The Oasis Academy Blakenhale Way

Localised Plan for Inclusive Behaviour

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The Academy Way Intent

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

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

Through the invitation of the 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

At Oasis Academy Blakenhale, our curriculum is rooted in the Oasis vision for community – a vision built on inclusion, respect, and shared responsibility. We believe that every individual, regardless of background, need, or ability, deserves to feel included, valued, and empowered to achieve their full potential. This belief shapes every aspect of our practice.

Guided by this vision, we prioritise strong, positive relationships and create a culture where every pupil and adult feels a deep sense of belonging. Through consistency, care, and high expectations, we work together to ensure that all members of our community feel safe, supported, and able to flourish.

At our academy, we are proud to serve a community that faces significant socio-economic challenges; however, we do not see these circumstances as limitations. Instead, they inspire our commitment to ensuring every child thrives. We firmly believe that a person's background does not determine their future, and that every member of our community—pupils, families, and staff—has the capacity to achieve their full, God-given potential.

Our Academy Way underpins this belief. It shapes the nurturing environment, high expectations, and consistent support we provide so that every child can flourish academically, socially, and emotionally. Through strong relationships, clear routines, and a shared sense of purpose, we strive to help all children grow into confident, compassionate, and successful individuals, to be empowered global citizens, capable of making positive changes in their community and beyond.

Purpose of Our Behaviour Policy

Our Academy's behaviour policy is designed to:

- Foster, recognise, and celebrate positive conduct.
- Prevent and discourage any form of inappropriate behaviour.
- Address inappropriate behaviour fairly, consistently, and proportionately.
- Develop pupils' behavioural skills so they can contribute positively to their school and wider community.

Core Aims

Our behaviour approach supports the following fundamental objectives:

- Promoting self-discipline and encouraging pupils to take responsibility for their actions.
- Creating a calm, respectful learning environment where everyone can thrive.

- Nurturing strong, positive relationships between pupils and staff, recognising that these are essential for effective classroom management and a successful learning culture.
- Establishing and maintaining high standards of behaviour across all aspects of school life.

We recognise that promoting positive behaviour is a shared responsibility involving every member of staff, working in partnership with parents, carers, and pupils across the whole school community.

Scope of the Policy

Our behaviour policy applies consistently both inside the school building and on the playground, ensuring clarity and continuity for all children. The policy is built around three simple, foundational rules:

Ready, Respectful, and Safe.

Ready, Respectful, and Safe Principle

Ready	Respectful	Safe
• Charged iPad. • Active listening. • Correct uniform/ PE kit. • Ready in the line / wonderful walking. • Ready to learn. • Await instruction	• Good manners. • Listen to others. • Respect the rights of all. • Take care of the equipment, resources and facilities.	• Keep hands, feet, objects and unkind words to yourself. • Follow the instructions of school staff in relation to safety in school. • Act as a positive role model in the school corridors and classrooms. • Inform school staff of concerns you have about your own or others' wellbeing. • Play with equipment safely. • Walk around school quietly and on the left.

- We acknowledge and commend pupils who adhere to these principles while cautioning those who make behavioural mistakes, followed by appropriate consequences, if required.
- In conversations about learning and behaviour with students, these 'key words' are consistently emphasised to foster a positive atmosphere and ethos for both staff and pupils.
- Staff members work towards providing consistent and predictable responses to challenging behaviour, helping to reduce anxiety and prevent emotional distress for pupils.

At Oasis Academy Blakenhale, children are at the heart of everything we do. We are proud to champion the principles of the United Nations Convention on the Rights of the Child and actively embed UNICEF's Rights Respecting Schools approach into our practice. Through this work, children learn about their rights and develop a strong sense of empowerment within their education.

Pupils understand that with rights come responsibilities: they are encouraged to reflect on their choices, recognise how their actions may affect the rights and well-being of others, and take responsibility for contributing to a positive and respectful school community. Our aim is to support every child in reaching their full potential by nurturing responsibility, respect, and active citizenship—qualities that enable them to make meaningful contributions both within and beyond the academy

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	Pupil focus	Staff focus
Entry and exit routines	1. ***Ready:*** *we take care to lay out and tidy away our workspace and new page with pride. We arrive on time to lessons, begin work immediately and resist distractions – we are joyful.* 2. ***Respectful:*** *we respect others' right to learn by entering and exiting lessons silently – we are patient.* 3. ***Safe:*** *We walk around school silently and in a straight line. We keep our hands to ourselves and only have the equipment we need – we are considerate.*	1. ***Ready:*** *we stand on the threshold to own our classroom and corridors – we are joyful.* 2. ***Respectful:*** *we greet all pupils warmly; every lesson is a fresh start – we are forgiving.* 3. ***Safe:*** *we maintain high expectations and hold the line for a silent start / dismissal – we are self-controlled.*
Active listening routines	1. ***Ready:*** *we sit up straight to show our engagement – we are self-controlled.* 2. ***Respectful:*** *we track the speaker and respect the one voice that has the floor – we are considerate. We listen carefully to what is being taught so we can learn to the best of our ability – we are humble.* 3. ***Safe:*** *we keep our hands and feet to ourselves and respect the right everyone has to an education by listening to the person talking.*	1. ***Ready:*** *we carefully plan our expositions, instructions and questioning so learning is accessible – we are considerate.* 2. ***Respectful:*** *we check for understanding and provide wait time to remove learning barriers for SEND pupils – we are compassionate.* 3. ***Safe:*** *we hold out for 100% before speaking to ensure all pupils are ready to learn – we are hopeful.*

'You do' learning routines	1. ***Ready:*** *we demonstrate our understanding to the best of our ability, even when tasks are challenging – we are hopeful.* 2. ***Respectful:*** *we remain silent during independent practice to support our peers in their learning – we are compassionate.* 3. ***Safe:*** *we keep our hands and feet to ourselves and respect the right everyone has to an education by listening to the person talking.*	1. ***Ready:*** *we carefully plan independent tasks so that success criteria are clear and scaffolds are accessible – we are considerate.* 2. ***Respectful:*** *we circulate intentionally to check for understanding and provide targeted feedback – we are patient.* 3. ***Safe:*** *we maintain high expectations and hold the line for silent independent practice – we are humble.*

What great looks like in the corridor

Focus area	Pupil focus	Staff focus
Safe transitions	1. ***Ready:*** *we listen to instructions from our teachers and greet others with a smile – we are joyful.* 2. ***Respectful:*** *we hold the doors open for others, keep our belongings on our pegs and remain silent.* 3. ***Safe:*** *we walk on the left and take one stair at a time.*	1. ***Ready:*** *we stand at the front of our line and make sure children follow sensibly in single file.* 2. ***Respectful:*** *we use our manners and hold doors open for those behind us.* 3. ***Safe:*** *we maintain high expectations and hold the line for silent walking.*
Inclusive outdoor spaces	1. ***Ready:*** *we tell an adult when we see something that needs to be brought to their attention and stop playing when the bell rings – we are self-controlled.*	1. ***Ready:*** *we stand around the playground wearing our high vis– we are joyful.*

	2. ***Respectful**: we take care of the equipment, throw our rubbish in the bins and play with children who look lonely – we are considerate.* 3. ***Safe**: we use kind hands and feet and take others to first aid if they are hurt.*	2. ***Respectful**: we <u>greet</u> all pupils <u>warmly</u>.* 3. ***Safe**: we maintain <u>high expectations</u> and are vigilant of all areas.*
Dining routines	1. ***Ready**: we take our tray when needed and line up quietly waiting to be served – we are patient.* 2. ***Respectful:** we will use our manners and show gratitude for the food we are eating – we are considerate.* 3. ***Safe**: we walk into the dining room, line up and eat quietly – we are considerate.*	1. ***Ready**: we welcome children to the dining room and are at the front of the line ready to call out children'* 2. ***Respectful**: we greet children warmly with a smile – we are joyful.* 3. ***Safe**: we wear our aprons and help the children to empty their trays correctly.*

What great looks like in how we communicate

Focus area	Pupil focus	Staff focus
Engaged learners	1. ***Ready:*** *We are sitting up right showing our teacher that we are ready to learn. We are joyful.* 2. ***Respectful:*** *We listen to instructions from our teachers and complete what we are asked to do. We are self- controlled.* 3. ***Safe:*** *We make sure that our workspaces are tidy and chairs are tucked under our tables. We are Considerate.*	1. ***Ready:*** *We will be sure to have materials and resources ready to boost engagement and support for students.* 2. ***Respectful:*** *We will communicate with students to ensure students are ready to learn and there are no issues at hand, we will understand and work towards resolving any complications. – We are considerate.* 3. ***Safe:*** *We will ensure the classroom environment i s appropriate for learning and stems engagements.*
A caring community	1. ***Ready:*** *we make sure that we create an environment that everyone feels like they can speak in confidence. We are hopeful.*	1. *Ready: We greet our coworkers and children in the morning and ensure we are ready for the day.* 2. ***Respectful:*** *We treat our co-workers with respect, we talk positively with our students, we show genuine care and interest in our students.* 3. ***Safe:*** *We ensure we are not using negative approaches in order to ensure positive student-teacher relationships.*
	2. ***Respectful:*** *We listen to everyone's opinion and thoughts as everyone has a voice. We are compassionate.* 3. ***Safe:*** *We don't use anything that has been said in lesson against anyone in anyway. We are considerate*	

Repairing conflict	1. ***Ready:*** *We calm down and have the intention to talk through conflict at an appropriate time and own up to our mistakes.* 2. ***Respectful:*** *We start every lesson/day with a fresh start and try our best, putting aside conflict from previous lessons/day. – We are forgiving.* 3. ***Safe:*** *We will use constructive language when discussing our needs and feelings.- We are hopeful*	1. ***Ready:*** *We provide time for students to make amends and prepare using timely reminders.* 2. ***Respectful:*** *We create a safe, forgiving environment where students are given second chances. We provide affirmations and second chances.* 3. ***Safe:*** *We use positive and constructive language to create a safe environment for students. We promote access to trusted adults. – We are hopeful.*

A comprehensive communication plan

As leaders, we know that a powerful relational pupil 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 practice 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:

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 Oasis Blakenhale Academy Way communication plan.

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, parents and staff voices are used frequently to support us to review our rewards offer and ensure we are striking an appropriate balance to meet the needs of our community.

Oasis Academy Blakenhale Way Rewards offer

Reward	Rationale
1:1 precise praise	*Wherever possible we prioritise giving children specific and meaningful praise 1:1 so we can reflect together on how they accomplished the achievement and the pride we all feel about the effort they put in. These should be based on the 9 Habits and Ready, Respectful and Safe. And behaviours for learning.*
Dojo Points	*Children are awarded individual Dojo Points for positive behaviour and for demonstrating our school values and expectations. Dojo Points are regularly recorded and added to the ClassDojo system, which is accessible to all pupils via their iPads. Children may earn Dojo Points for demonstrating the 9 habits and positive learning behaviours linked to ready, respectful and safe.* *In addition to individual rewards, whole-class Dojo Points may be awarded to recognise teamwork, positive attitudes and collective achievement. At the end of each half term, points are collated and the class with the highest total receives a special reward or prize.*

Celebration assemblies	*Child are awarded certificates for their hard work in weekly assemblies for different aspects of academy life.*
9 Habits	*Children are awarded a 9-habit token when they demonstrate one of our 9 habits, which are:* *• Compassionate* *• Considerate* *• Forgiving* *• Honest* *• Hopeful* *• Humble* *• Joyful* *•Patient* *• Self-controlled* *These tokens are given out by staff to students who are not in their class. They can then be exchanged for 5 dojo points back in the classroom.*
Celebration Assemblies	*Each week, we hold a Celebration Assembly, where parents and carers are invited to join us in recognising and celebrating achievements both within the Academy and beyond the classroom. Class teachers nominate one child who has particularly exemplified one of our 9 Habits during the week. These pupils are presented with a 9 Habit Award during the assembly in recognition of their positive attitudes, actions and achievements.*
Attendance Celebrations	*Each week, we monitor and celebrate class attendance. Certificates and the Attendance Mascot are awarded during assembly to the class with the highest attendance, recognising the importance of regular attendance and punctuality.* *Individual certificates and badges are given out termly to recognise exceptional attendance and those children who achieve 98% and above.*

Dojo Points

9 Habit Tokens may be awarded by any member of staff or visitor to the Academy to recognise and celebrate pupils who demonstrate positive behaviours, excellent manners, or exemplify one or more of our 9 Habits. The tokens provide immediate recognition of pupils who consistently make positive choices and contribute positively to the Academy community and can be exchanged for 5 Dojo points.

Number of Dojos	Certificate	Prize
25	Award certificate from class teacher	Stickers
50	Award certificate from class teacher	Lucky dip reward box
100	Award certificate from class teacher	Keyring
150	Award certificate in assembly	Prize from the golden box
200	Award certificate in assembly	Book of their choice Comics, non-fiction, fiction, colouring, mindfulness
250	Award certificate in assembly, awarded by Principal	£5 Amazon voucher

Every half term, the Dojo Points earned by each class are totalled and celebrated. The class with the highest number of Dojo Points receives a special class reward or treat in recognition of their collective effort, positive behaviour and commitment to Academy expectations. Following the award of the half-termly reward, all class totals are reset, providing every class with a fresh opportunity to work towards success in the next half term.

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 Blakenhale, we recognise that behaviour is often the external symptom of underlying factors. Becoming dysregulated is an involuntary event, necessitating the calming of the brainstem before any rational decision-making or discussion of cause and consequence can occur. To address this, we intentionally create emotionally aware environments through the thoughtful design of spaces that support the processes of calming, regulation, and reflection for children when they feel heightened or triggered.

We employ universal strategies to manage the emotional dynamics of our classrooms and the wider school environment, helping children build a sense of safety and belonging so they can successfully settle into learning. Our preventative approach to behaviour management involves fostering a culture where every adult looks beyond surface behaviours to understand the underlying needs of our students. Our commitment is to provide all children with compassion and promote cooperative learning experiences with caring adults. Our vision is to support children in feeling heard and understood, enabling them to develop the necessary skills to overcome challenges as they mature.

We uphold a positive and inclusive approach to managing emotions and well-being, recognising that all behaviours are rooted in emotions. We have adopted The Thrive Approach to support pupils who display consistently challenging behaviours. In partnership with the Thrive Lead, the Behaviour Lead identifies pupils whose behaviours signal a need for intervention. All stakeholders then collaborate to complete a Thrive-focused analysis and develop a tailored support program to address the specific needs of these pupils.

*The Thrive Approach

	Attunement	Be alert to how a child is feeling and their emotional state through their facial expressions, body language, gestures and the noises they make. Demonstrate that you understand their emotional state
	Validation	Be alert to the child's experience. Validate their perspective/ experience/ feeling. 'I'm wondering if...', 'That must be so hard when..
	Containment	Be alert to how a child is feeling. Demonstrate containment by catching and matching their experience and offering it back to them in named digestible pieces
	Soothing	Be alert to how they are feeling and calm and soothe their distress
	Regulation	Demonstrate emotional regulation. Modelling how to regulate the emotional state will build capacity in the child.

Responsive regulation: Wave 2 relational de-escalation strategies

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

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

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

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

Bottom-up regulation strategies:				
Drinking cold water	Running in a contained space	Using square breathing or other breathing techniques	Using a swing, hammock or rocking chair	Going for a brisk walk alongside an adult
Listening to music	Drumming and body percussion	Watching a fish tank, sand timer or bubble tube	Stroking the therapy dog or a soft toy	Using playdoh or therapy putty
Sitting under a weighted blanket	Humming	Completing a sensory circuit	Sitting in a blackout tent	Yoga poses
Top-down regulation strategies:				
Mindfulness practices	Meditation	Gratitude practices	Recalling facts about a known topic	Using Zones of Regulation to name emotions
Imagining a favorite 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 Blakenhale, we recognise that early experiences of trauma and other additional needs can cause neurological developments that lead some children to respond differently to changes in their environment.

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

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

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

Knowing the Child:

At Oasis Academy Blakenhale, 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
Interactive Factors Framework (IFF)	*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.*
PATH (Planning Alternative Tomorrows with Hope)	*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.*
MAPS (Map Action Planning System)	*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.

Positive handling

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

[1] DfE, 'Use of reasonable force' (2013), p. 4

Approach: At Oasis Academy Blakenhale staff are trained to use reasonable force through the team teach approach. All staff have been trained in level one Dynamis training. A toolkit of holistic strategies on de-escalation and crisis intervention, both verbal and non-verbal for supporting and reducing instances of disruptive and distressed behaviours.

Recording: We always ensure that any use of reasonable force is recorded on our CPOMs database.

Communication: We communicate with the family by a phone call immediately after the occurrence and the child has self-regulated.

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 completing up-to-date CPD.

Lever 3: How we repair harm

Building a restorative culture: Teaching restorative values and skills

At Oasis Academy Blakenhale 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 though our holistic curriculum:

Holistic curriculum	What we teach
Social and emotional literacy	*We teach social and emotional literacy by using circle time*
9 Habits and character education	*We teach children about the 9 Habits and character by integrating it into our teaching and through explicit teaching in PD lessons. We also hold 9 habits assemblies weekly*
Problem solving & conflict resolution	*We teach problem solving and conflict resolution by modelling restorative conservations and training peer mentors in school to facilitate this*
Challenging unkindness & prejudice	*We teach children to challenge unkindness and prejudice by making them aware of their rights and actively teaching and promoting British Values*
Restorative language & communication	*We teach restorative language and communication by using circle time to model restorative approaches*

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

At Oasis Academy Blakenhale, we implement a tiered approach to addressing misbehaviour. Depending on the severity and frequency of their actions, students may face one of three levels of consequence.
Level 1 – Logical consequence at break.
Level 2 – Logical consequence at lunch.
Level 3 – Isolation.

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:

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

Level of response	Strategy	Description
Positive framing	Positive prompt	Impersonal verbal and/or visual cues to ask for the behaviour you want to see, referring explicitly to the Academy Way expectations
	Regulatory support	If pupil behaviour indicates emotional dysregulation, proactively use pre-agreed whole-class regulatory strategies or refer to personalised Co-Regulation Plan.
Reminder	Affect*(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	**Time Out:** On Call supervises the class while the teacher steps outside to repeat the 30 second script with the pupil. A **Restorative Chat** is conducted at the end of the lesson or at the next break. **Triage:** If the pupil's behaviours are unsafe or the pupil is not in the right frame of mind for a time out, they can instead be referred to another internal space (shadow classroom or triage room). A **Restorative Chat** is conducted at the next break or during an after-school detention.

Positive framing: Positive prompts

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

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

How to do it:

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

Reminder: Affect and Redirect

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

Affect means emotion. They are 'I' statements that tell the listener how the speaker **feels** and **why** it makes them feel that way. They are an effective way to teach pupils how to express their emotions appropriately.

They are constructed to:

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

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

How to do it:

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

The Script:

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

Warning: The 30-Second Script

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

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

It also provides the pupil with:

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

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

How to do it:

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

The script:

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

Action: The Restorative Chat

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

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

When to do it:

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

How to do it:

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

- Problem solve, don't lecture

The script:

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

Consequences linked to harm: Restorative escalation procedures

> "Restorative practice, being high on accountability (control) and high on support, demands that when harm is caused there be some form of accountability. In other words, something has to be done about the harm caused and its someone's job to do this."
>
> - Bill Hansbury, *A Practical Introduction to Restorative Practice in Schools* (2016), p. 64

At Oasis Academy Blakenhale, we recognise that school systems work best when restorative practices support us to focus on repairing harm 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

Stage 1
Teacher Toolkit or Strategies

Stage 2
Reminder

Stage 3
Reminder and remove one dojo point stating clearly the reason.
Seat change if needed.
Any incomplete work must be completed in their own time and checked by class teacher.

Stage 4
For continued disruption and defiance:
Reminder and move pupil to buddy teacher in same year group, with work.
Pupil to have a 15-minute lunchtime detention with class teacher – a restorative conversation must be had.
Class teacher to inform parents at end of day and log on CPOMS, incident, consequences and actions

Stage 5
Inform Assistant Principal via Teams.
Internal isolation with Assistant Principal
Class teacher to inform parent to discuss behaviours.
Incident and parent discussion to be logged on CPOMS

Stage 6
For serious continued or one off behaviours
Internal isolation with a member of the senior leadership team

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)	Why we do it (restorative aspects)
Pastoral Team	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	In the meantime, the member of staff will utilise their pedagogical knowledge - and their knowledge of that individual child - to provide in the moment support. The pastoral team, after picking up this notification, will inform the class teacher of the next step which will provide the child with a timescale of when they will be seen as it's not always possible for this to happen straight away.	What were you thinking / feeling when it happened?
3. Identify harms	When there are conflicts then harm can result in terms of anger, resentment, negative emotions, frustration and damaged relationships and connections between people.	How are you now? Who else has been affected?
4. Address needs	Whether a person has caused harm or been on the receiving end of harm, they are likely to have similar needs. Until these needs are met the harm may not be repaired and relationships can stay damaged.	What do you **need** in order to move on from this?
5. Repair ruptures	It is the people affected by a situation who are best placed to identify what should happen so that everyone can move on, and so that the harm can be repaired	What needs to happen to put things right?
6. Reflect and learn	When we encourage wrongdoers and those harmed to reflect on what they have learned, all pupils develop social skills and become more intrinsically motivated to act with more relational intentions in the future.	What have we learned from this?

Repairing ruptures: Responsive restorative processes

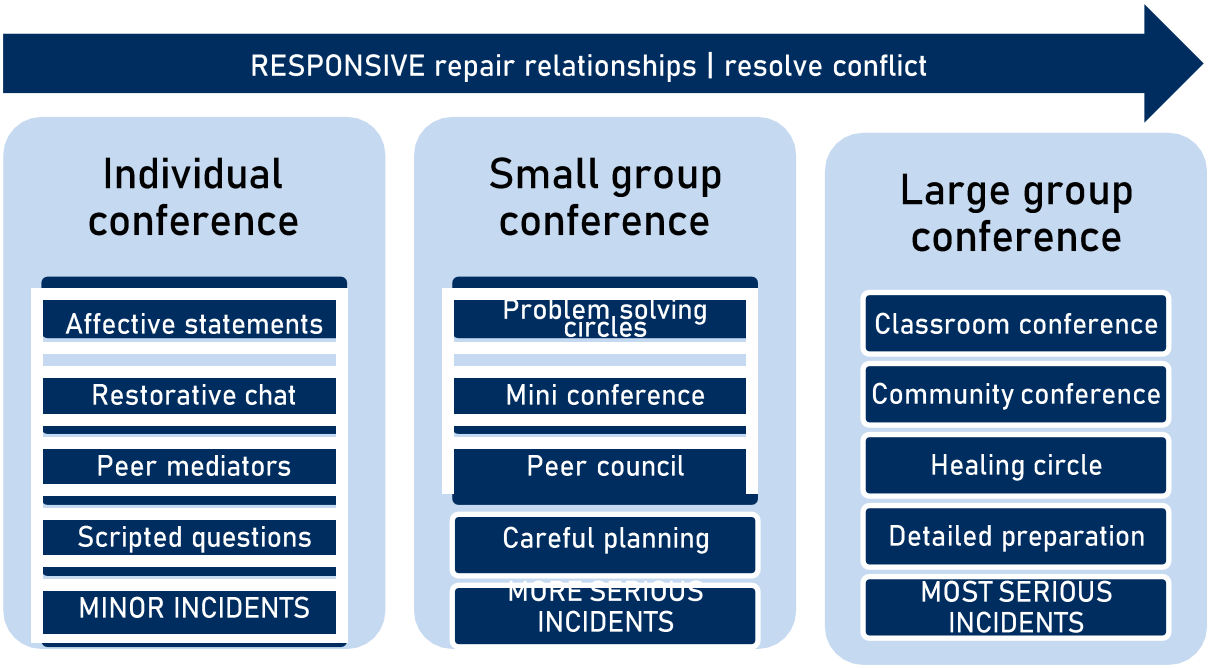
At Oasis Academy Blakenhale, we recognise that humans are hardwired to connect. When emotional connection is broken, we experience guilt, which has a social regulating function. It is our brain's trigger to repair ruptures in the relationship. Without repair, guilt can become toxic shame, which is turned 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 conflicts.



Our approach to repairing harm

The table below summarises our restorative approach to repairing harm:

Behaviour system	What we do Why we do it (restorative aspects)	Why we do it (restorative aspects)
Pastoral Team	If a member of staff identifies that a child may require pastoral support, they will record their concerns on CPOMS (our safeguarding and wellbeing recording system) and notify the pastoral team through the logged incident. Similarly, if a child requests support from a member of the pastoral team, the adult present will provide immediate assistance where appropriate and record the interaction on CPOMS in line with Academy procedures. While awaiting further support, the member of staff will use their professional judgement, pedagogical expertise and knowledge of the individual child to provide appropriate in-the-moment support and reassurance. Upon reviewing the notification, the pastoral team will determine the most appropriate next	We use this system to give children the time and space they need to self-regulate, while also helping them develop positive relationships with a range of trusted adults across the Academy. This approach ensures that children do not become overly reliant on one particular member of staff and helps them recognise that all adults are available to support and care for them. The period between a concern being raised and pastoral support being provided also offers valuable time for reflection. During this time, children are supported by the adults around them and are encouraged to identify and express their feelings in a calm and constructive manner.

	steps and communicate these to the class teacher. The child will be informed of when they can expect to meet with a member of the pastoral team, recognising that immediate support may not always be possible. This ensures that children feel heard, supported and kept informed throughout the process.	All concerns, regardless of how minor they may initially appear, are recorded on CPOMS. This enables us to build a comprehensive picture of each child's wellbeing, allowing patterns, emerging concerns and support needs to be identified at an early stage. By providing timely pastoral support and maintaining detailed records, we are often able to address issues before they escalate, helping children to feel safe, supported and ready to learn.
Classroom removals	A classroom removal will only be considered when the Behaviour Policy has been consistently followed and all appropriate strategies and interventions have been exhausted. Our Behaviour Policy is built on positive relationships, encouragement and praise, providing pupils with multiple opportunities to reflect on their choices and re-engage positively with their learning. Children are supported to regulate their behaviour and make better choices before any further action is taken. Where a classroom removal is necessary, this will usually involve the pupil working in a neighbouring classroom for a short period of time. This provides an opportunity for the child to regulate their emotions, reflect on their behaviour and return to their learning successfully, while minimising disruption to the education of others.	Removing a child from the environment that has caused them stress or dysregulation can help to de-escalate the situation and provide them with the time and space needed to regulate their emotions. This approach is intended as a supportive intervention, enabling the child to regain control and return to learning successfully. Once the child is calm and ready, a restorative conversation will take place. This discussion provides an opportunity to explore what happened, reflect on the impact of their actions on themselves and others, and identify strategies for making positive choices in the future. Following this conversation, an appropriate logical consequence will be applied to support accountability and help the child repair any harm caused.
Call to a member of the SLT	Members of the Senior Leadership Team (SALT) will be called upon when: • A child is at risk of harming themselves. • A child is at risk of harming others. • A child has breached a non-negotiable school rule. • A child has entered an unsafe area by leaving their classroom or designated supervised space without permission. • A child refuses to move to a neighbouring classroom following the agreed behaviour support procedures • . In these circumstances, a member of the Senior Leadership Team will respond promptly and take responsibility for supporting the child. The child will be escorted to a suitable area of the school where they can feel safe, de-escalate and begin to regulate their emotions. Senior leaders will provide	In these situations, the child has been unable to respond positively to the support and guidance provided by the initial member of staff, and a change of adult is required to help move the situation forward. Introducing a different adult can provide a fresh approach, reduce emotional tension and support the de-escalation of the situation. By removing the child from the environment that has contributed to their distress and providing support from a different member of staff, we create the conditions needed for the child to regulate their emotions and feel safe. This helps to prevent further escalation and enables the child to regain a sense of calm. Once the child is regulated and

	appropriate support and guidance to help the child return to a calm state, enabling restorative conversations and next steps to take place when they are ready.	ready, a restorative conversation will take place to explore what happened, consider the impact of their actions on themselves and others, and identify how the situation can be resolved positively. An appropriate logical consequence will then be applied, and support will be provided to repair and strengthen the relationship between the child and the original member of staff, ensuring a positive return to learning.
Internal isolation with a member of the SLT	An internal isolation may be used when a child demonstrates a serious or ongoing pattern of unsafe behaviour that cannot be managed through the usual classroom-based support strategies. This measure is only implemented when other interventions have been unsuccessful and is intended to provide an opportunity for reflection, regulation and support. Internal isolation takes place in a designated area within the Senior Leadership Team (SALT) offices, where the child is separated from their peers and regular classroom routines for a specified period of time. During this time, the child is expected to continue with their learning by completing work provided by their class teacher. They will not take part in social times or interact with other pupils unless directed by a member of staff. The purpose of internal isolation is not punitive; rather, it provides a calm and structured environment in which the child can reflect on their choices, regulate their behaviour and receive the support needed to successfully return to their class and learning. Restorative conversations will take place before the child rejoins their peers, and appropriate next steps will be agreed to support future success.	Internal isolation is used both as part of our restorative behaviour approach and as a logical consequence when a child's actions have resulted in significant disruption, harm or unsafe behaviour. An internal isolation provides the child with time away from the environment in which the incident occurred, allowing emotions to settle and reducing the likelihood of further escalation. It also provides an opportunity for support from a different member of staff, helping the child to gain a fresh perspective on the situation. During this time, the circumstances surrounding the incident can be explored with an impartial adult, who will support the child to reflect on their actions, understand the impact of their behaviour on others and identify more positive choices for the future. This process also enables restorative conversations to take place and supports the repair of relationships before the child returns to their usual learning environment.

Logical consequence / Symbolic sanction aspects)	When we use it	How we use it	Why we use it (restorative aspects)
Missed free time	We use this as a logical consequence to address low-level behaviour and disruption.	This provides a valuable opportunity for staff to have a supportive one-to-one conversation with a child, discussing any concerns that have been identified and exploring how the	This provides an opportunity to explore the factors that may have contributed to the child's behaviour in a supportive and non-judgemental way.

		Academy can best support them. These conversations help children to understand that staff genuinely care about their wellbeing and are committed to helping them succeed. They also provide an opportunity to reassure the child, reinforce positive relationships and encourage them to make positive choices, recognising that every day is a fresh start and that they can turn their day around.	Through restorative conversations, staff will help the child reflect on the past (what happened and why), consider the present (who has been affected and how), and focus on the future (what can be done differently moving forward). This approach encourages accountability, reflection and positive change. These conversations reinforce to the child that they are valued, supported and cared for. They help to strengthen relationships, ensuring that the child understands that while their behaviour may need addressing, their relationship with the adult remains positive and secure.
Internal isolation	Internal isolations are enforced when a serious and non-negotiable incident has occurred.	An internal isolation takes place in a designated area within the SALT offices, where a child is temporarily removed from their peers and usual classroom environment. During this time, they are expected to continue their learning by completing work provided by their class teacher, ensuring minimal disruption to their education. While in internal isolation, the child will not participate in social activities or interact with other pupils. This structured approach provides time for reflection, regulation and restorative support before returning to their normal classroom routines. moment support. The pastoral team, after picking up this notification, will inform the class teacher of the next step which will provide the child with a timescale of when they will be seen as it's not always possible for this to happen straight away.	An internal isolation is used as part of our behaviour system to support a restorative approach and to provide an appropriate logical consequence when needed. Internal isolation gives the child time and space away from the environment in which the incident occurred, helping to reduce emotional pressure and prevent further escalation. It also allows for support from a different member of staff, providing a fresh perspective and a calm, impartial approach. During this time, the situation can be explored with a member of staff who was not directly involved in the incident. Through restorative discussion, the child is supported to reflect on their actions, understand the impact of their behaviour on others, and identify positive steps for moving forward. This process helps to repair relationships, rebuild trust and support a successful return to learning.

Definition of wrong doing	A violation against a person or community
Focus of process	Problem solving, forwards looking (what should be done now?)
Goal of process	Restoration and reconciliation between both parties
Participants	• Roles of person harmed and person who caused harm recognised in problem solving • Rights and needs of person harmed recognised • Person who caused harm encouraged to take active responsibility

Removal of privileges	When a pupil continues to demonstrate poor behaviours	Children may have additional responsibilities, leadership roles or privileges temporarily withdrawn if their behaviour falls below the expected standard. These responsibilities will be reinstated once the child has demonstrated sustained positive behaviour and shown that they are ready to undertake the role responsibly and successfully. .	Children may have additional responsibilities, leadership roles or privileges temporarily withdrawn if their behaviour falls below the expected standard. These responsibilities will be reinstated once the child has demonstrated sustained positive behaviour and shown that they are ready to undertake the role responsibly and successfully.

Accountability	Defined as wrongdoer understanding harm caused and how to repair this
Stigma of wrong doing	Removable through restorative action

Restorative conferences

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

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

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

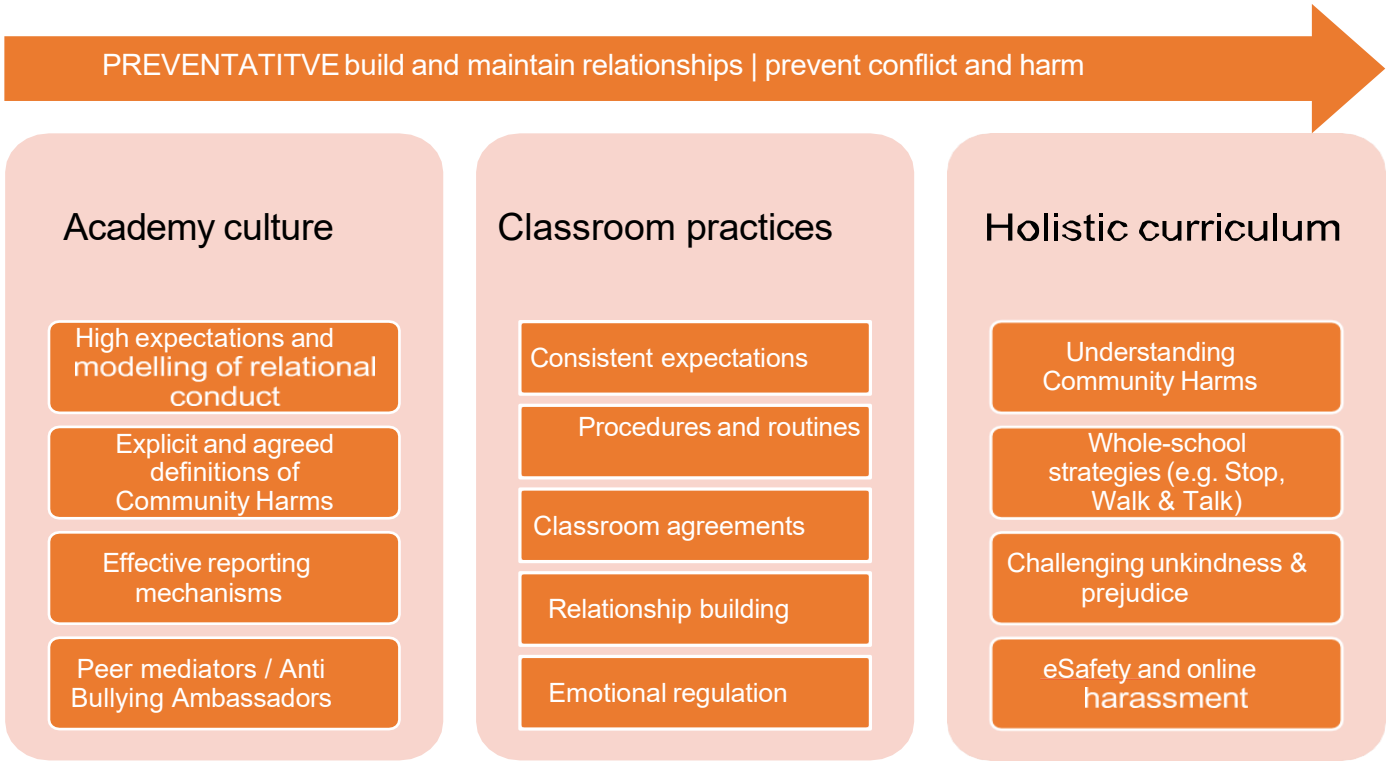
At Oasis Academy Blakenhale we aspire to create a relational culture in which every pupil has a sense of emotional safety as part of a welcoming and inclusive community where everyone matters and there are no outsiders.

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:

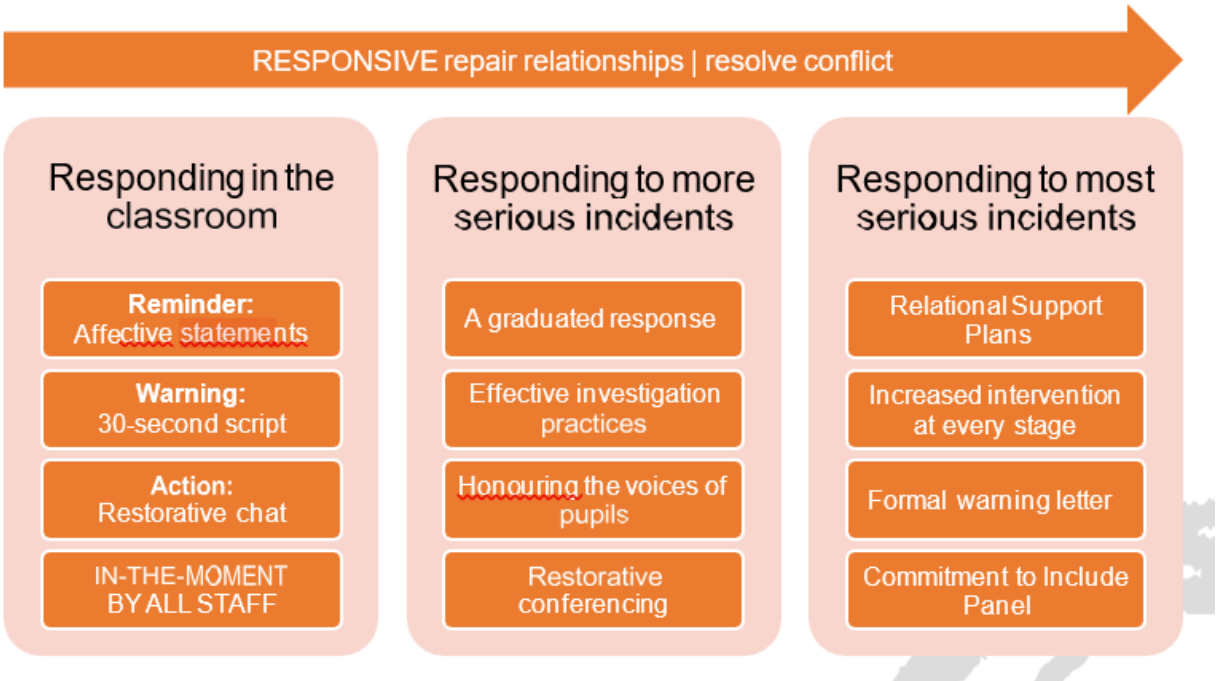


We use the following definitions to ensure that there is a shared and agreed understanding of the community harms among all members of the academy community:

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.

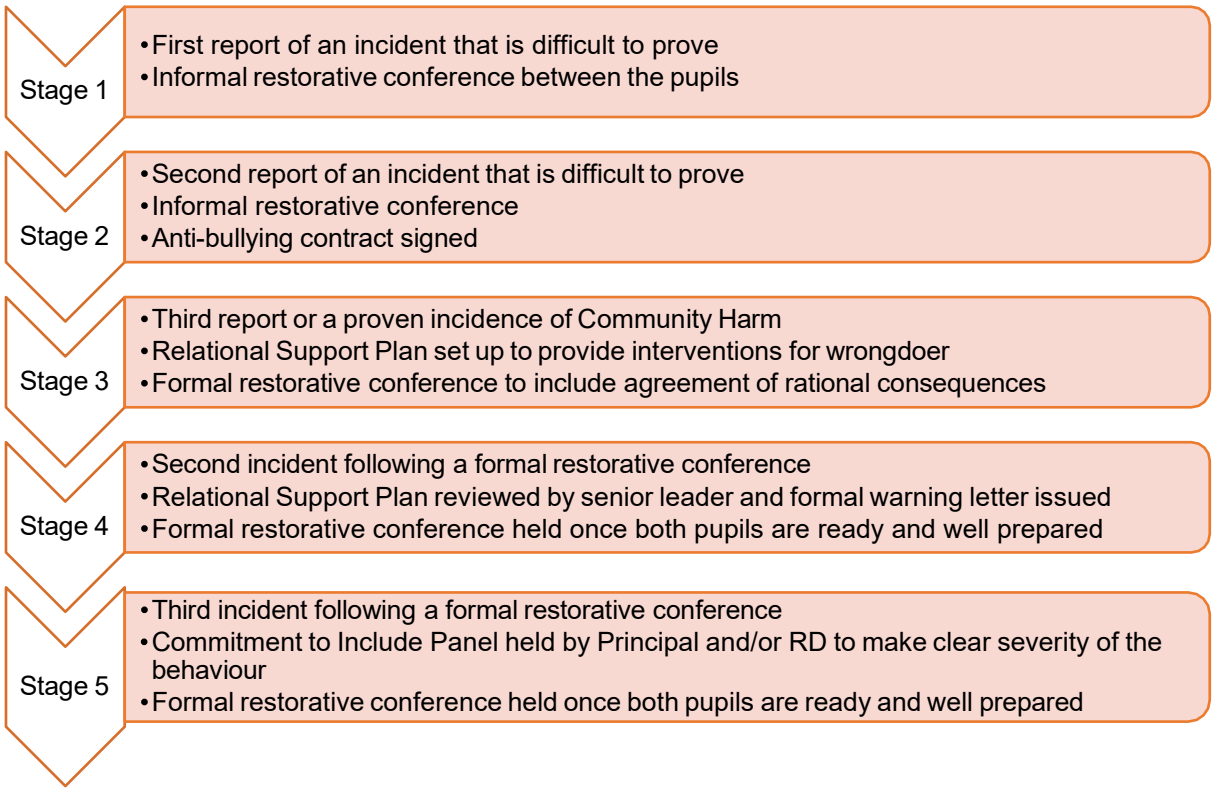
Responsive processes

When Community Harms occur, we have robust practices to ensure that all affected parties feel supported by resolving 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 Blakenhale

All Staf

Why are you concerned?

Disclosure from a child or parent (not directly observed)

Direct observation of inappropriate behaviour or language

Record behaviour as a Category 1/2/3 on Bromcom

If the incident is Category 2 or 3, immediately record your concern on CPOMS online recording tool:

- What was witnessed/disclosed
- Use child's own words if possible
- What contextual information makes you concerned this may be a bullying issue rather than a one-off incident (e.g. screenshots, persistent reports/observations over time)
- **N.B.** refrain from including personal opinions rather than facts

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 SLT 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

Bullying: our Academies' values.

At Oasis Academy Blakenhale, we are committed to creating a safe, nurturing and respectful environment in which every pupil can learn, grow and succeed. Bullying, in any form, is taken extremely seriously. Pupils, parents and carers can be confident that all reported or known incidents of bullying will be responded to promptly, consistently and appropriately. Bullying is never tolerated within our Academy community.

Our ethos promotes high expectations of behaviour for all. We challenge, guide and support pupils to meet these expectations consistently, ensuring that everyone feels safe, valued and able to flourish. We believe that positive relationships form the foundation of good behaviour, and we work hard to foster an atmosphere of tolerance, mutual respect and cooperation.

We aim for our Academy to be a happy, welcoming and purposeful place to learn and work. Every child and adult is encouraged and supported to achieve their full potential in a stimulating, well-resourced and inclusive environment. We strive to develop pupils as confident, independent learners who contribute positively to their school and to the wider community.

We want every child to develop a strong sense of self-worth, while also learning to respect the rights, needs and values of others. By working together, we help all pupils become responsible and compassionate individuals who are well prepared to take their place in society.

What do we mean by bullying?

Bullying is **deliberate, harmful behaviour** carried out by an individual or group, **usually repeated over time**, that intentionally causes physical or emotional hurt to another person or group. Bullying involves an imbalance of power, where the person or group carrying out the behaviour seeks to dominate, intimidate or control others. It may occur as a one-off incident, a short-term pattern, or a longer-term series of actions.

Bullying may be targeted at an individual or may relate to the group to which a person belongs. It can be based on, but is not limited to:

- Race
- Gender
- Religion or belief
- Culture
- Special Educational Needs (SEN) or disability
- Appearance or health
- Sexual orientation

Bullying can take many forms. The main types include:

Physical Bullying

- Hitting, kicking, pushing or biting
- Use or threat of physical aggression
- Damaging or taking someone's belongings

Emotional (or relational) Bullying

- Being deliberately unfriendly or excluding others
- Tormenting behaviours (e.g., hiding belongings, making threatening gestures)
- Humiliating, intimidating, controlling or manipulating someone
- Silent calls, hoax calls or other forms of targeted harassment

Verbal Bullying

- Name-calling, teasing, sarcasm or mocking
- Gossiping or spreading rumours
- Shouting at someone or using threatening language
- Undermining someone through constant criticism

Racial Bullying

- Racial slurs, comments or gestures
- Racist graffiti or messages

Homophobic

- Bullying based on sexual orientation or perceived sexual orientation
- Using slurs, stereotypes or derogatory comments related to LGBTQ+ identity

Cyberbullying

- Misuse of social media platforms
- Threatening or abusive texts, emails or messages
- Sharing or spreading images, videos or personal information
- Using devices (such as phones, tablets or games consoles) to intimidate or harass

Indirect Bullying

- Deliberate exclusion from friendship groups
- Whispering campaigns or malicious rumours
- Encouraging others to isolate or target someone
- Sending malicious messages through digital or written means

Creating an Anti-Bullying Climate in Our Academy

Our Academy's Behaviour Policy outlines how we promote positive conduct and model the values that create a safe, respectful, and inclusive environment. We aim to ensure that all pupils behave well, take responsibility for one another's emotional and social wellbeing, and offer support and inclusion to every member of our community.

We draw on a range of curriculum-based and pastoral programmes—including the Lime Education Programme, the Thrive Approach, and PATHS (Promoting Alternative Thinking Strategies)—to teach pupils how to understand, manage, and express their emotions appropriately. Through direct teaching and a carefully nurtured school climate, these skills are reinforced, practised, and embedded.

Our overarching goal is to foster a culture in which bullying is never accepted by anyone within the Academy or the wider community.

Across our curriculum, we aim to:

- Raise awareness of all forms of bullying and ensure pupils understand our anti-bullying policy.
- Build empathy for victims and develop a shared ethos that actively challenges bullying behaviour.
- Equip pupils with the skills they need to build positive relationships and manage social situations constructively.

Responding to Incidents When They Occur

Isolated incidents of poor behaviour are investigated and addressed in line with our Academy's Behaviour Policy. However, any pupil who feels they have been bullied should report their concerns to:

- Any member of staff (Teachers, Teaching Assistants, Lunchtime Supervisors)
- Their parents or carers (who should then speak with the child's Class Teacher)
- Any member of the Pastoral Team
- A trusted friend

Pupils who witness bullying are expected to report it to any of the above.
Members of staff who receive a report of bullying must inform the Academy Behaviour Lead. All reports will be logged by the Class Teacher, Year-Group Leader, or Behaviour Lead, following Behaviour Policy procedures, and will be acted upon accordingly.

Every report of bullying is taken seriously, and appropriate interventions will be put in place where genuine concerns are identified.
Bullying incidents involving racist or homophobic or transphobic (HBT) behaviours will be reported to the Local Education Authority.

Supporting Pupils Who Have Been Bullied

Work with pupils who have experienced bullying may include:

- Reassuring them that they did not deserve to be bullied and that the incident is not their fault
- Affirming that reporting the bullying was the right thing to do
- Encouraging them to talk about how they feel
- Establishing the extent and nature of the problem
- Involving them in choosing how the issue will be addressed
- Ensuring they feel safe in school
- Discussing strategies for staying safe
- Asking them to report any further incidents immediately
- Reinforcing that bullying can be stopped and that the Academy will persist with intervention until it does

Responding to Pupils Who Bully Others

Interventions may include:

- Interviewing the pupil(s) involved in bullying behaviour separately
- Listening to their account of events
- Speaking to any witnesses
- Reinforcing that bullying is unacceptable and must stop
- Seeking a clear commitment to ending the behaviour
- Affirming that reporting bullying is responsible and encouraged
- Using a joint problem-solving approach where appropriate, helping pupils understand the social and emotional impact of their actions
- Applying sanctions in line with the Academy Behaviour Policy
- Informing parents/carers of pupils involved at an early stage
- Recording all incidents and the actions taken
- Following up incidents to ensure the bullying has not resumed
- Supporting pupils who have bullied to identify and address any factors contributing to their behaviour

Balancing Investigation and Problem-Solving

While it is often appropriate to investigate an incident fully, there are times when an extended investigation may be unhelpful. On such occasions, a problem-solving approach may offer a more effective response. Staff will use their professional judgement to respond flexibly and appropriately to each situation

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

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

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

Strategies to reduce suspensions

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

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

What	When	How it works
Inclusion Panel Meetings	Weekly	• Attended by whole inclusion team (SENDCo, DSL, SEMH • Children discussed on a case by case basis. • Strategies to reduce the risk of suspension agreed upon and shared with all key adults in school.
The Oasis Way Pre-suspension checklist	Whenever considering a suspension	Guidance on a range of strategies that should be tried before suspension is considered Supports reflective practice and solutions-finding to provide alternatives to suspension

LA Pupils at Risk of Exclusion (PARE) Meetings	School will request when necessary	• Meeting with the LA Inclusion team, plus other professionals involved with the child such as SEND team, social workers, Early Help. • Solution-focused approach to identify strategies to reduce the risk of suspension or exclusion for a child of concern • Progress reviews to track impact over time and offer new solutions for ongoing children of concern

Restorative reintegration processes

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

Before the suspension ends:

- Reflective review of current provision and what went wrong
- Child-centred planning meeting
- Agreement on level of support on return using pastoral graduated response pathway

After the suspension ends:

- Carefully planned first day return, including relational support at the start of the day
- Appropriate provision in place for a 6-week period
- Regular review meetings with TAC to ensure shared understanding of successes and next steps

Part time timetables

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

- Where a child has a medical need which prevents them from attending full time.
- When a child is unable to attend school full time due to their mental health

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

What	How
Planning and preparation	We use The Oasis Way 6-week part-time timetable planning document to ensure that all statutory protocols are followed.
Governance	In line with statutory guidelines, all part-time timetables, including extensions beyond the initial sex week period, are approved by the Regional Director and recorded on Bromcom following Oasis safeguarding processes.
Co-production with parents and external professionals	Where a part-time timetable is deemed necessary, a meeting between school, parents and external professionals will be used to agree to the terms of the part- time timetable.
Regular review meetings	Review meetings are held regularly with the date for the next meeting set at each review.
Reintegration	A clear plan for reintegration is co-produced with parents/carers, to include considerations around lessons, social time and community time such as assemblies.

Permanent exclusions

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

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

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

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.