

House System Policy 2022- 2023



Oasis Mission Statement

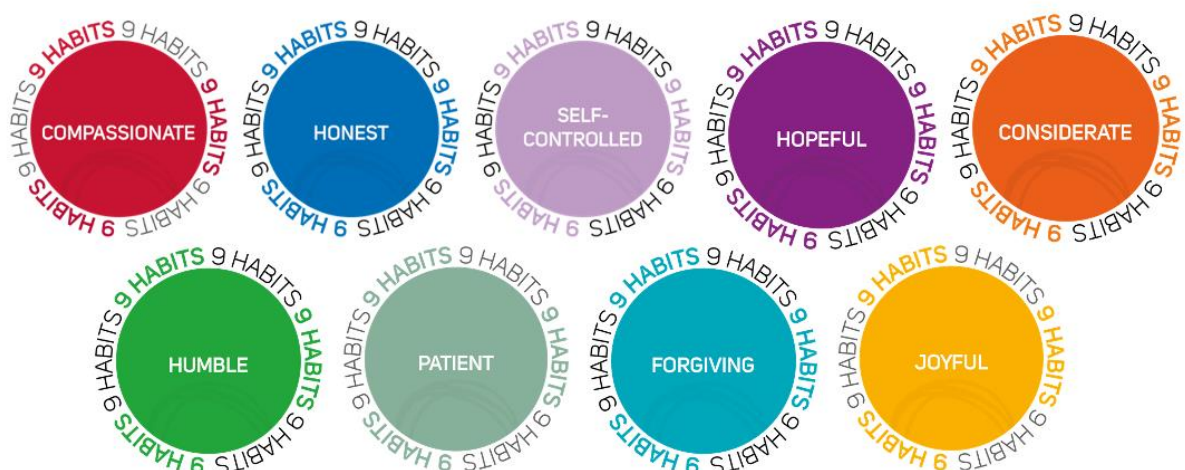
Everything within Oasis Community Learning is framed by our ethos.

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.

- A passion to include
- A desire to treat people equally respecting differences
- A commitment to healthy, 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

It is these ethos values that we want to be known for and to live by. We are committed to a model of inclusion, equality, healthy relationships, hope, and perseverance throughout all the aspects of the life and culture of every Oasis Hub and academy community.

We encourage every member of our family, be that staff or student, to align themselves to these ethos values. The values themselves are inspired by the life, message and example of Jesus but we make it clear that we will not impose on anyone, the beliefs that underpin our ethos values. We recognise and celebrate the richness that spiritual and cultural diversity brings to our community, respecting the beliefs and practices of other faiths in the hope that we will provide a welcoming environment for all.



The House System

Principles

The House System is primarily about creating smaller communities within the school that promote diversity and create a sense of identity, competition and belonging and will add an extra dimension to the social structure of the school.

The House System should mix students of all ages and not be based upon curriculum or academic criteria. Each House should represent a fair cross-section of the school community. Each house will incorporate students with a mix of gender, attainment and SEN from different feeder primary schools.

Students should meet as a House on a fortnightly basis, in a vertical assembly lead by their Head of House. The House should be their main focus during school-wide competitions.

Why we need a House System

School Culture

- To provide a method of strengthening the school culture.
- To give pupils a way to demonstrate responsibility, team-skills, cooperation, leadership and student voice outside of the classroom environment.

Inclusivity / Sense of belonging

- Every pupil experiences a need to belong and when the school becomes large this could be difficult. The house system provides a small school feel, a way of ensuring that every pupil's voice is heard and everyone feels that sense of belonging.
- The House system provides a way to meet the pastoral needs of the students, where every pupil is known and no one is left behind.

Success / Sense of self worth

- When pupils take part in House events and perform for their house it gives them a sense of self-worth and achievement that may be more difficult to achieve on a school wide level. For example, pupils who take part in an activity for sports day who may not otherwise be able to represent the school at sport.

Sense of healthy competition

- Every pupil will be encouraged to participate in as many house events as possible during each year.
- The house system will develop team spirit whilst, at the same time, encouraging a sense of loyalty and friendly competition.
- This will also encourage a sense of ownership in the house which in turn will increase the healthy competition and so on.

Sense of security

- When students feel secure and their needs are met on a pastoral level, it will also help them to perform better academically and will have a positive impact on other areas of their education.

Positive behaviour management

- A very important role of the house system will be for positive behaviour management.
- House points will be awarded to individuals for various positive behaviours and achievements. These will be accrued throughout the year, culminating in a final house cup that will be awarded in an end of year assembly.
- There will be no sanctions applied to this system – i.e. house points will not be deducted for negative behaviours, rather dealt with separately. The house system will reward the positives at all times.

The Three Houses:



Angelou House

'I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel'.

Poet, dancer, singer, activist, and scholar Maya Angelou was a world-famous author. She was best known for her unique and pioneering autobiographical writing style.



Malala House

'When the whole world is silent, even one voice becomes powerful'.

Malala Yousafzai was awarded the Nobel Peace Prize for her fight for the right of every child to receive an education.



Pankhurst House

'You have to make more noise than anybody else, you have to make yourself more obtrusive than anybody else'.

Emmeline Pankhurst founded the Women's Social and Political Union, which used militant tactics to agitate for women's suffrage.



House Structure

Every school employee should be a member of a House, with the exception of the Principal.

Each house is led by their Head of House which is supported by a team of form tutors, co-tutors, LSAs and nonteaching staff.

Student positions within the house system include House Captain (KS5), Vice House Captain (KS4) and a Junior House Coordinator (KS3). In addition to this, each form has a Form Captain and a Sports Captain. These posts will be interviewed for and appointed by Head of House in accordance with the timeline for student roles and responsibilities.

Form Groups are based around the Houses so students enter the school and are assigned a House, with their Form Tutor also a member of that House. Students mix academically with all the other Houses but meet daily in just their form/ House.

Houses meet fortnightly giving pupils a chance to integrate with members of their house whilst allowing the Head of House, Form tutors, Co-tutors and students to lead meetings regarding major house competitions and interim house competitions.

Student Leadership Positions

OASP House Leadership Positions

House Captain (KS5) Vice Captain (KS4)	House Captain (KS5) Vice Captain (KS4)	House Captain (KS5) Vice Captain (KS4)
Lower School Captain (KS3)	Lower School Captain (KS3)	Lower School Captain (KS3)
Sports Captains <i>(one girl and one boy per year group)</i>	Sports Captains <i>(one girl and one boy per year group)</i>	Sports Captains <i>(one girl and one boy per year group)</i>

Staff Roles and Responsibilities

The role of the Head of House

The main aim of the Head of House position is to ensure the pupils “buy in” to the idea early on in the autumn term, which will then continue to strengthen throughout the year.

- Students should understand why their house namesake is important and how they have demonstrated the 9 Habits of the school throughout their life and work.
- Each House should come up with its own traditions or routines – for example how they start House meetings etc. – that help to mark them out as different.
- Each house should adopt a charity. They will raise money for this during charity week in the autumn term each year.

The Head of House must deliver and organize a fortnightly house meeting and house assembly. The use of all house staff is encouraged, ensuring that pupils get to know all staff in their house, and it is best practice to email all house staff at least 24 hours prior to the assembly with full details of the upcoming assembly. We encourage Heads of House to use pupils, particularly those with house leadership positions, to deliver parts of house meetings, assisted by their form tutors or Head of House, if necessary.

In addition to this the Head of House should ensure that the following duties are completed;

- Maintain and update the House notice board.
- Develop the House page on OASP Website and oversee updates (with the assistance of the IT team).
- Oversee the half termly newsletter and bulletin entries, with the form tutor's assistance.
- Organise competitions and coordinate house entry and rehearsals where necessary.
- Organise their House for sports day and any other important occasions arising.
- Conduct the interview process for house student leadership positions.
- Manage students with leadership positions and ensure they are being used and have a rigid set of tasks to work on every half term.

The role of the Form Tutor

- Organise tutor group for house competitions.
- Support the interview process for roles and responsibilities within their form.
- Monitor the carrying out of roles in their form.
- Deliver house meeting when required by Head of House, and/or organise their form to
- deliver House assemblies if required by Head of House.

Election of roles and responsibilities

Students will be given a job description which will be the same across the houses.

- Pupils will apply and interview for form roles in the Autumn Term, with duties commencing directly after they have appointed, coordinated by the Head of House.
- The Sports Captains within each form will liaise with the Head of PE to coordinate the house sports activities – including who enters what competition, and ensuring that all pupils in the house have a role in Sports Day.
- There will be a handover ceremony in a House Assembly where those currently in position pass on their role to the new appointees, if necessary. There is the possibility of holding a position for more than one year if the student in question has been exemplary at their role and all are in agreement.
- Students who take up House positions will also be given a standardised job description, which will be written and communicated by the Head of House

- Student leadership roles will continue to evolve as the school grows, with the general rule that the most senior positions will be given to the most senior year groups, bringing an element of hierarchy.

The staff member in charge of the House System will meet with all Heads of House (who will then meet with all students in leadership positions) once a half term to outline their key responsibilities.

Rewards Programme and House Points

Major House Competitions

Term Competition Overview

Term	Competition	Overview
Autumn	House Dance and Music	Group/individual competitions. Each house to be assigned a genre/style/decade as their brief.
Spring	House Drama	Group/individual competitions. Each house to be given a brief that they must work within.
Summer	Sports Day	All pupils take part in sports day - organised by Head of PE

Interim House Competitions

- In addition to the main competitions outlined above, there will be other 'interim' events held throughout the year with house points attached.
- Each department will organise and run at least one interim house competition throughout the year. These include photography, quizzes, chess competitions, spelling bees, MasterChef film making, creative writing, a variety of different sports and many more.
- There could also be activities during student induction week that will have house points attached. These competitions will carry fewer points than the main events as they will have less time devoted to them.
- There will also be a series of other dedicated Sixth Form competitions taking place throughout the year, such as 5-a-side football, basketball and table tennis competitions and many more, which will be organized by the Head Prefects

House Point Allocations

The following points system applies to all House competitions from September 2022:

Major House Competition

Position:	House Points Allocated
1st Place	20,000 points
2nd Place	15,000 points
3rd Place	5,000 points

Where more than one house entry for a competition is deserving of exceptional reward, the House can only earn one rank in the results table and one set of points; it is not possible for the same house to come first, second and third.

Interim House Competitions:

Position:	House Points Allocated
1st Place 5000 points	5,000
2nd Place 3750 points	3,750
3rd Place 2500 points	2,500

Student awards can also earn their points for their house in the following ways:

End of Half Term/ Term Rewards Assemblies

Award:	House Points Allocated
Commendations	5
Silver Merits	50
Gold Merits	200
Academic Resilience	75
Academic Excellence	75
Reader of the Half Term/Term	75

Sportsperson of the Half-Term/Term	75
Pupils with 100% attendance (half-term)	75

End of Year Rewards Assembly

Award:	House Points Allocated
Commendations	5
Silver Merits	50
Gold Merits	200
Academic Resilience	75
Academic Excellence	75
Reader of the Year	100
Sportsperson of the Year (two awards - boy and girl?)	200
Performance Artist of the Year	200
Pupils with 100% attendance (for the year)	500
Oasis 9 Habits Badge/Award (for best contribution to OASP and the community)	1000