set by the teacher.*

8. Sanctions

We have the highest expectations of students in lessons to ensure that no learning time is lost. In the classroom, teachers will firstly try and correct any inappropriate behaviour using an OASB behaviour technique, if the student does not then correct or alter their behaviour then a demerit will be issued.

Examples of behaviour that, if uncorrected, would receive a demerit are:

- Talking during a silent task
- Distracting others
- Missing equipment
- Incompletion of work

Students are expected to be silent on the Academy's corridors and stairs and to move around our school building in a calm and safe manner. This is so they arrive to lessons promptly and with real focus. It also means they do not disturb learning going on in the Academy. A demerit without a prior warning will be given for failure to meet these expectations.

Correction (detention)

At Oasis Academy South Bank we are committed to our value of Transformation. We want students to take responsibility for their actions and know that having the consequence as close to the misdemeanour as possible is important for students to value the process. We also want, as far as possible, for students to be able to see each day in school as a fresh start and a new opportunity.

Corrections will be awarded for every 3 demerits (these may be corridor, break and community or in class demerits). Students will sit the correction on the day the third demerit is issued. Students sit correction on the evening they receive it to allow them to have a fresh start the following morning.

Oasis Academy South Bank runs three 20-minute corrections concurrently each evening for the following times. Where students have received one correction they will leave after the first correction and if they have received two or three then they will complete all on the same night. In Correction, students are expected to complete a reflection on their behaviour, and subsequently will work silently.

	Monday	Tuesday	Wednesday	Thursday	Friday
KS3	1 st : 15:50-16:10	1 st : 14:00-14:20	1 st : 15:50-16:10	1 st : 14:15-14:35	1 st : 15:50-16:10
	2 nd : 16:10-16:30	2 nd : 14:20-14:40	2 nd : 16:10-16:30	2 nd : 14:35-14:55	2 nd : 16:10-16:30
	3 rd : 16:30-16:50	3 rd : 14:40-15:00	3 rd : 16:30-16:50	3 rd : 14:55-15:15	3 rd : 16:30-16:50
KS4	1 st : 16:00-16:20	1 st : 14:15-14:35	1 st : 16:00-16:20	1 st : 16:00-16:20	1 st : 16:00-16:20
	2 nd : 16:20-16:40	2 nd : 14:35-14:55	2 nd : 16:20-16:40	2 nd : 16:20-16:40	2 nd : 16:20-16:40
	3 rd : 16:40-17:00	3 rd : 14:55-15:15	3 rd : 16:40-17:00	3 rd : 16:40-17:00	3 rd : 16:40-17:00

Some more serious behaviours warrant immediate awarding of an “Immediate Correction”. Examples of when an Immediate Correction is given are:

- Continuing with poor behaviour that has previously been corrected with a demerit
- Not having their planner
- Wrong Tone/Wrong Time response
- Physical Contact
- Mean and Nasty Words
- Swearing
- Chewing Gum

When a student earns a Correction their parent is informed before the end of the day by text message. Parents do not need to give their permission for correction.

Students who consistently disrupt the corridors between lessons and therefore receive two or more corrections in one week (in the Break, Corridor and Community demerits section of their planner) will be in Lunch Withdrawal the following day.

Extension

If a student crosses a red line- in other words, their behaviour jeopardizes the learning of others and undermines the South Bank culture- they will be issued with an Extension. This is a 60-minute detention, that is served at the end of the day that the sanction is issued. An Extension may be issued whenever the following red lines are crossed:

- Skipping a Correction
- Truancy
- Extreme Rudeness
- Oncalled from a lesson or at social time

➤ *Oncall System*

The Oncall system to respond students' whose behaviour means that they cannot remain in a lesson, or if they have failed to follow instruction during social time. In this situation, a senior member of staff will respond and issue the student with an Extension. Alongside this, the member of staff will have a reset conversation with the student about their choices and what that should do differently next time.

If a student is removed from a lesson via the Oncall system, the student will be placed in a Shadow Classroom. This the back of a lesson, and the student that has been removed will be expected to complete work silently or use their knowledge to Look, Cover, Write, Check in order to demonstrate regulation of their behaviour in order to return to regular lessons and social times the following period. If a student fails Shadow Classroom expectations, they will be placed in Relocation.

When a student has been Oncalled and an Extension has been issued, teachers will engage in a restorative conversation with students, in which they will explore:

- 1) *What could you do differently next time?*
- 2) *Why do you need to do this differently next time?*

Relocation

Where a student has seriously breached the Academy's behaviour expectations, they will earn a period of time in the Academy's Relocation room, which is supervised by the Senior Leadership Team and Pastoral Team. Students will complete silent knowledge based work for all of their core subjects. There will also be the opportunity for students to reflect on the behaviour that has earned them the sanction and to complete a restorative session where appropriate.

Parents will be informed of the behaviour that has earned the Relocation and the subsequent intervention in order to shape the path for students, and support them in making successful choices in the future.

Examples of behaviour which would earn Relocation are:

- Persistent disruptive behaviour e.g Three Extensions in one day
- Skipping Extension
- Physical aggression
- Unsafe behaviour inside or outside of school
- Failing to report to an OASB staff member of a serious incident or unsafe behaviour of another student

- Dishonest behaviour with planner/tracker

The use of Relocation is at the discretion of the Senior Leadership Team, and reflects when a student has crossed a serious red line.

9. Exclusions

Oasis Academy South Bank follows both the Oasis Community Learning Exclusions Policy and the most up to date DfE guidance on Exclusions. A full copy of the Guidance is available on the DfE government website and the OCL Exclusions Policy is available on the Academy website.

The Academy is committed to the value of Inclusion and will only take the decision to exclude a student as an absolute last resort where a student's behaviour is deemed to be seriously harming the education and welfare of others in the academy. This may be (but is not limited to) a result of violent, aggressive or dangerous behaviour, bringing the academy into disrepute, involvement with drugs, possessing a weapon.

10. Oasis South Bank Red Lines

At Oasis South Bank, red lines represent when students persistently or severely place other students' learning and wellbeing at risk, and in doing so, undermine South Bank culture. If a student crosses a Red Line, this represents a serious breach in behaviour expectations that will not be tolerated.

Where Red Lines are crossed, sanctions will be used in an escalated manner to reflect the severity of the behaviour shown. Staff will actively use 'Red Lines' in their scripts with students to prompt self-regulation:

- 'You have crossed a Red Line behaviour....'
- 'To turn-it-around, you now need to...'
- 'If you were to cross another Red Line, this would mean...'

Stage	Sanction	Red Line	Potential Intervention
<u>Stage 1:</u> <u>Correction</u>	After-school detention lasting 20 minutes	<ul style="list-style-type: none"> ➤ 3 DMs in class or corridor ➤ Uniform/Homework ➤ Late ➤ Wrong Time/Wrong Tone 	<ul style="list-style-type: none"> • Parental Text • Student Reflection
<u>Stage 2:</u> <u>Extension</u>	60 minutes detention.	<ul style="list-style-type: none"> ➤ Oncall from a lesson ➤ Walking away from staff ➤ Failed/Skipped Correction ➤ Truancy and refusal to attend lesson ➤ Planner Fraud 	<ul style="list-style-type: none"> • House Coach call • Restorative conversation with teacher/House Coach • Behaviour Letter 1
<u>Stage 3:</u> <u>Relocation</u>	Internal Exclusion, Extension	<ul style="list-style-type: none"> ➤ Failing Shadow Classroom/Oncall ➤ Multiple Extensions/Oncalls in one day or one week ➤ Multiple Extensions in one week ➤ Physical Aggression ➤ Extreme Rudeness 	<ul style="list-style-type: none"> • Head of Year Meeting • Pastoral Tracker • RJ with student/teacher • Relocation Passport • One-to-One with Pastoral Staff • Place2Be • Hub Mentoring • Behaviour Letter 2

<u>Stage 4: Alternative School Based Exclusion</u>	Internal Exclusion at alternative school provision	<ul style="list-style-type: none"> ➤ Failed Relocation ➤ Multiple Relocations in one term ➤ Persistent Defiance ➤ Violence towards another student 	<ul style="list-style-type: none"> • AAP/AP meeting • Behaviour Contract • Pastoral Tracker • Staged Student Behaviour Plan • Referral to Pastoral Round Table • Place2Be • Hub Mentoring • EWS Referral
<u>Stage 5: Fixed Term Exclusion</u>	Period of Exclusion from School	<ul style="list-style-type: none"> ➤ Extreme violence and physical aggression towards another students ➤ Verbal abuse and extreme rudeness towards staff ➤ Drugs in school ➤ Brining the academy into disrepute ➤ Persistent refusal to follow instructions. 	<ul style="list-style-type: none"> • Reintegration meeting with AP/Principal • Reintegration plan • RJ with student/staff • Staged Student Behaviour Plan • Referral to Pastoral Round Table • Pastoral Tracker • Behaviour Contract • Place2Be • Hub Mentoring • EWS Referral
<u>Stage 6: Hub House</u>	Alternative Provision	<ul style="list-style-type: none"> ➤ Continued failure to meet expectations of the academy ➤ Serious Incident of poor behaviour 	<ul style="list-style-type: none"> • Reintegration meeting with AP/Principal • Reintegration plan • Hub Passport • 1-to-1 academic and behaviour support • RJ with student/staff • Staged Student Behaviour Plan • Referral to Pastoral Round Table • Pastoral Tracker • Behaviour Contract • Principal Behaviour and Conduct Final Warning letter • Place2Be • Hub Mentoring • EWS Referral • EP/SEN referral • Behaviour Letter 3
<u>Stage 7: Managed Move</u>	Dual registered with another school for trial period	<ul style="list-style-type: none"> ➤ Continued failure to meet expectations of the academy, persisting over a period of time. ➤ Serious Incident of poor behaviour 	<ul style="list-style-type: none"> • Reintegration meeting with AP/Principal • Reintegration plan • Hub Passport • 1-to-1 academic and behaviour support • RJ with student/staff • Staged Student Behaviour Plan • Referral to Pastoral Round Table • Pastoral Tracker • Behaviour Contract • Place2Be • Hub Mentoring • EWS Referral • EP/SEN referral
<u>Stage 8: Permanent Exclusion</u>	Place at academy terminated	<ul style="list-style-type: none"> ➤ Physical aggression towards staff ➤ Weapon in school ➤ Dealing drugs in school ➤ Persistent disruptive and defiant behaviour. 	<ul style="list-style-type: none"> • Reintegration meeting with AP/Principal • Reintegration plan • Hub Passport • 1-to-1 academic and behaviour support • RJ with student/staff • Staged Student Behaviour Plan • Referral to Pastoral Round Table • Pastoral Tracker • Behaviour Contract • Place2Be • Hub Mentoring

			<ul style="list-style-type: none"> • EWS Referral • EP/SEN referral • ECHP referral • FAP referral
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As students cross Red Lines, the level of sanction will increase, alongside which so will the degree of intervention. This means that students will consistently be held to high expectations, and will be supported in making the correct choices at Oasis South Bank.

11. Supporting students behaviour

Oasis Academy South Bank believes that students excel in a culture of high expectations. The Academy will keep the **bar** high for all students, and where necessary will put in place **stilts** to help pupils meet this bar. Where students have received recurrent sanctions and are not managing to successfully improve their behaviour, the Academy will use a number of personalised approaches to support children and their families. These include:

Parent / Carer meetings

We want to work in active partnership with our families and community to encourage excellent behaviour and to support and collaborate to improve behaviour where there are difficulties.

Following a serious behaviour incident or recurrent low-level behaviours we will invite parents in to meet with the relevant adults in school to work together to present a united and collaborative approach to improving behaviour.

Reset Conversations

When a student has made the wrong choices, adults will engage in a reset conversations. This may be with the teacher who has issued the sanction or with another key adult in the school. The aim of these conversations is to shape the path for students and repair relationships between pupils and adults. Students will be asked: What could you do differently? Why is it important to do this differently?

Tracker cards

Where a student requires closer monitoring or additional recognition, they will be placed on a Tracker Card. This will initially be to their House Coach or Subject Teacher but, where not successful, can be escalated to Achievement Lead, Assistant Principal, Deputy Principal or Principals.

When students are on Tracker they will receive a score for their effort and behaviour tracked against three personalised targets. Students receiving a low score on a Tracker or not getting their tracker signed will have an additional sanction.

Tracker cards may also be in the form of Habit Trackers and Star Charts, which are used to promote long-term changes in behaviour choices through repetition, social cues, and rewards.



Place2Be / Place2Talk

Oasis Academy South Bank has an in-school counselling service led by Place2Be. The Deputy Principal in charge of safeguarding will refer students to Place2Be sessions (with parental consent) when it is felt that they could benefit from a regular weekly counselling appointment.

Students can self-refer to Place2Talk but may also be supported to do so by their House Coach, Achievement Lead or mentor.

Mentoring

Oasis South Bank has a range of adults, both in-school staff and members of the Hub team or other adults working for mentoring providers, who are able to provide one-to-one sessions for students who need a little more personalised support. This support will be discussed as part of the ongoing communication between school and families.

Pastoral Round Table- Staged Student Behaviour Plans

Student whose behaviour continues to cross Red Lines will be referred to a termly Pastoral Round Table, in which strategies to shape the path for students are discussed by key in-school stakeholders. The result of this is the creation of a Staged Student Behaviour Plan, which details interventions in place to support student habit formation, as well as pre-planning steps that will be taken in the event of further Red Lines being crossed.

These plans are shared with key in-school adults and parents/carers.

Hub House

Where students are persistently disrupting the Academy's learning environment and have not responded to the sanctions and support systems put in place, the Academy leadership team may make the decision to assign a respite period of rehabilitative and restorative work at the Academy's Hub House based on the school farm.

This will be personalised based on the student's need but will involve a fixed period of one-to-one work involving both the student's normal curriculum and a comprehensive programme of emotional literacy and managing emotions.

This programme will be put in place in conjunction with parents.

12. Bullying

Bullying or harassment is the use of deliberate aggression with the intention of hurting another person.

Oasis Academy South Bank has a zero tolerance policy towards bullying and any incidents of bullying, both inside and outside of the school building, will be fully investigated and taken extremely seriously.

Bullying/harassment can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical - pushing, kicking, hitting, punching or any use of violence;
- Racist - racial taunts, graffiti, gestures;
- Sexual - unwanted physical contact or sexually abusive comments;
- Homophobic - because of, or focussing on the issue of sexuality;
- Because of learning or physical disabilities;
- Verbal - name-calling, sarcasm, spreading rumours, teasing because of appearance etc.;
- Cyber - all areas of internet use, such as e-mail, social media and internet chat room misuse;
- Mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities, Apps etc

The following steps may be taken when dealing with incidents of bullying:

- If bullying is suspected or reported, the incident will be dealt with immediately by the Achievement Lead for the student's year group.
- A clear account of the incident will be recorded and given to the Assistant Principal for the student's Key Stage □ The Assistant Principal or named representative will interview all concerned and will record the incident □ Parents will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned.

Students who have been bullied will be supported by:

– offering an immediate opportunity to discuss the experience with a member of staff of their choice; – reassuring the student; – offering continuous support and restoring self-esteem and confidence.

Students who have bullied will be helped by:

- discussing what happened
- discovering why the student became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the student.

Depending on the severity of the incident, any of the following sanctions could be used:

- Removal of student from certain times of the Academy day (e.g. lunch withdrawal)
- Official warnings to cease offending
- Correction/Extension
- Relocation
- Fixed-term exclusion
- Permanent exclusion

12a. Sexual Harassment

The Academy recognises the importance to create a culture where sexual harassment and online sexual abuse are not tolerated, as per Ofsted Guidance 2021. The Academy will take allegations of sexual harassment seriously, and investigate these thoroughly to establish the occurrence on the basis of a balance of probabilities. Once established, sanctions will be applied in a proportionate manner to reflect the frequency and severity of the act. Consequences will be applied with the objective of embedding a culture in which sexual harassment is not tolerated.

Depending on the severity of the incident, any of the following sanctions could be used:

- Relocation
- Removal of student from certain times of the Academy day (e.g. lunch withdrawal)
- Fixed-term exclusion
- Permanent exclusion

Incidences of sexual harassment should result in a teachable consequence; if a student has sexually harassed a peer or other member of the school community, it is expected that they engage in restorative action to prevent further behaviour of this type.

Oasis South Bank seeks to address societal issues of sexual harassment and prevent incidences from occurring through effective and early education. This includes:

- Assemblies
- PSHE
- House Group sessions
- Pupil Development Groups
- Mentoring

The Academy actively encourages pupils to report incidences of sexual harassment and seek support if they are a victim of this.

13. 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 is in their possession. This process will be governed by internal procedures and will only be undertaken by designated staff.

14. Physical restraint

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 but will be supported where reasonable force is deemed appropriate. This process is one which requires appropriate training.

Lever 3: Pastoral Curriculum

15. Enrichment Curriculum

OASB has an innovative and creative enrichment curriculum that ensures the development of the whole child. This includes a diverse creative curriculum for all including: Music, IT, Careers, Art, Drama and Media and Technology. Additionally students will take part in sport each week with leading coaches and teachers (e.g. rugby, football, athletics, netball, hockey, gymnastics and dance).

Example of Year 7 and 8 Enrichment timetable:

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Activity	Music / Art / Drama / Visit London / Finance	PSHCE	Duke of Edinburgh Preparation (IT / swimming / community service)	STAIRS to Greatness Careers Project	Debate Mate / Oracy curriculum

16. Careers Education

Additionally, students continue to receive weekly careers education throughout Key Stage 4 and 5. We have an extended day in order to complete all academic and enrichment curriculum. Careers education forms an integral part of our wider enrichment curriculum: a comprehensive suite of learning pathways, each geared towards provisioning our students with the skills needed to take their next steps in life.

Across Years 7 & 8, students each complete a total of 12 extended, six week-long units of work, in collaboration with a range of external business partners. These projects encourage independent thought, as well as providing sector-specific acumen to help students begin to shape their careers path. Some of our KS3 external partners include Ernst+Young, The Conrad Hotel, Build Studios, PriceWaterhouseCoopers, Globe BMG, Wahaca and Facebook.

External provision varies between organisations and is organised with the lead teacher from Oasis South Bank coordinating the project. We believe this approach provides our students with the broadest possible survey of career opportunities, giving them the chance to interact directly with professionals, while fulfilling a range of sector-relevant project briefs. Across all units of work, sessions are supervised and co-facilitated by a member of our permanent teaching staff, with all regular external trainers undergoing appropriate background checks.

At KS4, students begin to specialise their careers education, selecting a generalised field for more in-depth investigation. As with previous years, our young people’s development is strongly supported by a combination of permanent teaching staff and external sector expertise. Moving into Y11, students are given the autonomy to select and commit to a long-term project, developed and delivered by a wide range of professional associates. Throughout these mentoring experiences, students benefit from tailored 1-to-1 advice, as well as gaining a professional reference from their supervisor, upon completion. At all times, communication between external mentors and students is carried out through approved and comprehensively-monitored channels.

In addition to these transparently sector-linked units of work, we also develop students’ broader employability, through the explicit teaching of ‘soft skills’ during enrichment time. Students benefit from units linked to public speaking (working in partnership with

Debate Mate), vocal projection and using persuasive language. Finally, we work to ensure that all students across KS3&4 benefit from 6 hours of tuition (as a minimum), linked to personal finance. These schemes, covering topics as diverse as budgeting, credit vs. debit and emerging financial technologies, form a cornerstone of our ongoing partnership with Young Money, as we work towards accreditation as a Centre of Excellence for Financial Education.

17. South Bank 6 – A cultural and social capital entitlement for all Oasis Academy South Bank Students

In addition to the core and enrichment curriculum all children are entitled to the South Bank 6 every year. Again, to help ensure our vision is realised:

1. Visit a Russell Group University every year
2. Regularly visit a range of organisations, companies or charities on the South Bank
3. Experience an annual residential trip
4. Regular visits to museums, art galleries, theatres, concerts
5. Be given the opportunity, during curriculum time, to develop and discover talents in; sport, music, art, dance, drama, cooking, technology and film production
6. Have sustained a volunteering programme either with Oasis Academy Johanna or another element of the Waterloo hub.

18. PSHE-Physical, Social, Cultural Health Education:

Spiritual, moral, social and cultural development and education is a key part of both the core and extended curriculum at OASB. Every opportunity is taken for students to: be reflective about their own beliefs and others', develop a moral purpose, use and develop a range of social skills and understand and respect a full range of cultural influences.

Some of the many ways we promote pupils' spiritual, moral, social and cultural development include:

- Having a diverse and constantly developing Enrichment Curriculum designed to provide students with intensive careers information, volunteering opportunities and additional, non-curricular education inside and outside of the classroom. We work closely with external professionals, as well as the Oasis Community Hub to assist students in making the right next steps. Our partnerships span the breadth of financial intuitions, sector-leading businesses and dedicated organisations within the Waterloo area, each with a view towards providing students with the greatest chance of attaining their dream job. As part of our enrichment programmes, we offer a range of life skills such as ICT and personal finance modules, while students are also encouraged to express themselves creatively through art, music and drama programmes.
- Having weekly assemblies and reflections where we cover current affairs, historical events, politics, religion and financial literacy.
- Having weekly 30 minute PSHE lessons for Year 7 to Year 11 which includes a broad curriculum with lessons including: sex and relationship education, drug education, mental health education, learning about the safe use of social media, the problem of knife crime, gang prevention education and citizenship education.
- We adopt a cross-curricular approach to teaching the importance of physical activity and diet for a healthy lifestyle, which we include in PE and gastronomy.
- Offering a wide range of school trips (KS3 students on average take part in a school trip at least once every 3 weeks).
- Offering opportunities for student leadership including student parliament and prefect duties.
- We provide a consistent focus and understanding of our school values and we use those values to encourage our pupils throughout the school day.
- We encourage a sense of community with family style dining at lunchtimes.

19. Weekly Morning Check-In:

At the beginning of every week, students will complete a Morning Check-In with their House Coach. This will give them an opportunity to reflect on the following:

- Habits they are working on
- Attendance
- Merits and Demerits
- Equipment

Lever 4: Pastoral Professional Development

At OASB we believe all staff need the appropriate training, support and guidance in managing behaviour effectively. We ensure that this training allows consistency, clarity and fairness for our students. We have a clear set of guidance available for OASB academy staff to support us with this consistency. Our staff have bi-weekly pastoral training through our All Staff Meeting programme as well as bespoke 1-1 training through our whole school coaching model.

Our whole staff training is carefully planned to ensure that all areas of our behavioural support system are covered but also uses 'live data' from our teaching and Learning team's drop-in in lessons to plan CPD for the areas of greatest need.

An example of the programme of Pastoral Professional Practice that our staff will engage with:

<u>All Staff Meeting – behaviour CPD</u>	
Week	Theme
1	Active listening routines
2	Decision making: When to give a sanction in the classroom
3	Scanning for compliance
4	Decision making: when to give a demerit in the corridor
5	Escalating behaviour management: moving from demerits to immediate corrections
6	Issuing warm strict sanctions in lessons
7	Having a reset conversations after using On Call



8	Holding a parental phone call
9	Positively framed conversations
10	Entry to lessons- making the most positive start
11	Having a whole class reset