



The Oasis Benson Academy Way

Localised Plan for Inclusive Behaviour

Lead for whole school behaviour:

Susan Virgo

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The Academy Way Intent

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

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

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

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

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

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

Lever 1: How we build relationships

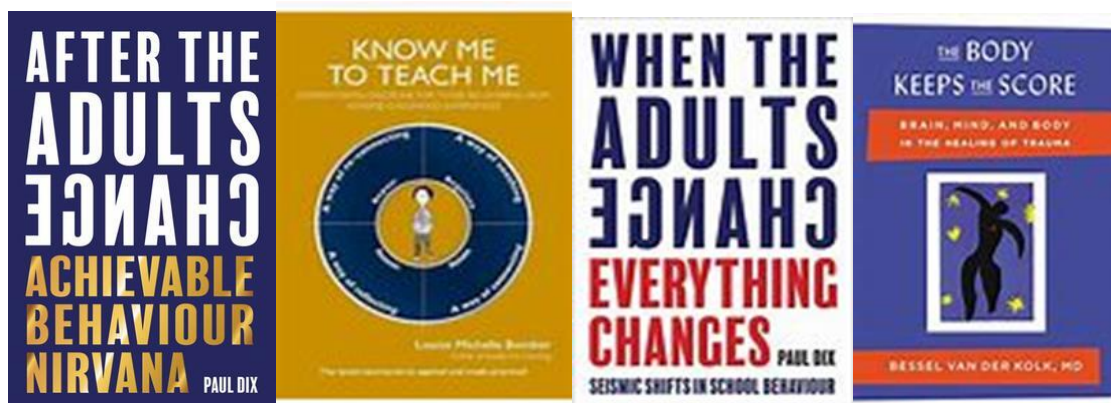
Building belonging: Our academy vision and approach

Oasis Academy Benson, as part of OCL, is committed to developing the character and competence of every student, in line with our Oasis 9 Habits, in pursuit of all students receiving an exceptional education. This policy aims to ensure the consistent application of Academy behaviour protocols and practice, so that our students learn to:

- Take responsibility for their own behaviour and choices, understanding the impact they have on others
- Develop positive learning behaviours including: self-direction, resilience and self-control
- Self-regulate (as developmentally appropriate) their own behaviour by developing skill and confidence in managing conflict and difficulty
- Develop strong dispositions and attitudes to their own and others' learning and well-being.
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21st Century
- Develop their ethical approaches and values in their lives

An overview of research underpinning the Behaviour for Learning Policy

The Oasis Academy Benson localized policy builds from the OCL curriculum integrating the 3 C's, character, competence, and community and incorporates the drivers for inclusion, equality, relationships using TIP and ACES supported by the most up to date information and research into Behaviour, character development and knowledge to ensure we are developing the soft skills.



Shares opportunity to accelerate relational practice, decrease disproportionate punishment and fully introduce restorative,

Identifying the best way to teach curriculum and healthy behaviours, differentiating for discipline for a fully inclusive school.

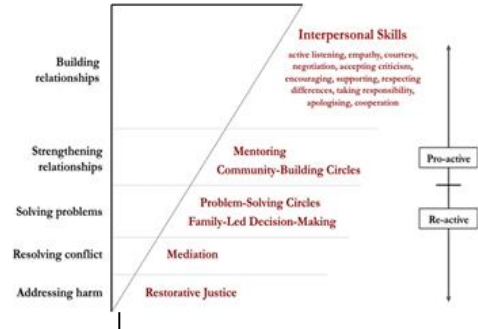
Developmental approaches to behaviour to support the TIP and relationship practice the trust would like to adapt

Research into the effects trauma has on the body and how individual's carry trauma when it is not supported effectively



Behaviour for learning relational approach

A '**relational approach**' is a way of interacting or communicating with others that embodies core values such as inclusiveness, honesty, compassion, cooperation, and respect. There are a wide range of **relational approaches**, each



The Oasis Education Charter

Ethos	+	Learning	+	People	+	Purpose	+	Inclusion	+	Curriculum
Rooted in what we believe		Who am I? Who am I becoming?		Exceptional strength and opportunity		In partnership with our communities		Driven through passion		The heart of educational provision

The Oasis Education Charter sets out our commitment to work in partnership with our communities to transform lives and create a culture of excellence for all. It underpins our approach to leading schools:

- We model and set high aspirations and expectations for every child and young person and member of staff
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves
- We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility, and give everyone freedom of choice through their lives
- We believe that good relationships are at the heart of everything we do.

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.



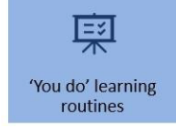
What great looks like

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

		The Benson Way: The How	
		WHAT DOES GREAT LOOK LIKE AT THE ACADEMY?	
		PUPIL FOCUS	STAFF FOCUS
CLASSROOM	 <p>Entry and Exit routines</p>	<p>Experience</p> <ul style="list-style-type: none"> We come to school with everything we need for learning. We tidy up at the end of each lesson. <p>Nurture</p> <p>We respect everyone's right to learn by entering and exiting the classroom silently.</p> <p>Success</p> <p>We <u>arrive on time</u> to school, begin work <u>immediately</u> and <u>focus on our learning</u>.</p>	<p>Experience</p> <p>We stand on the threshold to our own classroom with a Do Now ready for students.</p> <p>Nurture</p> <p>We greet all students warmly at the start and end of the day – each day is a fresh start.</p> <p>Success</p> <p>We maintain <u>high expectations</u> and hold the line for a <u>silent start/ dismissal</u>.</p>
	 <p>Active Listening routines</p>	<p>Experience</p> <p>We <u>sit in the correct posture</u> to show our engagement with our learning.</p> <p>Nurture</p> <p>We track the speaker and respect the one voice that has the floor.</p> <p>Success</p> <p>We <u>listen carefully</u> to what is being taught so we can learn to the best of our ability.</p>	<p>Experience</p> <p>We <u>check for understanding</u> and provide <u>wait time</u> to remove barriers for all groups of students.</p> <p>Nurture</p> <p>We <u>carefully plan our expositions, instructions and questioning</u> so learning is accessible.</p> <p>Success</p> <p>We <u>wait for 100% attention</u> before speaking to ensure all students are ready to learn.</p>
	 <p>'You do' learning routines</p>	<p>Experience</p> <p>We <u>always do our best</u>, even when tasks are challenging.</p> <p>Nurture</p> <p>We remain silent <u>during independent practice</u> to support our peers in staying focussed.</p> <p>Success</p> <p>We begin independent tasks <u>immediately</u> and <u>keep focussed</u> to show our learning.</p>	<p>Experience</p> <p>We carefully plan independent tasks are clear and scaffolds are accessible.</p> <p>Nurture</p> <p>We helicopter intentionally to check for understanding and provide encouragement and support.</p> <p>Success</p> <p>We maintain <u>high expectations</u> and promote risk taking.</p>

What great looks like in the corridor













		WHAT DOES GREAT LOOK LIKE AT THE ACADEMY?	
		PUPIL FOCUS	STAFF FOCUS
CORRIDOR	 <p>Safe transition</p>	<p>Experience We <u>wear</u> our uniform <u>correctly</u> with <u>pride</u> outside of lessons.</p> <p>Nurture We <u>respect</u> everyone's <u>right to feel safe</u> by <u>walking calmly</u>, <u>keeping left</u> and <u>following Wonderful Walking</u>.</p> <p>Success We always show <u>self-control</u> moving <u>quickly</u> and <u>directly</u> from one lesson to the next, ensuring we are <u>on time</u>.</p>	<p>Experience We <u>stop</u> students and <u>encourage</u> correction of uniform.</p> <p>Nurture We <u>encourage</u> students to walk on the <u>left</u>, using <u>Wonderful Walking</u>, <u>challenge</u> students and <u>remind</u> them of routines.</p> <p>Success We <u>support</u> the <u>safe transition</u> of students around the academy in breakout spaces and corridors.</p>
	 <p>Inclusive outdoor spaces</p>	<p>Experience We <u>respect</u> each other's personal space by keeping our <u>hands, feet</u> and <u>opinions to ourselves</u>.</p> <p>Nurture We <u>respectfully</u> use our <u>outdoor</u> spaces to make the most of the <u>facilities</u> we have.</p> <p>Success We are <u>determined</u> to look after our outdoor spaces by <u>not</u> dropping litter.</p>	<p>Experience We <u>model</u> excellent behaviour in our outdoor spaces.</p> <p>Nurture We <u>warmly engage</u> with students in our areas.</p> <p>Success We <u>arrive promptly</u> to duty and are always <u>visible</u> to our students.</p>
	 <p>Agora routines</p>	<p>Experience We sit down to eat and <u>keep our environment clean</u> by <u>using the bins</u> provided.</p> <p>Nurture We are <u>patient</u> and calm whilst queuing and <u>share any concerns</u> with duty staff.</p> <p>Success We are <u>determined</u> to look after our outdoor spaces by <u>not</u> dropping litter and being <u>respectful</u> of nature.</p>	<p>Experience We <u>teach</u> and <u>maintain high expectations</u> for all to ensure a <u>safe</u> and <u>calm</u> environment for all.</p> <p>Nurture We <u>proactively model</u> positive interactions and behaviours and maintain <u>high expectations</u> for all.</p> <p>Success We <u>acknowledge</u> and <u>reward</u> positive behaviours within the agora during social time, ensuring students are sitting down and using bins.</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 Benson Academy Way communication plan.

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

Benson Academy Way Communication plan

Stakeholder	Actions	Resources	Led by	By when
All staff	Inset days in September. Reminders through staff briefings.	PowerPoint	S Virgo	Oct 25
Senior leaders	Through SLT meetings	PowerPoint	S Virgo	Aug 25
Middle leaders	Through ALT meetings	PowerPoint	S Virgo	Aug 25
Pastoral team	Through ALT meetings	PowerPoint	S Virgo	Aug 25
Class Teachers	Inset days in September. Reminders through staff briefings.	PowerPoint	S Virgo	Oct 25
Children	Assembly week 1 and 2. Welcome week activities.	PowerPoint	S Virgo and class teachers	Oct 25
Families	Policy on website and a workshop	PowerPoint	S Virgo / Hub Leaders	Oct 25

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.

Benson Academy Way Rewards offer

Reward	Rationale
1:1 precise praise	<i>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.</i>
Star worker	<i>Each week a pupil is nominated for their classroom contribution and is awarded the star worker certificate. This is presented in assembly on Friday with parents and carers.</i>
House Points	<i>These are awarded for show casing the 9 habits or to acknowledge outstanding effort or acts of kindness in school. There are four houses with corresponding coloured house point, These are counted by allocated children and shared in Friday's assemblies. Children are rewarded by the House who has the most tokens at the end of each term and a reward is organised for that house.</i>
Green all week Raffle	<i>Children who remain green all week. Get a raffle ticket to put into the Friday pot. Teachers pull out a ticket at assembly and children choose a small prize from the prize box. All children who are recorded as green all week for 80% of the term are rewarded with an end of term treat.</i>

**Prizes for
Attendance**

Children receive prizes for attendance. These are weekly, half termly and termly. Please refer to attendance policy.

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

Responsive regulation: Wave 2 relational de-escalation strategies

At Oasis Academy Benson, 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 a soft toy	Using playdoh or therapy putty
Sitting under a weighted blanket	Humming	Completing a sensory circuit	Sitting in a safe space	Yoga poses
Top-down regulation strategies:				
Mindfulness practices	Meditation	Gratitude practices	Recalling facts about a known topic	Using Zones of Regulation to name emotions
Imagining a favourite safe place	Using Emotion Coaching to work out what happened	Using restorative practice sentence stems	Using widget cards to connect physical sensations to emotions	Completing a simple puzzle or game
Walking through the spaces to share what happened	Social thinking or other psychoeducation	Discussing how 9 Habits strengths link to positive choices	Drawing a picture or writing a poem about how you feel	Writing a letter to share your side of the story

Managing crisis: Wave 3 responsive co-regulation planning

For some children, emotional dysregulation can lead to extreme and unsafe behaviours. At Oasis Academy Benson, 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 Benson, we recognise the importance of building a full picture of the child’s story, context, strengths and needs before planning to respond. We use the following child-centred planning tools to build knowledge and understanding of the child:

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

Responding to the Child:

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

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

The **Co-Regulation Plan** is a structured intervention for pupils who struggle to manage their emotional regulation, and whose behaviours often become dissociated, disruptive or unsafe as a result. The aim of the Co-Regulation Plan is to map the child’s behaviours against the arousal continuum in order to proactively design responsive regulation strategies. This plan includes a proactive and structured risk assessment for children who may require positive

handling to keep themselves, others, or the environment safe. We ensure plans are shared proactively with the family and communicated to the child using stage-appropriate tools.

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

Positive handling

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

Approach: At Oasis Academy Benson staff are trained to use reasonable force through... Dynamis. Level 1 training is completed annually by all staff. Level 2 training is completed by select staff every three years.

Recording: We always ensure that any use of reasonable force is recorded by completing the restraint form as well as completing CPOMS using the below format:

- The date, time and place of the incident
- The name of the student involved, date of birth and their year group
- What triggered the behaviour
- What diffusing techniques were used prior to physical intervention
- Why the physical intervention was deemed necessary
- Place where the incident happened
- Time and date parents were informed
- Injuries sustained – if any

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

Communication: We communicate with the family by inviting them in for a meeting for the principal.

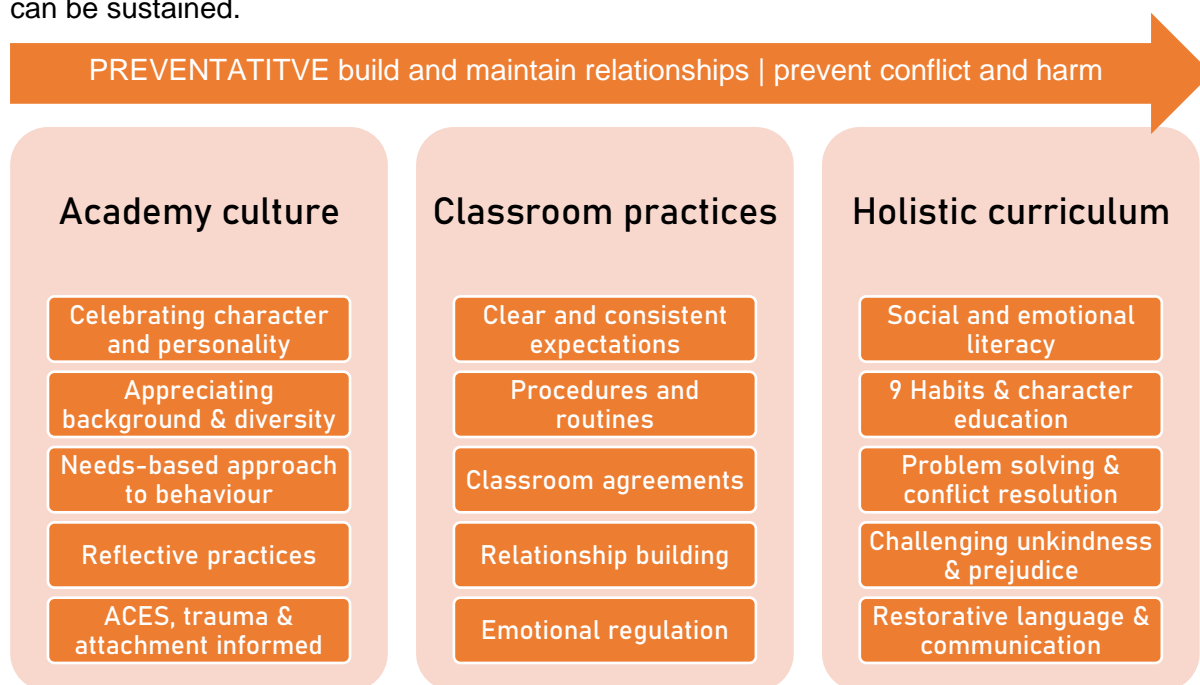
¹ DfE, ‘Use of reasonable force’ (2013), p. 4

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

Lever 3: How we repair harm

Building a restorative culture: Teaching restorative values and skills

At Oasis Academy Benson 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
<i>Social and emotional literacy</i>	<i>We teach social and emotional literacy by using Zones of Regulation and Thrive</i>
<i>9 Habits and character education</i>	<i>We teach children about the 9 Habits and character through our 9 habits Calendar and Journal</i>
<i>Problem solving & conflict resolution</i>	<i>We teach problem solving and conflict resolution through the PHSE curriculum</i>
<i>Challenging unkindness & prejudice</i>	<i>We teach children to challenge unkindness and prejudice through the PHSE curriculum</i>
<i>Restorative language & communication</i>	<i>We teach restorative language and communication through the PHSE curriculum</i>

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 Benson Benson, 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.

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	<p>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.</p> <p>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.</p>

Positive framing: Positive prompts

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

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

How to do it:

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

Reminder: Affect and Redirect

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

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

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

They are constructed to:

- Connect with the pupil relationally

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

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

How to do it:

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

The Script:

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

Warning: The 30-Second Script

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

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

It also provides the pupil with:

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

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

How to do it:

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

The script:

1. I noticed you are ... (*name the behaviour*).

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

Action: The Restorative Chat

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

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

When to do it:

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

How to do it:

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

The script:

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

Consequences linked to harm: Restorative escalation procedures

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

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

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At Oasis Academy Benson, 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)
Lesson removals	Removal with a senior leader away from peers. Depending on the severity of the incident, the intent of the pupil and remorse shown, this can vary between half day and two days.	It involves working through age related materials in core subjects, including breaks to practice self-regulation techniques and reflect. It may also involve a meeting with beacon behaviour using restorative justice procedure if necessary

We also use the following logical consequences 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)
Reflection Time	When a child has remained on red within a session in lesson or when a child has demonstrated a red behaviour within the academy	The child will sit with a senior leader in a quiet room during lunchtime or break time and complete a reflection sheet.	A time for deregulation and reflection.

Repairing ruptures: Responsive restorative processes

At Oasis Academy Benson, 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.

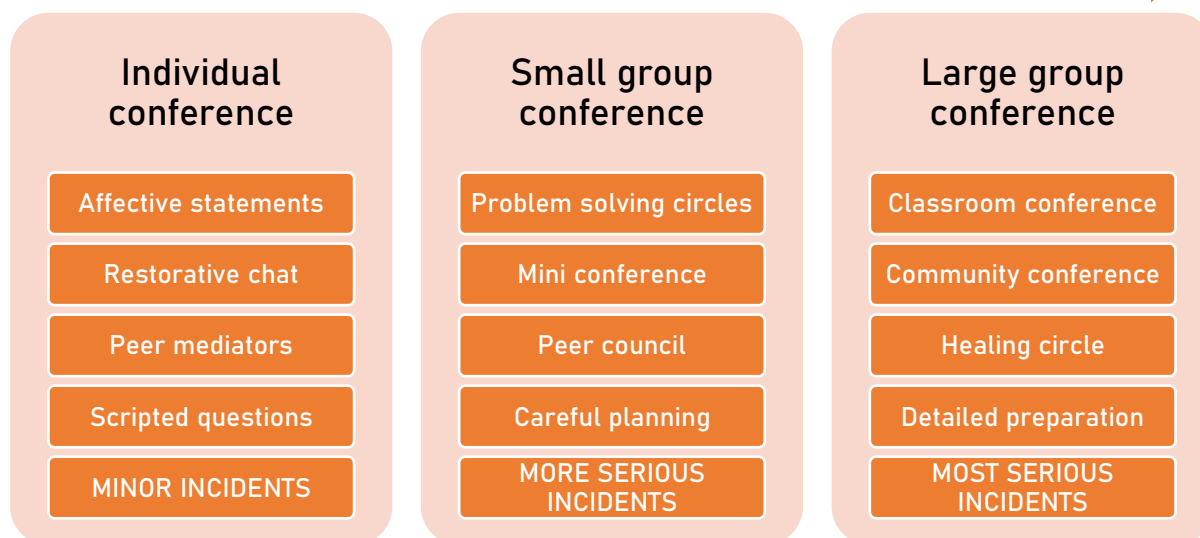
- restore healthy relationships

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

- 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.

RESPONSIVE repair relationships | resolve conflict



Our approach to repairing harm

The below table summarises our restorative approach to repairing harm:

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

Restorative conferences

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

Restorative step	Explanation	Restorative question
1. Recognise perspectives	Everyone has their perspective on any given situation and needs an opportunity to express this in order to feel respected, valued and listened to.	What happened?

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

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

Circumstance	Who facilitates?	Who is involved?
<i>E.g. When a relationship between a teacher and pupil has broken down.</i>	Pastoral Team	The teacher, pupil and a member of the pastoral team
<i>E.g. Following a period of consistently poor classroom behaviour.</i>	Phase Leader	The teacher, pupil, parent and phase leader.
<i>E.g. When a relationship between pupils has broken down.</i>	Pastoral Team	The teacher, pupil and a member of the pastoral team

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

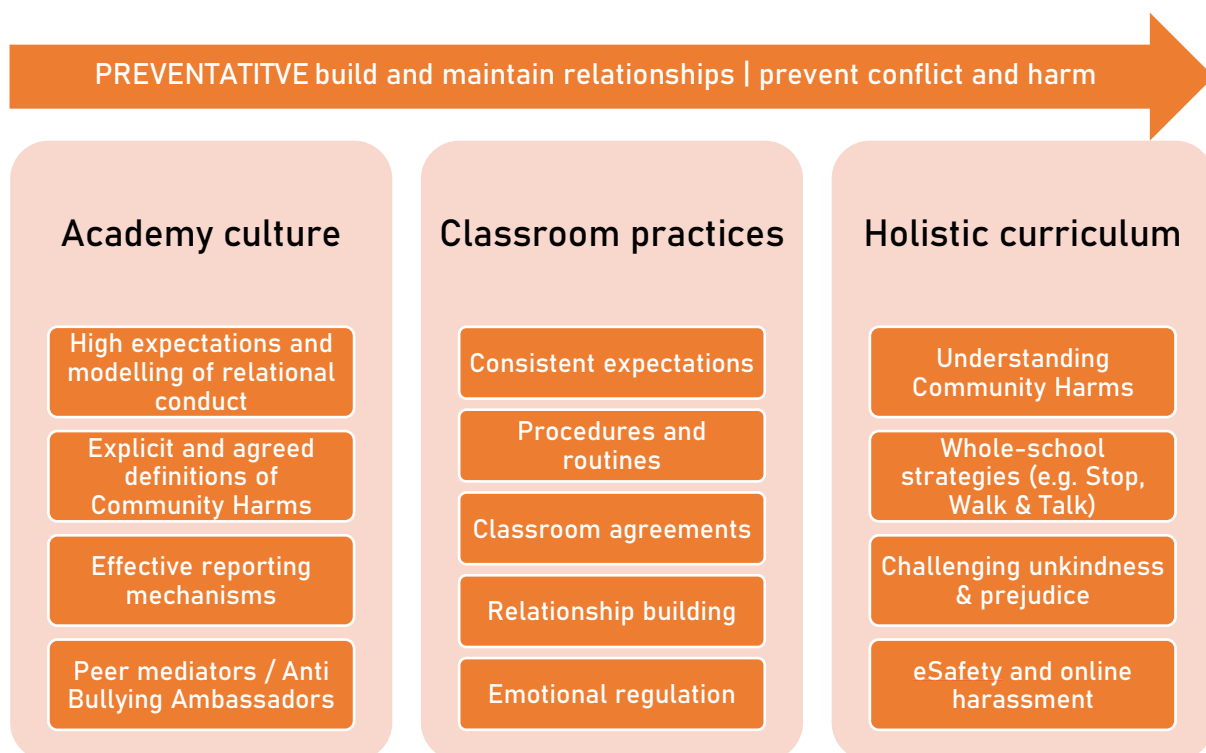
At Oasis Academy Benson, we aspire to create a relational culture in which every pupil has a sense of emotional safety as part of a welcoming and inclusive community where everyone matters and there are no outsiders.

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

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

Preventative practices

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



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

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

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

Academy culture:

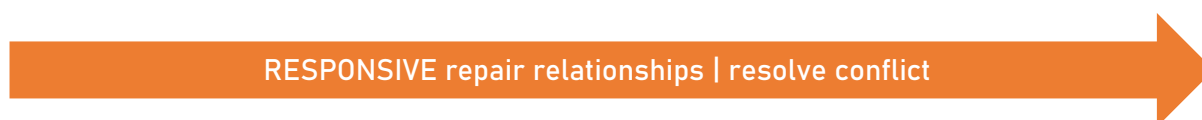
Strategy	How we do it
High expectations and modelling of relational conduct	We model and set high aspirations and expectations for every child and young person and member of staff. We foster character and self-belief and encourage our students and staff to become the best versions of themselves. We strive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

Holistic curriculum:

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

Responsive processes

When Community Harms occur, we have robust practices to ensure that all affected parties



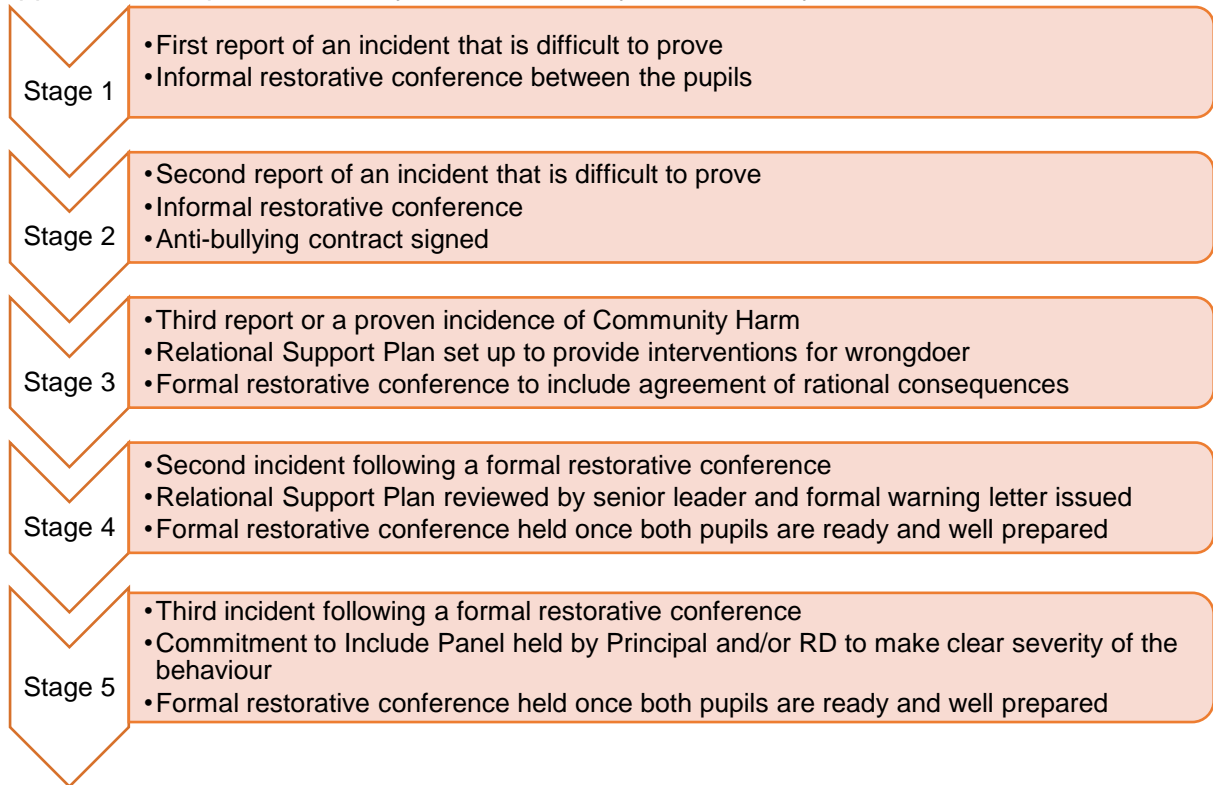
feel supported to resolve the incident and repair the harm caused:



A graduated response

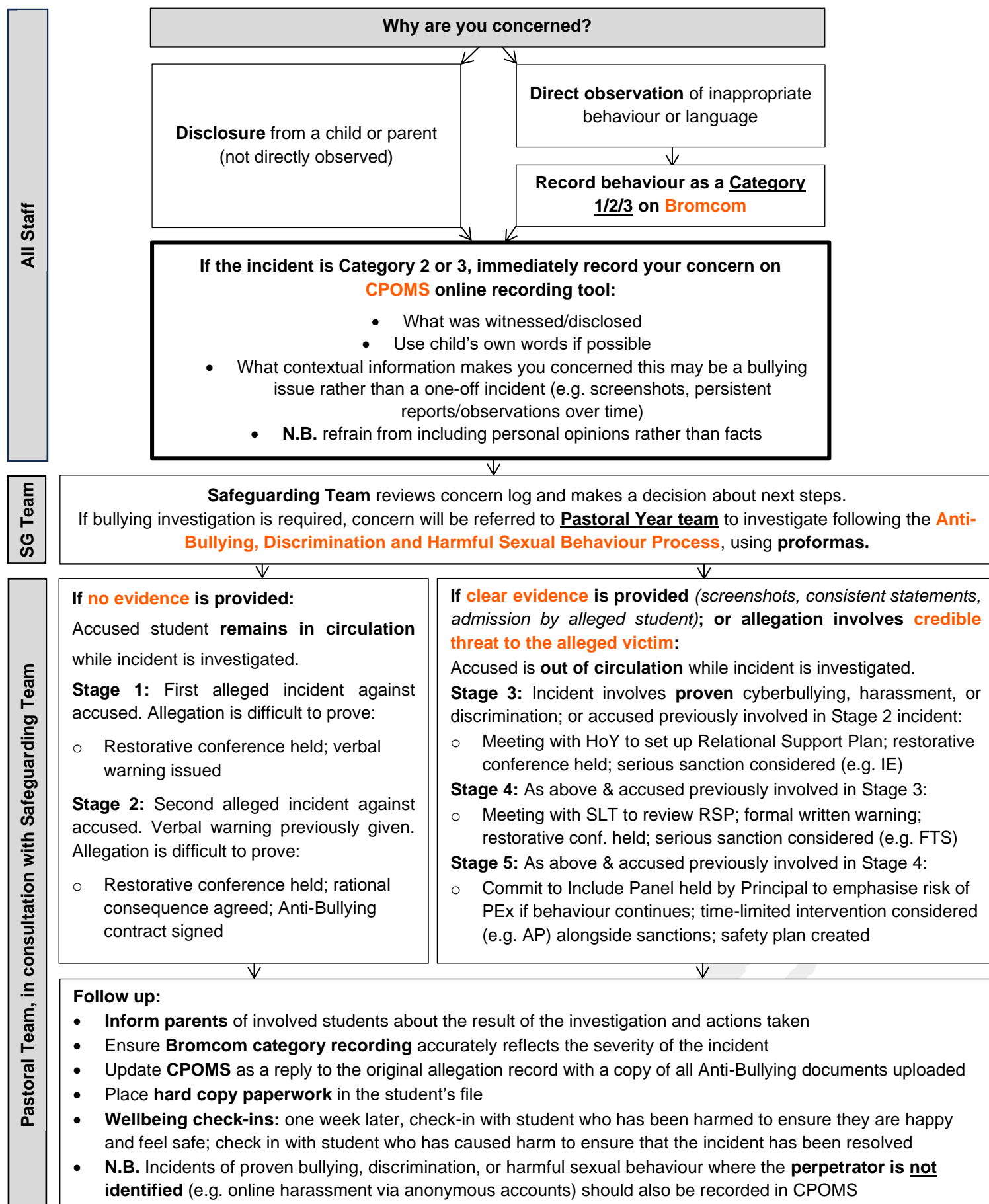
Responding appropriately to community harms, begins with responding in the classroom using our relational classroom scripts. For more serious incidents, we use a 5-stage

approach to respond effectively and restoratively to community harms:



Effective investigation practices

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



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 Benson, 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 in order 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
<i>Reflective questions in staff briefing</i>	Restorative Justice emphasizes restoration by working with all parties in the conflict involved in working out how to repair that harm. It pays attention to community and victim's needs in addition to the accountability of the person who caused harm. By practising Restorative Justice there is a commitment to strengthening academy relationships and the sense of rebuilding a sense of justice that can sometimes be lost when applying the traditional school disciplinary procedures.	Planned agenda
<i>solution circles</i>	To enable a wider view of academy discipline. For restorative justice we think beyond pupils breaking our rules but also the wider impact of it causing harm to students, classroom/school culture and the community. Therefore, from a restorative justice perspective, a just response must address not only the wrongdoing, but also the harms involved. If all the interested parties are willing, the practice of restorative justice is to way to help pupils understand and discuss those harms. Through meetings pupil learn how to repair them. The aim is to lead to transformational changes in pupils' lives as well as their schools and communities.	With the pastoral team

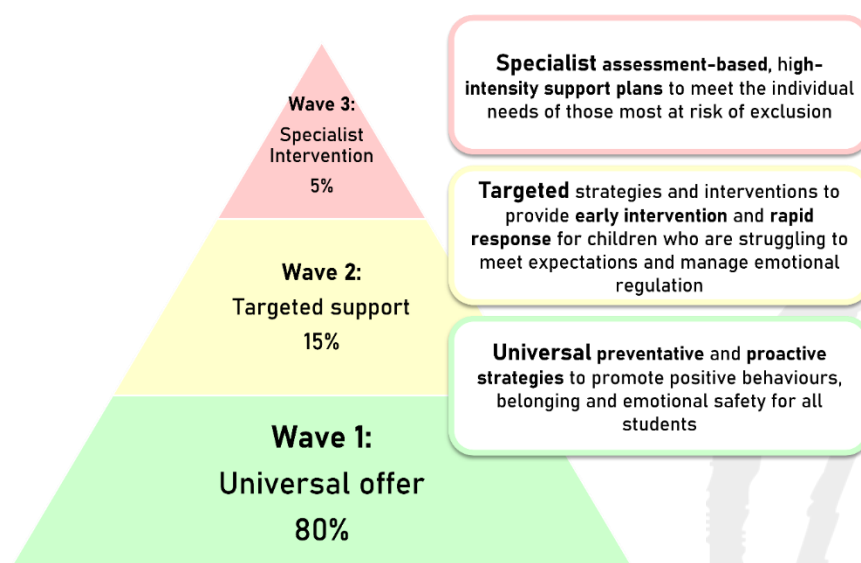
Listening to the child: Our mechanisms for pupil voice

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	Microsoft Forms	Planned through Senior Leadership feedback meetings
SLT pupil voice panels	Termly	Face to face meetings	Planned through Senior Leadership feedback meetings
Subject learning pupil voice	Half termly	Subject pupil voice template	Planned through Senior Leadership feedback meetings
Restorative incident accounts	When required	Incident recording form	Behaviour lead

Early intervention and intensifying support: Our graduated Academy offer

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



Our Wave 1 universal offer:

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

Our Wave 2 targeted support:

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.



Oasis Academy Benson

Pastoral Graduated Response Pathway

Rationale:

- At Oasis Academy Benson, we ensure that inclusion is a priority and all pupils are supported to succeed.
- We secure inclusion for our pupils through our graduated response to Behaviour and Pastoral Care.
- 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 in Insight / Provision Map to ensure our response is impactful.



Team around the Child: How we work together

At Oasis Academy Benson 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
Beacon Support	All year round	Audits, lesson observations, training
Local authority partners (inclusion team, SEND team, etc.)	All year round	Audits, lesson observations, training, meetings
Educational psychologists	All year round	Audits, lesson observations, training, meetings

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

Approach	Description
PATH	Planning Alternative Tomorrows with Hope: 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 mee this goal.
MAPS	Map Action Planning System: 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 Benson, we recognise that suspensions and exclusions often have a serious and negative impact on pupils. However, we also recognise that there is an important role for suspensions and exclusions, both in law and in our academy's processes, in order to ensure the safety, wellbeing and effective education of our children.

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

Strategies to reduce suspensions

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

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

What	When	How it works
<i>E.g. Regional inclusion panels</i>	<i>Half-termly</i>	<ul style="list-style-type: none"> <i>Online meetings for each cluster led by National Lead Practitioners for Behaviour and Pastoral Care</i> <i>Case-study approach applying solutions-focused techniques to identify strategies to reduce the risk of suspension or exclusion for a child of concern</i> <i>Progress reviews to track impact over time and offer new solutions for ongoing children of concern</i>
<i>E.g. The Oasis Way Pre-</i>	<i>Whenever considering a suspension</i>	<ul style="list-style-type: none"> <i>Guidance on a range of strategies that should be tried before suspension is considered</i>

<i>suspension checklist</i>		<ul style="list-style-type: none"> • <i>Supports reflective practice and solutions-finding to provide alternatives to suspension</i>

Restorative reintegration processes

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

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 when deemed for the **best interest** of the child

•

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

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

Off-site direction, external alternative provision and managed moves

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

The provisions we work with are outlined below:

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

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.