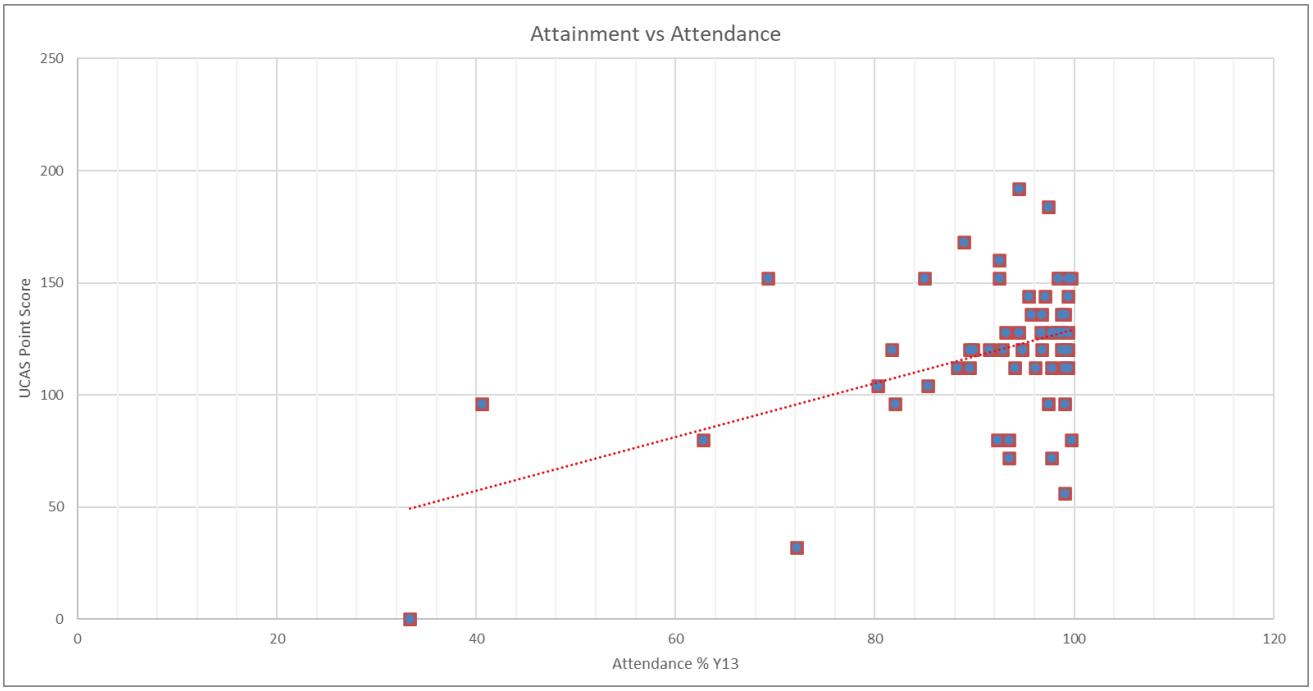
Sixth Form Home-Academy Agreement 2026-2027

Oasis academy :south bank

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.

At Oasis Academy South Bank, we know the power and importance of working in partnership with our families. We believe that clarity, mutual respect and clear shared goals for our young people are fundamental to this powerful partnership. This document summarises the structures, systems and support that the Academy has put together to ensure every child can thrive & succeed in their time at Oasis Academy South Bank and beyond. We are grateful that you have chosen to send your child to Oasis South Bank and are entering into this working partnership with us.

Attendance is the cornerstone of all success at KS5. A levels are difficult and applying to university requires a lot of support. Any minute of a lesson or assembly missed will lead a student to be behind, and without a teacher to support their catch up. There is no replacement for learning A Level content in lessons.



1. Academic Expectations and Wider Opportunities

Getting the basics right

Students will receive huge levels of support during their time at South Bank but are ultimately responsible for their learning and attainment. In order to be successful they must:

- Hand their phone in during independent study
- Be organised (bringing the right equipment and books as well as regularly organising their folders) and submit their folders for the half termly folder check
- Be punctual to lessons and be present in all lessons
- Be collaborative. A-levels are significant step up from GCSE and require students to work with other and engage in class discussion
- Be prepared. Students will receive large quantities of homework that needs effective time management and resilience to complete as well as regular assessments that must be prepared for. **Resits for failed exams take place after the normal school day not in lessons**, teachers will set the required pass mark prior to the exam.

Making the most of wider opportunities

There will be a wide range of extracurricular activities available as well as a lot of additional specialist support, with many staff members available at the end of the day. Students who are not on track to be successful will also be required to attend additional intervention between 3.00pm and 4.00pm at the end of the school day. This is compulsory and cannot be missed due to part time working commitments.

Students will be sent numerous external opportunities to apply for including: Next Steps university preparation scheme; Aspiration Pathways programme; Sutton Trust university summer schools; King's K+ programme, the Livery Award young business awards; university visits and the Construction Youth Trust workshops. Students must be proactive in researching these programmes, applying to them, and requesting references from teachers. Examples of further additional opportunities are:

- Extended School Hours
- Clubs and Societies
- Student Council – Sixth Form Prefects
- South Bank Sixth Form Scholars
- Mentoring & Tutoring
- Interventions & Revision sessions
- Internships
- University Open Days
- External Lectures

Communications in Sixth Form

In order to ensure all students and parents have a clear understanding of the opportunities available and important information in Sixth Form there will be a Sixth Form bulletin notice board available via the website Padlet that students will be able to access via their iPads and parents from any mobile device or computer. The expectation will be that students access this a minimum of once a week and they will need to complete a weekly form to show that this has been done. This should also be checked daily if students want to see the latest opportunities. Occasionally for specific groups of students or requests emails will be sent to student school email addresses. Students that engage regularly with these pages will have more opportunities to support with enriching their lives at Sixth Form and next steps.

Live notices in the week are displayed on the notice board in independent study which student must check daily, along with their emails.

Class teachers will also share work via email, via Teams classrooms or Classcharts. It is therefore vital that emails are checked daily and iPads are charged and in school and then taken home each day.

Communication with parents will come via Classcharts announcements, reports will be released on MCAS. Some additional information may also be sent via email.

Work Experience

In the Summer 2 term following end of year exams, all students will attend a week's work experience in a professional environment. The work placement is a compulsory part of the South Bank curriculum. For many of them their work placement will be organised by the Sixth Form team, although they will have the opportunity to organise their own placement if they have a specific area of interest they want to work in. They must uphold the highest standards of professionalism and be an ambassador for our community. The following week they will take part in a professional networking event where they will have the opportunity to meet all the professionals involved in the scheme plus an additional range of hosts and complete practice interviews. **This is a golden opportunity that very few Sixth Forms offer**. The purpose of the work experience is for students to develop your professional soft skills (e.g. holding a professional conversation with a stranger) and be exposed to the world of work. Students' placement are not always fully related to your specific future interests but they should attend with an open mind and aim to learn as much as possible from the week.

Plagiarism and use of AI

Plagiarism of any kind is treated incredibly seriously. If a student plagiarises another student's work they will put their place at South Bank at risk and receive immediate sanctions. If students use AI to complete work without declaring this it will be considered misconduct and will be sanctioned accordingly. Teachers will screen submitted homework and coursework for the use of AI.

2. Independent Study in Sixth Form

2.1 Independent Study Periods

Students will complete independent study in a group study space. All students completing three A-levels have one or two periods per day available for independent study. This will normally be time for students to complete homework, but well-organized students will also use this time to effectively revise challenging topics difficult, prepare for assessments, research their next step, and develop personal study skills.

Expectations for behaviour in Independent Study:

- Silent work. Students should not be holding conversations in silent study. If student need to ask specific questions then these should be whispered, about the work, like in a university library, so that the conversation cannot be heard by any other students.
- Phones must be handed in to be kept at the front of the space.
- **All students must have their school iPads charged in school** every single day and must bring their chargers in with them. Phones cannot be used in place of an ipad
- Headphones are permitted when listening to instructional videos
- Polite greetings to staff are expected. The supervising teacher may give you a reminder of expectations at the start. Teachers give up their time to supervise Independent Study and we expect our students to show their thanks. This is a good chance to build relationships with teachers who don't necessarily teach you every day.
- Perfect professional dress (no coats, no hoodies) as in normal lessons.
- Punctual start. If you do not arrive on time you may be placed in compulsory study at the end of the day for 30mins + however many minutes late. The supervising teacher will take a register within the first 3 minutes of the session.

Expectations for work:

- Written work must be completed.
- Typing work in a document on an iPad is also permitted. Supervising teachers may wish to ask to see what you are doing in order to monitor this.
- We do NOT permit listening/watching/reading without taking notes as this is not an effective revision technique.

3. Student Expectations in Lessons

"Sweat the Small Stuff": Students know what is expected and what the consequences are:

We strive for students feel a sense of pride and belonging at Oasis Academy South Bank. They are able to clearly articulate 'what it means to be a South Bank student' and how this sets them apart from others. Students work with staff which creates a tangible sense of warmth, underpinned by relentless high standards, and students and families understand that the school is a special place where students "flourish" (Ofsted, 2024). Students are being set up to meet our two end goals: getting a dream job and being a model citizen.

In order to achieve this, we have the highest expectations of all 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.

Lessons at OASB all follow a similar structure, and expectations across classrooms are the same. Each lesson will include:

Stage of lesson	Student expectations
Silent entry	• Greeting teacher at the door • Getting out all equipment • Putting bag and anything not to do with learning away
Do Now	• Swift start, completing the Do Now straight away • Attempting every question
Teacher exposition, explaining key knowledge	• SLANT (Sit up straight, Listen, Arms folded, Nothing in your hands, Track the teacher) • Thinking hard • Answering questions when asked
Check for Understanding	• Completing Turn and Talk, speaking when asked • Completing Show Me swiftly on hands or on a mini whiteboard • Completing a quick write task
Independent Practice	• Trying hard! Thinking hard and producing work for the full time
Feedback	• Using green pen to respond to teacher feedback

Uniform

Students are required to **always** wear professional dress. The Sixth Form receives a lot of external visitors from professional industries and universities so students must always be ready to give a good impression. If uncertain on any of the below please speak to a member of the Sixth Form team

Sixth Form Uniform Policy permits students to wear only:

- Formal bottoms e.g. suit trousers or on or below-knee skirts. These should not be jeans, leggings or tracksuit bottoms or fully elasticated and form fitting skirts.
- Shirts – striped or in plain colour without no logos
- Smart tops – shoulders covered, opaque, tucked into trousers or skirts. If worn T-shirts must be fitted, clean and tucked into smart bottoms. No logos on tshirts
- Smart dresses – no more than 2 inches above the knee, shoulders covered
- Plain, smart jumpers – no large logos, no hoods
- Blazers are not a necessity
- Smart shoes – no trainers or sport shoes, no Crocs. If in doubt please speak to the Sixth Form team before purchasing shoes

Hoodies and Jackets

Hoodies and jackets create an unprofessional atmosphere in Sixth Form and are not permitted to be worn in lessons or independent study at any time. If staff see these they will be confiscated and a compulsory study will be issued for unprofessional dress. They will need to be collected from the Sixth Form office at the end of the day.

Equipment

Students must ensure they have all of the following equipment with them for every lesson:

- 3 x Lever arch files (we have some spares in sixth form- please ask)
- School iPad, case and charger
- Black/Blue pen
- Green pen
- 30m ruler
- Glue stick
- Rubber
- Sharpener
- 2 x highlighters
- Protractor – if required for subjects taken
- Pencil
- Scientific Calculator – if required for subjects taken
- Mini Whiteboard
- 2 x whiteboard pens
- Reading book/card game – we highly encourage students to bring a reading book to school to reduce the use of times on phones at break and lunch

Missing any equipment when needed in a lesson or arriving to lesson without the books and folders as stipulated by your class teacher will result in a compulsory study as this slows learning time for all.

Mobile Phones

We know that mobile phones and other electronic devices in school can distract our students from their learning. Students are expected to make sure that their phones cannot be seen at any time during lessons and independent study. Phones will only be permitted at break time.

If a student has a mobile phone and chooses to use it in independent study or lesson time, it will be confiscated and may be kept for up to 4 weeks.

4. Rewards

The recognition of effort, achievement and accomplishment is integral to our relational approach. We recognise that individual effort and achievements will look different for each child and that this will need to be balanced with consistency of approach to develop trust and security in our whole school mechanisms for recognising and celebrating success. Pupil, parent and staff voice is used frequently to support us to review our rewards offer and ensure we are striking an appropriate balance to meet the needs of our community. There is a strong culture of rewards and recognition at Oasis Academy South Bank. Students receive house points on Class Charts for demonstrating our school STAIRS values. Members of staff issue these in lesson, in social times and in the community. Parents and students can monitor their current number of house points via the Class Charts App. At the end of each lesson, teachers will nominate students to receive Fab 4 reward (for 4 students or fewer depending on class size) which automatically generates an email home and issues the student 5 house points.

Students are rewarded for receiving house points both individually and in their House Groups. Rewards are, to students, random and could include treats, monetary vouchers or extra flexi time (a slot to leave school early or come in late). Heads of Year run assemblies, in which students are rewarded on a weekly basis.

Further to house points, Heads of Year each week in assembly issue student of the week and these students on the following Tuesday morning break time have a 'Principal's Breakfast'. Each half term, in Celebration Assembly, awards are given out in every year group for each subject, as well as STAIRS awards for those students best demonstrating our school values that half term.

Reward	Rationale
1:1 precise praise	Wherever possible we prioritise giving children specific and meaningful praise 1:1 so we can reflect together on how they accomplished the achievement and the pride we all feel about the effort they put in.
House Points	Teachers issue House Points throughout the day – both in lessons and in social times – linked to the six school values. Students have a running total on Class Charts which is routinely talked about, celebrated and rewarded.
Fab 4	Every lesson, teachers end the lesson by choosing their 'Fab 4' which are the four (or fewer depending on class size) students who have impressed them the most. This is articulated with reference to the school values, and logged on Class Charts, with parents sent an email to inform them of the achievement. This means every lesson ends on a positive note.
Principal's Breakfast	Each week, Heads of Year nominate an exemplary student from their Year Group to have breakfast with the Principal. This means that students know that rewards and celebrations are prioritised from the very top and get to interact with students in other years who have also been doing the right thing.
Weekly Assemblies	Assemblies run weekly for every Year Group, and follow a set structure for rewarding students. They have standing items of attendance, house points and student of the week. This is part of routinely, publicly praising effort and improvement.
Celebration Assembly	Celebration assemblies are led by the Head of Year and Head of Sixth Form, and reward students based on the STAIRS values as well as subject awards. There are also awards given for best and most improved attendance. Celebration assemblies often also include performances from students, as well as a celebration video, which showcases outstanding student work from the half term.

Reward trips	Each year group are taken on a reward trip (such a bowling or cinema) every other term to celebrate those students with the most house points or highest ratios, as determined by the head of year.
Prize Giving	At the end of each academic year, we celebrate and showcase the best of OASB at our annual Prize Giving at the Park Plaza hotel. This is an event which highlights the very best of OASB with performances, house cups for best attendance and house points and other whole school celebrations. Parents and carers are invited to attend this event and write 'pride letters' to their children which are given out at the end.
Attendance Incentives	We routinely celebrate the best and most improved attendance at OASB. We also do different incentives throughout the year, such as a pizza party for students who have shown 100% attendance or most improved.
South Bank Sixth Form Scholars	Teachers will regularly review student class work, homework and independent work as well as their contributions in lessons. Each half term this data, along with attendance data and behaviour data will be used to determine the select number of Sixth Form South Bank scholars in each year group from 12 and 13. These scholars will have extra privileges which will include timetable adjustments, silent study spaces and extra trips.
Prefects	Being a Sixth Form prefect and on the student council is an area of significant responsibility. Those who perform this role well as determined by their staff link will be eligible to gain the rewards of the Sixth Form South Bank scholars program

5. Sanctions

Oasis Academy South Bank believes that students excel in a culture of high expectations. Where students have received recurrent sanctions and are not managing to successfully improve their behaviour, the Academy will use a number of personalized approaches to support children and their families. We use logical consequences to help students recognise the effect of their actions and develop internal control.

All behaviour is logged and tracked on Class Charts. There is a parent and students app, so all behaviour events can be seen by all parties.

Behaviour Escalation System at OASB:

KS5 students are expected to do the right thing for the right reason (their own long-term academic success!). Students are expected to follow these basic steps:

i. Be Punctual – to be present and on time to lessons and school. To complete all homework on time.
ii. Be a Role Model – to always be polite and respectful to other students and staff.
iii. Be a Positive Influence – to always have a positive impact on the learning in lessons by asking questions and supporting peers. To be a positive influence on their community through social responsible behaviour in the community.

Staff will report any behaviour that goes against our values to the Sixth Form Team. Compulsory Study (CS) is run after school each day and is an opportunity for students to reflect upon their behaviour and rectify it in a professional manner. **CS is an opportunity for students to respond to catch up on missed work and respond as young professionals, taking responsibility for mistakes. If students do not respond as young professionals, arriving at compulsory study within the first five minutes, then they will need to attend lower school extension the next day and parents will be notified. Extension will also be issued for repeats of the same behaviour, if compulsory study is not helping a student to improve their habits.**

Sanctions	What this would be issued for
Compulsory study	- If homework is incomplete or a student has not behaved professionally, students will be registered for compulsory study (CS). It is a student's responsibility to check the CS list using their iPads. If a student is on the CS list they must arrive at CS, on Floor 4, within the first 5 mins after the end of the school day - The purpose of CS is to give Sixth Formers the opportunity to behave as professionals, arriving on time to catch up on a deadline that they have missed. If students do not attend compulsory study on time without being prompted then they will registered for Extension in the lower school the following day - Where students receive a CS for unprofessional behaviour this must be sat at lunchtime. Where the CS is for homework or lateness, this will be sat after school to complete catch up work - Lateness to lessons - 30mins + time late
Late Compulsory study	- The doors open at 7.30am and close at 8.31am for all students. Any student arriving after this time has a late compulsory study logged. This means they have a 30 minute + time late compulsory study to sit that day at after school - After 9.00am, an extension would be issued
Extension	- Students are notified about compulsory study on Classcharts. If they fail to attend on time they will be issued with an extension which will be sat in the main school with other students and led by the senior leadership team - If students aren't correcting their behaviour and continue to make the same mistakes, receiving 4x CS in the same category, then they will automatically be issued with an extension - Extensions can also be directly issued for a more serious breach of school conduct Examples of something that could lead to an extension(a non-exhaustive list): - On call* (removal) from a lesson - Unauthorised absence from lesson or non-return after lunch - Extreme rudeness or defiance

	- Poor behaviour in the community *The On Call system is used to respond to students' whose behaviour means that they cannot remain in a lesson, or if they have failed to follow instructions during social time. In this situation, a senior member of staff will pick up the student and they will be issued 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 On Call system, the student will be placed in a Shadow Classroom. This is in the back of a lesson, and the student that has been removed will be expected to complete work silently 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, either for the rest of that day or the following day.
Community Service Extension	If students are receiving multiple extensions for the same repeat offences. I.e. their second extension for 4x late to school or their second extension for 4x unprofessional conduct, then their extension will be a working sanction where they will be given tasks to complete by the site team in school. These will be completed before school at 7.30am
Principal's Detention	Principal's detention is a two hour detention which runs after school from 3-5pm on a Monday, Tuesday and Thursday. Students in Y12-13 are referred to this for missing an extension or for other very significant behaviour concerns. Missing a Principal's Detention would result in an exclusion/ suspension from school. The number of days of the suspension depends on how many have been missed. Getting more than one Principal's detention in a half term will lead to time in relocation or an off-site direction to complete studies at another school for a period of time.
Relocation	Relocation is our internal exclusion room, which is run by one of our Pastoral Managers. Relocation runs from 8.30am to 4.00pm. In each session, students are given a score from 4 to 0 and this is analysed by the pastoral team at the end of each day to see if students have passed. Students have to complete silent work that is issued by teachers or independent work in this space. Work completion is checked as part of their score for each session. Parents are contacted by phone the evening before a child sits their day in relocation. Students would be referred to relocation for a very serious or continued incident such as: - Failed on call (not following instructions after being removed from a lesson) - Receiving more than 3 On Calls in one day - Repeating Principal's Detention - Rudeness or defiance to staff - Physical incident - Homophobic, racist or sexist language - Dangerous behaviour online or in the community Relocation referrals are made by the pastoral and leadership team
Alternative School Based Exclusions (ASBEs)	We work with some local schools, to utilise their internal exclusion rooms as a next layer of escalation. This would only be used in very serious instances such as: - Missing/repeated Principal's detentions - Physical aggression - Swearing at staff - Repeated relocation referrals ASBEs are only issued by the pastoral leadership team. Parents are contacted to be made aware of these arrangements, via phone or email.
Fixed Term Suspension (FTS)	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, failing to follow the instructions of senior leadership, where other sanctions have not been adhered to. Students who continually demonstrate disruptive behaviour and persistently breach the above behaviour expectations are also at risk of permanent exclusion. Behaviour which disrupts the learning of others and is persistently disruptive to the safe, calm and effective running of the school can also result in a permanent exclusion. Suspensions are decided by the senior leadership team

Right time, Right tone

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 explicitly teach students how to accept feedback in a respectful and positive way, taking responsibility for their behaviour and learning from it and seeking to speak to staff about any sanctions at a pre-arranged time later that day and not in the moment. Responding to a teacher sanction outside of this professional manner will lead to an escalation of sanction

6. Attendance and Punctuality

Our Academy target for attendance is 97%.

Key Principles:

- No student will attain top grades at A level without this level of attendance.
- Attendance effects student's university and apprenticeship applications.
- 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 safe, to enjoy school and to achieve well are jeopardised by poor attendance
- Every moment of our 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%.

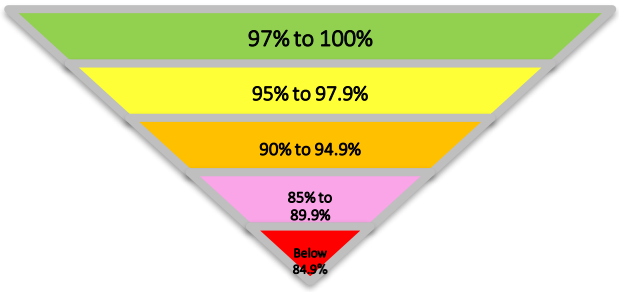
Punctuality

Students are expected to arrive at the Academy on time to be ready to start their learning. Main reception doors open at 8:00am and the Sixth Form door can be accessed from 7.30am for before school study. A member of staff will be on the door from 8.20am and students are expected to aim to be at the doors for then. At 8:31am, the door closes, and at this point a student is considered to be late. A student arriving after 8:31am would be issued with a compulsory to be sat that. Anyone arriving after 9.00am, 30 minutes after the first lesson begins, has an hour's extension logged to sit.

Where parents know that their child is running late to school, it is helpful to contact the School Office to notify us but **please note that the same sanction will apply**. There will not be exceptions issued for support of younger siblings in attending school.

The morning register will close at 09:00am, meaning any subsequent student arrival will be coded as an unauthorised absence unless there is sufficient reason for this to be authorised.

The diagram below highlights the whole academy approach to attendance monitoring and intervention.



Green: No Concern

Yellow: Concern

Amber: Risk of Underachievement

Pink: Severe Risk of Underachievement

Red: Extreme Concern - Cannot succeed at A Levels

The Academy has an escalating approach to reinforcing high levels of attendance and intervening in respect of attendance concern.

Authorised and Unauthorised Absence

If a student is absent from the Academy, it is vital that a parent contact the Academy by 8am to provide a reason for absence. This is most easily done by emailing sixthform@oasissouthbank.org. You can also call the school office and leave a message.

Absence can only be authorised where there is good cause and evidence. If no adequate reason for absence is provided, attendance will be recorded as unauthorised. It may also be recorded as unauthorised if your child has poor attendance.

Where students fail to attend sufficient aspects of the course to pass students will considered to have disengaged from the learning process and may be liable to pay their exam entries. The threshold at which this will be considered is 80% attendance.

Avoiding Holidays and Appointments during Term Time

In order to maximise individual achievement, parents should avoid making routine appointments for students during the Academy day. Medical appointments or similar should be taken in the school holidays or after 3pm. Parents should not take family holidays during the term time period.

Academic catch up

Students that miss a day of school in year 13 will automatically have an academic catch up hour to complete after school in Sixth Form.

For those in year 12 this will apply to any students in year 12 who miss a day and have an attendance of less than 90%.

7. Lunch times

Family dining is a key part of the Oasis South bank culture. This is where our students eat together, and enjoy conversation, board games or social study, on floor 2 sixth form if they wish to each day. Our family dining promotes the value of inclusion, supporting students to form positive peer relations and develop an attitude to helping other. If you are eligible for FSM, We provide your child with a nutritious hot meal, freshly made every day by our chef and professional catering team. All meat served is Halal.

Sixth form students are permitted to go out for lunch unless their behaviour record precludes them. They should return back on time, if they are late then they will be given a compulsory study. Any student who does not return after lunch will be required to meet with the Sixth Form leadership and a truancy sanction will be applied.

8. Inclusion

Students' are explicitly taught how to be inclusive citizens, and the importance of being kind, caring and respectful to all members of the community. Our Personal Development curriculum helps students to positively narrate their position within society, learning how to be model citizens and treat others in a dignified and inclusive manner.

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, recorded and taken extremely seriously.

The Academy has a confidential reporting service where students and parents can anonymously notify the Principal of incidents that have made them feel unsafe. Further details of Oasis South Banks approach to bullying or harassment can be found in the Behaviour For Learning Policy.

By enrolling at Oasis Academy South Bank, students and families opt-in to the policies of the school and the expectation set out in the Home Academy Agreement.