



# 'The South Bank Way'

## OASB Behaviour Policy

SLT Behaviour Lead:

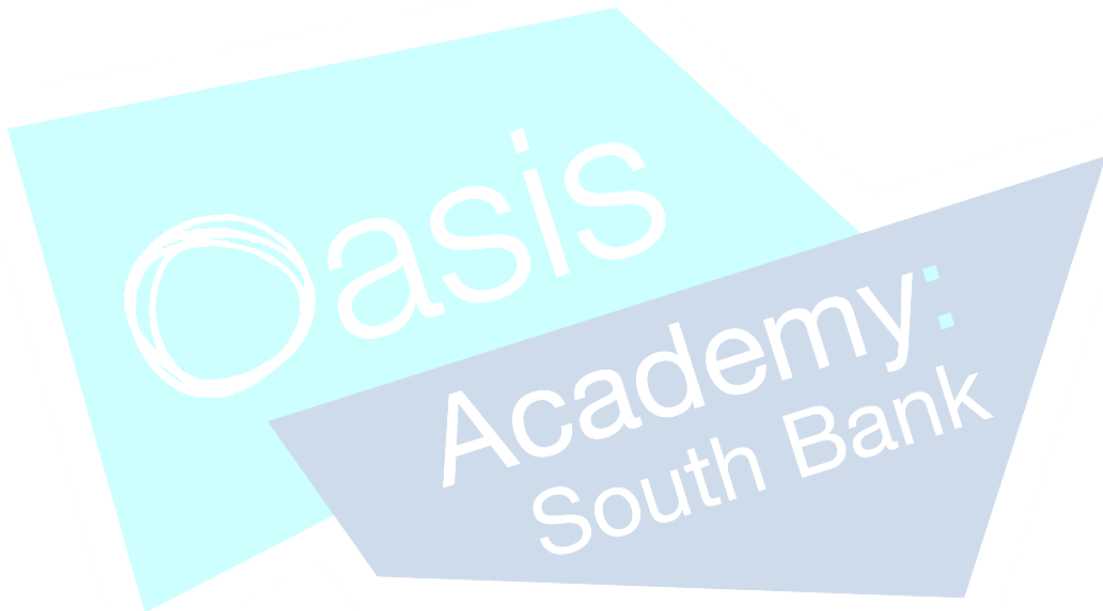
Lisa Staniforth

Principal:

Anna Richardson

# Table of Contents

Level 1: How We Build Relationships .....	3
Level 2: How We Regulate and Respond .....	9
Level 3: How We Repair Harm .....	11
Level 4: How We Work Together .....	17



## Lever 1: How we build relationships

### Building belonging: Our academy vision and approach

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.

As a result of this strong student culture, behaviour is exemplary. The behaviour system is unpinned by consistent daily routines and habits, which are clearly understood by all stakeholders. Staff are explicitly ‘warm and strict’ and have high expectations of all students.

The behaviour policy is centred around our school vision and values, which are embedded into our everyday routines. All students and staff are able to articulate our values and what they mean in practice.

#### 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.

#### 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.*

### Setting and sustaining boundaries in culture

The South Bank Way prioritises **setting and sustaining positively framed expectations** for our pupils. When we set and sustain boundaries, we establish community agreements about the way we do things here which supports a shared understanding of how we treat each other. When boundaries and behaviours become **consistent** and **predictable**, we build safety, trust and belonging for all in our community including children and staff. This is the foundation of our relational culture. It empowers all members of the community to focus our attention on working together to achieve learning goals.













To establish clear expectations and shared positive behaviours, we are intentional about defining the priority moments where consistency really matters – in the **classroom**, in the **corridor** (and other social spaces) and in how we **communicate**. Setting and sustaining boundaries in this way is the bedrock of securing safety for all members of our community and frees up teachers and leaders to secure a fantastic learning experience for our pupils:



Rather than establishing specifically what not to do, **we define and teach the expectations and behaviours we want to see** – we tell pupils and staff explicitly what great looks like so that everyone feels a sense of belonging and knows how to be successful as a member of our academy community. We do this through induction sessions in September, as well as daily messaging in line ups and assemblies.

## Communication

Powerful relational student and staff culture doesn't just happen. Instead, it requires **strategic planning** to establish and embed over time. As part of our communication strategy, we adopt the following activities to secure effective communication of our Academy Way to all members of our community:

Staff	 Whole-school CPD	 Staff briefings	 Coaching and drop ins	 Shout outs
Children	 Assemblies	 Explicit practice	 Daily line ups and weekly assemblies	 Celebrations and rewards
Families	 Newsletters	 Celebration Assemblies	 Coffee and open mornings	 Start of the year 1:1s

## Rewards: positive framing and celebrating success

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, every teacher nominates their 'Fab 4' 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, randomised and could include treats, vouchers or extra social time. Heads of Year run assemblies, in which house points are mentioned and rewarded on a weekly basis. At the end of each half term, there is a Celebration Assembly, in which the House Group in each year with the highest

collective house points is rewarded. This might be some additional social time, or a breakfast delivery in the House Time! At the end of the year, the house group with the highest receives a House Cup.

Further to house points, Heads of Year each week in issue a student in their cohort with 'Principal's Breakfast'. This recognises the outstanding efforts of the individual student and qualifies them to a reward breakfast with the Principal on Tuesday morning. 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 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	Each half term, parents are invited to join our celebration assemblies which are led by the Head of Year and Principal, 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) each 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. Each week, the Attendance Officer take around treats to the House Group with the best attendance from the previous week. We also do different incentives throughout the year, such as a pizza party for students who have been persistently absent, and are then in school for a set period of time.



## Lever 2: How we regulate and respond

At Oasis Academy South Bank, we recognise the importance of building a full picture of a child's story, context, strengths and needs before planning to respond. We have clear pastoral systems to ensure that no child is left behind, and that all incidents are appropriately dealt with. This is namely achieved via the following strategies:

Pastoral Cycle	Rationale
Spotlight Meetings	Spotlight meetings happen twice a half term for every year group and are attended by DP Pastoral, AP Behaviour, KS AAP, HoY, SENDco, Pastoral manager, Safeguarding team, P2B manager and HUB team. Students are referred to Spotlight for concerns around safeguarding, attendance and/ or behaviour. They ensure a co-ordinated approach to our most vulnerable students. Actions are discussed and shared and then followed up in the next meeting.
Daily Debrief	Daily Debrief runs at the end of each day at 3.15pm in the pastoral office. It ensures all events from the day are picked up and appropriate actions are put in place.
Year Group Team Meetings	Each week, Heads of Year meet with their House Coach team, to discuss key student updates, arising trends in the year group and to ensure all stakeholders are up to date with how best to work with key students.
Culture-Setting Meetings	Each week, the SLT Lead for Behaviour meets with all Heads of Year to set the value and focus for the week. This is also an opportunity to plan and script Year Group line-ups.

We also recognise the importance of careful planning to respond to the individualised strengths and needs of each child.

We use relational support plans – either a Spotlight plan or a Provision Map plan (for students with SEN) – which is a structured intervention for pupils whose needs are not being met through the universal offer. The aim of these plans are to involve the child and family in the collaborative goal of improving social and emotional skills and supporting improved behaviour to secure social and educational inclusion.

### Positive handling

At Oasis Academy South Bank we recognise that “All members of school staff have a legal power to use reasonable force [...] to prevent pupils from hurting themselves or others, from damaging property, or

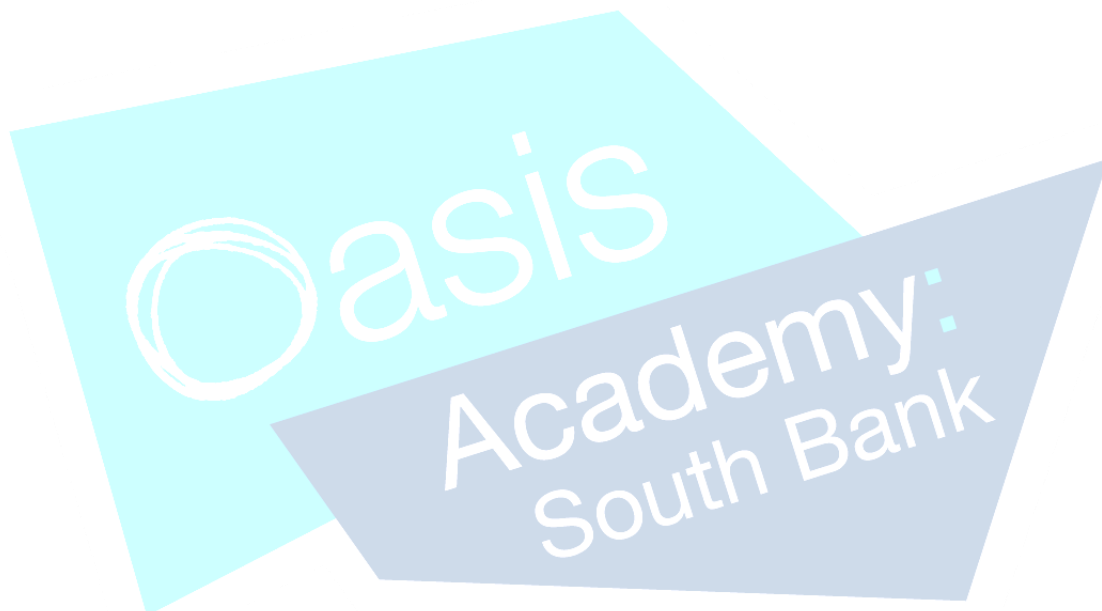
from causing disorder.”<sup>1</sup> We work proactively to respond to children’s needs and understand their regulation profiles so that this is always a last resort.

**Approach:** At Oasis Academy South Bank staff are trained to use reasonable force through an external provider. Key staff, including the whole pastoral team, receive this training.

**Recording:** We always ensure that any use of reasonable force is recorded via our Safeguarding platform, CPOMS.

**Communication:** We communicate with the family by phone call or email.

**Reflection:** We reflect on all occasions of the use of reasonable force to ensure that necessary adjustments are made to the child’s provision and to school responses.



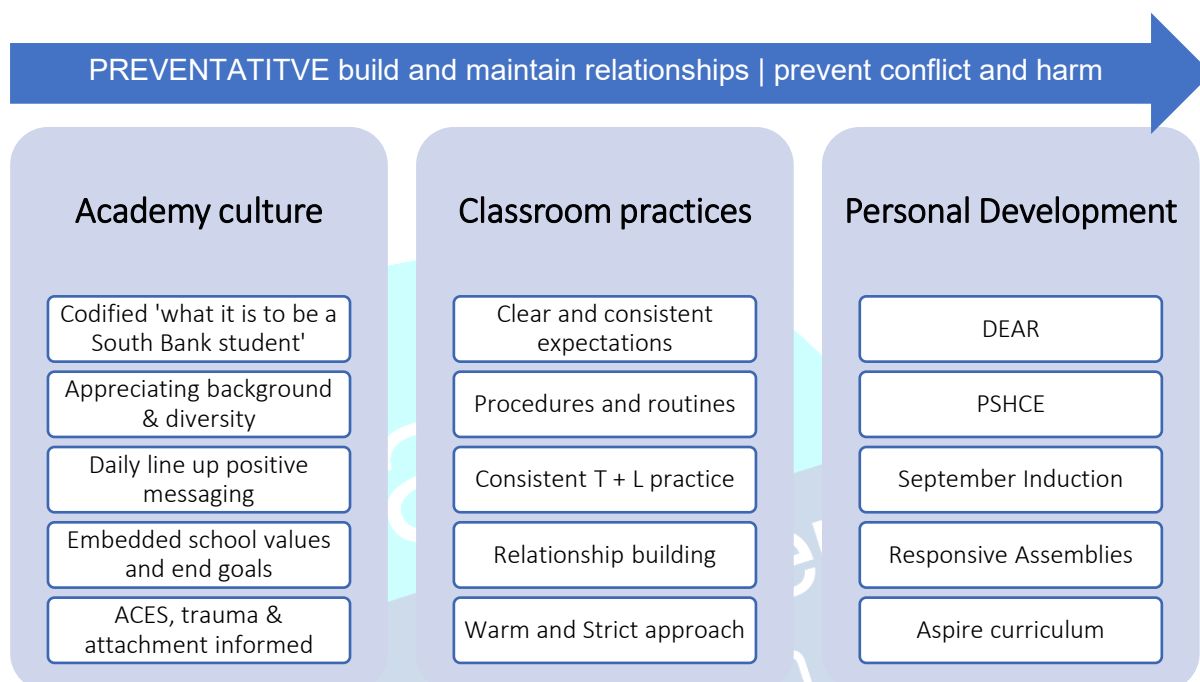
---

<sup>1</sup> DfE, 'Use of reasonable force' (2013), p. 4

## Lever 3: How we repair harm

### Building a restorative culture

At Oasis Academy South Bank we recognise that building a restorative school begins with culture. For this reason, we implement a range of preventative restorative practices to support pupils and staff to build and maintain relationships as the foundation on which restorative repairs can take place and happy, productive connections can be sustained.



We explicitly dedicate time to our Personal Development Curriculum in the school day. All students in the school have 'Personal Development Time' (PDT) each day between 10.50am and 11.20am. This time includes weekly assembly, DEAR and Aspire, and is slightly different for each year group:

Personal Development Curriculum	
Drop Everything and Read (DEAR)	DEAR is a guided reading programme. Students read a book as a whole house group with their House Coach. Young adult texts are carefully selected to link to the school's values. The whole year group read the same text at the same time, building a sense of shared culture and an internal 'canon'. Through DEAR, students practise key literacy habits of tracking and reading aloud and the House Coach guides them in reflecting on character development and supporting comprehension with pause points.
PSHCE	PSHCE is delivered to every student in Y7 -13 weekly, as part of their timetabled lessons. This is a centralised OCL curriculum that is adapted to suit the needs of our local context.
September Induction	Every year group at the start of each academic year, takes part in an induction programme, which focusses heavily on the school values, end goals and South Bank culture. This is delivered through both assemblies and smaller group sessions led by House Coaches.

Responsive Assemblies	Each week, every year group has an assembly with either their Head of Year or the SLT. This includes standing items such as attendance and house points, as well as being responsive to issues raised or current events.
Aspire Curriculum	As part of PDT, each student will have one session of 'Aspire' each week, which is our careers curriculum, exposing students to different careers and next steps, including work with external partners and local businesses.

### Restorative Conversations

At South Bank, we may use restorative conversations after an incident of a student not meeting expectations. This would most commonly be after a removal from a lesson (an on call), and would happen at the end of the day during correction. Staff receive training on how to have these conversations in a productive and calm way to help redirect behaviour and reset.

### Consequences

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. We use logical consequences to help children recognise the effect of their actions and develop internal control.

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

### Behaviour Escalation System at OASB:

Sanctions	What this would be issued for
Demerits	<p>Students can be issued demerits both in class and in social times. If a student receives 2 demerits in one day, they will have to sit a 20 minute correction (detention). This can be sat at break, lunch or after school.</p> <p>Examples of something that could lead to classroom DM (a non-exhaustive list):</p> <ul style="list-style-type: none"> <li>- Missing equipment</li> <li>- Communicating during silent work</li> <li>- Incomplete homework</li> </ul> <p>Examples of something that could lead to community DM (a non-exhaustive list):</p> <ul style="list-style-type: none"> <li>- Uniform infringement (e.g. shirt not tucked in, blazer not being worn)</li> <li>- Talking on silent corridor</li> <li>- Arriving late to line up</li> <li>- Not walking on the left, in single file</li> </ul>
Corrections	<p>If a student receives an immediate correction, this means they have a 20 minute correction (detention). They must sit this at break, lunch or after school on the day it is received.</p> <p>Examples of something that could lead to an immediate correction (a non-exhaustive list):</p> <ul style="list-style-type: none"> <li>- Incomplete homework</li> <li>- A poor response to a demerit</li> <li>- Continued disruption after a demerit</li> </ul>

	<ul style="list-style-type: none"> <li>- 'Hands on' – physical contact</li> <li>- Mean and nasty words</li> <li>- Being in the wrong place (e.g. missing a line up)</li> <li>- Missing uniform (e.g. no tie or blazer)</li> <li>- Not bringing PD booklet to school</li> </ul>
Late Corrections	<p>The doors open at 8.20am and close at 8.29am for all students. Any student arriving after this time has a late correction logged. This means they have a 20 minute correction to sit that day at break, lunch or after school. If a student arrives after 8:45, they will need to enter via Reception as the Auditorium doors will have closed, and an extension will be issued. Receiving two Late Corrections in the same week will also result in an extension being issued, to be sat instead of the second late correction on the day received.</p>
Extension	<p>Extensions are issued for a more serious breach of school conduct. An Extension is an hour correction on the same day after school, which is sat in the canteen and run by SLT. Examples of something that could lead to an extension (a non-exhaustive list):</p> <ul style="list-style-type: none"> <li>- On call* (removal) from a lesson</li> <li>- Extreme rudeness or defiance</li> <li>- Poor behaviour in the community</li> </ul> <p>*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.</p>
Principal's Detention	<p>Principal's detention is a two-hour detention which runs after school from 3-5pm on a Monday and Thursday. For Year 11 students this runs from 4-5:30 pm. Students are referred to this for missing an extension or three corrections. 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.</p> <p>1<sup>st</sup> time missed = 1 day  2<sup>nd</sup> time missed = 2 days etc.</p> <p>(This space is also used 4-5pm for Y11 to sit corrections and extensions after their intervention P6).</p>
Relocation	<p>Relocation is our internal exclusion room, which is run by one of our Pastoral Managers. Relocation runs from 8am to 3.30pm, so students start earlier and finish later than the rest of school. 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 a rigorous curriculum, matched to their learning that half term in each subject. They complete all of their work on their iPad via SENECA. 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:</p> <ul style="list-style-type: none"> <li>- Failed on call (not following instructions after being removed from a lesson)</li> <li>- Receiving more than 3 On Calls in one day</li> <li>- Rudeness or defiance to staff</li> <li>- Physical incident</li> <li>- Homophobic, racist or sexist language</li> <li>- Dangerous behaviour online or in the community</li> </ul> <p>Relocation referrals are made by the pastoral and leadership team and are discussed in Daily Debrief.</p>
Alternative School Based Exclusions (ASBEs)	<p>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:</p> <ul style="list-style-type: none"> <li>- Missing Principal's detention</li> <li>- Physical aggression</li> </ul>

	<ul style="list-style-type: none"> <li>- Swearing at staff</li> <li>- Repeated relocation referrals</li> </ul> <p>ASBEs are only issued by the pastoral leadership team. Parents are contacted to be made aware of these arrangements, via phone or email.</p>
<p><b>Fixed Term Suspension (FTS)</b></p>	<p>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.</p> <p>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.</p> <p>Suspensions are decided by SLT.</p>

### 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.

### Bullying, Discrimination and Harassment

Bullying or harassment can be defined as the use of deliberate aggression with the intention of hurting another person; it is repetitive behaviour over a period of time that causes harm to another student. 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:

- Step 1: investigation: If bullying is suspected or reported, the incident will be dealt with by the student Head of Year, who may utilise the pastoral manager for support with the investigation. As this point, the incident or allegation of bullying would either be substantiated or unsubstantiated. Statements may be taken from both students and staff members.
- Parents will be informed, usually at the end of the day after the pastoral team have met in Daily Debrief. In more serious instances, parents may be contacted during the school day. Sanctions will be used as appropriate and communicated with parent/ carer.
- Incidents of bullying will be recorded as a safeguarding concern on CPOMS.

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
- putting in place a safety plan to reassure the student the behaviour will not continue
- offering ongoing support through a range of pastoral options to restore self-esteem and confidence.

Students who have bullied will be helped by:

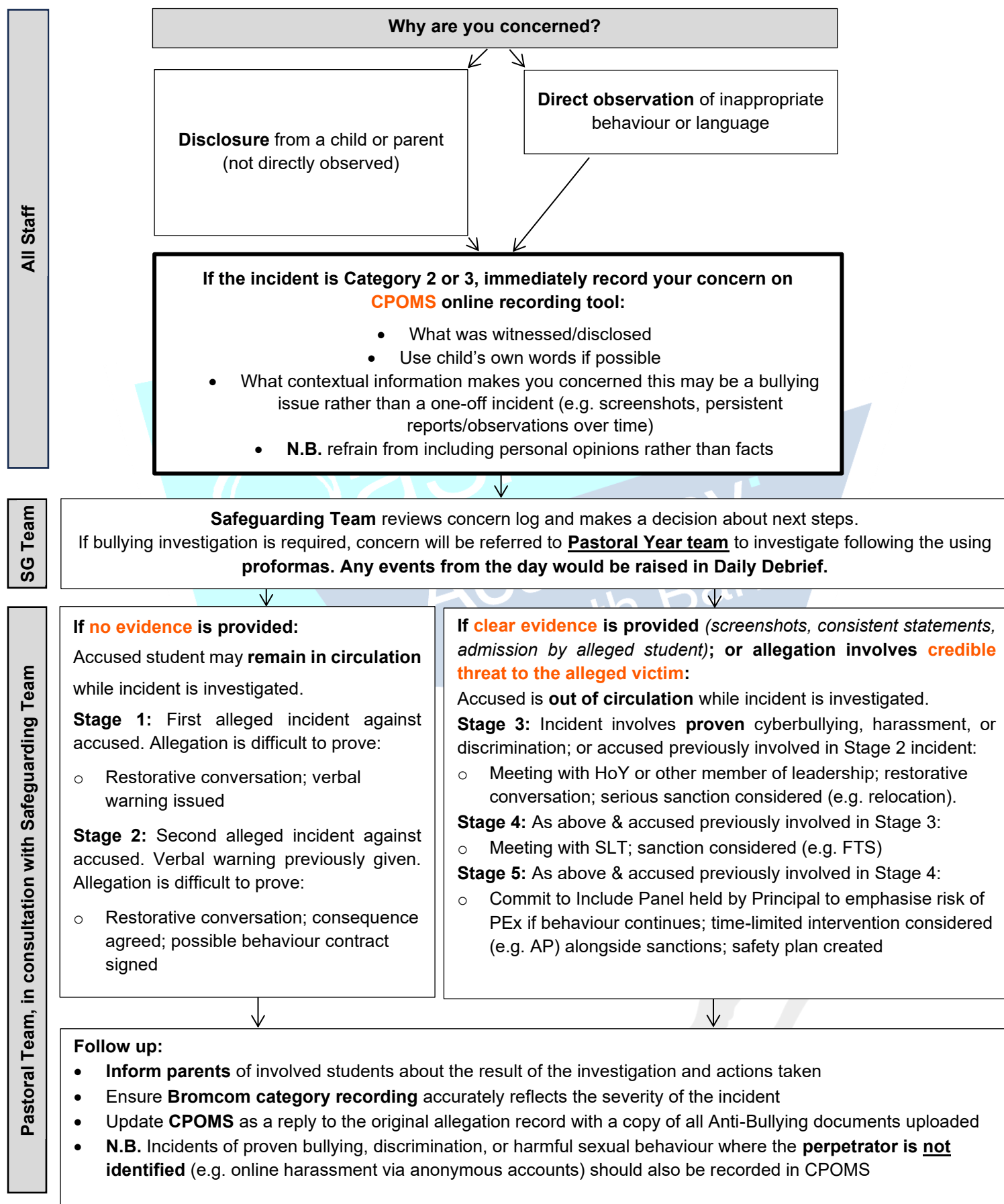
- discussing what happened
- discovering why the student became involved
- establishing the wrongdoing and need to change
- informing parents or guardians to help change the attitude of the student.

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. removal of social time)
- Official warnings to cease offending/ behaviour contract
- Correction/Extension/ Relocation/ Alternative School Based Exclusion
- Suspension

Effective investigation practices

What to do if you have a bullying, discrimination, or harmful sexual behaviour concern about a child at Oasis Academy South Bank



## Lever 4: How we work together

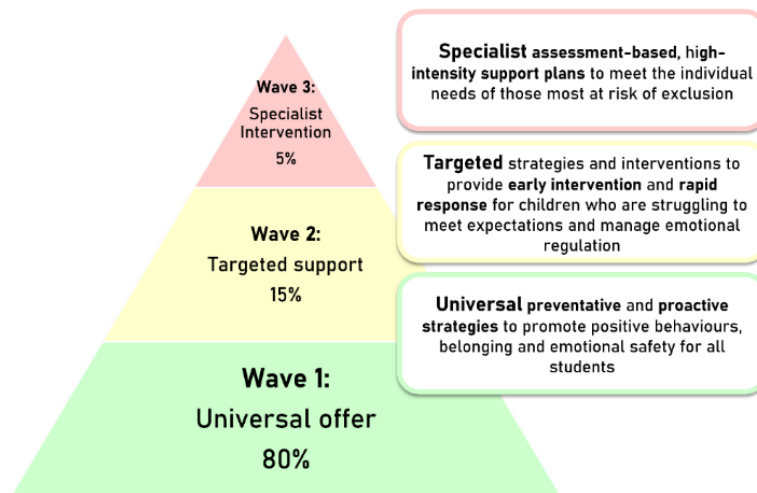
### Student Voice and Leadership

We recognise the importance of listening to the child to ensure that our pupils have a powerful voice and feel an active and valued part of the academy community. In our academy, we use the following mechanisms for gathering student voice:

Mechanism	When we do it	How we do it
Student Surveys	Each half term	Student surveys on forms are sent via email for students to complete once a half term – they alternate between being anonymous and not to ensure we have a full picture of student voice. We then feedback in ‘you said, we did’ assemblies to communicate changes made as a result. HoYs analyse surveys for their YG and pick out any student concerns – individual and cohort.
Student Parliament	Weekly meeting and feedback to house groups	Each House Group in the school has an elected Student Parliament representative, who meet weekly to discuss key issues important for the student body with the AP for Behaviour.
Student Panels	Half termly	Student panels happen routinely in line management meetings, for both pastoral and curriculum leaders, to gain student voice.
Year Group Leadership responsibilities	Weekly	Each year group has a specific leadership responsibility, such as Y8 tour guides and Y9 student receptionist. This develops a sense of belonging and agency for students.
Student Ambassadors	Ongoing	There are various student ambassador roles for students, such as librarians, anti-racism champions and climate change committee members.

### Our graduated Academy offer

The graduated response is a staged intervention plan which targets the level and expertise required depending on the child’s needs. The graduated response works by connecting teams and systems in the school together to ensure there is a co-ordinated and transparent approach.



### The pastoral graduated response pathway

We secure inclusion for our pupils through our graduated response to Behaviour and Pastoral Care.

We use behaviour data and contextual information to proactively identify our most vulnerable pupils who are struggling to meet expectations and emotionally regulate within the universal offer.

We respond to these pupils by implementing increasing levels of support and intervention at every stage of the graduated response to improve social and emotional skills and reduce their risk of exclusion.

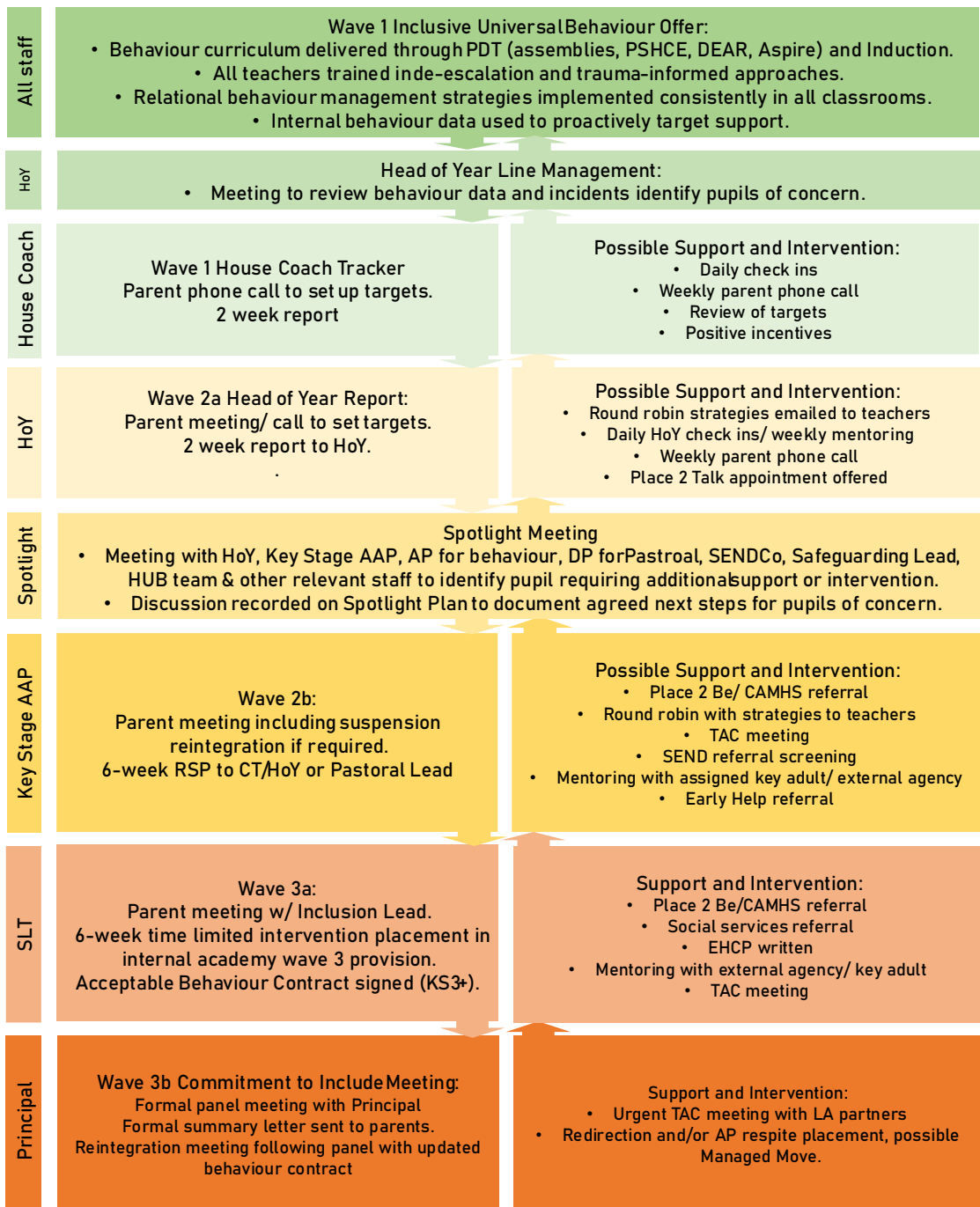
We carefully track and monitor the progress of pupils to ensure our response is impactful.



## Oasis Academy South Bank Pastoral Graduated Response Pathway

**Rationale:**

- At Oasis Academy South Bank, we ensure that inclusion is a priority and all pupils are supported to succeed.
- We secure inclusion for our pupils through our graduated response to Behaviour and Pastoral Care
- We use behaviour data and contextual information to proactively identify our most vulnerable pupils who are struggling to meet expectations and emotionally regulate within the universal offer.
- We respond to these pupils by implementing increasing levels of support and intervention at every stage of the graduated response to improve social and emotional skills and reduce their risk of exclusion.
- We carefully track and monitor the progress of pupils in Spotlight/ Provision Map to ensure our response is impactful.



## Team Around the Child

At Oasis Academy South Bank, we take a The Team Around the Child (TAC) approach that has integration of services at its heart. It is a child-centred approach to planning and coordinating support that ensures all professionals are working together with the child and family at the centre of all considerations. We work with a range of external partners, such as:

	Our work with them
Waterloo HUB team	We have an integrated approach to our work with the HUB team and work with them on a daily basis to ensure a rich pastoral and safeguarding wrap around care for our students and family. The HUB is part of our local community – offering a library, debt advice and housing support – and staff at OASB are able to refer families to these. The youth team work particularly closely with the school, offering after school clubs and holiday opportunities. They also attend key pastoral cycles, such as Spotlight and Top 5%, to ensure an aligned approach.
Mentoring	We have a range of different mentoring available to our students, which varies slightly each year depending on external capacity.  These include: <ul style="list-style-type: none"> <li>- Pastoral Managers/ LSAs in school</li> <li>- HUB mentoring</li> <li>- Future Men</li> <li>- Evolve mentoring</li> </ul>
Place 2 Be/ Place 2 Talk	The Place2Be mental health service works at OASB, offering appointments for students needing additional therapeutic support– both Place 2 Be for longer, weekly sessions and also Place 2 Talk which is a drop in service each break and lunch. Any member of staff can refer students to this.
Safer Schools Officer	We work with our local safer schools officer, often with the follow up from more serious safeguarding concerns. They may come into school to meet with individual students, groups of students, and parents to ensure incidents have been followed up robustly and to set parameters for moving forwards.
Educational Welfare Officer	We work closely with an EWO at Lambeth Council, who comes into school fortnightly to run School Attendance Panels with the SLT attendance lead.
Educational psychologists/ SALT	We utilise Educational Psychologists support and Speech and Language Therapist sessions for screening and support of our students with Special Educational Needs.
Social Services	We make referrals to the local councils as part of our safeguarding offer.

## Suspensions and Exclusions

When considering suspensions or exclusion as a response to a pupil's behaviour, we will take into account a range of factors as advised in the DfE's [Behaviour in Schools guidance](#) and [Suspensions and](#)

[Permanent Exclusions guidance](#) as well as The Oasis Behaviour and Pastoral Care policy and Exclusions policy. Our approach and intent is always relational and restorative in nature, and we will seek to do everything we can to secure inclusion for our most vulnerable learners while also safeguarding the wellbeing and education of the wider school community.

After suspension, there will always be a reintegration meeting with a member of the Senior Leadership Team, with parents and the student present to reflect upon the reason for the suspension being issued, and an action plan agreed to avoid repetition.

#### [Part time timetables](#)

In line with DfE Suspensions and Permanent Exclusions guidance, we recognise that part-time timetables “should not be used to manage a pupil’s behaviour and must only be in place for the shortest time necessary.” However, in exceptional circumstances, part-time timetables can be helpful to secure inclusion for particularly vulnerable learners. In our academy, we use part-timetables for the following reasons:

- Reintegration from a period of school refusal
- Medical reasons

This would be agreed in a meeting with a member of SLT and a contract signed, and these would be regularly reviewed with an aim to return to full time as soon as possible.

#### [Off-site direction, external alternative provision and managed moves](#)

In line with DfE guidance, we work with a range of other academies and provisions to reduce pupils’ risk of suspension and exclusion through off-site direction and managed moves. We work with a number of local schools in Lambeth and Southwark.

#### [Permanent exclusions](#)

At our academy, we recognise that permanent exclusions are serious, and should only be used as a last resort in response to 'serious breaches' or repeated breaches of the Oasis Behaviour and Pastoral Care policy or to safeguard the welfare and education of other students, after a range of strategies and interventions have been tried. As such, permanent exclusion is normally the final and most serious step taken in our disciplinary process.

#### [Discretion](#)

No behaviour policy can cover all eventualities and, therefore, the Principal and pastoral leadership team reserve the right to use discretion to help Oasis Academy South Bank pupils become model citizens and keep a calm and orderly school environment.

## Legislation and statutory requirements

*In everything that we do as an academy, we follow the appropriate policies and protocols, including, from the DfE:*

- [Behaviour in schools](#)
- [Suspensions and Permanent Exclusions](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- [Keeping Children Safe in Education](#)

