



The Oasis Academy Short Heath Way

Localised Plan for Inclusive Behaviour

Lead for whole school behaviour:

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Principal

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The Academy Way Intent

The Oasis Way for Inclusive Practice 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 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 can fulfil their full potential.

We are all Oasis. Our Principles of Practice of Relational Culture, Reflective Practice and the 9 Habits are all rooted in the underpinning story of Oasis and the Oasis Ethos of inclusion, equality, healthy relationships, hope and perseverance.

Through the invitation of the way of the Oasis 9 Habits we can enact and model the behaviours that help us all to thrive as individuals and in our relationships. The Academy Way brings the Oasis Ethos to life.

These ethos values and 9 Habits are the foundation on which we must develop our localised Academy Way. This shared language empowers us to build a strong relational culture with inclusion and trust at its heart. Together, we work towards the Oasis vision for community, a place where everyone is included, making a contribution, and reaching their God-given potential.

The Academy Way localised plan acknowledges that each Oasis Academy exists in a particular context. This tool supports academy leaders to meet the needs of the community we serve and fulfil our vision for the children and families in our care. The Academy Way is our roadmap to relational culture and flourishing lives for all our children. It encompasses:

1. A narrative of belonging and identity that describes who we are and who we're becoming
2. Absolute clarity about 'what great looks like' and how this is communicated to all stakeholders within our relational culture
3. The habits and behaviours all members of the school community will adopt to ensure that we can make visible and consistent our culture of 'the way we do things here'
4. A comprehensive communication plan to ensure that secure boundaries are established and embedded in our academy culture

Lever 1: How we build relationships

Building belonging: Our academy vision and approach

Oasis Academy Short Heath has a strong vision of Flourish, Aspire, Nurture which permeates everything we do. They reflect a commitment to fostering the holistic development, ambition, and supportive environment for both children and adults.

Flourish

At Oasis Short Heath, the children thrive in a positive and encouraging atmosphere where children can thrive academically, socially, and emotionally. We recognise and address the unique strengths and challenges of each child to help them reach their full potential.

Aspire

We encourage children to set high aspirations for themselves, both academically and personally. We promote a culture of curiosity, continuous learning and a desire of knowledge that extends beyond the classroom environment.

We inspire children to take on leadership roles within the school and to contribute positively to their community.

Nurture

At Oasis Academy Short Heath, we value and actively promote a sense of community where everyone feels supported, respected, and included. We prioritise the emotional and mental wellbeing of children and staff, providing resources and services to address their needs.



- Children actively participating in class and group discussions.
- Effective and passionate teachers
- A diverse and inclusive environment where everyone has a sense of belonging
- Physical spaces are inviting, comfortable and allow for children to regulate themselves
- Strong teacher-child relationships
- Staff enjoy being at work.



- Pupils are heard.
- Parents/ carers have the opportunity to be heard.
- Engaging discussions among children and teachers, promoting critical thinking and problem-solving skills.
- Positive reinforcement
- Excitement and enthusiasm in the voices of children and staff
- Children and staff using polite language and manners when interacting with each other.



- Pupils have a strong sense of belonging and know their worth.
- Positive energy and attitudes
- A sense of physical and emotional safety
- Warm, supporting and caring relationships
- Open and effective communication between teachers, children and parents/carers.
- The school prioritises the mental, emotional and physical wellbeing of children and staff.
- The school actively promotes inclusivity, celebrated diversity and ensured that every child feels a sense of belonging.

Setting and sustaining boundaries in academy culture: What great looks like

‘Every school leader has some sort of vision of the pupil culture he or she wants to create [...] What sets top leaders apart is that they transform their vision into meticulously built systems that operate across every single classroom.’

- Paul Bambrick-Santoyo, *Leverage Leadership* (2012)

Our Academy Way prioritises **setting and sustaining positively framed expectations** for our pupils. When we set and sustain boundaries, we establish community agreements about the way we do things here which supports a shared understanding of how we treat each other. When boundaries and behaviours become **consistent** and **predictable**, we build safety, trust and belonging for all in our community including children and staff. This is the foundation of our relational culture. It empowers all members of the community to focus our attention on working together to achieve learning goals.

To establish clear expectations and shared positive behaviours, we are intentional about defining the priority moments where consistency really matters – in the **classroom**, in the **corridor** (and other social spaces) and in how we **communicate**. Setting and sustaining boundaries in this way is the bedrock of securing safety for all members of our community and frees up teachers and leaders to secure a fantastic learning experience for our pupils:



By defining what great looks like for pupils and staff in each of these areas, we build complete consistency and clarity of expectations, allow trust and belonging to grow, reduce pupils’

cognitive load about what is expected of them in each classroom and empower teachers to spend time on what really matters: building relationships and securing progress for every pupil.

What great looks like

When we define **what great looks like**, we make it easy for every child and staff member to contribute to the creation of a relational culture that makes every member of the community feel accepted, included and empowered to flourish and achieve.

Rather than establishing specifically what not to do, **we define and teach the expectations and behaviours we want to see** – we tell pupils and staff explicitly what great looks like so that everyone feels a sense of belonging and knows how to be successful as a member of our academy community. Within each priority area, we create a rubric for a relational pupil and staff culture through the identification of 3-5 positively stated, easy-to-remember expectations. These statements provide the roadmap that unites us to create the conditions for a relational academy climate to support teaching and learning.

We create meaningful expectations for our community when we **collaborate** on their creation. Our Academy Way rubrics have been **jointly agreed** with staff and pupils throughout the academy to ensure that our boundaries are accepted, understood and observed by all members of our community.

At Oasis Short Heath, we worked collaboratively to develop our three core values which 'great' can be identified as. These are:

- Flourish
- Aspire
- Nurture

These three values are embedded within our academy and children know that this is what we strive towards throughout their journey with us. Below is what great looks like in the classroom, in corridors and in how we communicate with each other.

What great looks like in the classroom at Oasis Academy Short Heath

Focus	Pupil focus	Staff focus
Entry and exit routines	<ol style="list-style-type: none"> We walk independently with a sense of responsibility, showing self control. We respect others' right to learn by entering and exiting lessons silently – we are patient. We great others with a smile and ask how others are- we are inclusive. 	<ol style="list-style-type: none"> We greet all pupils warmly; every lesson is a fresh start – we are forgiving. We maintain high expectations and hold the line for a silent start / dismissal – we are self-controlled. We are present in the moment, model how we walk around the school with intention and purpose.
Active listening routines	<ol style="list-style-type: none"> We sit up straight to show our engagement – we are self-controlled. We listen carefully to what is being taught so we can learn to the best of our ability – we are humble. We respect the voice of others and listen to their ideas with intent. 	<ol style="list-style-type: none"> We hold out for 100% before speaking to ensure all pupils are ready to learn – we are hopeful. We carefully plan our expositions, instructions and questioning so learning is accessible and challenging– we are considerate. We check for understanding and provide wait time to remove learning barriers for SEND pupils – we are compassionate
'You do' learning routines	<ol style="list-style-type: none"> We begin independent tasks immediately and use time effectively to demonstrate our learning – we are self-controlled. We demonstrate our understanding to the best of our ability, even when tasks are challenging – we are hopeful. We remain silent during independent practice to support our peers in their learning – we are compassionate. 	<ol style="list-style-type: none"> We carefully plan independent tasks so that success criteria are clear and scaffolds are accessible – we are considerate. We maintain high expectations and hold the line for silent independent practice – we are humble. We circulate intentionally to check for understanding and provide targeted feedback and support – we are patient.

What great looks like in the corridor

Focus area	Pupil focus	Staff focus
Safe transitions	<ol style="list-style-type: none"> We walk in single file. We use the one-way traffic system up and down the stairs. 	<ol style="list-style-type: none"> We address and correct behaviour not in line with expectations.

	<ul style="list-style-type: none"> 3. We maintain an appropriate noise level. 4. We will be considerate to others when moving around the school and will pull other children up on their behaviours when they are not. 	<ul style="list-style-type: none"> 2. We model safe transitions around the school. 3. We will be considerate to all pupils by giving them the time to practise these routines regularly.
Inclusive outdoor spaces	<ul style="list-style-type: none"> 1. We have access to fantastic lunchtime provision and will therefore look after our resources and environment. 2. We will be able to have autonomy over our play and free time. 3. We ensure all children are happy and safe, speaking to an adult when necessary. 	<ul style="list-style-type: none"> 1. We will allow children's natural curiosity to flourish and support them in doing so. 2. We will all have clear boundaries to ensure all children know what is and is not acceptable when using inclusive outdoor spaces. 3. We are visibly engaged with children to promote an inclusive environment.
Dining routines	<ul style="list-style-type: none"> 1. We will treat all lunchtime staff with respect whilst remembering our table manners in the hall. 2. We form orderly lines and wait patiently during meal service, being considerate of noise levels. 3. We will be open to trying new foods and will strive to use utensils when eating food. 	<ul style="list-style-type: none"> 1. We will ensure lunchtime staff are being treated respectfully. 2. We will support children in practising these routines so that they know what our expectations are and can succeed in achieving them. 3. We will take advantage of any naturally occurring opportunities to help children develop vital life skills.

What great looks like in how we communicate

Focus area	Pupil focus	Staff focus
Engaged learners	<ul style="list-style-type: none"> 1. We can approach each lesson/ task with a growth mindset and curiosity. 2. We will ask questions and seen the answers where appropriate. 3. We will arrive at school prepared for the day with the necessary tools and equipment, including iPad. 	<ul style="list-style-type: none"> 1. We can plan engaging activities with appropriate scaffolds so all children access and experience success. 2. We will allow all children to have the time to be curious. 3. We put a level of responsibility on the children to be accountable for their


		own belongings , bringing in their iPad fully charged each day.
A caring community	<ol style="list-style-type: none"> 1. We can speak to any adult in the academy and know that we will be heard. 2. We will seek additional opportunities to contribute positively to our academy and wider community. 3. We know that we have a strong network to support us to achieve our dreams. 	<ol style="list-style-type: none"> 1. We will take the time to build relationships with our pupils to strengthen their sense of belonging. 2. We hold a range of after school clubs and provide additional opportunities for our children. 3. We will nurture our children to have a strong sense of self and belief that they are in control of their destiny.
Repairing conflict	<ol style="list-style-type: none"> 1. We will reflect on our 9 Habits to move on from issues in the past and have a positive future. 2. We will be considerate of other people's feelings. 3. We will actively engage with members of staff during restorative conversations. 	<ol style="list-style-type: none"> 1. We will support children using the 9 Habits to repair relationships and use the language in the conversations we have. 2. We will always investigate conflict and ensure consistency in our approach. 3. We will hold restorative conversations to repair relationships and allow children to reflect upon their actions.

A comprehensive communication plan

As leaders, we know that a powerful relational student and staff culture doesn't just happen. Instead, it requires **strategic planning** to establish and embed over time. This establishment begins with an effective communication strategy that considers a range of stakeholders and is planned carefully over time to take advantage of a range of communication mechanisms.

In the development of a comprehensive communication plan, **clarity, consistency** and **intentional practice** are key. Messaging should be kept as simple as possible, with leaders ensuring that messages are **overcommunicated** so that all members of the academy community can engage with, understand and repeatedly practise these expectations until they become fluent and automatic.

As part of our communication strategy, we adopt the following activities to secure effective communication of our Academy Way to all members of our community:

Staff	 Whole-school CPD	 Staff briefing	 Coaching pairs	 Shout outs
Children	 Assemblies	 Explicit practice	 Visual displays	 Celebrations
Families	 Newsletters	 Workshops	 Open days	 Leadership Q&As

To **sustain** these boundaries, academy leaders ensure that communication of expectations around what great looks like is not a one-off event, nor do we try to make change to a number of areas of culture at once. Instead, it is a process over time. We recognise that all stakeholders will require ongoing reinforcement of messages to successfully implement these with consistency in all spaces across the academy. In addition, some members of the community **may require additional support and intervention** to understand and meet our expectations. This can be supported through additional coaching, social stories and other intervention strategies. This is captured in our Short Heath Academy Way communication plan.

Resetting academy culture

At Oasis Academy Short Heath, we strategically plan the development of pupil and staff culture through careful communication, intentional practise, and regular celebration. The table below lays out our approach to setting and sustaining boundaries through careful establishment of each priority area. By focusing with intent on one priority area at a time, we ensure that all members of the community have fully understood and adopted each area of expectation before layering on new routines.

Activity	Why
Friday briefing	<ul style="list-style-type: none"> ✓ Celebrate staff successes throughout the week ✓ Build a culture of modelling and celebration ✓ Hone staff focus on shared understanding of 'what great looks like'.
Steplab Coaching	<ul style="list-style-type: none"> ✓ Ensure all staff are clear on how to model expectations through a focus on 'what great looks like' in coaching and drop ins
Week 1 assembly	<ul style="list-style-type: none"> ✓ Ensure students have shared understanding of what great looks like ✓ Build culture of celebration
Tutor time x 3	<ul style="list-style-type: none"> ✓ Explicit teaching of what to do and what not to do ✓ Strong focus on why to reinforce changes in student conduct
Week 2 assembly	<ul style="list-style-type: none"> ✓ Embed expectations through retrieval practice and make concepts concrete ✓ Recap previous focus area
Student shout outs	<ul style="list-style-type: none"> ✓ Build culture of modelling and success
Visual displays	<ul style="list-style-type: none"> ✓ Nudge norms through visual cues

Oasis Academy Short Heath Academy Way Communication plan

Stakeholder	Actions	Resources	Led by	By when
All staff	Inset day: July 22 nd 2024 – communicate key messages, discuss scripts, use of Bromcom. Inset day: Monday 3 rd September – introduce key resources and share monitoring timetable. Weekly briefing. Monitoring schedule to be displayed in staff room and ALT room	Oasis Way resources	ED	September 2024
Senior leaders	Agenda item at weekly meetings. Monitoring schedule feedback	Oasis Way resources	ED	On going
Middle leaders	Weekly briefings Staff meetings Line management meetings Steplab coaching	Oasis Way resources	ED	On going
Pastoral team	Weekly briefings Line management meetings Team around meetings	Oasis Way resources	ED	On going
Children	Follow monitoring schedule Reminders each week in assemblies of key focus All staff to be identifying good practice through tokens	Oasis Way resources	ED	On going
Families	Policy shared on website Workshop for all year groups to share key messages Sharing news via class dojo and Bromcom	Oasis Way resources	ED	On going

Positive framing and celebrating success: Relational rewards

The recognition of effort, achievement and accomplishment of goals is integral to our relational approach. We recognise that individual effort and achievements will look different for each child and that this will need to be balanced with consistency of approach to develop trust and security in our whole school mechanisms for recognising and celebrating success.

To develop genuine motivation from our children and staff in our communities we use the model of **self determination theory** and strive to embed the **3 key conditions for intrinsic motivation** as often as possible across our academies. These are:

- **Autonomy:** having a sense of choice and control over what you do
- **Mastery or competence:** feeling that you have the skills to achieve success
- **Purpose or relatedness:** finding meaning and connection in what you are doing

We recognise the limitations of overly extrinsic or transactional rewards on pupil motivation and review our practises to increasingly offer a more relational approach to celebrating success. Pupil, parent and staff voice is used frequently to support us to review our rewards offer and ensure we are striking an appropriate balance to meet the needs of our community.

Oasis Academy Short Heath Academy Way Rewards offer

Reward	Rationale
1:1 precise praise	Wherever possible we prioritise giving children specific and meaningful praise 1:1 so we can reflect together on how they accomplished the achievement and the pride we all feel about the effort they put in.
Spotlight assembly	Each week a pupil from each class is chosen and their peers identify examples of where they have demonstrated the 9 habits over the week. Parents are invited into a celebration assembly where the teacher reads out all of the positive statements that have been written. A certificate is awarded and their spotlight poster is displayed.
Gold tokens	Gold tokens are awarded to children in classes other than your own for demonstrating excellent manners, showing the 9 habits, being a kind friend etc. each class has a box in their room and a thermometer is displayed so that when each class has a specific amount, they achieve a class award such as 5 minutes extra play, an additional 15 minutes of art etc. As classes reach each milestone, this will be shown on a powerpoint in the weekly assembly.

House points	We have four houses: Gryffindor, Hufflepuff, Slytherin, Ravenclaw. There will be six house competitions over the year where children will compete to win points for their houses.
Class Dojo	<i>Every time a child displays a positive classroom behaviour they are rewarded with a point. These are shared as shout outs to parents.</i>

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Lever 2: How we regulate and respond

Emotionally aware environments: Our universal regulation offer at wave 1

“It is important not to underestimate the value for students of being exposed to adults – their teachers and other staff members – who model appropriate relationships and who treat them with respect and kindness. [...] When teachers are empowered to respond actively to the impact of trauma on learning and to design their classrooms with attention to wellbeing principles, the benefits for students are long-lasting and far-reaching.”

- Tom Brunzell and Jacolyn Norrish, *Creating Trauma-Informed, Strengths-Based Classrooms* (2021)

At Oasis Academy Short Heath, we recognise that behaviour is the external symptom of a range of underlying factors, and that becoming dysregulated is an involuntary event and requires calming of the brainstem before rational decision making or discussion of cause or consequence can happen.

For this reason, we intentionally create emotionally-aware environments throughout our academy through the intentional design of spaces that can support the integral processes of calming, regulation and reflection for children when they are feeling heightened or triggered.

In our academy, we use the following universal strategies to manage the emotional charge of the classroom and wider school and support children to build safety, belonging and successfully settle to learn:

Universal regulation strategy	Rationale
Zones of Regulation	<i>All children are taught to recognise, name and respond to their emotions using Zones of Regulation. Children are supported to check in daily using Zones in order to build an understanding between the pupil and teacher about the child’s regulatory capacity and support requirements for the day.</i>
Regulation stations	<i>In every classroom, we have regulation stations which children can access (with the support and guidance of the teacher) when they are dysregulated. The regulation stations contain a range of bottom-up and top-down regulatory supports to enable children to calm their nervous system and become settled to learn.</i>

Responsive regulation: Wave 2 relational de-escalation strategies

At Oasis Academy Short Heath, we provide support for children who struggle with emotional dysregulation by making available a range of bottom-up and top-down regulatory strategies:

- Bottom-up strategies connect with the limbic system to directly address the fight-flight-freeze response, helping to soothe and regulate the body’s triggered arousal systems.
- Top-down strategies connect with the cortex to build insight, self-reflection and problem solve ways of moving forward.

We recognise that some children will find it more difficult to regulate their emotions than others, and that some children will require the support of an adult co-regulator to calm their nervous system and become settled to learn.

In our academy, we use the following targeted strategies to support the bottom-up and top-down regulation of children:

Bottom-up regulation strategies:				
Drinking cold water	Running in a contained space	Using square breathing or other breathing techniques	Using a swing, hammock or rocking chair	Going for a brisk walk alongside an adult
Listening to music	Drumming and body percussion	Watching a fish tank, sand timer or bubble tube	Stroking the therapy dog or a soft toy	Using playdoh or therapy putty
Sitting under a weighted blanket	Humming	Completing a sensory circuit	Sitting in a small tent	Yoga poses
Top-down regulation strategies:				
Mindfulness practices	Meditation	Gratitude practices	Recalling facts about a known topic	Using Zones of Regulation to name emotions
Imagining a favourite safe place	Using Emotion Coaching to work out what happened	Using restorative practice sentence stems	Using widget cards to connect physical sensations to emotions	Completing a simple puzzle or game
Walking through the spaces to share what happened	Social thinking or other psychoeducation	Discussing how 9 Habits strengths link to positive choices	Drawing a picture or writing a poem about how you feel	Writing a letter to share your side of the story

Managing crisis: Wave 3 responsive co-regulation planning

For some children, emotional dysregulation can lead to extreme and unsafe behaviours. At Oasis Academy Short Heath, we recognise that early experiences of trauma and other additional needs can cause neurological developments that lead some children to respond differently to changes in their environment.

We use the conflict curve and Dr Bruce Perry's arousal continuum in our Co-Regulation Planning tool to help us understand and map the stages these children may go through in moments of dysregulation. By matching the individual child's behaviours to each stage of dysregulation that occurs, we are able to proactively plan to input the appropriate regulatory supports in before the child reaches peak dysregulation.

Internal state	Calm	Alert	Alarm	Fear	Terror
Brain system	Cortex	Cortex / Limbic	Limbic	Midbrain	Brainstem
Cognition	Rational & reflective , abstract reasoning, executive function, empathy	Concrete thinking, simple reasoning, emotions, relationships	Emotional , limited reasoning, triggered by echo of past experiences	Reactive , responding to survival impulses	Reflexive , controlled by survival impulses
Time awareness	Extended future	Day/hours	Hours / minutes	Minutes / seconds	Loss of sense of time
Internal development stage	Adult / Adolescent	Adolescent	Child	Toddler	Infant
Core question	What can I learn?	Do I belong?	Does anyone care?	Am I safe?	Can I survive?
Adaptive response continuum	At rest	Flock	Freeze	Flight	Fight
Hyperarousal behaviours	Calm and engaged	Vigilance	Resistance	Defiance	Aggression
Hypoarousal behaviours	Calm and engaged	Avoidance	Compliance (robotic)	Dissociation (shutdown, numb, non-responsive)	Fainting
De-escalating responses	PACEful adult presence, engaged learning, calm environment	Playfulness, structure, routine and connection, eye contact, calm voice, top-down regulation	Acceptance & empathy, matched affect, invited physical touch, top-down and bottom-up regulation	Acceptance & empathy, curiosity, time to calm, bottom-up regulation	Safety cues, acceptance & empathy, safe space, time to calm, appropriate physical restraint
Escalating responses	Noise, disruption to structure and routine, confrontation	Complex directives, anger, ultimatums, frustration, anxiety	Raised voice, defensiveness and judgement, chaos and noise in environment	Increased or continued frustration, yelling, sense of fear, isolation	Inappropriate physical restraint, screaming, shaming

When planning to respond to children who require individualised approaches, we use a range of tools to support us with Knowing the Child and Responding to the Child.

Knowing the Child:

At Oasis Academy Short Heath, we recognise the importance of building a full picture of the child's story, context, strengths and needs before planning to respond. We use the following child-centred planning tools to build knowledge and understanding of the child:

Knowing the Child tools	Rationale
<i>Interactive Factors Framework (IFF)</i>	<i>The IFF provides a way of considering the holistic factors which may be affecting a child or young person's development and ability to access learning, considering the child's cognition, affect, behaviour, environment and biology.</i>
<i>PATH (Planning Alternative Tomorrows with Hope)</i>	<i>PATH supports pupils who feel stuck and don't have a positive sense of the future, or who don't see a clear path to getting there. It helps the Team Around the Child to collaborate as a team of advocates who can work together to move things forward and give the pupil the best support.</i>
<i>MAPS (Map Action Planning System)</i>	<i>MAPS is a helpful tool to develop an understanding of the pupil's past in order to understand the context of current challenges. It supports the mapping of the pupil's gifts and strengths as well as their fears, to support action planning of how best to support them going forward.</i>

Responding to the Child:

We also recognise the importance of careful planning to respond to the individualised strengths and needs of each child.

The **Relational Support Plan** is a structured intervention for pupils whose needs are not being met through the universal offer. The aim of the Relational Support Plan is to involve the child and family in the collaborative goal of improving social and emotional skills and supporting improved behaviour to secure social and educational inclusion.

The **Co-Regulation Plan** is a structured intervention for pupils who struggle to manage their emotional regulation, and whose behaviours often become dissociated, disruptive or unsafe as a result. The aim of the Co-Regulation Plan is to map the child's behaviours against the arousal continuum in order to proactively design responsive regulation strategies. This plan includes a proactive and structured risk assessment for children who may require positive handling to keep themselves, others, or the environment safe. We ensure plans are shared proactively with the family and communicated to the child using stage-appropriate tools.

In our academy, we use the Oasis Way pastoral graduated response pathway to identify and respond to children who require individualised wave 3 Relational Support Plans and Co-Regulation Plans to support their behaviour and emotional regulation. See lever 4 for this flowchart.

Positive handling

At Oasis Academy Short Heath, we recognise that “All members of school staff have a legal power to use reasonable force [...] to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.”¹ We work proactively to respond to children’s needs and understand their regulation profiles so that this is always a last resort.

Approach: At Oasis Academy Short Heath, staff are trained to use reasonable force through Team Teach. All staff have received training on how to safely deal with situations that may require some physical intervention.

Recording: We always ensure that any use of reasonable force is recorded. We use CPOMS to record the incident which will always include the following details:

- 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
- Time and date parents were informed
- Injuries sustained – if any

The RD will be informed of any incidents involving physical handling by a staff member.

The RD should undertake a check on Academy physical restraint records regularly. These should be available on CPOMS.

Communication: We communicate with the family by inviting them in for a meeting with the Principal, Mental Health Lead and Class Teacher. When a pattern of behaviour is identified,

¹ DfE, ‘Use of reasonable force’ (2013), p. 4

regular Team around the child meetings will take place with all staff who are responsible for the child.

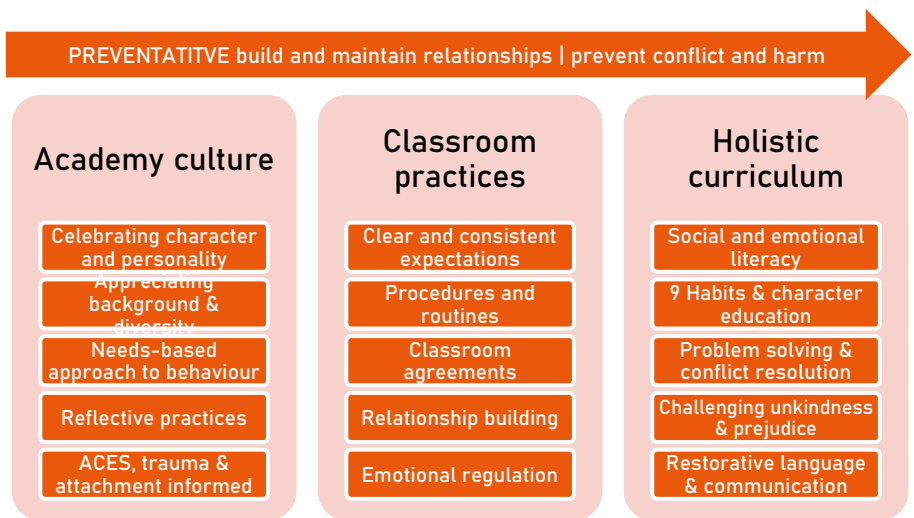
Reflection: We reflect on all occasions of the use of reasonable force to ensure that necessary adjustments are made to the child's provision and to school responses by adding this to the health and safety briefing with SLT.

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Lever 3: How we repair harm

Building a restorative culture: Teaching restorative values and skills

At Oasis Academy Short Heath, we recognise that building a restorative school begins with culture. For this reason, we implement a range of preventative restorative practices to support pupils and staff to build and maintain relationships as the foundation on which restorative repairs can take place and happy, productive connections can be sustained.



In particular, we ensure that we explicitly teach our pupils restorative skills through our holistic curriculum:

Holistic curriculum	What we teach
Social and emotional literacy	<i>We teach social and emotional literacy through regular assemblies. We use 'No Outsiders' literature when issues arise. We have mentoring sessions for children who struggle to be emotionally literate and employ a Mentor from Foundations4the Future to work with several children. we use our Zones of regulation to support children with their feelings.</i>
9 Habits and character education	<i>We teach children about the 9 Habits and character through weekly assemblies and our Spotlight focus on demonstrating the 9 habits. Our flourish, nurture and aspire approach allows us to have time for reflection through daily practice.</i>
Problem solving & conflict resolution	<i>We teach problem solving and conflict resolution through our PSHE curriculum and mentoring sessions.</i>
Challenging unkindness & prejudice	<i>We teach children to challenge unkindness and prejudice by always role modelling good practice and identifying how we can deal with conflict without anger.</i>
Restorative language & communication	<i>We teach restorative language and communication by constantly reflecting on how we could deal with a situation using self-control. We hold mentoring sessions and always use restorative language to</i>

model how conflict/resolution can be effectively communicated with appropriate language.

Managing low level disruption: Least to most inclusive responses

“The daily impact of restorative teaching cannot be underestimated. How you respond in the moment is as important a restorative intervention as any.

Disagreements between children left unsupported can take away the focus on learning very quickly. In classrooms where disagreements/flare-ups/armed skirmishes are common, you need a process that is visible, agreed and always implemented.”

- Paul Dix, *After the Adults Change: Achieving Behaviour Nirvana* (2021), p. 70

At Oasis Academy Short Heath, we seek to ensure that every interaction between adults and children in the classroom is relational and restorative in nature. Our approach to managing low level disruption is built on the approach of behaviour development, rather than behaviour management. We know that all pupils will occasionally make mistakes, and we use least to most intrusive strategies to provide ample opportunities for pupils to learn from their errors and correct their behaviours, before moving towards issuing consequences. This ensures that we can maintain high expectations and consistency in classrooms without an overly punitive response.

Our in-class behaviour systems ensure that we maintain high support alongside high challenge for pupils, using positive approaches to build a restorative classroom culture where relationships are sustained, learning is preserved and misbehaviour is kept to a minimum:

<p>School rules</p>	<p>Everyone has a right to be safe – so we enter and exit respectfully and follow expectations set.</p> <p>Everyone has a right to learn – so we actively listen to our teachers and follow their guidance to ensure we all have the ability to learn.</p> <p>Everyone has a right to be treated respectfully – so we relate to each other based on the 9 habits and reflect on our actions when we haven't followed these.</p>	<p>Based on Child Rights convention – we recognise and actively teach our students to recognise the rights they possess. We teach children that with these rights come responsibilities that they must be prepared to follow.</p>
<p>Class charters / agreements</p>	<p>Warning 1 – Teacher to explain why the behaviour is not acceptable and explain the impact this is having on themselves and others in the classroom. Let the child know that we know that they can change the</p>	<p>1. Focus on Teaching and Growth: We prioritize teaching over punishment. By emphasizing forgiveness and clear explanation, we aim to help students understand</p>

	<p>behaviour and we know that this is what they will want to do.</p> <p>Warning 2 – Time out to reflect either in the classroom or in a calm zone. (No more than 10 minutes)</p> <p>Warning 3 – Reflect in a different classroom. This provides a change of environment for reflection and allows for a private, restorative conversation with a different teacher. The student may also miss a portion of break or lunch time to facilitate this conversation.</p> <p>Warning 4 – Reflect with a member of SLT. SLT intervention: If a student continues to display inappropriate behaviour after Warning 3, a member of the Senior Leadership Team (SLT) might be involved. This provides an opportunity for a focused conversation to understand the situation and explore restorative solutions. Parents may be called in to discuss the seriousness of the situation and work collaboratively on a plan to prevent future instances.</p>	<p>the impact of their actions and learn from them, fostering a growth mindset.</p> <p>2. Building Positive Relationships: Forgiveness fosters positive relationships. When we forgive a student, it demonstrates trust and a willingness to move forward. This strengthens the student-teacher bond and creates a safe space for learning.</p> <p>3. Early Intervention and Restorative Justice: Forgiveness as Warning 1 allows for early intervention. Addressing minor infractions through forgiveness and clear explanation allows for redirection and prevents escalation of behaviour issues. It aligns with restorative justice principles. Forgiveness focuses on repairing the harm caused and fostering a sense of responsibility in the student.</p>
<p><i>Circle time</i></p>	<p>Weekly circle time to improve relationships and relational approach toward one another</p>	<p>1. Promoting Self-Reflection and Calming Down: Time out provides space for self-reflection. By removing the student from the situation, they have a chance to calm down and consider the impact of their actions. This allows for self-regulation and a more constructive resolution. It fosters emotional regulation skills. Time out can help students learn to manage their emotions in a healthy way before returning to the classroom environment.</p> <p>2. Restorative Justice and Taking Responsibility: Time out allows the student to take responsibility. Separating from the situation offers a chance for the student to reflect on their actions and how they might make amends. It encourages restorative solutions. After reflection, a</p>

		conversation can be facilitated between the student and the teacher (or potentially the affected student) to discuss the situation and explore ways to repair any harm caused.
		<p>Focus on De-escalation and Restorative Conversation: Provides a fresh start in a different environment. A change of scenery can help the student de-escalate and approach the situation with a clearer mind.</p> <p>Allows for a restorative conversation without disruption. Sending the student to another classroom allows for a private conversation with a different teacher, potentially creating a more neutral space for reflection and discussion.</p>
		<p>SLT intervention offers additional support. Involving a member of the Senior Leadership Team (SLT) provides an opportunity for a calm and focused conversation to address the situation.</p> <p>Promotes restorative solutions with parental involvement. SLT can facilitate discussions with the student and potentially the involved parties (e.g., affected student) to understand the situation and develop restorative solutions. Parents are called in to discuss the seriousness of the situation and work collaboratively on a plan to prevent future instances.</p>

Our least to most intrusive strategies are captured in the table below:

Level of response	Strategy	Description
Positive framing	Positive prompt	Impersonal verbal and/or visual cues to ask for the behaviour you want to see, referring explicitly to the Academy Way expectations
	Regulatory support	If pupil behaviour indicates emotional dysregulation, proactively use pre-agreed whole-class regulatory strategies or refer to personalised Co-Regulation Plan .

Reminder	Affect (<i>ive statement</i>) and redirect	Use 'I' statements to tell the pupil how you feel and why, remind the pupil of the desired behaviour and redirect them to engage with learning.
Warning	30-second script	A scripted verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and restating your positive, high expectations for their behaviour. The script gives the pupil an opportunity to reset their behaviour and receive positive feedback from you.
Action	Restorative chat and logical consequence	Time Out: TA supervises the class while the teacher steps outside to repeat the 30 second script with the pupil. A Restorative Chat is conducted at the end of the lesson or at the next break. Triage: If the pupil's behaviours are unsafe or the pupil is not in the right frame of mind for a time out, they can instead be referred to another internal space (shadow classroom or triage room). A Restorative Chat is conducted at the next break or during an after-school detention.

Positive framing: Positive prompts

Positive prompts can be verbal or non-verbal. They are impersonal and so do not single out or provoke shame in a pupil.

When to do it: Continuously throughout the lesson as part of responsive teaching practice

How to do it:

- Start from a foundation of clear and consistent routines and expectations
- Maintain open, positive face and body language
- Always assume the best
- Narrate the positive, not the negative
- Ask for and model the behaviour you want to see

Reminder: Affect and Redirect

Affect and Redirect statements are lightning-fast one-way statements directed to pupils who may be off task, chatting too much or calling out.

Affect means emotion. They are 'I' statements that tell the listener how the speaker **feels** and **why** it makes them feel that way.

They are an effective way to teach pupils how to express their emotions appropriately.

They are constructed to:

- Connect with the pupil relationally
- Remind the pupil of the agreed class expectations or values
- Direct them back to whatever they should be doing

When to do it: If a pupil is not responding to positive prompts and does not need regulatory support, use Affect and Redirect statements to quickly remind them of expected behaviours and get them back on track.

How to do it:

- Wait until pupils are busy on a task

- Get down to the pupil's level
- Use a whisper volume
- Always assume the best
- Give take up time – don't linger

The Script:

1. **When you...** *name the behaviour*
2. **I feel... because...** *name your emotion*
3. **Redirect...** clearly state what you want them to do

Warning: The 30-Second Script

The 30 second script is a carefully planned, utterly predictable way to send a clear message to the pupil that:

- their behaviour needs to improve
- They are better than this behaviour
- You believe they can meet your high expectations of them

It also provides the pupil with:

- A clear reminder of the rules
- An opportunity to tell you that they know what the right thing to do is
- Immediate recognition to reset the positive relationship

When to do it: If a pupil continues to misbehave after a reminder, use the 30-second script to issue a warning in a kind, non-confrontational way.

How to do it:

- Wait until pupils are busy on a task
- Get down to the pupil's level
- Use a whisper volume
- Always assume the best
- Give take up time – don't linger

The script:

1. I noticed you are ... *(name the behaviour)*.
2. It's our Academy value about ... *(name the expectation)* that I'm not seeing in action.
3. This is your warning, but I believe you can turn this around.
4. Do you remember last lesson when you ... *(positive behaviour)* ?
5. That is who I need to see today.
6. What do you need to do now? *(Or, what I need to see from you now is...)*
7. Thank you.

Action: The Restorative Chat

A restorative chat is a two-way conversation with a pupil whose behaviour has not stopped after the rest of the least-to-most intrusive strategies have been applied.

It's clearly time for a conversation about positive behaviour change.

When to do it:

- Outside the classroom while a member of on-call steps in
- At the end of the lesson
- Later in the day if the child needs time to regulate and reset

How to do it:

- Maintain open, positive face and body language
- Don't assume you know what motivated the pupil's behaviour
- Depersonalise the behaviour
- Problem solve, don't lecture

The script:

1. Explore the incident:	What happened?	What were you thinking/feeling at the time?
2. Explore the harm caused:	How has the incident affected you?	Who else has been affected? In what ways?
3. Remind the pupil of expectations:	Our school rule/value is...	What could you have done differently?
4. Explore how to repair the harm:	What needs to happen to make this right?	Because of what happened, you will need to...

Consequences linked to harm: Restorative escalation procedures

“Restorative practice, being high on accountability (control) and high on support, demands that when harm is caused there be some form of accountability. In other words, something has to be done about the harm caused and its someone’s job to do this.”

- Bill Hansbury, *A Practical Introduction to Restorative Practice in Schools* (2016), p.

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At Oasis Academy Short Heath, we recognise that school systems work best when restorative practices support us to focus on repairing harms caused and meeting the needs of all parties, rather than on punitive punishment. For this reason, we use logical consequences to help children recognise the effect of their actions and develop internal control. Where sanctions are used, we recognise that these are symbolic, and that it is the consequences that address the needs caused by harm, and so make the difference.

Logical consequences and symbolic sanctions:

We ensure that any sanctions issued adhere to these key restorative principles:

- We don’t humiliate
- Our sanctions are linked to the harm
- The length should not be excessive
- We minimise exclusion from learning
- One sanction is enough
- We use a graduated system – we don’t jump to severe sanctions

Out-of-class behaviour systems

With this in mind, we design our academy behaviour systems to ensure that restorative approaches are used wherever possible to support pupils to repair the harms they have caused and learn from their mistakes:

Behaviour system	What we do	Why we do it (restorative aspects)
On call	We ask a member of staff to watch the class while we have a conversation with the child based on the language of the script.	This will give the child an opportunity to reflect on their behaviour and show self-control within the classroom and restore their behaviour to expected.
Lesson removals	Removal with a senior leader away from peers. Depending on the severity of the incident, the intent of the pupil and remorse shown, this can vary between half day and two days.	It involves working through age related materials in core subjects, including breaks to practice self-regulation techniques and reflect. It may also involve a meeting with beacon behaviour using restorative justice procedure if necessary

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We also use the following logical consequences and/or symbolic sanctions to uphold expectations and support pupils and staff to maintain high standards of behaviour:

Logical consequence / Symbolic sanction	When we use it	How we use it	Why we use it (restorative aspects)
Detention / Catch up	If a child has been into another classroom and missed work, time may be spent during playtime or dinnertime with a SL to complete work.	Children will spend time with either their class teacher, a TA or in the pastoral room where it is quiet, and they are able to complete work with support if needed.	This is given so that children see that their learning can be affected if they chose to be off task and not follow correct expectations and to reflect that they do not want to miss time with their peers.
Internal Exclusion / Reflection	If a child has hurt another child or been rude to a member of staff.	We use this to allow the child/teacher who has been hurt to feel secure within the classroom. We also use this so that the child who has hurt another is away from their class to reflect on their behaviour.	It gives an opportunity for reflection, time away from the child that they may have hurt and allows Principal/Pastoral Lead to offer guidance on how to repair harm and better ways to deal with conflict.

Repairing ruptures: Responsive restorative processes

At Oasis Academy Short Heath, we recognise that humans are hardwired to connect. When emotional connection is broken, we experience guilt, which has a social regulating function. It is our brain's trigger to repair ruptures in the relationship. Without repair, guilt can become toxic shame, which is turned inwards and leads to self-loathing and isolation.

Restorative practices support pupils to shift from shame to guilt in their response to causing harm. Instead of ignoring or covering up bad feelings and ruptures in connection, restorative practices hold us to account and require us to lean in and take action to restore connection.

When we teach our pupils to repair harm, we teach them to:

- restore healthy relationships
- be accountable for their actions
- be more intrinsically motivated towards positive behaviour choices

Our approach to repairing harm

The below table summarises our restorative approach to repairing harm:

Definition of wrongdoing	A violation against a person or community
Focus of process	Problem solving, forwards looking (what should be done now?)
Goal of process	Restoration and reconciliation between both parties
Participants	<ul style="list-style-type: none"> • Roles of person harmed and person who caused harm recognised in problem solving • Rights and needs of person harmed recognised • Person who caused harm encouraged to take active responsibility
Accountability	Defined as wrongdoer understanding harm caused and how to repair this
Stigma of wrongdoing	Removable through restorative action

Restorative conferences

In order to support pupils to repair harm, we use restorative conferences that follow a 6 step process that gives voice to all parties, holds those who have caused harm to account, and explicitly teaches restorative skills to our pupils:

Restorative step	Explanation	Restorative question
1. Recognise perspectives	Everyone has their perspective on any given situation and needs an opportunity to express this in order to feel respected, valued and listened to.	What happened?
2. Explore thoughts and feelings	What people think at any given moment influences how they feel at that moment and these feelings inform how they behave.	What were you thinking / feeling when it happened?
3. Identify harms	When there are conflicts then harm can result in terms of anger, resentment, negative emotions, frustration and damaged relationships and connections between people.	How are you now? Who else has been affected?
4. Address needs	Whether a person has caused harm or been on the receiving end of harm, they are likely to have similar needs. Until these needs are met the harm may not be repaired and relationships can stay damaged.	What do you need in order to move on from this?
5. Repair ruptures	It is the people affected by a situation who are best placed to identify what should happen so that everyone can move on, and so that the harm can be repaired	What needs to happen to put things right?
6. Reflect and learn	When we encourage wrongdoers and those harmed to reflect on what they have learned, all pupils develop social skills and become more intrinsically motivated to act with more relational intentions in the future.	What have we learned from this?

We use restorative conferences in our academy under the following circumstances:

Circumstance	Who facilitates?	Who is involved?

<i>E.g. When a relationship between a teacher and pupil has broken down.</i>	Pastoral team	The class teacher, pastoral team leader and Assistant Principal
<i>E.g. Following a period of consistently poor classroom behaviour.</i>	Assistant Principal	CT and AP and parents.
<i>E.g. When a relationship between pupils has broken down.</i>	Class teacher in the first instance, then Assistant Principal	CT and pupils.

Responding to community harms: Community responses to bullying, discrimination and harassment

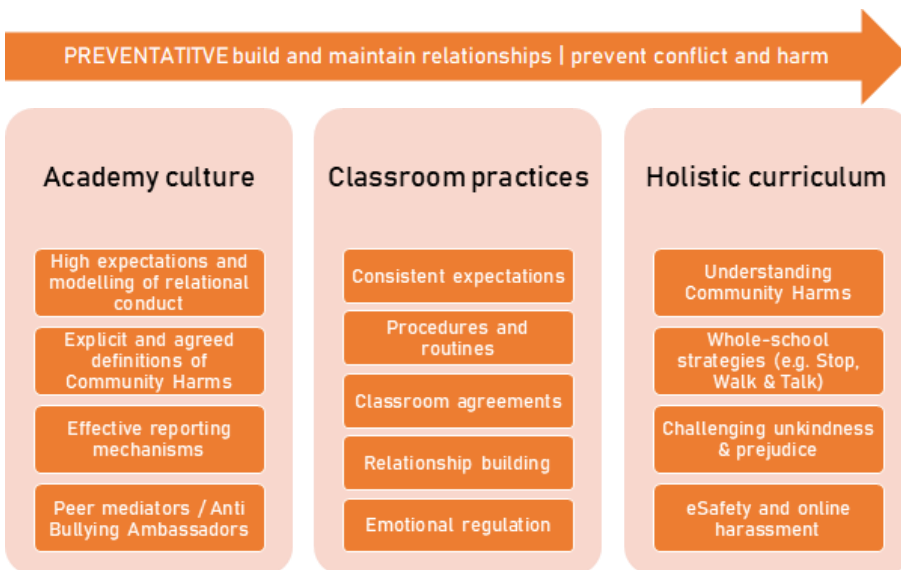
At Oasis Academy Short Heath, we aspire to create a relational culture in which every pupil has a sense of emotional safety as part of a welcoming and inclusive community where everyone matters and there are no outsiders.

When bullying, discrimination or harmful sexual behaviours happen, our children look to us to see how we respond. If these behaviours are allowed to proliferate, or if the wrongdoers and victims of these incidents are not effectively supported to repair the harm and restore their relationship, this compromises the emotional safety of our community, leading to reduced trust, reduced connection and a rupture in relationships that can quickly spread throughout the academy.

In order to create a thriving relational culture, we must take a restorative approach to addressing community harms, so that ruptures are repaired and emotional safety is restored.

Preventative practices

As with all aspects of restorative practice, effectively responding to community harms begins with preventative practices:



We use the following definitions to ensure that there is a shared and agreed understanding of the community harms among all members of the academy community:

Aspect	Definition
Bullying	Bullying is defined as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.
Discrimination	Discrimination occurs when a pupil is treated unkindly on the basis of their gender, race or ethnicity, sexuality, gender identity, disability, religion or belief. Discriminatory behaviours are counter to the Equality Act 2010 and are taken very seriously by our academy.
Harmful sexual behaviour	Harmful Sexual Behaviours include any sexualised, sex-based or gender-based behaviours which cause pressure or intimidation in the targeted pupil that can lead to emotional or physical harm. We use the Brook sexual behaviours traffic light tool to support staff to recognise developmentally-expected and -unexpected behaviours in our pupils of every age, in order to respond appropriately when concerning situations occur.

More detail about our preventative approaches to responding to community harms are explained below:

Academy culture:

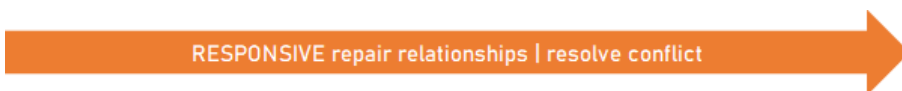
Strategy	How we do it
High expectations and modelling of relational conduct	We model and set high aspirations and expectations for every child and young person and member of staff. We foster character and self-belief and encourage our students and staff to become the best versions of themselves. We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility, and give everyone freedom of choice through their lives. We believe that good relationships are at the heart of everything we do.
Effective reporting mechanisms	Staff log behaviour concerns on Bromcom and all safeguarding concerns on CPOMs. All staff report any behaviour concerns directly to phase leader, who feeds back to SLT. Any safeguarding concerns are dealt with the DSL.
Pupil leadership groups	As part of the holistic offer, every child at Oasis Academy Short Heath, every child will have the opportunity to 'be a student leader or mentor'. To ensure children have opportunities to do this in different areas of the curriculum over time we have designed a pupil representation model. In having a model which is consistent across setting this means we can build this fully into the curriculum themes and means children have the opportunity to represent themselves and their academies regionally

	and nationally, further developing their sense of community and building cultural capital.
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Holistic curriculum:

Strategy	How we do it
Understanding community harms	All staff receive ACE's training. They trends are planned out on our Safeguarding training plan, which is planned in through the PHSE curriculum.
Whole-school strategies	Safeguarding training plan. PHSE curriculum.
Challenging unkindness and prejudice	Safeguarding training plan. PHSE curriculum.
e-Safety and online harassment	Safeguarding training plan. PHSE curriculum.

Responsive processes



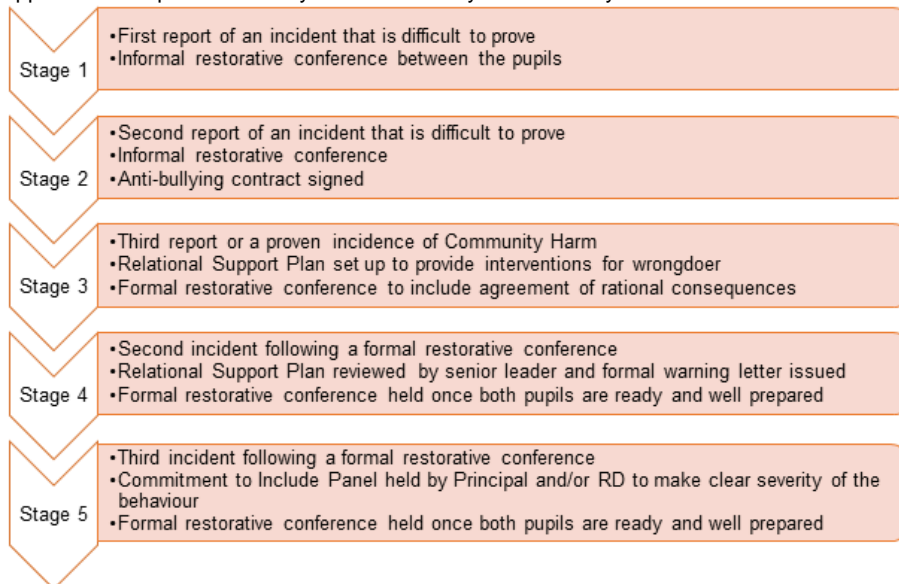
When Community Harms occur, we have robust practices to ensure that all affected parties feel supported to resolve the incident and repair the harm caused:



A graduated response

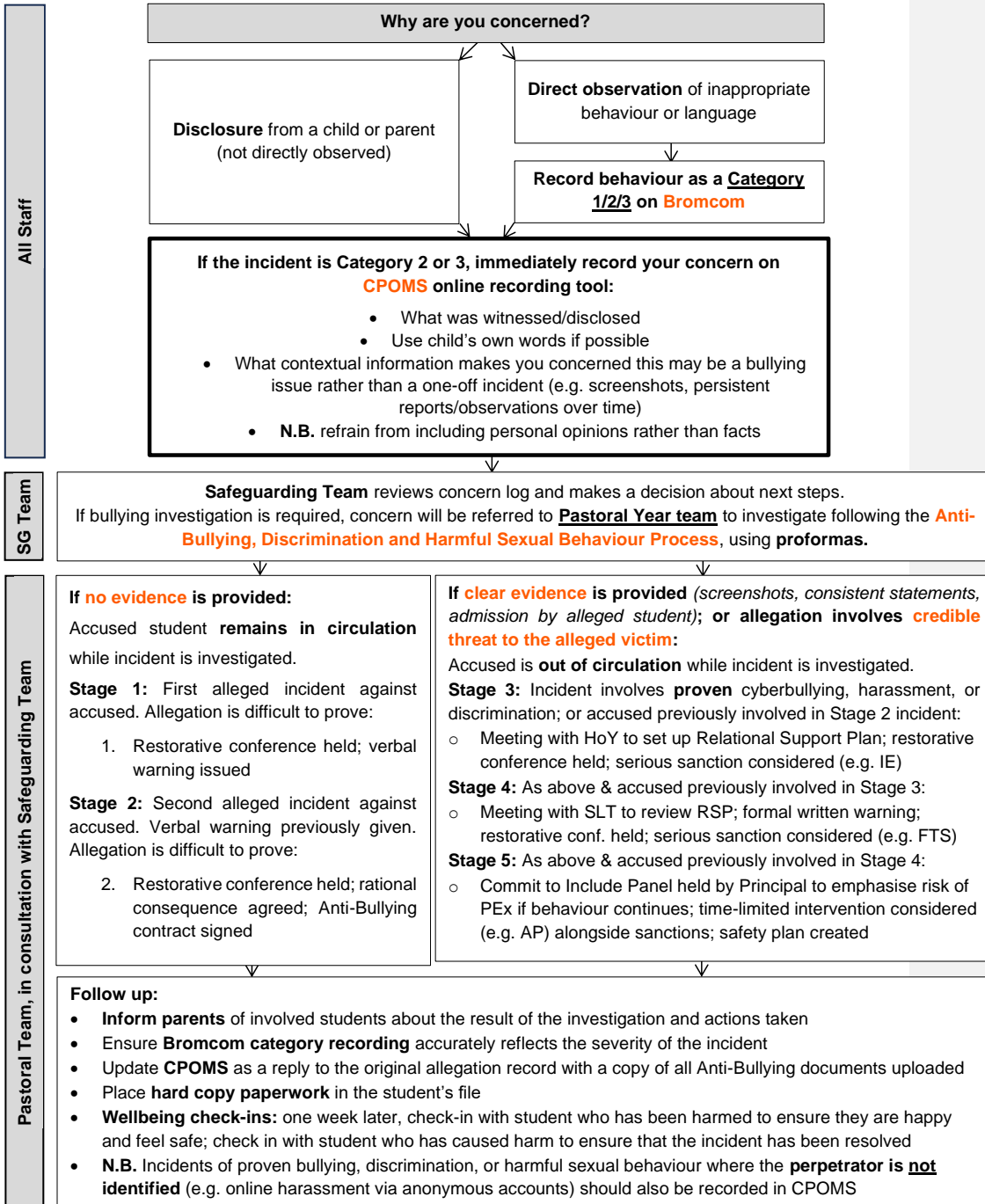
Responding appropriately to community harms, begins with responding in the classroom using our relational classroom scripts. For more serious incidents, we use a 5-stage

approach to respond effectively and restoratively to community harms:



Effective investigation practices

What to do if you have a **bullying, discrimination, or harmful sexual behaviour** concern about a child at OA Shortheath



Honouring the voices of pupils and restorative conferencing:

All involved parties are **given a voice** during the investigation of community harms, ensuring that we:

- Provide clear scaffolding to pupils to support them to give an accurate account
- Use the restorative questions to explore below the surface of the incident
- Ensure that pupils with communication or regulation difficulties are supported to say what they mean
- Ensure all accounts are signed and dated for accurate recording

We carefully prepare all involved parties for **restorative conferences**, by taking the following steps:

- Speak to each involved person individually in advance using the restorative preparation questions to ensure they are ready for the conference
- Set up the space with a circle of chairs and refreshments
- Agree clear ground rules to ensure a positive experience for all
- Use the conference script to hear all voices and ensure all participants sign the restorative agreement

More detail on our restorative conference approach can be found in the Lever 3 sections above.

Relational support plans and Commitment to Include Panels

For pupils who persistently participate in behaviours that cause community harms, we use our graduated response, putting relational support plans in place at Stage 3 to appropriately respond and intervene with the pupil and support them to develop the understanding and skills needed to refrain from these unwanted behaviours.

For pupils who continue to participate in these behaviours despite appropriate provisions and interventions as part of a relational support plan, a Commitment to Include Panel at Stage 5 to make clear that these behaviours will not be tolerated at this academy, in order to protect the emotional safety and wellbeing of all members of the community.

For more information on our pastoral graduated response, see Lever 4.

Lever 4: How we work together

Reflection and connection before correction: our approach to reflective practice

At Oasis Academy Short Heath, we recognise the power of reflective practice to support our academy community to continually improve our inclusive approach. Reflective practice involves becoming aware of our experiences and actively engaging in reflection about what has happened to gain new insights into ourselves and our practice. In doing so, reflective practice supports us to identify areas of strength and improvement, refine our approaches and make informed decisions about pedagogy and inclusive practice so that we can have a more positive impact on pupil learning and wellbeing.

At our academy, we provide staff with the following opportunities for reflective practice:

Reflective activity	Why we do it	How we do it
Reflective questions in staff CPD	Staff feel supported in their different roles and can hear from other people.	Staff are given the opportunity to discuss any issues that may have arisen as well as sharing thoughts on any issues.
Solution circles	Suggestions made can be tried for staff who may be feeling frustrated with a certain issue.	Key members of staff (SENDCo, Behaviour Lead etc) will be involved to support staff in their questions.
Coaching	Coaching is used to support staff in their practice in the classroom so that new strategies can be used.	Staff work in coaching pairs to observe and give feedback, as well as setting achievable targets.

Listening to the child: Our mechanisms for pupil voice

We recognise the importance of listening to the child to ensure that our pupils have a genuine voice and feel an active and valued part of the academy community. In our academy, we use the following mechanisms for gathering pupil voice:

Mechanism	When we do it	How we do it	How we follow up
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Digital Surveys	Termly Pupil Surveys	MS Forms sent to all children. Completed in class, with teacher supporting to understand the questions.	Feedback shared with whole staff team and action plan written.
Subject Spotlight Pupil Voice	Weekly Subject Spotlights	Selection of children from each class are asked questions regarding one specific subject. They may bring their books or iPads to demonstrate their learning.	Reported back to ALT and feedback shared with whole staff team.
Pupil Leaders	Half termly meetings	Pupil groups meet together for half termly meetings with their link member of ALT, to discuss issues relating to their pupil leadership.	Pupil leaders take information back to their class, and link ALT reports back to ALT team.

Early intervention and intensifying support: Our graduated Academy offer

The graduated response is a staged intervention plan which targets the level and expertise required depending on the child's needs. The graduated response works by connecting teams and systems in the school together to ensure there is a co-ordinated and transparent approach.

Our Wave 1 universal offer:

	Our vision	Our offer
Building belonging	At Oasis Academy Short Heath, our vision is that all children have strong, trusting relationships with adults and feel true belonging as part of the academy community. We ensure that all children have the opportunity to contribute to our academy culture, both within the classroom and through wider participatory activities, so that every	Training for all staff in relationship-building and use of PACE (playfulness, acceptance, curiosity, empathy) Class charters that create agreements within classroom communities

	child who joins us experiences connection, protection, understanding and care.	<p>Pupil voice gathered and responded to regularly to ensure pupils feel heard</p> <p>A range of pupil leadership opportunities</p> <p>Regular opportunities for community celebrations and joy</p>
Explicit expectations	At Oasis Academy Short Heath, we set and sustain clear, consistent and positively framed boundaries for our children by making explicit our expectations for positive behaviour in all spaces in the school. We ensure that all children understand these expectations through direct teaching and practise of routines and reinforce these boundaries with relational recognition of pro-social behaviours and fair and logical consequences in response to unwanted behaviours.	<p>Explicitly framed, positive school-wide expectations laid out in The Academy Way</p> <p>Regular teaching and practise of key routines and expectations</p> <p>Visible displays reinforce positive expectations</p> <p>All staff trained in positive behaviour management strategies, de-escalation and co-regulation techniques</p> <p>Fair and consistent rewards strategy to celebrate pupil successes Fair and consistent escalation process for consequences</p>
Developing social and emotional skills	At Oasis Academy Short Heath, we develop our children's social and emotional skills through academy-wide use of Zones of Regulation. Children have daily opportunities to develop skills in recognising their own emotions and the emotions of others, and we use regulation stations along with a range of strategies to teach children how to develop the self-regulatory skills required to be successful in the classroom. All children understand the upstairs and downstairs brain, and how to support themselves and each other when they become dysregulated.	<p>Academy-wide application of Zones of Regulation</p> <p>Daily emotional check ins for all children</p> <p>Regulation stations available in all classrooms</p> <p>Strategies for self-regulation and mindfulness explicitly taught</p> <p>All staff trained as co-regulators, using PACE and Emotion Coaching to support dysregulated children to become calm</p> <p>Safe spaces identified throughout the academy where self- and co-regulation can take place</p>

Our Wave 2 targeted support:

	Our vision	Our offer
Building belonging	At Oasis Academy Short Heath, we want to ensure all children feel valued and important in our school community. Where this belonging has broken down slightly, we act swiftly to ensure strategies are put in place to reintegrate children into our community.	<ul style="list-style-type: none"> - Restorative conversations - Reflect and Reset - Social clubs - Relational Support Plan
Explicit expectations	Our vision is that by making expectations clear at all times in the day, we would minimise any opportunities for children to feel unsettled. When children are clear what is expected of them, they are given every chance to be successful. When children are struggling with this, we put things in place to help break these expectations up into more manageable chunks.	<ul style="list-style-type: none"> - Behaviour monitoring charts - Personalised timetables - Now and Next - Visual timetables
Developing social and emotional skills	While all children require teaching and deliberate practice around developing their emotional skills, we recognise that some children may require additional support or intervention. Our aim with these interventions is that they would help children get on the right track and would be a temporary measure.	<ul style="list-style-type: none"> - ELSA - Play Therapy - Drawing and Talking Therapy - Social PE - Soft starts to the day - Additional check-ins with a trusted adult

Our Wave 3 specialist interventions:

	Our vision	Our offer
Building belonging	Where previous provision has not been successful, we recognise that some children may need even more support and intervention. The aim is to offer children a much more increased level of support, which can be reduced over time as the child learns more to be a part of the school community.	<ul style="list-style-type: none"> - Pastoral Team meeting where children are discussed and an action plan is put in place. - Individual Pathways Plan - TAC Meeting
Explicit expectations	When expectations are consistently not being met, children may need additional support to enable them to recognise where they need intervention. We use strategies that	<ul style="list-style-type: none"> - Personalised timetable - Individual Pathways Plan

	best fit the child and their individual needs to ensure the strategies put in place are going to be effective for that child.	- Bespoke interventions based on the need of the child
Developing social and emotional skills	At Oasis Academy Short Heath, we want all children to be comfortable and confident in their emotions. Where children have little control over their social and emotional skills, we need to act swiftly to support children in this so that they are not driven by their emotions but learn self-control. External agencies, such as Educational Psychologists and CAMHS, may be used to enable staff to better understand the child's needs, so that the most appropriate strategies can be put in place.	- Co-Regulation Plan - Educational Psychologists -CAMHS - Weekly meetings with parents and Inclusion Lead

The pastoral graduated response pathway

We secure inclusion for our pupils through our graduated response to Behaviour and Pastoral Care – the pastoral graduated response pathway.

We use behaviour data and contextual information to proactively identify our most vulnerable pupils who are struggling to meet expectations and emotionally regulate within the universal offer.

We respond to these pupils by implementing increasing levels of support and intervention at every stage of the graduated response to improve social and emotional skills and reduce their risk of exclusion.

We carefully track and monitor the progress of pupils to ensure our response is impactful.

Team around the Child: How we work together

At Oasis Academy Short Heath, we take a The Team Around the Child (TAC) approach that has integration of services at its heart. It is a child-centred approach to planning and coordinating support that ensures all professionals are working together with the child and family at the centre of all considerations. It is based on the principle that all the professionals are working towards agreed goals. It promotes an understanding of different roles and

responsibilities among member of the team and the skills and knowledge they each bring to the table. It emphasises the need to review progress and the child or family’s changing needs. This helps the child’s team to work together to one plan in an integrated way towards best outcomes.

We work with the following local partners to provide effective support for our pupils:

	When we work with them	How we work with them
CAMHs	When we are concerned that a child’s behaviour is linked to mental health or being neurodivergent without a diagnosis.	Refer in via the form and support them in any assessments they need.
Oasis Mental Health Team	When a child is displaying particularly worrying signs of poor mental health (such as self-harming) or has exhausted the mental health support we have on offer at academy level	Refer in and support with any assessments or activities they wish to do. Complete any recommended activities between their visits. Share CPOMs records if necessary (they have access to CPOMs to log incidents themselves) .
Local authority partners (SEND team, QEST etc.)	When a child may have SEND and may need an EHCP, or when we need to gather more information about how best to support a child’s needs.	Progress through the EHCP process, supporting the LA to assess the child’s needs and supporting the parents to understand the process of being granted an EHCP. Provide QEST with all of the information they need to give advice about a child, then follow their advice and review regularly.
Educational psychologists	When we need to gather more information about how best to support a child’s needs.	Provide Educational Psychologist with all of the information they need to give advice about a child, then follow their advice and review regularly.

We honour the voices of parents and carers and take a child-centred, solution-focused approach to planning provision. This means that we centre the voice of the child and family alongside the voices of their children in the design, implementation and review of provision.

At Oasis Academy Short Heath, we use the following solutions-focused approaches to amplify the voices of families and ensure co-production:

What	When	How it works
Inclusion Panel Meetings	Weekly	Attended by whole inclusion team (SENDCo, DSL, SEMH Practitioner and at least one member of SLT) Children discussed on a case by case basis. Strategies to reduce the risk of suspension agreed upon and shared with all key adults in school.
The Oasis Way Pre-suspension checklist	Whenever considering a suspension	Guidance on a range of strategies that should be tried before suspension is considered Supports reflective practice and solutions-finding to provide alternatives to suspension
LA Pupils at Risk of Exclusion (PARE) Meetings	School will request when necessary	Meeting with the LA Inclusion team, plus other professionals involved with the child such as SEND team, social workers, Early Help. Solution-focused approach to identify strategies to reduce the risk of suspension or exclusion for a child of concern Progress reviews to track impact over time and offer new solutions for ongoing children of concern

Exclusion as a last resort: Strategies to reduce suspensions and exclusions

At Oasis Academy Short Heath, we recognise that suspensions and exclusions often have a serious and negative impact on pupils. However, we also recognise that there is an important role for suspensions and exclusions, both in law and in our academy's processes, in order to ensure the safety, wellbeing and effective education of our children.

When considering suspensions or exclusion as a response to a pupil's behaviour, we will take into account a range of factors as advised in the DfE's [Behaviour in Schools guidance](#) and [Suspensions and Permanent Exclusions guidance](#) as well as The Oasis Behaviour and Pastoral Care policy and Exclusions policy. Our approach and intent is always relational and restorative in nature, and we will seek to do everything we can to secure inclusion for our most vulnerable learners while also safeguarding the wellbeing and education of the wider school community.

Strategies to reduce suspensions

The Oasis Way for Inclusive Practice guides us to reduce suspensions and exclusions through an inclusive universal offer that ensures our staff are trained in trauma- and attachment-

responsive practices, including emotional regulation and restorative approaches. Through our pastoral graduated response pathway, we ensure that all pupils are responded to proactively when they need additional support beyond the universal offer, with targeted interventions put into place at every stage.

As well as this, we have a number of additional strategies that support us to reduce suspensions through additional child-centred planning:

What	When	How it works
Inclusion Panel Meetings	Weekly	Attended by whole inclusion team (SENDCo, DSL, SEMH) Children discussed on a case by case basis. Strategies to reduce the risk of suspension agreed upon and shared with all key adults in school.
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Restorative reintegration processes

Following a period of suspension, our academy recognises the importance of restorative reintegration processes to ensure that pupils are welcomed back into the academy with an opportunity to repair harms and have a fresh start. For suspensions of more than 2 days in length, we will break these processes up into actions taken before and after the suspension ends:

Before the suspension ends:

Reflective review of current provision and what went wrong

Child-centred planning meeting

Agreement on level of support on return using pastoral graduated response pathway

After the suspension ends:

Carefully planned first day return, including relational support at the start of the day

Appropriate provision in place for a 6-week period

Regular review meetings with TAC to ensure shared understanding of successes and next steps

Part time timetables

In line with DfE Suspensions and Permanent Exclusions guidance, we recognise that part-time timetables “should not be used to manage a pupil’s behaviour and must only be in place for the shortest time necessary.” However, in exceptional circumstances, part-time timetables can be helpful to secure inclusion for particularly vulnerable learners. In our academy, we use part-timetables for the following reasons:

Where a child has a medical need which prevents them from attending full time.

When a child is unable to attend school full time due to their mental health

When setting up part time timetables, we use the following processes to secure inclusion:

What	How
Planning and preparation	We use The Oasis Way 6-week part-time timetable planning document to ensure that all statutory protocols are followed.
Governance	In line with statutory guidelines, all part-time timetables, including extensions beyond the initial six week period, are approved by the Regional Director and recorded on Bromcom following Oasis safeguarding processes.
Co-production with parents and external professionals	Where a part-time timetable is deemed necessary, a meeting between school, parents and external professionals will be used to agree to the terms of the part-time timetable.

Regular review meetings	Review meetings are held regularly with the date for the next meeting set at each review.
Reintegration	A clear plan for reintegration is co-produced with parents/carers, to include considerations around lessons, social time and community time such as assemblies.

Permanent exclusions

At our academy, we recognise that permanent exclusions are serious, and should only be used as a last resort in response to 'serious breaches' or repeated breaches of the Oasis Behaviour and Pastoral Care policy or to safeguard the welfare and education of other students, after a range of strategies and interventions have been tried. As such, permanent exclusion is normally the final and most serious step taken in our disciplinary process.

When considering an exclusion, we always consider a range of factors before making a decision:

What	How
Careful investigation	We investigate each case carefully, taking into account the voice of the child and all other witnesses, and any contributing factors to the incident. We also consider extenuating circumstances affecting the pupil while the incident took place.
Clear evidence of the pastoral graduated response	Where a permanent exclusion is being considered for persistent disruptive behaviour, we ensure we have clear evidence of the pastoral graduated response pathway, including careful TAC planning, bespoke provision, intervention and support for the pupil. We also capture a clear timeline of incidents and academy response, support and intervention to ensure that we have done everything possible to support the child before considering permanent exclusion.
SEND needs	We consider the pupil's SEND needs, whether they may have undiagnosed SEND needs, and whether we have done everything possible to assess the child's needs in advance of the incident.
Alternatives to permanent exclusion	We explore alternatives to permanent exclusion, including off-site direction and managed moves, and liaise with the local authority to see additional support that could allow us to make a different decision.

Consultation with Oasis National Leads	We consult with the Oasis National Leads for Student inclusions and with our Regional Director, to confirm we have exhausted all alternatives before taking the decision to exclude.
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Legislation and statutory requirements

In everything that we do as an academy, we follow the appropriate policies and protocols, including, from the DfE:

- [Behaviour in schools](#)
- [Suspensions and Permanent Exclusions](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- [Keeping Children Safe in Education](#)

And from Oasis:

- Oasis Behaviour and Pastoral Care policy
- Oasis Exclusion policy
- Oasis SEND policy
- Oasis Safeguarding policy

This ensures that exclusions in our academy truly are a last resort, so that we can offer transformational inclusion to the children in our care.

Exclusion as a last resort: Strategies to reduce suspensions and exclusions

At Oasis Academy Short Heath, we recognise that suspensions and exclusions often have a serious and negative impact on pupils. However, we also recognise that there is an important role for suspensions and exclusions, both in law and in our academy's processes, in order to ensure the safety, wellbeing and effective education of our children.

When considering suspensions or exclusion as a response to a pupil's behaviour, we will take into account a range of factors as advised in the DfE's [Behaviour in Schools guidance](#) and [Suspensions and Permanent Exclusions guidance](#) as well as The Oasis Behaviour and Pastoral Care policy and Exclusions policy. Our approach and intent is always relational and restorative in nature, and we will seek to do everything we can to secure inclusion for our most vulnerable learners while also safeguarding the wellbeing and education of the wider school community.

Strategies to reduce suspensions

The Oasis Way for Inclusive Practice guides us to reduce suspensions and exclusions through an inclusive universal offer that ensures our staff are trained in trauma- and attachment-responsive practices, including emotional regulation and restorative approaches. Through our pastoral graduated response pathway, we ensure that all pupils are responded to proactively when they need additional support beyond the universal offer, with targeted interventions put into place at every stage.

As well as this, we have a number of additional strategies that support us to reduce suspensions through additional child-centred planning:

What	When	How it works
<i>E.g. Regional inclusion panels</i>	<i>Half-termly</i>	<i>Online meetings for each cluster led by National Lead Practitioners for Behaviour and Pastoral Care Case-study approach applying solutions-focused techniques to identify strategies to reduce the risk of suspension or exclusion for a child of concern Progress reviews to track impact over time and offer new solutions for ongoing children of concern</i>
<i>E.g. The Oasis Way Pre-suspension checklist</i>	<i>Whenever considering a suspension</i>	<i>Guidance on a range of strategies that should be tried before suspension is considered Supports reflective practice and solutions-finding to provide alternatives to suspension</i>

Restorative reintegration processes

Following a period of suspension, our academy recognises the importance of restorative reintegration processes to ensure that pupils are welcomed back into the academy with an opportunity to repair harms and have a fresh start. For suspensions of more than 2 days in length, we will break these processes up into actions taken before and after the suspension ends:

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Part time timetables

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When setting up part time timetables, we use the following processes to secure inclusion:

What	How
Planning and preparation	<i>We use The Oasis Way 6-week part-time timetable planning document to ensure that all statutory protocols are followed.</i>
Governance	In line with statutory guidelines, all part-time timetables, including extensions beyond the initial six week period, are approved by the Regional Director and recorded on Bromcom following Oasis safeguarding processes.
Co-production with parents and external professionals	A meeting will take place to create the timetable with external agencies. This will be shared with parents and adapted accordingly.
Regular review meetings	These will be planned into the reintegration plan and will take place weekly as a minimum requirement
Reintegration	A reintegration meeting will take place prior to the child starting.

Off-site direction, external alternative provision and managed moves

In line with DfE guidance, we work with a range of other academies and provisions to reduce pupils' risk of suspension and exclusion through off-site direction and managed moves.

The provisions we work with are outlined below:

Provision name	Type of support	How we work together
COBS School	LA Support School	The LA may refer a child to attend a COBS school for further support.

Permanent exclusions

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When considering an exclusion, we always consider a range of factors before making a decision:

What	How
Careful investigation	We investigate each case carefully, taking into account the voice of the child and all other witnesses, and any contributing factors to the incident. We also consider extenuating circumstances affecting the pupil while the incident took place.
Clear evidence of the pastoral graduated response	Where a permanent exclusion is being considered for persistent disruptive behaviour, we ensure we have clear evidence of the pastoral graduated response pathway, including careful TAC planning, bespoke provision, intervention and support for the pupil. We also capture a clear timeline of incidents and academy response, support and intervention to ensure that we have done everything possible to support the child before considering permanent exclusion.
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Consultation with Oasis National Leads	We consult with the Oasis National Leads for Student inclusions and with our Regional Director, to confirm we have exhausted all alternatives before taking the decision to exclude.
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