

## Our Vision

At Oasis Academy Limeside, we believe that happy, healthy, and safe children SHINE and have the best chance of reaching their full potential. We make the safety and wellbeing of each child our highest priority.

### The Oasis Academy Limeside way



- **Ready to learn** – we are both physically and mentally prepared to work hard and learn new things
- **Kind** – we look after each other, physically, socially and emotionally and treat each other with respect
- **Safe** – we make sure that we make the right choices to provide a safe and nurturing environment for all pupils

These qualities strongly support learning in all its forms. These have been developed with staff and children so that each quality and its impact on learning is well understood.

**A restorative culture** is based on the following principles:

- A focus on mediation through reflect and repair
- A reflection conversation is the start of the process
- We will accept our responsibility for causing harm
- We will repair any damage (physical and emotional) through agreements between all parties

### Purpose of a relational approach

- Develop high quality, nurturing relationships that support learning
- Recognise pro-social behaviour and reinforce through praise
- Promote independence and self-regulation through an understanding of **zones of regulation**
- Teach expected behaviour through positive interventions e.g. **emotional coaching**

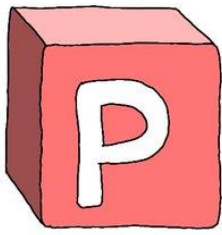
### We will be successful when we:

- Create problem solvers
- Encourage professional judgement
- Make praise easy
- Support children to regulate their own emotions and to have their own strategies for when things go wrong.
- Enshrine consistency
- Support adult behaviour directly through training

### All staff, every day will be

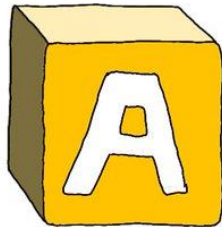
- **Calm** – we aim to remain calm at all times, setting the right example when dealing with unexpected behaviour that challenges us.
- **Caring** – we aim to treat each child as an individual, respecting their individual needs within a context of mutual respect and care when promoting pro-social expected behaviour and dealing with unexpected behaviour. We show genuine curiosity when interacting with the children in our care.
- **Predictable** – we aim to be consistent so that children, staff and parents understand that behaviour has been managed positively and fairly. We also aim to be consistent in the routines we follow in order that children have the best opportunity for a continuous school experience.

All staff will use the teachings of PACE to relate to children and to create a safe environment for children when they become emotionally dysregulated.



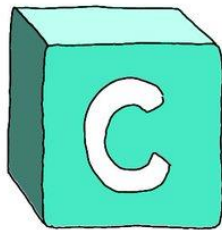
## Playfulness

- Playfulness in interactions can diffuse conflict and promote connection  
e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)



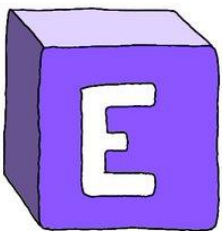
## Acceptance

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



## Curiosity

- Being curious to where a behaviour has come from (in your head or out loud...)



## Empathy

- Really connecting with how they are feeling and showing compassion



P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by Juliet Young

### Physical Intervention

The health and safety of staff and pupils is paramount at Oasis Academy Limeside. Where required key staff have been trained to intervene to support a child who has become either a danger to themselves or to other children or property. It is highly likely that any intervention will have been discussed as part of a consistent plan and consequently those involved will be clear on protocols and procedures to follow.