



**The Lister Park Academy Way  
Localised Plan for Inclusive Behaviour**

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## TABLE OF CONTENTS

The Academy Way Intent.....	4
Lever 1: How we build relationships.....	5
Building belonging: Our academy vision and approach.....	5
Setting and sustaining boundaries in academy culture: What great looks like.....	6
What great looks like.....	7
What great looks like in the classroom.....	8
What great looks like in the corridor.....	10
What great looks like in how we communicate.....	12
A comprehensive communication plan.....	15
Resetting academy culture.....	15
Lister Park Academy Way Communication plan.....	17
Positive framing and celebrating success: Relational rewards.....	23
Lister Park Academy Way Rewards offer.....	23
Lever 2: How we regulate and respond.....	26
Emotionally aware environments: Our universal regulation offer at wave 1.....	26
Responsive regulation: Wave 2 relational de-escalation strategies.....	27
Managing crisis: Wave 3 responsive co-regulation planning.....	28
Knowing the Child:.....	31
Responding to the Child:.....	31
Positive handling.....	32
Lever 3: How we repair harm.....	33
Building a restorative culture: Teaching restorative values and skills.....	33
Managing low level disruption: Least to most inclusive responses.....	35
Positive framing: Positive prompts.....	39
Reminder: Affect and Redirect.....	40
Warning: The 30-Second Script.....	40
	2

Action: The Restorative Chat.....	41
Consequences linked to harm: Restorative escalation procedures.....	42
Logical consequences and symbolic sanctions:.....	42
Out-of-class behaviour systems.....	43
Our approach to repairing harm.....	56
Restorative conferences.....	57
Responding to community harms: Community responses to bullying, discrimination and harassment.....	59
Preventative practices.....	59
Responsive processes.....	63
Lever 4: How we work together.....	68
Reflection and connection before correction: our approach to reflective practice.....	68
Listening to the child: Our mechanisms for pupil voice.....	70
Early intervention and intensifying support: Our graduated Academy offer.....	70
The pastoral graduated response pathway.....	76
Team around the Child: How we work together.....	77
Exclusion as a last resort: Strategies to reduce suspensions and exclusions.....	79
Strategies to reduce suspensions.....	79
Restorative reintegration processes.....	81
Part time timetables.....	82
Off-site direction, external alternative provision and managed moves.....	84
Permanent exclusions.....	85
Legislation and statutory requirements.....	86

## 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**

Our vision statement captures our academy aims and defines the key purpose that underpins all that we stand for and all that we believe in. Our shared vision creates a positive culture that is the prescription for sustained continuous improvement. It is a constant reminder to Team Lister Park that our end goal is bigger than the everyday and this vision depicts our greater purpose.

Our vision is aspirational, our mission is actionable, and our aims are achievable.

#### **The Vision Statement of Oasis Academy Lister Park**

All our students will have happy, healthy, and successful futures as a result of the quality care, nurture and education they are given at Oasis Academy Lister Park. Students will develop in character to become courageous and confident. They will be brave enough to see the opportunities in every difficulty, and strong enough to become citizens who actively promote respect, tolerance, and individual liberty.

#### **The Mission Statement of Oasis Academy Lister Park**

Inclusion is at the heart of everything we do. We strive to understand our community and serve it well. We have a relentless drive to ensure the best possible outcomes for all.

#### **The Aim of Oasis Academy Lister Park**

To deliver the best possible education, care, and support to all our young people so that they may go on to live happy, healthy, and successful lives.

#### **The Student Goal**

At Oasis Academy Lister Park, I have developed strong moral habits and achieved exceptional outcomes that enable me to have a happy, healthy, and successful life.

### 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.

What great looks like in the classroom

Focus area	Pupil focus	Staff focus
Entry routines	<p>1. <b>Respect</b> - We calmly and quietly take our books and equipment out. We sit in our allocated seat. This is done in a calm and purposeful manner.</p> <p>2. <b>Responsibility</b> – We engage in the ‘do now’ activity in independent mode, attempting all questions and participating in the review of the ‘do now’</p> <p>3. <b>Resilience</b> – We move onto the main lesson, following the instructions and guidance of our teachers. We remain in respectful whole class mode until directed otherwise.</p>	<p>1. <b>Respect</b> – We warmly welcome our students to the classroom, checking uniform and equipment as they arrive to ensure all students are fully equipped for the lesson.</p> <p>2. <b>Responsibility</b> – We have a ‘do now’ activity already on the board. The ‘do now’ is rapid, requires minimum direction and completed independently. The questions are interleaved</p> <p>3. <b>Resilience</b> – We review the ‘do now’, addressing the common successes and next steps and ensure students have clarity around any misconceptions. We then start the main lesson.</p>
Exit routines	<p>1. <b>Respect</b> – We calmly and quietly close our books and pack away our equipment</p> <p>2. <b>Responsibility</b> – We stand behind our chairs ready to transition to our next lesson</p> <p>3. <b>Resilience</b> – We track our teacher waiting for instructions on when our table or row can transition to the next lesson.</p>	<p>1. <b>Respect</b> – Give clear instructions to close books and pack away equipment</p> <p>2. <b>Responsibility</b> – Use the signal for silence to indicate to students they must stand behind their chairs in silence.</p> <p>3. <b>Resilience</b> – Move to your door so you can view the classroom and the corridor. Direct students to transition table or row at a time. When the class is dismissed remain on the corridor to greet the next class or collect students from line-up.</p>

Active listening routines	<p>1. <b>Respect</b> – we pay attention in lesson. We track the speaker and give them our full attention. We acknowledge the message being delivered and we use non-verbal cues including making eye contact and nodding.</p> <p>2. <b>Responsibility</b> – we respond appropriately to the speaker providing feedback without judgement</p> <p>3. <b>Resilience</b> – we accurately understand the messages being delivered, we remember them, so we know more and are able to do more. If we need clarification, we ask.</p>	<p>1. <b>Respect</b> – Check for understanding – after hearing the message, use paraphrasing, repeating, summarising, and questions to be sure you're understanding correctly</p> <p>2. <b>Responsibility</b>- establish peer accountability. Ensure students track all speakers and invite students to engage in whole class discussions.</p> <p>3. <b>Resilience</b> – create a climate that allows all viewpoints to be shared without judgement</p>
'You do' learning routines	<p>1. <b>Respect</b> – we work in independent mode, as directed by the teacher showing self-control</p> <p>2. <b>Responsibility</b> – we start the task promptly, using the support structures provided to complete the task. We raise our hands and wait patiently for the teacher if any additional support is required.</p> <p>3. <b>Resilience</b> – we complete all tasks to the best of our ability, explaining what we have understood and partake in classroom discussions.</p>	<p>1. <b>Respect</b> – Circulate, monitor and support students completing the task</p> <p>2. <b>Responsibility</b> – identify students who still require additional guidance and support them with further worked examples.</p> <p>3. <b>Resilience</b> – question students, encourage them to explain or reflect on their own learning. Employ live marking techniques where necessary.</p>

What great looks like in the corridor

Focus area	Pupil focus	Staff focus
Safe transitions	<p>1. <b>Respect</b> – We transition around the academy in a calm and purposeful manner. We are polite and courteous and when spoken to by a member of staff we stop and follow instructions.</p> <p>2. <b>Responsibility</b> – We Walk on the left, following the one-way system around the academy. We only transition using stairwells open to students.</p> <p>3. <b>Resilience</b> – We maximise learning time by ensuring we attend line ups promptly and walk with pace and purpose to our lessons during escorted and unescorted transitions.</p>	<p>1. <b>Respect</b> – We are at our line ups promptly, collecting our students and escorting them to lesson. Our lines remain tight, quiet and students are encouraged to move with pace and purpose.</p> <p>2. <b>Responsibility</b> – We stand at our door frames with view of the classroom and the corridor, and we welcome the students into our classroom in a positive and welcoming way.</p> <p>3. <b>Resilience</b> – The ‘do now’ activity is already on the board for students to attempt. This is an independent activity that students complete without direction. Once the corridors are clear we step into our classroom to complete the register and review the ‘do now’.</p>
Inclusive outdoor spaces	<p>1. <b>Respect</b> - We respect outdoor areas only accessing spaces that are allocated to us. We do not climb the banking area. We keep all outdoor spaces clean and tidy by throwing all litter in the bins.</p> <p>2. <b>Responsibility</b> – We ensure that footballs and other equipment are only used in the designated areas in order to maintain order. We</p>	<p>1. <b>Respect</b> – We show kindness to students by ensuring they have the equipment they require and reward students for doing the right thing. We support students in managing their behaviour and use the reward and sanctions policy to support this.</p> <p>2. <b>Responsibility</b> – We ensure we are at our duty points on time,</p>

	<p>transition around the outdoor spaces calmly and safely</p> <p>3. <b>Resilience</b> – We are compassionate and considerate towards. We keep our hands, feet and objects to ourselves. We are polite at all times and report any incidences of unkind behaviour.</p>	<p>wearing our high visibility jacket and carrying our radio. We activity patrol the area, keeping an eye on all students.</p> <p>3. <b>Resilience</b> – all duty points are covered, and we circulate the area actively patrolling. We move to areas where students' numbers increase in order to ensure calm and radio for support if needed. Radio use is kept professional with short but concise messages shared.</p>
Dining routines	<p>1. <b>Respect</b> – We follow the one-way entry and exit system in the canteen and line up in a calm quiet and orderly manner. We are respectful to the canteen staff and use our manners when asking for our food and drink.</p> <p>2. <b>Responsibility</b> – We ensure we clean up after ourselves. We scrape our plates and put our plates and trays away in the designated areas</p> <p>3. <b>Resilience</b> - We follow instructions of the duty staff ensuring we respectfully leave the canteen at the end of lunch and make our way straight to line up.</p>	<p>1. <b>Respect</b> – We show kindness to students by respectfully reminding them of dining routines. We engage in polite conversation in order to build positive relationships supporting those with vulnerabilities and needing additional guidance.</p> <p>2. <b>Responsibility</b> - We ensure we are at our duty points on time, wearing our high visibility jacket and carrying our radio. We activity patrol the area, keeping an eye on all students.</p> <p>3. <b>Resilience</b> – We support students to make right choices, encouraging them to clean up after themselves. We support students to transition to line ups.</p>

What great looks like in how we communicate

Focus area	Pupil focus	Staff focus
Engaged learners	<ol style="list-style-type: none"> <li>1. <b>Respect</b> – We transition to our lessons with pace and purpose. We are fully equipped with our stationary, books and fully charged iPad.</li> <li>2. <b>Responsibility</b> – We take part fully in all aspects of our lesson. We follow the entry, exit and active listening routines and engage in the ‘I do’, ‘we do’ and ‘you do’ activities.</li> <li>3. <b>Resilience</b> – We maximise every minute of our learning. We activity participate in class discussions and review our learning to ensure we “know more”, “do more” and “remember more”.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Respect</b> - We are clear and consistent in our expectations. We plan for all our learners making sure the lesson is accessible for all. We have high expectations of our learners and are explicit about classroom routines.</li> <li>2. <b>Responsibility</b> – we use positive framing, affect and redirect statements and restorative conversations to engage learners. Our lessons are carefully planned to allow students to make maximum progress.</li> <li>3. <b>Resilience</b> - Our SOLs are relevant to our context making learning relatable. We know our students well and we have realistic yet aspirational targets for them. We ensure a positive climate for learning in the classroom and use praise as a means of encouraging students to always try their best.</li> </ol>

A caring community

1. **Respect**- We embody the Oasis 9 habits showing consideration and compassions to staff and students.
2. **Responsibility** – We keep our hand, feet, objects and comments to ourselves. We use calm voices and speak to all member of our community with respect.
3. **Resilience** - We treat everyone with respect. We are brave enough to see the opportunities in every difficulty, and strong enough to become citizens who actively promote respect, tolerance, and individual liberty.

1. **Respect** - We have high expectations of all our students, ensuring the 9 habits are exemplified in all aspects of academy life. We embody the 9 habits ourselves- showing consideration and compassions to staff and students.
2. **Responsibility** - We show patience and forgiveness. We use positive framing, affect and redirect statements and restorative conversations to foster positive relationships and creating high functioning learning environments.
3. **Resilience** – We create a sense of order and routine. Each community member is able to be themselves without judgement and the trusted adult model allows students to have a key adult they can always turn to.

Repairing conflict	<p>1. <b>Respect</b> - We know what the classroom expectations are, and we follow them. We are always respectful, polite and courteous. We take responsibility for our actions.</p> <p>2. <b>Responsibility</b> - We engage in restorative conversations when harm is caused. We listen attentively and understand the impact of our actions</p> <p>3. <b>Resilience</b> – We work hard to make amends. We accept each day is a new day and each lesson is a fresh start. We take on board feedback given and correct our behaviour to not cause further harm.</p>	<p>1. <b>Respect</b> – Our expectations are explicit and clear. We ensure all in classroom and out of classroom routines are followed consistently We use positive framing, affect and redirect statements and restorative conversations to promote building relationships.</p> <p>2. <b>Responsibility</b> – we take responsibility to arrange restorative meetings. We actively participate in the conversations, listening and understanding. We will use the restorative conversation script for guidance.</p> <p>3. <b>Resilience</b> – Each day is a new day, and each lesson is a new lesson. We treat as such.</p>

### 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

In order 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 Lister Park Academy Way communication plan.

### Resetting academy culture

At Oasis Academy Lister Park, 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
Monday briefing	<ul style="list-style-type: none"> <li>✓ Hone staff focus on shared understanding of what great looks like. Each fortnight a different routine will be focused on.</li> <li>✓ Build culture of modelling and celebration. Staff shoutouts for great practice.</li> </ul>
Steplab Coaching	<ul style="list-style-type: none"> <li>✓ Ensure all staff are clear on how to model expectations through a focus on 'what great looks like' in coaching and drop ins</li> <li>✓ Set up Steplab tag for selected routine to complete drop in.</li> <li>✓ Staff Shout outs for great practice</li> </ul>
Week 1 assembly	<ul style="list-style-type: none"> <li>✓ Ensure students have shared understanding of what great looks like</li> <li>✓ Assemblies delivered by ALT and Head of Year</li> <li>✓ Build culture of celebration</li> </ul>
Tutor time x 3	<ul style="list-style-type: none"> <li>✓ Explicit teaching of what to do and what not to do</li> <li>✓ Break down of each routine with clear expectations.</li> <li>✓ Strong focus on the why to reinforce changes in student conduct</li> </ul>
Week 2 assembly	<ul style="list-style-type: none"> <li>✓ Embed expectations through retrieval practice and make concepts concrete – delivered by Heads of Year</li> <li>✓ Recap previous focus area</li> </ul>
Student shout outs	<ul style="list-style-type: none"> <li>✓ Build culture of modelling and success</li> </ul>
Visual displays	<ul style="list-style-type: none"> <li>✓ Visual displays in classroom</li> <li>✓ Visual displays on PowerPoint Presentations</li> <li>✓ Visual displays in assemblies</li> <li>✓ Updates to the website</li> <li>✓ Letters to Parents / Carers</li> </ul>

Lister Park Academy Way Communication plan

Stakeholder	Actions	Resources	Led by	By when
<b>All staff</b>	Localised CPD on Levers 1, 2 ,3 and 4	Localised CPD Resources	MMD	Autum Term 24
	Hone staff focus on shared understanding of what great looks like. Each fortnight a different routine will be focused on.	Academy Way Localised Plan – PPT	MMD	Autumn term 24 – ongoing
	Lever 3 – Restorative Conversations	Steplab Learning Module – Restore Relationships	All Staff / KSS/MMD	Summer Term 24
	Emotional Regulation CPD	Localised CPD Resources	MMD	Spring 24
<b>Senior leaders</b>	Localised CPD on Levers 1, 2 ,3 and 4	Localised CPD Resources	MMD	Autum Term 24

	<p>Hone staff focus on shared understanding of what great looks like. Each fortnight a different routine will be focused on.</p> <p>Level 3 – Restorative Conversations</p> <p>Emotional Regulation CPD</p>	<p>Academy Way Localised Plan – PPT</p> <p>Steplab Learning Module – Restore Relationships</p> <p>Localised CPD Resources</p>	<p>MMD</p> <p>All Staff / KSS/MMD</p> <p>MMD</p>	<p>Autumn term 24 – ongoing</p> <p>Summer Term 24</p> <p>Spring 24</p>
<b>Middle leaders</b>	<p>Localised CPD on Levers 1, 2 ,3 and 4</p> <p>Hone staff focus on shared understanding of what great looks like. Each fortnight a different routine will be focused on.</p> <p>Level 3 – Restorative Conversations</p>	<p>Localised CPD Resources</p> <p>Academy Way Localised Plan – PPT</p> <p>Steplab Learning Module – Restore Relationships</p>	<p>MMD</p> <p>MMD</p>	<p>Autum Term 24</p> <p>Autumn term 24 – ongoing</p>

	Emotional Regulation CPD  HOY / AHOY/ Tutors – Lever 1 Graduated Response documentation	Localised CPD Resources  Localised CPD Resources  Graduated response documentation / reports	All Staff / KSS/MMD  MMD  MMD	Summer Term 24  Spring 24  Soft Launch Jan 24 Revisit Autumn term 24 – on going
<b>Pastoral team</b>	Localised CPD on Levers 1, 2 ,3 and 4  Hone staff focus on shared understanding of what great looks like. Each fortnight a different routine will be focused on.	Localised CPD Resources  Academy Way Localised Plan – PPT	MMD  MMD	Autum Term 24  Autumn term 24 – ongoing

	<p>Lever 3 – Restorative Conversations</p> <p>Emotional Regulation CPD</p> <p>HOY / AHOY/ Tutors – Level 1 Graduated Response documentation</p>	<p>Steplab Learning Module – Restore Relationships</p> <p>Localised CPD Resources</p> <p>Graduated response documentation / reports</p>	<p>All Staff / KSS/MMD</p> <p>MMD</p> <p>MMD</p>	<p>Summer Term 24</p> <p>Spring 24</p> <p>Soft Launch Jan 24 Revisit Autumn term 24 – on going</p>
<b>Tutors</b>	<p>Localised CPD on Levers 1, 2 ,3 and 4</p> <p>Hone staff focus on shared understanding of what great looks like. Each fortnight a different routine will be focused on.</p>	<p>Localised CPD Resources</p>	<p>MMD</p> <p>MMD</p>	<p>Autum Term 24</p>

	<p>Lever 3 – Restorative Conversations</p> <p>Emotional Regulation CPD</p> <p>HOY / AHOY/ Tutors – Lever 1 Graduated Response documentation</p>	<p>Academy Way Localised Plan – PPT</p> <p>Steplab Learning Module – Restore Relationships</p> <p>Localised CPD Resources</p> <p>Graduated response documentation / reports</p>	<p>All Staff / KSS/MMD</p> <p>MMD</p> <p>MMD</p>	<p>Autumn term 24 – ongoing</p> <p>Summer Term 24</p> <p>Spring 24</p> <p>Soft Launch Jan 24</p> <p>Revisit Autumn term 24 – on going</p>
<b>Children</b>	Graduated Response – Lever 1 and Wave 1 – 3 Reports	Graduated response	MMD / HOY	Soft Launch Jan 24

	Low Level Disruption - - Level of Response	Presentation (MMD)  Level of Response grid PPT  Posters / Visual Displays	MMD/ ALT/ HOY	Revisit Autumn term 24 – on going  Autumn term 24 – on going
<b>Families</b>	What is the Oasis Way for Behaviour and Pastoral Care - Transition Evening Our Core Values Student Routines  Oasis Way for Behaviour and Pastoral Care - Our Expectations	Overview Presentation  Letter for families together with visual cues	MMD  MMD	July 2024  September 2024

**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.

[Lister Park Academy Way Rewards offer.](#)

Reward	Rationale
1:1 precise praise	<p>The simplest and most effective reward that our pupils can have is praise. The praise given to our students is:</p> <ul style="list-style-type: none"> <li>• very specific and directly linked to an achievement or behaviour</li> <li>• expressed with appropriate language and tone. The praise is sincere.</li> <li>• personalised to the student – we use the pupil’s name to reward</li> <li>• consistently used in all lessons as part of our teaching.</li> <li>• discreet and private at times when appropriate</li> <li>• Publicly when appropriate</li> </ul> <p>Within the established positive learning environment, pupils should expect to receive regular praise from the adults in school for notably good behaviour in line with effort and work. Strategies used include:</p> <ul style="list-style-type: none"> <li>• verbal praise and encouragement.</li> <li>• non-verbal praise, e.g. thumbs up.</li> <li>• acknowledgement of good work.</li> <li>• displaying pupils’ work as exemplars of good work</li> </ul>

<b>Positive Behaviour Points</b>	<p>Students are awarded positive behaviour points for following classroom routines, demonstrating our core values of Respect, Responsibility and Resilience. Students are awarded positive points for demonstrating and exemplifying the Oasis 9 habits.</p> <p>Positive points lead to students being awarded Bronze (50), Silver (100) Gold (200) and Platinum (400) Certificates.</p> <p>Positive points also lead to money vouchers each term.</p>			
	Number of Positive Points	Certificate	Termly Prize	Additional Prize
	100	Bronze	Chocolate Prize	
	200	Silver	Cinema Afternoon / Games room invitation	
	400	Gold	Cinema Afternoon / Games room invitation	Lunch with the Principal
600	Platinum	Cinema Afternoon / Games room invitation	Free End of Year Trip for platinum students for students who consistently achieve 600 points each term	
<b>Habit Certificate</b>	<p>Principal award each term for students who have displayed a habit well.</p> <p>Heads of Year to facilitate.</p>			
<b>Subject Appreciation</b>	<p>Each department will reward students for exceptional progress and attainment in their subject areas. Department areas will:</p> <ul style="list-style-type: none"> <li>• Send Appreciation messages home for students via MCAS</li> <li>• Award KS3 and KS4 achievement / best progress award each term – certificate</li> </ul>			

	<ul style="list-style-type: none"> <li>Select a Pupil for the Pupil of the Year Award in each subject – certificate and small prize</li> </ul>
<p><b>Termly Awards</b></p>	<p><b>Termly Rewards for each Year Group</b></p> <p>2 x 100 % attendance Certificates / term and £10 Love to Shop Vouchers – Names in a prize draw for voucher per year group.</p> <p>1 x Most improved attendance certificate and £10 Love to Shop Voucher</p> <p>1 X 100% Attendance all year Draw £10 Love to Shop Voucher</p> <p>2 X Highest Positive points £10 Love to Shop Voucher</p> <p>2 X HOY Special Award (1 Linked to Habits, 1 HOY choice) £10 Love to Shop Voucher</p> <p>Best Tutor Group Attendance – Tub of Chocolates</p> <p><b>In addition to best attended year group get a certificate</b></p>

**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 Lister Park, 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
<b>Zones of Regulation</b>	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.  The Zones of Regulation will be set up in reflect and restore. Boxes containing emotional regulation items for a variety of emotions are made accessible for students. 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.
<b>Co-Regulation Plans</b>	The co-regulation plan is a structured approach designed to help students identify and manage their emotions effectively. It involves

	<p>a graduated emotional approach, where students recognize their feelings and apply assigned strategies at each stage to help regulate their emotions. This plan aids both staff and students in maintaining emotional balance and promoting a supportive learning environment. Through co-regulation, students learn to navigate their emotional responses, leading to better self-control, improved interactions, and overall well-being.</p> <p>This approach also involves conducting a risk assessment with a team around the child to ensure that all risks are mitigated.</p>
<b>Reflect and restore</b>	<p>The Reflect and Restore room is a space designed for students who have struggled to regulate their emotions during lessons. The environment has been adapted to include soothing music and calming visuals to aid in self-regulation.</p>
<b>Fidget Toys</b>	<p>Fidget toys are used as a tool for enhancing focus, reducing anxiety, and promoting self-regulation. These are to be found in the Reflect and Restore room for dysregulated students that are brought in. These toys will support students allowing them to focus and manage their anxiety.</p>

**Responsive regulation: Wave 2 relational de-escalation strategies**

At Oasis Academy Lister Park 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	Sitting under a weighted blanket	Going for a brisk walk alongside an adult
Listening to music Humming	Drumming and body percussion	Watching a fish tank, sand timer or bubble tube	Stroking soft toys	Using playdoh or therapy putty
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 Lister Park 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	<b>Rational &amp; reflective,</b> abstract reasoning, executive function, empathy	<b>Concrete</b> thinking, simple reasoning, emotions, relationships	<b>Emotional,</b> limited reasoning, triggered by echo of past experiences	<b>Reactive,</b> responding to survival impulses	<b>Reflexive,</b> 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	<b>At rest</b>	<b>Flock</b>	<b>Freeze</b>	<b>Flight</b>	<b>Fight</b>
Hyperarousal behaviours	Calm and engaged	Vigilance	Resistance	Defiance	Aggression
Hypoarousal behaviours	Calm and engaged	Avoidance	Compliance (robotic)	Dissociation (shutdown, numb, non-responsive)	Fainting

<b>De-escalating responses</b>	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
<b>Escalating responses</b>	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 Lister Park 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
<b>Interactive Factors Framework (IFF)</b>	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.
<b>PATH (Planning Alternative Tomorrows with Hope)</b>	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.
<b>MAPS (Map Action Planning System)</b>	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.

**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 Lister Park, 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.”<sup>1</sup> 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 Lister Park key staff are trained by Dynamis to use reasonable force in situations where de-escalation is vital. The restraint training provides staff with core skills on how to de-escalate situations and where needed to guide students away or safely restrain the student(s). The Academy Leadership team, Pastoral team and Year team are all trained.

**Recording:** We always ensure that any use of reasonable force is recorded. This is recorded in CPOMS our safeguarding monitoring and recording system. Statements are taken from all involved and uploaded to CPOMS as evidence.

**Communication:** We communicate with the family by initially calling at the earliest opportunity and then arranging a meeting so that the situation can be addressed. All communications are logged under student support events.

**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 debriefing with staff involved, reviewing of the CCTV footage and reflecting on what could have been done differently.

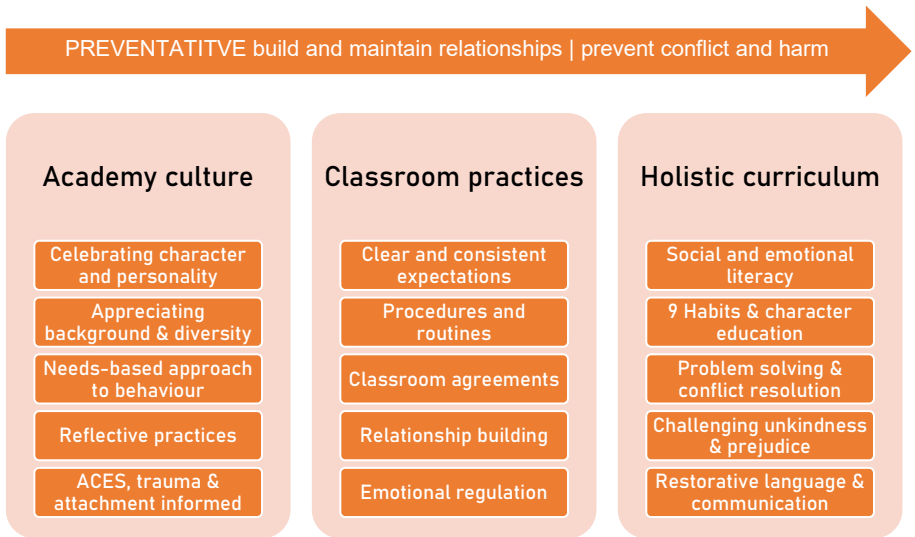
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<sup>1</sup> DfE, ‘Use of reasonable force’ (2013), p. 4

**Lever 3: How we repair harm**

**Building a restorative culture: Teaching restorative values and skills**

At Oasis Academy Lister Park 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	<p>We teach social and emotional literacy by:</p> <ul style="list-style-type: none"> <li>Starting the day with a student check in giving students opportunity to speak about their weekend / evening in a safe environment with a trusted adult</li> <li>Through a relational approach towards behaviour, we aim to foster positive relationships developing a culture of kindness and an ethos of belonging.</li> </ul>

	<ul style="list-style-type: none"> <li>• Through restorative practices and zones of regulation we build on social and emotional vocabulary, so students recognise how they are feeling</li> <li>• Through the use of the zone of regulation and the top down and bottom-up regulation strategies we support students in identifying their position.</li> <li>• Through reflect and restore students are encouraged to reflect which can take form of a writing assignment.</li> </ul>
<b>9 Habits and character education</b>	<p>The 9 habits are addressed in Year Group Learning and assemblies each week. The habit spoken about is the key habit of the week. This focuses on what the habit is, what it would like and what it sounds like.</p> <p>In addition to this the 9 habits are addressed in all aspects of academy life and staff and students explicitly demonstrate and comment on them.</p> <p>Through our core values of Respect, Responsibility and Resilience we encourage our students to do the right thing because it's the right thing to do, to be courageous in all their endeavours and to take responsibility for their actions.</p>
<b>Problem solving &amp; conflict resolution</b>	<p>Through the use of positive framing and restorative practice we support students in repairing relationships where harm has occurred.</p> <p>Restorative meeting take place between staff and students and between student and student facilitated by the behaviour and pastoral team. This relational approach aims to connect and reflect before correct allowing all stakeholders opportunity to de-escalate and resolve conflict.</p>
<b>Challenging unkindness &amp; prejudice</b>	<p>We teach children to challenge unkindness and prejudice by asking them to embody the Oasis 9 habits and adhere to our core values of Respect Responsibility and Resilience. Students are expected to show consideration and compassion to all, be patient and forgiving and remain humble. All our students are taught the virtues of being self-controlled. All acts of unkindness and prejudice are encouraged to be reported to the safeguarding</p>

	team or a student's trusted adult. This can be done in confidence using our safeguarding QR code
<b>Restorative language &amp; communication</b>	We teach restorative language and communication by modelling this to our students. Our staff adopt this method of conflict resolution and demonstrate this to students when carrying out the conversations themselves.

### 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 Lister Park, 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 are able to 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:

In-class systems	What we do	Why we do it (how it builds a restorative culture)
<b>Academy Way expectations</b>	Our classroom practices are underpinned and sustained by our explicit definition, communication and rehearsal of expectations. See lever 1: Setting and sustaining boundaries for details	
<b>Core routines</b>	Entry and Exit Routines	This allows students to transition to their lessons with pace and purpose and makes the start and end their learning experience positive maximising each minute.
	Active Listening Routines	Tracking the speaker allows students to improve their attention, so that they can know more, do more and remember more.
	You do Learning Routines	Students are able to consolidate their learning by completing independent tasks. This will allow students to apply what they have learnt.
	Safe Transition Routines	Students transition around the academy in safe way. They walk with pace and purpose. Escorted transitions allow students to be led by their teachers' making transitions calm and orderly.
	Use of Learning Modes	The use of learning modes throughout the lesson serves as a reminder to students of the expectations at any part of the lesson, The learning modes include: <ul style="list-style-type: none"> <li>• Quiet Partners</li> <li>• Polite Collaboration</li> <li>• Respectful whole class</li> <li>• Independent mode</li> <li>• Signal for Silence</li> </ul>
<b>Class charters / agreements</b>	Class Learning Agreements are compiled and written with teachers and students together.	The learning agreements highlight the expectations of students and teachers. They are designed for clarity purposes and so that there can be accountability.

<b>Recognition boards</b>	Staff identify which students are following classroom expectations, successfully display the routines and those that demonstrate the values. These students are recognised by their name on the recognition board.	We celebrate successes of our students. We let them know we are proud of their achievements.
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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 <a href="#">Co-Regulation Plan</a> .
Reminder	Affect (ive statement) 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	<b>Time Out:</b> On Tour supervises the class while the teacher steps outside to repeat the 30 second script with the pupil. A <b>Restorative Chat</b> is conducted at the end of the lesson or at the next break. <b>Triage:</b> 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 R&R. A <b>Restorative Chat</b> is conducted at the next break or during an after-school detention.

Reminder: In lessons where a student is not behaving in a way that meets our expectations, the teacher will issue a chance issued with a Reminder, the first consequence issued as a direct result of a negative behaviour. This is a chance for the student to modify or change the way that they are behaving. Teacher gives student rule reminder/Verbal Communication using the behaviour correction script. Name Written on the board under 'reminder'.

Warning: If the student does not modify their behaviour, the teacher will issue a warning, the second consequence. The warning must be delivered using the behaviour correction script.

At this point the teacher must use a range of other strategies to support the student to improve their behaviour. This could include checking they understand the work and/or providing additional support, moving them within the classroom to sit in a different place.

Action: If the student does not modify their behaviour, the teacher will issue an action, issue an Action, the third consequence. This will mean that the student will now be issued with a subject restorative. The action must be delivered using the behaviour correction script.

At this point the teacher must use a range of other strategies to support the student to improve his/her behaviour. This could include checking they understand the work and/or providing additional support, moving them within the classroom to sit in a different place.

Parents will be contacted via the MCAS app and a detention issued for the same day, unless it has been logged after 1pm, therefore the action will be rolled over to the following day.

On call / Subject Reset: If the student does not modify their behaviour, the teacher will request a member of 'On Tour' via MS Teams. The student must be directed to wait in their seat until 'On Tour' arrives and be informed by the subject teacher that they are now due to attend a detention at the end of the day. The 'On Tour' member of staff enters the classroom and quietly directs the student out of the classroom (the behaviour is discussed outside of the classroom). The 'On call' member of staff will explain to the pupil that 'you are now being removed to another classroom. This has escalated to a detention - you must report to detention where your teacher will have a restorative conversation with you – failure to do so will result in an escalated detention the following day'. When the on call arrives, the student must bring their possessions. The student then needs to be escorted to the seat of the classroom they are moved to.

Reflect and Restore: The classroom teacher must engage the student in their lesson. If the student does not modify their behaviour, the teacher will issue an 'On Tour'. The 'On Tour' staff will take the student to the Reflect and Restore room.

No student should be sent out of a classroom onto a corridor except where it is necessary for the students' wellbeing or for the wellbeing of other students in the group. If this is necessary, immediate intervention from the 'On Tour' team must occur so that the student is placed somewhere safe for them to regulate.

Please note, there are some instances where it is necessary for a teacher to remove a student from a lesson without receiving a chance, warning, action. This would be for cases of more highly disruptive behaviour such as persistent defiance, arguing, or verbal/physical abuse.

#### 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 behavior).
2. It is our Academy value about ... (name the expectation) that I am 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 it's someone's job to do this.”

- Bill Hansbury, A Practical Introduction to Restorative Practice in Schools (2016), p. 64

At Oasis Academy Lister Park 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)
<b>On Tour</b>	<p>Members of the pastoral team, ALT and Middle leadership support an on-tour system each period of the day. This gives full coverage of the academy. The 'On Tour' team support transitions, ensuring corridors and staircases are clear. They visit each lesson each period to support teaching staff and students where needed.</p> <p>'On Tour' staff will stand in for a teacher if a restorative meeting needs to take place and will facilitate these if needed.</p> <p>'On Tour' also visit classrooms if a member of staff requests support.</p>	<p>To support our students</p> <p>To support our staff</p> <p>To allow building of and maintaining positive relationships</p> <p>To allow students to regulate if dysregulated</p> <p>To allow repairing of any harm caused.</p>
<b>Lesson removals</b>	<p>If a student requires additional support in order to regulate, they can be removed from a lesson and placed in either an alternative class or in the regulation room.</p>	<p>Opportunity to allow the student to regulate and to be receptive to restorative conversations. Student will be given the opportunity to work with another trusted adult who will support them with this process.</p>

### Sanction Matrix

To ensure that sanctions are consistent, leaders will adopt the following behaviour matrix to support consistent decision making. The sanctions below will only apply once all the strategies in the 'Managing Low Level Behaviours' have been followed through.

Sanction Matrix	Tutor	Classroom Teacher	Referral to Year team	Referral to Behaviour Manager	Referral to Behaviour Manager	Referral to ALT	Referral to ALT	Referral to Principal
Behaviour	Tutor warning / Detention	Detention and Restorative conversation	Remove until end of the Session	Reflect and restore until end of the Day	Internal Behaviour Placement	Behaviour Placement	Suspension	Off Site Direction
Off task behaviour in lesson		√						
Refusal to follow instructions		√						
Answering back to staff			√					
Verbal Abuse aimed at staff				√				
Verbal abuse aimed at students			√					
Late to lesson	√							
Late to School	√							
Failing to transition in		√	√					

the correct way								
Incorrect uniform	√							
Missing equipment including iPad	√							
Mobile Phone seen	√	√						
Refusing to hand in Mobile Phone			√	√				
Physical Abuse – Student				√	√	√	√	√
Fighting				√	√	√	√	√
Physical Abuse staff				√	√	√	√	√
Truancy – external				√				
Truancy – Internal				√				
Missing Detentions				√				
Walking out of lesson without permission			√	√				
Racist / trans / homophobic comments				√	√	√	√	√

or behaviour								
Persistent bullying				√	√	√	√	√
Theft			√	√	√			
Sexual / homophobic / racist bullying			√	√	√	√	√	√
Threats towards a member of staff			√	√	√	√	√	√
Bringing drugs or dangerous weapons into school			√	√	√	√	√	√
Vandalism of school property			√	√	√	√	√	√

## Suspension Matrix

Suspensions are used after all strategies to manage behaviour have been exhausted. The below is a guide but suspensions and the reason for them may vary dependant on each individual case/situation.

	Referral to ALT	Possible Suspension
Behaviour	Suspension	
Physical Abuse staff	√	Referred to Principal / Deputy Principal
Bringing drugs or dangerous weapons into school	√	Referred to Principal / Deputy Principal
Racist / trans / homophobic comments or behaviour	√	Referred to Principal / Deputy Principal Up to 5 days Suspension
Physical Abuse – Student	√	Up to 5 days Suspension
Fighting	√	Up to 5 days Suspension
Persistent bullying	√	Up to 5 days Suspension
Threats towards a member of staff	√	Up to 5 days Suspension
Vandalism of school property	√	Up to 5 days Suspension
Internal Truancy	√	Reflect and restore
Persistent Disruption around the academy	√	Reflect and Restore Up to 3 days Suspension
External Truancy	√	Up to 2 days Internal Behaviour Placement

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)
<b>Detention / Catch up</b>	If students have had to be removed from a lesson for poor choices	Once all in class strategies have been exhausted 'On Tour' is called to take the child to another space. This is then logged in Bromcom as a session manage and a detention is automatically triggered. This detention is 60 minutes.	To support our students To support our staff To allow building of and maintaining positive relationships To allow students to regulate if dysregulated To allow repairing of any harm caused.
	If a student is late to school	If a student arrives late to school, they are issued with a 30-minute detention.	To ensure students catch up in work missed.
	Not having PE Kit	Students are issued with a 30-minute detention for not having their PE kit	For students to make up for lost learning time.
<p>Missed Detentions</p> <p>We adopt the following approach when students do not attend a scheduled restorative. Failure to attend a restorative will escalate to the next sanction.</p>			
<b>Internal Exclusion / Reflection</b>	If a student requires additional support in order to regulate, they can be removed from a lesson and placed in either an alternative	Students are either booked in Reflect and Restore or brought during the day if an incident occurred.	Opportunity to allow the student to regulate and to be receptive to restorative conversations. Student will be given

	class or in the regulation room	Opportunity for students to reflect on their behaviour, the harm caused and prepare for a restorative.	the opportunity to work with another trusted adult who will support them with this process.
<b>Behaviour Placements</b>	In place of a suspension. Behaviour placements are organised at BACs meetings. BACs are Behaviour and Attendance Collaboratives – an approach in dealing with behaviour and attendance across secondary schools. A student on placement will have to attend the allocated school for the number of days specified.	Student has had a number of detentions and been in internal isolation.  Students needs to reset away from the academy due either a number of low-level incidences or due to one off more serious incident.	Opportunity for reflection on harm caused so that relationships can be restored.
<b>Suspensions</b>	In cases of serious incidences that have caused great harm and / or distress to others in the academy	When there are serious breaches of the Lister Park behaviour policy.	Opportunity for reflection on harm caused so that relationships can be restored.
<b>Off Site Directions</b>	Once all other consequence / Symbolic sanction has been exhausted.	When there are multiple serious breaches of the Lister Park behaviour policy. Students require a fresh start in a new environment where they can reset and reassess their choices.	Opportunity for a fresh start for a student who has struggled. Opportunity for students to reset and reassess their choices.

Positive Behaviour Graduated Outcomes Matrix

Actions	Description of Behaviour	Interventions	Responsible & Supporting staff roles?	Parental Involvement
<b>Positive Framing</b> <b>Reminder - Affect and Redirect</b> <b>Negative given</b>	Low level disruption in and out of the classroom	Reminder of expectations	Teaching Staff	No Action Required
<b>Warning</b> <b>30 Second Script</b>	Defiance Eating/Chewing in class Talking Shouting Out Inadequate work completed Verbal Abuse Indirect foul language/swearing	Reminder of expectations Accumulated negatives result in detention.	If in lesson teaching staff responsible. If outside of lesson – member of staff involved responsible.	Phone call home Update on bromcom
<b>½ Hour Detention</b>	10 Classroom Based Negatives per week 6 Unstructured Time Negatives per week	Reminder of expectations Lesson Hot Spots identified and regular drop In's	If in lesson teaching staff responsible.	Phone call home Update on Bromcom

	<p>4 Transition Based Negatives per week</p> <p>1 Missed Detention (Absence) - 1/2 Hour Detention</p> <p>2 Uniform &amp; Equipment Based Negatives per week</p>	<p>Restorative conversations with teaching staff or staff member dealing with incident.</p>	<p>If outside of lesson – member of staff involved responsible.</p>	
<b>One hour detention</b>	<p>SM Call</p> <p>Persistent disruption in and out of the classroom (Multiple incidents)</p> <p>Obscene Language &amp; Verbal Aggression</p> <p>Inappropriate physical contact</p> <p>Damage to others &amp; school property (Including the school building, fixtures &amp; Fittings)</p>	<p>Reminder of expectations</p> <p>Lesson Hot Spots identified and regular drop In's</p> <p>Restorative conversations with teaching staff or staff member dealing with incident.</p> <p>Parental meeting with teaching staff and Year Team.</p> <p>AHoY/HoY Student Reports</p>	<p>If in lesson teaching staff responsible.</p> <p>If outside of lesson – member of staff involved responsible.</p>	<p>Phone call home</p> <p>Update on Bromcom</p> <p>Parental Meeting</p>

	Walking away from staff Failed/Skipped Correction Truancy and refusal to attend lesson Cat 1 Discriminatory Events Disruptive Behaviour in the school community before or after school	Detention		
<b>Reflect &amp; restore</b>	Verbal Abuse Staff Truancy (x2 per week) Smoking (including Vaping) Physical Violence (Fighting, Assault) Child on Child Abuse (Cat 2) Theft	Restorative conversations with teaching staff or staff member dealing with incident.  Parental meeting with Year Team.  AHoY/HoY Student Reports  Inclusion Panel referral	Year Team Pastoral Lead link	Parental Meeting Update on Bromcom

	X3 Session Calls (Per Week) Serious Disruptive/Anti- Social Behaviour in the school community before or after school			
<b>Behaviour Placement (Internal &amp; External)</b> Evidence of all previous interventions will be considered before decision made.	All forms of serious, persistent, and unsafe behaviour, with evidence of all previous interventions.	Restorative conversations with teaching staff or staff member dealing with incident.  Parental meeting with Year Team.  AHoY/HoY/ALT Student Reports  Behaviour Support Plan  At least weekly contact with parents/guardians	Year Team Pastoral Lead Link ALT – Area Link	Parental Meeting Update on Bromcom Daily Updates to parents/Carers

		Inclusion Panel referral		
		<b>Referrals to be considered:</b> <b>SEN</b> <b>Mental Health</b> <b>Safeguarding</b> <b>Team/Wellbeing</b>		
<b>Suspension</b> Evidence of all previous interventions will be considered before decision made.	All forms of serious, persistent, and unsafe behaviour, with	Restorative conversations with teaching staff or staff member dealing with incident.  Parental meeting with Year Team.  HoY/ALT Student Reports  Behaviour Support Plan  At least weekly contact with parents/guardians  <b>Referrals to be considered:</b>	Year Team Pastoral Lead Link ALT – Area Link	Parental Meeting Update on Bromcom Daily Updates to parents/Carers

		<b>SEN Mental Health Safeguarding Team/Wellbeing</b>		
<p><b>Off Site Direction</b></p> <p><b>Alternative Provision</b></p> <p><b>Permanent Exclusion</b></p> <p>Evidence of all previous interventions will be considered before decision made.</p>	<p>Possession of Drugs or weapons.</p> <p>Physical aggression towards staff.</p> <p>Continuous breaches of the school's behaviour expectations will result in consideration for a managed move, referral to Alternative Provision, time in the Inclusion Centre or permanent exclusion</p>	<p>Daily Contact with parent/Carers</p> <p>Behaviour Support Plan</p> <p>ALT Student Report</p> <p><b>Referrals to be considered:</b></p> <p><b>SEN Mental Health Safeguarding Team/Wellbeing</b></p>	<p>Year Team</p> <p>Pastoral Lead Link</p> <p>ALT – Area Link</p> <p>Principal</p>	<p>Parental Meeting</p> <p>Update on Bromcom</p> <p>Daily Updates to parents/Carers</p>

### Repairing ruptures: Responsive restorative processes

At Oasis Academy Lister Park, 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

Alongside our preventative restorative continuum, we use a range of responsive processes to support pupils to repair relationships and resolve conflict.

#### Our approach to repairing harm

The below table summarises our restorative approach to repairing harm:

<b>Definition of wrongdoing</b>	A violation against a person or community
<b>Focus of process</b>	Problem solving, forwards looking (what should be done now?)
<b>Goal of process</b>	Restoration and reconciliation between both parties
<b>Participants</b>	<ul style="list-style-type: none"><li>• Roles of person harmed and person who caused harm recognised in problem solving</li><li>• Rights and needs of person harmed recognised</li><li>• Person who caused harm encouraged to take active responsibility</li></ul>
<b>Accountability</b>	Defined as wrongdoer understanding harm caused and how to repair this
<b>Stigma of wrongdoing</b>	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 <b>need</b> 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?
When a relationship between a teacher and pupil has broken down.	The Assistant Head of Year for the Year group and / or the Behaviour Manager	<ul style="list-style-type: none"> <li>• Student</li> <li>• Teacher</li> <li>• Assistant Head of Year</li> <li>• Behaviour Manager</li> </ul>
Following a period of consistently poor classroom behaviour.	The classroom teacher	<ul style="list-style-type: none"> <li>• Student</li> <li>• Teacher</li> </ul>
When a relationship between pupils has broken down.	The Assistant Head of Year for the Year group and / or the Behaviour Manager	<ul style="list-style-type: none"> <li>• Student(s)</li> <li>• Teacher</li> <li>• Assistant Head of Year</li> <li>• Behaviour Manager</li> </ul>

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

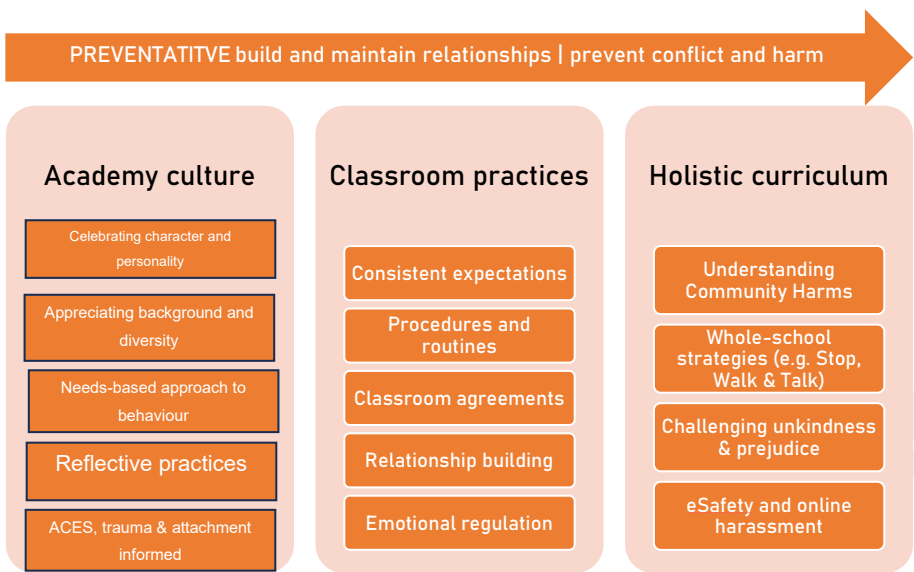
At Oasis Academy Lister Park we aspire to create a relational culture in which every pupil has a sense of emotional safety as part of a welcoming and inclusive community where everyone matters and there are no outsiders.

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 <a href="#">Brook sexual behaviours traffic light tool</a> 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
Celebrating Character and Personality	Inclusion is at the heart of everything we do. We strive to understand our community and serve it well. We have a relentless drive to ensure the best possible outcomes for all.  All our students will have happy, healthy, and successful futures as a result of the quality care, nurture and education they are given at Oasis Academy Lister Park. Students will develop in character to become courageous and confident. They will be brave enough to see the

	opportunities in every difficulty, and strong enough to become citizens who actively promote respect, tolerance, and individual liberty
Appreciating background and diversity	At Lister Park we promote a culture of respect, understanding and acceptance. All our community feels value and appreciated. Our curriculum reflects a range of experiences, backgrounds and perspectives. This includes incorporating literature from diverse authors in our POWER strategy. Reach days across the year and assemblies are also used to celebrate diversity
Needs based approach to behaviour	<p>Graduated Response</p> <p>Tutor Reports – Wave 1 and 2a</p> <p>Relational Support Plans</p> <p>Co-Regulation Plans and Risk Assessment</p> <p>Child Centred Planning Meetings</p> <p>SEND Assessments</p> <p>Mental Health Support</p> <p>Team Around the Child (TAC)</p> <p>Individual Pathways Provision</p>
Reflective Practices	<p>All members of the academy community are encouraged to think reflectively about the potential harm caused and to restore relationships.</p> <p>The nonverbal cues in the class are used to get students to think about their choices.</p> <p>The affect and redirect statements are used to explain to students how their behaviour is impacting not just themselves but others around them including the teachers. With a focus on positive behaviour students are encouraged to focus on positive actions in order to refocus.</p> <p>The warning is used to remind the student that</p> <ul style="list-style-type: none"> <li>• their behaviour needs to improve</li> <li>• They are better than this behaviour</li> <li>• You believe they can meet your high expectations of them</li> </ul>

	<p>The restorative conversation is used to</p> <ul style="list-style-type: none"> <li>• Explore the incident</li> <li>• Explore the harm caused</li> <li>• Remind the pupil of expectations</li> <li>• Explore how to repair the harm</li> </ul>
Aces Trauma and attachment informed	<p>PACE strategies</p> <p>Use of Emotional Coaching – Regulate, Relate and Reason.</p> <p>Use of De-escalation techniques</p> <p>Reflective practices</p>

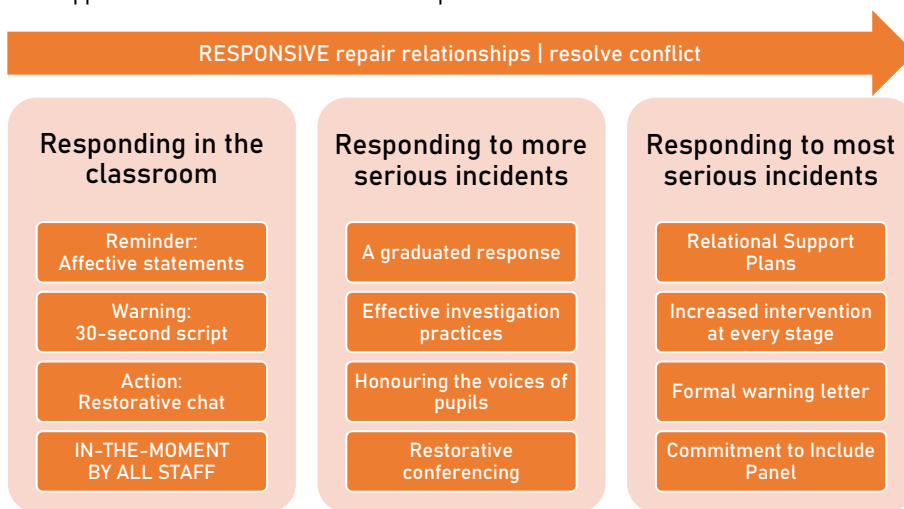
Holistic curriculum:

Strategy	How we do it
Understanding community harms	<p>PHSCE Curriculum</p> <p>Literature around the academy</p> <p>Targeted assemblies</p>
Whole-school strategies	<p>Zero Tolerance</p> <p>Use of Bullying, Discrimination and Harmful Sexual Behaviour Response Process</p> <p>Anti-Bullying Commitment</p>
Challenging unkindness and prejudice	<p>Community Harms Investigation Form: Bullying, Discrimination and Harmful Sexual Behaviour</p> <p>Responding to Community Harms: Restorative Pupil Voice Form</p> <p>Responding to Community Harms: Facilitating a Restorative Conference</p> <p>Anti Bullying Contact</p> <p>Harmful Sexual Behaviour Contract</p> <p>Use of PCSO</p>

e-Safety and online harassment	Discreet E Safety Lessons Digital Citizenship
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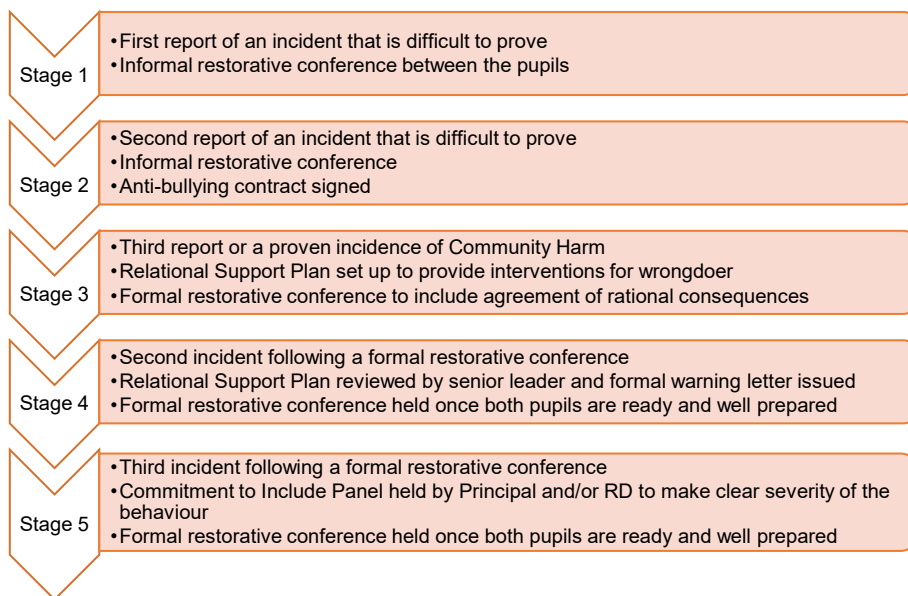
### Responsive processes

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

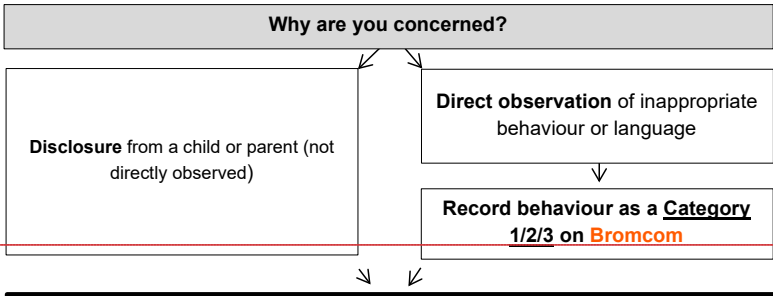
Responding appropriately to community harms, begins with responding in the classroom using our relational classroom scripts. For more serious incidents, we use a 5-stage approach to respond effectively and restoratively to community harms:



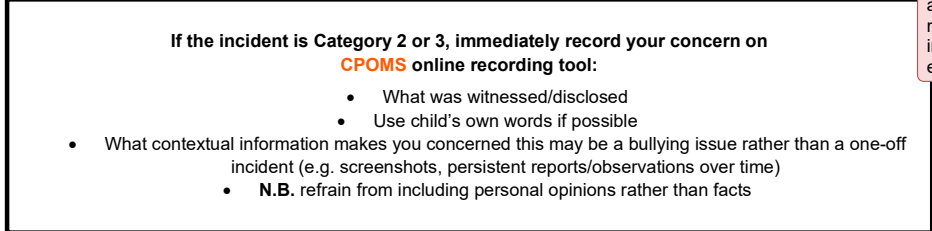
Effective investigation practices

What to do if you have a **bullying, discrimination, or harmful sexual behaviour** concern about a child at Oasis Academy Lister Park

All Staff



**Commented [ER1]:** Depending on your academy processes, it may be preferable for academy staff to record all Community Harm concerns only in CPOMS and protect Bromcom category recording as part of the responsibilities of the safeguarding team once the incident has been investigated in the follow up phase, to ensure that these categories are recorded accurately.



SG Team

**Safeguarding Team** reviews concern log and makes a decision about next steps.  
If bullying investigation is required, concern will be referred to **Pastoral Year team** to investigate following the **Anti-Bullying, Discrimination and Harmful Sexual Behaviour Process**, using **proformas**.

Pastoral Team, in consultation with Safeguarding Team

**If no evidence is provided:**  
Accused student **remains in circulation** while incident is investigated.

**Stage 1:** First alleged incident against accused. Allegation is difficult to prove:

- Restorative conference held; verbal warning issued

**Stage 2:** Second alleged incident against accused. Verbal warning previously given. Allegation is difficult to prove:

- Restorative conference held; rational consequence agreed; Anti-Bullying contract signed

**If clear evidence is provided (screenshots, consistent statements, admission by alleged student); or allegation involves credible threat to the alleged victim:**  
Accused is **out of circulation** while incident is investigated.

**Stage 3:** Incident involves **proven** cyberbullying, harassment, or discrimination; or accused previously involved in Stage 2 incident:

- Meeting with HoY to set up Relational Support Plan; restorative conference held; serious sanction considered (e.g. IE)

**Stage 4:** As above & accused previously involved in Stage 3:

- Meeting with ALT to review RSP; formal written warning; restorative conf. held; serious sanction considered (e.g. FTS)

**Stage 5:** As above & accused previously involved in Stage 4:

- Commit to Include Panel held by Principal to emphasise risk of PEx if behaviour continues; time-limited intervention considered (e.g. AP) alongside sanctions; safety plan created

**Follow up:**

- **Inform parents** of involved students about the result of the investigation and actions taken
- Ensure **Bromcom category recording** accurately reflects the severity of the incident
- Update **CPOMS** as a reply to the original allegation record with a copy of all Anti-Bullying documents uploaded
- Place **hard copy paperwork** in the student's file
- **Wellbeing check-ins:** one week later, check-in with student who has been harmed to ensure they are happy and feel safe; check in with student who has caused harm to ensure that the incident has been resolved
- **N.B.** Incidents of proven bullying, discrimination, or harmful sexual behaviour where the **perpetrator is not identified** (e.g. online harassment via anonymous accounts) should also be recorded in CPOMS

### 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 Lister Park 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
Instructional Coaching	Give teachers the opportunity to learn off colleagues and get feedback on their practice	Coaching pairs Fortnightly lesson drop ins. Follow up meeting of the pair to provide feedback and reflection.
Drop in – Shout outs	Support colleagues and celebrate success	Drop in subject areas or coaching pairs. Step lab used to record positives and next steps.
Reflection on Student Voice	Student survey feedback shared with staff to celebrate successes and work on next steps.	Termly student surveys. MET review surveys Key points shared during briefing.
Reflection on Staff Voice	Promoting staff voice can boost engagement levels. Staff opinions are taken into account and staff are valued. This translates to improved performance	Termly staff surveys. MET review surveys Key points shared during briefing.
Reflective questions in Line Management	To allow our teams to reflect on their practice and performance	Give colleagues time to openly speak about situations without interruptions.

	and ascertain next steps to improve further	Thanking them for their participation and offering feedback and where needed support and guidance.
Reflective Questions in staff Meetings	To allow our teams to reflect on their practice and performance and ascertain next steps to improve further	Ask staff for feedback during staff meetings using a feedback QR code and providing any feedback centrally to all.
Co-Planning Meeting	To allow our teams to reflect on their practice and performance and ascertain next steps to improve further	Give colleagues time to openly speak about situations without interruptions.  Thanking them for their participation and offering feedback and where needed support and guidance.
Team Around the Child Meeting (TAC)	Collaboration with all professionals, families and child. Input from all teams including SEND, Behaviour, Safeguarding, Pastoral and Attendance as well as any external agencies.	Fortnightly meetings arranged with all colleagues to discuss, plan and arrange support for identified students.

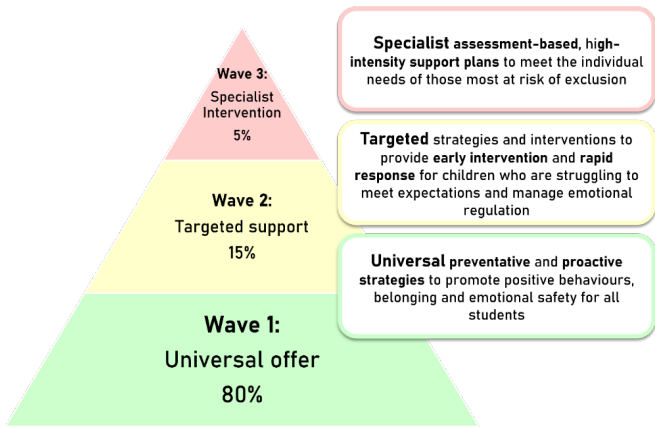
**Listening to the child: Our mechanisms for pupil voice**

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
Digital surveys	Termly	Online survey – Teams form	You said we did. Speaking to individual students Implement changes where needed based on feedback
Academy Student leadership	Half Termly	Meeting with Assistant Principal/ Principal Principal lunch	You said we did. Speaking to individual students Implement changes where needed based on feedback
Restorative incident accounts	Real time as and when required	Please see effective investigation practices	Please see effective investigation practices

**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
<b>Building belonging</b>	<p>All our students will have happy, healthy, and successful futures as a result of the quality care, nurture and education they are given at Oasis Academy Lister Park. Students will develop in character to become courageous and confident. They will be brave enough to see the opportunities in every difficulty, and strong enough to become citizens who actively promote respect, tolerance, and individual liberty.</p> <p>Inclusion is at the heart of everything we do. We strive to understand our community and serve it well. We have a relentless drive to ensure the best possible outcomes for all.</p>	<p>Training for all staff in relationship-building and use of PACE (playfulness, acceptance, curiosity, empathy)</p> <p>Class charters that create agreements within classroom communities</p> <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>

<p><b>Explicit expectations</b></p>	<p>At Oasis Academy Lister Park 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>	<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>
<p><b>Developing social and emotional skills</b></p>	<p>At Oasis Academy Lister Park, 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>	<p>Academy-wide application of Zones of Regulation (Regulation Room)</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
<b>Building belonging</b>	<p>All our students will have happy, healthy, and successful futures as a result of the quality care, nurture and education they are given at Oasis Academy Lister Park. Students will develop in character to become courageous and confident. They will be brave enough to see the opportunities in every difficulty, and strong enough to become citizens who actively promote respect, tolerance, and individual liberty.</p> <p>Inclusion is at the heart of everything we do. We strive to understand our community and serve it well. We have a relentless drive to ensure the best possible outcomes for all.</p>	<ul style="list-style-type: none"> <li>• Pupil passport explaining strengths and support requirements</li> <li>• Nurture group with differentiated curriculum</li> <li>• In-class TA/LSA support to support access to learning</li> <li>• Resources provided on iPad in an accessible format</li> <li>• Printed / enlarged resources where needed</li> <li>• Additional time to transition between lessons (permission to leave 2 minutes early)</li> <li>• Toilet pass</li> <li>• Time out card (2-minute calm down on corridor)</li> <li>• In-class TA/LSA support for emotional regulation</li> <li>• Small group speech and language therapy intervention led by SALT</li> <li>• Small group literacy intervention (e.g. Ruth Miskin Fresh Start phonics)</li> <li>• Restorative conversations</li> </ul>
<b>Explicit expectations</b>	<p>At Oasis Academy Lister Park we set and sustain clear, consistent and positively framed boundaries for our</p>	<ul style="list-style-type: none"> <li>• Pastoral intervention</li> <li>• Wave 2a Assistant Head of Year report</li> </ul>

	<p>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>	<ul style="list-style-type: none"> <li>• Wave 2b Relational support plan - HOY</li> <li>• Small group behaviour coaching (e.g. social stories, rehearsal of routines, the Why, etc.)</li> <li>• Small group emotional literacy intervention (e.g. Zones of Regulation, ELSA)</li> <li>• Reflect and Restore</li> <li>• Child-centred planning meeting</li> <li>• Behaviour or Attendance Contract</li> <li>• Parental Meetings</li> <li>• Suspensions</li> </ul>
<p><b>Developing social and emotional skills</b></p>	<p>At Oasis Academy Lister Park, 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</p>	<ul style="list-style-type: none"> <li>• Sanctuary lunchtime club</li> <li>• Agreed start time or bespoke timetable (red and green lessons)</li> <li>• MHST</li> <li>• Think for the Future</li> <li>• Regulation Room</li> </ul>

	each other when they become dysregulated	
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Our Wave 3 specialist interventions:

	Our vision	Our offer
<b>Building belonging</b>	<p>All our students will have happy, healthy, and successful futures as a result of the quality care, nurture and education they are given at Oasis Academy Lister Park. Students will develop in character to become courageous and confident. They will be brave enough to see the opportunities in every difficulty, and strong enough to become citizens who actively promote respect, tolerance, and individual liberty.</p> <p>Inclusion is at the heart of everything we do. We strive to understand our community and serve it well. We have a relentless drive to ensure the best possible outcomes for all.</p>	<ul style="list-style-type: none"> <li>• Personalised curriculum for those significantly below age-related expectations</li> <li>• Specialist assessment of additional learning needs</li> <li>• 1:1 Speech and Language therapy</li> </ul>
<b>Explicit expectations</b>	<p>At Oasis Academy Lister Park 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</p>	<ul style="list-style-type: none"> <li>• Wave 3 Individual Pathways Plan (time-limited intensive intervention)</li> <li>• Time-limited alternative provision intervention placement (</li> <li>• KS4 personalised pathways to enhance vocational offer</li> <li>• Off Site Directions</li> </ul>

	behaviours and fair and logical consequences in response to unwanted behaviours.	
<b>Developing social and emotional skills</b>	At Oasis Academy Lister Park, 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	<ul style="list-style-type: none"> <li>• CAMHS referral</li> <li>• Family support worker 1:1 (Early Help)</li> <li>• Educational psychology</li> <li>• Counselling 1:1</li> <li>• Mentoring with an external service 1:1 (Youth in Mind)</li> </ul>

**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.

All staff	<p><b>Wave 1 Inclusive Universal Behaviour Offer:</b></p> <ul style="list-style-type: none"> <li>Academy Way behaviour curriculum delivered through YGL, Tutor time, PD and assemblies.</li> <li>All teachers trained in co-regulation, de-escalation and trauma-informed approaches.</li> <li>Internal data (<i>lesson removals, escalated consequences</i>) used to proactively target support.</li> </ul>	
Tutor	<p><b>Wave 1 Form Tutor Report:</b> Parent phone call to set up SMART targets Three-week report to Form Tutor. <b>Threshold:</b> 20 negative points in 2 weeks or 2 placements in Reflect and Restore (R&amp;R) <b>Escalation:</b> Two failed reports.</p>	<p><b>Support and Intervention:</b></p> <ul style="list-style-type: none"> <li>Daily tutor check ins</li> <li>Weekly parent phone call</li> <li>Weekly review of progress on targets</li> </ul>
AHOY	<p><b>Wave 2a Assistant Head of Year Report:</b> Parent meeting with SMART targets. Three-week report to AHOY. <b>Threshold:</b> 2 failed tutor reports. <b>Escalation:</b> Two failed reports.</p>	<p><b>Support and Intervention:</b></p> <ul style="list-style-type: none"> <li>In-class interventions emailed to teachers.               <ul style="list-style-type: none"> <li>Daily AHOY check ins</li> <li>Weekly parent phone call</li> </ul> </li> <li>Weekly review of progress on targets</li> <li>Literacy and numeracy screening (GL tests)</li> </ul>
Head of Year	<p><b>Wave 2b Relational Support Plan (RSP):</b> Parent meeting w/ HoY &amp; Pastoral Leads. 6-week RSP to HoY or Pastoral Lead <b>Threshold:</b> 2 failed AHOY reports or suspension. <b>Escalation:</b> no improvement after 6 weeks.</p>	<p><b>Support and Intervention:</b></p> <ul style="list-style-type: none"> <li>Child-centred planning meeting</li> <li>6-week programme of bespoke interventions</li> <li>Bespoke timetable with red &amp; green lessons               <ul style="list-style-type: none"> <li>Weekly comms to teachers and family</li> </ul> </li> <li>Weekly counselling and/ or meeting with HOY               <ul style="list-style-type: none"> <li>SEND assessments for 4 areas of need                   <ul style="list-style-type: none"> <li>Assigned mentor</li> </ul> </li> </ul> </li> <li>Co-regulation plan and risk assessment</li> </ul>
ALT Year Link	<p><b>Wave 3 Individual Pathways Plan (IPP):</b> Parent meeting led by ALT Link. 6-week time limited intervention placement in Individual Pathways Provision. Acceptable Behaviour Contract signed. <b>Threshold:</b> Failed RSP <b>Escalation:</b> Failed Behaviour Contract</p>	<p><b>Support and Intervention:</b></p> <ul style="list-style-type: none"> <li>6-week time-limited intervention placement               <ul style="list-style-type: none"> <li>Followed by RSP (as above)</li> </ul> </li> <li>Weekly sessions with SEMH tutor to develop emotional regulation</li> <li>EP assessment &amp; CAMHS/MHST referral               <ul style="list-style-type: none"> <li>TAC meeting with LA partners</li> </ul> </li> <li>Consider EHCP application (if relevant)</li> </ul>
RD / Principal	<p><b>Wave 4 Commitment to Include (CTI) Panel:</b> Formal panel meeting with principal and RD. Formal summary letter sent to parents. Reintegration meeting following panel with updated Acceptable Behaviour Contract. <b>Threshold:</b> Failed Acceptable Behaviour Contract <b>Escalation:</b> serious risk of PEx</p>	<p><b>Support and Intervention:</b></p> <ul style="list-style-type: none"> <li>Alternative Provision respite placement (possibly prior to CTI panel)               <ul style="list-style-type: none"> <li>Followed by IPP and RSP (as above)</li> </ul> </li> <li>EP review of assessment and intervention with further suggested strategies.</li> </ul>

### Team around the Child: How we work together

At Oasis Academy Lister Park, 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
NHS MHST- Mental Health Support Team	Twice per week in the academy – Tuesday and Wednesday Full days 2 staff MHST	Referrals from year teams via CPOMS DSL triage and take to MHST consultation fortnightly Below clinical concerns (CAMHS- child adolescent mental services)
LA CSC- Children Social Care	Regular meetings for children on a CP/CIN plan	IFD consultations and advice Core group meeting- via Teams Review meetings- via Teams
LA-Virtual Schools	Meet once per term PEP meetings every 6 months	Update on CLA students
LA MNHES- Medical Needs Hospital Education Service	Referral through SEND team	Referrals for students with significant medical needs who require home tuition
Private Counselling	Once a week in the academy Full day	Referral from DSL Low level concerns
LA-Early Help coordinator	As and when required for educational/safeguarding support	Case discussion Guidance on queries
LA-Education Attendance Officer	Meet once per term Available to contact for guidance	Attendance discussed PA/SA students Cases referred for further support

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 Lister Park, we use the following solutions-focused approaches to amplify the voices of families and ensure co-production:

Approach	Description
PATH	<b>Planning Alternative Tomorrows with Hope:</b> We use PATH in Team around the Child meetings where change or the hope for change is required, if the child or system feels stuck and needs to re-establish a positive sense of the future. PATH is a structured approach to explore how to get to a future-orientated goal that focuses on the voice and needs of the child, rather than barriers or issues in the system, and supports advocates to work together to meet this goal.
MAPS	<b>Map Action Planning System:</b> We use MAPS when establishing a relationship with a child, if a child is new to a school, at a transition point or if they are newly in receipt of SEND support. MAPS supports us to create a positive dialogue with the child and family. It encourages collaborative, positive and solution-focused thinking by centring the story of the child, their dreams, fears, strengths and needs.

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

At Oasis Academy Lister Park 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 [Behaviour and Pastoral Care Policy](#) and Exclusions policy [OCL 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
E.g. Regional inclusion panels	Half-termly	<ul style="list-style-type: none"> <li>• Online meetings for each cluster led by National Lead Practitioners for Behaviour and Pastoral Care</li> <li>• Case-study approach applying solutions-focused techniques to identify strategies to reduce the risk of suspension or exclusion for a child of concern</li> <li>• Progress reviews to track impact over time and offer new solutions for ongoing children of concern</li> </ul>
E.g. The Oasis Way Pre-suspension checklist	Whenever considering a suspension	<ul style="list-style-type: none"> <li>• Guidance on a range of strategies that should be tried before suspension is considered</li> <li>• Supports reflective practice and solutions-finding to provide alternatives to suspension</li> </ul>
Use of Internal Behaviour placement Reflect and restore	Whenever considering a suspension	<ul style="list-style-type: none"> <li>• Placement arranged at alternative school – parents informed</li> <li>• Number of days 1 – 5 based on severity of the incident</li> <li>• Students set work online via their iPad</li> <li>• Student to attend the placement and complete all work set.</li> </ul>
Use of external Behaviour placements with collaborative schools	Whenever considering a suspension	<ul style="list-style-type: none"> <li>• We have a cluster of schools in the central bacs that support with behaviour placements.</li> <li>• Placement arranged at alternative school – parents informed</li> <li>• Number of days 1 – 5 based on severity of the incident</li> <li>• Students set work online via their iPad</li> </ul>

		<ul style="list-style-type: none"> <li>• Student to attend the placement and complete all work set.</li> <li>• Student returns to the academy – reintegration meeting with year team / behaviour team and student placed on a support plan to help integrate them back into the academy</li> </ul>
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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

More details about how we carefully plan the first day return at our academy are outlined below:

What	How
Relational support at the start of the day	Reintegration meeting to take place with behaviour lead and HOY. Parent / Carer and student must be present. Relational support plan will be completed to outline key successes and next steps. Clear targets to be set for the student.
Supported restorative conversations	Student will be supported to have restorative conversations with those that harm has been caused. Student will be given guidance on how to engage in the restorative conversations and next steps in getting it right.  Restorative conversation to take place at the earliest opportunity
Daily Check-ins	HOY to check in daily with student on RSP to support in getting it right.
Interim Review Meeting Week 3	TAC meeting to take place with key stakeholders including the HOY / behaviour lead, parents / carers and child. Review of targets and support and planning for next steps.
Final Review Meeting Week 6	TAC meeting to take place with key stakeholders including the HOY / behaviour lead, parents / carers and child. Review of targets and support provided and planning for on going check-ins for when student is no longer on RSP.

### 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:

- In response to a specific need identified in a relational support plan, TAC meeting or in a multi-agency meeting. This may include:
  - Support a disaffected student to regain success
  - Medical Reasons
  - Reintegration following a period of exclusion where the RSP deems this necessary
  - Transition – non-attenders and school refusers

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

What	How
Planning and preparation	E.g. 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	TAC / Multi agency meeting to take place with all key stakeholders present. Correct local authority (MT1) and Oasis Community learning documentation to be completed.
Regular review meetings	Modified timetable to be for up to 6 weeks. Review Meeting to take place at three weeks and six weeks to monitor key successes and next steps.
Reintegration	Reintegration to include RSP for 6 weeks with clear targets and identified support as identified above in the restorative reintegration process.

**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
Bradford Behaviour and Attendance Collaboration	Offsite Directions	<p>The Central BACs have 16 schools in the local area that work together to support students and families. Representatives meet weekly to discuss the need of any off-site directions and offers are made from partner schools to give fresh start opportunities to students.</p> <p>All support and intervention must be exhausted internally before consideration of an offsite direction. Offsite direction placements are for up to 12 weeks after which if successful a student and family may decide to permanently go on roll. This is then transferred to a managed move.</p>
Bradford Behaviour and Attendance Collaboration	Behaviour placements	<p>To avoid suspension and to support disaffected students to regain success it may be necessary to send a student on a placement at another school locally. This is for a maximum for five days and students use this opportunity to reflect and reconnect before they return and have restorative conversations where harm has been caused.</p>
Bradford College and Barnardo	Alternative Provision	<p>Where mainstream education is not suitable for a student due to their individual needs there is an opportunity for families to consider 14-16 placements at Bradford College and Barnardo's. Both establishments support the students in finding a pathway suited to their needs and aspirations so that they can be successful in their journey.</p>

### 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.

### 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.