



HM Government

# **Application Form to Establish and Operate the First Secure School**

Name of your secure school:

Oasis Academy Restore

Name of your company:

Oasis Charitable Trust

October 2018



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# How to submit your application

Before completing your application, please ensure that you have read the Secure Schools: How to Apply Guide. Please also ensure that you can provide all the information and documentation required.

## Sections

### Declaration

A company member must make the declaration on behalf of the company/trust.

**Section A** asks you about the lead applicant and the company.

**Section B** asks you to tell us about your vision for your secure school.

**Section C** asks you to tell us how you would manage arrivals and day-to-day life at your secure school.

**Section D** asks you to set out your education, health, wellbeing and care plan.

**Section E** asks you to tell us how you would manage resettlement and transfer.

**Section F** asks you to demonstrate that you have the capacity and capability to open the secure school you are proposing.

**Section G** asks about the site.

**Section H** asks you to complete the Excel financial plan template. You can provide a commentary on your financial plan in this Word document, if you wish.

### Submitting sections A to H and the Excel financial plan template

You should submit your completed Word application form and Excel financial plan template by email to the Ministry of Justice by the application deadline to [secureschoolsapplications@justice.gov.uk](mailto:secureschoolsapplications@justice.gov.uk).

Your email should be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (for example, email 1 of 3).

Your Word application form should be formatted for printing on A4 paper, completed in Arial 12-point font and include page numbers.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit 2 hard copies by a guaranteed method such as 'Recorded Signed For' post to: The Secure Schools Team, Post Point 4.23, Ministry of Justice, 102 Petty France, London, SW1H 9AJ. You may also hand deliver your application, if you prefer.

**It is essential that the hard copies are identical to the version you email.**

# Declaration

## **This must be signed by a company member on behalf of the company/trust**

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that, if the application is successful, the company will operate a secure school in accordance with:

- the requirements outlined in the Secure Schools: How to Apply guide
- the funding agreement with the Secretary of State for Justice
- all relevant obligations and requirements that apply to secure children's homes and 16 to 19 academies.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from regulated activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current members and directors of the company have confirmed to me that they are not and have never been so barred. If it comes to my attention whilst I am a member or director of the company that I or any other member or director are or have been so barred, I will notify the Ministry of Justice. I and all other members and directors of the company understand that the company's secure school application may be rejected, if a member or director of the company is found to have been barred from regulated activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:** [REDACTED]

**Position:** Founder

**Print name:** [REDACTED]

**Date:** 1<sup>st</sup> March

**This declaration only needs to be signed in the two hard copy versions of your application.**

## Section A: Tell us who you are

<b>Lead applicant</b>	
Name of lead applicant	[REDACTED]
Address of lead applicant	Oasis UK, 1 Kennington Road, London. SE1 7QP
Email address of lead applicant	[REDACTED]
Telephone number of lead applicant	[REDACTED]
<b>About your company</b>	
Company name	Oasis Charitable Trust
Company address	1 Kennington Road, London. SE1 7QP
Company registration number	02818823
Date the company was incorporated	18 May 1993
Company number	02818823
Total number of company members	1
Names of company members	Oasis International Association
Total number of directors (trustees, if your company is a charity)	7

Names of directors/trustees	[REDACTED]
<b>Further details about your group</b>	
Is your company an academy trust?	No, but our subsidiary company Oasis Community Learning is
If so, does your academy trust already run any free schools or academies?	Yes
How many open free schools or academies are part of your trust?	52
Is anyone connected with this application related in any way, including by marriage, to any other person in your group? This includes company members or trustees and anyone who may work on establishing or operating your secure school, if it is approved.	[REDACTED]
<b>Links to other organisations</b>	
Through its members, trustees or otherwise, does your company have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations in the UK or overseas?	

<p>If yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• full name</li> <li>• Companies House and/or registered charity number</li> <li>• the nature of the link</li> <li>• the role that it is envisaged the organisation will play in relation to the secure school.</li> </ul>	
<p>Please specify any religious organisation or institution connected to your company, including where appropriate any denomination.</p>	
<p>Did you put together this application with support from another organisation?</p>	
<p>If yes, please list the name(s) of the organisation(s) and describe the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the secure school, if your application is successful.</p>	

## **Section B: Vision**

**Your overarching vision for your secure school.**

## Who is Oasis?

Oasis is a group of charities that have been pioneering models of sustainable and holistic community development for the last 34 years. Wherever we work we serve and respect all people regardless of their gender, race, ethnic origin, religion, age, sexual orientation or physical and mental capability through the pursuit of our two global goals:

- To build, and to help others build, strong inclusive communities where every person can find their place, flourish and achieve their potential.
- To work with those who find themselves outside of healthy community to find their place once again.

We do all this through a wide variety of integrated, high quality and diverse activities and partnerships. To that end, we deliver housing, education, healthcare, training, youth work, family support and many other community initiatives. Currently we work in 42 local neighbourhoods in England and another 26 in various other countries around the world – in Europe, Asia, Africa, and North America. Our approach, however, is always bespoke; tailored to each local community or people group that we work with.

## Oasis in England?

Today, in England, Oasis has over 7,000 staff, as well as many more thousands of volunteers. We are responsible for 52 schools, 30,000 students and for working with more than 1,000 homeless or vulnerably housed young adults each year. (In fact, the first project that Oasis ever established – and still runs – is a housing project for 16 young single homeless women aged 16-21 with medium to high support needs in South London).

We also run a wide variety of other community building projects and initiatives; everything from foodbanks to debt advice centres, savings clubs to credit unions, city farms to community shops, breakfast clubs to adult literacy courses, children's centres to refugee housing, libraries to football teams and health projects in partnership with the NHS to employment initiatives, as well as much more.

**Education: Oasis Community Learning** – our education arm – is the second largest Multi-Academy Trust and works to achieve exceptional education at the heart of community. Currently OCL has 52 academies. We specialise in working in socially deprived communities. We have intentionally positioned our education services within some of the most challenging communities in the country. Three quarters of the schools we are responsible for are located within the bottom quartile of deprivation in the UK. The vast majority of them were rated by Ofsted as failing, with long term and very challenging issues when we became responsible for them. Over 80% are now rated as Good or Outstanding and every school in our care – no matter how troubling and complex the issues the community issues that shape it – is making strong progress. More than that, in keeping with our vision of community, each is becoming much more than a school, offering a wider range of integrated and holistic provision to both our students and the local community.

Our concept of an Oasis-outstanding academy is one in which exceptional teaching and learning is combined with the development of great character. We focus, however, on the development of good character not because it leads to improved attainment (although there is much evidence to suggest that is true) but because good character is a critical end in itself; in our view the most important element of a good education. It is our experience that school improvement that focuses only on the narrow attainment of students and not their broader development is, in the long-term, ineffective.

**Housing: Oasis Community Housing** – our housing arm – works with some of the most vulnerable young adults. Over 200 young men and women find the space and security they need to grow and to heal through our own supported accommodation projects each year. Here, through our training and skills programmes, these young adults – who are furthest from the job market – are helped into employment. They are given the opportunity to develop ‘job ready’ skills, as well as coaching in CV writing, budgeting and interview techniques etc. We also source the long-term accommodation they need as well as getting them plugged into the local services that they will need for their ongoing journey to stability.

Through equipping our residents to make safe choices, empowering them to find their voice and enabling them to build healthy relationships we work with them to rebuild their confidence and so realise their true worth.

**Healthcare: Oasis Community Health and Care** – our newly developing health arm – built around the health and wellbeing work we have been doing over the years in various communities where we are based has now led to formal relationships with three NHS Trusts:

- Guy’s and Thomas’ NHS Trust in central London
- North Middlesex University Hospital NHS Trust north London
- Frimley Health NHS Foundation Trust in Surrey

A feature of our partnership in two of these (Guy’s and Thomas’ and North Middlesex University Hospitals) is that we work in and through the Emergency Departments (A&E) with children, teenagers and young adults who have been involved in violence and aggression. Through these projects – in St. Thomas’ over the last 10 years – we work to reduce the risk-factors around a young patient’s health, safety and well-being as well as to reintegrate them into education, training or employment.

**Infrastructure:** Over the years Oasis, which is now one of the very largest charity groups in the UK, has been able to develop a strong national and regional infrastructure to support all aspects of our integrated work. This includes our Finance, IT, HR, Comms, Ethos and Values, Governance, Property and Estates, Educational and Curriculum teams. We have also been able to establish a breadth and depth of continuous professional development and leadership training opportunities.

**Partnership: Stop The Traffik** is a typical example of the scale and range of Oasis’ partnership approach. Stop the Traffik is an Oasis charity dedicated to an intelligence led approach to human trafficking prevention. It now works internationally and is committed

to building resilient communities by turning them into places where it is harder for traffickers to hide their activities and their victims. In order to achieve this scale and depth we have developed a series of major partners as diverse as IBM, Barclays Bank, various police forces in the UK and around the world as well as a myriad of relationships with local councils, businesses and community groups large and small.

### **What makes Oasis' vision unique?**

Over the decades, Oasis has learned from our mistakes as well as our successes:

#### **We have learned that integrated services are essential.**

Our model of integrated local service delivery contrasts with traditional forms of statutory or voluntary sector community engagement. Many statutory and voluntary sector agencies focus on commissioning and delivering specific and separate services (e.g., housing, education, healthcare or youth work) across a relatively broad geographic area. Oasis always aims to work in an integrated and holistic way, by bringing together the various dimensions of our work and expertise.

We work in this way because our experience has taught us that separate, 'siloed' or non-integrated 'solutions' often fail to achieve meaningful and lasting transformation simply because they misunderstand the interconnected and multifaceted nature of human needs – social, emotional, physical, vocational, economic, academic, spiritual and environmental. Initiatives that are not integrated, holistic and long-term are not effective because they dismember an individual's interdependent needs.

For a homeless person, having a roof over their head is only one element of the answer to their needs. They also require training, a job opportunity and in-depth ongoing 'joined-up' support to enable them to discover a sense of self-worth, the social skills to restore relationships that have been broken, the ability to budget and to develop emotional resilience.

Equally, we have learned that delivering a high quality education to children or young people is a good start, but not enough. Unless they are given the opportunity to build the character and confidence to embrace that education, they are unlikely to reach anything like their full potential in life. This means that each and every young person is best served in the context of their whole life, and where possible their whole family and whole community.

In order to tackle genuinely poverty and disadvantage, society must recognise that interventions need to be integrated, holistic and ongoing.

#### **We have learned the importance of personal transformation.**

External transformation (e.g. improvement in skills or economic wellbeing) is only sustainable when we place equal emphasis on supporting people to explore how to change their attitude to life and themselves. Disadvantage and poverty will not be addressed in a deep and long-lasting manner unless we recognise that external change must be accompanied by people having the opportunity, space, time and support to deal with the implications of trauma and distress from earlier life experiences.

**We have learned that genuine transformation is fuelled by empowered individuals.**

The roots of disadvantage and inequality can only be addressed as we move away from traditional models of project delivery, where experts do things 'to' or 'for' people, towards one of genuine empowerment where everyone works together. Our task is, therefore, always to discover what '*matters to people*' rather than simply what is the '*matter with people*'.

**We have learned that relationships built through trust are critical to both individual and community transformation.**

Transformed individuals and communities will only emerge as we place relational dynamics built through the development of trusted one-to-one relationships at the heart of all our work. This does not happen without ongoing staff training, vision and longevity.

**We have learned that partnership is vital.**

None of us has the whole answer. In order to get the job done we have to partner together. Only in this way can we create and sustain the high quality, integrated approach which we believe is essential to genuine transformation. Thus, Oasis has developed a large number of active partnerships with everyone from national and local governments through global corporates and small businesses, to public sector agencies, community groups and charities. All these are essential to optimise our work.

**We have learned that our ethos and values are the key.**

The Oasis ethos is the very essence of our organisational DNA, which encapsulates all this and more. It sums up our identity or personality. We seek to ensure it permeates everything that we do. Oasis has:

- 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

Our ethos is a part of everything we do. At Oasis we look to employ people who not only share in our vision but are champions of our ethos.

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

**We have learned that our most senior staff must be our most eager learners.**

Our ongoing character development work is as much part of the life and timetable of our most senior staff as it is our new starters, students and clients. We have learned that you can only really lead from the ground –you will be all the better in the boardroom as the result of your ongoing engagement in the actual delivery of our day-to-day work.

**Why will the Oasis Secure School become Outstanding?**

Oasis' vision for the Medway Secure School is built around the same ethos and values that fuel all of our work.

We would like to call the Medway Secure School 'Oasis Academy Restore'.<sup>1</sup>

Oasis Academy Restore (OAR) will create an integrated community and a genuine sense of village; an environment where every student is given the opportunity to make a contribution and reach their potential. All involved – staff as well as students – are learners and will be encouraged to lead themselves in their personal transformation.

**Our Students**

Our aim will be to provide a high quality and holistic service focusing on all aspects of each student's well-being including their physical, mental and emotional health, all within the context of a secure and safe environment.

We will support each of our students as they work to achieve improved emotional stability and behavioural self-regulation in an environment that creates the space for them to explore and develop resilience. Only this will give each of them the best opportunity to begin to address the issues that have led to their loss of liberty.

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<sup>1</sup> Our initials OAR will also form our three short and memorable values: Ownership = Take responsibility for yourself. Aspiration = Be a change agent. Resilience = Never give up

We will work with each student (and wherever possible their family) as well as other professionals, to address the negative patterns in their behaviour. Our approach will be therapeutic, individualised and based around a sense of safety, positive reinforcement and role modelling. We will have an emphasis on a careful and ongoing assessment of each student's mental health, emotional wellbeing and their development of a positive sense of identity and self-respect.

In order to achieve this Oasis' language will be important: 'students' not 'offenders', 'courses' not 'sentences', 'homes' not 'wings', 'bedtime' not 'lockup', 'residential coaches' not 'wardens'.

### **Resettlement**

We believe that every young person is capable of change and of making more positive choices about their life and their future. Therefore, our emphasis will be wholly on rehabilitation and restoration rather than retribution. Our question is solely about how we best invest in the lives of the young people in our care to turn around their opportunities for the future. How do we lift them out of the negative loop in which they have been caught? From the very beginning of their stay with us, we will work with them to begin to prepare for their resettlement back into community to make an ongoing positive contribution to society in the future.

We will do this working to normalise the custodial experience, equipping young people for resettlement and reducing the chances of reoffending by increasing young person's agency in their future.

In all our existing work we create developmental opportunities and the space for people to actively learn, to participate and to take responsibility. The mission for OAR will be exactly the same; to enable our students to develop their voice, influence and place in society, and to reach their full potential. (For more on this see Section E).

### **In order to do this we will work to:**

- **Build** an environment where our students and staff feel safe and happy.
- **Enable** our students to develop strategies for self-regulation and management, understanding boundaries, their learning styles and problem solving skills.
- **Stimulate** a culture of enterprise, self-help and transformation
- **Instil** in our students a hunger for education and life-long learning opportunities
- **Develop** the ability of our students to build healthy relationships and good social networks, which are key to successful resettlement.
- **Personalise** care around each student's health and therapeutic support.
- **Provide** a balanced curriculum that targets our student's individual aspirations for a career and preparation for independence.
- **Reduce** anti-social behaviour through increasing a sense of identity and belonging, hope and confidence.
- **Create** future bespoke educational and employment opportunities for each of our students.
- **Recruit** high quality staff who are aligned to the Oasis vision.
- **Induct, train and continuously develop** our staff so that they too will reach their full potential.

- **Create** opportunity for local people to become involved advocates for our school and its students.
- **Effectively** evaluate and demonstrate to stakeholders the impact and distinctiveness of our school.

### **Personalised Learning**

We will offer a personalised educational programme to each young person. This will be balanced and differentiated according to age, ability, specific educational needs and behavioural complexities, interests and sentence length. Importantly, the school will integrate each young person's health care needs into the daily provision. As a key part of this we will address developmental disadvantages through intentionally helping our students to an understanding of their own neuroplasticity as well as being encouraged to develop a growth mind set.

Oasis recognises that mental health and personal wellbeing are intrinsic to the quality of the work we deliver. Building a sense of belonging with other people around a shared mission or identity is the foundation of any healthy organisation. Oasis understands that the personal resilience of our staff as well as our students is integral to creating community and forming mutually supportive relational networks.

We are all learners. Our nurturing of healthy, whole individuals is based on a social pedagogical approach to education. We will ask the same questions of all our staff as of our students; Who am I? Who am I becoming? Staff will develop a trust-based approach to our students to move individuals' from volatility to interdependence. This will involve intentionally creating a supportive network through building positive relationships where the young person's view is central to planning, practice and assessment.

### **Growth Mind Set**

All our staff will be coached and trained in an understanding of a growth mind-set approach to our work and engagement with our students. This will be based around a training package in neuroplasticity which has been created by Oasis' two Ofsted Outstanding Teaching Alliances. Through these we have developed a leadership programme called 'Mentally Healthy Schools' which we have done in partnership with Health Education England (HEE), the School Development Support Agency (SDSA) and a partnership of expert educational psychologists, education consultants and mental health organisations.

We will offer a differentiated core curriculum of English and Maths, because every child should be able to have access to numeracy and literacy.

Our growth mind Set approach will enable each student to achieve their best in these core subjects. We believe it is our responsibility to enable each child to achieve their academic potential, whatever that might be. Although life is not simply about academic progress, however, numeracy and literacy provide a vital passport to opportunity.

As well as a core curriculum around numeracy and literacy, we will create an 'Enrichment Village' approach to wider education which offers a variety of vocational pathways. This will be delivered in partner with some of our existing charity and corporate sector partners

as well as others with whom we will build relationship once we have been awarded the contract to develop Oasis Academy Restore. (See Section D for more detail).

OAR's 'Enrichment Village' will be designed to be practical, interactive, multi-sensory, stimulating and challenging; to equip students with the necessary skills to enter into further training or employment.

Our experience of working with young people in open youth work, or residential care through Oasis housing over the years has taught us that that behind many young people who fall foul of the law is a creative, entrepreneurial or artistic talent that has been misdirected.

### **Evenings and weekends**

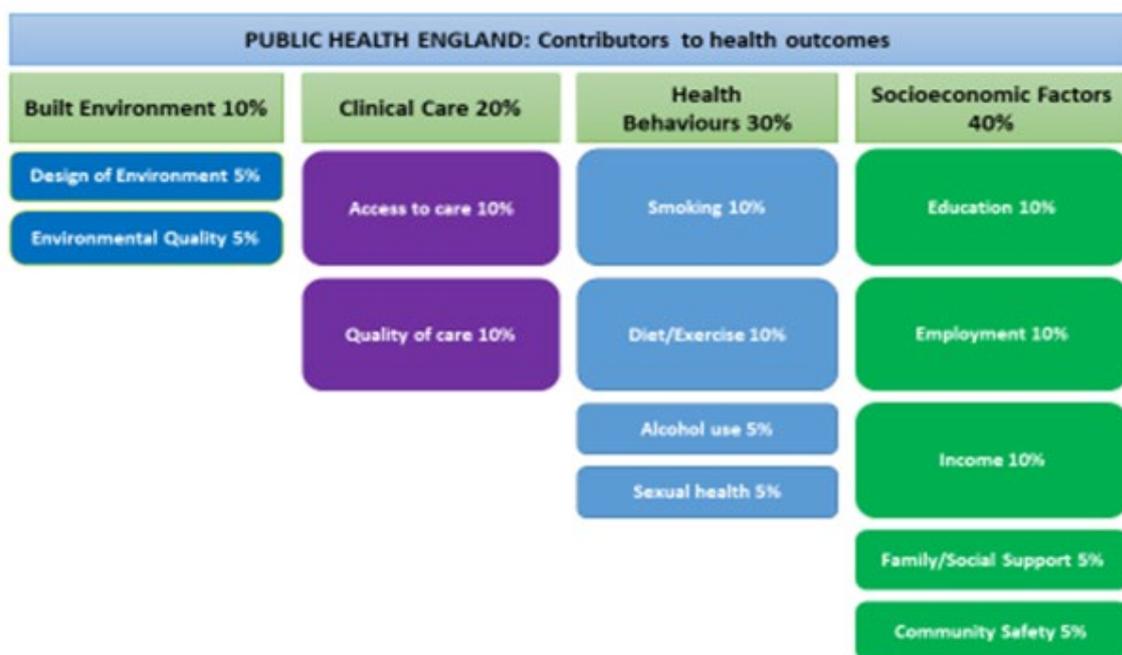
Our goal will be to ensure that we make as much of the 'unstructured time' our students spend in OAR purposeful. 'Free time' will be as much a part of the overall curriculum as 'lesson time'. We will develop a culture and environment of constant formal and informal learning opportunity around skills and character. The experience of being part of OAR will be one of whole life 'wrap-around' education and well being.

### **The determinants of Health**

In July 2018 Public Health England published research around the 'Determinants of Health'; the range of factors that together determine the quality of the health of individuals and whole populations:

- Our 'built environment' (its design and quality) contributes 10%.
- Our 'clinical care' (both our access to it and the quality of it) accounts for 20%.
- Our 'socio-economic' situation (our education, employment, income, family support and community safety) contributes a massive 40% of our overall score.
- Our 'health behaviours' (smoking, diet, exercise, alcohol consumption and sexual health) account for the last 30%.

OAR will be an intelligent response to this reality which will also inform our approach to the detail of daily life. To this end we will bring elements of some of the work that we are doing elsewhere with the NHS (around health behaviours and family and social support) as well as with Sport England, with whom we also have an ongoing relationship, to OAR.



### OAR's built environment

Environment as well as education and clinical care is critical to health.

OAR will create a beautiful physical environment for both staff and students. Our work in both the housing and educational sectors have taught us the people behaviour is often in line with the quality and feel of their surroundings. People behave in the way that you treat them. Our experience teaches us that children and young people will respect and respond to the warmth and design of their surroundings. Stark and cold or soft and warm. Clean walls, soft tones, comfortable furniture etc. makes a tangible difference to behaviour. We will work with both an interior designer and external landscape consultant in order to achieve the best possible environments for our students and staff within the allocated budget. Our goal, working with MoJ will be to create an environment that is as 'normal' as possible. (For more see Section G).

### The Oasis 9 Habits

The Education Charter that underpins all Oasis' educational provision will define our approach:

**Ethos + Learning + People + Purpose + Inclusion + Curriculum**

Rooted in what we believe

Who am I? Who am I becoming?

Exceptional strength and opportunity

In partnership with our communities

Driven through passion

The heart of educational provision

We recognise that students need to develop resilience and grit in order to become confident members of society. Core to this approach is Oasis' Personal Formation and Character Development Curriculum, which is known as the Oasis 9 Habits, and around which all our resiliency work as well as staff training is based.

The Oasis 9 Habits are our bespoke and unique approach to character development. Oasis has developed a depth of resources and training materials for individuals and groups (both staff and students) and for our school communities around these.

The 9 Habits are designed to create the opportunity for continual reflection and development around our character (to become the best version of ourselves) and to play our part in bringing transformation to the community we are part of. We actively promote and practice the Oasis 9 Habits: an invitation to a life characterised by being compassionate, patient, humble, joyful, honest, hopeful, considerate, forgiving and self-controlled.

## Leadership

The leadership team of Oasis Academy Restore will be afforded the space and opportunity for genuine creative and innovative local leadership. They will also enjoying the depth of capacity and infrastructure as well as the reassurance of the strong governance and accountability structures within Oasis.

Oasis Secure Trust and its parent body Oasis Charitable Trust (along with the other subsidiary charities within the Oasis group) are committed to continual organisational learning.

We acknowledge, however, that to date none of the Oasis component charities, including our Multi Academy Trust, have been involved in leading secure provision. We have much to learn.

In line with these truths, this proposal has been put together by a cross-disciplinary team within Oasis, and therefore reflects the breadth of our various skills, experience, expertise and contacts, as well as those of our organisation. But it also reveals the current gaps in our understanding and our desire to learn and work in partnership.

We recognise that the responsibility of managing the extremely complex and often very difficult behaviours of young people – within a context that sets out clear boundaries at the same time as offering constant love and unending hope – is challenging and



demanding on both systems and staff. We are aware that this unique privilege and opportunity – about which we are extremely excited – will require the very best adaptive and flexible leadership skills that we can bring to the table.

However, our organisational culture mirrors the very growth mind-set we seek to instil in all our staff. As one of the very first MATs, Oasis has long experience of operating within an environment where the regulatory framework is still being developed as well as working in close partnership to help bring it to maturity.

We believe that the act of true learning is only possible as you commit to the challenge and opportunity of engaging in new opportunities. Therefore, Oasis Secure Trust will be a centre of learning and curiosity committed to learn continually, through reflecting on, reviewing and improving its performance as well as through sharing its learning and understanding with others both within and outside of Oasis.

In the ensuing sections of this application we will describe in greater depth how we will achieve our vision for OAR:

**Ownership** = Take responsibility for yourself

**Aspiration** = Be a change agent

**Resilience** = Never give up

## **Section C Managing arrivals and day-to-day life**

**Section C1 A supportive arrivals process that considers students' status and needs and helps their integration into the school**

**Show how your school will welcome and be welcoming to students on their arrival.**

**Students Welcome and Arrival to Oasis Academy Restore**

We understand that the transition process from court to custody is a stressful, and often, re-traumatising moment for children. Equally, we recognise the moment of arrival into a custodial setting is important to establish a safety, belonging and welcome.

This window of opportunity

and for setting expectations that safeguard the child, staff and promote the culture of our school.

The safeguarding needs of young people are particularly important at vulnerable moments, which includes induction. Oasis champions the voice of the young people, OAR's induction process will offering students dignity, information and empathy.

Oasis Academy Restore arrivals process will be based on the successful models used in Secure Children's Homes such as Swanick Lodge and Clayfield. Our approach to arrivals will be child-focused, offering an appropriate degree of independence that encourages students to feel ownership and most importantly, ensures the safety of all students and staff.

Where possible, and recognising that information is often limited, before a young person arrives to the school all data from statutory agencies will be formed into a 'base line' transition plan and shared with key staff members who will be welcoming the student.

Oasis believes that induction should be shaped around the young person regardless of the content and as such, the process outlined below will be adapted to each individual young person arriving.

**Arrival at OAR: Key Principles**

- Senior Staff Welcome
- A staff team, led by a senior member, will welcome students. They will be taken into a safe, open environment that reduces the risk of potential trauma triggers. OAR will have a culture where all interactions with staff are seen as an opportunity to develop confidence, trust and build a strong foundation for self-care. Every interaction is a learning opportunity and the arrival process is one of many cycles that will be used to build trust between staff and students.
- 
- Comfort
- Student's physical needs will be attended to in order that they feel as comfortable as possible. E.g., will be offered a choice of beverage and something to eat and

given a change of clothes and a shower. They will be given a choice of essential **personal hygiene** items and night clothes for their first night in custody. It will be explained that they will be in OAR's induction community for 7 days. During this period they can take the time they need to adjust, ask questions and familiarise themselves with the culture, routines and physical environment they will be a part of.

- Relational
- Staff will introduce themselves using their first names to introduce themselves and using language that is easy to understand. Information will be given in bite-sized pieces to avoid overwhelming the student and space will be given for questions to be asked and answered. Communication will be structured and the first interaction with students will be with no more than two adults present. All OAR students will be seen immediately on arrival.
- 
- Safeguarding
- The student will meet with the lead coach that has been allocated to them (see section D for more information) coach and will receive health assessments that include safeguarding checks for suicidal thoughts and behaviours or self harm. For their own safety, all students will be searched on arrival, this process will always be risk-led and respectful.
- Consent
- During the process of arrival, staff will seek to use consent-based communication other than when the child is a risk to themselves or others. Efforts will be made to allow students to keep important safe objects and belongings that will enable them to bring a degree of familiarity into their new environment; these are known as transitional objects and can offer psychological comfort during unusual situations. Efforts will also be made to provide both audio and visual aids for those with low levels of literacy and EAL.

*NB: We have used role titles to describe and outline the process below. Should Oasis be appointed, OAR would seek to find more information thus rendering titles for use by students to relate to some staff.*

OAR's induction process will take into account Maslow's hierarchy of needs. We will create a 7 day induction programme that ensures students have their basic needs met whilst creating conditions for students' emotional and psychological needs to be satisfied. A table for induction main activities and outcomes is below and further explanation to the processes is given thereafter.

## **OAR Induction Process**

## Health Care Standards for Children and Young People in Secure Settings'



Day	Activity	Outcome
<p>One</p> <p><b>Meeting students' needs of:</b></p> <ul style="list-style-type: none"> <li>• Physiological</li> <li>• Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Arrival and welcome by staff, introduced to lead 'coach'</li> <li>• Offered food, drink and change of clothes</li> <li>• Is searched for their own safety</li> <li>• Key information on the school, what will happen during induction process is shared with them</li> <li>• Basic healthcare assessment by nurse within two hours of arrival including questions about suicide and self-harm</li> </ul>	<p>Immediate and physical needs are met.</p> <p>Student is reassured they are in a safe environment where their immediate risks and needs are assessed and addressed.</p>
<p>Two and Three</p> <p><b>Meeting needs of:</b></p> <ul style="list-style-type: none"> <li>• Safety</li> </ul> <p><b>Building towards:</b></p> <ul style="list-style-type: none"> <li>• Love/belonging</li> </ul>	<ul style="list-style-type: none"> <li>• Session with lead coach and another of the three primary coaches</li> <li>• Introduction to the peer mentor/culture carrier who will help new student familiarise to a new environment</li> <li>• Psychological assessments</li> <li>• CHAT used to complete health care check by GP to assess immediate needs</li> </ul>	<p>Student's physical well-being is met</p> <p>Student has consistency of care from coach/es</p> <p>Student understands they are part of a student body through meeting peer mentor</p>

	<ul style="list-style-type: none"> <li>• Time with coach to discuss personal goals, fears and begin building relationship</li> <li>• Functional English and maths delivered in small groups or one to one</li> <li>• Enrichment choices discussed</li> <li>• Routines, expectations and rules are shared with the student to orientate themselves</li> </ul>	
<p>Four and Five</p> <p><b>Meeting students' needs of:</b></p> <ul style="list-style-type: none"> <li>• Safety</li> </ul> <p><b>Building towards:</b></p> <ul style="list-style-type: none"> <li>• Love/Belonging</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to key teaching staff and an LSA if needed</li> <li>• Lead coach and one other of the coaching triad meet with student to check-in</li> <li>• Education psych, speech, language and behavioural assessments completed</li> <li>• Tour of the school with peer mentor</li> <li>• Repeat of culture, systems and expectations information</li> <li>• Time with one of three coaches to continue personal development conversation and map out the young person's journey</li> <li>• Info on student voice entitlement</li> <li>• Repeat info on enrichment entitlement</li> </ul>	
<p>Six and Seven</p> <p><b>Building towards:</b></p> <ul style="list-style-type: none"> <li>• Love/Belonging</li> <li>• Esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised health plan is created by health staff</li> <li>• Care plan created if LAC in including PEP</li> <li>• individualised learning plan created by education staff for non-LAC students</li> </ul>	

- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>• EHC plan amended or new one begun if not already in place</li></ul> |  |
|--|---|--|

### **OAR Induction: Staff Allocation**

All OAR student's will be allocated a lead coach who will create a personalised support and learning plan with the student that will be informed by the ongoing integrated personalised needs assessment taking place across the induction week. Each student will be allocated a Case Worker who will begin to work towards the student's resettlement from the moment they enter the school, acting as an advocate on their behalf. This advocacy will involve liaising with necessary external agencies and the student's family or support network to create resettlement plans that afford the young person every opportunity for success (see more on this role in section F4).

The pairing of individual students and staff will remain under review by OAR leadership staff and health professionals using continual observational assessment and getting staff feed back (via line management) and student feedback (via student Forum and health care professionals). The quality of a trust-based relationship that develops between the student and their coach will be reviewed, where due consideration is given to attachment styles that are forming between any student and coach to ensure all OAR staff-student relationships are healthy and transparent where the coach is acting as a positive role model. Collaboration between a student's Coach and Case Worker will begin from day one, to ensure that resettlement plans are timely, achievable, relevant and focused on the student's needs and family situation.

### **OAR Induction: Assessment**

All assessments used during OAR's induction will be to ensure each student is safeguarded and to create accurate and informed diagnostic plans that allow the child and OAR staff understand themselves more. We understand that often these periods of time are repetitive and boring so all assessments will be conducted in a timely manner with a focus on giving each child attention, empathy and respect. OAR staff will treat students as they would want to be treated.

OAR will work with health care professionals, educationalists and clinicians to create the most efficient and informed suite of assessments.

An example of which is:

- Literacy Reading Age Assessment
- Writing Assessment
- CATS test
- Numeracy functional Maths Assessments
- Strength, Difficulties Questionnaire (SDQ)
- Non-verbal and verbal reasoning test
- Princes Trust Leadership Assessment
- Education Psychologist Assessments
- Speech and Language and Communication Assessment

- Physical Health NHS Assessment: sight, hearing, blood screening, blood pressure, height, weight,

### **Holistic Health Plan and OAR Passport**

Within one week of the student arriving, a holistic health plan will be developed with Coaches, Case Workers, external agencies, healthcare professionals and, if relevant, past school-specific staff. This information will form part of the young person's OAR passport (which is described in section D2). This process will be led by health care professionals.

A community comprehensive health assessment tool (CHAT) will be used alongside observations and diagnostics to help inform the student's bespoke provision and will additionally support creating an Education Health Care Plan (EHCP) for students, if one is not already in place already. All EHCP's will help garner available Local Authority funding for support and resettlement arrangements.

OAR's passport and personalised learning plans will be clear and actionable with delineated roles and responsibilities for continuity of care. All support plans will be shared with individual Case Workers to inform resettlement planning in addition to being used in Review Meetings, Care Plans and Personal Education Plans (PEPs) where relevant.

Results of these assessments will be used diagnostically, to ensure all staff at Oasis Academy Restore secure a holistic understanding of the student. This will inform a bespoke curriculum pathway for each student, differentiated to the young person's aspirations, barriers to learning and educational needs.

Students arriving during anti-social hours or at short notice will, where possible, experience the same process described above. In the event that it isn't possible, the student will be assigned to a temporary coach who will ensure a smooth and sensitive transition to their lead coach the following day/shift.

### **OAR Induction: Managing Immediate Risks**

In line with Youth Justice Board's AssetPlus, OAR will develop an asset-based assessment model to understanding a student's immediate needs, risks and strengths. By allocating a lead Coach and a Case Worker who is able to create links with the outside community, as well as developing an initial report with the student, we will manage immediate risks and use a process that is child-first and has the young person's voice at its heart.

As described above, all staff welcoming students in conjunction with healthcare professionals will be responsible for managing the student's immediate needs and undertake safeguarding assessments. Therefore, all OAR staff will be trained to recognise young people at particular risk, including signs of withdrawal symptoms or suicidal behaviours.

A student's immediate needs (i.e. within the first two hours of arrival) will be managed according to their urgency and in liaison with health care professionals including psychologists, doctors, CAHMS, substance misuse teams. Students will be given access to relevant immediate physical and mental health support, as assessed by health care professionals.

Where possible, given the time of arrival and the length of notice given, OAR Case Workers will liaise with external agencies, and in particular Youth Offending Teams, to gather as much information as possible to create an initial report of potential immediate concerns and which will help all OAR staff anticipate a student's needs prior to arrival.

### **Managing information for students, families/carers on arrival**

Oasis understands that information is a powerful tool in situations of uncertainty or disruption. Caring for students and their families during this time is of utmost importance to OAR.

Oasis will support contact with family members and create clear, open and consistent channels of communication with family and carers throughout a student's stay in OAR.

On arrival and during the induction process, user-friendly welcome packs will be available for students in written and audible formats. For students or families with low levels of literacy or who are EAL, prompt cards and audio formats will be used.

OAR's arrival information will explain that:

- A comprehensive health care plan will be devised within ten days of arriving at the Academy and this will meet the student's physical and mental well-being. Trigger factors such as Adverse Childhood Experiences will be taken into consideration and noted for learning pathways, Coaches and teachers.
- The student's lead coach will be introduced to the family during or after induction with the student's caseworker (role description in Section F and E)
- A further meeting will be planned for two weeks after arrival to share assessment information and review plans that are in place and to ensure that the student's family/carer's views are heard and include into this process
- This information for families will have an emphasis on resettlement, so that they are encouraged and understand that the Academy will work with parents and carers to bring about the best opportunities their child's successful reintegration into community life

Further support to families via our partners, our Family Support Workers will be made available at this stage and on an on-going basis. In particular, Oasis acknowledges that this cohort of students often have difficult family backgrounds with a high prevalence of domestic violence (of all forms including child-on-parent abuse and Sexual Gender Based Violence) and therefore will work with partners and use our existing expertise to offer families and carers the support they need to create healthy home-life conditions



**Section C2 Day-to-day life, relationships and routines that create a positive ethos and culture**

Oasis Academy Restore's culture is intrinsic to its success. The extent to which staff embody and carry the Oasis culture through every interaction with each other, families and students will determine the outcomes of our school as well as our ability to meet the needs of the vulnerable young people we exist to serve. To that end, and as discussed many times through this application, Oasis knows that people are by far the most important factor when it comes to creating culture and, therefore, environment. We know that, in particular, this school environment will demand the best of our staff. We are committed to recruiting the best people with a clear sense of calling and vocation, by creating a secure school that will enabling them the opportunity to fulfil their own sense of purpose. In so doing, we know that we will create a culture where students are encouraged to do the same.

### **Culture and Environment: Arrival**

On arrival, and as part of the week-long induction, staff will take time to help student's understand the culture and environment that they will be a part of during their time at OAR. The core of our messaging will be around the following:

- We exist as a school to create a culture where everyone is included; where no one is left behind or left out
- Our three academy values for all students **and** staff are:  
O = Ownership. Take responsibility for yourself  
A = Aspiration. Be a change agent.  
R = Resilience. Never give up.
- This is a school where everyone is treated with respect and love
- All OAR students and staff are equal human beings – everyone one of us matters.
- OAR is a community, an Oasis family. Wherever possible our students are involved in decision making
- Progress, achievement and learning – in terms of character and behaviour as well as academics – will be recognised and celebrated
- Each student's residential house is their primary community – a safe place to belong and contribute
- All our staff (no matter their role) are here for you. We will always treat you fairly and will listen to. You are very important.
- OAR exists for you; for your safety and well-being. We will work with you and support you from today (day one) on your road to successful resettlement into community, education, training, employment and housing .

### **OAR's Culture and Environment: Key Principles**

The kind of physical environment we want to create is outlined in section G.

#### **1. A Sense of village**

Oasis Academy Restore will create an integrated community, a sense of village and of genuine opportunity; an environment where every student is given the opportunity to

contribute and reach their innate potential. All involved – staff and students alike – are learners and will be encouraged to lead in their personal transformation.

Each wing (or in Oasis language Residential House) will be a home to students. The houses will operate as a group and where possible, we will create routines and systems that promote collective responsibility and aspiration – they will be mutually supportive spaces with appropriate levels of care and direction from staff.

A sense of village means that OAR will be a community that provides the highest level of holistic care possible in a secure setting.

## 2. Normalising the custodial environment

OAR's culture is predicated on helping to normalise the custodial experience for students, equipping them for resettlement and reducing the chances of recidivism.

Normalising a custodial environment and creating therapeutic care with young people has not yet been achieved in the UK. Oasis appreciates that the challenges and opportunities inherent in creating a new kind of provision are unknown. OAR is therefore excited at this unique opportunity to succeed for young people, whose complex emotional, behavioural, social and psychological needs have led them to be in circumstances where the last resort is a loss of liberty.

We will create an environment where students feel they can be heard, can explore their identity and skills whilst receiving the targeted, individualised and integrated support they need in order to move on from this place of last resort.

Creating this culture of normality will involve intentionally building trust-based supportive relationships with staff where the young person's view is central to planning, practice and assessment.

We will create routines with appropriate level of flexibility and provide a physical environment that trusts each student's ability to take responsibility.

## 3. Trauma-informed therapeutic approach

We recognise that students need to develop resilience and grit in order to address the emotional dysfunction that occurs, often as a result of adverse childhood experiences and the ensuing effects of trauma. We further recognise that children can only develop resilience in a culture of hope and love where they are supported by appropriate boundaries and rules.

OAR's culture will be built around this understanding, and we will develop our staff so that they are equipped to understand themselves and others in order to provide the therapeutic environment we want to see.

All our staff will be coached and trained in using a growth mind-set approach to all our work and engagement with our students. This training will be based on successful models already used in Oasis Academies across the UK. Using the Oasis' 'Mentally Healthy Schools' training (as referenced in section B) we will equip staff with conflict transformation practices based on the Oasis 9 Habits and a bespoke approach to developing a growth mindset in students that models healthy attachment styles.

In this way, a values-led curriculum will permeate everything we do, enabling our students to become self-managers supported by our team of coaches who have the personal conviction and the tools to help them realise their full potential.

#### 4. A culture of hope

As is demonstrated in the Oasis Ethos (see section F3), Oasis believes in creating a culture of hope in everything we do.

Oasis Academy Restore will be built on an unwavering commitment to hopefulness for:

- Our students to understand more of who they are and who they are becoming
- Our students to develop a sense of self-belief and worth
- Our students to make positive changes in their lives; to become Change Agents
- Our students to become engaged, active members of their community

The language and approach of all OAR staff will emulate these beliefs at all times. All interactions with students will be warm, non-judgmental, and empathic. Our staff will seek to have genuine interactions at all times with students and their families. We will model and enforce a culture of hope with appropriate boundaries and expectation in all we do.

#### **OAR's Environment: Student-Staff Relationship**

OAR's residential houses will aim for a foundation of functional, healthy relationships where the culture is one of care and compassion not control; creating a positive foundation for building consistency.

##### 1. Recruitment of healthy and self-aware staff

A cornerstone for successful relationship formation between students and staff is the recruitment of the right people to the right positions. This is why our recruitment process will be bespoke, because we know that in order to achieve this outcome, we will need to consider a number of factors such as experience, emotional intelligence and the ability to demonstrate an alignment with Oasis' ethos and values.

For more information on how this will be implemented through recruitment practices, see F3.

##### 2. Staff well-being and development

OAR will develop staff to be healthy, self-aware people who know who they are, understand their attachment style and the organisational culture and vision. Through on-going access to training and induction, staff will be equipped with the right tools for a positive and developmentally informed approach to building relationship.

Staff wellbeing is a good model self-care for young people, who hitherto may not have access to these skills. The whole community will be encouraged to invest in the well-being of everyone. This will also model the adaptability needed to function in society, which will support students' development of social communication skills and social cognition.

### 3. Ensuring a cycle of positive Student and staff interactions

OAR will develop processes and practices to enable staff to 'do, review and reflect', allowing them to develop insight into the unconscious processes that occur in relationships, both between staff and young people and also within staff teams.

Importantly, using a cycle of positive student and staff interactions will decrease potential for critical incidents.

We have designated one-to-one therapeutic time during weekly routines and scheduled enrichment activity that affords the natural opportunity for social communication and relationship development between coach and students.

These enrichment activities will contain an element of choice (which is afforded as part of behaviour management system) and will include team sports that foster trust-based relationships and provide a healthy outlet for excess energy.

Oasis' growth mind-set model and training (discussed above) will create the environment for 'Unconditional Positive Regard' to be part of all staff and student interactions.

### **OAR Culture and Environment: How our daily routines will be informed by Oasis' Ethos and Values.**

Oasis feels strongly that the young people we work with need routine, healthy relationships and exceptional quality of teaching every day, in order to make holistic progress.

Akin to the therapeutic model used in successful secure children's homes in the UK, in Spain and the adult estate in Nordic countries - such as Heldon Prison in Norway - OAR will use staffing roles that focus on education and coaching to create positive educator role models for our young people.

As stipulated above, students will be allocated a lead coach who will be responsible for overseeing the student's progress alongside teachers, health care professionals, case managers and facilities staff. Coaches will have a maximum of three students to support through their sentence period.

The daily routine, as laid out below, will give a range of activities to enable students to remain engaged and learning, accordingly to their individualised learning plan.

#### 1. Getting Up

We recognise that waking up and getting ready for the day in a secure setting, can be extremely stressful and requires self-management skills, which many of the young people may need assistance with. In addition, we are aware of the impact of low mood and anxiety, as well as pre-existing medical conditions, including mental health. In recognition of this and in collaboration with health professionals, we will create individualised stepped plans to enable students to be ready to start the day on time. This will remain under review and will be subject to normal behaviour management expectations and systems. E.g. the aim is for the young person to choose if they are woken by someone else or whether they self-regulate their time. However, if a student is unable to manage their own time then they will be regulated by someone else.

## 2. Daily Physical Activity

The day will start with physical activity to increase physical literacy and holistic well-being.

## 3. Immersion Time

There is time allocated for one-to-one support and personal development using the student's passport as a framework for discussion and tools such as Enthusiasm Trust's BETA journey mentoring planner (see Appendix). This immersed time is young-person led and is designed to facilitate reflection, curiosity, creativity and calm. For example through reading, sketching, listening to music, walking, spending time on a farm or in the garden. These are sensory-based tools to help achieve calm and reflection as well as reduce stress.

## 4. Meal Times

Residential Houses will use family dining style for meal times. Students will be encouraged to prepare and serve food on a rotation and will be responsible for clearing away dishes. We recognise that individual students relationship with food may differ according to their past experiences. If this is the case, it will be documented in the OAR passport, and will be regularly reviewed by health care professionals with coaching staff. Importantly, staff will eat with the students and community meals will be scheduled at certain points throughout the school term, where volunteers come to eat with and socialise with students over meal times.

## 5. Unstructured time

Our experience is that unstructured time in schools is often the most difficult to manage for staff and students. However, it is a necessary part of preparing students for everyday life. Young people will be offered periods of unstructured time which will be differentiated according to their individualised plan, which will be adaptable according to students progress. E.g. unsupervised time in shared living and outdoor spaces.

## 6. Student Council

Young people will meet collectively in their houses twice a week. More information on the structure and purpose is available in section D.

## 7. Enrichment Evening Activities

These will be provided by OAR staff and external providers from public and private sectors. These activities will promote student well-being and help them to develop relevant life-skills and potential future professions. Further information is available in section D4.

## 8. Night Time Routine

We understand that night time routine is an important part of a young person's day, often determining the quality of sleep as well as having the potential to re-traumatise. OAR will commence step-down routines in Residential Houses at different times according to the culture and make-up of the House, but these routine will ordinarily be completed for lights-out at 10pm.

Similar to the getting-up process, OAR will differentiate its approach to night time routines; where it is safe and relevant to do so, students will be offered the following options for securing themselves into their rooms at night:

- a. Self-locking (with access to unlock from outside)
- b. OAR staff locking from outside
- c. In some circumstances, and only when it is safe to do so, we will give students the choice of leaving their door unlocked. Achieving this kind of safe and secure environment will be the long-term aim of the secure school.

A timetable for the student's day is below and included in Section D1.

	Monday	Tuesday	Wednesday	Thursday	Friday
7.00am -8.00	Wake Up  Physical Exercise				
8.00- 9.00	Breakfast in houses				
9.00 – 9.45	Student Forum	Personal Development Time	Personal Development Time	Personal Development Time	Student Forum
9.00- 10.00	English	Maths	English	Maths	English
10.00- 11.00	Vocational Career Path Theory	Vocational Career Path	Vocational Career Path Theory	Vocational Career Path:	Vocational Career Path Theory

11.00-12.00	Vocational Career Path Theory	PRACTICAL	Vocational Career Path Theory	PRACTICAL	Vocational Career Path Theory
12.00-13.00	Family Lunch in Houses				
13.00-14.00	Vocational Career Path	Prince's Trust Employability and Vocational Qualification	Vocational Career Path	Prince's Trust Employability and Vocational Qualification	Vocational Career Path
14.00-15.00	PRACTICAL		PRACTICAL		PRACTICAL
15.00-16.00					
16.00-17.00	Therapeutic 1:2:1	Life skills and mentoring 1:2:1	Therapeutic 1:2:1	Physical Social Health Education	Physical Social Health Education
17.00-18.00	Family Dinner in Houses				
18.00-19.00	Enrichment and skills carousel	Enrichment and skills carousel	Enrichment and skills carousel	Enrichment and skills training. carousel	Enrichment and skills carousel
19.00-20.00					
	All of these Enrichment activities, including evening film, are subject to successfully having enough Oasis Restore points. Enrichment activities include sessional work delivered by youth workers, inspirational speakers, career sector talks and specialist providers. OAR will be flexible with family visits according to family/carer circumstances but will aim to arrange visits between 6pm – 8pm.				
20.00-21.00	Enrichment/ Free Time	Enrichment/ Free Time	Enrichment/ Free Time	Enrichment/ Free Time	Enrichment/ Free Time
21.00	Start Step Down Process	Start Step Down Process	Start Step Down Process	Start Step Down Process	Start Step Down Process

## **OAR Chaplaincy**

Oasis will build a multi-faith chaplaincy team to serve the students of OAR. Oasis National Director of Ethos and Values will work alongside OAR's Principal to shape this service.

We will curate a multi-faith space that creates a welcoming environment for reflection for all.

We have also engaged [REDACTED] and [REDACTED] (both experienced chaplains) who have advised us and will continue to act in this way in our pre-opening phase.

- [REDACTED] is currently head of spiritual health care at St. Thomas' Hospital, Lambeth (with whom we have an existing partnership – an Oasis Youth Services team is embedded in the E & E department of St. Thomas' to work with young people who have been victims of violent crime) to act as a consultant to us on this.
- [REDACTED] is Chaplain at HMP Bronzefield.

Oasis will develop a spiritual health care team that supports young people of all faiths and beliefs, as well as those who do not have a particular religious belief but who would like someone to talk with. We are aware that each of our volunteer chaplains will have to be approved and then registered through the Ministry of Justice in order to join the team. We will develop a volunteer team of chaplains and chaplaincy volunteers who represent all the major faiths, beliefs and denominations, including Buddhist, Christian (Church of England, Free Church, Roman Catholic and Pentecostal), Hindu, Humanist, Jain, Jewish, Muslim (respecting both Sunni and Shai), Sikh and others as appropriate.

Our goal will be to provide a service that is confidential and open to all our students, as well as their relatives and our staff.

We will always try to find a faith or belief specific chaplain whenever we can.

We will provide training to all our volunteer chaplains.

## **OAR Culture and Environment: ensuring a cycle of positive interaction between the Academy and family/carers**

Oasis Academy Restore will use three key approaches to engaging with family/carers and creating meaningful contact between the young person and healthy social networks.

### **1. Integrated systems for assessment and information sharing with key individuals.**

A caseworker will be allocated to each student whose role it will be to liaise with external agencies, third party providers and OAR partners and family/carers to organise a resettlement plan that allows a young person to maintain the progress made in OAR and to desist engaging in criminal social networks and behaviours.

The caseworker will act as an advocate for the young person and point of communication to all internal and external parties. They will facilitate case review meetings using

- a) The students OAR Passport which will integrate information and assessment from the young person, teacher, coach and health care professionals.
- b) Case review meeting held one month after arrival, every three months thereafter and one month and two weeks before release as part of step down process.

2. Young Person's choice and participation in identifying key individuals with influence and information sharing.

Students at OAR will have a voice in who receives information and how much is shared, as well as identifying who are the people in their lives with 'weight of influence'. This will be managed alongside safeguarding best practice to ensure those who are directly involved in visits, regular contact and updates are appropriate and in the best interests of the student and an adaptive resettlement plan.

3. Community Days

In addition to normal visits and telephone contact, OAR will hold community days once a term for family and carers to visit the relevant community wing. This will be an opportunity for young people to share what they have experienced as successes, and showcase their work. Family and carers will also be able to take this opportunity to meet with coaches, teachers and other staff, but the event will not focus on 1-1 review conversations or trouble-shooting, which will be reserved for formal review meetings.

**OAR Culture and Environment: ensuring a cycle of positive experience for students without family or have difficult with family**

Oasis Academy Restore understands that children without access to family or who have difficult relationships with them, are often Looked After Children or don't have supportive networks have the poorest social capital and are therefore at risk of making potentially destructive choices that lead to criminal behaviours and increased chances of reoffending.

OAR also knows that children are often at risk of all forms of exploitation when they are without family support and our networks need to work across County Lines to reduce this risk.

OAR will provide opportunities for members of young people's support networks who to engage when they would otherwise not do so. This will be done through:

- a) The Case Worker will liaise with external agencies to offer bespoke input where appropriate. Community volunteers will be used to support young people and offer support to family members and friends who do visit. These visit and the

allocation of community volunteers will be co-ordinated through Case Workers and OAR Volunteer co-ordinator – the Hub leader (see section F4)

- b) OAR Family Support Workers will work with families and therapists to provide holistic interventions needed and be part of Review Meetings where appropriate
- c) Resettlement planning for these students will be especially focussed, timely and integrated led by the student's Case Worker
- d) Many students from disadvantaged backgrounds with poor familial relationships need additional support. Where feasible this will be done through commissioning of CAHMS services by the schools health care staff
- e) Case Workers will work through MAPPA, the Custody Support Plan Officer (CuSP) and other agencies to secure effective and pre-emptive Care Plans that are carried through to resettlement with support from the school and their 'home' local authority. OAR is committed to advocating on a student's behalf.

Community volunteers who support the young people throughout their stay will also be invited to community days so that each student feels celebrated and their achievements noticed. The community volunteers will be supplied by any number of Oasis' partners as outlined in Section E.

This multi-agency and partnership based approach aims to create resilient and consistent communities that act as safety nets for young people whilst at the school and, more importantly on resettlement.

Furthermore, OAR benefits from relationships with 52 other Oasis Academies across the UK, often from similar backgrounds as those who would be placed in the Secure School. OAR would seek to create opportunities for students to share their success stories and life experiences with OAR students through letters or videos. This would be so that, no matter their family situation, all students understand that they are part of a wider community of peer support. Due regard would be given to the safeguarding considerations of this.

## **OAR Culture and environment: Catering**

### **Food Literacy**

Oasis Academy Transform will provide a nutritionally balanced and culturally diverse food offer for its students that is sensitive to the range of different relationships to food that can exist as a result of ACEs.

OAR is committed to provide catering that has nutrition at its heart and recognises that an eating experience is also a learning experience. The recruitment of an excellent catering manager and assistant will be core to delivering this vision.

OAR has experience of transforming the school food provision at Oasis Academy South Bank, providing hot meals to every student and guaranteeing they have a nutritionally balanced hot meal. Further work is underway to vary break time snack offers in conjunction with students as part of a wider healthy weight project that is an anchor project for the Guy's & St Thomas' Charity.

Students will be able to choose from at least three meal options at each sitting and where possible will pre-order their meals. Students will be given enough time to order and eat their meal in a calm, appealing restaurant environment.

Staff and students will eat together so that bespoke support can be given to those who struggle with meal times routines and food related anxiety.

Those undertaking vocational catering qualifications will use their skills and training to contribute to the menu plans. Through the catering provision, OAR will develop children's literacy around food and where possible increase interest in the diversity of their own diets and this will be done through the enrichment and PSHE curriculum.

### **Partnerships and Enterprise**

Oasis Academies benefit from the relationship with a catering provider, OAR will enter into the necessary procurement processes to appoint a catering provider. OAR will work with all catering staff to build knowledge and practice that builds a food culture among the wider team, that encourages staff to understand how food can be part of the therapeutic input for the children and gives them an active role in what OAR are committed to achieve.

Oasis Academy Restore will look to create three customer-facing scenarios for students to apply their catering training:

1. Using The Clink model (as described in Section E and in Section D5) OAR would like to provide a public-facing café where students can use their customer service and catering skills with members of the public for lunches and, potentially, evening dining. This model has proven to give adult offenders a greater chance of success after release and helps to normalise the custodial experience.
2. OAR will equip students to open and run a student café for an hour a day during enrichment time. The Student Council in each Residential House will decide (from a pre-selected list) what items would be stocked in the cafe shop. Students would be able to spend their Oasis Dollars in exchange for café items. Students would learn entrepreneurial skills and be asked to manage the shop as part of their Princes Trust employability qualification and their Enterprise Trust BETA (Bravery, Excellence, Teamwork and Adventure) mentorship programme.
3. OAR catering students (and others as they wanted or were appropriate) will have opportunity to serve in the staff and visitors café.

The Academy will also hold themed cooking events where themed cooking evenings where students cook for each other using a 'Cooking for All' model used in many schools across the UK, giving students the opportunity to develop practical life skills that educate for independent and self-sufficient living.

**Section D Education, health, wellbeing and care plan**

**Section D1 An ambitious and achievable integrated plan for meeting students' education, health, wellbeing and care needs**

## **Section D Education, health, wellbeing and care plan**

Oasis Academy Restore will ensure that all young people, regardless of their starting point, transform into model citizens who flourish, and contribute to, the world in which they live. We will ensure that students are equipped to enter into the world of work or full time education and enjoy the challenges that work or school environment poses to them. In addition, OAR students will become resilient, kind and empathetic citizens who choose to contribute to in their community and those around them. In addition, Oasis Academy Restore students will become kind, thoughtful and empathetic citizens committed to serving their community and those around them.

In summary, Oasis Academy Restore's vision is comprised of two simple but equally important facets: firstly, for every students to become a leader of their future pathway into work or education, and secondly for them to be resilient active citizens.

Oasis Academy Restore (OAR) is committed to ensuring all groups of students, regardless of complexity or need, achieve great things. We actively seek to meet the needs of those that have Special Educational Needs (SEND), have low prior attainment and those that are disengaged with education. Oasis Community Secure Trust seeks to provide a transformational education offer to those that need it most. The most vulnerable, the most disengaged, those that require nurture, love, support and self-discipline.

**Oasis Academy Restore has clear Values that underpin all that it does:**

**This vision will be achieved through a focus on these key academy values. How to embody these values will be taught explicitly and embodying these values will be celebrated publicly. Our school values are:**

**O = Ownership. Take responsibility for yourself.**

**A = Aspiration. Be a change agent.**

**R = Resilience. Never give up.**

Oasis Academy Restore will serve a pupil cohort of diverse, complex and challenging behavioural, emotional needs with complex barriers to learning. Therefore, the changes to our delivery model and approach will be adapted to suit the needs of the cohort.

We will provide students with a core curriculum based on ensuring all students are able to achieve success relevant to their starting points. We recognise that students need to develop resilience and grit in order to become confident members of society. As such, all staff will be trained to teach using a growth mind-set model. Additionally, all students will receive a growth mind-set education both through explicitly taught lessons, personal development tools, a varied and bespoke enrichment offer and a tailored PSHE curriculum and implicitly through the culture in every classroom, every office and every shared space in the school.

The vision of our Academy will focus on securing and inspiring all students to be on a clear education or employment route upon leaving the Academy to increase their chances of entering into a strong social network and becoming empathetic, kind citizens. Students will have baseline assessments upon entering the secure school which will not only

assess levels of literacy and numeracy but will also ascertain the young person's areas of interest and passions. From this, a bespoke and personalised curriculum will be created. There will be 6 key career vocational routes for the young people to choose from. These career routes will have a 'live' real outlet, within the secure school, where the youngsters have an opportunity to 'practice' their vocation. Based on the model at HMP Brixton with 'The Clink' Restaurant. In time, we hope to open these outlets to the public because we feel this will foster potential corporate links and build networking relationships that in turn, could support the students in their futures. In the short term, these outlets would be open to all verified prison staff and the students themselves would be able to use the outlets in unstructured times to 'cash in' their Oasis pay cheque.

### **The Vocational Paths:**

- 1) Hospitality and Catering- Oasis Academy Restore café/shop
- 2) Health, Beauty and Hair- Oasis Academy Restore Barber and salon
- 3) Mechanics and Motor vehicles: Oasis Academy Restore Mechanics
- 5) Music, Art and Drama: Oasis Academy Restore Theatre/Studio
- 6) Exercise, Fitness, Personal Training: Oasis Academy Restore Gym

In addition to the Level 2 or 3 Vocational qualification students would receive through one of these routes, students would also have real experience of working in these outlets; within the secure school. We would look to accredit their qualification with City and Guild or similar qualifications. However, 16 years-18years, for students with a longer sentence, we would hope to fulfil apprenticeship programmes.

We envisage that in time an Oasis Restore Market Place Hub will exist as the heart of the Secure School. This would eventually be open to the public, subject to significant safeguarding and risk assessments in place and appropriate capital investment secured through private sector funding (akin to 'The Clink' model). Students would receive a pay cheque at the end of each week that allows students to also spend Oasis money in the Market Place Hub and for other privileges.



**Oasis Hub Market Place**

**Oasis Academy Restore  
café/shop**

**Oasis Academy Restore  
Barber and salon**

**Oasis Academy Restore  
Mechanics**

**Oasis Academy Restore  
Theatre/Studio**

**Oasis Academy Restore  
Gym**

OAR's education, enrichment care provision will be year-round for all students, catering for those who are on short, medium and long-term sentences regardless of their time of arrival during the academic year. Enhanced enrichment will be provided for students who have been in the Academy

**Qualifications**

**Qualifications by ability group and sentence length**

The below table outlines how we will create a year-round differentiated offer to students with different starting points, sentencing lengths and learning needs. All students would do both the English and Maths qualification stream and then would choose from one of the 6 vocational qualification streams.

2 week stay			
Qualification Type	Low Prior Attainers Complex SEND learning needs	Middle Prior Attainers	High Prior Attainers
English	Functional Level 1 Reading and Writing	Functional Level 2 Reading and Writing	Functional Level 2 Reading and Writing  Unless student happens to be at Oasis Academy Restore during

			Summer GCSE June/May window
Maths	Functional Level 1 Maths	Functional Level 2 Maths	Functional Level 2 Maths Unless student happens to be at Oasis Academy Restore during Summer GCSE June/May window
Vocational Route 1: Hair and Beauty	Level 1 City and Guilds: Hairdressing and barbering	Level 2 City and Guilds Hairdressing and Barbering	
Vocational Route 2: Food and hospitality	Level 1 City and Guilds <b>5546- 64 Skills for Working in the Hospitality &amp; Catering Industry</b>	Level 2 City and Guilds <b>5546-64 Skills for Working in the Hospitality &amp; Catering Industry</b>	
Vocational Route 3: Music, Art and Drama	City and Guilds Level 2 Award Sound Engineering and Music Technology		
Vocational Route 4: Computer Technology	City and Guilds Level 1: IT professionals	City and Guilds Level 2: IT professional	
Vocational Route 5: Physical exercise and sport	City and Guilds Level 1: Sport and Leisure	City and Guilds Level 2 Sport and Leisure	
Vocational Route 6: Construction Industry	City and Guilds Level 1: <b>5546- 60 Skills for Working in the Construction Industry</b>	City and Guilds Level 2 <b>5546-60 Skills for Working in the Construction Industry</b>	

1 month stay			
Qualification Type	Low Prior Attainers Complex SEND learning needs	Middle Prior Attainers	High Prior Attainers
English	Functional Level 1 Reading and Writing	Functional Level 2 Reading and Writing	Functional Level 2 Reading and Writing  Unless student happens to be at Oasis Academy Restore during Summer GCSE June/May window
Maths	Functional Level 1 Maths	Functional Level 2 Maths	Functional Level 2 Maths Unless student happens to be at Oasis Academy Restore during Summer GCSE June/May window
Vocational Route 1: Hair and Beauty	Level 1 City and Guilds: Hairdressing and barbering	Level 2 City and Guilds Hairdressing and Barbering	
Vocational Route 2: Food and hospitality	Level 1 City and Guilds <b>5546- 64 Skills for Working in the Hospitality &amp; Catering Industry</b>	Level 2 City and Guilds <b>5546-64 Skills for Working in the Hospitality &amp; Catering Industry</b>	
Vocational Route 3: Music, Art and Drama	City and Guilds Level 2 Award Sound Engineering and Music Technology		

Vocational Route 4: Computer Technology	City and Guilds Level 1: IT professionals	City and Guilds Level 2: IT professional	
Vocational Route 5: Physical exercise and sport	City and Guilds Level 1: Sport and Leisure	City and Guilds Level 2 Sport and Leisure	
Vocational Route 6: Construction Industry	City and Guilds Level 1: <b>5546-60 Skills for Working in the Construction Industry</b>	City and Guilds Level 2 <b>5546-60 Skills for Working in the Construction Industry</b>	
6 month stay			
Qualification Type	Low Prior Attainers Complex SEND learning needs	Middle Prior Attainers	High Prior Attainers
English If the stay is over the May/June exam window	GCSE English Language	GCSE English Language	GCSE English Language
Maths If the stay is over the May/June exam windowC	GCSE Maths	GCSE Maths	GCSE Maths
Vocational Route 1: Hair and Beauty	BTEC Beauty Therapy and Hairdressing Level 1	BTEC Level 2 Beauty Therapy and Hairdressing Diploma	BTEC Level 2 Beauty, Therapy and Hairdressing
Vocational Route 2: Food and hospitality	BTEC Level 1	BTEC First Level 2 Hospitality Diploma	BTEC Fist Level 2 Hospitality Diploma

Vocational Route 3: Music, Art and Drama	BTEC Level 1 Music Dipoma	BTEC Level 2 Music Diploma	BTEC Level 2 Music Diploma
Vocational Route 4: Computer Technology	BTEC Level 1 Diploma in IT	BTEC Level 2 Diploma in IT	BTEC Level 2 Diploma in IT
Vocational Route 5: Physical exercise and sport	BTEC Level 1 Diploma in Sport	BTEC Level 2 First in Sport	BTEC Level 2 Fist in Sport
Vocational Route 6: Construction Industry	BTEC Level 1 Diploma in Construction	BTEC Level 2 First in Construction	BTEC Level 2 First in Construction
18 month stay			
Qualification Type	Low Prior Attainers Complex SEND learning needs	Middle Prior Attainers	High Prior Attainers
GCSE English Language	GCSE English Language	GCSE English Language	GCSE English Language
GCSE Maths	GCSE Maths	GCSE Maths	GCSE Maths
Vocational Route 1: Hair and Beauty	BTEC Beauty Therapy and Hairdressing Level 1	BTEC Level 2 Beauty Therapy and Hairdressing Diploma	BTEC Level 2 Beauty, Therapy and Hairdressing
Vocational Route 2: Food and hospitality	BTEC Level 1	BTEC First Level 2 Hospitality Diploma	BTEC Fist Level 2 Hospitality Diploma
Vocational Route 3: Music, Art and Drama	BTEC Level 1 Music Dipoma	BTEC Level 2 Music Diploma	BTEC Level 2 Music Diploma
Vocational Route 4: Computer Technology	BTEC Level 1 Diploma in IT	BTEC Level 2 Diploma in IT	BTEC Level 2 Diploma in IT

Vocational Route 5: Physical exercise and sport	BTEC Level 1 Diploma in Sport	BTEC Level 2 First in Sport	BTEC Level 2 First in Sport
Vocational Route 6:  Construction Industry	BTEC Level 1 Diploma in Construction	BTEC Level 2 First in Construction	BTEC Level 2 First in Construction

NB: For those students whose prior attainment is low and needs are especially high, we will consider using an ASDAN Entry / Access before commencing to Level 1 and 2 for some of these students.

### OAR's Time Table

So that we can offer an integrated offer to all our students, we have created a timetable to deliver education, health care, personal development and specific interventions that meet the individual needs of the students.

The below is an exemplar timetable for a student at Oasis Academy Restore. We believe that exercise and fitness is a compulsory part of a happy healthy mind. Therefore, the first session of the day is made up of cardio vascular fitness/activity. The set meal times will allow for 'family style' dining in Houses where students sit together with staff, serve one another and enjoy the company of each other. We feel this brings a sense of community and belonging.

	Monday	Tuesday	Wednesday	Thursday	Friday
7.00am-8.00	Wake Up  Physical Exercise				
8.00-9.00	Breakfast in houses				
9.00 – 9.45	Personal Development Time				
9.00-10.00	English	Maths	English	Maths	English

10.00-11.00	Vocational Career Path Theory	Vocational Career Path  PRACTICAL	Vocational Career Path Theory	Vocational Career Path:  PRACTICAL	Vocational Career Path Theory
11.00-12.00	Vocational Career Path Theory		Vocational Career Path Theory		Vocational Career Path Theory
12.00-13.00	Family Lunch in Houses				
13.00-14.00	Vocational Career Path	Prince's Trust Employability and Vocational Qualification	Vocational Career Path	Prince's Trust Employability and Vocational Qualification	Vocational Career Path
14.00-15.00	PRACTICAL		PRACTICAL		PRACTICAL
15.00-16.00					
16.00-17.00	Therapeutic 1:2:1	Life skills and mentoring 1:2:1	Therapeutic 1:2:1	Physical Social Health Education	Physical Social Health Education
17.00-18.00	Family Dinner in Houses				
18.00-19.00	Enrichment and skills training. Choice of:				
19.00-20.00	Football Tournament  Cooking  Arts and Crafts				

	Computing	Computing	Computing	Computing	Computing
	Gym	Gym	Gym	Gym	Gym
	Boxing	Boxing	Boxing	Boxing	Boxing
	Farm	Farm	Farm	Farm	Farm
	Climbing wall	Climbing wall	Climbing wall	Climbing wall	Climbing wall
	Managing money: entrepreneurs	Managing money: entrepreneurs	Managing money: entrepreneurs	Managing money: entrepreneurs	Managing money: entrepreneurs
	All of these Enrichment activities and the Evening Film are subject to successfully having enough Oasis Restore points. Enrichment activities include sessional work delivered by youth workers, inspirational speakers, career sector talks and specialist providers. OAR will be flexible with family visits according to family/carer circumstances but will aim to arrange visits between 6pm – 8pm.				
20.00-21.00	Enrichment activities	Enrichment activities	Enrichment activities	Enrichment activities	Enrichment activities
21.00-22.00					

•  
 \*This T/T is designed to represent the model of educational delivery in OAR. Enrichment and evening activities would be adjusted to suit the needs, behaviours and safety of students in each House. Therefore, while the school will operate a single T/T, Oasis understands this will need to be differentiated according to the individual child, via their OAR passport and personalised learning plans. All enrichment activities will be offered on a carousel to maximise space, security considerations and enrichment staff time.

### **Weekend Provision**

Our weekend provision The curriculum will promote the fundamental British values of democracy, the rule of law and mutual respect and tolerance of those with different faiths and beliefs.

	Saturday	Sunday
10.00-11.00	Physical Activity	
11.00-12.00	Lunch	

12.00-16.00	<p>Work in Oasis Hub Market Place for additional Oasis Dollars</p> <p>Personal Development Time with Coaches</p> <p>Family Visits</p> <p>Off-site, temporary release outdoor and adventure activities (contingent on Oasis Dollars)</p>	<p>Enrichment Activity</p> <p>Personal Development Time with Coaches</p> <p>Family Visits</p>	
16.00-17.00	<p>Choice of Enrichment Activity</p> <p>Pay cheque dependent</p>		
17.00-19.00	Dinner		
19.00-22.00	FILM or Free Time		

### **Consistency in Teaching and Learning across our Schools**

Delivering an exceptional quality of teaching every day is at the core of what we believe is important, we aim to create opportunities for the young people we serve to enable to them to achieve excellence through respect and confidence. Our bespoke approach to teaching is based upon what we believe is effective at raising achievement and providing our young people with the knowledge, skills and understanding to be able to thrive and compete in modern society regardless of age, background, ethnicity, gender or barriers to learning.

Being part of a large academy trust we realise the importance of clear lines of communication and rigour at every level to ensure the very best quality of teaching and learning experiences for our young people.

Oasis Secure Academy Trust will include termly Monitoring and Standards reviews and half termly visits from our education directors from the parent academy trust to externally evaluate the duality of education provision in Oasis Academy Restore. Termly visits from our Board members and KPI reports sent routinely throughout the year will help to ensure Oasis Academy Restore is rigorously monitored and supported to constantly drive standards.

Oasis has learnt how to be effective at raising the standard of provision and the Trust's quality assurance framework serves to support and challenge performance throughout

the school and these are all well-established processes that form part of leadership approach and support the improvement of teaching and learning.

One of the most significant benefits for staff, there will be the opportunities for joint CPD and career progression. We will provide opportunities for staff to work collaboratively with staff in Oasis Community Learning.

### **Special educational needs and disabilities (SEND)**

OAR will have be fully inclusive and responsive to the needs of all students who attend the school. This is essential if students are to participate, achieve and improve their life chances. In accordance with the school's SEND policy, we will ensure early identification and appropriate intervention for pupils with learning difficulties and disabilities as determined by the induction process and assessments.

In line with the SEND code of practice tailored support will be provided for pupils who have a physical impairment with a view to establishing the greatest degree of inclusion possible for each pupil. Intensive work with students requiring higher levels of support will be provided. Where required and possible, we will ensure that reasonable adaptations are made to the school environment to meet the needs of students with physical disabilities.

As a priority, from the first year of opening, we will ensure the school has full access to an appropriately qualified SENDCo who will be a senior member of staff. The SENDCo will have responsibility for the co-ordination of support for students with SEND. As this will be a joint appointment with OAO, the SENDCo will be supported by an assistant SENDCo and child protection officers who will have the appropriate qualifications and up to date training. We will ensure a member of the Board of Trustees has a specialism in safeguarding.

### **Equality and Inclusion**

At Oasis, an inclusive education is the basis from which we design our education offer. Our vision is driven through a passion and commitment to include everyone:

- We believe all our students are precious;
- we prioritise social inclusion and integration in all we do
- We model and set high aspirations and expectations for every student and member of staff
- We provide opportunities and experiences for all of our students, as well as their wider families, giving advantage to the disadvantaged

Our aim is to provide an exceptional education for all our students both academically and socially. Our commitment to equality must be communicated to all members of the extended Academy community - including staff, Board members, parents/carers and visitors.

The Equality Act 2010 details some key equality provisions for the delivery of education and a duty for public bodies, such as Oasis Secure Trust, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relationships between different groups (Public sector Equality Duty). The act included nine protected

characteristics that mean it is unlawful for an Academy to discriminate against a student or prospective student by treating them less favourably because of these characteristics.

We believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike. Therefore, we actively promote and practise the Oasis 9 Habits to help all OAR's Academy community to behave in a way that enables us to be our best and bring our best to our learning and the community we are a part of. To be inclusive we aim to develop an understanding and tolerance of each other through knowledge, mutual respect, forgiveness and believing the best of one another. At OAR individual rights will be respected and choice will be exercised within a culture of self-discipline.

Oasis Community Learning promotes British values through the curriculum. We work with students to tackle issues focusing on PREVENT and extremism

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students or groups of students. This means that equality of opportunity must be a reality for all our students.

Academies will need to ensure that the way in which issues are taught does not subject individual students to discrimination. The curriculum must be inclusive so that barriers to learning are removed. For example, ensuring that PSHCE provision is not heterosexist or that English provides a range of works from authors of many diverse backgrounds  
Consideration will be given at OAR to:

- Using pro-noun free titles for student roles (e.g. vice chair/chair not head boy or girl)
- Single sex classes will be avoided unless needed to be used for safeguarding reasons
- Single sex sport will be used only when the physical strength, stamina or physique puts either gender at a disadvantage or makes them vulnerable
- The curriculum and learning is fully diverse and inclusive e.g. English provides a range of authors and PSHCE is not heterosexist
- take into account different learning and attachment styles
- will specifically work with Looked After Children to ensure their needs are part of their care plan and PEP and are met during their sentence and on release

Oasis Academy Restore will aim to give all students the opportunity to succeed and reach their best. We will analyse the attainment of different groups of students to ensure that all students are achieving as well as they can. We will recognise that higher than average number of students in OAR will be from African Caribbean backgrounds, will be LAC and will have significant barriers to learning with complex mental and physical health needs. Oasis is deeply committed to going the 'extra mile' to ensure all children are included, have equitable care and intervention and are, themselves, modelling that to others in the Academy Community.

The Director of People Development will be appointed as the school's Equality and Diversity Champion and will work with the parent trust's national steering group to implement the following objectives:

- Celebrating, communicating and promoting equality, diversity and Inclusion in all we do
- Designing and facilitating training for staff, volunteers and students
- Understanding Oasis – identifying, monitoring and addressing differential patterns across the protected characteristics in the recruitment, progression and achievement of our staff, volunteers and students
- Promoting and embedding inclusive learning, teaching and language
- Embedding good equality, diversity and inclusion practice into our daily activities and decision making processes
- Identify opportunities to embed equality, diversity and inclusion by conducting equality impact assessments when developing policies or projects.

### **Integrated whole-school team**

Our leadership team will be multi-disciplinary, designed specifically to provide integrated and holistic care to our students. By working collaboratively to share expertise they will deliver a board and balanced curriculum with care, empathy and aspiration.

Oasis believes the process by which integration is achieved is simple – through providing opportunity to connect, share and strategise together teams will become more inter-dependent.

Meeting structures will facilitate this cross-disciplinary working, where colleagues work side by side to see individuals achieve their best. Through these meetings, we will encourage health practitioners to work alongside residential coaches and case workers or facilities staff.

Meetings at the start of shifts will be attended by all school departments (residential, operational, educational), where possible and accounting for shift start-times and safety of students. In addition, once a month leadership team members will run their own staff meetings and attend others e.g. Head of Security will attend the Head of Education's staff meeting.

The systems that underpin this information sharing will be developed by the leadership team in liaison with Oasis IT services.

Suggested meeting cycles are set out below

<b>Meeting</b>	<b>Frequency</b>	<b>Membership</b>
Leadership Team	Daily (at least)	Leadership
Shift Check-in and Check-out	Daily	Residential Coaches Security Officers

		Therapists Teachers Facilities & Catering
Subject meetings	Weekly	Teaching staff Enrichment staff
Operational service delivery	Weekly	
Pastoral Support Review meetings	Weekly	Residential Coaches Case Workers
Personalised Learning Reviews	Bi-weekly and/or monthly	Teaching staff Clinicians/therapists Residential Coaches
Multi-disciplinary review by residential house	Whole school middle leadership	Residential Coaches Teaching staff Case workers Therapists/health care
Multi-disciplinary of critical cases	Monthly and as needed (internal critical case conferences)	Leadership and Senior Healthcare staff

In order to foster integrated delivery and provide effective leadership and management of the organisation, the Academy will use a cycle of meetings to share information, make tactical and strategic decisions that support student's progress and safety as well as promote staff-being. The cycle would be adjusted to react to changing needs of the school.

**OAR integration and co-delivery with NHS and healthcare providers?**

Oasis Academy Restore Coaches, teachers and facilities staff would be trained (as stated in Section B) to deliver a therapeutic environment to young people, where each interaction is meaningful.

OAR will actively seek to understand and support the work of NHS and Healthcare staff. Similarly, healthcare staff will be provided with the opportunity to join OAR staff induction sessions in order to understand the ethos underpinning our service delivery model, and the values with which our staff carry out their work.

We will seek to provide a context of mutual respect and collaboration, such that OAR staff learn from healthcare staff and healthcare staff are afforded input which will assist in their work with young people. In this way, it is hoped that NHS/Healthcare provider values and processes can be dovetailed with Oasis' vision, values and approach (see Section B).

Whilst the Academy's remit would not include the design of specialist, individual psychological and behavioural interventions, we would like to see our staff trained, where financially feasible, to support interventions recommended by health professionals, including:

- Cognitive Behaviour Therapy
- Interpersonal Therapy
- Systemic Family Therapy
- Trauma Therapy
- Non-Violent Resistance
- Solution Focused Therapy
- Motivational Interviewing

Interventions commonly used in Learning Disability services may also be suitable for some young people at OAR, such as:

- Positive Behaviour Support
- Intensive Interaction

The skills and values embedded within the staff team, by the training opportunities and induction processes described in Section F4, would equip them with a psychologically minded approach to their work with young people. This would provide a robust foundation for staff to partake in specialist interventions and follow guidance given by health professionals.

OAR staff will collaborate with health professionals through:

- Attending formulation or assessment meetings as requested.
- Attending Team Around the Child (TAC) and/or Care Programme Approach (CPA) meetings when invited.
- Committing to understand and deliver bespoke guidelines provided by health staff for each young person.
- Providing consistency of the staff members involved with each specialist intervention where feasible.
- Recording behavioural data as required by health professionals in order to monitor the outcomes of their intervention.
- Providing qualitative feedback to healthcare staff about their interventions as required.
- Supporting young people to build relationships and look positively on their interactions with healthcare professionals.
- Information sharing with them as appropriate.

A student's Case Worker will seek to include NHS staff and healthcare professionals in all review processes.

Any guidelines produced by healthcare staff will be included in the young person's OAR passport (See Section D3).

Where appropriate, we will seek to provide our staff with an awareness of NICE guidance, and seek to follow advice from health staff, in order to adhere to these, where it part of our role to do so.

**Section D2 Establishing each student's starting point, setting targets and measuring progress**

## **Monitoring Academy Standards**

The important process of monitoring and review of individual students' holistic development and progress at OAR will be taken from OCL's systems and practices.

Oasis Academy Restore will ensure they follow a rigorous improvement and monitoring cycle to quality assure data, qualitative evidence and outcomes from assessment framework including information from NHS England and individual healthcare providers.

Quality assurance will be in the form of monitoring and improvement cycle. OAR believes that a distributed approach within the Academy will create a strong culture of accountability and will allow Coaches, Case Workers, Facilities staff and Teachers at all levels to have ownership over their areas of responsibility. Additionally, OAR understands the nature of this provision is innovative and unknown; Oasis is committed to continually reviewing practice in order to improve quality and the holistic progress of all the Academy's students.

We believe that we can always learn and will foster links with other education providers in the sector as well as in Alternative Provision to ensure we are reflective practitioners who innovate and adapt to the needs of the students we serve.

Monitoring visits will include consideration of the SCCIF framework standards as well as the CIF.

An outline of OAR's suggested monitoring cycle is below:

<b>Activity</b>	<b>Frequency</b>	<b>With whom</b>	<b>Provision</b>	<b>Purpose</b>
Learning Walks	Bi-Weekly	Leadership staff > teaching staff	Education provision	Inform pupil progress and quality teaching
Book scrutiny and classroom checks	Weekly	Leadership staff > teaching staff	Education provision	Inform pupil progress and quality teaching
Line Management	Weekly	Leadership with all staff (including teaching staff)	All provision	Holistic review of teacher and student progress and staff well-being
Informal observations	B-weekly	Leadership staff > teaching staff and enrichment providers	Education and enrichment provision	Quality teaching and relationships in the classroom

Individual pupil progress	Monthly	Leadership > teaching and coaching staff	All provision	Student progress
Raising Attainment and Progress	Weekly	Leadership > all staff by subject/department	Education provision	Whole school progress against targets and regulator floor standards
KPIs	Half termly	Leadership staff > Trust Board	All provision	Report on effectiveness of provision to Board and regulatory bodies where needed
Monitoring and standards visit	Half termly	OCL staff/consultants > Leadership staff	All provision	Report on effectiveness of provision to Board and regulatory bodies where needed
Peer reviews	Termly	Oasis Learning external providers Community Staff, other education	All provision	Sharing best practice, CPD and innovation with other providers and wider Oasis staff. Reports sent to Leadership staff and those of involved parties

### **Assessment**

Assessment is crucial in ensuring a bespoke and personalised approach to the curriculum and appropriate delivery of the curriculum. OAR will have clarity through our Key Performance Indicators of where we are heading:

KPIs	KS3	KS4	KS5
Attendance to taught sessions	95%	96%	96%

4+ in English and Maths GCSE		45%	
English and Maths Functional Skills	70% achieve	70% achieve	80% achieve
NEET on resettlement	0%	0%	0%
Prince's Trust Personal Development and Employability Skills	100% of young people to have successfully achieved level 2 or level 3 qualification		

OAR will benefit from the OCL KPI portal and data management system which makes whole-school assessment an efficient and aligned and to vision targets. [REDACTED]

### Student Assessment

Assessment of student's will begin on arrival to OAR. This will be done with empathy and taking a staggered approach. There will be a thorough and robust assessment for the first week of a student's being at Oasis Academy Restore. All students will be in the intense 'Restore Induction and Assessment week', regardless of the length of time a student will be at Oasis Academy Restore. These assessments and thorough induction will help ensure accurate and bespoke provision is in place for them and will additionally support the students in securing an Education Health Care Plan (EHCP), if one is not already in place.

An example of the suite of assessments completed on each students:

- Literacy Reading Age Assessment
- Writing Assessment
- CATS test
- Numeracy functional Maths Assessments
- Strength, Difficulties Questionnaire (SDQ)
- Non-verbal and verbal reasoning test
- Princes Trust Leadership Assessment
- Education Psychologist Assessments
- Speech and Language and Communication Assessment
- Physical Health NHS Assessment: sight, hearing, blood screening, blood pressure, height, weight
- 

Results of these assessments will be used diagnostically to ensure a holistic

understanding of each of the students is secured by all staff at Oasis Academy Restore. This will ensure a bespoke curriculum is designed for the individual and a differentiated approach is taken to the delivery of this curriculum. In addition to this differentiation, this assessment suite will ensure a robust Educational Health Care Plan submission is made to the local authority of each of the students 'home' local authority; if there is not one already in place once the students arrives at Oasis Academy Restore.

We will use the Pearson Behaviour Assessment (or similar) in addition to the suite of assessments above to gain a comprehensive understanding of the students Social, Emotional, and Mental Health needs.

\*From Pearson Behaviour Assessment System:

We will use a comprehensive set of rating scales and forms including the Teacher Rating Scales (TRS), Parent (significant adult) Rating Scales (PRS), Self-Report of Personality (SRP), Students Observation System (SOS), and Structured Developmental History (SDH). Together, they help you understand the behaviours and emotions of students and adolescents.

### **Benefits**

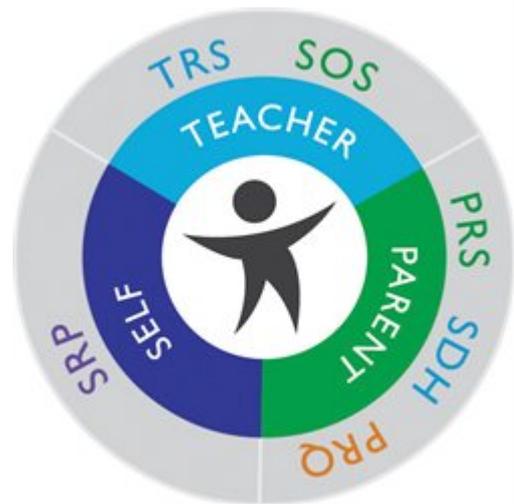
- Uses a multidimensional approach for conducting a comprehensive assessment
- Strong base of theory and research gives you a thorough set of highly interpretable scales
- Ideally suited for use in identifying behaviour problems as required by IDEA, and for developing FBAs, BIPs, and IEPs
- Enhanced computer scoring and interpretation provide efficient, extensive reports
- Normed based on current U.S. Census population characteristics
- Differentiates between hyperactivity and attention problems with one efficient instrument

### **An effective way to measure behaviour**

Once the diagnosis has been made interventions can be put in place that help students thrive in their school and home environments following these effective behaviour assessment. The Behaviour Assessment System for Students (BASC) holds an exceptional track record for providing a complete picture of a student's behaviour. School and clinical psychologists have depended on BASC for more than 20 years. Now, renowned authors Drs. Cecil Reynolds and Randy Kamphaus present their latest edition of this excellent measure—BASC-3. BASC-3 provides the most comprehensive set of rating scales. These scales measure areas important for both IDEA and DSM-5 classifications. Best of all, you receive the

most extensive view of adaptive and maladaptive behaviour. Multiple perspectives is the key to measuring behaviour

BASC-3 applies a triangulation method for gathering information. By analysing the student's behaviour from three perspectives—Self, Teacher, and Parent/Carer—you get a more complete and balanced picture. Combined, these BASC-3 tools provide one of the most comprehensive systems currently available.



### **Self-Perspective**

- Self-Report of Personality (SRP)

### **Teacher Perspectives**

- Teacher Rating Scales (TRS)
- Students Observation System (SOS)
- BASC-3 Portable Observation Program (POP)

### **Parent/Carer Perspectives**

- Parent Rating Scales (PRS)
- Structured Developmental History (SDH)
- Parenting Relationship Questionnaire (PRQ)

Like its predecessor, BASC-3 brings you the same superb family of tools

### **Assess behaviour patterns**

- Teacher Rating Scales (TRS)
- Parent Rating Scales (PRS)
- Students Observation System (SOS)

### **Assess emotions and feelings**

- Self-Report of Personality (SRP)

### **Background information**

- Structured Developmental History (SDH)

### **Teacher Rating Scales**

Use the Teacher Rating Scales (TRS) to measure adaptive and problem behaviours in the school setting. Teachers or other qualified observers can complete forms at three age levels—in about 10-20 minutes. The forms describe specific behaviours that are rated on a four-point scale of frequency, ranging from "Never" to "Almost Always." The TRS contains 105-165 items. All clinical and adaptive scales are listed in the chart below. Validity and response set indexes used to help judge the quality of completed forms are also available.

### **Parent/Carer Rating Scales**

Use the Parent Rating Scales (PRS) to measure both adaptive and problem behaviours in the community and home setting. Parents or caregivers can complete forms at three age levels—preschool (ages 2 to 5), students (ages 6 to 11), and adolescent (ages 12 to 21)—in about 10-20 minutes. The PRS contains 139-175 items and uses a four-choice response format. All clinical and adaptive scales are listed in the chart below. Validity and response set indexes used to help judge the quality of completed forms are also available.

### **Self-Report of Personality**

The Self-Report of Personality (SRP) provides insight into a student's or adult's thoughts and feelings. Each form—students (ages 8 to 11), adolescent (ages 12 to 21), college (ages 18 to 25)—includes validity scales for helping judge the quality of completed forms. The SRP takes about 30 minutes to complete.

**Regularity of Assessments.** All of the results of assessments to be recorded on students Restore Passport which will be updated weekly onto Asset Plus to ensure there is an ease of transfer of information to any setting or organisation.

Regularity	Assessment Type	Who?
First induction week	<ul style="list-style-type: none"> <li>➤ Literacy Reading Age Assessment</li> <li>➤ Writing Assessment</li> <li>➤ CATS test</li> <li>➤ Numeracy functional Maths Assessments</li> <li>➤ Strength, Difficulties Questionnaire (SDQ)</li> <li>➤ Non-verbal and verbal reasoning test</li> <li>➤ Princes Trust Leadership Assessment</li> <li>➤ Education Psychologist Assessments</li> <li>➤ Speech and Language and Communication Assessment</li> <li>➤ Physical Health NHS Assessment: sight, hearing, blood screening, blood pressure, height, weight,</li> </ul>	Assessment and Induction System
Daily Assessment	<p>Daily Effort Score for each 'taught' session- Pay Cheque scores</p> <p>These scores will be added together to give the weekly pay cheque salary. (this Oasis money can be spent on privileges and enrichment activities)</p>	Teacher
Weekly Literacy and Numeracy assessment	<p>Weekly Functional writing task</p> <p>Weekly Functional reading assessment</p> <p>Weekly Functional numeracy assessment</p>	Teacher Assessed

Self-Assessment	SDQ 6 weekly	Students
Prince's Trust Assessment materials	Students and Teacher assessed	

**Target Setting and Interventions.**

Each students at Oasis Academy Restore will have an 'Oasis Restore Passport.' This will be regularly uploaded onto Asset Plus and ensures that there is a smooth transfer of data between agencies and settings; if a student moves on. On the Restore Passport we hold all the diagnostic assessment information and specific interventions for that child. It is a single centralised portal for everything to do with the curriculum offer in addition to assessment information. Where possible this will include multi-agency hear assessment and Care Plan information, according to GDPR and consent. Here is the contents list of the students individualised 'Restore' Passport:

**Oasis Restore Passport Contents:**

Page 1) About Me: family, friends, hopes, dreams, ambitions, dream job.

Page 2) Personal Goals

Time Frame	Goal	Achieved

Page 3) Diagnostic Restore Induction Week results

Page 4) Communication and self-management tools and plans from on-going assessments

Page 4) Weekly Pay Cheques

Page 5) Weekly personalised bespoke Timetable including 1:2:1 mentoring and therapeutic services.

Page 6) Weekly reflection on enrichment activities

Page 7) Resettlement, next steps-careers information, housing, support on leaving Oasis Academy Restore

Page 8) Key people working with me (multi-agency representatives and people from Oasis Academy Restore)

Name	Organisation	Role/How they help me?

## Section D3 Safeguarding

## Section D3 Safeguarding

Oasis Academy Restore will ensure that robust and effective procedures and practices are in place across all staff, routines and the site to promote the health and wellbeing of students and keep them all safe and protected from harm from themselves and others. It must follow the 'Working Together to Safeguard Students' guidance and 'The Care Standards Act 2000' and the Children's Homes (England) Regulations 2015.

Oasis Academy Restore fully recognises its responsibilities for safeguarding students. Their welfare and safety is at the heart of our vision for providing 'Excellent Education at the Heart of our Communities'.

Safeguarding and promoting the welfare of students is **everyone's responsibility** who works or volunteers in OAR. Consequently, everyone who comes into contact with our students has a role to play in safeguarding and students protection. In doing so, all staff and volunteers should make sure their approach is students-centred. This means that they should consider, at all times, **what is in the best interests of the students**.

The Principal will be the person with responsibility as outlined in The Care Standards Act 2000' and the Children's Homes (England) Regulations 2015. The Principals will appoint a Designated Safeguarding Lead (DSL). In OAR's structure, we suggest this will be the Director of Care and Well-being and a Deputy DSL. In OAR's structure we suggest this will be the SENDco.

We recognise that because of the day to day contact with students, Academy staff and volunteers are well placed to observe signs of harm, abuse, neglect, victimisation and/ or exploitation. The Academy will therefore ensure arrangements are in place to safeguard and promote the welfare of students by:

- Maintaining an environment where all students feel secure, are encouraged to talk, and are listened to
- Ensure all students know the adults in the Academy who they can approach if they have worries
- Teaching students to keep themselves safe from all forms of abuse including; **students sexual exploitation, female genital mutilation**, forced marriage, **extremism, radicalisation**, and peer on peer abuse
- Appointing senior members of staff to fulfil the roles of designated and deputy safeguarding leads
- Providing effective, ongoing training and development for all staff
- Addressing concerns and making robust referrals to other agencies, at the earliest possible stage
- Developing effective links with relevant agencies in all matters regarding safeguarding and students protection
- Monitoring and supporting students who are subject to students protection plans, contributing to the implementation of the plan
- Keeping meticulous, written records of concerns about students, even where there is no need to refer the matter immediately (dates, times, person/s responsible and actions) ensuring all records are kept securely
- Ensuring the suitability of all staff through safe recruitment practice

- Ensuring all Oasis Academy staff and volunteers understand their responsibilities with regard to safeguarding and students protection
- Ensuring that parents and carers have an understanding of the responsibility placed on the Academy and its staff for safeguarding and students protection
- Maintaining awareness of those students who are persistently absent or missing from school, notifying the local authority in line with 'Students Missing in Education' protocols
- Maintaining clear procedures for reporting allegations against staff members

The Academy recognises that as many OAR students will be LAC or SEND and due consideration will be given to the following legislation ***Looked After Students*** and/or those with ***Special Educational Needs or Disabilities***.

Oasis Academy Restore, recognises that students who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The Academy may be the only stable, secure and predictable element in the lives of students at risk. When at the Academy, their behaviour may be challenging and defiant or they may be withdrawn. The Academy will support all students through:

- Appropriate staff conduct, in line with the policy
- Relevant curriculum design and implementation to teach pupils about staying safe at all times, including when they are online
- Daily practice underpinned by the Oasis ethos, vision, values and '9 Habits'
- Consistent implementation of the Academy's anti-bullying, safe recruitment, behaviour and online safety policies and related practice
- Effective health and safety policy and practice and implementation of the Handsam (site and facilities health and safety) monitoring and reporting system,
- Close liaison with other agencies such as social services, Students and Adult Mental Health Service, the Education Welfare and Psychology Services.
- Ensuring that, where a student is subject to a protection plan, their information is securely transferred to any new school immediately and that the student's social worker is informed
- Consistent and positive behaviour management, in line with Academy policy.

**Oasis Academy Restore will use OCL's Safeguarding policy as a basis for developing a bespoke approach in a secure setting in liaison with its advisory committee and the Ministry of Justice.**

**Safeguarding Students. OCL's Safeguarding policy can be found in Appendix D2.**

Safeguarding covers a broad range and aims to achieve the following:

- Protecting students from maltreatment
- Preventing impairment of student's health and/or development
- Ensuring students are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role so as to enable students to have optimum life chances, so they can enter adulthood successfully.

We will therefore follow the procedures as understood through OCL's Safeguarding policy and in line with our Local Authority Safeguarding Students Board and the Statutory Guidance as follows:

**Keeping Students Safe in Education Statutory Guidance** found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/526153/Keeping\\_students\\_safe\\_in\\_education\\_guidance\\_from\\_5\\_September\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_students_safe_in_education_guidance_from_5_September_2016.pdf)

**Multi-agency statutory guidance on female genital mutilation** found here:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

**Working Together to Safeguard Students Statutory Guidance** found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Students.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Students.pdf)

**Guide to the Children's Homes Regulations including the quality standards**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/463220/Guide\\_to\\_Children\\_s\\_Home\\_Standards\\_inc\\_quality\\_standards\\_Version\\_\\_1.17\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463220/Guide_to_Children_s_Home_Standards_inc_quality_standards_Version__1.17_FINAL.pdf)

### **Related policies**

Safeguarding covers more than the contribution made to students protection in relation to individual young people. It also encompasses issues such as staff conduct, health and safety, bullying, online safety, arrangements for meeting the medical needs, providing first aid and/or intimate care, building security, drugs and substance misuse, positive behaviour management and the use of physical intervention and restraint.

The Single Central Record (SCR) is an important part of the Academy's commitment to Safeguarding

### **Responsibilities**

Safeguarding and promoting the welfare of students is **everyone's responsibility**. Everyone who comes into contact with students and their parents or carers has a role to play in safeguarding students.

**The Board of Trustees will determine and keep under review safeguarding policy and practice in Oasis Academies.**

**The Principal, as Person of Responsibility will report to the Board and regulators as required. And undertake the following responsibilities:**

- Be responsible for the implementation of this and all related policies and procedures, ensuring that the outcomes are monitored
- Undertake the OASIS ACADEMY RESTORE annual safeguarding audit,
- Ensure that whilst the activities of the designated safeguarding lead (DSL) can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and students protection, as set out below, remains with the designated safeguarding lead
- Meet each week with the DSL

- Ensure that all staff are vigilant to harm and abuse, are able to identify those students for whom there are students protection concerns and can make appropriate referrals, including to early help services
- Ensure that all staff and volunteers are trained sufficiently so they have the skills, knowledge and understanding necessary to keep students safe at all times, including on site, when attending alternative provision, educational visits off site or work-related learning
- Appoint a designated teacher to promote the educational achievement and welfare of students who are looked after and to ensure that this person has appropriate training
- Appoint a DSL and Deputy DSL giving consideration to the range of responsibilities the DSL undertakes e.g. the DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences
- Ensure that contact and role details of the DSL and Deputy DSL are clearly displayed in staff areas, the staff handbook and website (along with this policy)
- Ensure safe recruitment practice is followed when recruiting to posts, and ensure appropriate action is taken when an allegation is made against a member of staff
- Ensure the Academy offers a safe environment via a robust health and safety policy to meet the statutory responsibilities for the safety of students and staff at the Academy.

#### OAR understand the **The FGM Mandatory Reporting**

And where necessary will to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

#### **Safeguarding pupils who are vulnerable to extremism; the Prevent duty** **The Academy's Prevent strategy**

We follow the statutory guidance on the Academy's responsibility to dispense our Prevent Duty,

In addition, through the Oasis' ethos, values and behaviour policy, the Academy provides a platform to ensure students are given the support to respect themselves and others, and understand their role as a local and global citizen, being aware of the potential issues they face.

The Academy is aware there have been several occasions nationally in which extremist groups have attempted to radicalise vulnerable students to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and

narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. While it remains rare for students to become involved in terrorist activity, the Academy recognises some, from an early age can be exposed to terrorist & extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable.

In line with fundamental British Values and the Oasis '9 Habits' the Academy values inclusion, tolerance and the freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning healthy communities in which the Academy is based. Both pupils and teachers have the right to speak freely and voice their opinions.

However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is subject to treating others with respect, understanding differences, equality, and an awareness of human rights, community safety and community cohesion.

The Academy is committed to working with the local authority and other local partners, families and communities to play a key role in ensuring young people and our communities are safe from the threat of terrorism.

Oasis Academies seek to protect students and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

### **Risk reduction**

The Principal will assess the level of risk within the Academy and put actions in place to reduce that risk. Actions will include consideration of the school's RE curriculum, PSHE curriculum, SEND policy, assembly content. Risk assessment will include the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the Academy's profile, community and the Oasis ethos.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist/radical ideology. As with managing other safeguarding risks, all Academy staff are alert to changes in student's behaviour which could indicate that they may be in need of help or protection. Students at risk of radicalisation may display different signs or seek to hide their views. Staff are advised to use their professional judgement in identifying students who might be at risk of radicalisation and act proportionately.

The Academy recognises that the Prevent duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern. Some of the indicators Academy staff look out for include:

- **Vulnerability:** identity crisis, personal crisis, migration, unmet aspirations and history of criminality
- **Access to extremist influences:** through friendship groups, internet activity, activities broad i.e. military camps, students vocalising support of illegal or extremist/militant groups
- **Experiences and influences:** social rejection, personal impact from civil unrest and wide spread media coverage of international events, change in appearance and behaviour, family conflict over religious reviews, verbal or written evidence of support for terrorist activities
- **Travel:** pattern of travel regular extended travel, evidence of falsifying identity documents, consideration of unexplained absences
- **Social factors:** disadvantaged background, lack of empathy and /or affinity with others, severe learning difficulties or mental health, is the students a foreign national or refugee, experience of trauma or sectarian conflict, extremist views of a significant other.

### **Response**

The Academy will identify a Prevent Single Point of Contact (SPOC) who will be the lead within the Academy for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and/or the Designated Safeguarding Lead (if this is not the same person) and record the concerns.

If there is a concern that a young person is being radicalised or at risk of being drawn into terrorism refer to Students Services as with any other safeguarding concern.

In addition, links with the local Channel lead can made by the DSL and where necessary, individual cases will be referred to the local channel panel for screening and assessment.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most students or young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

### **Training**

The Academy will ensure that the DSL and SPOC (if different) will complete a local Workshop to Raise Awareness of Prevent (WRAP) and that this training will be cascaded to staff as part of the annual CPD training programme, this will be the responsibility of the DSL/SPOC.

### **Safeguarding pupils who are vulnerable to exploitation, students sexual exploitation, forced marriage, female genital mutilation, or trafficking**

Through the Oasis' ethos, values and behaviour policy, the Academy provides a platform to ensure students and young people are given the support to respect themselves and

others, and understand their role as a local and global citizen, being aware of the potential issues they face.

The ethos of healthy open relationships, inclusion and treating everyone equally permeates all we do. We place a strong emphasis on our values such as self-respect, building a sense of personal identity, tolerance and the value of a human life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions through our LIFE Formation programme and bespoke Oasis approach to RE.

OAR understands that many children in the Academy will come from vulnerable backgrounds and so equipping our students consider their responsibilities and see themselves as active participants and champions of the transformation of attitudes and therefore communities is important.

### **Young Woman in Criminal Justice System**

Oasis has recently been involved with a report launch on Girls and Gangs, exploring the abusive relationships experienced by many young women. The report highlights that girls are often 'invisible and unheard in the criminal justice system'. Particular attention will be paid to girls in the secure school, who will be in the minority and have specific needs which are different to those of boys.

Samantha Jury-Dada is the report author and a leading researcher in to this area and is on OAR 's advisory committee. She will help OAR create a bespoke approach to working with and meeting the needs of young women in the Academy.

### **Students Sexual exploitation (CSE)**

Students sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### **Forced Marriage (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups.

Any member of staff with any concerns should report this immediately to the DSL who should raise the concern with the Local Police Safeguarding Unit email or by phone. Never attempt to intervene directly as a school or through a third party. Whilst the onus

of the investigation for criminal offences will remain with the Police, the DSL should co-operate and liaise with the relevant agencies in line with current students protection responsibilities.

### **Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

All teachers have a mandatory responsibility to report FGM if they discover it (through disclosure not physical examination) to the police and informing the DSL immediately who will support (the Deputy DSL will take on this responsibility if the DSL is not available).

### **Trafficking**

The Academy keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation and access support, advice and resources via **STOP THE TRAFFIK**, a sister company within the Oasis Charitable Trust.

Through the use of these resources and others, our staff are supported to recognise warning signs and symptoms in relation to specific issues.

Our staff are supported to talk to families about sensitive concerns in relation to their students and to find ways to address them together wherever possible.

### **Looked after students**

Staff need to be aware of the legal status of a looked after student's care arrangements. In particular, they should ensure that appropriate staff have the information they need in relation to a student's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the student's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the student's social worker and the name of the virtual school head in the authority that looks after the students.

The SENDo will promote the educational achievement of students who are looked after and to ensure that this person has appropriate training.

### **Students with special educational needs and disabilities**

The Academy fully recognises the importance of awareness around additional vulnerabilities of students with special educational needs (SEN) and disabilities. Students with special educational needs (SEN) and disabilities can face additional safeguarding challenges.

Staff at the Academy will be supported through training and development to know that additional barriers can exist when recognising abuse and neglect in this group of students.

### **Students who harm other students (Peer on peer abuse)**

The Academy may work with students whose behaviour cause significant harm to other students. Examples of this may include when students are violent or cause danger towards other students. It can also be when students sexually abuse other students.

Where a pupil's behaviour causes significant harm to other pupils, staff should follow the student's protection procedures for the Academy. The DSL will refer the students in line with the local area safeguarding protocol for these students.

- Check with the receiving school that the students has actually arrived there on the expected day; and inform all relevant agencies of the transfer.

Any external individual or organisation contracted by the Academy to work with Academy students must report any student protection incidents or disclosures from students to the Principal or DSL at the earliest opportunity. Such bodies will, as part of their contractual arrangements with the Academy, be required to work in accordance with the Academies student protection and safeguarding policy.

### **Health and Safety**

The principal and facilities manager will ensure that there is a robust health and safety policy to meet the statutory responsibility for the safety of students and staff at the Academy. The Principal will identify and manage risk through the use of risk assessment carried out on annual basis.

## Section D4 Promoting positive behaviour

**Oasis Academy Restore is committed to developing the character and competence of every pupil, in line with our Oasis 9 Habits. We believe all students should receive an exceptional education. This section aims to ensure the consistent application of academy positive behaviour culture, so that our students learn to develop ownership – taking responsibility for their own lives.**

- Take responsibility for their own behaviour and choices, understanding the impact they have on others
- 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 values in their lives
- 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

Our clarity of vision for the students helps harness the purpose for students to behave. It will help them, in the long run fulfil our vision.

What underpins OAR's culture for managing behaviour are the following:

- We model and set high aspirations and expectations for every students and young person and OAR staff
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves
- We use cognitive coaching techniques, and understanding the process of neuroplasticity to develop a growth mindset in students
- 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 key task for Oasis Academy Restore staff is to create a culture - usefully defined as 'the way we do things around here' - that is understood and subscribed to by the whole academy community.

We intend to commit to the following:

- committed, highly visible caring school leaders, with ambitious goals, supported by a strong leadership team
- effectively communicated, realistic, detailed expectations understood clearly by all members of the school
- highly consistent working practices throughout the school
- a clear understanding of what the school culture is 'this is how we do things around here, and these are the values we hold'
- high levels of staff commitment and engagement to the school vision and strategies

- high levels of support and trust between leadership and staff, for example, staff training
- attention to detail and thoroughness in the execution of school policies and strategies

There are three key levers to securing great students behaviour in Oasis Academy Restore:

### **School culture**

Cultures require deliberate creation. A key role of leadership is to design a detailed vision of what the culture should look like for that school, focussing on social and academic conduct. Expectations must be as high as possible, demonstrating and role modelling a growth mind-set.

### **Detail and clarity**

Staff and students need to know how to achieve the culture, and what it looks like in practice from behaviour in social times, to corridor and canteen conduct. This means demonstrating it, communicating it thoroughly, and ensuring that every aspect of school life feeds into and reinforces that culture. Students and staff need routines to follow, for example, which corridor side to walk down, how to queue for lunch

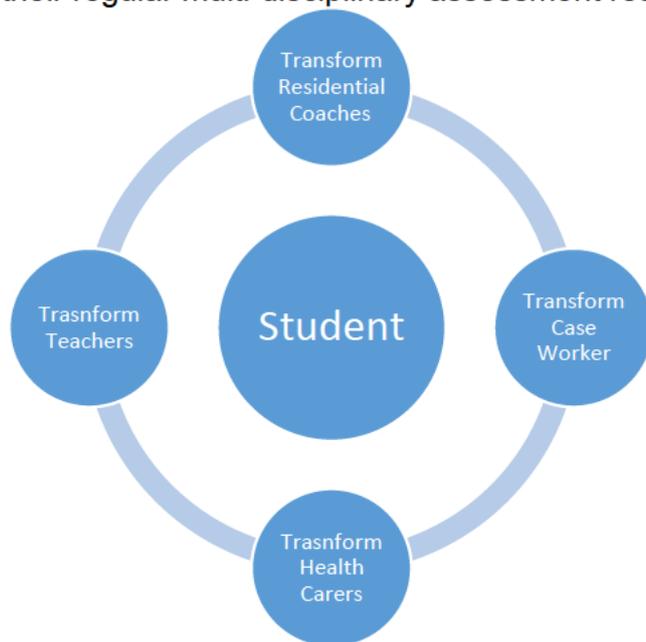
### **Maintaining the culture**

The school's culture and systems require evaluation and maintenance. This includes staff training, effective use of consequences, data analysis and monitoring, staff and students surveys and maintaining standards with ethos and values at their heart and use of the Oasis Nine Habits.

### **Pastoral Support System**

Oasis Academy Restore places huge emphasis on the pastoral support system. Attachment Theory demonstrates the need for all vulnerable students, particularly those with poor prior attachments have an 'Attachment Army' around them in order to repair and rebuild damaged neural pathways. Significant trusted adults who build relationships, rapport and care are fundamental to a vulnerable young person becoming more self-reliant and emotionally and socially resilient. At the beginning of each induction each students are allocated 3 key pastoral coaches. Their Residential Coaches will be responsible for supporting their personal development, academic progress and their mental and physical wellbeing. The student's three Coaches play a 'parental' role for these students during their time at the Secure School. One coach will be appointed as a lead for the student, having responsibility for tracking their overall progress. There will be daily informal sessions with one of the three coaches and weekly 1:1's. With a maximum of 3:2:1 ratio. Student pay cheques are reviewed by each Coach on a weekly basis and

their regular multi-disciplinary assessment results are also shared with these key people.



In addition each student will be allocated as a Case Worker whose focus will primarily be on the student's resettlement beyond Oasis Academy Restore; what does that student's future hold and what needs to be in place to ensure this happens?

That Case Worker will act as an advocate on the student's behalf in planning for temporary release, working with partner service providers, family/carers and friends. This will involve liaising with the necessary external agencies and the student's family or support network to create resettlement plans that afford the young person every opportunity for success in the future. The Case Worker will do this closely in conjunction with the student's other Coaches as well as teaching and health care staff via weekly pastoral meetings.

The Restore Residential Coaches will be based in the student's residential house (wing) and will effectively become the House Parent. Each of the Residential Houses or (wings) will be named after one of the Restore values. This will offer a sense of community, family and belonging. See section F4 for more information on Restore Residential Coach and Case Worker role description.

O = House of Ownership  
A = House of Aspiration  
R = House of Resilience

### **Pastoral review and assessment**

Each House (residential wing) will have three-weekly multi-disciplinary review meetings that allow leadership staff to:

- assess the culture, personal development, behaviour, learning and well-being in Houses
- inform decisions on the placement of children in houses to maximise their chances of development

- inform external Review Meetings with Custody Support Plan Officers, LAC Review Meetings and review and comply with MAPPA
- discuss critical and serious cases in a multi-disciplinary environment.

Meetings will use students' Transform Passport as a tool for discussion and include input from health care plans, psychological assessments, on-going shift feedback from coaches and, where relevant, family and carers.

### **Student Voice**

Each House will have a regular Student Voice Forum. During this time students will nominate a Student Chair and Student Vice Chair, for a period of time, they will meet 2 times per week for 30 minutes and discuss a range of community topics. The Residential Coaches will be present to help ensure a healthy community discussion:

- suggestions for academy improvements
- ideas to improve residential house
- allocation of jobs/chores in house
- emotional 'check in' on one another
- current affairs
- PSHE discussion topics
- Q&A

OAR will use student voice times to hold group gatherings where deemed safe and appropriate to do so as well as discuss plans and student contributions to celebrate national and international events and important festivals from a variety of faiths and cultures.

### **Peer Mentors**

Peer mentors will be appointed as student leaders who embody the OAR culture and are positively minded about their future possibilities and are role models to other students. Peer Mentors will be pivotal to the induction process for other students, as described in section C. OAR will ensure that peer-to-peer support is provided for arriving students on day two of their induction process. Peer mentors will:

- Support new arrivals during their stay on the induction unit
- Help student integrate into a new residential home
- Help enforce the Academy culture and values
- Explain the Academy's reward system and enrichment carousel (as well as senior staff)
- Play an active role in supporting other students through the student council
- Will meet and own the reflection/multi-sensory therapy room

### **Oasis Academy Restore Promoting Good Behaviour**

## **Developing a Positive Behaviour Culture: Residential House Allocation & Behaviour Management**

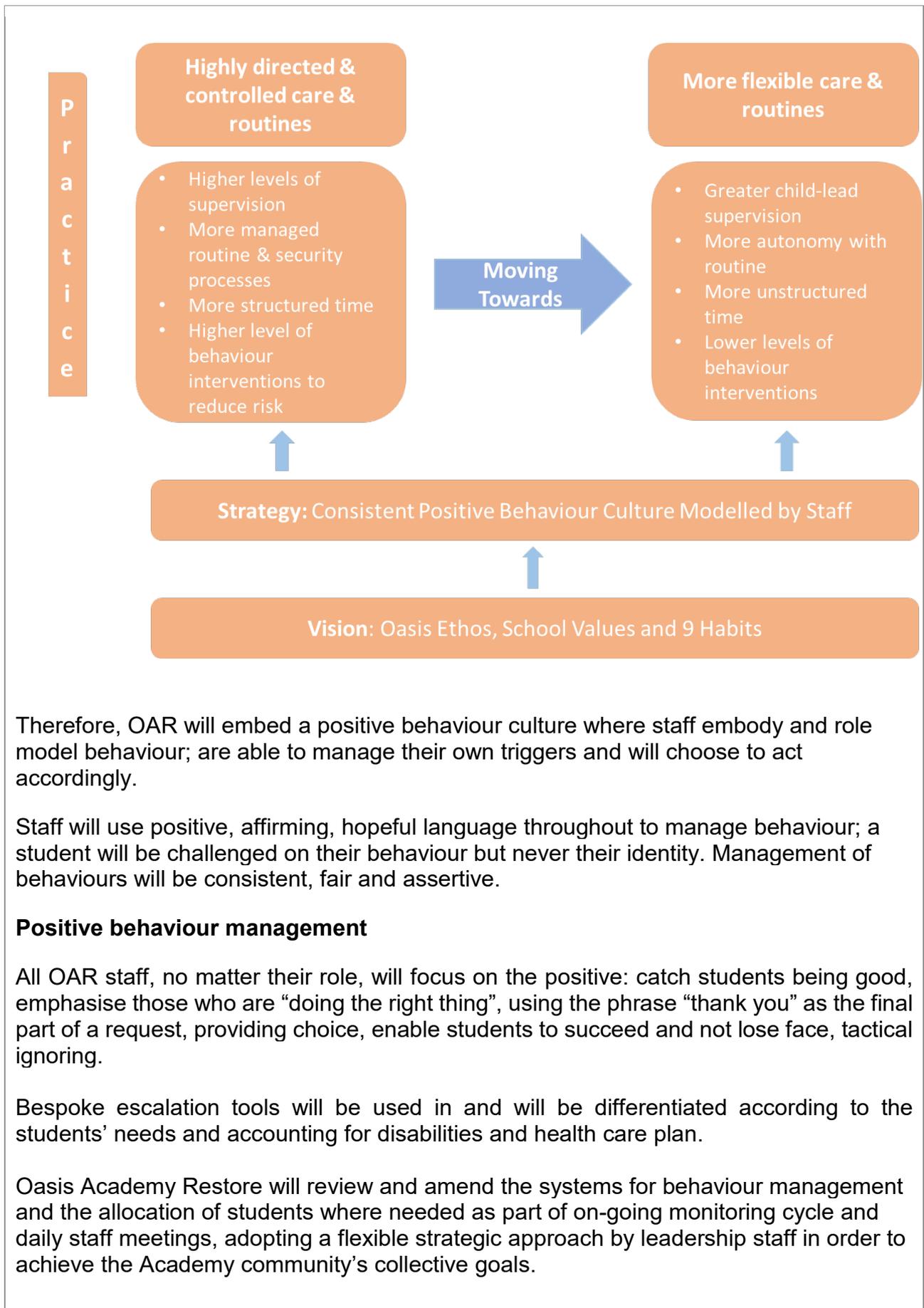
The ethos and values underpinning the support and therapeutic environment will be consistent throughout OAR. The systems, interventions, behaviour culture and routines in the residential houses will differ according to the student's needs, backgrounds and their barriers to developing healthy emotional self-regulation and well-functioning cognition. A consistent and focussed positive behaviour culture will be an investment into each student's future, future-proofing them from destructive choices that lead to criminal behaviours.

As described above, the school will be organised into four houses. Each house will be named after one of the school values. Three of the residential houses will house all students with one level/wing for induction – depending on number of students arriving.

To ensure the safety and well-being of all young people and staff, students will be allocated to their House by sentence length (and therefore, often, complexity). Where it is in the best interest of the child, and when the student's sentence length is incongruent with the level of risk they present, the Principal will make decisions with residential staff about appropriate allocation, support and learning needs based on induction assessment information.

For those with longer and more serious sentences, the residential house will have greater supervision and controlled routines in order to ensure safety and wellbeing of staff and students in that house. Those with shorter sentences will be allocated to a different house where the routines and structures will be more flexible according to the needs of the students – creating a spectrum of practice cultivated to individual young person's requirements and safeguarding risks.

An example of the differentiated approach in behaviour cultures is outlined below:



Therefore, OAR will embed a positive behaviour culture where staff embody and role model behaviour; are able to manage their own triggers and will choose to act accordingly.

Staff will use positive, affirming, hopeful language throughout to manage behaviour; a student will be challenged on their behaviour but never their identity. Management of behaviours will be consistent, fair and assertive.

**Positive behaviour management**

All OAR staff, no matter their role, will focus on the positive: catch students being good, emphasise those who are “doing the right thing”, using the phrase “thank you” as the final part of a request, providing choice, enable students to succeed and not lose face, tactical ignoring.

Bespoke escalation tools will be used in and will be differentiated according to the students’ needs and accounting for disabilities and health care plan.

Oasis Academy Restore will review and amend the systems for behaviour management and the allocation of students where needed as part of on-going monitoring cycle and daily staff meetings, adopting a flexible strategic approach by leadership staff in order to achieve the Academy community’s collective goals.

### Oasis Academy Restore Weekly Pay Cheque

Our primary Behaviour System will be based around the student's 'weekly pay cheque'. Each student will receive their pay cheque on a Friday and it will represent a culmination of how the student has 'behaved' that week. The pay cheque can be cashed in for Oasis dollars. These Oasis dollars can be used to buy privileges, enrichment time and be used in the Hub Market Place.

Element	Total Oasis dollars available per week
Attendance to lessons	100% attendance per week= \$200 (\$20 per day)
Teacher assessed Restore effort score Morning Physical Training	\$50 dollars per week (\$10 per day)
Teacher assessed Restore effort score English or Maths Lessons	\$50 dollars per week (\$10 per day)
Teacher assessed Restore effort score for vocational practical	\$50 dollars per week (\$10 per day)
Teacher assessed Restore effort score for theoretical vocational work	\$50 dollars per week (\$10 per day)
Restore Dollar Demerits	Unlimited
Restore Dollar Merits	Maximum of \$5 dollars per day
<b>TOTAL amount available for 'highest Oasis earners'</b>	<b>\$425 dollars per week</b>



Date:

Name:  
Oasis Dollars

Total Net Pay: \$300

	Total Oasis dollars available per week
Attendance to lessons	\$160
Teacher assessed TRANSFORM effort score Morning Physical Training	\$40
Teacher assessed TRANSFORM effort score English or Maths Lessons	\$40
Teacher assessed TRANSFORM effort score for vocational practical	\$60

In addition to the weekly Oasis Pay Cheque, we have a number of strategies that ensure all students employ positive behaviour management.

### **Positive Behaviour Culture: De-escalation & Diffusion techniques**

These following techniques will be employed and taught to staff to reduce the impact of poor behaviour:

- using non-verbal cues
- allowing adequate personal space
- using active listening techniques (e.g. LEAPS - listen, empathise, ask questions, paraphrase and summarise actions for moving forward)
- adopting a non-threatening body stance and body language (open, relaxed with hands down)
- acknowledging the student's underlying or expressed emotion (e.g. anger/distress)
- problem solving with the students to address the cause of escalation if safe to do so
- keeping verbal instructions simple and minimal, using a calm tone of voice and clear, direct language or student's preferred method of communication (focusing on the behaviours you want them to display rather than the ones you don't)
- distracting the students from the source of any anger or distress by discussing another topic they are interested in
- providing options (within limits) to help the students feel they are still in control of their decisions
- going to an alternative space with the students that is less stimulating or removes access to the triggers
- the use of any individual techniques on a student's individual behaviour plan or SEND plan
- using reflection tools to enable students to self-identify their own behaviour and to support them in the process of discovering ways of self-regulating that behaviour

### **Students**

Through induction and Peer Mentors Students will be made fully aware of rewards and consequences for behaviour. They will be encouraged to take ownership of their own behaviour to enable them to become effective members of their community.

OAR recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the young person.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

### **Anti-Bullying**

**Bullying** is a destructive and, often, secretive behaviour that occurs in many groups of young people. OAR is committed to tackling any peer-on peer bullying or abuse immediately. Bullying will be challenged through the behaviour system and followed-up with removal of previously earned personal items. Residential coaches and therapists will address bullying with the individual student. Punitive sanctions will be avoided but removing privileges (not food) will be used in order to discipline students where needed.

### **Restorative Justice**

Conflict Transformation will be at the heart of OAR, we will implement a restorative justice approach and group-think' sessions to explore group-led reconciliation to issues. Restorative practices are solution focused. Restorative justice brings together the victims with those responsible for the harm, to find a positive way forward. Restorative justice gives victims the chance to tell offenders the real impact of their behaviour, get answers to their questions and get an apology. It helps them understand the real impact, take responsibility, and make amends. Using these opportunities for personal development can be one of the most powerful means of self-improvement and our Residential Coaches (indeed all staff) will be trained in de-escalation tools and Restorative Practices.

<https://restorativejustice.org.uk/restorative-practice-schools>

Oasis Academy Restore will follow advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

Behaviour protocols in OAR will also be based on the [special educational needs and disability \(SEND\) code of practice](#).

### **Punishing poor behaviour:**

OAR is committed to using de-escalation and restorative justice as a means to address behaviour. Where punitive action is needed, staff will remove privileges or Oasis Dollars.

In cases where a young person needs to be removed from a classroom or house for their own safety, they will be taken to the OAR Reflection Room with a coach. They will not be left alone.

Teachers can discipline students whose conduct harms themselves or others and is far below the culture and values of the Academy. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose discipline.

- To be lawful, the punishment must satisfy the following three conditions:
  1. The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Principal;
  2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; or is a breach of the Academy Behaviour Policy;
  3. 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 punishment must be proportionate. In determining whether a punishment 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 pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them
- The Principal may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip
- Corporal punishment is illegal in all circumstances
- OAR staff will **always** consider what needs continuing disruptive behaviour might be the result of unmet. At this point, the academy should consider whether a multi-agency assessment or care plan is necessary

### **Physical intervention**

In some circumstances, staff may use reasonable force to intervene with a pupil 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 be followed up within three days by a review of the incident
- Be followed with access to 1:1 therapist support to the student if they so wish
- The student's lead coach will be informed before they are next 'on shift'

### **Recording of physical intervention**

The following should be included in a record of intervention. This can be completed using CPOMS:

- The date, time and place of the incident
- The name of the student involved, date of birth and their year group
- What triggered the behaviour
- What diffusing techniques were used prior to physical intervention
- Why the physical intervention was deemed necessary
- Place where the incident happened

- Injuries sustained – if any
- This will be followed up by a review meeting following the incident with staff involved, the student’s coach and relevant leadership team member

**Individual plans:** The complexity and range of need and consequent support for some students and young people with specific needs may be such that physical intervention is the norm and not the exception. Such planned physical intervention will be recorded and monitored through the young person’s individual plan and OAR passport.

**Training:** Staff will have regularly updated training in physical restraint. All Security officers will be trained to Level 3 standard Physical Restraint and Team Leaders will train all other staff regularly. The Principal will consider whether specific members of staff require any additional training to enable them to carry out their responsibilities and will consider the needs of the students when doing so.

All training will be undertaken by a recognised provider. All training should be accredited by BILD and OAR will comply with the Restraint Reduction Network’s Training Standards 2019 and create and review a Restraint Reduction Plan.

<http://www.bild.org.uk/our-services/workplace-training/>

### **Confiscation and Searching**

**Any prohibited items (which will be listed in the academy’s behaviour protocol and available on arrival as part of induction) found in students’ possession will be confiscated.** These items will not be returned to students.

OAR will also confiscate any item which is harmful to students or staff or detrimental to school’s positive behaviour culture.

Searching and screening students is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#). All Searches will have a risk-lead approach.

### **Training**

As outlined in section F3, all OAR staff will be provided with training on managing behaviour, including proper use of physical intervention, as part of their induction process. Behaviour management CPD will also form part of continuing professional development as we recognise the value of continually improving and adapting practice to fit the needs of the cohort.

**Section D5 All students have access to enrichment activities that will inspire, develop and enhance areas of interest and develop skills**

Oasis Academy Restore has an innovative and creative enrichment curriculum that ensures the development of the whole students. This includes a diverse creative curriculum for all including: Music, Art, Media and Technology. Additionally students will have at least 5 hours of sport per week with leading coaches and teachers using physical activity to promote rehabilitation, social integration, empathy, team work and character formation. Activities on offer will include:

- Running
- Kumite and Kata Karate to promote discipline of balance, control of powerful emotions and respect Calisthenics to encourage strength building, balance and dynamic control
- Football as a team sport to facilitate healthy understanding of competition and working as a team to achieve
- Athletics and Rowing,
- Boxing for healthy understanding of using strength and agility
- High Intensity Training for understanding weight loss
- Dance
- Climbing wall to build agility lateral movement and practice building trust

### **Enrichment Partnerships**

Oasis enjoys existing partnerships with organisations who will broaden our education offer and provide opportunity for temporary release to help students build resilience and adaptability to normal independent life. Oasis existing partnerships and opportunities are outlined in section E1; our schools currently benefits of partnerships with companies and organisations such as Jamie's Farm, Starbucks; Barclays; Medicine with St Thomas's Hospital; Engineering with Canary Wharf Group; Facebook; Accounting and Finance with PwC; Law with Clifford Chance to name a few. We will use this expertise and experience of building partnerships when developing the provision at Oasis Academy Restore.

One runs three successful community farms as part of its Hub provision with three of its academies in Birmingham, Southampton and Waterloo. Waterloo City Farm is used a therapeutic intervention for children with complex learning needs, we work with Jamie's farm to learn from their model and to deliver a successful programme that supports students holistic well-being. Using this partnership, and others and garnering out experience and understanding of the therapeutic role that animals play when working with victims of trauma, OAR will develop a farm provision on site that includes space for growing beds. This will be used in the Oasis Academy Restore Café, offering a garden to plate service. This provision will be funded for by developing existing and new corporate relationships to create capital. This will be led by the OAR Hub Leader see section F4 for more information on this role.

In addition to offering enrichment activities, sessional youth workers and speakers from third and private sector will be used to run targeted enrichment workshops that are of interest and relevance to the students. Credible and trusted organisations Oasis has developed relationships with to deliver these sessions include The Enthusiasm Trust, YMCA, Oasis Youth, School of Social Entrepreneurs and The Clink.

Students will also receive personal development, life skills training through personal development 1:1 time.

Coaches will use Prince's Trust Leadership training and The Enterprise Trust's bETA (Bravery, Excellence, Teamwork and Adventure) mentoring programme to provide opportunity for students to explore their strengths, skills, hopes and aspirations and equip them with the social skills, self-awareness enabling them to self-regulate and develop new habits that help nurture a rehabilitative environment for growth.

Below you can see a schedule of how this Enrichment Curriculum fits into the wider curriculum offer for students.

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
7.00am-8.00					
8.00-9.00	Breakfast				
12.00-13.00	Staggered Family Lunch				
13.00-14.00	Vocational Career Path: Motor Vehicles and mechanics etc	Prince's Trust Employability and Vocational Qualification	Vocational Career Path: Digital Technology etc	Vocational Career Path: Catering and Hospitality etc	Vocational Career Path: Arts
14.00-15.00	PRACTICAL		PRACTICAL	PRACTICAL	PRACTICAL
15.00-16.00					
16.00-17.00	Therapeutic 1:2:1	Futures Mentoring 1:2:1	Therapeutic 1:2:1	Physical Social Health Education	Physical Social Health Education
17.00-18.00	Staggered Dinner				
18.00-19.00	Enrichment. Choice of:				
19.00-20.00	Football Tournament Cooking Arts and Crafts Computing Fitness and Gym Martial arts Climbing wall	Football Tournament Cooking Arts and Crafts Computing Fitness and Gym Martial arts Climbing wall	Football Tournament Cooking Arts and Crafts Computing Fitness and Gym Martial arts Climbing wall	Football Tournament Cooking Arts and Crafts Computing Fitness and Gym Martial arts Climbing wall	Football Tournament Cooking Arts and Crafts Computing Fitness and Gym Martial arts Climbing wall

	All of these Enrichment activities are subject to successfully having enough Oasis Restore points				
20.00-21.00	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment
21.00-22.00					

**Oasis Restore Twelve – A social and cultural capital entitlement for all Oasis Academy Restore Students**

As part of the enrichment offer and in addition to the core curriculum all students are entitled to the Restore 12 during their stay.

Again, to help ensure our vision is realised and that students are provided every opportunity to succeed, students will:

1. Have an opportunity for daily exercise/sport
2. Regularly host visits from a range of external speakers from organisations, companies or charities to build networking and inspire positive community enterprise
3. Daily film at Oasis Academy Restore Cinema
4. Have exposure to outdoor pursuits and Young Cadets opportunities through specialist external providers who work with children with complex needs including fire brigade, forces
5. Where possible and in line with OAR Safeguarding and Behaviour Management systems, cultural capital will be cultivated through visits museum exhibitions, art galleries, theatres, concerts
6. Be given the opportunity, during curriculum time, to develop and discover talents in; sport, music, art, dance, drama, cooking, computer technology and coding/gaming
7. Work as a volunteer within the Academy
8. Be part of a Students Voice Forum and have access to Princes Trust Leadership training and Enthusiasm Trust's bETA (Bravery, Excellence, Teamwork and Adventure) mentoring programme
9. Have access to therapeutic mentoring/support 1:2:1
10. Have a weekly offer of careers information, advice and guidance that ensures students are informed and have aspirational and achievable work goals
11. Temporary release during step-down process to resettlement that ensures access to relevant industry positions, work placements, volunteering in the community with our partners (see section F for more information)
12. Visit, by risk assessment and agreement with MoJ a range of visits that support with resettlement post prison

## **PSHE Curriculum**

PSHE will enable students to feel positive and comfortable about who they are and to enjoy healthy, safe, responsible lives.

Our aim therefore for PSHE is to provide pupils with:

- accurate and relevant knowledge
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

In PSHE, we will:

- Create a comfortable class room climate where students are confident and discuss their hopes, fears and sensitive issues
- Develop a set of ground rules for the PSHE and personal development sessions
- Model good practice in the way we talk to students; using empathy, role modelling the Oasis 9 Habits
- Work with external providers to provide the best possible experience and expertise for our students
- Remain flexible with our Curriculum and respond to issues as and when they arise.

The PSHE curriculum will cover the following topics:

- Diversity and Equality
- Alcohol, smoking and drugs.
- Personal health-particularly emotional and mental health
- Bullying.
- Citizenship, democracy and human rights.
- Careers and the world of work.
- Personal finance.
- Family and relationships
- Sex education
- Knife crime and gang involvement desistance initiatives such as Social enterprise training with organisation such as School for Social Entrepreneurs (SOS), YMCA and

## **SMSC**

Spiritual, moral, social and cultural development and education is a key part of both the core and extended curriculum in any school. Oasis Academy Restore will take every opportunity for students to be reflective about their own beliefs and others', develop a moral purpose, use and develop a range of social skills and understand and respect a full range of cultural influences. This will be adapted and flexible given the complex needs and starting points of the children who will be in our care.

Our multi-faith chaplaincy provision will support the delivery of SMSC in Oasis Academy Restore. Our Chaplain will be

Some of the many ways we will promote student's SMSC development include:

- Having a diverse and constantly developing Enrichment Curriculum designed to provide students with work information, volunteering opportunities and additional, non-curricular education inside and outside of the classroom
- As part of our enrichment programmes, we will offer a range of life skills such as ICT and personal finance modules, while students are also encouraged to express themselves creatively through art, music and drama programmes.
- Having daily and weekly student council times where we cover current affairs, historical events, politics, religion and financial literacy.
- Having regular PSHE sessions with both teachers and residential coaches that will include issues that are specific to the cohort of children and their backgrounds, needs and challenges. These lessons and 1:1 sessions will integrate learning and therapeutic approach. PSHE topics will be broad including: sex and relationship education, drug education, mental health education, learning about the use of digital media, the problem of knife crime, gang prevention education and citizenship education.
- OAR will adopt a cross-curricular and whole school approach to teaching the importance of physical literacy and diet for being mental and physical health.
- Offering opportunities for student leadership including, student council, culture carriers, peer mentors and volunteering.
- We will provide a consistent focus and understanding of our schools' ethos, values and growth mind-set culture and we use those values to encourage all students, no matter their barriers to learning, behaviour or background.
- We encourage a sense of community with family style dining at lunchtimes and creating residential 'homes'.
- We use and model the Oasis Nine Habits.

## **Section E Managing resettlement and transfer**

## **Section E1 Supporting the effective resettlement of former students**

## **Supporting Successful resettlement**

When our students leave us we don't want them to come back. We are focussed on the fact that however good the curriculum and environment we develop within Oasis Academy Restore, our students will equally be dependent on our ability to work alongside them to provide individually crafted safe pathways not only through their time with us but also – in an unbroken way – back into the community and offering ongoing support. This, we believe is essential to combatting high levels of reoffending.

To that end, we have formed strong partnerships with four charities – two of which we have already enjoyed longstanding relationship with. Each of the four has a proven track record of working 'through the gate' to create a continuity of guidance, care and support for those being released. Each has achieved some of the lowest recidivism rates in the UK custodial system. Each has more than halved reoffending (when compared to the national average) for those who have entered their programmes. These are:

- The Clink
- The YMCA
- Enthusiasm Trust
- SOS

Whilst The Clink has developed resettlement programmes working both 'in' and 'beyond' a number of adult prisons in the custodial estate, YMCA, SOS and Enthusiasm Trust all specialise in work with the support and resettlement of young offenders.

Working with them – the CEOs of all four organisations have all committed to be part of our Pre-opening Advisory Group, information for which is available in section F - we plan to develop a personalized programme, designed to ensure that every student receives the support they need, not only while they are with us at OAR but also post-resettlement. Each has agreed to give us their time, expertise and contacts, as well as to work with us to develop direct partnerships with their organisations.

This collaboration for resettlement offers, include:

### **The Clink**

The Clink are a nationally known charity working with offenders to break the cycle of reoffending by changing attitudes, transforming lives and creating second chances. In partnership with HMPPS, Clink work in the adult custodial estate across the UK in 4 restaurants, 2 gardens and 3 kitchens as well as an event catering business and a café. Over time, Oasis Academy Restore and the Clink plan to work together to provide this model of support and vocational training at the Academy (described in section D). In addition, Oasis will work with Clink to offer young

people who have catering or customer service qualifications support on their release in finding full-time employment in the hospitality industry.

## **SOS**

The SOS Gangs Project offers young ex-offenders support at the gate to help them make it to probation appointments, set up job interviews and get them into education, training or employment. They also continue the work of helping to re-establish any family ties that have become strained or eroded through custody or gang life. Operating in boroughs across London SOS has seen the re-offending rate of the young people they have worked with drop dramatically to under 2/3<sup>rd</sup> of the national average. SOS will offer their services, through partnership and funding opportunities to work in the Secure Academy and as part of our resettlement plans for young people who are resettling back into London boroughs.

## **The Enthusiasm Trust**

The Enthusiasm Trust is based in the Midlands and Greater Manchester and works with socially excluded young people with complex needs and family lifestyles that hold them within a negative cycle that contributes to poverty and lifelong problems. Through a range of programmes that include mentoring, youth work, family support and community development work they offer young people a support network often missing at home. The Enthusiasm Trust and Oasis have worked alongside one another for many years. OAR will work with the charity to provide tools and training to our staff as well as support networks, youth work and mentoring as part of funded resettlement places in the Midlands, Greater Manchester and beyond.

## **YMCA**

The YMCA are nationally recognised provider of support services and interventions with some of the country's most vulnerable young people. Once again, Oasis has worked with the YMCA over many years and, as part of our preparations for the possibilities of launching Oasis academy Restore, has been in discussions with a range of regional YMCA's who have over 3000 supported bed spaces across the UK. These YMCA's have significant experience of working with young people with significant needs and delivering successful outcomes including resettlement. Additionally, they offer volunteer and work places as well as training opportunities within a community setting. Oasis and the YMCA plan to work together to explore offering and exciting housing and educational opportunities as part of a supported and rounded resettlement offer.

Together, we understand the huge vulnerability of young people stepping back into the world beyond the gates of OAR. Therefore, building on the breadth of Oasis' own community bases, work and links around the country and also the advice and guidance of our four partners....

As outlined in section C, an OAR case worker will be allocated to each student. Their role will be to liaise with our students families and carers, with our formal statutory external partners, with third party providers and with our OAR partners.

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The case worker will be responsible for coordinating with external agencies and planning our integrated approach to information sharing, assessment and the development of a resettlement plan that allows each of our students to maintain the progress they have made at OAR as well as to avoiding being drawn back into criminal social networks and behaviours.

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In this role the case worker will act as an advocate for the young person as well as the point of communication to all internal and external parties. They will:

- 

- a) The student's OAR Passport (see section D) which will integrate information and assessment from the young person, their personal teacher, coach and health care professionals.

- 

- b) Facilitate Multi-Agency review meetings – held one month after the student's arrival, then at the stipulated interval of every three months thereafter to address resettlement and actively involve Custody Support Plan Officers and Youth Offending Teams; and finally one month and two weeks before release as part of our step down process.

At the Multi-Agency Review, and if needed, Case Conference meetings, we will work with all parties to ensure that no young person leaves OAR without an ongoing covenant with / commitment from us that guarantees them:

- An ongoing relationship with a personal coach; offering a continuity of guidance and support, time and a mobile phone number that can be called at anytime.
- Appropriate Accommodation – if not in a family member's home or as part of Care Plan arrangements with the Local Authority then we will seek to find spaces in supported housing units run by Oasis (age appropriate), YMCA or our network of voluntary organisations.
- Worthwhile Education, Employment or Training – a real living-wage job or appropriate training scheme.
- Access to a mentor via our networks or access to their residential coach or caseworkers, in addition to YOT workers. This will offer a continuity of guidance and support, time and a contact phone number.
- Membership of the 'OAR Team'; once part of the Oasis Academy Restore team – we are always there to ring for support and a conversation

If needed, via our Case Workers and Residential Coaches, an ECHP will be completed for students prior to release so that we can access financial support needed in the LA they're from.

Our goal is to enable and support of students to develop the sense of self-worth, positive identity, resilience and capacity in order to live as part of a local community. Through our national formal and informal networks we will develop and commission local support that will deliver the 'protective factors' our students will require in order to resettle and thrive.

We plan to employ a team of three Family Support workers in addition to the support being offered from the receiving Local Authority, so we can begin to address issues at home such as parenting support, Domestic Violence and mobilising healthy social networks.

Through our national partnerships we will work with Local Authorities, the National Offender Management Service and the charity sector to support our students in order to help them continue into work, training or education with the support of a family/carer. This offers them a real chance to return to the community with the ability to be resilient and purposeful. As previously stated, our planning for resettlement will start from induction and form an integral part of prevention, creating resilient community safety networks for children after custody.

### **Gradual Resettlement**

OAR recognises that for those students who have suffered loss of liberty for longer periods, release can easily become an 'off the cliff' moment. Therefore, as part of our resettlement offer, we would like to provide independent/supported living quarters for those students who have been in OAR for longer than 9-12 months (depending on capacity). We would like to develop the existing external buildings (on the eastern side of the site, outside the perimeter) for this purpose, which we believe can be linked with the visitors building.

OAR's Family Support Workers, Case Workers and residential coaches will provide scaffolded support to the students and their families (where appropriate and relevant) to equip them for life beyond the secure setting. The OAR team will develop a resettlement plan with the our partners that considers a wide number of resettlement factors including education, employment, housing, family stability and any other additional needs that require support.

When placed with an Oasis partner the family would be supported by them as they plan for resettlement. They will provide intervention and help on issues such as Gender Based Violence, Sexuality and Gender issues, parenting concerns and issues and those that occur any family's wider social network.

Reintegration would take place gradually; the sheltered accommodation would provide the young person with a gradual return to independence and allow a space for the community support groups to interact with the young person on site prior to full release.

We believe this graduated approach would provide the maximum chance of successful resettlement back into society upon release.

OAR would welcome a conversation with the Ministry of Justice about this should Oasis be chosen as the Academy's provider.

### **Measuring and monitoring the outcomes of our work**

We believe that the 'through the gate' service that we develop is at the very core of the success or failure of the work that we want to do. We will therefore measure the longer-term impact of OAR in terms of the objective outcomes of:

- Reduced recidivism.
- Re-entry into education or training
- Stable employment
- Stable housing
- Health and wellbeing
- The OAR Team (our alumni network)

We would also want to measure:

- Staff wellbeing and retention rates

If a young person is being released back to a community where Oasis already works, we will design a long-term monitoring process to regularly assess progress after the young person has left the secure school. This monitoring programme will assess a wide range of factors including employment, education, family life, life skills, engagement in society through volunteering.

If a young person is being released to a community where Oasis does not directly work, we will seek agreement with our community support partner to assess and report progress over a defined time period.

Through our existing family of Academies, Oasis has sophisticated data analysis teams who have experience of measuring impact over long time periods.

We would suggest that the MoJ commissions a piece of independent research via an academic partner to evaluate our work around a set of carefully thought-through empirical criteria to research the effectiveness of our resettlement programmes. Oasis has established links with a number of university research partners.

## Section E2 Managing the transfer to another secure setting

## **Student transfer to other secure centres**

We will work with the formalised protocols of the release system to support the successful resettlement of former students back into community. The youth estate is soon to be part of the Ministry of Justice finalised 'Provision of Secure Escort Services' contract. We understand our statutory responsibility to be part of this in that it will create the framework for the transfer of our students to other establishments in such circumstances whenever it is required.

In line with the 'Provision of Secure Escort Services' contract requirements we will fully comply with the required procedures as well as providing the appropriate risk assessments, as we will do for all escorted and unescorted Temporary Releases (e.g. college, training or work placements, hospital visits, funerals, etc.).

This will form part of OAR's Security Strategy. Our Security Manager will be responsible for ensuring that an appropriate risk assessment is completed for all escorts and Temporary Releases, taking into account:

- The student's medical condition (consulting with the Healthcare Provider if required)
- The nature of their offence
- Any Safeguarding issues
- The risk to the public (including the risk of hostage taking)
- The student's motivation to escape and likelihood of outside assistance
- The student's conduct
- The physical security of the hospital, including the consulting room and, where possible, other areas where tests or treatment may take place
- Any other safety and security concern relating to the transfer (or Temporary Release,

### **The management of the risk of absconding:**

The main considerations for all external escorts will be the risk of escape, the risk the student would present to public safety and the risk to the student from other members of the public.

- If during an escort hand cuffs are deemed necessary then where possible this must be clearly identified on the risk assessment and authorised. *NB. Handcuffs should only be used on young people in exceptional circumstances and should be removed once the identified or perceived risk has passed.* If during an external escort staff feel the risk is sufficient to apply handcuffs then they must seek

permission and confirmation from the responsible person at OAR at the earliest possibility. All instances of the use of handcuffs will be clearly recorded and the reasons for the use reviewed by the OAR Head of Security.

- During any external escort staff will ensure that the student's welfare is maintained.
- Exposure to members of the public will be kept to a minimum with staff ensuring that the student is protected from curiosity, insult and physical and verbal abuse.
- A full contemporaneous record of all escorts will be maintained by the escorting staff.
- Any issues or concerns including the application and removal of handcuffs will be documented.

These processes will protect the student, the staff and members of the public if any allegation or incident occurs.

**Emergency Escorts:** Emergency medical escorts pose a particular risk to the wellbeing, safety and security of the student.

- If an emergency escort to hospital is required then this will be actioned with the minimum of delay.
- The Director of Care and Wellbeing or their deputy will take responsibility for managing the processes required for an emergency escort including the collation of all necessary risk assessments, staffing and escorting paperwork.
- The Director of Care and Wellbeing or responsible officer will also ensure that the YJB placement team is informed so staff can be organised for a potential bedwatch.
- The student's parents or carer will also be informed and the respective YOT, along with the local authority Social Worker if the student is on remand or is a Looked After Child.
- If necessary the YJB serious and significant incident protocol will be implemented.
- Emergency escorts can be especially traumatic for the student and escorting staff will ensure they reassure and support the student throughout.
- The level of security arrangements for the escort will be regularly reviewed by the OAR Head of Security in liaison with the escorting staff to ensure our response is always proportionate as well as the balance between the student's wellbeing and security is appropriate.
- Any identified risks to the safety or security of the student will be acted upon by the escorting staff with decisions made recorded and communicated to the responsible officer at OAR.
- Communication between the escort and OAR will be maintained and any change of circumstances clearly communicated.
- Escort records will be maintained by OAR staff and handed to the YJB contractor if the escort becomes a bedwatch.
- Records of treatment received, drugs supplied and visits received will also be included.

- In line with the requirements of our strategy, all escort risk assessments will be authorised by the Head of Security or the responsible officer.

Risk assessments for funerals/dying relatives will be authorised by the OAR Principal.

## Section F Capacity and Capability

### Section F1(a) Demonstrating the experience and credentials needed to open the school

Please

- complete the table below, using a separate line for each member of your pre-opening group.
- provide a commentary on your capacity and capability to open a secure school.

Name	Town/city/village where they live	Member of core group ?	Role(s) in opening the secure school	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]		Chief Operating Officer	[REDACTED] oversees the national service provision of the Multi Academy Trust and supports the Chief Executive to deliver exceptional education. He has overall responsibility for HR, Finance, IT, Communications, Property & Estates and new business, ensuring an accountable, value for money and outstanding quality service is delivered to all Academies.	
[REDACTED]	[REDACTED]		Director of Finance	[REDACTED] has overseen the development of Oasis Community Learning	

				<p>finances since its inception in 2004.</p> <p>This has seen it grow from one academy to a 52 multi-academy trust with a substantial financial responsibility.</p>	
			<p>Head of National IT Services</p>	<p>As well as overseeing the expansion of the Oasis Academy programme to 52 academies, under  leadership Oasis IT has also developed its role as a national educational IT provider by being listed on the government's national IT framework.</p>	
			<p>Director of Estates &amp; Facilities</p>	<p> heads up the team that provides services across the Oasis Community Learning family.</p> <p>A key part of this includes oversight of the 52 Oasis Academy buildings and estates, and their ongoing maintenance.</p>	

<p>[REDACTED]</p>	<p>[REDACTED]</p>		<p>Chair Pre-Opening Group</p>	<p>[REDACTED] founded Oasis in 1985 with a vision to build inclusive communities, where everyone has hope, feels that they matter and is given the opportunity to achieve their God-given potential. The Oasis family of charities/subsidiaries is now responsible for 52 schools across England as well as many supported housing projects and wide variety of other community initiatives, including Food banks, Debt Advice Centres, Youth Support Services in A&amp;E Depts, to name but a few.</p>	
<p>[REDACTED]</p>	<p>[REDACTED]</p>		<p>Pre-Opening bid writer and project lead.</p>	<p>[REDACTED] is an excellent strategic thinker, and has had many years experience in the education sector. She is the writer, and main liaison person pulling together the various teams required in creating this bid.</p>	

<p>█████</p>	<p>█████</p>		<p>CEO Oasis Charitable Trust (Parent charity to all subsidiaries)</p>	<p>█████ has 13 years experience of working in Oasis across a number of roles including administration, teaching, community and policy development and latterly organisational management with financial strategies and oversight across all subsidiaries.</p>	
<p>█████</p>	<p>█████</p>		<p>Project Manager</p>	<p>█████ was the first employee of our academies programme, starting some 14 years ago, and has many years experience of project managing the design, building, staffing and opening of academy schools</p>	
<p>█████</p>	<p>█████</p>		<p>Group CEO</p>	<p>█████ many strengths include a deep understanding of governance issues across a range of organisations together with excellent skills in the arena of People Development.</p>	

			<p>Head of Youth Services</p>	<p> has almost 30 years of senior management qualities developed within the charity, youth &amp; community, and faith sectors including strategic planning, volunteer and staff management, income generating, community engagement and relational youth work. His current role includes the transformative Oasis Youth Support programme which engages with young people who have accessed the A&amp;E department at St Thomas Hospital due to youth violence.</p> <p> was the driving force in setting up London Youth's Youth Violence network, which has a membership of more than 200 organisations across London.</p>	
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			PR/Marketing/Fundraising	 is an experienced communications professional with an extensive background in issues management, internal communications and corporate affairs. As well as managing issues for the Oasis family of Academies,  has created and delivered reputation management and communication strategies for a range of corporates including Mars Incorporated, eBay, HSBC and BT. He has also worked for a number of top 10 PR agencies.	
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**Section F1(a) Demonstrating the experience and credentials needed to open the school – commentary**

Oasis has overseen the development of five subsidiary charities and delivery of 52 academies, multiple housing projects, community development projects and global initiatives which includes service provision for 30,000 students, 6000 staff and a estate worth £0.5 billion. In addition to the work of our Multi Academy Trust, in the UK in 2017, our community partnership charity delivered 15 health and wellbeing projects, 83 children and youth projects, 110 community empowerment projects and much more. In total 23,000 people in 2017 were supported through our community integration work that we fund and deliver in the neighbourhoods where we are based. This is foundational to our organisational learning – we know that no school can work at its best in isolation, integrated holistic services are essential to help people thrive.

Over the last 30 years' we have developed, and continuously improved, a project management and delivery methodology. The scale of our work in the fields of education, housing, healthcare and community development in the UK has allowed us to build significant capacity around the design and delivery of the projects for which we are responsible. We are also used to working closely with a variety of regulators including the DfE, the Home Office, the Education and Skills Funding Agency, the Charities Commission, and increasingly the Care Quality Commission.

Moreover, as well as being able to deliver successful projects, over this time we have learnt over this time how to successfully govern a global organisation with system leadership at its heart and to cultivate organisational culture in order to bring our people with us. We have senior leaders who are adept at leading change management and who understand organisational design. We continually manage and improve the thought leadership and implementation as evidenced through our bespoke service offer, infrastructure and governance systems across and within our subsidiaries.

This offer includes:

- Governance, compliance and audit framework that underpins the delivery of outstanding work in the context of our ethos and meets regulator's standards
- Policy framework aligned to our vision and ethos that support whole school leadership and management
- Accountability mechanisms that are coherent and support local, regional and national outcomes
- Project methodology to support delivery of new business and capital projects underpinned and led by policy and procedure supported by a large projects team with chartered PM status and APMQ certified
- A team of 10 chartered management accountants that support audit, strategic five year financial planning, monitoring and approvals processes
- An IT Services team that is recognised across the education sector, with our and utilised outside of the Oasis Family. The quality of these services was recognised through our successful bid for membership of the Crown Commercial Services framework for the supply of IT Services to the education sector, the first and only not for profit organisation to be able to provide services to schools and trusts through this route.
- 
- A People Development team who offer group-wide continual professional development and organisational learning assessing people on a strategic basis

- All our education provision, bar one school, is in the most deprived areas of the country where the starting points of children are below average and their barrier to learning are significantly above average.
- Specialised supported residential accommodation in several locations across London and the North East for vulnerable young adults, most of whom are victims of SGBV or Exploitation.
- Youth Services that specialise in violence intervention and prevention to help young people find their way out of knife and gang crime, working across three major trauma centres in London.

### **Oasis Secure Trust Pre-Opening Advisory Committee**

In addition to the in-house expertise we can offer, we have assembled a committed team of professionals and others with a wide range of relevant experience from both within and beyond Oasis to form an **advisory committee**.

The members of our pre-opening advisory group have agreed to meet together on a regular basis, as well as to provide Oasis with individual consultancy, throughout the whole period leading up to the opening of the secure school. Each brings an area of discrete expertise – and in some cases organisational partnership – to our overall work. They have agreed to contribute their time and expertise for free because of their commitment to Oasis Academy Restore and the Oasis Ethos.



**[REDACTED]** Chief Executive, The Clink. The Clink charity exists to break the cycle of reoffending by changing attitudes, transforming lives and creating second chances. The Clink partners with Her Majesty's Prison and Probation Services to reduce re-offending rates and rehabilitate prisoners through training them in cooking, cleaning and front of house catering services. It offers them true-to-life work experience whilst gaining nationally recognised City & Guilds qualifications. By training prisoners in the last months of their sentence and supporting them on their release in finding full-time employment in the hospitality industry, The Clink Charity has dramatically reduced the reoffending rate of those who train with them.



██████████ is the Founder of The Enthusiasm Trust, a charity that supports disadvantaged young people who are most at risk of becoming involved in anti-social, violent and criminal behaviour, including gang associated young people. Enthusiasm is recognised by the government as an example of best practice in youth work and was cited in the Home Office's *Serious Violence Strategy* (April 2018). Enthusiasm has also received the Queen's Award for Voluntary Service in recognition of the work the organisation does with young people in the local community who are most at risk of offending and social exclusion.



██████████ is a member of the London Assembly for Havering and Redbridge. From 2014 – 2016 he was the non-executive advisor to Steven Greenhalgh, the Deputy Mayor of London for Policing and Crime. Black, Asian and ethnic minority concerns.



██████████ is a Consultant Kidney specialist at South Tees Hospitals NHS Foundation Trust and the chair of Oasis Community Housing Board of Trustees and a member of the Oasis Community Health and Care steering group. Experienced in safeguarding, confidentiality and data protection, dealing with conflict, and patient involvement and education, ██████████ delivers essential knowledge and experience to the Board.



██████████ is the Chief Executive of Thames Gateway YMCA that specialises in supported & Move on Accommodation and Health & Wellbeing programmes. YMCA Thames Gateway is regulated by Ofsted for its Children's Services work and as a Registered Social Landlord as well as being responsible to the Homes and Communities Agency (HCA) for our housing work.



██████████ is the ex-offender gang leader who founded and still leads the SOS Gangs Project, part of the St. Giles Trust. The SOS Gangs Project offers young ex-offenders support at the gate to help them make it to probation appointments, set up job interviews and get them into education, training or employment. Sentenced to 10 years in prison for violence, grooming and drug dealing, ██████████ came close to suicide but on a day-release of prisoners to be paroled, he pitched his idea to the St Giles Trust in person and got the job. They also helped establish positive family ties that had become eroded through prison or gang life. Operating in boroughs across London SOS has seen the re-offending rate of the young people they have worked with drop dramatically to under 2/3<sup>rd</sup> of the national average.



██████████ is part of the multi-faith chaplaincy team at King's College Hospital, South London. ██████████ is also heavily involved with the issue and causes of youth violence and especially the support of black young people, girls and women caught up in the culture surrounding it.

### **Gaps and Skills in Pre-Opening Group**

Oasis has, thus far, demonstrated its experience in meeting the needs of vulnerable young people with special education and complex needs in addition to providing residential care and youth work support programmes. We recognise that, at this time, our specific organisational knowledge on secure estate provision is in its infancy. However, should Oasis be successful we plan to recruit persons with the relevant knowledge and experience who are aligned with our culture and ethos. We will do this through links with our advisory committee who hold wealth of knowledge and experience.

**Section F1(b) Demonstrating the experience and credentials needed to open the school – skills gaps**

Please:

- Complete the table below, setting out any skills gaps that you think exist in your group and how you intend to fill them.
- Refer to the Secure Schools: How to Apply Guide for what should be included in this section.

<b>Skills/experience missing</b>	<b>Where is the gap? e.g. pre-opening team, trustees</b>	<b>How and when do you plan to fill the gap?</b>

## Section F2 Effective and accountable governance

As described in Section F1, Oasis has been operating as a national charity for over 30 years and has a robust governance structure. For the last 12 years, Oasis has operated as a group of charities. A new Secure Academy Trust will be developed within the Oasis group of charities. It will be a wholly owned subsidiary of the parent company, Oasis Charitable Trust (OCT), and will relate to the group in the same way as Oasis Community Learning, Oasis Community Partnerships and Oasis Community Housing.

OCT operates as a parent body to all Oasis organisations. While each organisation has its own charitable and company status and is responsible to its own regulators and for its own viability and compliance, OCT holds accountability for the overall vision of Oasis, the Oasis brand and the Oasis ethos. To this end, there is an Intra Group Agreement which sets out the way the group operates in order to maintain its joint purpose and identity and how each organisation relates to the OCT board and vice versa, and how costs are managed within the group.

The Oasis group of organisations observes the best practice guidance recommended by the Charity Commission, particularly recognising the six main duties of a trustee (The Essential Trustee) and works to the Carver model of governance.

The Secure Academy Trust would have independent trustees, with one director trustee from the member body of the parent board. The maximum term of office is 3 x 3 years with one rolling year. The role description is attached.

We would develop a Scheme of Delegation for the new trust, which would specify levels of responsibility, and delegation that would include a suite of sub committees including a Nominations Committee, a Remuneration Committee, a Safeguarding Committee and Finance, Audit and Risk Committee. [REDACTED]

In line with other Oasis organisations, the Secure Academy Trust will have a set of board policies including the following:

- Trustee Induction
- Board annual self review
- CEO executive limitations
- Scheme of delegation
- Audit charter
- Annual compliance plan
- Trustee risk register

Trustees will be expected to complete annual declarations of business interests and would declare any particular conflicts of interest at each board meeting. Oasis is experienced in managing conflicts of interest and maintaining a clear record of such conflicts. For example, OCL has an online collection tool for monitoring business interests and an internal audit function that inspects potential related parties' transactions.

Suppliers look for related parties at the point of appointing contract to ensure transparency and adherence to procurement legislation. Our projects methodology and

capital procurement policy and procedures used within OCL will be transferred for use in the new Trust.

### **OAR's Financial Compliance with Ministry of Justice (MoJ) Handbook**

Through OCL, Oasis has detailed understanding of operating to the standards of the Academies Financial Handbook and will use that experience to set up an independent finance function for the secure academy school working to the MoJ's Secure Schools' Financial Handbook.

Oasis has experience of applying principles laid out in financial handbook into governance mechanisms, policy and practice as demonstrated by the successful running of a £208 million turnover MAT.

Our financial monitoring and delivery model is clustered and regionalised to achieve value for money and efficiency of scale, OCL has adapted to three different administrations, advances in education fiscal policy and implementation of new regulators and will bring this experience to bear in the development of financial compliance systems to comply with MoJ's financial handbook. We will use both the tried and tested operating principles governing OCL and the experience across other Oasis subsidiaries to achieve this which includes:

- An internal audit programme aligned to the MOJ SSFH and overseen by the Finance, Audit and Risk Committee at Board level and twice-yearly reviews operated by parent company Head of Compliance
- Commissioning our external auditors BDO to conduct an annual audit. A consolidated audit of the entire Oasis group is also carried out annually offering a second layer of audit and security
- A bespoke and itemised finance risk assessment overseen by a management accountant who will work closely with the Principal of the school and the chair of the finance committee

The finance function will be governed by a quarterly reporting cycle to the Trust Board and the Group Finance, Audit and Risk Committee.

### **Academy Level Accountability**

The Secure Trust Board and its committees - will support the Principal and Academy Leadership Team in the development and implementation of the Academy Development Plan and other relevant plans, ensuring that the Oasis Ethos and OCL Philosophy remain at the heart of the Academy community and purpose.

The Board will enact its financial, employment, educational and legal responsibilities and ensure that the Academy is meeting government education standards, is compliant, and financially viable. The Academy will benefit from OCL's expertise by having an OCL Board member - [REDACTED] - on the Secure Trust board. [REDACTED] has many ten years' experience as an OCL Trustee and as the Education Director for the Diocese of Chichester.

At an executive level, the Principal will be an organisation leader, not primarily a Head Teacher. This role will report to the Secure Trust Board and represent the Trust on our Group Executive with Oasis' other subsidiary Chief Executive Officers. The Oasis Group Executive, chaired by the CEO of the Oasis Charitable Trust, meet monthly. The purpose of the Group is to ensure all Oasis subsidiaries benefit from expertise, knowledge and support of the wider group so that no one subsidiary lives in isolation from the vision and the organisation's strategy. Furthermore, best practice is shared across the whole Oasis family so that central support services are quality and cost effective.

Oasis Academy Restore will operate an Improvement and Monitoring Cycle based on our existing MAT's robust monitoring framework, as outlined in section D2. This will be implemented by individual inspectors and advisers and overseen by the Principal with input from OCL experts, our advisory group and the Secure Trust Board.

Skill gaps could include residential care and we have filled them through advisory committee members who do not have the full time capacity to take on statutory roles but want to be involved in the on-going development of the Secure Academy.

### **Conflicts of Interest**

Oasis believes that there are no external Conflicts of Interest and should they arise they will be declared via the online collection tool described in section F2.

Any internal conflicts that arise will be managed by our robust conflict of interest systems and procedure. Internal services delivered between subsidiary companies at delivered at cost and are governed and managed through the intragroup agreement. As discussed above, Oasis has a strong track record of financial regularity and probity.

### **OAR's Recruitment: Leadership**

Oasis has significant experience in recruiting and appointing organisational leaders with the ability and character to lead people through a shared vision. OAR will need a Principal who will lead out of 'who they are' and be highly adaptive to the leadership styles of their team. The skills and experience required for the role are described below.

Our recruitment drive will be characterised by a focus on seeking the specialist skills and experience which we recognise is unique to this proposed model. Within the Secure School model the role of the principal includes skill requirements that are traditionally in the role of a CEO. We will therefore take care to undertake searches in the appropriate sectors (Children's services, local authorities, large secure children's homes etc.) In addition, we will be clear about the need for the right organisational fit for Oasis.

We also plan to appoint a head of Education, a Head of Care and Well-Being, a Head of People Development and a Head of Services. This staffing structure – which we believe is needed to successfully lead and deliver the vision of Oasis Academy Restore is set out in the next section F4. This leadership structure is designed to recognise the breadth of the organisational infrastructure that will need to be developed to create success within Oasis Academy Restore.

We have fostered strong partnerships with charity and education sector recruitment agencies and have a wealth of partnerships within local and national government. We believe that these contacts will offer us good opportunities for successful recruitment and for the appointment of an outstanding leader to Oasis Academy Restore.

### **Ethos-led Practice**

██████████ is our Group Chief Executive but because of the importance we give to HR (our People Directorate), also oversees personally this function. Our People Directorate team are responsible for the ongoing development and update of policies relating to recruitment and selection.

Oasis recognises that our staff are our single most important resource and fundamental to the realisation of our vision which is to create 'Exceptional Education at the Heart of the Community'. Therefore, robust recruitment and selection processes are crucial and a strategic and professional approach is essential, to be able to attract and retain staff of the highest calibre.

Oasis goal is to:

- Ensure that we attract, recruit and retain the best possible people to work within and for our academies.
- Provide opportunities to all staff for development and promotion so that we can continually strengthen our workforce
- Safeguard children and young people by ensuring that our practices deter, identify and reject people who are unsuitable to work with children and young people.

While the secure academy will have its own HR team, responsible for the recruitment, employment and development of its own staff, the function will draw on the Group's policy for organisation and people development and will mirror the HR function that is already established for Oasis Community Learning.

As set out in the Vision section, Oasis has **5 Ethos Values** on which the organisation is built and which describe the kind of organisation that Oasis aspires to be

- Inclusion, meaning that as an organisation we have a passion to include everyone
- Equality, meaning that as an organisation we aim to treat everyone equally, respecting differences
- Relational working, meaning that as an organisation we work hard to establish healthy, open relationships
- Hope, meaning as an organisation that we have a deep sense of hope that things can change and be transformed
- Perseverance, meaning that as an organisation we have a sense of perseverance to keep going for the long haul.

Oasis also has 9 Habits which help the staff and volunteers develop the organisation's identity and become the kind of people we aspire to become

- Compassionate
- Honest
- Self-controlled
- Hopeful
- Considerate
- Humble
- Patient
- Forgiving
- Joyful

The following employment best practices are drawn from OCL and will be applied to the HR function of the secure academy.

1. **OCL's recruitment and selection policy** (Appendix F2) covers the recruitment and/or appointment of employees, apprentices, agency/supply staff, casual workers, volunteers, peripatetic staff, contractors and consultants, trainee/student teachers, academy councillors, and trustees. It takes into account relevant education and employment law and guidance including Keeping Children Safe in Education: Statutory guidance for schools and colleges (September 2018) (KCSIE), the Education (Independent School Standards) Regulations 2014 (ISSR), Working together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (July 2018), the Equality Act 2010 and the Data Protection Act 2018 (DPA).

2. **OCL's recruitment and selection policy** [REDACTED]

As a minimum requirement, at least one member of all selection panels must have undertaken Safer Recruitment in Education Training.

**3. Equality, Diversity and Inclusion**

Oasis seeks to operate an open, fair and consistent recruitment and selection process where all applicants are given equal opportunity to be successful and recruitment is conducted in a professional and timely manner. We are committed to providing equality and fairness for all our recruitment and employment practices ensuring that no one is discriminated against on the grounds of personal differences such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation or any other political or personal beliefs.

We understand that in this situation, we understand diversity is equally important as traditional factors in normal recruitment processes and assessment.

We implement training to ensure our commitments to equality of treatment are fulfilled. We regularly monitor and review progress made in this respect. Further information on Equality and Diversity can be found in section D3 and F4.

A copy of OCL's Equality and Diversity Policy is attached (**Appendix 4**).

N.B. A full set of our policies and many other central resources are available to our staff on the Oasis Zone.

### **Recruitment Process**

In recruiting and selecting the Principal and the senior leadership the secure academy will at all times follow the best practice laid out in the policies identified above.

In brief, and without repeating the content of the recruitment policy, we will

- Adopt the OCL approach of developing a recruitment brochure (see Appendix F5)
- Seek to advertise as widely as possible ( see 3.5.3)
- Run full selection centres for all leadership team posts
- Include members of the board on recruitment panels
- Undertake full induction programmes

### **Recruiting to the Structure**

In addition, it will be crucial that the secure academy recruits to the distinctive characteristics of this academy and its structure. For example, it will be important to ensure that the individual selection requirements of the roles are recognised in the recruitment and selection process.

The Principal will be accountable for the leadership, organisation management and financial viability of Oasis Academy Restore. It will be for him/her to lead the staff in realising the Oasis vision of establishing and developing a unique, restorative learning community which will cater for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally.

The Principal will also ensure that the Oasis ethos as well as the 9 Habits which flow from it permeate every aspect of OAR's life

The role of the Principal, as well as being the overall leader will need to include experience of:

- running an organisation that is regulated by the Charity Commission and Companies House
- working with external auditors
- reporting to a board of trustees
- agreeing 3 – 5 year budgets with policies for a range of reserves and understanding the implications of the MoJ's financial handbook
- managing risk and understanding compliance
- organisational strategy and design
- has experience of the care-sector and working in provision with people with complex needs
- is committed to the vision of Oasis

The Principal will have or be working towards the required Level 5 diploma in leadership and management in residential care or equivalent, as outlined in the Children's Homes (England) Regulations 2015. Similarly, all our deputies will hold either level 4 diploma or equivalent.

The role of the Director of Education will need to be qualified in /include understanding of education psychology in education in alternative education People Referral Units or experience of working in children's residential care home.

The role of the Director of People Development will need to have a deep understanding of the implicit curriculum, meaning the way in which all the daily routines of the academy, outside of the traditional classroom environment, add significantly to the learning environment for the student. This role will be responsible for creating a culture of care across every aspect of the academy outside of the classroom that reflects the ethos of Oasis.

The role of the Director of Care and Wellbeing will ideally include educational psychologist background or senior roles within the Primary Care Trust. This will include experience and knowledge of safeguarding, behavioural interventions in a clinical and applied settings.

The role of the Head of Business Operations will need to include experience of the management of contracts, contract procurement, compliance, related party transactions, pension administration, financial health and safety and data management.

## **Advertising**

As outlined above, in addition to the normal routes for advertising jobs in education, we will aim to advertise these posts to those in PRUs, residential care, other forms of alternative provision and children's services.

## **Promotion of the Vision**

The promotion of the vision **starts with the recruitment process** and being clear with candidates about the organisation that they are joining. We believe that our vision is strong and therefore finding an organisational fit in potential recruits is essential. We have well developed selection criteria for this purpose.

## **OAR Induction**

We are committed to **providing induction** and to managing a period of probation with clear expectations and regular reviews. Induction is provided through face to face meetings, through line management and through an on line programme provided by an online portal. Much learning has taken place over the last ten years on the ways in which induction are done successfully with staff and Oasis Academy Restore will benefit from this. Face to face induction will involve group session with Oasis senior leaders,

ethos director and the Founder in order to impart the vision, empower staff and for them to get to know the motivation behind the organisational ethos, values and strategy.

Aside from the normal induction process, the establishment of the secure academy will require the **development of a new organisation in Oasis**. This will not be a new school joining an existing family of academies but, instead, the formation of a brand new Oasis school and organisation. As such it will be essential that the Principal and the leadership team work together to create their organisational culture in the context of the Oasis ethos and values.

This process will be led by the Founder, supported by the Group CEO, who will ensure that the team understand the history of Oasis and the 'soil' in which the organisational foundations are rooted. They will also ensure that they get the benefit of the other Oasis leadership teams.

As the team is recruited, this process of understanding the vision and developing the organisational culture will be the primary activities as the academy cannot be built until this is established.

### **OAR's Offer and Networks Beyond Secure School**

We understand that no school exists as a single entity; it is a pivotal part of a wider community – be that in its immediate local neighbourhood, the education sector community or health care trusts. As such, our offer includes partnerships with the organisations as outlined in section E.

The leadership team of OAR will be empowered to create strategies to achieve this, utilising the Academy Freedoms to create an implicit and explicit curriculum offer that is innovative and deliver high quality care and education.

### **OAR's Broad Offer**

OARs stated earlier, Oasis has a tracked record of working closely with both statutory and non-statutory bodies in close partnership to enrich and broaden our offer. For instance, we have already had positive conversations with Jamie's Farm, the Royal Horticultural Society, PACT, Thrive and Sport England. In line with this, we will also continue to develop a range of relationships with the CSR departments of some of the corporates we currently work with as well as building new partnerships. We will also pursue long-term relationships with other charities, faith and other communities groups and individual volunteers. We have built the capacity to be able to offer this into our staffing model.

### **OAR's capacity through volunteering**

Oasis works with thousands of volunteers. We believe that leading volunteers is the purest form of leadership. Volunteerism is often seen as unstable with a high level of turn over. Oasis has many volunteers who have worked with us for a decade or more. Over the years we have invested in resourcing, supporting, equipping and training volunteers. All our volunteers receive and benefit from the same ethos and values

training as our staff. Across the country Oasis works with thousands of volunteers. They run foodbanks, advice services, family projects, children's and youth work, farms and community shops. They teach literacy, numeracy, they mentor, coach and train.

We recognise that in order to work with and manage volunteers our staff need to be trained and equipped specifically for that task and we commit to doing that through our Hub leader. Volunteers involved in Oasis Academy Restore will take two forms:

- Those who offer one-to-one support to our students through reading, other enrichment activities or serving food and eating with our students over community lunches
- Those who will help support our students through planning for re-settlement. These individuals will come through Oasis networks or those of our partner organisations (The Clink, YMCA, Enthusiasm and SOS)

**A Recent Case Study around leveraging our influence and contacts:**

The Calais Jungle was a refugee and migrant encampment in the vicinity of Calais, France. On 26 October 2016, French authorities announced that the camp had been cleared. The UK Home Office called Oasis. They asked us, with 4 days' notice, to set up a safe house from scratch. We achieved this and then ran it for 3 months, housing and supporting a group of 40 de-socialised young men aged 16-17. We operated this in partnership with Tower Hamlets LA around health, safeguarding and resettlement issues. Our staff were mostly volunteers. All were DBS checked, with the relevant qualifications and induction processes. The Home Office regarded our project as an exemplar and have since continued to work with us. Last year we became a 'Community Sponsor' for a long-term middle-eastern refugee family, and in the light of the level of (mostly volunteer) professional support and structure we have been able to develop around this family we have now been asked to be a Home Office Community Sponsorship Hub to support and regulate multiple community sponsors around the UK.

For further information on how we will use our networks and partnerships to improve the resettlement and transfer offer, please see section E.

**Section F3 A headteacher and senior leadership team that lead by example and are committed to achieving positive outcomes for their students**

### **OAR's Recruitment: Leadership**

Oasis has significant experience in recruiting and appointing organisational leaders with the ability and character to lead people through a shared vision. OAR will need a Principal who will lead out of 'who they are' and be highly adaptive to the leadership styles of their team. The skills and experience required for the role are described below.

Our recruitment drive will be characterised by a focus on seeking the specialist skills and experience which we recognise is unique to this proposed model. Within the Secure School model the role of the principal includes skill requirements that are traditionally in the role of a CEO. We will therefore take care to undertake searches in the appropriate sectors (Children's services, local authorities, large secure children's homes etc.) In addition, we will be clear about the need for the right organisational fit for Oasis.

We also plan to appoint a head of Education, a Head of Care and Well-Being, a Head of People Development and a Head of Services. This staffing structure – which we believe is needed to successfully lead and deliver the vision of Oasis Academy Restore is set out in the next section F4. This leadership structure is designed to recognise the breadth of the organisational infrastructure that will need to be developed to create success within Oasis Academy Restore.

We have fostered strong partnerships with charity and education sector recruitment agencies and have a wealth of partnerships within local and national government. We believe that these contacts will offer us good opportunities for successful recruitment and for the appointment of an outstanding leader to Oasis Academy Restore.

### **Ethos-led Practice**

██████████ our Group Chief Executive but because of the importance we give to HR (our People Directorate), also oversees personally this function. Our People Directorate team are responsible for the ongoing development and update of policies relating to recruitment and selection.

Oasis recognises that our staff are our single most important resource and fundamental to the realisation of our vision which is to create 'Exceptional Education at the Heart of the Community'. Therefore, robust recruitment and selection processes are crucial and a strategic and professional approach is essential, to be able to attract and retain staff of the highest calibre.

Oasis goal is to:

- Ensure that we attract, recruit and retain the best possible people to work within and for our academies.
- Provide opportunities to all staff for development and promotion so that we can continually strengthen our workforce
- Safeguard children and young people by ensuring that our practices deter, identify and reject people who are unsuitable to work with children and young people.

While the secure academy will have its own HR team, responsible for the recruitment, employment and development of its own staff, the function will draw on the Group's

policy for organisation and people development and will mirror the HR function that is already established for Oasis Community Learning.

As set out in the Vision section, Oasis has **5 Ethos Values** on which the organisation is built and which describe the kind of **organisation** that Oasis aspires to be

- Inclusion, meaning that as an organisation we have a passion to include everyone
- Equality, meaning that as an organisation we aim to treat everyone equally, respecting differences
- Relational working, meaning that as an organisation we work hard to establish healthy, open relationships
- Hope, meaning as an organisation that we have a deep sense of hope that things can change and be transformed
- Perseverance, meaning that as an organisation we have a sense of perseverance to keep going for the long haul.

Oasis also has **9 Habits** which help the staff and volunteers develop the organisation's identity and become the kind of **people** we aspire to become

- Compassionate
- Honest
- Self-controlled
- Hopeful
- Considerate
- Humble
- Patient
- Forgiving
- Joyful

The following employment best practices are drawn from OCL and will be applied to the HR function of the secure academy.

1. **OCL's recruitment and selection policy (Appendix F2)** covers the recruitment and/or appointment of employees, apprentices, agency/supply staff, casual workers, volunteers, peripatetic staff, contractors and consultants, trainee/student teachers, academy councillors, and trustees. It takes into account relevant education and employment law and guidance including Keeping Children Safe in Education: Statutory guidance for schools and colleges (September 2018) (KCSIE), the Education (Independent School Standards) Regulations 2014 (ISSR), Working together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (July 2018), the Equality Act 2010 and the Data Protection Act 2018 (DPA).

## 2. OCL's recruitment and selection policy

As a minimum requirement, at least one member of all selection panels **must** have undertaken Safer Recruitment in Education Training.

### 3. Equality, Diversity and Inclusion

Oasis seeks to operate an open, fair and consistent recruitment and selection process where all applicants are given equal opportunity to be successful and recruitment is conducted in a professional and timely manner. We are committed to providing equality and fairness for all our recruitment and employment practices ensuring that no one is discriminated against on the grounds of personal differences such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation or any other political or personal beliefs.

We understand that in this situation, we understand diversity is equally important as traditional factors in normal recruitment processes and assessment.

We implement training to ensure our commitments to equality of treatment are fulfilled. We regularly monitor and review progress made in this respect. Further information on Equality and Diversity can be found in section D3 and F4.

A copy of OCL's Equality and Diversity Policy is attached (**Appendix 4**).

N.B. A full set of our policies and many other central resources are available to our staff on the Oasis Zone.

### Recruitment Process

In recruiting and selecting the Principal and the senior leadership the secure academy will at all times follow the best practice laid out in the policies identified above.

In brief, and without repeating the content of the recruitment policy, we will

- Adopt the OCL approach of developing a recruitment brochure. See South Bank attachment
- Seek to advertise as widely as possible ( see 3.5.3)
- Run full selection centres for all leadership team posts
- Include members of the board on recruitment panels
- Undertake full induction programmes

### Recruiting to the Structure

In addition, it will be crucial that the secure academy recruits to the distinctive characteristics of this academy and its structure. For example, it will be important to ensure that the individual selection requirements of the roles are recognised in the recruitment and selection process.

The Principal will be accountable for the leadership, organisation management and financial viability of Oasis Academy Restore. It will be for him/her to lead the staff in realising the Oasis vision of establishing and developing a unique, restorative learning community which will cater for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally.

The Principal will also ensure that the Oasis ethos as well as the 9 Habits which flow from it permeate every aspect of OAR's life

The role of the Principal, as well as being the overall leader will need to include experience of:

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We recognise that in order to work with and manage volunteers our staff need to be trained and equipped specifically for that task and we commit to doing that through our Hub leader. Volunteers involved in Oasis Academy Restore will take two forms:

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For further information on how we will use our networks and partnerships to improve the resettlement and transfer offer, please see section E.

## **Section F4 Building a skilled, integrated and committed team**

## **A Staffing Structure to Achieve our Vision**

As we have outlined in the vision and in sections C and D, our staffing structure is built around providing a therapeutic coaching environment where children can learn, explore their identity (who am I, who am I becoming), realise their latent potential and be equipped to achieve it.

OAR also takes the safeguarding of staff and children seriously. The training available to all our staff will ensure consistency of our therapeutic learning environment where young people can have differentiated support they need; we will also provide a staffing structure that ensures the safety of all in our Academy.

### **OAR's Residential and Student Support Staff**

We have created two complimentary roles (coaches and security officers) that allow direct coaching, mentoring and support for students whilst, at the same time, maintaining a safe learning environment where people's physical and emotional well-being is cared for. These roles are key to our residential staff structure.

#### **Restore Residential Coaches**

This coaching role will be one of the most important roles in the secure school. Coaches will develop trusting relationships, provide 1:1 support and act as positive role models to the children. The coaches are students' character and life skills educators who will:

- Give students attention, time and empathy.
- Be responsible for teaching students the implicit curriculum of OAR
- Start to create new habits in OAR students
- Use a growth mind-set to develop student's self-belief and sense of belonging
- Use de-escalation tools and restorative justice practices
- Use positive, affirming, hopeful language

Coaches will use their understanding of attachment theory to build a sense of belonging in OAR's students as well as identifying and managing their own triggers. These staff will have level 3 diploma or equivalent in residential child care and will have work experience in education, youth justice, criminology or youth work.

#### **Restore Security Officers**

In order to maintain and support the safety and security of the academy we have also created a separate security officer role. These staff will work alongside coaches and our young people.

Our Security Officers will be carriers of the OAR ethos – individuals who fully embrace and own the school's vision and ethos and believe in the potential of each and every student. These staff members will be active parts of the residential houses and will have level 3 training in physical restraint.

As part of the culture we will create from the opening of the Academy, we will ensure all our staff manage physically challenging behaviour in the least restrictive way, focusing heavily on de-escalation and diversion techniques. Should restraint be needed, security guards will do this safely and with the least amount of restriction as possible.

### **Restore Residential House Managers**

Residential Coaches will be managed by the Residential House manager (one for each of the three Houses) and the deputy house manager.

Similarly, security staff will have team leaders who will work with Residential House Managers on a daily basis to provide integrated support to our students. This is shown in the staffing structure below.

### **Restore Case Workers**

Case Workers are responsible for student's resettlement planning, in conjunction with other OAR staff, statutory agencies, YOT workers, social workers, external school links and family/friends/carers.

This role would ideally be suited to social workers who understand the Criminal Justice System and how to work effectively with statutory bodies and agencies to advocate for young people.

Case Workers will be supported by information from a student's OAR passport (see section D4 for further information on the OAR Passport), learning and care plans as well as information via staff meetings from Residential Coaches, Therapists and Family Support Workers.

The Case Worker will be responsible for representing students at Review Meetings and Case Conferences, where needed.

### **Family Support Workers (FSW)**

The FSW will work alongside Case Workers and Therapists to support children and their families/carers. This role will also focus on resettlement, working in partnership with Oasis staff from outside the Secure Trust to deliver trauma-informed programmes for victims of Sexual Gender Based Violence, and external organisations and therapists who deliver family systems therapy.

### **OAR's Operational Staff**

OAR will ensure that all operational staff are an active part of the integrated Academy team, they will be part of the same induction and all-staff training as residential staff. Oasis' long-term experience of building academy communities that function interdependently will be applied within OAR. We will seek to involve the Facilities, Catering, CCTV and admin staff in the day-to-day life of the Academy; they too will be carriers of the OAR vision and will demonstrate the belief that all children, no matter their starting point and background, have the potential to succeed.

The roles and their related staffing structure are listed below.

The integration of Leadership, Residential, Operation and Education provision across OAR is of paramount importance its organisational health and success. Our suggested meeting cycles to achieve this interdependent way of working is outlined in section D.

<b>Role Title</b>
Director of Business and operations
Deputy Head of Business Operations (Head of Security)
HR Manager
Business and Finance Manager
Receptionists
Admin Team (incl. PA and Business Ops Support)
Facilities Manager
Deputy Facilities Manager
Kitchen Manager
Deputy Kitchen Manager

### **OAR's Leadership Staff Structure**

From experience, Oasis knows that the learning that takes place in any new organisation happens primarily in the first 6-12 months.

It is OAR's belief that the work needed to build the reality of our vision, coupled with the 24/7 nature of the school, means that a full leadership team is needed within the first 2 months of opening. We understand that this will affect the budget and would expect leadership staff to be delivering work with students, as necessary.

Leadership roles and experience required are outlined in section F2, - their whole school profiles are listed as part of OAR's organogram which is outlined below.

<b>Leadership Role</b>	<b>Expertise Background</b>
Director of Education	Alternative education experience
Deputy	SENDCo
Director of Care and Well-Being	Educational Psychologist background
Deputy (Head of Residential Houses)	Residential Care Home Manager experience
Director of Business Operations	Operational Director experience
Deputy (Head of Security)	Secure Estate experience
Director of People Development	

Deputy (Head of Resettlement)	Social work or agency experience
Hub Leader (acting as volunteer co-ordinator)	Community & Business Development
Chaplain	Faith based prison or youth work

This leadership structure reflects our vision for integrated, holistic care that creates belonging and community for all. Leadership roles are included that provide connection with a wider community, as well as considering children’s spiritual development:

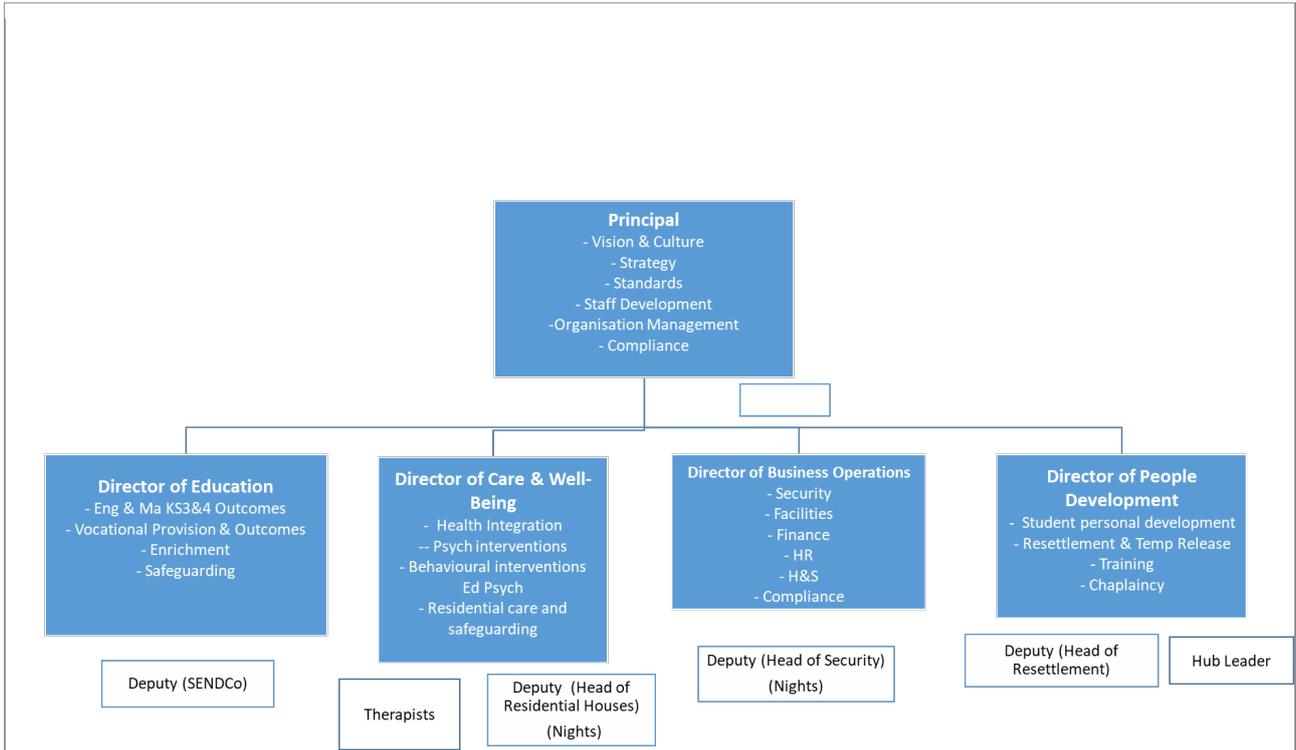
**Hub Leader**

Oasis’ model of delivery is building hub: providing integrated services to the whole community (see section B for more information). In the communities where we work, we appoint Hub Leaders to develop relationships, partnerships and projects that create a sense of belonging and cohesion. Whilst the Secure Academy is not a traditional model of hub, we will appoint a Hub Leader to develop corporate partnerships, volunteer networks and connections with third sector organisations that will improve the on-site provision (e.g. developing an Academy therapeutic farm and gardens) and diversify and enhance enrichment.

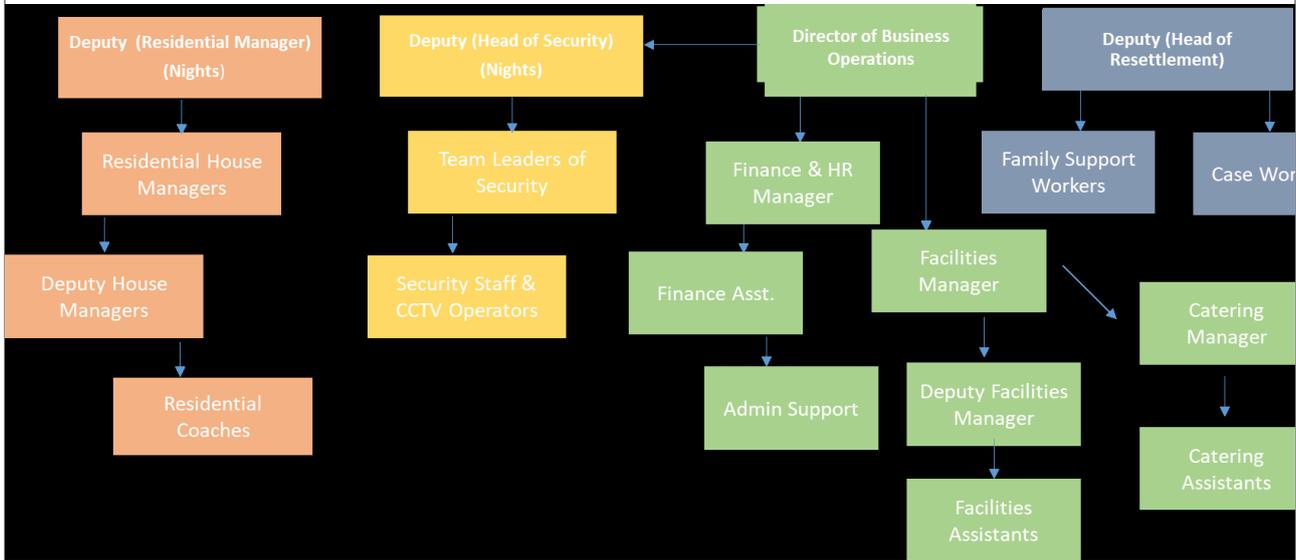
**Chaplain**

Oasis is committed to the Spiritual development of all its staff and students. OAR’s chaplain will lead will ensure this provision is fully integrated into the daily life of the Academy, for those of all faiths and none. It is a pivotal leadership role in the life of the school, especially in one that is providing for victims of trauma, adverse childhood experiences and complex learning needs. For more information on OAR Chaplaincy, please see section C.

**Oasis Academy Restore: Leadership Structure**



### Oasis Academy Restore: Non-Leadership Residential and Operating Staffing Structure

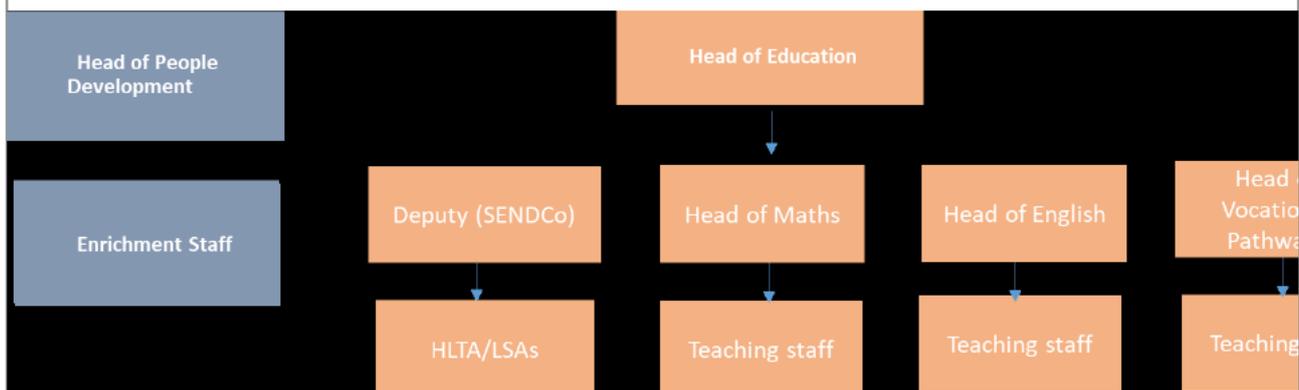


### Oasis Academy Restore: Teaching staff

Oasis has developed many free schools over the last 7 years and is adept at managing the process of scaling-up to meet the needs of the Academy. Our experience to date tells us that often, provisional planning is changed and adapted to suit the reality, rather than the planning, of an Academy. OAR’s leadership staff will be given the freedom, with accountability, to manage the detailed contextual planning that will be needed to form timetables and support differentiated for each child, coupled with operational

considerations such as shifts and ratios. Rather than doing this detailed level of planning without the necessary contextual information, we have developed our teaching, coaching and security staff structure so that it can be scaled-up according to gradual intake of students whilst delivering our curriculum and enrichment offer, and maintaining the level of support and safety OAR student's will require.

### Oasis Academy Restore: Teaching Staff Structure



Teacher	No.
Head of English	1
English Teacher	1
Head of Maths	1
Maths Teacher	1
Head of Vocational Pathways & Enrichment	1
Head of Motoring and Mechanics	1
Teacher of Motoring	1
Head of Hair and Beauty	1
Teacher Hair and Beauty	1
Head of Hospitality and Catering	1
Teacher Hospitality and Catering	1
Teacher of Exercise, Personal Training	1
Teacher of Exercise, Personal Training	1
Teacher of Music, art and Drama	1
Teacher of Music, art and Drama	1
Head of Digital Technology	1
Teacher of Digital Technology	1
Farm/ Horticultural Support	1

LSAs Day staff all with a literacy, numeracy or vocational specialism. Unqualified Teachers or LSAs	6
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### **OAR's Staffing Ratios and Holidays**

As a result of the variable number of children entering the Secure School throughout the year, OAR is committed to offering the same number of subjects and vocational pathways over a 12 month period. The teaching requirements to enable this have been factored into the budget. Where possible - and in agreement with Unions - we will stagger teachers' holidays throughout the school year in order to meet the needs of children arriving with shorter sentences and during mainstream school holidays.

Teachers' contracts will not exceed Directed Teaching Time and annual leave will be approved as per the business needs of the school. In particular, graduated provision during summer months will not require a full teaching compliment; we therefore anticipate a skeleton teaching staff will be sufficient during main holiday periods when the volume of enrichment and community volunteers is increased.

It is our intention is to provide the following residential staffing ratios for students all year round; we have grouped the below figures by residential house for the sake of simplicity but have considered the numbers of staff needed per quadrant (unit). The staffing ratios are based on our extensive experience of supervision and care in an educational setting and research with members of the existing custodial estate. These ratios take into consideration the operating revenue budget and our commitment to provide a year-round educational and enrichment offer.

	<b>Per OAR House 22 students per block</b>		
<b>Pastoral and Security Staff</b>	7am – 3pm	3pm – 11pm	11pm – 7am
Residential Coaches	7 (3:1)	7 (3:1)	2 (11:1)
Security Officers	6(3.8:1)	6(3.8:1)	6(3.67:1)
Resettlement Case Worker	4 (until 5pm & 5:1)		0

### **OAR Student-Staff Relationships**

Oasis recognises the richness that spiritual and cultural diversity brings to all Academy communities. At Oasis, an inclusive education is the basis from which we design our education offer. The Academy community, and their diverse needs, is a critical driving factor in the direction of the provision that Oasis schools provide.

All Oasis subsidiaries, schools, houses, hubs and projects are defined by their inclusive culture where they strive for equity between all characteristics. This work at every level - culture, strategy, policy and delivery - will be shared within the Secure Academy. We are committed to providing an inclusive approach with respect to all aspects of school life, as reflected in the 9 Habits which underpin the ethos of every Oasis Academy.

Oasis is involved in ongoing work to intentionally include often-marginalised social groups and to develop resources to equip others to do the same. Some examples of this work are:

- Launching a nation-wide LGBTQ+ inclusion network, leading to the development of an Oasis Open Church Network and a partnership with Stonewall to develop resources to support whole school culture and LGBTQ+ inclusion strategies
- Creating a support group exclusively for Trans people
- Launching a BAME educational leadership network and national manifesto to commit to breaking the cycle of under representation of Black leaders in education leadership
- The creation of equality, diversity and inclusion champions in all our Academies and a national working group to directly assess and improve equality and diversity in our schools
- Academies have been awarded the Educate and Celebrate LGBT award, Equalities Award, School of Sanctuary, Stonewall School Champion Award and the Inclusive School Award
- Delivering successful knife-crime support projects across Accident and Emergency centres in north and south London

OAR will benefit from this work and will implement OCL's equality and diversity policy and procedure for staff (as discussed in section F3) and students (as discussed in D1).

### **OAR's Residential Staff: Equality, Diversity and Inclusion**

Oasis prioritises creating a staff body that is intentionally diverse and is equipped with experience and knowledge to best serve OAR students; this includes ensuring that staff are age-appropriate and well-placed to build support relationships with students. OAR understands the demographics of this student cohort and will commit to providing relevant role models on an individual basis.

Therefore, the characteristics of students' past will be considered when pairing a student with a coach as well as due consideration to:

- a) students' gender preference and sexual orientation
- b) where their experience intersects with race and ethnicity
- c) age

and other factors as determined by assessment and induction process. As previously explained, the allocation of coaches, and indeed the coaching triad around each student, will remain fluid according to the staff and student make-up.

Oasis is hopeful that its staff are respectful to the students they serve. We will use a recruitment process to achieve this, as outlined in section F2.

### **OAR's Equality, Diversity and Inclusion: Recruitment Process**

As outlined in section F3, we will create intentional and bespoke recruitment plans that meet the needs of the cohort we will be serving. We will work with our existing youth teams to garner their experience, knowledge and contacts as well as partner with charities like SOS, and other organisations, who work specifically with Black, Asian and Ethnic Minority young people to break stigmas and raise aspirations.

### **OAR's Staff Development and Retention**

Having reached the point in OCL where we have our own accredited and internal leadership programmes, we have recently made 80% of our leadership appointments through internal appointments. This has been made possible through our commitment to staff development and retention.

#### **Staff Development**

We understand that the recruitment of educational and care professionals is sometimes a difficult challenge, however we are committed to creating the right conditions for our staff to feel supported and challenged to develop because we believe the best way to retain staff is to develop them as professionals and provide them with opportunities for career development.

OAR will offer an extensive range of CPD opportunities to grow and develop as we develop our offer. Where possible, all staff will already have Level 4 diploma or equivalent, and we will endeavour to offer access to a Youth Justice Foundation Degree, BA Honours degree, or Youth Justice Effective Practice Certificate, as well as encouraging staff from education and child psychology backgrounds who wish to further their applied experience.

The offer of continuous professional development will be a huge benefit to our staff, with regular focus on training and the collaborative approach with learning organisations such as City and Guilds, UNITAS, Oasis' own Teaching Schools, The Difference, Leadership Matters and Ambition School Leadership. This will provide development opportunities and career progression for all of our new and existing staff to allow them to feel supported as professionals.

As discussed in section B, C and D, staff will be given a suite of training using our existing expertise across the Oasis group. Secure Trust staff will be offered the following bespoke enriched CPD entitlement:

- Oasis induction process based on our OCL processes used across 52 schools and 6,000 staff using face-to-face delivery and our induction portal on the Oasis Zone
- Mentally Healthy Schools Training from our two outstanding Teaching schools and alliances
- Neuroplasticity and the Oasis 9 Habits: creating new neurological pathways
- Attachment theory; recognising and understanding triggers and responses
- Conflict transformation and de-escalation tools using the 9 habits
- Ongoing personal development through our 'Year of development' 9 Habits tools
- Leadership training through Oasis' bespoke Leadership Development Programme
- Accredited training is also available for teaching staff

Through our existing provision in mainstream education, we will lead sessions on well-being, mindfulness and managing workload. We will offer clinical supervision on a group and individual basis as part of our people offer and will continue to provide a high quality induction programme to meet the needs of our new staff, drawing upon the expertise of existing staff across the organisation. We will aim to grow 'our own' to establish a sustainable approach to staff retention and development.

Staff will benefit from national training opportunities across the Oasis family including vision days and specialised ethos and well-being support training through Oasis' bespoke leadership training pathway called 'Lead On' as well as benefitting from OCL's educational leadership and training qualifications.

In our new school, we will continue to have a relentless drive for professional development as we know it is vital in developing people and creating a sustainable model for school improvement, child first care and reducing recidivism.

For information, our standard CPD entitlement to staff is as follows:

### **1. Basic online resources through the Oasis Induction and Training Zone**

All our staff are provided with a wide range of specially designed e-learning courses on our Induction and Training Zone as follows:

- Oasis History and Vision
- Oasis Ethos, Habits and Philosophy
- Oasis Induction: Useful to new Oasis employees before and after they begin employment about resources, policies and support.
- Equality, Diversity and Inclusion
- Understanding Data Protection
- Information Security Awareness
- Being a Great Line Manager
- Return-to-Work Interviews
- What to Do When Things Go Wrong - Conducting Difficult Conversations

## **2. Ethos understanding and character development**

We have a yearly schedule or timetable for the 9 Habits that is applied across all Oasis organisations. At the start of the Academic year it starts with an exploration of 'who am I?' (Identity) and 'who am I becoming?' (Purpose) into growing depth, understanding and practice of the Oasis 9 Habits, with a monthly focus on each.

Every year we follow the same pattern but explore at greater depth each month. The attached exemplar timetables are from previous years.

Also attached are some exemplars of the 9 Habits Learning Workshops for Whole Staff Teams and Senior Teams. This resource helps ensure our commitment to ALL (staff and students) in Oasis being part of an ongoing journey of personal growth and development characterised by the 9 Habits.

## **3. National Professional Qualifications**

In partnership with Ambition School Leadership we offer a suite of National Professional Qualifications (NPQ) in educational leadership to support the development of our teaching staff. We regularly run:

- National Professional Qualification for Middle Leadership (NPQML)
- National Professional Qualification for Senior Leadership (NPQSL)
- National Professional Qualification for Headship (NPQH)

## **4. The Oasis Leadership Development Programme**

We also offer the Oasis Leadership Development Programme to all our non-teaching staff with leadership responsibilities in our academies and in national support teams. The programme consists of three residential modules each lasting three days focusing on:

- Module 1 - *Building the Team and Managing the Individual*
- Module 2 - *Leading Out of Who You Are*
- Module 3 – *Achieving the Task* (Project Management Skills)

## **5. A 'Year of Learning' staff development**

We also deliver a 'Year of Learning' staff development module to all staff in our academies. This consists of face-to-face training on:

- Emotional Intelligence,
- Conflict Transformation
- Reflective Practice.

This module has been designed to provide meaningful, in depth training through the lens of the Oasis Ethos and 9 Habits and is suitable for all staff.

## **Staff Retention**

Oasis believes that the training described above goes a long way to managing staff retention but training alone will not achieve this. We recognise that a key plank of staff well-being and satisfaction depends on high levels of commitment from management and leadership to staff communication.

OAR is committed to regular line management and to annual Personal Development Reviews. See the form attached. We are about to embark on an Oasis wide training programme for all line managers.

Oasis Charitable Trust gathers all leaders annually for a national conference and a Founder's Day. All staff are gathered regionally on an annual basis for regional conferences. While the secure school will require 24/7 staffing, we have experience of releasing our housing staff – who also operate on a 24/7 schedule - for these and other training opportunities through the recruitment of bank staff to cover their absence.

As well as providing staff with training and other organisational opportunities, we are also keen to hear their views. This year OCL launched an all staff survey – a confidential online opportunity to comment on working practices and culture. We achieved over one-third response, which we consider a good outcome for a first survey. We will feedback to staff with our findings. We are also committed to sharing the key headlines with Unions with whom we have good working relationships. In line with national concerns about workload we are working with the Unions to establish regional consultation groups to discuss ways of improving workload, all of which will benefit the Secure Academy staff who will receive the same support and resource.

OAR will have a culture where everyone is committed to their own well-being; staff will be expected to model their own self-care to each other and students. Within the framework of the budget and as far as the needs of the young people allow, we will create time and space for staff to rest, reflect and be supported in what will be a challenging and emotionally demanding job roles.

In addition to the CPD offer, we will create a staff well-being offer that will ensure good staff retention. This offer will include:

### **1. Well-being room/s**

Within the accommodation, current unoccupied office space will be turned into staff well-being rooms. These will be spaces to relax, be quiet or have coaching conversations. These will be available 24 hours a day to staff to book and use.

### **2. Staff bedrooms on site**

Currently unoccupied rooms in the admin wing will be turned into staff bedrooms (maximum of two); these will be furnished as they would be in a home. Staff who are on shift should be present with students at all times, but we will offer sleeping accommodation to staff after a demanding day or a night shift if they would like to make use of it. This may support staff who have further to travel, have home routines that benefit being able to stay on site or those who want to rest before travelling home safely.

### **3. Holiday entitlement**

OAR will ensure that all staff have adequate holiday entitlement given the nature of their work, school terms and the operation of the school 24 hours a day, 365 days a year. If possible, the entitlement will exceed the minimum required by law but will be determined by the reality of staffing levels and salaries.

### **4. Personal development**

Oasis employs a Director of Ethos and Formation whose focus is on supporting staff's personal development and formation through the Oasis ethos and Oasis 9 Habits. All Oasis staff have access to 9 habits reflection and training resources that are delivered one to one and by workshops. Oasis offers an annual 9 habits conference for all staff to attend as a deliberate space to learn, reflect and grow. Staff at OAR will be offered leadership training with personal formation at its heart; encouraging personal growth and creating space for rest is intrinsic to Oasis' organisational culture.

### **5. Clinical supervision**

OAR will provide bi-weekly group clinical supervision and individual supervision for all staff. This will ensure all staff group dynamics are being externally monitored which can support their well-being. In particular, coaching staff will be working closely with each other full-time in residential houses. Harmonious, effective and healthy working relationships will be important to ensure the culture and quality of work remains good. As a result of clinical supervision, adjustments to staffing can be made in order to make the most of individuals' complimentary skills, working styles and personalities.

### **6. Staff meetings**

As stated in section C, Oasis Academy Restore will hold check-in and check-out meetings for all staff at the start and end of shifts in residential houses and teaching areas.

These will focus on three key areas:

- How are you? Name a challenge and a success from this shift
- What information needs to be shared and acted on from previous and next shift?
- What do you want to leave behind before you leave?
- Individual needs of student and what needs to happen for the following shift.

The school leadership will also hold weekly staff meetings that rotate according to shift and supervision requirements of the students. These will involve sharing key information and updates, sharing bit-size training and reflective practice, and have time allocated each week for staff to share ideas or make suggestions. Staff will be able to sign up to share suggestions on a rolling weekly basis. More information is available in section D.

### **7. Re-visioning days**

OAR will hold days for staff for team building and re-visioning, giving opportunity to build relationship, return to vision and strategy, engage in whole-school CPD and

give time to share ideas and ensure reflective practice remains at the heart of meeting the challenged learning needs and behaviours of the children.

#### **8. Staff Forum**

Much like with OAR students, staff will have a voice via the staff forum. Staff will elect members to the forum which will meet half-termly and feedback to the Principal and the Oasis Secure Trust Board. A member of the staff forum (ideally the chair) will sit as a non-executive member of the Board.

#### **9. Access to OCL's regional and national conferences.**

As described above, Oasis holds regional and national professional development conferences, regional improvement networks in areas such as behaviour culture, SENDCo's, English and Maths and Behaviour Management.

### **Oasis Secure Trust's Whistleblowing Procedure**

As part of the Oasis Group, Oasis Secure Trust and its staff will benefit from existing policies and procedures that have been developed in accordance with current legislation, our organisational ethics and 9 Habits and 30 years of experience.

Oasis acknowledges that employees are often the first to realise that there may be something seriously wrong within an organisation and/or Academy. This can be especially so in challenging environments such as a secure school. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to an Academy. They may also fear harassment or victimisation. In these circumstances, they may feel it is easier to ignore the concern rather than report what may just be a suspicion of malpractice.

In accordance with our ethos, Oasis Secure Trust will pride itself on having an open and honest culture and is committed to the highest possible standards of probity and accountability. In line with that commitment we encourage employees with serious concerns about any aspects of the organisation's work to come forward and voice those concerns.

Confidentiality will be maintained as far as is possible. It is guaranteed at the point of making a protected disclosure and will be maintained during investigations and hearings, other than when there is a need for disclosure of identity due to cross examination of the staff member as a witness in any subsequent procedure. Whistle blowers will be protected from suffering a detriment, bullying or harassment from another employee. Employees who mistreat a colleague as a result of whistleblowing will face disciplinary action.

For further information, please see the attached OCL Whistleblowing policy which will be extrapolated and applied for use in Oasis Academy Restore.

## Section G Site

**Section G1 A therapeutic environment to live and learn in**

## **Section G Site**

### **Section G1 A therapeutic environment to live and learn in**

#### **The Physical Environment**

The physical environment in which our students live and learn will reflect the Oasis ethos, as well as our Personal Formation and Character Development Curriculum built around the Oasis 9 Habits (See Sections D and F).

Oasis understands from its years of experience in delivering school environments that the physical environment is a critical factor in promoting aspiration. A school's culture and environment are intrinsically linked.

Our goal is to develop a therapeutic community environment by remodeling the existing three residential blocks of the secure site as homes, within which healthy attachments will be modelled, open and honest relationships promoted and a sense of hope fostered. We believe that this context will also provide natural opportunities for more helpful behavior patterns to emerge.

We are committed, through the personal development time as well as the OAR student forum to cultivate a sense of communal ownership where everyone is responsible for the environment they inhabit. This will create a sense of ownership and pride. It will encourage students to develop skills to care for their own environment, understanding how that affects others. It will provide a restorative model of home and comfort, addressing some of the negative images of older memories.

Each of the three student houses will have a dedicated staff team based within it. This strategy will maximise the opportunity for consistency of care as well as the building of trusting relationships where opportunities for self-regulation and management are promoted and triggers for distress are minimised.

#### **A Sensory Environment**

OAR will aim to develop the whole campus as a multi-sensory environment that stimulates changes in the brain, enhancing wellbeing and emotional regulation, in line with The Mentally Healthy Schools Programme.

The development of an intentionally multi-sensory environment will also facilitate self-regulation and provide opportunity for self-soothing.

We anticipate that a team of occupational therapists would be part of the team provided by NHS England and would share guidelines around each individual student's sensory needs. OAR's staff team would be trained to create environments, wherever feasible, that meet those needs.

OAR will re-purpose existing rooms as reflective spaces, including a multi-sensory therapy room/s (stage-appropriate, appropriately lit with colour, sounds and textures to promote students' effective emotional self-regulation) that can be used preventatively in promoting

young people's self-management and reduces the likelihood of situations that necessitate de-escalation and physical restraint.

These will also provide helpful spaces to be used if such responsive measures are required.

### **Oasis Facilities Staff and Collaboration**

Oasis has developed an Estates Team to manage and optimise the environments within its 52 academies and other public buildings around the country.

Many of these buildings are older – and some very tired – when they first come to us. Through sound asset management, alongside seeking advice from field experts, external agencies and our own support network, we have, time after time, been able to secure value for money development that enables our students to benefit from their school's enhanced physical environment.

Oasis believes in the value of collaboration in the pursuit of excellence and we are eager to apply this knowledge and expertise to the facilities that make up OAR to achieve the optimal environment for our students.

We are extremely pleased that we have also been able to gain the support of Duncan Cargill, an accomplished and well connected external environment designer, to work with us on our the pre-opening advisory panel in order to help achieve a bespoke, value for money, an aspirational setting (see section F1 for more information).

### **Homes rather than Residential Blocks**

The type of environment we want to create at OAR is based around the model used at Grendon Therapeutic Prison in Norway, as well as those used in many Nordic countries.

OAR's housing for students will create community homes that emulate a healthy normalized living environment that reduces the criminogenic stigma attached to custodial settings. Our goal is to create therapeutic, calm, rehabilitative atmosphere in each of our houses through the use of:

- Paint colours that are soothing and calming, not jarring
- Communal spaces that are safe and non-institutional
- Carpeted areas
- Sofas and chairs that are comfortable and in neutral colours
- Non-fluorescent lighting (wherever possible)
- Clear, concise and positively worded signage
- Hopeful, empowering and diverse artwork
- Natural foliage and plants
- Clean walls, floors, fixtures and fittings
- No loud intercom systems
- The reduction of noises associated with institutionalised cultures (such as slamming and closing doors, which are well-known trauma-triggers especially at night).

- Reduced noise locking mechanisms and, where possible, fortified wooden (rather than steel) doors

Within each community house, the communal space will be cared for and overseen by the students who live within it. Time will be dedicated each week to care for that space, to suggest improvements and discuss its use via the Oasis Academy Transform Student Forum (see Section D3 for more information).

## **Bedrooms**

Individual bedrooms rooms will be safe places that increase a sense of belonging, wellbeing and the promotion of identity through individualisation whilst, at the same time, ensuring that the young person's safety and wellbeing is safeguarded. Encouraging this kind of ownership not only normalizes the institutionalised custodial setting (as much as possible), but helps to build the emotional resilience, flexibility and adaptive functioning needed moving towards the resettlement process.

This nurturing 'individualised' environment will be offered as a baseline standard for those entering their 'homes' for minimal two week sentences, as well as those who have longer custodial sentences. The opportunity to use payslip 'points' (the school's reward /behaviour and wellbeing system, see section D4) for additional personalised items is available to all. Examples include:

- TV
- Bespoke duvets covers
- Posters
- Plants
- Personal items
- Recreational games and consoles

These will be offered according to the individual student's preferences but will also be determined by their needs and risk factors in discussion with wider staff and health care teams.

## **Outdoor Environment**

OAR is committed to transforming the outdoor environment and landscape as part of the overall therapeutic vision. This means capital expenditure to remodel space that is currently unused or bare.

As part of OAR's enrichment offer, we will create a 'market place' feel in the Academy and the landscape is important to this. However, the aesthetics of the landscape will play a vital role in the creation of a therapeutic and calming, de-institutionalised and healing environment for our students (and staff).

We will use farming and horticulture as a way to help transform lives, connect people and improve health and well-being.

We will do this through creating a farm (for both growing and animals) and gardens, our partnership with Jamie's Farm, based on our existing models on the Isle of Sheppey, in Waterloo, Southampton, Birmingham and Oldham (see section D for additional information).

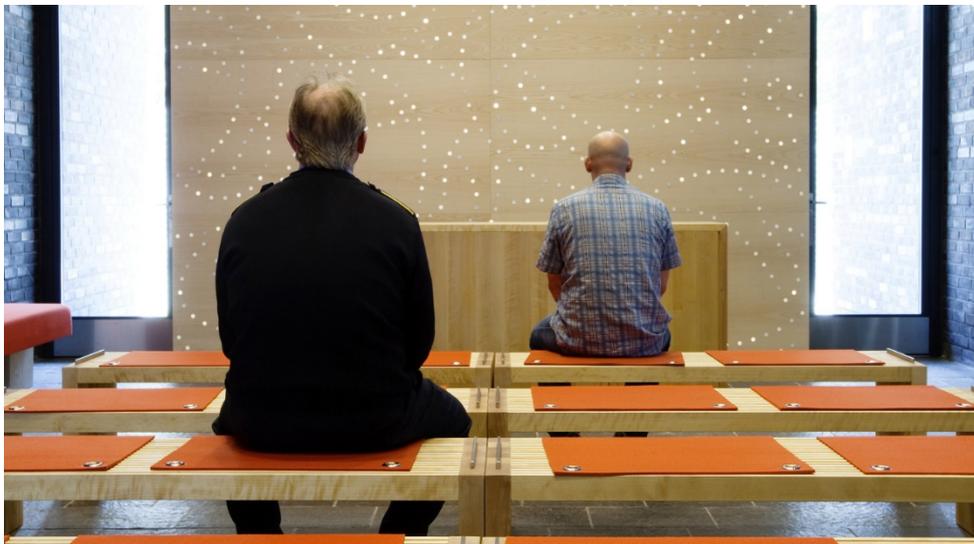
Supported by therapeutically trained staff, the immersive nature of the experience, combined with a peaceful and therapeutic environment and experiential learning will act as a catalyst for change, providing the conditions for our students to thrive academically, socially and emotionally.

As part of this our students will be able to set goals, and be encouraged to give and receive feedback. Our experience teaches us that the skills developed in such a setting will have a lasting impact on our students, both in terms of academic progress and behaviour improvement. The mental well-being measure results received, for instance from our farm project in Waterloo, have demonstrated that the opportunity to engage in activities around our farm significantly improves students' resilience, motivation and self-control; the non-cognitive skills that research is suggesting are even more important than numeracy and literacy in children's life and employment prospects.

In addition to these examples of 'farming and equine therapy', and in consultation with our advisory committee member – [REDACTED] landscape architect – we would like to:

- Create undulating spaces in the centre of the secure site
- Plant trees with different foliage and texture
- Create several growing beds around the site
- Develop water features that are safe and secure offer space to relax, de-escalate and reflect

Below we have included a small number of images that are indicative of the environment what we want to create; these are based on the well-known Halden prison in Norway.





## Section G2 A secure environment

## **Processes for Keeping Students Secure**

Students in a secure environment that appropriately balances the need to manage risks to the public, students and members of staff, this has been reflected in the staffing structure, ratios and roles.

## **E-Safety and Safeguarding**

Oasis has developed its own IT Services division (OITS). We consider online Safeguarding as paramount. Technology means this responsibility now extends beyond the physical protection of a vulnerable person to their safety – the safety of their data – online. OITS ensure that all Oasis staff complete mandatory safeguarding and e-safety training annually and that all recruitment panels include at least one ‘Safer recruitment in Education’ trained member.

We have developed an Oasis Safeguarding Steering Group and Designated Safeguarding Leads (DSL) across the Trust. Their task is guiding, updating practice and knowledge of e-safety.

The importance of compliant handling of personal data has increased with General Data Protection Regulation. Oasis, through its IT service delivery, is familiar with challenges that developing compliance presents to schools and the need to ensure that privacy is effectively implemented by design and default through deployed systems. Recently this has included detailed consideration and centralised configuration of roles, permissions and consents within a new Management Information System (MIS), which we are in the process of rolling out to all our academes.

Oasis also holds Cyber Security Essentials accreditation and designs its solutions to align with these standards. Because of the scale of our estate, we work with manufacturers to stay up to date with product road maps so we can reflect and implement state of the art IT Security into our solution. We are now also often employed by our smaller MATs to help them develop the right solutions.

We will use practices and approaches to learning and implementing the requirements needed for working in a secure setting.

## **DAY TO DAY SITE MANAGEMENT**

The nature of the Secure School requires a provider with an in-depth understanding of not only the technical aspects of undertaking the day to day operations and maintenance of the estate but also the ability to demonstrate high levels of competency around how to manage the delivery of a diverse range of minor and major capital projects.

Oasis is able to demonstrate a thorough understanding of managing complex estates that have an obligation to remain open, operational, safe and compliant at all times, as well as to support continuously the needs of our students and staff alike.

In order to achieve this Oasis will be able to draw on our experience in the following areas:

- Extensive experience of maintaining a large complicated estate approximately 250,000 m<sup>2</sup> in size that meets the CIBSE Guide M Statutory Compliance. In addition to this OAR will be fully assessed to ensure that any other non-statutory but operationally critical equipment and facilities are given equal priority.
- Planned Preventative Maintenance will be programmed to ensure compliance at all times but undertaken at appropriate times to ensure that the provision of the service is maintained at all times. This is actively monitored through a custom reporting system that allows up to date status to be monitored for operational and governance needs.
- All reactive works will require a robust, rapid response to ensure that OAR remains operational at all times and that the condition of the estate does not deteriorate. It is imperative that any reactive need does not impact the health and safety of our students, staff or visitors. There are a number strategies that will enable the success around this which include the maintaining a stock of commonly used materials and the use of standardised specification of sundries and materials. A helpdesk system will be used to ensure that appropriate priorities are actioned quickly and trends can be monitored.
- Where reactive works cannot be resolved in-house quickly, a stock of materials will be on hand that are able to suitably secure the area while maintaining the security and health and safety of our students and staff.
- A network of suitable external contractors who are able to respond quickly to specialist reactive repairs, with appropriate contractual Key Performance Indicators for responding to issues, will be maintained by OAR.

### **CAPITAL WORKS, CYCLICAL PROGRAMME AND LARGE REACTIVE WORKS**

- Each year a capital programme will be established based on a thorough understanding of the life cycle needs of the estate and the available capital funding. This will also include the any other planned works such as cyclical decorations and improvements to the facilities. This will be agreed – co-produced – in advance with the senior leaders and student input to ensure that the funding delivers the highest impact to maintenance of the estate and improvement of facilities for the students.
- Oasis will be able to draw on in-house expertise from a number of Chartered Building Surveyors and qualified project managers to ensure that work is delivered to the agreed cost/quality and time requirements.
- A network of consultants will be at hand to provide a rapid response. These will include some of the more specialist disciplines such as Structural Engineers and M&E Consultants.
- An Asset Management System will be established to enable detailed management information to be stored and reviewed regularly to inform the capital programme

each year. This together with other information such as reactive issues, energy efficiency and improvements will allow any available capital funding to be spent on ensuring that the most critical and high impact works are undertaken.

- One element of reactive works will be the relatively common occurrence of a change in occupancy in the student residential houses at short notice. A well-defined plan will be in place to ensure that works of this nature can be undertaken quickly, by competent in house facilities staff using materials that are help on site. This will allow a residential suite to be turned around quickly to accommodate a new arrival.

## **STAFFING STRUCTURE**

Following a review of the layout of the site and the challenges that may arise in this type of service provision an appropriate staffing structure has been developed to ensure that sufficient staff are available to provide a high quality level of janitorial and cleaning provision. The level of staffing also allows for reactive issues to be addressed quickly when of an urgent nature.

During the core operational hours, a Facilities Manager and/or Deputy Facilities Manager will be on hand to provide direction and leadership during critical times. During the evening there will also be sufficient capacity to manage other areas of the site without causing disruption to the students in their houses.

Full details of the proposed staffing structure is detailed elsewhere.

## **MANAGING WORKS SAFELY**

Oasis has significant experience in establishing Health and Safety policies and processes to ensure that we are able to meet not only our statutory obligations but also to ensure a safe, secure environment to all our students, staff and visitors.

We are intending to prepare, incorporate and adopt a specific Health and Safety Policy to ensure that processes are appropriate for the specific environment of OAR.

## Section H

**Section H Financial plans that are consistent with the rest of your application, demonstrate financial viability and are based on realistic assumptions about income and expenditure**

[Redacted text]

[Redacted text]

[Redacted text]

## Annex - CV template

CV template		
1	Your name.	██████████
2	Your area of expertise (for example, education, finance, health, security).	██████████
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• Name of organisation.</li> <li>• Position and main responsibilities held.</li> <li>• Length of time in position.</li> </ul> <p>This should cover at least the last four years. If not, please include additional roles.</p> <p>Please provide an explanation of any gaps in employment.</p>	Name: ██████████ Position and main responsibilities: ██████████ Dates: ██████████ Reason for leaving: ██████████
		Name: ██████████ Position and main responsibilities: ██████████ Dates: ██████████ Reason for leaving: ██████████
		Name: Position and main responsibilities: Dates: Reason for leaving:
4	<p>Details of any professional qualifications relevant to the role you would play in the secure school, including:</p> <ul style="list-style-type: none"> <li>• Date of qualification.</li> <li>• Professional body membership/registration number.</li> <li>• How your qualifications are maintained.</li> <li>• Revalidation date (if appropriate).</li> </ul>	

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED] [REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	Name: [REDACTED] Position: [REDACTED] Time period: [REDACTED]
		Name: [REDACTED] Position: [REDACTED] Time period: [REDACTED]
		Name: [REDACTED] Position: [REDACTED] Time period: [REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate,</li> </ul>	[REDACTED]

	<p>Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

		<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7.	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8.	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

CV template		
1	Your name.	[Redacted]



CV template		
2	Your area of expertise (for example, education, finance, health, security).	[Redacted]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>Name of organisation.</li> <li>Position and main responsibilities held.</li> <li>Length of time in position.</li> </ul> <p>This should cover at least the last four years. If not, please include additional roles.</p> <p>Please provide an explanation of any gaps in employment.</p>	<p>Name: [Redacted]</p> <p>Position and main responsibilities: [Redacted]</p> <p>Dates: [Redacted]</p> <p>Reason for leaving: [Redacted]</p> <hr/> <p>Name: [Redacted]</p> <p>Position and main responsibilities: [Redacted]</p> <p>Dates: [Redacted]</p> <p>Reason for leaving: [Redacted]</p> <hr/> <p>Name: [Redacted]</p> <p>Position and main responsibilities: [Redacted]</p> <p>Dates: [Redacted]</p> <p>Reason for leaving: [Redacted]</p>
4	<p>Details of any professional qualifications relevant to the role you would play in the secure school, including:</p> <ul style="list-style-type: none"> <li>Date of qualification.</li> <li>Professional body membership/registration number.</li> <li>How your qualifications are maintained.</li> <li>Revalidation date (if appropriate).</li> </ul>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>N/A</p>

CV template		
1	Your name.	[REDACTED]
2	Your area of expertise (for example, education, finance, health, security).	[REDACTED]
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		<p>Name: [REDACTED]</p> <p>Position and main responsibilities: [REDACTED]</p> <p>Dates: [REDACTED]</p> <p>Reason for leaving: [REDACTED]</p>
		<p>Name: [REDACTED]</p> <p>Position and main responsibilities: [REDACTED]</p> <p>Dates: [REDACTED]</p> <p>Reason for leaving: [REDACTED]</p>
4	<p>Details of any professional qualifications relevant to the role you would play in the secure school, including:</p> <ul style="list-style-type: none"> <li>• Date of qualification. [REDACTED]</li> </ul>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

CV template		
	<ul style="list-style-type: none"> <li>Professional body membership/registration number.</li> <li>How your qualifications are maintained?</li> <li>Revalidation date (if appropriate).</li> </ul>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

CV template		
1	Your name.	[Redacted]
2	Your area of expertise (for example, education, finance, health, security).	[Redacted]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>Name of organisation.</li> <li>Position and main responsibilities held.</li> <li>Length of time in position.</li> </ul> <p>This should cover at least the last four years. If not, please include additional roles.</p> <p>Please provide an explanation of any gaps in employment.</p>	<p>Name: [Redacted]</p> <p>Position and main responsibilities:</p> <p>[Redacted]</p>

**CV template**

Dates [redacted]  
Reason for leaving: [redacted]

Name: [redacted]

Position and main responsibilities:  
[redacted]

[redacted]

[redacted]

[redacted]

Dates: [redacted]  
Reason for leaving: [redacted]

Name: [redacted]

Position and main responsibilities:  
[redacted]

CV template		
		Dates: [REDACTED] Reason for leaving: [REDACTED]
4	<p>Details of any professional qualifications relevant to the role you would play in the secure school, including:</p> <ul style="list-style-type: none"> <li>• Date of qualification.</li> <li>• Professional body membership/registration number.</li> <li>• How your qualifications are maintained.</li> <li>• Revalidation date (if appropriate).</li> </ul>	

CV template		
1	Your name.	[REDACTED]
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CV template

		<ul style="list-style-type: none"><li>█ [Redacted]</li><li>█ [Redacted]</li><li>█ [Redacted]</li></ul> <p>Dates: [Redacted] Reason for leaving: [Redacted]</p>
		<p>Name: [Redacted] Position and main responsibilities: [Redacted]</p> <ul style="list-style-type: none"><li>█ [Redacted]</li></ul> <p>Dates: [Redacted] Reason for leaving: [Redacted]</p>
		<p>Name: [Redacted] Position and main responsibilities: [Redacted]</p> <ul style="list-style-type: none"><li>█ [Redacted]</li></ul> <p>Dates: [Redacted] Reason for leaving: [Redacted]</p>

CV template		
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CV template		
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		<p>Name: [Redacted]</p> <p>Position and main responsibilities: [Redacted]</p> <p>[Redacted]</p>

**CV template**

		<div style="background-color: black; width: 100%; height: 100px; margin-bottom: 5px;"></div> <p>Dates: <span style="background-color: black; display: inline-block; width: 150px; height: 15px;"></span></p> <p>Reason for leaving: <span style="background-color: black; display: inline-block; width: 150px; height: 15px;"></span></p> <hr/> <p>Name: <span style="background-color: black; display: inline-block; width: 200px; height: 15px;"></span></p> <p>Position and main responsibilities:</p> <div style="background-color: black; width: 100%; height: 40px; margin-bottom: 5px;"></div> <p>Dates: <span style="background-color: black; display: inline-block; width: 150px; height: 15px;"></span></p> <p>Reason for leaving: <span style="background-color: black; display: inline-block; width: 150px; height: 15px;"></span></p> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div>
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CV template		
1	Your name.	[REDACTED]
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5a	<p><b>For education only</b></p> <p>If you are/were in a leadership position in the most recent school or college you have worked in, please give:</p> <ul style="list-style-type: none"> <li>• The school's/college's Ofsted judgement(s) and performance for</li> </ul>	

CV template		
	<p>the years you have been/were in post.</p> <ul style="list-style-type: none"> <li>• Where available, the track record of your school/college in developing students' literacy and numeracy skills and preparing them for later life.</li> </ul>	
5b	<p><b>For education only</b></p> <p>If you are in a teaching role in a school, or any other establishment with education provision, please give:</p> <ul style="list-style-type: none"> <li>• Your subject's/department's performance for the years you have been in post.</li> <li>• Where available, the track record of your subject/department in developing students' literacy and numeracy skills (where appropriate to your subject and department), supporting them to achieve qualifications and preparing them for later life.</li> </ul>	
6a	<p><b>For residential care or secure establishments only</b></p> <p>If you are/were in a leadership position in the most recent children's home or secure establishment you have worked in, please give:</p> <ul style="list-style-type: none"> <li>• The inspection body and inspection judgement(s) for the period you have been/were in post.</li> <li>• Date of inspection(s).</li> <li>• The track record of your children's home or secure establishment in enhancing the education, health, wellbeing and life chances of children.</li> </ul>	

CV template		
6b	<p><b>For residential care or secure establishments only</b></p> <p>If you are in a care role in your latest children's home or secure establishment, please explain:</p> <ul style="list-style-type: none"> <li>• The impact you have had in enhancing the education, health, well-being and life chances of children.</li> </ul>	
7	Please describe why your experience and expertise are relevant to the role you would occupy in the secure school.	
8	Please include the names and contact details of 2 referees, including your most recent employer.	