

# The Oasis Way for Inclusive Practice

Transformational inclusion  
at the heart of the community



## The Oasis Ethos

Everything within Oasis Community Learning is framed by our ethos.

Our ethos is rooted in what we believe and who we are. Grounded in our story, it is an expression of our character – a set of values that inform and provide the lens on everything we do.

Our ethos is upheld by our Curriculum Statement of Intent, which delivers an ambitious, inclusive curriculum through the elements of character, competence and curriculum.

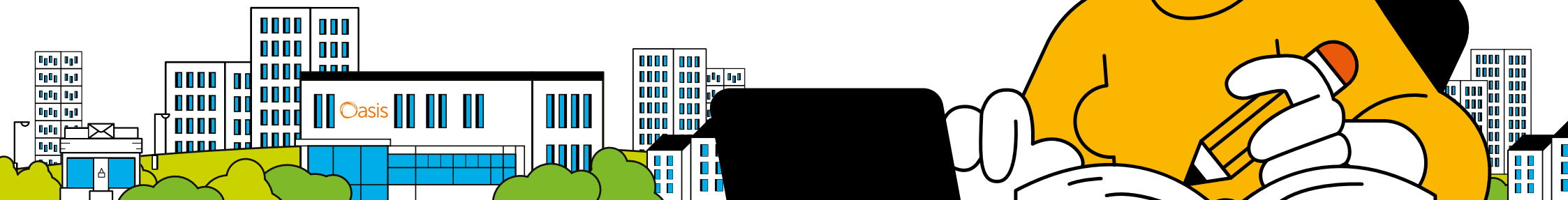


Character

Competence

A sense of community

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



## What is The Oasis Way?

### **The Oasis Way for Inclusive Practice**

The Oasis Way for Inclusive Practice has been developed in consultation with the Founder, the OCL Trust Board, the CEO, The National Education Team, Service Directors, Principals, Executive Assistants and members of the wider Oasis family. It is a core document outlining how we create and uphold a culture of inclusion to empower all members of our communities to flourish.

### **A framework for transformational inclusion**

The Oasis Way is a framework for transformational inclusion at the heart of the community. It details our approach to Behaviour and Pastoral Care, Special Educational Needs and Disabilities, and Personal Development. It provides the blueprint for all academies to design a localised Academy Way rooted in an inclusive approach, ensuring that the needs of all community members are met and they are able to fulfil their full potential.

### **The way we do things here**

The Oasis Way outlines the way we do things here. This is enacted through our 3 Principles of Practice: Relational Culture, Reflective Practice and the 9 Habits. Our Principles of Practice will guide our transformation process, supporting us to reflect on how we relate to ourselves and to one another in order to build a shared understanding of who we are and who we are becoming.

### **Grounded in the knowledge that relationships are transformational**

The Oasis Way is grounded in the knowledge that relationships are transformational and reflects evidence-based approaches to building belonging and restorative, trauma-responsive practice. The Oasis Way is based on cutting-edge cognitive science and developmental psychology research into the impact of Adverse Childhood Experiences (ACEs), attachment and SEND on the way our children learn and develop.

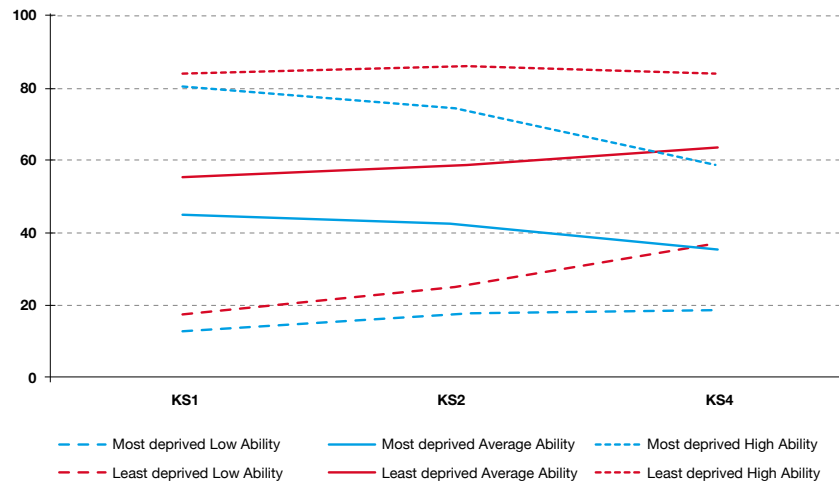
### **Born out of the Oasis ethos**

The Oasis Way is born out of the Oasis ethos and underpins the Curriculum Statement of Intent, centring inclusion as the bedrock for learning and curriculum engagement. It serves to integrate existing priorities within the Oasis Entitlement, such as the Mental Health strategy and Horizons, to ensure we deliver transformational inclusion as one Oasis family: for all our staff, children and communities.



## Our children live in an unequal world

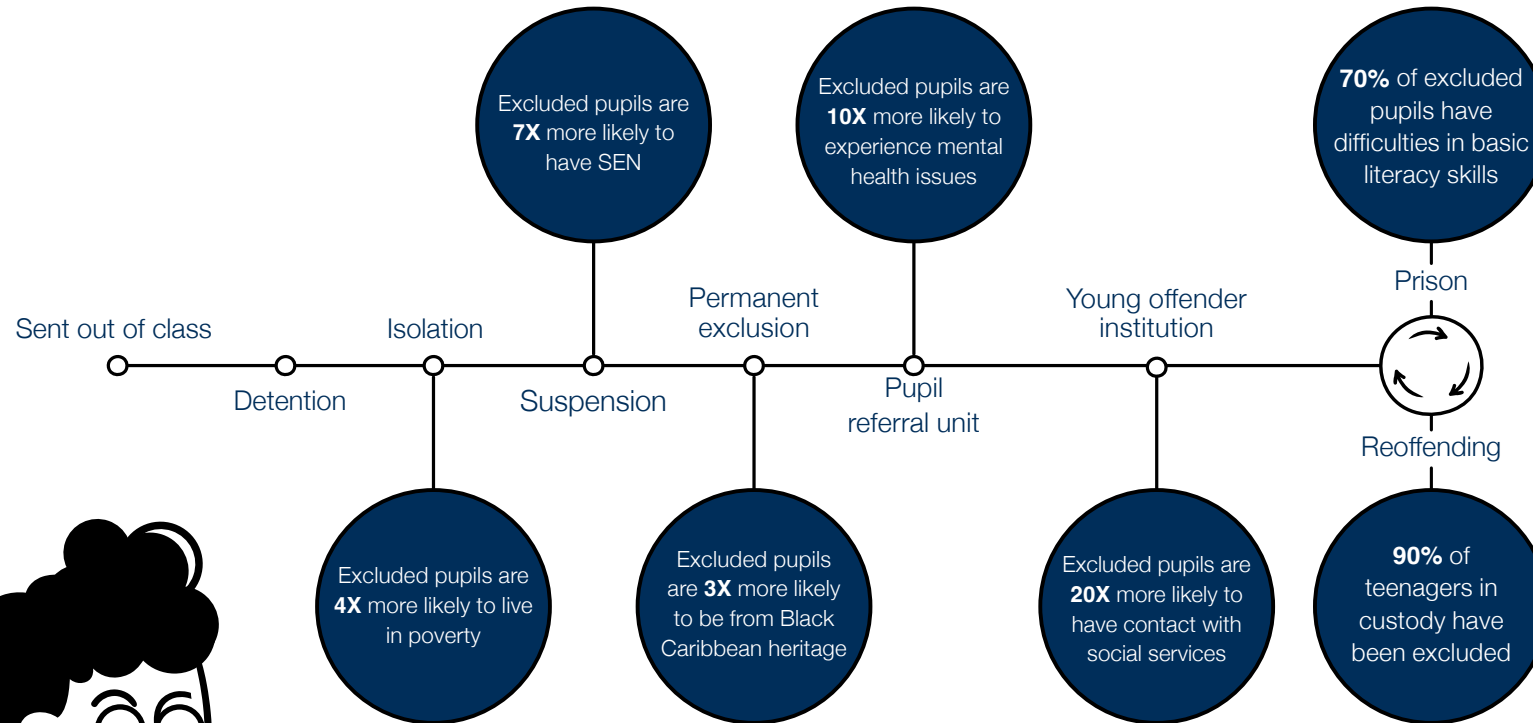
Trajectories from Key Stage 1 to Key Stage 4 by early achievement for the most deprived and least deprived quintiles of socio-economic status (state school only)



- The link between **disadvantage and achievement** has been well documented. At every ability level, children from disadvantaged backgrounds in the UK are **overtaken by their wealthier peers** in school outcomes.
- Compounding this, **school exclusions disproportionately affect children from disadvantaged backgrounds**, including those in receipt of Free School Meals, those with Special Educational Needs or mental health issues, and those from global majority backgrounds. This does not begin with suspension, but from the moment they are sent out of the classroom.
- **The numbers of children affected by the inequalities in the system are rising.** In the UK, **27%** of children now live in poverty. That is 8 in every classroom of 30.
- **As Oasis, we choose to work with communities most impacted by inequality.** 52% of our pupils receive Free School Meals – **double the national picture.**
- In order to deliver a truly outstanding education for our children, we need to take a **different, more inclusive approach** to overcome this inequality. **The Oasis Way** is our solution.



## School to prison line



## Rewriting the story through The Oasis Way

The Oasis Way aspires to redress this inequality through a transformational approach that rewrites the story of what a truly inclusive education should look like in the 21st century. For children living in communities impacted by inequality, we seek to provide a trauma-responsive education system that takes a different approach.

### **The Oasis Way rewrites the story for our communities by:**

#### **Building a sense of belonging**

Actively building a sense of belonging for each child so that they feel secure in their place within the academy community.

#### **Developing strong relationships**

Prioritising the development of strong relationships with safe, trusted adults, underpinned by compassion and a belief in each child's capacity to thrive.

#### **Teaching social and emotional skills**

Proactively teaching children the social and emotional skills they require to self-regulate, build resilience and develop outstanding character.

#### **Meeting children where they are at**

Meeting children where they are at, providing reasonable adaptations to the curriculum and supportive interventions to empower them to make progress academically, socially and emotionally.

#### **Taking a holistic, child-centred and strengths-based approach**

Taking a holistic, child-centred and strengths-based approach to supporting children with additional needs.

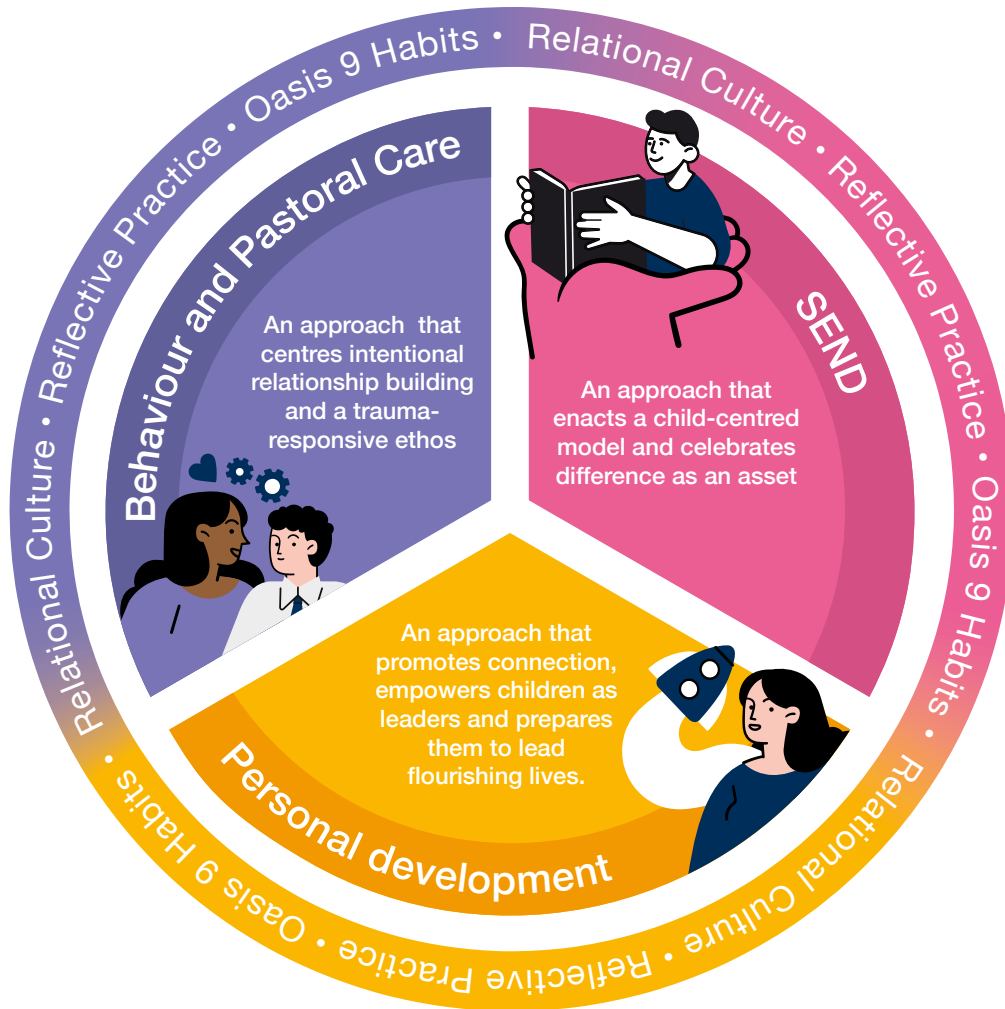
#### **Empowering children and their families**

Empowering children and their families to use their voices to contribute to the development of a flourishing academy culture.

#### **Supporting children to map their own pathways**

Supporting children to map their own pathways to the future, so they are given real choices in their lives.



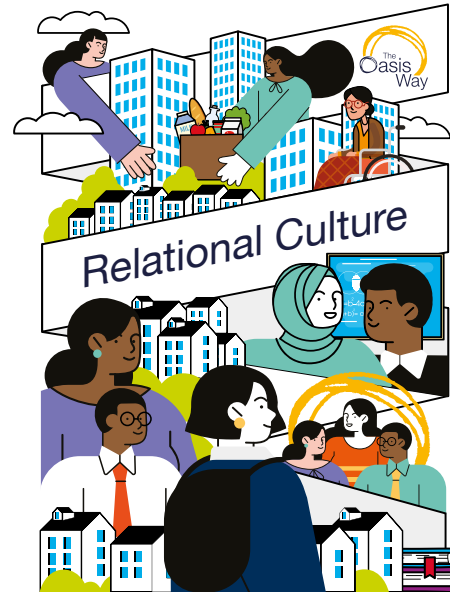


The Oasis Way equips us all to rewrite the story through three core policy areas, held together by the ribbon of our Principles of Practice.



## Our Principles of Practice shape our actions

Our Principles of Practice provide us with a guide to how we enact The Oasis Way. They support us to recognise the power of every interaction in creating a culture where everyone is included and empowered to thrive:



### Relational Culture

Communities are founded on trust, respect and safety. In order to create a truly inclusive community, we need to centre relationships in every interaction that we have. We prioritise the quality of relationships within our community: with ourselves, between staff and pupils, between staff and colleagues, between members of the school and wider community. Our understanding of why relationships matter is founded on evidence-based approaches to child and personal development that centres trauma-responsive and attachment-aware practice to meet the needs of every community member. We intentionally design our systems and processes to honour the relationships that enable all children and adults to flourish.

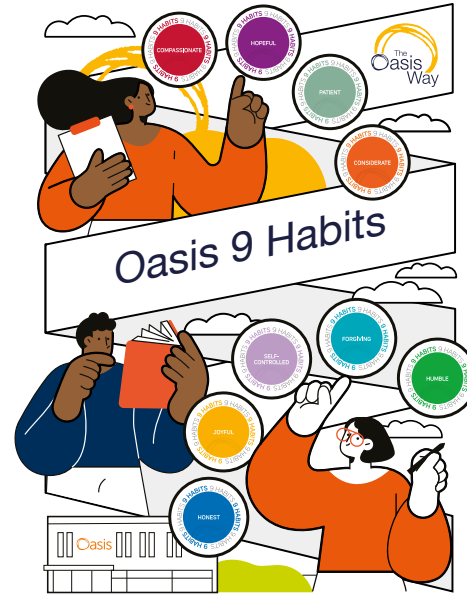






## Reflective Practice

We cannot meaningfully honour relationships with others without first exploring the relationship with ourselves. Reflective practice creates the space to enable a deeper understanding of our own behaviours and the behaviours of others in our community. As educators, we prioritise the act of continuous learning and support each other to make sense of the interactions we have had. This enables us to grow personally and create solutions that we can learn from as a community.



## 9 Habits

The 9 Habits are the lens through which we understand who we are and who we are becoming. The 9 Habits guide our interactions and reflect the values we seek to uphold in our relationships. We use the 9 Habits to explicitly teach aspects of character and enrich our pupils' learning with social, emotional and spiritual education so that they are equipped to reach their potential and live flourishing lives.

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



## The Oasis Way is more than just a policy

The Oasis Way is a holistic approach to implementing change in our culture and our practice around inclusion. It provides more than policies to bring transformational change in our communities to life:

### A framework for inclusive practice

The Oasis Way delivers an aligned framework for inclusive practice that addresses 3 core areas of policy: Behaviour and Pastoral Care, Special Educational Needs and Disabilities and Personal Development.

### Theoretical and practical guidance

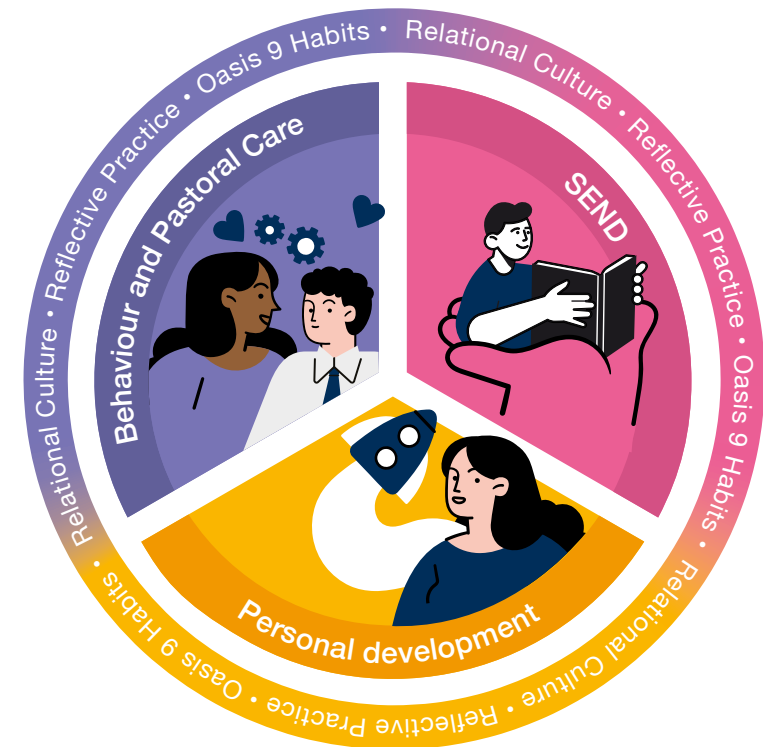
The Oasis Way policies are designed as manuals to implement change, with levers and chapters providing staff with theoretical and practical guidance and accompanying editable toolkits to support implementation.

### A localised Academy Way

The Oasis Way guides academies to develop a localised Academy Way so they can apply the policies, tools and systems to the needs of their individual communities.

### A relational model of implementation

The Oasis Way delivers a relational model of implementation through its flagship Leadership Development Programme and localised academy-led CPD for all staff to enable academy leaders to drive the change and enact a culture of inclusion for every child.



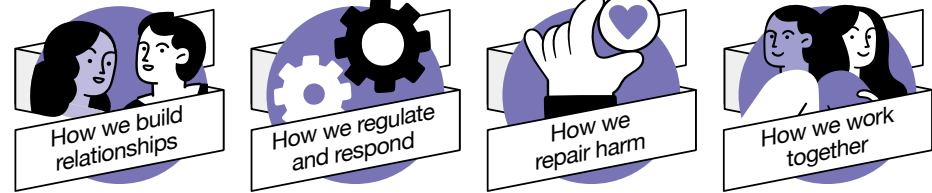
## Our levers provide a manual to develop inclusive practice

Each policy area within the framework is divided into four levers to act as guideposts to support all staff to implement change. When staff seek to understand an aspect of inclusive practice, our levers show them the way:

### Behaviour and pastoral care:

An approach that centres intentional relationship building and a trauma-responsive ethos

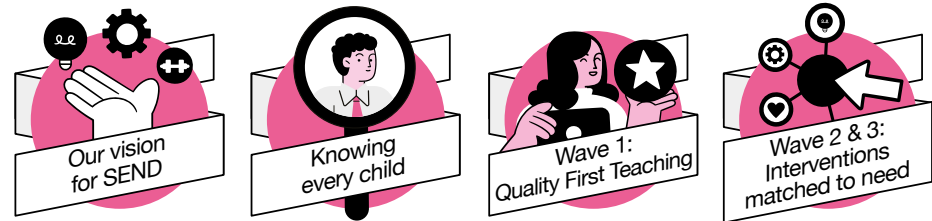
Relational culture  
Reflective practice  
9 habits



### SEND:

An approach that enacts a child-centred model and celebrates difference as an asset

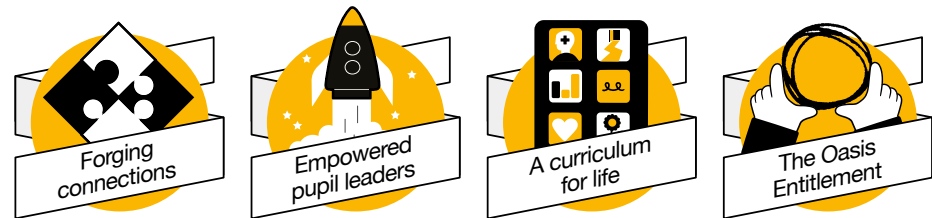
Relational culture  
Reflective practice  
9 habits



### Personal development\*:

An approach that supports children's connection to themselves and others, empowers them as leaders and prepares them to live flourishing lives

Relational culture  
Reflective practice  
9 habits

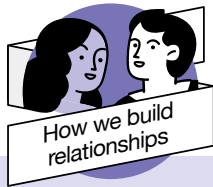


\*The Oasis Way approach to Personal Development is still under construction – coming in September 2024

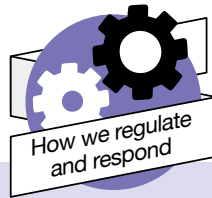


## Behaviour and Pastoral Care

Our Behaviour and Pastoral Care policy covers the following aspects of inclusive practice:



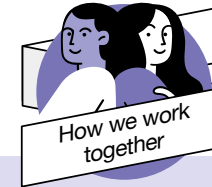
- The transformative power of relationships
- The graduated response
- Building belonging
- Positive framing and celebrating success
- Setting and sustaining boundaries



- A needs-based approach
- Keeping calm
- Emotionally-aware environments
- Responsive regulation
- Managing crisis



- Building a restorative culture
- Responding to low-level disruption
- Consequences linked to harm
- Repairing ruptures
- Responding to community harms



- Reflection and connection before correction
- Listening to the child
- Early intervention and intensifying support
- Team around the child
- Exclusion as a last resort



## Behaviour and Pastoral Care

### How we build relationships

#### The transformative power of relationships

An introduction to the relational approach: cognitive, psychological and developmental research underpinning why relationships are foundational to children's learning and development.

#### The graduated response

A guide to the graduated response as a framework to organise whole-school responses to behaviour and pastoral care at universal, targeted and specialist stages.

#### Building belonging

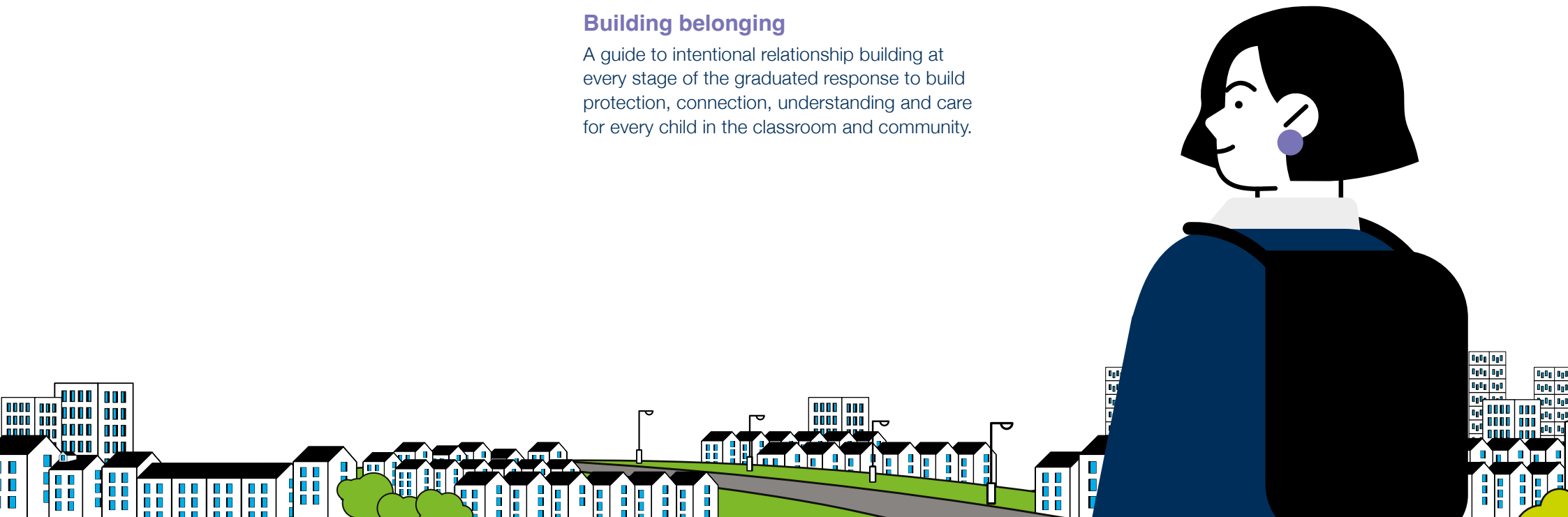
A guide to intentional relationship building at every stage of the graduated response to build protection, connection, understanding and care for every child in the classroom and community.

#### Positive framing and celebrating success

A guide to promoting a positive and responsive climate for learning using strengths-based strategies and relational rewards.

#### Setting and sustaining boundaries

A guide to establishing and maintaining systems to uphold community expectations and secure safety and belonging for children and staff.



## Behaviour and Pastoral Care

### How we regulate and respond

#### **A needs-based approach**

An introduction to behaviour as communication: how trauma-responsive practice enables us to respond to the needs of individuals and create equity for all.

#### **Keeping calm**

A guide to adult self-regulation and emotional attunement in order to promote empathetic and responsive care in the classroom and community.

#### **Emotionally-aware environments**

A guide to teaching emotional literacy, regulation and communication in order to create emotionally-aware environments.

#### **Responsive regulation**

A guide to supporting children to settle to learn through strategies for self- and co-regulation at whole school, targeted and specialist stages.

#### **Managing crisis**

A guide to understanding the conflict curve in order to respond calmly to moments of crisis through proactive and reactive strategies.



## Behaviour and Pastoral Care

### How we repair harm

#### **Building a restorative culture**

An introduction to restorative approaches: the importance of acknowledging harms, their effects, and the need for active repair in order to establish and maintain positive peace.

#### **Responding to low-level disruption**

A guide to maintaining a positive classroom climate by making use of agreements through least- to most-intrusive behaviour management techniques.

#### **Consequences linked to harm**

A guide to using consequences to respond to specific harms and promote positive peace.

#### **Repairing ruptures**

A guide to understanding and using restorative practices and processes to acknowledge and repair the ruptures in relationships caused by harm.

#### **Responding to community harms**

A framework for understanding, responding to and repairing the community harms caused by bullying, discrimination and harassment.



## Behaviour and Pastoral Care

### Reflection and connection before correction

An introduction to reflective practice as a tool for informed decision making: how reflection and curiosity enable thoughtful and collaborative working to meet the needs of every child.

### Listening to the child

A guide to using a range of pupil voice strategies that ensure the voice of the child is heard in order to inform planning and decision making.

### Early intervention and intensifying support

A guide to using the graduated response at wave 2 and 3, including the use of assessment and intervention tools to provide tailored support.

### Team around the child

A guide to providing enhanced support by creating opportunities for parents, carers, children and community partners to connect, collaborate, and plan together to build capacity and wraparound support.

### Exclusion as a last resort

A guide to ensuring all alternatives to exclusion have been thoroughly explored and protocols to follow when exclusions are considered.

How we work together



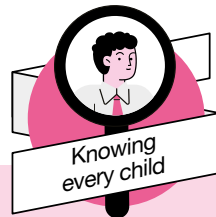


## Special Educational Needs and Disabilities

Our Special Educational Needs and Disabilities policy covers the following aspects of inclusive practice:



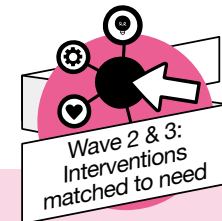
- True inclusion at the heart of the community
- The graduated response
- SEND leadership and management
- Inclusive curriculum and environments
- The Oasis entitlement



- The child-centred approach
- Pupil profiles and planning
- Pupil voice
- Working with families
- Secure and successful transitions



- Distributed leadership
- Every teacher a leader of SEND
- How we assess and respond
- How we identify and intervene
- How we secure progress



- Our SEND offer at Wave 2 and 3
- Early interventions and intensifying support
- Engaging with specialist services
- Statutory commitments for children with EHCPs
- Alternative pathways



## Special Educational Needs and Disabilities

### Our vision for SEND

#### True inclusion at the heart of the community

An introduction to the Oasis SEND approach: applying a child-centred model of care that secures true inclusion for all children and celebrates difference as an asset.

#### The graduated response

A guide to the graduated response as a framework to organise whole-school responses to children with Special Educational Needs and disabilities at universal, targeted and specialist stages, following the SEND Code of Practice, 2015.

#### SEND leadership and management

A guide to designing effective structures of leadership, management and resource allocation to embed high expectations and excellent outcomes for children with SEND.

#### Inclusive curriculum and environments

A guide to intentionally designing environments to meet the needs of children with SEND and securing access to the full broad and balanced curriculum in order to create equity of offer for all.

#### The Oasis Entitlement

A guide to securing access to the full Oasis Entitlement for children with SEND in order to create equity of opportunity for all.



## Special Educational Needs and Disabilities

### Knowing every child

#### The child-centred approach

An introduction to the child-centred approach: the importance of designing systems and processes that centre the child's strengths, areas of development and voice in order to secure excellent outcomes for all children with SEND.

#### Pupil profiles and planning

A guide to the development and implementation of pupil-centred profiles and planning tools in order to meet individual needs and secure progress.

#### Pupil voice

A guide to using a range of pupil voice strategies that ensure the voices of children with SEND are heard in order to inform planning and decision making.

#### Working with families

A guide to promoting effective participation of parents and carers to ensure families remain informed, heard and responded to as active collaborators in planning to meet the needs of their children.

#### Secure and successful transitions

A guide to developing internal and collaborative systems that enable children with SEND to transition successfully between phases.



## Special Educational Needs and Disabilities

### Wave 1: Quality First Teaching

#### Distributed leadership

An introduction to the distributed leadership approach: how to strengthen support and secure progress for children with SEND by empowering every adult as a leader of SEND.

#### Every teacher a leader of SEND

A guide to empowering teachers to meet the needs of children with SEND in their classrooms through the application of adaptive quality first teaching strategies.

#### How we assess and respond

A guide to using formative and summative data to target responsive teaching strategies and close gaps in knowledge and skills for children with SEND.

#### How we identify and intervene

A guide to the first stage of the SEND identification and intervention process and the role of the teacher in assess, plan, do, review.

#### How we secure progress

A guide to the role of teacher and teaching assistant in securing the progress of pupils with SEND to ensure excellent outcomes in every classroom.



## Special Educational Needs and Disabilities

### Wave 2 & 3: Interventions matched to need

#### Our SEND offer at wave 2 and 3

An introduction to the academy offer at wave 2 and 3: the importance of providing a comprehensive offer that meets the needs of your community and supports all children with SEND to thrive.

#### Early intervention and intensifying support

A guide to the SEND identification and intervention process at wave 2 and 3, including the use of assessment and intervention tools to provide tailored support.

#### Engaging with specialist services

A guide to providing enhanced support by working with a range of specialist services to consult, collaborate, and respond to meet specific needs of children with SEND.

#### Statutory commitments for children with EHCs

A guide to upholding our statutory requirements in order to provide exemplary support for children with EHCs and enable them to be confident learners, develop independence and feel prepared for the next phase of their education.

#### Alternative pathways

A guide to the appropriate use of curriculum modifications, alternative provision and part-time timetables to support children with the most complex needs.



## The Academy Way guides leaders to localise the inclusive approach for their context

The Oasis Way recognises that all academy contexts are different, and that academies will need to localise the inclusive approach to meet the needs of their communities.

The Academy Way provides a blueprint for all academies to map their localised journey towards transformational inclusive practice, through the aligned framework of The Oasis Way.

### The Academy Way strengthens relational culture by ensuring each academy has:

#### A shared language

A shared language to define the inclusive culture and ethos of each Oasis Academy.

#### A clear, united vision

A clear, united vision for each academy of who we are and who we are becoming.

#### A localised Academy Way plan

A localised Academy Way plan that outlines absolute clarity of expectations of what great looks like for staff and children in all key areas of academy life.

#### An explicit model

A model for the explicit instruction of intentional habits and routines to support children's feelings of safety, security and belonging.

#### A comprehensive communication strategy

A comprehensive communication strategy that outlines how staff, children and the wider community will be inducted into the Academy Way, so that expectations can be established, monitored and embedded over time.



## Our relational model of implementation

Our relational model of implementation provides an aligned framework to support each academy to develop transformational inclusive practice through reflection, learning and localised application.

It empowers all staff with the knowledge and skills required to respond to the strengths and needs of every child, to provide true inclusion for all members of our community.

### The Oasis Way implementation process:

#### The Oasis Way Leadership Development Programme

The Oasis Way Leadership Development programme will equip academy SEND and Behaviour leads with a deep understanding of each policy lever, including theoretical underpinnings and practical applications, through half-termly in-person train-the-trainer masterclasses.

#### Empowering academy leaders

Academy leaders will be empowered to own the change process by trickling down learning to all staff through localised in-school CPD sessions.

#### Equipping all staff

All staff will be equipped with strong theoretical foundations for trauma-responsive, attachment aware and restorative practice through Inclusion National Staff Meetings.

#### Creating regular listening and learning spaces

Regular listening and learning spaces will be created to spotlight exemplary inclusive practice within the Oasis community, share feedback, and develop strategies to overcome communal barriers and secure success for all learners through strategy and community groups.

#### Developing bespoke systems

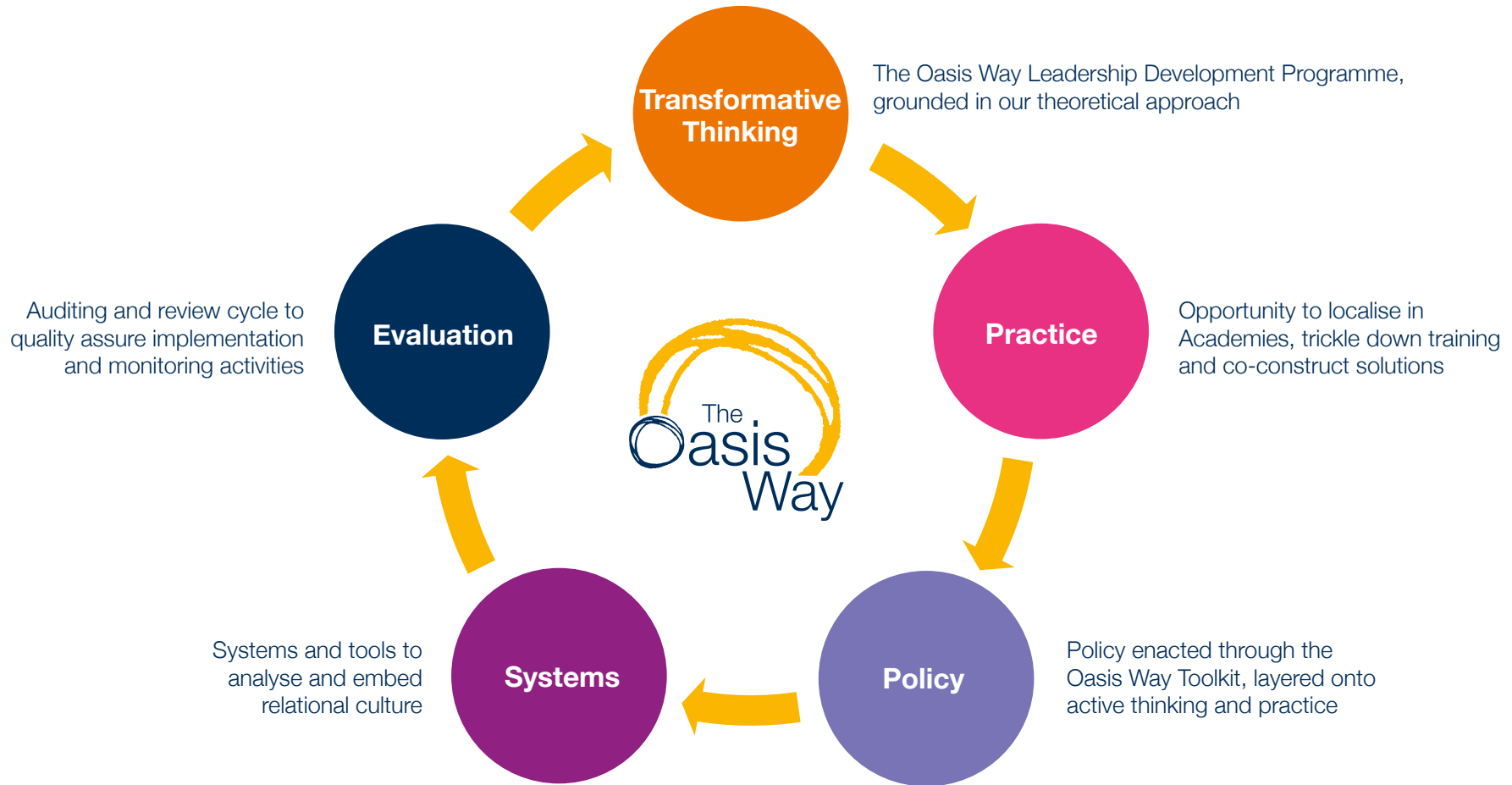
Bespoke systems of data analysis will be developed at an academy, regional and Trust level so additional support can be targeted to those who need it.

#### Providing robust implementation and monitoring activities

Robust implementation and monitoring activities will be provided to support every academy to create lasting change within their context in order to meet the needs of their community.



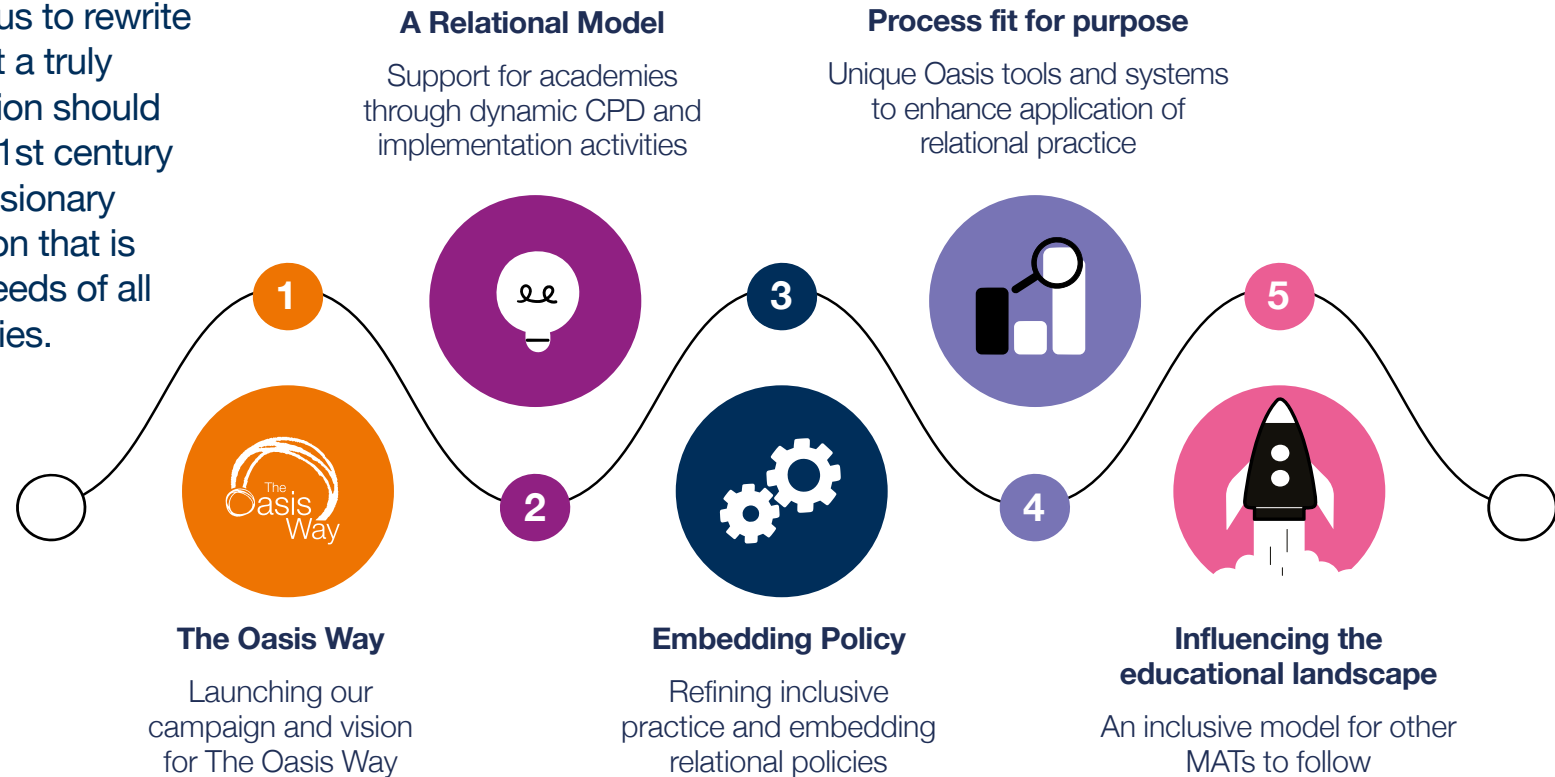
## Our relational model of implementation





## Our 5 year transformation plan

Our 5 year transformation plan empowers us to rewrite the story of what a truly inclusive education should look like in the 21st century and develop a visionary model of inclusion that is fit to meet the needs of all in our communities.



## Delivering transformational inclusion for our children

With all children accepted, included and empowered to fulfil their potential in our academies, we will change the current educational reality to deliver transformational inclusion at the heart of the community.

### We will know we have been successful when:

- All Oasis children **regularly attend and enjoy school**, with suspensions and exclusions well below national averages and attendance at or above national averages
- All Oasis children in **vulnerable pupil groups**, including those with **SEND**, **make progress** in line their peers, with **secure outcomes** and **destinations**
- All Oasis children learn to **read fluently** and discover the joy of reading for personal and community enrichment
- All Oasis children experience improved **mental wellbeing** through **strengthened relationships** and a sense of **belonging**
- All Oasis academies are **united in vision and practice** to deliver **secure relational cultures**, underpinned by **restorative practices** for the benefit of all members of the community





If you wish to know more about Oasis Community Learning – part of the Oasis group of charities – please contact:

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[www.oasiscommunitylearning.org](http://www.oasiscommunitylearning.org)

