‘The South Bank Way’

OASB Behaviour Policy

SLT Behaviour Lead:

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Principal:

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Approved by:	Anna Richardson	
Last reviewed on:	October 2026 by Conor Boyle	
Next review due by:	September 2027	

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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.

Vision

All young people, regardless of starting point, will 'Climb the STAIRS to Greatness' at Oasis Academy South Bank. Through demonstrated love 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.

1. We believe that all students can **habituate** excellent behaviour.
2. We therefore have **explicit**, **exacting** standards of student behaviour and attitude and unapologetically defend our culture of learning and inclusion.
3. We support individual transformation systematically and intensively and aim to exhaust every reasonable intervention prior to exclusion.

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.*

Establishing cultural norms

The South Bank Way prioritises setting and sustaining positively framed expectations for all pupils. By establishing **consistent and predictable boundaries**, we create a culture of safety, trust and belonging that underpins our relational approach. This shared understanding of expectations enables students and staff to work together effectively and remain focused on learning. We are intentional about securing consistency in the moments that matter most: in the **classroom**, in the **corridor** and other **social spaces**, and in how we communicate. These routines and expectations form the bedrock of a calm, safe and purposeful environment, enabling all members of our community to thrive and teachers to secure an exceptional learning experience for every student.

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, by teaching and rehearsing 'Powerful Habits' that we want all students to automate, 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 induction and 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

Recognising effort and achievement is central to our relational approach at Oasis Academy South Bank. Students are rewarded through Class Charts house points for demonstrating our STAIRS values, with teachers

also recognising students through daily 'Fab 4' nominations. Achievement is celebrated through weekly assemblies, termly Celebration Assemblies, House Group rewards and the annual House Cup. Students demonstrating exceptional effort, progress or contribution may also be nominated for the Principal's Breakfast. Together, these systems create a strong culture of recognition, celebration and belonging across the academy.

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	Parents are invited to join our Celebration Assemblies which are led by the Head of Year and Principal. Students are rewarded based on the STAIRS values as well as Subjects. There are also awards given for Attendance. Celebration assemblies often also include performances from students, as well as a celebration video, which showcases outstanding student work.
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 offer 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 use 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 is 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.

Restrictive intervention and seclusion

This section should be read alongside DfE guidance on Use of Reasonable Force and Other Restrictive Interventions. Staff may use reasonable force to prevent injury, damage to property, criminal offences, or serious disruption to good order and discipline. Due to the academy's positive behaviour culture, such interventions are expected to be rare.

Restrictive interventions must: Be used only as a last resort, be carried out by trained staff wherever possible, unless there is an emergency, use the minimum force necessary for the shortest possible time, preserve the safety and dignity of all involved, never be used as a punishment, be recorded and reported to parents on the same day.

Seclusion is the supervised isolation of a student who presents a significant risk of harm to themselves or others. It may involve moving the student to a separate space or removing others from an area. Seclusion is a safeguarding measure, not a disciplinary sanction, and should be used only as a last resort and for the shortest time necessary.

All seclusion incidents must be recorded on CPOMS and reported to parents as soon as possible. Records should include the reason for the intervention, risks identified, de-escalation strategies used, duration, supervision arrangements, staff involved, and details of parental contact.

Searching, Screening and Confiscation

This section of the policy should be read alongside the following DfE guidance: Searching, Screening and Confiscation. **Searches Without Consent**: The following items are banned at Oasis Academy South Bank and pupils may be searched for them without their consent and without the consent of their parents:

• Knives or items that could be used as a weapon.

• Alcohol.

• Illegal drugs.

• Stolen items.

• Tobacco, cigarette papers, lighters and vapes.

• Fireworks.

• Mobile phones and devises.

• Pornographic images or content.

• Any article, including mobile phones and other technology, that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence; to cause personal injury to, or damage to the property of, any person (including the pupil); or, in a way that is detrimental to academy discipline.

Staff authorised by the Principal may search a student without consent where there are reasonable grounds to suspect possession of a prohibited item. Searches will normally be carried out by a member of staff of the same sex and witnessed by another member of staff. Prohibited items may be confiscated, with searches involving illegal or dangerous items recorded on CPOMS and parents informed by the end of the school day. Electronic devices may be searched and retained where permitted by law. Reasonable force will only be used where legally authorised.

The academy may also ask students to consent to searches for items not permitted in school, including mobile phones, electronic devices and confectionery. Refusal to cooperate will be managed in line with this Behaviour Policy.

Special Educational Needs and Reasonable Adjustments

Oasis Academy South Bank is committed to an inclusive culture and recognises its duties under the Equality Act 2010 and SEND Code of Practice. While high expectations for behaviour apply to all students, reasonable adjustments will be made where a student's SEND affects their behaviour.

The Academy's behaviour systems are designed to support all students through clear routines, explicit teaching of expectations, a rewards-first approach, consistent behaviour language, adaptive teaching, and pastoral support through House Coaches. All students with identified SEND have a Student Passport, developed with students and families, which outlines strategies and adjustments to support their success.

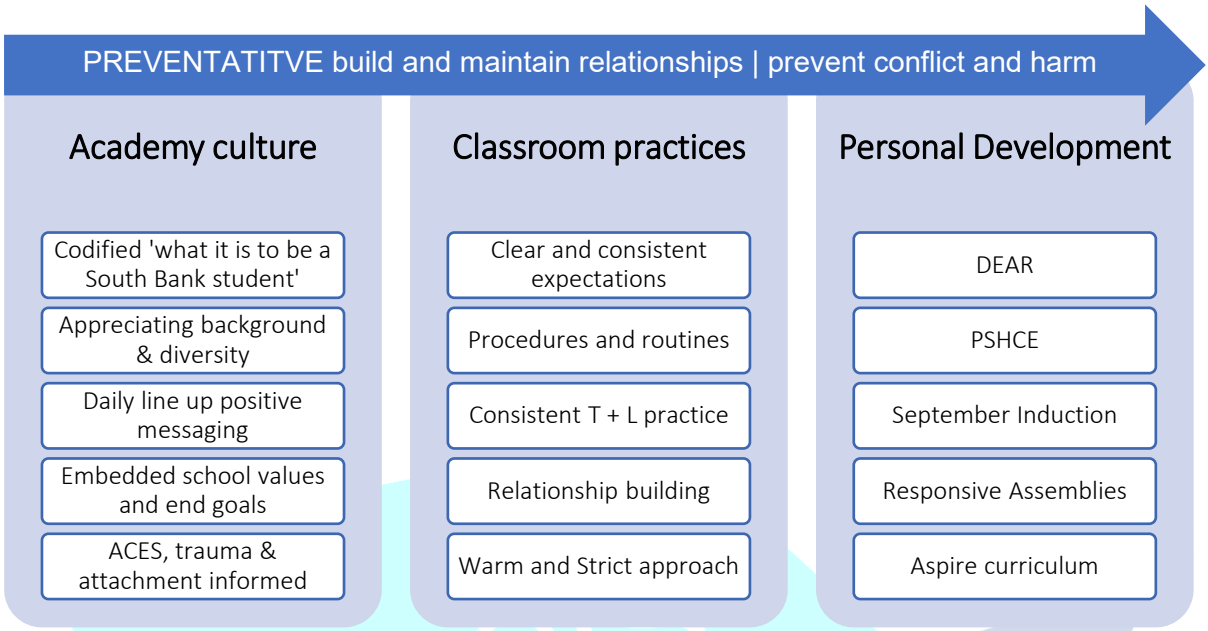
When responding to behaviour, staff will consider individual needs, identified barriers and agreed support strategies. Where a student's SEND may be contributing to repeated behaviour concerns, further reasonable adjustments may be considered, including additional pastoral support, adapted behaviour responses, access to quiet spaces, intervention programmes, in-class support or alternative provision within the Academy.

Decisions regarding sanctions, including suspension or relocation, will take account of a student's SEND and any relevant reasonable adjustments. However, the Academy will balance its duty to make reasonable adjustments with its responsibility to maintain high standards of behaviour, safety and learning for all students. Adjustments will only be implemented where they are considered reasonable, proportionate and effective in the circumstances.

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



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 11.25am. 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	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 or lunch. Examples of something that could lead to classroom DM (a non-exhaustive list): - Missing equipment - Communicating during silent work Examples of something that could lead to community DM (a non-exhaustive list): - Uniform infringement (e.g. shirt not tucked in, blazer not being worn) - Talking on silent corridor - Arriving late to line up - Not walking on the left, in single file
Corrections	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. Examples of something that could lead to an immediate correction (a non-exhaustive list): - Incomplete homework - A poor response to a demerit - Continued disruption after a demerit - 'Hands on' – physical contact - Mean and nasty words - Being in the wrong place (e.g. missing a line up) - Missing uniform (e.g. no tie or blazer) - Not bringing PD booklet to school
Late Corrections	The doors open at 8.20am and close at 8.30am 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.

Sanctions	What this would be issued for
Extension	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): - On call* (removal) from a lesson - 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.
Principal's Detention	Principal's detention is a two-hour detention which runs after school from 3-5pm on a Monday, Tuesday 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. 1st time missed = 1 day 2nd time missed = 2 days etc. (This space is also used 4-5pm for Y11 to sit corrections and extensions after their intervention P6).
Relocation	Relocation is our internal exclusion room, which is run by one of our Pastoral Managers. Relocation runs from 8:30am to 4pm. 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 or Sparx. Work completion is checked as part of their score for each session. Parents are contacted when their child is referred to 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 2 On Calls in one day - Rudeness or defiance to staff - A uniform infringement that cannot be rectified e.g. wearing fake nails - Physical incident - Homophobic, racist or sexist language - Dangerous behaviour online or in the community Relocation referrals are made by the pastoral and leadership team and are discussed in Daily Debrief.

Sanctions	What this would be issued for
Alternative School Based Exclusions (ASBEs)	We work with some local schools, to utilise their internal exclusion rooms as a next layer of escalation. This form an alternative approach to a Suspension, meaning the students are supervised effectively at another school instead of remaining at home. This would only be used in very serious instances such as: - Missing Principal's detention - 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. In the event that a parent decides not to send their child to the alterative school, a Suspension will be issued instead.
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, persistent disruptive behaviour or failing to follow the instructions of staff. 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 SLT.

Mobile Phones

We know that mobile phones and other electronic devices in school can distract our students from their learning. For this reason**, mobile phones or any other electronic equipment (including Apple Watches) are not permitted in Oasis Academy South Bank.** If you require your child to have a mobile phone on the way to or from the Academy, they must hand it in to the box when they enter the building for it to be stored throughout the day and able to collect at the end of school.

Department for Education guidance outlines the Academy's powers to confiscate a mobile device for a period of time that it deems proportionate.[1] If a student brings a mobile phone, smart watch, air pods, or similar device into the academy and chooses not to hand it in, it will be confiscated and kept in the **school safe for a 4-week period.** This time period is to provide a reasonable deterrent to students in choosing to bring a mobile device to the Academy. This approach is applicable to all students that attend Oasis South Bank. However, the Academy recognises its duty to uphold the Equality Act 2010 and Children and Families Act 2014, and therefore the individual approach will be considered in the case that a phone is necessary for the management of a child's medical condition or disability. Oasis Academy South Bank will not be held responsible for any phones or electronic equipment that are brought into school.

Suspensions and Exclusions

The following part of the Behaviour Policy should be read in conjunction with Oasis Community Learning's Exclusions Policy.

[1] Mobile phones in schools - GOV.UK

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.

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.

Off-site direction, external alternative provision and managed moves

In line with DfE guidance, the Academy utilises off-site directions as a mechanism to improve student behaviour. An off-site direction may come following a one-off serious incident or after repeated breaches of the Behaviour Policy. While parental consent is not required, the Academy will seek to work in partnership with families when co-ordinating a placement. When a child is directed off-site, reviews will be completed regularly to ensure appropriate support is given for the placement to be successful. While the outcome of a direction off-site will be dependent on the individual student circumstance, reintegration back to Oasis Academy South Bank will be considered as part of a wider plan to improve a child's behaviour.

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 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.

A permanent exclusion will be issued if a student crosses a red line, meaning that they cannot return to the Academy. Examples of behaviour that may reach this threshold are:

- Physical violence towards a member of staff, a student or the wider community.
- Possession of an illegal substance or item on site, including being in possession of a weapon or an illegal drug.
- Bringing the Academy into serious disrepute, including unacceptable behaviour online.
- Persistent or serious cases of harmful behaviour towards another pupil(s), such as bullying or child-on-child abuse.
- Serious or persistent theft of the Academy's property, or that of another student or staff, and serious damage caused to the Academy site of property of another individual.
- Persistent breaches of the Academy's Behaviour Policy over a period of time.

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:

- 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

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

All Staff

Why are you concerned?

Disclosure from a child or parent (not directly observed)

Direct observation of inappropriate behaviour or language

If the incident is Category 2 or 3, immediately record your concern on CPOMS online recording tool:

- What was witnessed/disclosed
- Use child's own words if possible
- What contextual information makes you concerned this may be a bullying issue rather than a one-off incident (e.g. screenshots, persistent reports/observations over time)
- **N.B.** refrain from including personal opinions rather than facts

SG Team

Safeguarding Team reviews concern log and makes a decision about next steps.
If bullying investigation is required, concern will be referred to **Pastoral Year team** to investigate following the using **proformas. Any events from the day would be raised in Daily Debrief.**

Pastoral Team, in consultation with Safeguarding Team

If no evidence is provided:

Accused student may **remain in circulation** while incident is investigated.

Stage 1: First alleged incident against accused. Allegation is difficult to prove:

- Restorative conversation; verbal warning & appropriate sanction issued.

Stage 2: Second alleged incident against accused. Verbal warning previously given. Allegation is difficult to prove:

- Restorative conversation; consequence agreed; possible behaviour contract signed

If clear evidence is provided *(screenshots, consistent statements, admission by alleged student)*; **or allegation involves credible threat to the alleged victim:**

Accused is **out of circulation** while incident is investigated.

Stage 3: Incident involves **proven** cyberbullying, harassment, or discrimination; or accused previously involved in Stage 2 incident:

- Meeting with HoY or other member of leadership; restorative conversation; serious sanction considered (e.g. relocation).

Stage 4: As above & accused previously involved in Stage 3:

- Meeting with SLT; sanction considered (e.g. FTS)

Stage 5: As above & accused previously involved in Stage 4:

- Commit to Include Panel held by Principal to emphasise risk of PEx if behaviour continues; time-limited intervention considered (e.g. AP) alongside sanctions; safety plan created

Follow up:

- **Inform parents** of involved students about the result of the investigation and actions taken
- Ensure **category recording** accurately reflects the severity of the incident
- Update **CPOMS** as a reply to the original allegation record with a copy of all Anti-Bullying documents uploaded
- **N.B.** Incidents of proven bullying, discrimination, or harmful sexual behaviour where the **perpetrator is not identified** (e.g. online harassment via anonymous accounts) should also be recorded in CPOMS

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.

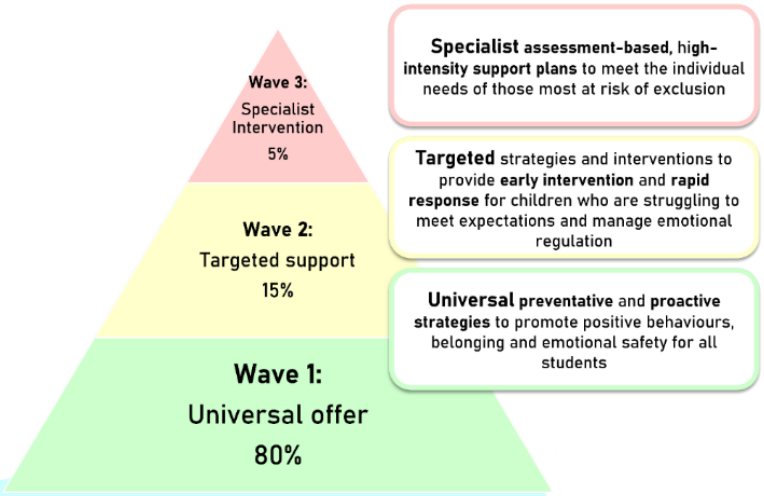
The Role of Parents

Parents and families are key stakeholders in the education of their child. We seek to work in partnership with families to support students at the Academy. This means we are dedicated to communicating with parents and hearing their voices as key agents in the lives of young people. This must be balanced with the need to ensure that the Academy's approach to behaviour is consistently applied for all students. The Academy has statutory powers to reasonably apply sanctions without the consent of parents. This includes the issuing of detentions and referral to Relocation.

When a parent has concerns about a sanction issued to their student, we seek to address this in a positive manner. Should parents feel unsatisfied with this response, they should follow the Academy's complaint procedure. Parents cannot refuse that their child completes a sanction, and in this case, the Academy will escalate the Behaviour Policy in-line with the usual approach to non-completion of consequences. Parents who refuse to send their child to school due to a disagreement about a sanction are liable to escalation via the Academy's attendance practices.

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.

All staff	**Wave 1 Inclusive Universal Behaviour Offer:** • Behaviour curriculum delivered through PDT (assemblies, PSHCE, DEAR, Aspire) and Induction. • All teachers trained inde-escalation and trauma-informed approaches. • Relational behaviour management strategies implemented consistently in all classrooms. • Internal behaviour data used to proactively target support.	
HoY	**Head of Year Line Management:** • Meeting to review behaviour data and incidents identify pupils of concern.	
House Coach	**Wave 1 House Coach Tracker** Parent phone call to setup targets. 2 week report	**Possible Support and Intervention:** • Daily check ins • Weekly parent phone call • Review of targets • Positive incentives
HoY	**Wave 2a Head of Year Report** Parent meeting/ call to set targets. 2 week report to HoY.	**Possible Support and Intervention:** • Round robin strategies emailed to teachers • Daily HoY check ins/ weekly mentoring • Weekly parent phone call • Place 2 Talk appointment offered
Spotlight	**Spotlight Meeting** • Meeting with HoY, Key Stage AAP, AP for behaviour, DP for Pastroal, SENDCo, Safeguarding Lead, HUB team & other relevant staff to identify pupil requiring additional support or intervention. • Discussion recorded on Spotlight Plan to document agreed next steps for pupils of concern.	
Key Stage AAP	**Wave 2b:** Parent meeting including suspension reintegration if required. 6-week RSP to CT/HoY or Pastoral Lead	**Possible Support and Intervention:** • Place 2 Be/ CAMHS referral • Round robin with strategies to teachers • TAC meeting • SEND referral screening • Mentoring with assigned key adult/ external agency • Early Help referral
SLT	**Wave 3a:** Parent meeting w/ Inclusion Lead. 6-week time limited intervention placement in internal academy wave 3 provision. Acceptable Behaviour Contract signed (KS3+).	**Support and Intervention:** • Place 2 Be/CAMHS referral • Social services referral • EHCP written • Mentoring with external agency/ key adult • TAC meeting
Principal	**Wave 3b Commitment to Include Meeting:** Formal panel meeting with Principal Formal summary letter sent to parents. Reintegration meeting following panel with updated behaviour contract	**Support and Intervention:** • Urgent TAC meeting with LA partners • Redirection and/or AP respite placement, possible Managed Move.

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: - Pastoral Managers/ LSAs in school - HUB mentoring - Future Men - Evolve mentoring
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.
Community Police	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.

Attendance and punctuality

Oasis Academy South Bank follows the Oasis Community Learning Attendance Policy of June 2026. Every pupil is expected to attend every day the academy is open unless illness or exceptional circumstances make absence unavoidable. Good attendance is defined as at least 97%, equivalent to no more than five days absent in a school year. Regular attendance gives pupils access to learning, relationships and the full academy experience.

Our three principles of school attendance are: (1) make school a place pupils want to be through belonging, quality teaching and a positive culture; (2) give every pupil, especially those at risk of persistent absence, a trusted adult who knows them and works with their family; and (3) treat attendance as a safeguarding matter, identifying barriers early and acting promptly. These are drawn from the OCL National Attendance Strategy 2026–2029.

Parents and carers should tell the academy about an absence by 8.00am on its first day. Where a pupil is unexpectedly absent and no explanation has been received, staff will contact home on the same day, as early as possible and no later than 10.30am, to establish the pupil's whereabouts and welfare. Vulnerable pupils may need a first-day home visit. Attendance and safeguarding staff work closely together, and concerns are escalated in line with safeguarding and Children Missing Education procedures.

We use attendance data and conversations with pupils and families to notice patterns of absence or lateness early, understand barriers and plan support. A supportive meeting with parents is required when a pupil has missed five days, with earlier meetings where needed. At ten days of absence, an Attendance Support Plan sets out actions, responsibilities and review points. Pupils facing anxiety, mental health needs or emotionally based school avoidance receive carefully planned, graduated support and reintegration.

Our staged response begins with relational conversations and practical help, then a structured Attendance Support Plan. Where attendance remains a concern, we work with the local authority while continuing support and safeguarding oversight. Legal routes are a proportionate last resort and should not surprise families. The academy celebrates good and improving attendance and communicates expectations and progress clearly. Leave in term time is granted only in exceptional circumstances by the Principal.

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 may use part-timetables for the following reasons:

- Reintegration from a period of school refusal linked to a mental health concern
- 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.

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*