



**Oasis Academy  
Isle of Sheppey  
Behaviour and Culture policy  
September 2022**

## Introduction

Oasis Academy Isle of Sheppey, as part of OCL, is committed to developing the character and competence of every student, in line with our Oasis 9 Habits and in pursuit of all students receiving an exceptional education.

This policy aims to ensure the consistent application of Academy behaviour protocols and practice, so that our students learn to:

- Take responsibility for their own behaviour and choices, understanding the impact they have on others;
- Develop positive learning behaviours including self-direction, resilience and self-control;
- Self-regulate (as developmentally appropriate) their own behaviour by developing skill and confidence in managing conflict and difficulty;
- Develop strong dispositions and attitudes to their own and others' learning and well-being;
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21st Century;
- Develop their ethical approaches and values in their lives.

## The Oasis Education Charter



The Oasis Education Charter sets out our commitment to work in partnership with our communities to transform lives and create a culture of excellence for all. It underpins our approach to leading schools:

- We model and set high aspirations and expectations for every child and young person and member of staff;
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves;
- We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility, and give everyone freedom of choice through their lives;
- We believe that good relationships are at the heart of everything we do.

**The Oasis Behaviour policy is underpinned by 4 key levers:**

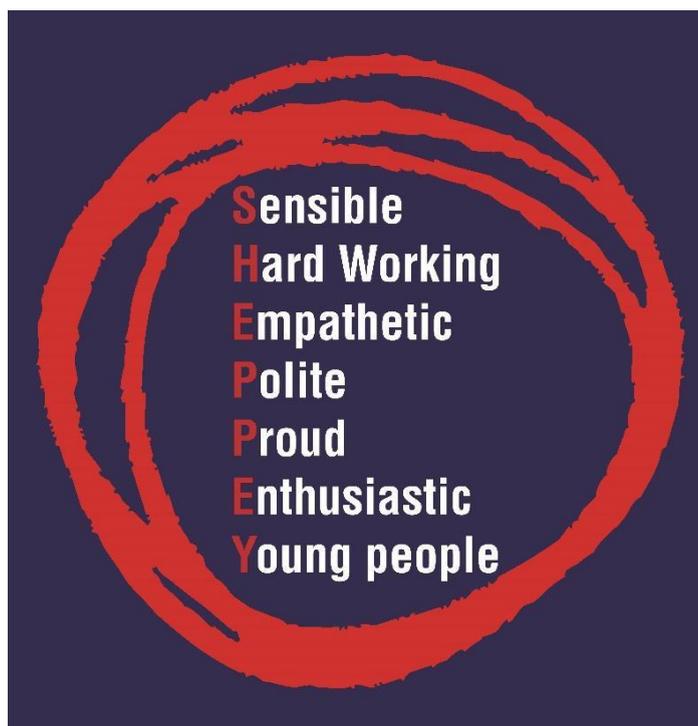
1. Academy Vision and Values
2. Personal Development Curriculum (Enrichment, Extra-Curricular entitlement, Careers Education Information, Advice and Guidance and PSHCE curriculum)
3. Academy Behaviour Systems, Structures and Routines (reward, consequences, attendance etc.)
4. Behaviour Training and Professional Development for staff

## Lever 1: Academy Vision and Values

The Academy introduced a new vision statement in September 2019 following a period of consultation with all stakeholders. This vision must be at the centre of every strategic decision we make.

The Academy vision is more than just words – it is what we are about, why we work here and what makes us special.

We expect all our staff to support our vision in every way they can in order to help our students achieve excellence and leave the Academy equipped to be successful and happy in life.



Our mission statement is simple – we want to have **Sensible – Hard working – Empathetic – Polite – Proud – Enthusiastic – Young people.**

## Values

Staff working at the academy are driven by our **six key values**, each of which contribute to students' success:

- **Sensible** – Students demonstrate self-control ensuring choices that are conducive to success;
- **Hard working** – Students are patient and resilient in the pursuit of achieving their personal best;
- **Empathetic** – Students show kindness and compassion for all members of our community;
- **Polite** – Students conduct themselves in a considerate and inclusive manner;
- **Proud** – Students act in a manner that shows high regard for the academy and wider community;
- **Enthusiastic** – Students embrace all opportunities for learning and personal development.

## Oasis 9 Habits

Oasis believes there are 9 'Habits' or traits that we can all develop in order to be successful in school, work and life. We are all on a journey and should never stop evaluating where we are and working on improving ourselves.

Staff and students discuss these 9 Habits in PSHE, Assemblies and daily Academy life:

- **Compassionate** – to be compassionate and kind whilst acting justly
- **Considerate** – to choose to love others like you love yourself
- **Forgiving** – to be forgiving and committed to healthy relationships
- **Honesty** – to be honest and have integrity
- **Hopeful** – to be hopeful in seeking transformation
- **Humble** – to be honouring of others through serving with humility
- **Joyful** – to be joyful and positive and to help others be the same
- **Patient** – to be patient and persevering
- **Self-controlled** – to be self-controlled

Our SHEPPEY Values and the 9 Oasis Habits are all driven through the academy's weekly tutor programme:

Year	Monday	Tuesday	Wednesday	Thursday	Friday
7	Attendance Review	Emotional regulation	Vocabulary building/ reading development	Assembly	Personal development
8	Attendance Review	Emotional regulation	Vocabulary building/ reading development	Personal development	Assembly
9	Attendance Review	Assembly	Vocabulary building/ reading development	Emotional regulation	Personal development
10	Assembly	Attendance Review	Vocabulary building/ reading development	Personal development	Emotional regulation
11	Attendance Review	Subject terminology test and English and Maths exam questions	Assembly	Revision techniques	Subject terminology test and English and Maths exam questions

NB: The tutor programme for Year 11 students follows a slightly different model so exam techniques and revision skills are also incorporated in tutor time.

## Level 2: Personal Development Curriculum

### *Character Education at Oasis Academy Isle of Sheppey*

This curriculum consists of everything outside of the academic curriculum, and covers the 'taught' character curriculum:

- PSHCE (physical, social, health and cultural education)
- CEIAG (careers education, information, advice, and guidance)
- Enrichment activities (e.g. trips and visits, non-curricular courses or workshops)
- Extra-curricular programme (e.g. before and after school clubs and societies)

### The 'taught' character curriculum

#### PSHCE

Through dedicated curriculum time, assemblies and mentoring students at Oasis Academy Isle of Sheppey are given opportunities to develop beyond the academic. Our aim is to promote the personal, social and health education of all students.

We wish our students to develop into rounded young adults who understand their character and play active roles in their communities. The PSHCE curriculum has been thoughtfully created to incorporate our Oasis Ethos, Oasis 9 Habits and Character Curriculum to ensure students flourish in a safe school environment. We have met the statutory guidance for RSE, Citizenship and CEIAG as well as providing opportunities for use of the local PHE data to meet the needs of our students. The combination enables students to develop socially, emotionally, culturally, physically, spiritually and eventually having fulfilling lives and careers.

Students will learn more about themselves and others; becoming socially literate, emotionally aware and understand how they are developing, who they are becoming and how to fulfil their potential. With this clear sense of identity, students will understand their place in society and how to achieve their future life ambitions.

Students will become confident, articulate citizens who are able to effectively debate moral, social, cultural and political issues. We also focus on the fundamental British Values that underpin many other curriculum areas. Crucially, students have a keen awareness of the socio-political landscape and through the exploration of Oasis Hubs locally, nationally and internationally understand the importance of inclusivity, the beauty of diversity and challenge themselves and others to be anti-discriminatory and to be inclusive of all.

- **Character:** Engaging all students to express feelings and thoughts around themselves, who they are becoming and why this is important for their wellbeing and development in modern Britain. Students will have many opportunities to learn and discuss knowledge and skills that will support them to have fulfilled lives.
- **Competence:** Students will be empowered with knowledge about the community, wider Britain and their own life choices to be able to make informed decisions and be able to make a fulfilling life pathway.
- **Community:** Students will discuss and understand their own place within the local, national and global community with particular focus on the Oasis family; understanding the importance of diversity and inclusivity and the rich tapestry that is created through interconnected communities.

Please refer to Appendix 1 to view our curriculum map for PSHE.

## **CEIAG**

At Oasis Academy Isle of Sheppey we are committed to ensuring all students have access to impartial careers advice and have access to employers who can help students consider their future options. To help us do this we link our careers guidance to the Gatsby Benchmarks which have been explicitly referenced throughout the DfE's Careers Strategy (December 2017) and the new Statutory Guidance for Careers (January 2018).

Additionally, all students have access to Unifrog. This online platform allows every student to access resources, log skills and plan for future pathways throughout their school journey. We work with our students, families and stakeholders to promote high future aspirations for student futures. We also work with The Careers and Enterprise Programme and Kent and Medway Progression Federation (KMPF). KMPF is a partnership between the University of Kent, Canterbury Christ Church University, University of Creative Arts, Kent County Council, Medway Council and 40 secondary schools. KMPF work with the academy to raise the aspirations and attainment of our students by offering a range of educational opportunities, cultural experiences as well as visits to local universities.

## **Enrichment Activities**

Our enrichment activities aim to support our students to have a rounded and culturally enriched education that will ultimately enhance their learning and develop their skills set. We believe in developing the whole person and that all students can find their niche and passion. Enrichment develops cultural capital and this is fed directly from subject curriculum plans throughout each school year, from year 7 into 6th form. We have developed strong links with local companies, networks, charities and organisations that offer opportunities for our young people to take part in, working to develop character, resilience, motivation, encouraging them to pursue wider goals. These opportunities help to teach life skills that will benefit our students beyond the classroom, developing an appreciation for cultural and community issues, teamwork and social responsibility. Some examples of the enrichment on offer to our students are:

- The Dementia Café
- Island Schools' Art Festival
- Annual trips including London, Paris and Milan
- Workshops with professional artists and businesses
- Careers fair
- National Competitions
- Community Hub
- Leadership in Primary Schools
- Performances and showcases
- Gardening club

## **Culture and Community**

We have worked tirelessly to build strong networks and collaborations with key organisations and groups across Kent, including the Royal Opera House Bridge, Canterbury Christ Church University, Kent Music and Ideas Test.

We have a strong and deep commitment to the arts and cultural education throughout our provision and we pride ourselves on the work we do to support local primary schools and the wider community. We are leading regional networks including the Isle of Sheppey Local Cultural Education Partnership, and work to support other schools and organisations to gain access to opportunities.

We strive to offer our students equal opportunity to influence, lead, experience and evaluate a diverse range of high-quality arts and cultural activities across a broad range of media. We believe all students, regardless of their academic ability or potential barriers, deserve to follow their passions and to experience a broad range of opportunities. We are committed to the arts and in developing cultural capital for all and that all have meaningful access. We support our young people to be prepared for the changing world of work, to enable

them to have the creative capacities employers seek, and which will enable them to be resilient and adaptable, to pursue portfolio careers and engage in lifelong learning.

### **Extra-curricular programme**

We offer students a wide range of extra-curricular electives every day during lunch and after school. These clubs are free and run as opportunities for our students to develop new skills. Clubs will run based on students' interest and requests and range from sport to music, chess to STEM club and dance to reading. We strive to create a fun, engaging school for our students, developing passion and a love for learning.

### **Intervention**

Oasis Academy Isle of Sheppey works to provide the best for all students, aiming for excellent outcomes regardless of starting points on entry to the school. To do this the academy provides three waves of intervention:

- Wave 1- High quality teaching for all. This is a universal approach for all students.
- Wave 2- Additional personalised interventions. This is a targeted approach for students who are not making expected progress.
- Wave 3 –Additional highly personalised interventions and/or Statements/EHCPs. This is a specialist approach for students whose learning needs are severe, complex and lifelong and who need more support than from the School Offer.

Please refer to Appendix 2 for a copy of our provision map – this can also be viewed using the following link - [OAIOS Provision Map](#)

### **Lettings**

Our academy is an integral part of the local community and its resources and facilities are used every day, bringing a footfall of around 1,000 people weekly. We have first class facilities available for all, including state of the art sports centres, a performing arts centre, including theatre, as well as teaching spaces with the latest technology. Through our facilities, we hope to foster positive links with the community we serve, enabling the academy to take a more active role in community life, and increase the opportunities for physical healthy pursuits and active participation.

### **Community Hub**

The Sheppey Community Development Forum, currently based at our Minster Campus is one of 36 Community Hubs across the country. The Community Hub model seeks to create a new sense of neighbourhood in the community so everyone can join together to reach their full potential. The Oasis Community Hub model brings together and integrates the local community to ensure people's needs are addressed holistically. In the local community, we deliver services and partner with others to provide integrated care and support to all, across core themes of community development, education, housing, advice and support, personal and spiritual development, health and wellbeing, social action and campaigning. We seek to become part of the community and to put relationship and connection at the heart of all we do. We therefore work with and alongside local people to bring about change.

The impact of this work is assessed against three core outcomes: Empowered Individuals, Empowered Communities and Empowered Society.

Our five Ethos values:

- A passion to include everyone
- A desire to treat everyone equally, respecting differences
- A commitment to healthy and open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

### **Lever 3: Academy Behaviour Systems, Structures and Routines (including attendance)**

The academy introduced a revised behaviour system in September 2021 aimed at ensuring all students have the best access to outstanding learning and personal development. It has the academy's six core values at its very heart – achieving excellence in all we do through a family approach. We are committed to ensuring all our students leave the Academy with strong academic achievements in addition to being well-rounded young people able to live successfully and happily in a demanding world.

#### **Rewards**

All staff offer positive and specific praise for all students on a consistent basis. This may be in the form of verbal praise, S.H.E.P.P.E.Y points, raffle tickets, post cards and contacting home. **S.H.E.P.P.E.Y points** can be awarded by all staff members at the academy to students demonstrating they are or have been Sensible, Hard Working, Empathic, Polite, Proud or Enthusiastic. Students can also be awarded Young Person for representing the academy or community. These points are recorded in the academy's Management Information System – Bromcom and inform the basis of our rewards.

Our aim is to make rewards accessible to all students on a regular basis and as such, there are opportunities to receive rewards -

- Weekly
- Half Termly
- Annually

#### **Weekly**

Each S.H.E.P.P.E.Y point a student receives in a week will increase their conduct score positively. Students will also receive S.H.E.P.P.E.Y points for other areas such as attendance to any clubs. If students receive any negative behaviour points this will result in a negative decrease of their conduct score and impact on their chance of being successful.

Each week the top 12 highest conduct score students in each year group (6 in yrs 12,13, Brabazon provision and Bridge provision) get a Krispy Kreme doughnut at lunch time on Tuesdays. Each week is a fresh start, giving every student the opportunity to re-set, better their total from the previous week and ultimately the chance to be successful.

Also, as students earn S.H.E.P.P.E.Y points they work towards achieving Star badges. These are given out to students in assemblies or Tutor time each week, as they are earned. The Star badges work on a tariff system as detailed overleaf and are not impacted upon by negative behaviour points:

<b>Bronze</b>	<b>75 points</b>
<b>Silver</b>	<b>150 points</b>
<b>Gold</b>	<b>250 points</b>
<b>Platinum</b>	<b>400 points</b>
<b>Next year</b>	<b>Wear the platinum badge on the opposite lapel</b>

Staff at the academy are also asked to provide 'Shout Outs' to Year teams on Thursdays each week. These are regarding students who have impressed them during the previous week. These Shout Outs are shared with students in assemblies and/or Tutor time.

Promoting positive behaviour and culture is important to us, the students, and their parents/carers. As such, a selection of rewards are shared throughout the week via our online platforms.

### **Termly**

Throughout the course of the academic year we also provide reward events to our students who have accumulated the highest amounts of conduct points for that current term. Below are the planned reward events for this academic year:

- Half term 1: - Movie afternoon with popcorn (Top 50)
- Half term 2: - Pantomime/Theatre trip (Top 30)
- Half term 3: - Indoor inflatables (Top 50)
- Half term 4: - Trip to Leeds Castle (Top 30)
- Half term 5: - Beach day (Top 50)

During the final week of each half term, there are reward assemblies for each year group. These celebrate a host of achievements from the past term, including attendance, progress, 9 Habits, SHEPPEY values and recommendation from subjects.

## **Annually**

During term six we run our annual reward events. The top 30% in each year group will attend an afternoon picnic with games, ice cream and much more on the academy grounds. The top 30 students from each year group who have the highest conduct score will be invited to a trip to Thorpe Park.

At this time of the academic year, we also say goodbye to our year 11 and 13 students as they finish their Key Stage 3 and 4 journeys respectively. To give all students a positive send off we hold a Year 11 Prom and a Sixth Form Gala.

Finally, to culminate the end of the academic year we host a Rewards Evening to celebrate progress and personal development of our students. This is a fantastic way for staff, students and parent/carers to celebrate and reflect on the past years' achievements.

## **Restorative Justice**

Restorative justice enables a wider view of academy discipline. For restorative justice we think beyond students breaking our rules, looking at the wider impact of it causing harm to students, classroom/school culture and the community. Therefore from a restorative justice perspective, a just response must address not only the wrongdoing, but also the harms involved. If all involved parties are willing, the practice of restorative justice is a way to help students understand and discuss those harms. Through meetings, student learn how to repair them. The aim is to lead to transformational changes in students' lives as well as their schools and communities.

Examples of restorative justice may include a meeting between a student and a teacher they have been rude to or staff supervising a discussion between students who have had a falling out.

### ***Restorative justice asks the following set of questions:***

1. What happened?
2. What were you thinking at the time?
3. Who was affected?
4. How were they affected?
5. What needs to be done to put things right?
6. What do you need to do differently in the future?

Restorative justice emphasises restoration by working with all parties involved in the conflict in working out how to repair that harm. It pays attention to community and victim's needs in addition to the accountability of the person who caused harm. By practising restorative justice there is a commitment to strengthening academy relationships and the sense of rebuilding a sense of justice that can sometimes be lost when applying the traditional school disciplinary procedures. These procedures can neglect this when there is a haste to punish offenders.

The main aspects of restorative justice are:

1. Inclusion of all parties
2. Encountering the other side
3. Making amends for the harm
4. Reintegration of the parties into their communities

## **Support System**

At our academy we believe our students deserve the opportunity to learn in a positive environment. To aide our staff and students with creating a positive learning environment, we have a support system in place. The aim of the support system is to provide a stepped approach to help students correct inappropriate behaviour choices and actions. This enables staff to set sanctions consistently, giving students opportunities to de-escalate situations at each stage and to engage with their 3-point scale. A 3-point scale is a strategy used by our students to regulate their emotions so they can make better choices when faced with challenging situations. All staff and students have received training in how to personalise a 3-point scale and how to use it when discussing their behaviour choices and, with that, how they are feeling.

A generic 3-point scale is displayed in every classroom to aide students in accessing this strategy:

It is the responsibility of the student to accept their choice of behaviour and therefore the sanction that will accompany such choices. Poor behaviour choices are recorded on Bromcom and reflect on a student's overall conduct score. Negative behaviour points are used by year teams to help decide if and which interventions such as behaviour reports are required to help support the student to correct their current situation.

Students recognize the rules of the school and know that they are expected to be:

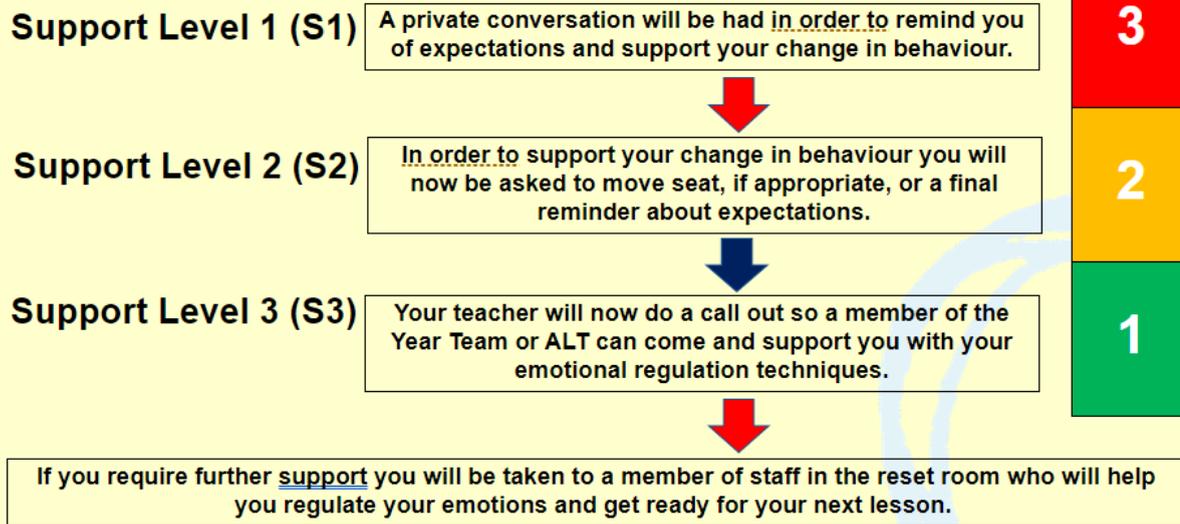
- Ready
- Respectful
- Safe

At all times. Staff reward and praise students for achieving these rules.

A version of the support system follows that is shared with all stake holders.



# S.H.E.P.P.E.Y Support System



When a support Level 3 (S3) sanction has been recorded on Bromcom, a detention is automatically set for the following day after school, 3-3.30pm. Failure to attend the set detention results in the detention escalating to a 60 minute detention the following day. Failure to attend the escalated detention will cause the student to be issued with a day in the Internal Exclusion Unit.

Support reports are utilised at various levels to help students, staff and parents/carers monitor behaviour choices across a 2-week period daily. The levels of these reports are below.

- Level 1 – Tutor support report
- Level 2 – Year leader support report
- Level 3 – ALT leader support report
- Level 4 – IRM support

At each level various interventions are put in place to support the student to be successful during their time on that report level. For example, mentoring support internally from our Sixth Form, Engagement Officers and Education Psychology specialists or externally from the Salvation Army and other support agencies.

## Escalations

Where students have failed to regulate their behaviour following intervention from their class Teacher, Teaching Assistant or Year team staff member they will be exited from lesson and placed in Reset for the remainder of that period.

If a student displays extreme behaviour choices, continued defiance or is a danger to themselves or others they could be sanctioned with Internal Exclusion or a Fixed Term Exclusion. If a student's sanction is to our Internal Exclusion Unit (IEU), they will spend the following day(s) on the Sheerness campus working in isolation, completing work remotely/electronically around their current curriculum studies. During their time in IEU the students will complete reflect and restorative exercises individually and with the IEU staff member to help the student understand and correct their behaviour choices to ensure they return successfully to their normal studies. If an FTE is issued, this will result in the removal of a student from the academy and should only happen as a last resort in response to 'serious breaches' or repeated breaches of the academy's Behaviour policy or to safeguard the welfare and education of other students. As such, permanent exclusion is normally the final and most serious step taken in the academy's own disciplinary process. It may follow several fixed period exclusions (these cannot total more than 45 days in a school year) and other in-school measures, including regular consultation with parents/carers, behaviour contracts or a "managed move" to another school.

See OCL Exclusions policy on our website for further information.

## Mobile Phones

Mobile phones and headphones are not to be seen at any point during the academy day (8.30-3pm). We acknowledge that many parents/carers want their children to have phones for the journey to and from school each day and this is understandable. During the academy day however, they are not to be seen nor heard from the moment a student walks through the gate until 3pm or following a detention.

Mobile phones can be a major disruption to learning. There are other safeguarding concerns with phone use in school – many bullying issues revolve around social media and the negative aspect of phones. The rule is simple and clear for all to follow:

- Any mobile phone seen during the academy day by a member of staff will be confiscated. Parent/carers will receive a text notification.
- Any mobile phone/ set of headphones confiscated will be kept by the academy in reception on both campuses for the student's parent/carer to collect at their convenience.
- If a child refuses to hand their mobile phone over when asked to, we will follow the academy's behaviour escalations.

**Please note the Academy will not spend valuable learning time investigating any loss or theft of a phone. Students bring phones into the academy at their own risk.**

## Years 7-11 Academy Uniform

Oasis Academy Isle of Sheppey require all students to wear academy uniform without exception. A uniform helps to give unity and identification to an Academy; it can make less obvious the different financial circumstances of parents/carers and is a protection for both parents/carers and students from the temptations of temporary extremes of fashion. The uniform is compulsory. Many items can be purchased at high street stores, with all branded items (with the exception of the new PE kit) available for purchase from the academy. Please note the Academy is the official supplier of our branded uniform items. By managing our uniform sales we are able to ensure our families have access to good quality uniform items at the lowest price possible.

- Year 7 PE kit: Year 7 / 8 PE kit is available for purchase online via Macron London & South East
- Years 8 - 11 PE Kit: Year 9-11 PE kit can be purchased directly from the Minster Campus uniform shop.

Should a student be found to have the incorrect uniform/footwear it may be the item will be confiscated or that he/she will be isolated whilst parent/carer is contacted. In some cases, it may be necessary to send home a student to make the necessary amendments to their uniform before returning to their studies.

Girls	Boys
<ul style="list-style-type: none"><li>• Black blazer with academy badge</li><li>• White shirt with top button</li><li>• Academy tie in year colour</li><li>• Plain black skirt - Non stretch material and appropriate length for school setting</li><li>• Plain black tailored trousers - Non stretch material, no jeans, leggings or jeggings</li><li>• Optional black V-neck academy jumper</li><li>• Black leather formal school shoes - No trainers or canvass shoes (Nike Airforce, Converse, Vans)</li></ul>	<ul style="list-style-type: none"><li>• Black blazer with academy badge</li><li>• White shirt with top button</li><li>• Academy tie in year colour</li><li>• Plain black tailored trousers - Non stretch material, no jeans</li><li>• Optional black V-neck academy jumper</li><li>• Black leather formal school shoes - No trainers or canvass shoes (Nike Airforce, Converse, Vans etc.)</li><li>• Plain black socks</li></ul>

<p>etc.)</p> <ul style="list-style-type: none"> <li>• Neutral or black tights - minimum 40 denier (no patterns), or plain black ankle socks</li> <li>• School bag, waterproof, large enough to hold text and exercise books and which can be securely fastened (no plastic drawstring bags)</li> <li>• A sensible warm and waterproof outdoor coat - No hoodies must be worn, these will be confiscated immediately. The same applies to caps</li> </ul>	<ul style="list-style-type: none"> <li>• School bag, waterproof, large enough to hold text and exercise books and which can be securely fastened (no plastic drawstring bags)</li> <li>• A sensible warm and waterproof outdoor coat - No hoodies must be worn, these will be confiscated immediately. The same applies to caps</li> </ul>
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## High Standards of Appearance

As well as high uniform standards there is also an appearance and make up code that students are expected to follow.

- Trainers may only be used for P.E. and break time
- No hoodies or caps are allowed and will be confiscated if seen.
- Facial piercings and piercing retainers are not permitted.
- Hair must be appropriate for the Academy, presentable and safe. In relation to this the following applies:
  - Girls should tie long hair for all practical subjects.
  - Hair must not be dyed in any way other than natural hair colours. Coloured streaks in hair are not permissible.
  - Hair must not be shaved below a 2 grade
  - Tracks, tramlines, designs or steps are not allowed.
  - Tracks or lines are not to be shaved into eyebrows.

Please ensure your child is fully aware of these expectations if they visit the hairdresser unsupervised. Students flouting the rules on hair will work in isolation or at home until the problem is rectified.

Uniform and appearance will be checked rigorously each morning at the gate by members of the Academy Leadership Team. Year Leaders and Mentors will check students' uniform throughout the day. In cases where students do not comply with this rule, you will receive a phone call to discuss this issue and how it can be resolved and any support that we can offer.

As a parent/carer, your assistance in enforcing the uniform and appearance policy will be gratefully received. Students should not need to lose valuable time away from their education to address situations regarding any uniform issues, if they are correctly attired and presented.

If there are any financial constraints to complying with the Academy uniform policy please do not hesitate to contact your child's Year team who will endeavour to assist or advise you.

Please note the Academy Leadership and Year teams reserve the right to use their own professional judgement when ruling on uniform.

## KS5 Dress Code

Our expectations for Key Stage 5 students are to present themselves in smart attire that is modest and appropriate for a professional working environment. In line with this expectation the following are not permitted:

- Baseball caps and bandanas;
- Casual trousers – combats, track suits, leggings;
- Casual tops – tracksuits, t-shirts, hooded tops, vest tops;
- Casual dresses such as those with a vest style top, very thin straps or strapless style tops;
- Denim/jean trousers, shirts, blouses or skirts;
- Overly conspicuous jewellery – large earrings, necklaces;
- Patterns or shapes cut into hair or eyebrows e.g. mohicans or tram lines and hair should be of a natural colour;
- Shorts;
- Sportswear;
- Studded clothing;
- Trainers, pumps, canvas shoes, open toe shoes such as sandals and flip-flops;
- Very short skirts/revealing clothes/clothing made of sheer or transparent materials.

Tattoos should not be visible. Visible body piercing is restricted to the ears and/or one small nose stud only. Bars, scaffolds and stretchers are not permitted.

Academy Identity cards with lanyards must be visible at all times.

Sixth Form students will be sent home to change if they do not conform to the dress code. Parents/carers will be contacted by phone on the first occasion a student is required to be sent home in relation to a dress code violation. In the event of any subsequent violations from the dress code, the student will be issued with a behaviour point and sent home to change, contact will be made with the parent/carers via email.

In certain circumstances for particular subjects, you may be required to conform to health and safety requirements when working in particular settings such as science laboratories. Clear instructions and guidance will be issued in these cases.

When appropriate and applicable, bursary support can be provided to support with purchasing uniform which complies with the dress code for Key Stage 5.

We would expect our learners to determine what a professional and acceptable appearance is, however we may challenge certain items if they are felt to be inappropriate, not in keeping with our dress code and represent unconventional extremes. In all cases the Principal remains the final arbitrator in any uncertainty.

## **Roles and responsibilities**

### ***The National Directors***

The Monitoring and Standards Team (MST) evaluate the impact of the Academy behaviour strategy on learning. The MST give feedback and identify next steps for the Principal and Regional Director.

### ***The Regional Director – Ms Lee***

The Regional Director is responsible for monitoring the effectiveness of each Academy's behaviour protocol and holding the Principal to account for its implementation.

### ***The Executive Principal – Mr Booth and Associate Principal - Mr Fogg***

The Executive Principal is responsible for monitoring the effectiveness of the Academy's behaviour protocol. The Executive Principal and Associate Principal are responsible for reviewing and approving Behaviour policy. Both will ensure the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### ***The Behaviour Lead – Mr Slater-Powell***

The Behaviour Lead will support staff in implementing this policy, monitoring the behaviour across the academy and monitoring the behaviour of individuals on behaviour support plans. The Senior Leadership team will support staff in ensuring they take ownership in responding to behaviour incidents.

### ***Year Leaders***

Year Leaders hold responsibility for the behaviour and attendance of students in their year. They and the tutor are the first port of call for parents/carers. They work alongside the Behaviour Lead to focus on the behaviour and personal development of the students in the Academy.

### ***Teaching Staff and Tutors***

Staff are responsible for:

- Being role models of positive behaviour
- Reminding students of key unacceptable behaviours and the rules
- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording and reporting behaviour incidents.

### ***Parents/Carers***

Parents/carers should be informed of examples of good student behaviour and/or a positive or negative change in behaviour. Partnership between family and the academy is vital for the promotion of an effective behaviour protocol. Parents/carers will be notified when an aspect of the academy's behaviour protocol changes to ensure they have the opportunity to feed back.

Parents/carers are expected to:

- Support their child in adhering to the student code of conduct
- Attend parents' evenings and information evenings
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Tutor or Year Leader promptly

### ***Students***

Students should be fully aware of rewards and consequences for behaviour. They should be encouraged to take ownership of their own behaviour to enable them to become effective members of their community.

## **Lever 4: Behaviour Training and Professional Development**

### ***Leaders***

- Leaders are trained on using academy systems to ensure behaviour monitoring is robust and effective.
- Pastoral staff have clear targets and accountability to ensure the vision of behaviour for learning is achieved. Less than effective practice is challenged quickly and improved.
- Leaders are committed to ongoing pastoral professional learning for all and are relentless in providing opportunities for all staff in pursuit of this goal.
- Leaders utilise the power of deliberate practice to improve pastoral quality. They build opportunities for staff to practise core skills on a regular basis.
- Leaders' role model engagement in research around pastoral learning and work to disseminate best practice and key knowledge to all staff.
- Leaders create an environment where great pastoral practice is used to improve pastoral quality within and beyond their own schools.
- Leaders make effective use of a range of Trust expertise:
  - Monitoring Standards team
  - Directory of Best Practice
  - National Lead for Pastoral Innovation – to help us secure more rapid improvements in the quality of students' pastoral learning.
- Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability.

### ***Staff***

To ensure we are 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development. Consistent and fair application of all Academy behaviour systems. Engage with expert/specialist training where necessary on the following areas:

- Mental Health First Aid for pastoral leaders
- Managing an investigation of an incident
- Restorative justice/mediation
- Physical restraint training
- Attendance systems/structures
- Reintegration following fixed term exclusions
- Effectively issuing a report/pay-slip
- Impactful parent meetings
- Multi-agency meetings
- Managing grief
- Managing self-harm
- Preventing and dealing with bullying
- Sexual orientation, gender identity LGBTQ empowerment

## **Discipline in our Academies – teachers’ powers**

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the academy’s rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Executive Principal says otherwise) with responsibility for students such as Learning Support Assistants (LSAs).
- Teachers can discipline students at any time the student is in the academy or elsewhere under the charge of a teacher, including on academy visits.
- Teachers can also discipline students in certain circumstances when a student’s misbehaviour occurs outside of the academy.
- Teachers have a power to impose detention outside academy hours. It is good practice to take all practicable steps to inform parents/carers that this is taking place.
- Teachers can confiscate students’ property.
- Teachers can discipline students whose conduct falls below the standard which is reasonably expected of them. This means if a student misbehaves, breaks an academy rule or fails to follow a reasonable instruction the teacher can impose a consequence on that student.
- To be lawful, the consequence (including detentions) must satisfy the following three conditions:
  - The decision to give a student a consequence must be made by a paid member of academy staff or a member of staff authorised by the Executive Principal.
  - The decision to reprimand the student and the consequence itself must be made on the Academy premises or while the student is under the charge of the member of staff or is a breach of the academy Behaviour policy.
  - It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A consequence must be proportionate. In determining whether a consequence is reasonable, Section 1 of the Education and Inspections Act 2006 says the penalty must be “reasonable in all the circumstances and that account must be taken of the student’s age, any special educational needs or disability they may have, and any religious requirements affecting them”.
- The Executive Principal may limit the power to apply particular consequences to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an Academy trip.
- Corporal punishment is illegal in all circumstances.
- Academies should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, academy staff should follow the OCL Safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the academy should consider whether a multi-agency assessment or care plan is necessary.

## **Physical intervention**

*See DfE guidance: Use of reasonable force in schools*

In some circumstances, staff may use reasonable force to intervene with a student to prevent them:

- Causing disorder that disrupts learning
- Hurting themselves or others
- Damaging property that leads to the injury of others

Incidents of physical intervention must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

## **Absconding – leaving without permission**

We have a duty of care to take all reasonable steps to ensure students are kept safe whilst in the academy's care. Academies should ensure that to reduce the potential for absconding the following is in place:

- The site is secure
- Supervision levels are appropriate
- Academy rules are clear to students and parents/carers
- Individual risk assessments where absconding is a possibility for a student
- Visits to venues for academy trips in advance of an educational visit to undertake a risk assessment

If a student absconds the following will happen:

- Informing the Year Group Leaders and member of the Leadership team immediately
- Informing the parent/carer
- Not putting other students at risk
- Attempting to locate the student, as far as is possible
- Strategies for diffusing and de-escalation and attempting to return the student to the academy
- Informing the police – if the student cannot be found and following discussions with parent/carer
- Follow up meeting with the student and their parents/carers
- Consequence issued

## **Malicious allegations**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive Principal will discipline the student in accordance with this policy. Please refer to the OCL Safeguarding policy and OCL Whistleblowing policy for more information on responding to allegations of abuse. The pastoral needs of staff accused of misconduct will always be considered by leaders.

# Appendices

## Appendix 1

YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Relationships	Citizenship I	Citizenship II	Self-Care I (E-safety)	Self-Care II (Physical)	Self-Care III (Mental)
	<ul style="list-style-type: none"> <li>• Introduction to Oasis Ethos and 9 Habits</li> <li>• Friendships and good relationships, bullying and peer pressure</li> <li>• Introducing and signposting key support for mental health</li> <li>• Developing our identities and identity online and protecting them</li> <li>• Online relationships and E-safety</li> </ul>	<ul style="list-style-type: none"> <li>• Describing prejudice and discrimination and the formation of Human Rights</li> <li>• Link to prior understanding on relationships, bullying and peer pressure</li> <li>• The protections afforded to children and others</li> </ul>	<ul style="list-style-type: none"> <li>• Link to prior understanding of Human Rights students examine laws in the UK</li> <li>• Introduction to what the government is, the role of citizens, parliament, government and the role of the police</li> <li>• Linking to the Oasis Ethos and 9 Habits to explore what it means to be a good citizen</li> <li>• Communities and examining different Oasis communities locally, nationally and internationally</li> </ul>	<ul style="list-style-type: none"> <li>• Link to relationships and protecting online privacy</li> <li>• Understanding radicalisation, extremism and fundamentalism and identifying what features may be linked and contact online</li> <li>• Being able to recognise credible news and media sources and identifying markers which may make it suspicious</li> <li>• Describing how information and data is generated shared and used online</li> <li>• Where to seek support</li> </ul>	<ul style="list-style-type: none"> <li>• Important of physical hygiene e.g. washing daily and regular hand washing, dental hygiene</li> <li>• Menstruation and health</li> <li>• Dangers and impact of smoking and vaping</li> </ul>	<ul style="list-style-type: none"> <li>• Describing what it means to have good mental health and what poor mental health may look like</li> <li>• Being able to describe how happiness looks for different people</li> <li>• Understanding where to seek support in school and wider society for mental health</li> </ul>

YEAR 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Relationships	Citizenship	Love and Relationships	Love and Relationships	Employable Me	Self – Care (Drugs)
	<ul style="list-style-type: none"> <li>• Linking to Year 7 and the Oasis Ethos to be able to describe what respect is and how we can be respectful in all types of situations including when we disagree with others</li> <li>• Students should be able to describe inequalities in society and what laws are in</li> </ul>	<ul style="list-style-type: none"> <li>• Linking to Year 7 and respect students examine how to manage conflict in a safe and respectful way. Focus on cyber bullying.</li> <li>• Linking to Year 7 and extremism, radicalism and peer pressure to discuss the issues of gangs</li> <li>• Using this example, exploring the criminal justice system and the nature of prisons and the purpose of</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the different types of stable relationships e.g. hetero/homo/reconstituted/blended and discussing the importance for raising children and emotional and domestic labour</li> <li>• Legalities and rights associated with marriage, separation, divorce and cohabitation</li> <li>• Identifying feelings associated with familial changes including loss, separation, divorce and bereavement and how to manage these emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the qualities of health and unhealthy relationships with friends, family and work</li> <li>• Describing consent in a familial and friendship context. Rights and responsibilities associated with this.</li> <li>• Describing how to manage romantic relationships safely, in particular online, e.g. sexting and imagery</li> <li>• Identifying emotions in a relationship and post-break up effectively and explaining the</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the different types of study, organisational and research skills and what is suited to different types of work/study</li> <li>• Identifying own skills and strengths through online questionnaire of skills and identifying strengths and weaknesses and how these could be used in the workplace</li> <li>• Describing the difference between an achievable and an</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying what drugs are and explaining why drugs are taken</li> <li>• Identifying the difference legal and illegal drugs</li> <li>• Identification of the problems of legal highs and prescription substances</li> <li>• Explain the effects of drugs on the body, in particular, sugar, caffeine and illegal substances</li> <li>• Identifying what alcohol is and explaining an unhealthy relationship with alcohol is</li> </ul>

<p>place to prevent damaging in modern Britain</p> <ul style="list-style-type: none"> <li>• Students should be able to describe where they can seek support in school and wider society where they believe that there are inequalities</li> <li>• Students should examine elements within politics that try to create a fairer society evaluating how effectively these create a fairer society</li> </ul>	<p>punishment in prisons</p> <ul style="list-style-type: none"> <li>• Describing other forms of punishment that exist and the consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Describing a single parent family and reasons for single parent families and 'myths'</li> <li>• Describing 'modern families' and emotions and associated with navigating new roles</li> </ul>	<p>difficulty in a digital era</p> <ul style="list-style-type: none"> <li>• Explaining how to deal sensibly with the digital aspect of relationships making reference to revenge porn or imagery without consent and defamation.</li> </ul>	<p>unobtainable goal and how to set ambitious goals</p> <ul style="list-style-type: none"> <li>• Describing stereotypical expectations and explaining how to respectfully challenging them</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the impact of the misuse of alcohol and drugs on mental and physical health</li> </ul>
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YEAR 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Title</b>	<b>Self-Care (money management)</b>	<b>Self-Care (Physical)</b>	<b>Self-Care (Physical)</b>	<b>Employable Me</b>	<b>Employable Me</b>	<b>Citizenship</b>
	<ul style="list-style-type: none"> <li>• Describing what a budget is and explain the importance of managing money effectively</li> <li>• Describing the difference between debit and credit cards, borrowing and 'good and bad' debt</li> <li>• Describing what tax and National Insurance is and the benefit for the country and for citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Describe food groups and the importance of balanced grouping</li> <li>• Describe the benefit of exercise on physical and mental wellbeing</li> <li>• Describe the media implications for 'acceptable' or 'normative' bodies</li> <li>• Identifying the</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what vaccinations, blood and organ donations are and their purpose</li> <li>• Describe how to self-check for lumps and bumps, particularly skin</li> <li>• Identify and describe reproductive changes of concern and where to seek support</li> <li>• Recap alcohol abuse and</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the importance of informed options at GCSE and impact on future educational decisions</li> <li>• Describe the difference between academic and vocational qualifications</li> <li>• Describe what an apprenticeship is and the levels of apprenticeships explaining the kills and</li> </ul>	<ul style="list-style-type: none"> <li>• Recap the skills and qualities questionnaire from Year 8 and consider the consequences of a weak skill set</li> <li>• Discuss and decide the purpose of a career e.g. making lots of money, job satisfaction</li> <li>• Describe and explain careers becoming 'portfolio'</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what a democracy is and compare democracies across the world evaluating the effectiveness</li> <li>• Describe the political spectrum and identify political parties and the values/ideas/policies</li> <li>• Describe how parliament, elections and the voting systems in the UK</li> <li>• Students describe what the monarchy is and the role of the monarchy in the UK today</li> </ul>

	<ul style="list-style-type: none"> <li>• Describing the impact money may have on mental health and discussing support and strategies</li> </ul>	<p>symptoms of body dysmorphia in men and women and where to seek support</p> <ul style="list-style-type: none"> <li>• Describing STIs, transmission and effect on physical health</li> <li>• Describing self-harm and the impact on physical and mental health</li> <li>• Describing the dangers of smoking and vaping and dangers for others</li> </ul>	<p>explain responsible drinking including use of units and impact on health</p> <ul style="list-style-type: none"> <li>• Identify how stress affects the body and impact on lives</li> </ul>	<p>industries that are available</p> <ul style="list-style-type: none"> <li>• Describe and know where to research good quality apprenticeships and how to effectively apply</li> <li>• Describe what a T Level is and explain the benefits of T Levels for different career pathways</li> <li>• Explain how to access and use career pilot effectively to support with identifying careers and qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• Describe myths within the workplace and problems of stereotypical ideals of people in the workplace</li> </ul>	
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YEAR 10	Autumn 1	Autumn 2	Spring 1	Autumn 2	Spring 1	Summer 1
Title	Love and Relationships I	Love and Relationships II	Self-Care (mental Health)	Employable Me I	Employable Me II	Citizenship
	<ul style="list-style-type: none"> <li>• Describe the qualities that make a healthy relationship as well as rights and responsibilities that individuals have in a relationship</li> <li>• Identify coercive and qualities in an abusive relationship and where support can be sought</li> <li>• describe what FGM, honour violence, forced marriage, harassment, up skirting and grooming are, the law and illegalities of these actions and where to find support</li> <li>• Describe different forms of abuse in relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Describe different perspectives on the right time for individuals to take part in sex including abstinence until marriage and abstinence until the right relationship</li> <li>• Describe informed consent specifically relating to romantic relationships and how someone appropriately ascertains whether informed consent has been provided</li> <li>• Identify and describe different forms of contraception that are available for men and women and where contraception can be accessed including information about local services</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what mindfulness is, where they can seek support including charities, self-help, therapy, friends, GP and from the school</li> <li>• Explain how the internet can be beneficial and also negatively impact on mental health and being able to identify where mental health is affected by poorly by internet usage</li> <li>• Mental health and body image can be impacted by poor mental health and vice versa</li> <li>• Impact of drugs from prescription to Class As and the impact these can have on mental health including drugs that seek to control poor mental health</li> </ul> <p>Discuss whether sadness is a legitimate feeling and whether there are times and opportunities in which we need to be sad</p>	<ul style="list-style-type: none"> <li>• Describe the nature of portfolio work and how careers will continually change</li> <li>• Explain what Post-16/18 pathways exist and identifying how these fit with their career plans using Career Pilot</li> <li>• Identify the differences between school, college and university in ways that studying take place, campuses and courses</li> <li>• Describe the different types of university e.g. Redbrick, Russell Group</li> <li>• Explain what factors should be taken into consideration for university choices e.g. finance, distance, types of courses</li> <li>• Identify where to find and describe what the local and national trends of the labour market are and how these may impact on qualifications and career pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and be able to independently write a personal statement and CV that can be adapted over time</li> <li>• Describe behaviours and qualities that will support in preparing and taking part in an interview.</li> <li>• Describe how jobs can be found including using online forums, university and college careers guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the government works.</li> <li>• Describe what the devolved governments are and how they can make decisions that are separate for the UK government</li> <li>• Describe the role of the local and regional governance examining the role in a local context</li> <li>• Identify areas of life that are affected by politics and how to make an informed decision</li> <li>• Describe the history of voting and how being informed about political parties and policies can inform voting behaviour</li> <li>•</li> </ul>

YEAR 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Title	Love and Relationships I	Love and Relationships II	Self-Care (Life for Beginners I)	Self-Care (Life for Beginners II)	Self-Care (The End Game)
	<ul style="list-style-type: none"> <li>• Describe informed consent specifically considering issues of alcohol and drugs in relation to sexual consent</li> <li>• Describe a healthy, romantic sexual with boundaries that are respected and what unhealthy romantic sexual relationships are ensuring that information around support is provided</li> <li>• Describe myths around sexual relationships as a teenager including the frequency at which sex is being had and is 'acceptable</li> <li>• Describe different gender and sexual orientations and respecting orientations</li> <li>• Describe what pornography is and the potential problems that can be caused by pornography including unhealthy ideas of bodies, types of sex, boundaries, consent or lack thereof and addiction</li> </ul>	<ul style="list-style-type: none"> <li>• Describe STDs and be able to explain the effects on physical health and implications for sexual relationships including the importance of honesty around infections.</li> <li>• Describe where to go for regular checks as well as seeking support if they suspect they do have an STI</li> <li>• Describe the nature of infertility and diseases including STIs that can cause infertility.</li> <li>• Explain the effects these have on physical and mental health as well as the emotional implications of infertility.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe basic living standards including recapping budgeting, debit and credit cards but also how to open different types of accounts, setting up different types of financial services e.g. SO and DDs. renting and buying properties, accessing services such as gas, electricity and water, broadband, TV and mobile</li> <li>• Describe the importance of E-safety online particularly in relation to protecting identity and future employment</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how to manage their own health including how to sign up for medical care, knowing and understanding appropriate numbers to call in different medical situations.</li> <li>• Know and understand how to self-check and screen with particular focus on skin and mole checks but additionally, lumps and bumps.</li> <li>• Describe the symptoms of addiction to drugs, alcohol and sugar being able to identify unhealthy relationships and where they need to seek advice and support for addiction.</li> <li>• Describe and understand the different forms of domestic violence, they will be able to identify situations that are abusive and understand where to seek support.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the basics of ensuring good mental health including sleep, diet and balanced lives in relation to transition and exams</li> <li>• Describe strategies to cope with stressful situations e.g. exams and transitions and explain which are most effective to supporting good mental wellbeing</li> </ul>

## Appendix 2

padlet

0 Katrina Abbott · 1mo



### Oasis Isle of Sheppey Provision Map

This Padlet gives information on how Oasis Isle of Sheppey has individualised their provision map based on the overall intervention model set out in the SEND code of practice. If you would like to speak to someone about the provision your child receives please contact: Katrina.Osborne@oasisisleofsheppey.org

#### Intervention Model



PPTX

Intervention model general

The most recent code of practice in 2015 outlines the three waves of provision schools should offer students.

#### Bespoke and specialist provision (wave 3)

**AIM:** The aim of this provision is to support students with EHCP and complex needs. The support they receive will be specific to them based on their EHCP or on an educational psychologist assessment. This bespoke provision includes our learning support unit.

#### Will my child receive TA support?

If your child is entitled to 1:1 TA support as stated in their provision plan, then yes, they will receive this. If your child has TA support written into their plan, they will receive support in the form of either: a TA in the class to support during core subjects or access to a HLTA small group intervention to boost reading, writing or Maths skills.

#### What if my child doesn't have an EHCP?

If, upon referral, from teaching or year team staff the SEN team find there are areas of concern we will do the following things: speak to you as a parent or carer and map out the full extent of your child's needs. We will provide support based on a range of assessment methods we deem to be suitable and apply the correct provision for your child. If you feel your child needs to have an EHCP we can talk you through the benefits of this and what the process looks like.

#### How does my child get a place in the LSU?

Should your child have a specific and/or complex need which has been diagnosed and has been out of school for any period of time, the LSU can be used as a reintegration method back to mainstream. The LSU is a bespoke provision catering for students who need to develop specific skills. Students can access specific interventions here at selected times.

The LSU is a short term provision and places granted after a needs assessment.

#### Quality First Teaching (Wave 1) the strategies listed cover all of the four broad areas of need

- All teachers use a temperature gauge to explicitly teach students how to be ready to learn at the start of every lesson.

- Teachers will use key strategies 10 scaffold learning such as the Now, next, then board or a subject specific task management board.

- Teachers will include keywords in all lessons and incorporate these into the learning to build student's vocabulary.

- Alternative ways of recording information should be explored within specific department for any of the four areas of need.

- Less on planning shows, daily, the personalisation of the lesson depending on the need of students in specific classes.

- Praise and reward systems are in place across the whole school to recognise students positive and negative behaviour.

- All teachers have received training on the language of emotional regulation and how to implement the use of a 5-point scale for all students not just those who need this specifically.

- Teachers all have effective seating plans and place students appropriately due to need.

#### Ready to Learn (wave 2)

**AIM:** Ready to learn is an English and Maths booster as well as addressing social and emotional needs by explicitly teaching the zones of regulation.

How is this assessed?

A diagnostic tool is used to identify areas of strength and weakness for students. The diagnostic assessment happens prior to the start of the programme and then at 3 week increments to show small steps in progress. The diagnostic tool is specific to each student and used to plan the provision programme depending on the needs of the group.

A stepping stone to reintegration

The Ready to Learn programme also acts as the reintegration programme for students who are returning to mainstream school from other provisions. Students will explore their management of emotions and allow students to process the required expectations of the main site.

#### Reading Recovery (wave 2)

**AIM:** The aim of our reading recovery provision is to rapidly improve the reading ages of students who have a reading age of up to 2 years below their chronological age. This is a 10 week 1:1 programme delivered by trained teaching assistants.

#### How will my child be assessed?

Your child will be assessed depending on their reading tests scores. If your child is referred to us due to reading concerns we will conduct a reading assessment using a method we think will best reflect their ability.

#### What if my child has a reading age more than 2 years below their chronological age?

If this is the case, your child is not suitable for reading recovery. We will then refer your child to a specific and tailored group reading programme to improve their reading age. Your child will then be able to access our reading recovery programme once they are at a stage to be able to benefit from this.

#### How does school support my child in mainstream?

We currently have groups of students in years 7-9 who are banded depending on their reading age. Staff scaffold lessons to improve vocabulary and practise reading skills within the context of the lesson.

#### The Bridge (wave 2)

**AIM:** The Bridge is an onsite provision for students with or without an EHCP who have a specific social and emotional need and are unable to cope with life in mainstream school. The Bridge can be tailored to the student's specific needs, including the length of time they are there.

#### How can my child be placed at The Bridge?

To gain access to The Bridge, students need to have a referral made by the year team. This will then be assessed by the SENCO and a decision made based on the quality of the mainstream provision already in place.

#### How can my child reintegrate back into mainstream?

On placement at The Bridge a diagnostic assessment is completed. The scores from this assessment are used to tailor the provision for your child. Your child's progress against their scores in their specific areas of need will determine when they will reintegrate.

#### What will my child study at The Bridge?

The Bridge, whilst not being part of the mainstream setting follows the same basic curriculum as the main school but delivered in a small group supportive setting. Students in KS3 will follow their English, Maths and Science curriculum with a mixed project based curriculum to cover the other areas of the curriculum. If your child is in KS4 we will consider their continuation of options and what will be best for them in order to achieve their goals. Students at The Bridge have an opportunity to access Curley's Farm weekly and will have bespoke intervention provided by Bridge staff depending on the outcome of their needs assessment.