



# **The Oasis Limeside Academy Way**

**Localised Plan for Inclusive Behaviour**

**Lead for whole school 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 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

Imagine a stimulating place ringing with the sound of children's laughter. See confident, reflective and playful learners, filled with their own sense of purpose and self-belief. Watch as they enjoy the challenge of new experiences, pose questions and solve problems. Listen in, as they discuss the skills they are using and plan what they need to do next.

Enjoy the security and the harmony of a group of people who nurture and care for each other. Sense their respect for people from different backgrounds and cultures, for society and for the natural world.

Notice the exemplary behaviour, as learners assume responsibility for making choices and consider how their actions affect others. Watch as they are empowered to rise to any challenges in the future.

Sense everyone's pride in themselves, each other and their school.

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.

#### We will be successful when we:

- Create problem solvers
- Encourage professional discussion
- 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 will use the teachings of PACE to relate to children and to create a safe environment for children when they become emotionally dysregulated.



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

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

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

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

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



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

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

### What great looks like

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

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

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

### What great looks like in the classroom

Focus area	Pupil focus	Staff focus
Entry and exit routines	<ol style="list-style-type: none"> <li><b>Safe:</b> we walk sensibly to and from our place, take <u>care</u> to lay out and tidy away our <u>workspace</u></li> <li><b>Kind:</b> we <u>respect</u> others' <u>right to learn</u> by entering and exiting lessons <u>silently</u></li> <li><b>Ready to learn:</b> we are welcomed at the door, begin work <u>immediately</u> and <u>resist distractions</u></li> </ol>	<ol style="list-style-type: none"> <li><b>Safe:</b> we stand on the <u>threshold</u> to own our <u>classroom</u> and <u>corridors</u> to monitor children</li> <li><b>Kind:</b> we <u>greet</u> all students <u>warmly</u> – every lesson is a <u>fresh start</u></li> <li><b>Ready to teach:</b> we have <u>high expectations</u> of behaviour, <u>music</u> on and a <u>task ready</u> on the board.</li> </ol>
Active listening routines	<ol style="list-style-type: none"> <li><b>Safe:</b> we <u>sit up straight</u> to show our engagement</li> </ol>	<ol style="list-style-type: none"> <li><b>Safe:</b> we <u>carefully plan</u> our, <u>instructions</u> and <u>questioning</u> so learning is accessible</li> </ol>

	<p>2. <b>Kind:</b> we <u>track the speaker</u> and respect the <u>one voice</u> that has the floor</p> <p>3. <b>Ready to learn:</b> we <u>listen carefully</u> to what is being taught so we can learn to the best of our ability</p>	<p>2. <b>Kind:</b> we <u>check for understanding</u> and provide <u>wait time</u> to remove learning barriers for SEND students</p> <p>3. <b>Ready to teach:</b> we <u>hold out for 100%</u> before speaking to ensure all students are ready to learn</p>
'You do' learning routines	<p>1. <b>Safe:</b> we <u>always do our best</u>, and know where to <u>access support</u></p> <p>2. <b>Kind:</b> we <u>remain quiet</u> during independent practice to support our peers</p> <p>3. <b>Ready to learn:</b> we begin independent tasks <u>immediately</u> and <u>keep focused</u> on our learning</p>	<p>1. <b>Safe:</b> we <u>carefully plan</u> independent tasks so that <u>success criteria</u> are clear and <u>scaffolds</u> are accessible using our pedagogical knowledge</p> <p>2. <b>Kind:</b> we <u>circulate intentionally</u> to <u>check for understanding</u> and provide <u>targeted feedback</u></p> <p>3. <b>Ready to learn:</b> we maintain <u>high expectations</u></p>

### What great looks like in the corridor

Focus area	Pupil focus	Staff focus
Safe transitions	<p>1. <b>Safe:</b> we <u>walk sensibly</u> around school, on the <u>left, one behind the other</u>.</p> <p>2. <b>Kind:</b> we <u>hold the door</u> for others and <u>say thank you</u> to those who do this for us.</p> <p>3. <b>Ready to learn:</b> we move quickly to the next place we need to learn.</p>	<p>1. <b>Safe:</b> we <u>lead the line/walk backwards</u> to ensure children are following the expectations.</p> <p>2. <b>Kind:</b> we encourage children to use <u>manners</u> and <u>hold the door</u>, we <u>model expectations</u>.</p> <p>3. <b>Ready to teach:</b> we <u>support one another</u> to allow for full coverage of all areas of school</p>
Inclusive outdoor spaces	<p>1. <b>Safe:</b> we use equipment <u>safely and sensibly</u></p> <p>2. <b>Kind:</b> we <u>take turns, sharing and including everyone</u>.</p> <p>3. <b>Ready to learn:</b> we <u>listen</u> to the adults outside, <u>follow instructions</u> and come back inside quietly and sensibly.</p>	<p>1. <b>Safe:</b> we ensure <u>full coverage</u> of the playground for the <u>duration</u> of the time outdoors</p> <p>2. <b>Kind:</b> we <u>listen</u> to the children with curiosity and <u>coach</u> them through their conflicts.</p> <p>3. <b>Ready to teach:</b> we <u>model</u> how to play with the equipment safely and purposefully</p>
Dining routines	<p>1. <b>Safe:</b> we <u>walk sensibly</u> in the dining hall and keep our <u>voices down</u></p>	<p>1. <b>Safe:</b> we <u>demonstrate</u> the safe use of cutlery</p>

	<p>2. <b>Kind:</b> we <u>wait patiently</u> and <u>use our manners</u></p> <p>3. <b>Ready to learn:</b> we sit around a table, talk to our friends, practice our table manners and use of cutlery.</p>	<p>2. <b>Kind:</b> we keep our <u>voices down</u>, and frame our interactions with children <u>positively</u>.</p> <p>3. <b>Ready to teach:</b> we <u>offer children a variety of</u> food options, <u>play music by</u> the composer of the month and aim for a <u>restaurant style/family dining</u> experience.</p>
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### What great looks like in how we communicate













Focus area	Pupil focus	Staff focus
Engaged learners	<p>1. <b>Safe:</b> we <u>always do our best</u> and know where to <u>access support</u>, we <u>follow all instructions</u> to ensure our safety</p> <p>2. <b>Kind:</b> we <u>remain quiet</u> during independent practice to support our peers</p> <p>3. <b>Ready to learn:</b> we use <u>STAR</u> to demonstrate our engagement.</p>	<p>1. <b>Safe:</b> we maintain <u>high expectations</u> at all times, even when doing exciting tasks.</p> <p>2. <b>Kind:</b> we <u>give reminders</u> intentionally and with care</p> <p>3. <b>Ready to teach:</b> we <u>plan opportunities</u> for learning <u>outside the classroom or visitors and hooks</u> to excite children about their learning</p>
A caring community	<p>1. <b>Safe:</b> we know where to go for support if we are worried</p> <p>2. <b>Kind:</b> we <u>respect</u> one another, use <u>kind language</u> and <u>look out for each other</u></p> <p>3. <b>Ready to learn:</b> we use our <u>Power For Good</u> to help others.</p>	<p>1. <b>Safe:</b> we <u>make ourselves available</u> when children reach out for support.</p> <p>2. <b>Kind:</b> we <u>listen</u> with curiosity and empathy</p> <p>3. <b>Ready to teach:</b> we <u>take time to support</u> and resolve issues, or <u>access further support</u> for children where needed.</p>
Repairing conflict	<p>1. <b>Safe:</b> we <u>know who to go to</u> if something has gone wrong</p> <p>2. <b>Kind:</b> we <u>listen</u> to other people's opinions or story of events respectfully, we use kind language when telling our version of events.</p> <p>3. <b>Ready to learn:</b> we take <u>an active part in restorative circles</u> to repair conflict.</p>	<p>1. <b>Safe:</b> we ensure we are <u>approachable</u> to all children</p> <p>2. <b>Kind:</b> we <u>listen</u> with curiosity, <u>never jump to conclusions</u> and take each incident as separate to the last.</p> <p>3. <b>Ready to teach:</b> we use restorative boards/circles to <u>educate the children on how conflict can be repaired</u></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	 Parent Meetings

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 Limeside 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, 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.

### Limeside Academy Way Rewards offer

Reward	Rationale
1:1 precise praise	Wherever possible we prioritise giving children specific and meaningful praise 1:1 so we can reflect together on how they accomplished the achievement and the pride we all feel about the effort they put in. This can be done verbally or through our Wizard Learner Postcards.
Whole class marble jar treat	We earn collective marbles in the marble jar when we demonstrate fantastic behaviour for learning during independent and collaborative work time. Every half term, if we have filled our jar, we agree on a treat to have as a class. These treats often come from our Limeside 100 pledge.
Certificates	Each week our class teacher chooses someone to win the shine award and the wizard award for showing exceptional behaviour for learning in one area. Occasionally we can also receive a headteacher award when we have really impressed Mrs Norris with our learning.
Power for Good	If we have shown that we have been using our 'Power for Good' and by being a caring member of our school team, we can be entered into the Power for Good draw. Our steering group then choose a small number of winners each week based on the nominations who receive a certificate in assembly.

## 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 Limeside, 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.

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

At Oasis Academy Limeside, 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 the gym equipment outside	Going for a brisk walk alongside an adult
Listening to music	Drumming and body percussion	Watching a sand timer or bubble tube	Stroking the rabbit 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 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 Limeside, we recognise that early experiences of trauma and other additional needs can cause neurological developments that lead some children to respond differently to changes in their environment.

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

Internal state	Calm	Alert	Alarm	Fear	Terror
Brain system	Cortex	Cortex / Limbic	Limbic	Midbrain	Brainstem
Cognition	<b>Rational &amp; reflective,</b> abstract	<b>Concrete</b> thinking, simple reasoning,	<b>Emotional,</b> limited reasoning,	<b>Reactive,</b> responding to	<b>Reflexive,</b> controlled by

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

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

### Knowing the Child:

At Oasis Academy Limeside, 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>Co-produced Pupil Passports</i>	We work alongside the child to complete their pupil passport, ensuring it is written in their voice, and shares all of the information they feel is important.

### *Person Centred Planning Meetings*

Person Centred Planning Meetings are attended by all of the key people in a child's life. This may include parents/carers, teachers, LSAs or other key members of staff in school and adults from any other services. Where possible the child is also involved in this meeting as an opportunity to gain pupil voice alongside that of the professionals.

### 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.

Both of these plans are incorporated into our **Care and Support Plans** at Oasis Limeside.

### Positive handling

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

**Approach:** At Oasis Academy Limeside, staff are trained to use reasonable force through Dynamis Level 1 and 2 De-escalation and Positive Handling training.

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

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

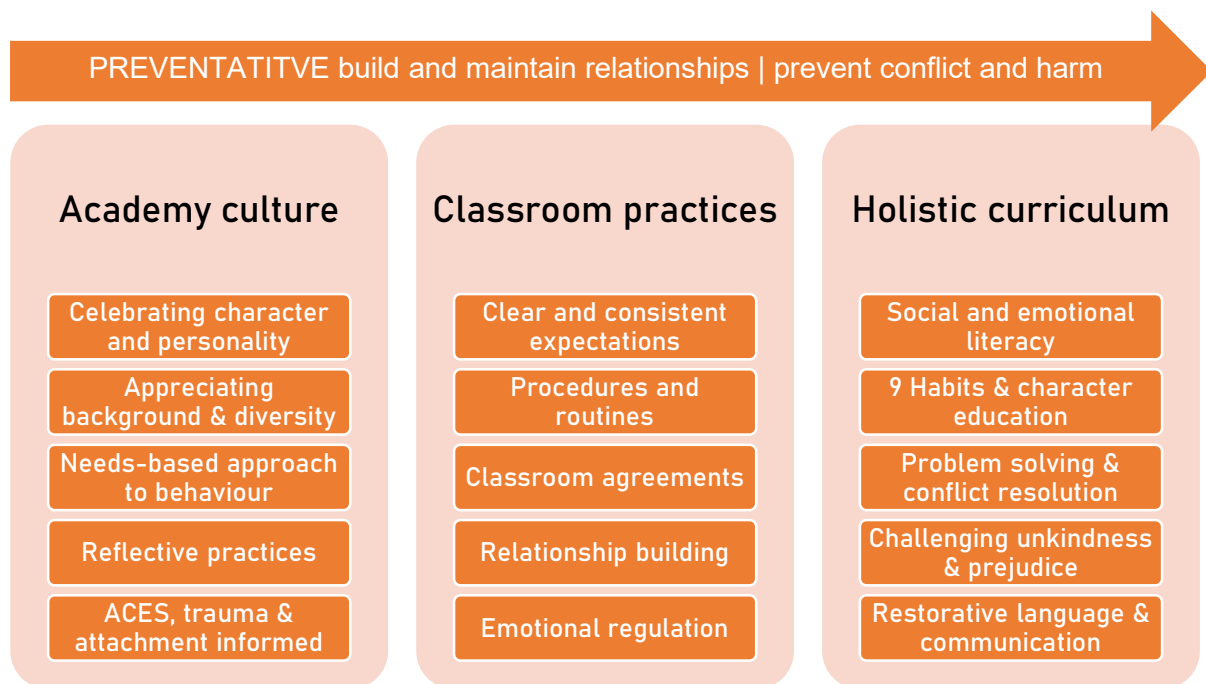
**Communication:** We communicate with the family by speaking to them at the end of the school day, or by phone where necessary.

**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 discussions about specific children as part of our Weekly Inclusion Panels.

### Lever 3: How we repair harm

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

At Oasis Academy Limeside 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.



#### 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 Limeside, 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 Care and Support 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	Action is recorded on Bromcom and teacher calls for 'Triage': <b>Triage:</b> A member of staff will come to remove the child and support them to re-regulate through giving them three choices: Regulation station Time to talk (for the purpose of calming down, not to solve the problem)

		<p>Silent study in another space in school.</p> <p>A <b>Restorative Chat</b> is conducted at the next break or at the end of the day.</p>
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### 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

#### Examples:

- Finger on lips or self-interrupt for silence
- Gesturing to track the board or speaker.
- Moving towards an off-task pupil
- 'Who can I see writing?'
- "Thank you to so many of you who have got started straight away".
- "All eyes on me. I need two more sets of eyes, please".

### 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

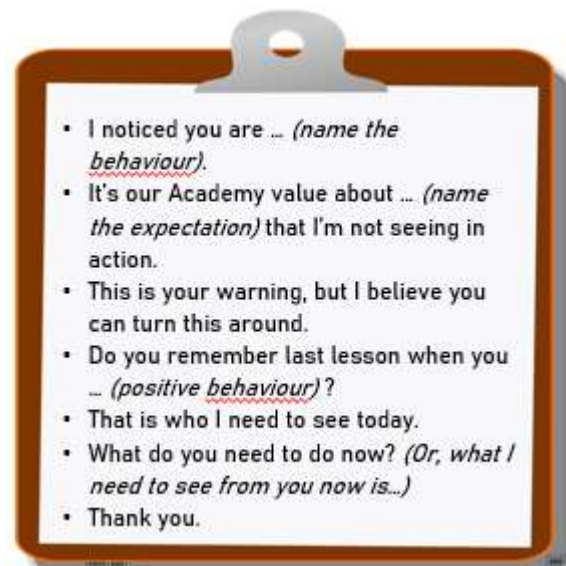
### Warning: The 30-Second Script

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:

- 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:



## Consequences linked to harm: Restorative escalation procedures

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

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

At Oasis Academy Limeside, 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.

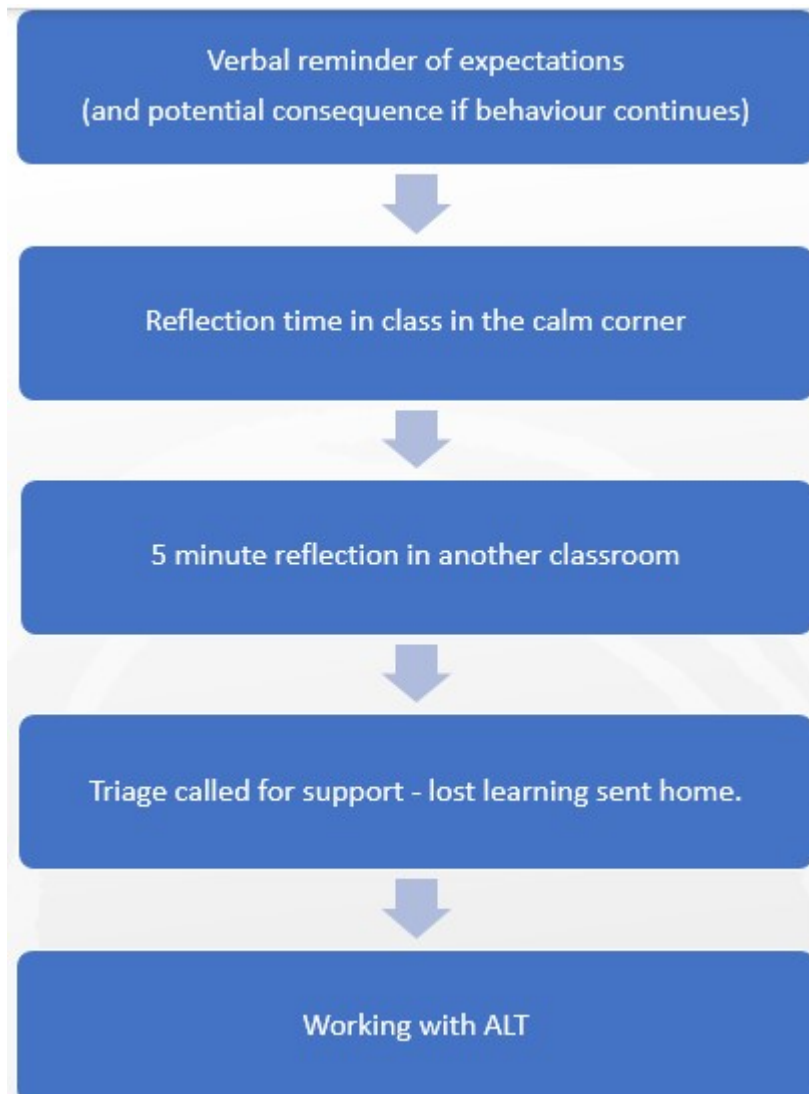
### Logical consequences and symbolic sanctions:

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. This forms part of our behaviour escalation ladder.



One of the systems we use is Triage:

#### What is 'Triage'?

An opportunity to re-regulate before going back to class. A member of staff will come to remove the child and support them to re-regulate through giving them three choices:

1. Regulation station
2. Time to talk (for the purpose of calming down, not to solve the problem)
3. Silent study in another space in school.

Key points:

- No blame is involved
- One hour maximum out of class – the child will be returned as soon as they are ready.
- Being removed is the 'logical consequence' (though there may also be others)
- Class teacher is still responsible for restorative conversation later in the day.

### When do we use 'Triage'?

When a child is in class in a dysregulated state and needs the opportunity to calm and re-regulate. At the point that the child has already moved through the escalation ladder past the '5 minute reflection in another classroom'.

### How do we use 'Triage'?

Call over the radio 'Triage in ... please'

Any member of staff who is available will attend to support.

When the member of staff who responded feels the child is ready, they will be brought back to class (after no more than an hour).

Any missed learning will be sent home to be made up.

Class teacher will have a restorative conversation with the child at breaktime/lunchtime to repair the harm.

## **Repairing ruptures: Responsive restorative processes**

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

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

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

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

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

### **Our approach to repairing harm**

The below table summarises our restorative approach to repairing harm:

<b>Definition of wrongdoing</b>	A violation against a person or community
<b>Focus of process</b>	Problem solving, forwards looking (what should be done now?)

<b>Goal of process</b>	Restoration and reconciliation between both parties
<b>Participants</b>	<ul style="list-style-type: none"> <li>• Roles of person harmed and person who caused harm recognised in problem solving</li> <li>• Rights and needs of person harmed recognised</li> <li>• Person who caused harm encouraged to take active responsibility</li> </ul>
<b>Accountability</b>	Defined as wrongdoer understanding harm caused and how to repair this
<b>Stigma of wrongdoing</b>	Removable through restorative action

### Restorative conferences/Restorative Conversations

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. These can be held 1:1 with children involved before bringing them together to repair or can be facilitated as a group. For our younger children we use our Restorative Boards to scaffold the conversation:

Restorative step	Explanation	Restorative question
<b>1. Recognise perspectives</b>	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?
<b>2. Explore thoughts and feelings</b>	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?
<b>3. Identify harms</b>	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?
<b>4. Address needs</b>	Whether a person has caused harm or been on the receiving end of harm, they are likely to have similar needs. Until these needs are met the harm may not be repaired and relationships can stay damaged.	What do you <b>need</b> in order to move on from this?
<b>5. Repair ruptures</b>	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?
<b>6. Reflect and learn</b>	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

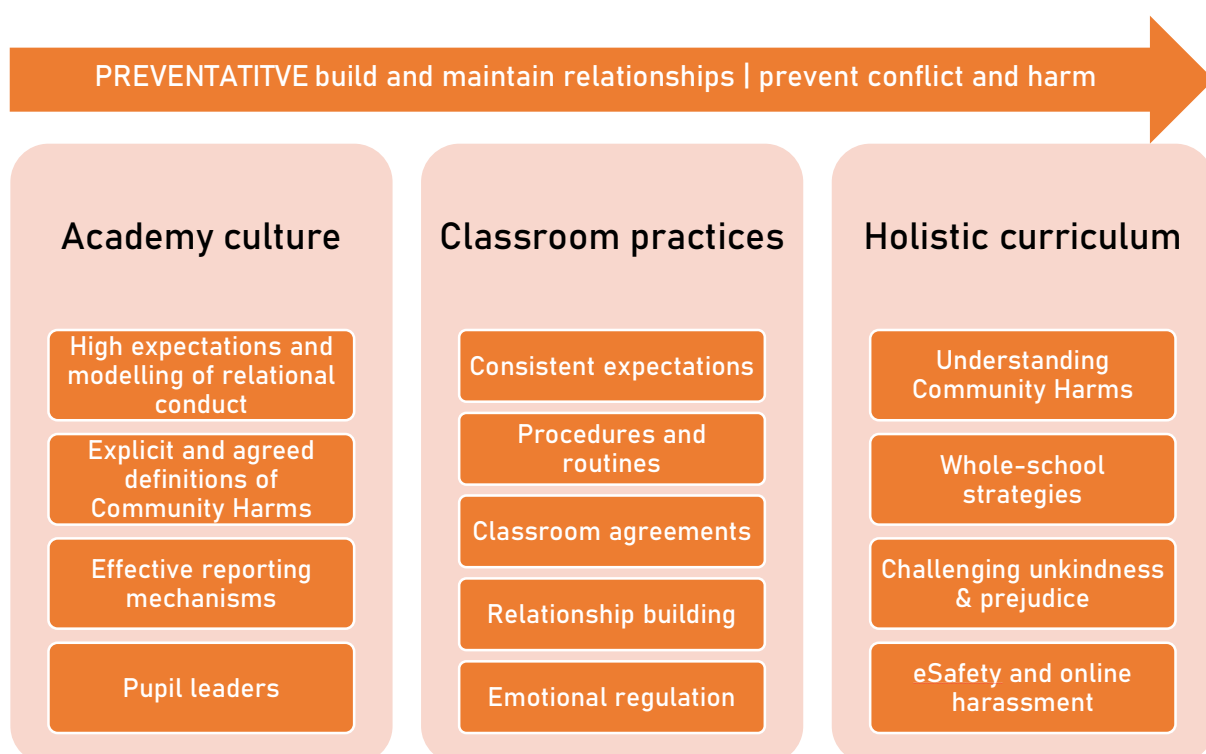
At Oasis Academy Limeside, we aspire to create a relational culture in which every pupil has a sense of emotional safety as part of a welcoming and inclusive community where everyone matters and there are no outsiders.

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

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

### Preventative practices

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

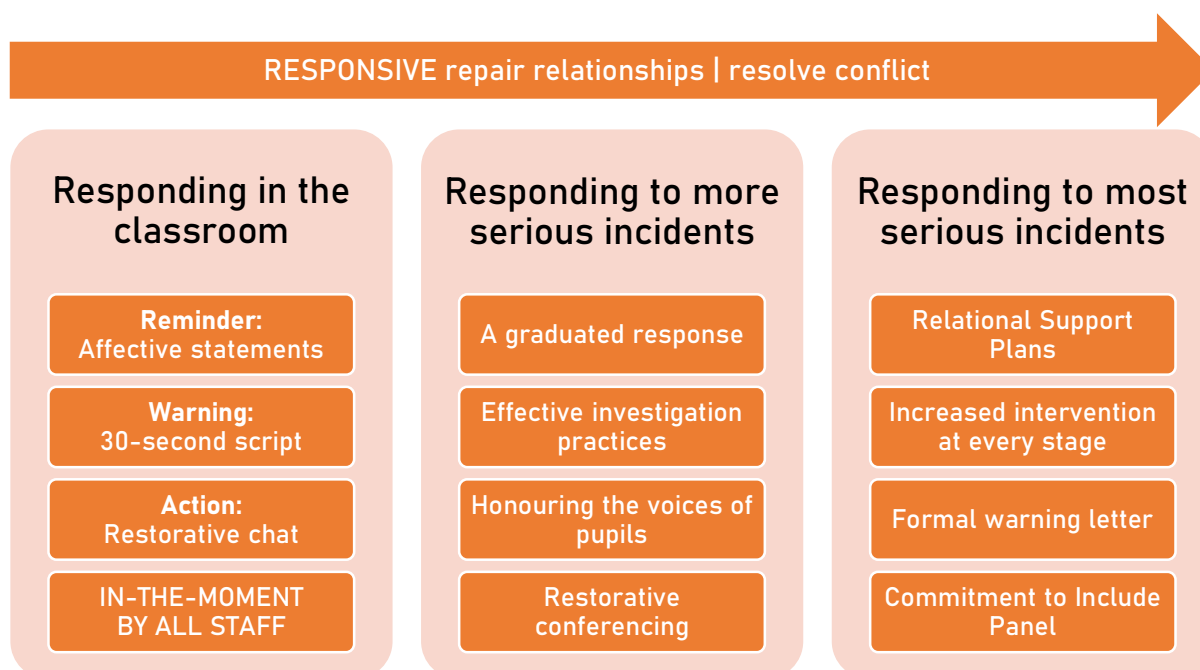


We use the following definitions to ensure that there is a shared and agreed understanding of the community harms among all members of the academy community:

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

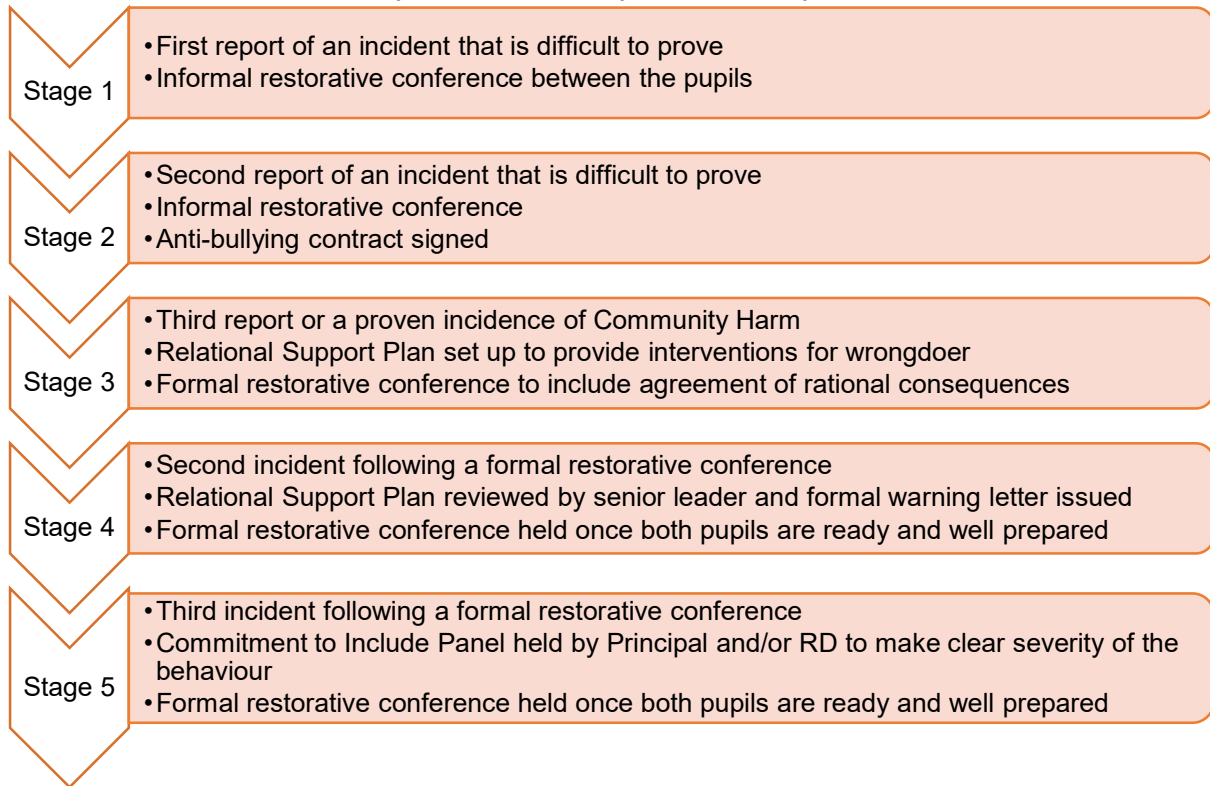
### Responsive processes

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:



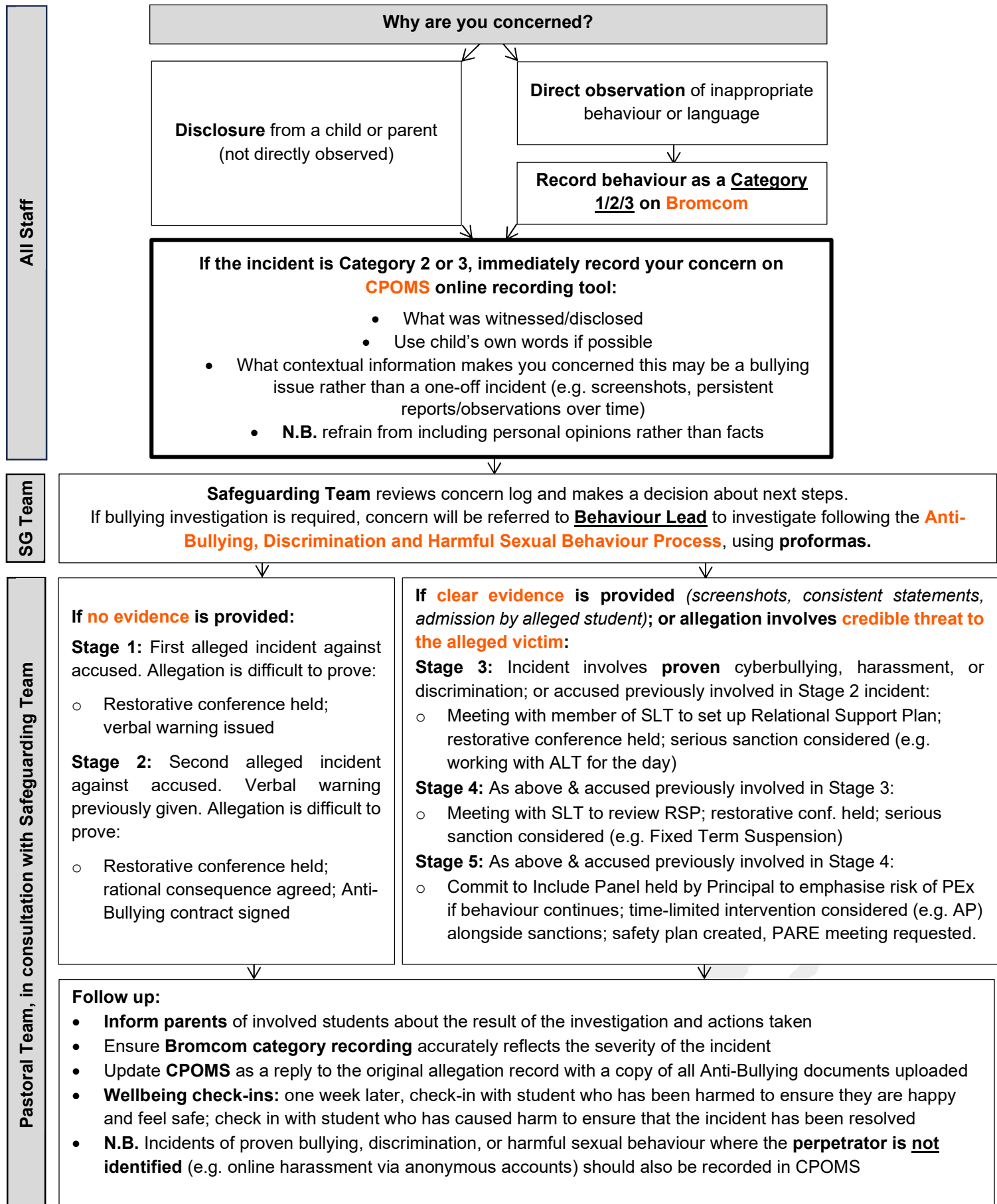
## A graduated response

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 Limeside



### 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
- 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 Limeside, 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.

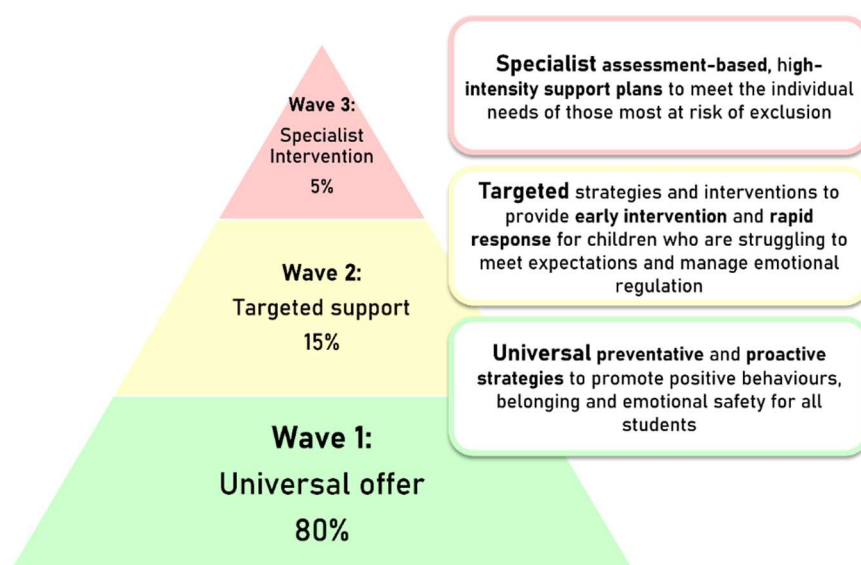
### Listening to the child: Our mechanisms for pupil voice

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

## Early intervention and intensifying support: Our graduated Academy offer

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



Wave 1 Universal Offer: Quality First Teaching	Wave 2 Targeted Support: Early intervention	Wave 3 Specialist Provision: Bespoke planning
<p><b>What happens at this stage?</b> Class/subject teachers should use the below checklists to address any concerns they have, using the Assess, Plan, Do, Review framework.</p> <p>If there are no visible improvements from strategies implemented in the classroom, an <b>Initial Concerns Form</b> must be completed and sent to Pastoral Team</p> <p><b>Involved professionals:</b> Class teacher, Phase Leads and LSA</p>	<p><b>What happens at this stage?</b> If there is no improvement following consultation and advice from Pastoral Team to teacher, a structured planning conversation will take place between the class teacher and the child's family where one or more of the targeted support interventions will be agreed to support the pupil.</p> <p><b>Involved professionals:</b> As previous, with Pastoral Team and family</p>	<p><b>What happens at this stage?</b> If there are no further improvements following agreed targeted support at Wave 2, then specialists may be commissioned as part of a Team around the Child for enhanced support and intervention.</p> <p><b>Involved professionals:</b> As previous, with external professionals where appropriate (CAMHs, TOG Mind, Outreach team etc)</p>
<ul style="list-style-type: none"> <li>• Explicit teaching of school expectations (Be Kind, Be Safe, Be Ready to Learn)</li> <li>• Repair and reflect <a href="#">boards</a></li> <li>• Restorative circles</li> <li>• Rewards (certificates in assembly, dojos)</li> <li>• Consistent use of the behaviour escalation ladder</li> <li>• Class charters</li> <li>• Meet and greet and threshold in the morning and after every break <a href="#">time</a></li> <li>• Legendary Lineup, Wonderful Walking and The <a href="#">Limeside Way</a></li> <li>• Calm corner in every classroom</li> <li>• Houses at lunchtime for Key Stage 2 - direct teaching of social skills and games</li> <li>• 'Adults around me' discussed at the beginning of every term.</li> <li>• PSHE lessons and Wellbeing week</li> <li>• Progression in vocabulary so children have the vocabulary to talk about their <a href="#">feelings</a></li> <li>• Staff trained in <a href="#">ACEs</a></li> <li>• Staff trained in Suicide Prevention</li> <li>• Therapeutic classrooms research-based practice</li> <li>• Extra-curricular clubs <a href="#">offer</a></li> <li>• Student leadership (including wellbeing champions)</li> <li>• Staff mental health first aiders</li> </ul>	<ul style="list-style-type: none"> <li>• ELSA</li> <li>• Small group interventions (including social stories)</li> <li>• Wizard Workshop passes for those children who need it</li> <li>• Wizard Workshop lunch times</li> <li>• Fidget <a href="#">toys</a></li> <li>• 1:1 meet and greet</li> <li>• Wizard Workshop morning work</li> <li>• Visits to see Marnie the <a href="#">rabbit</a></li> <li>• Personalised timetable adaptations</li> <li>• Home/school communication books</li> <li>• Short version of care and support plan created and shared with parents (RAG rating)</li> <li>• Named adult for check ins and <a href="#">mentoring</a></li> <li>• Breakfast Club</li> <li>• <a href="#">Timetabled teacher</a> talk' time</li> <li>• Emotional Literacy interventions</li> <li>• Worry poster with QR code</li> </ul>	<ul style="list-style-type: none"> <li>• CAMHs input</li> <li>• Refer parents to TOG Mind/ Families in Mind</li> <li>• SEMH Outreach team referral</li> <li>• Referral to SEMH Counsellor on site</li> <li>• Full care and support plan created in co-production with parents.</li> <li>• Early Help</li> </ul>

### The pastoral graduated response pathway

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

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

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

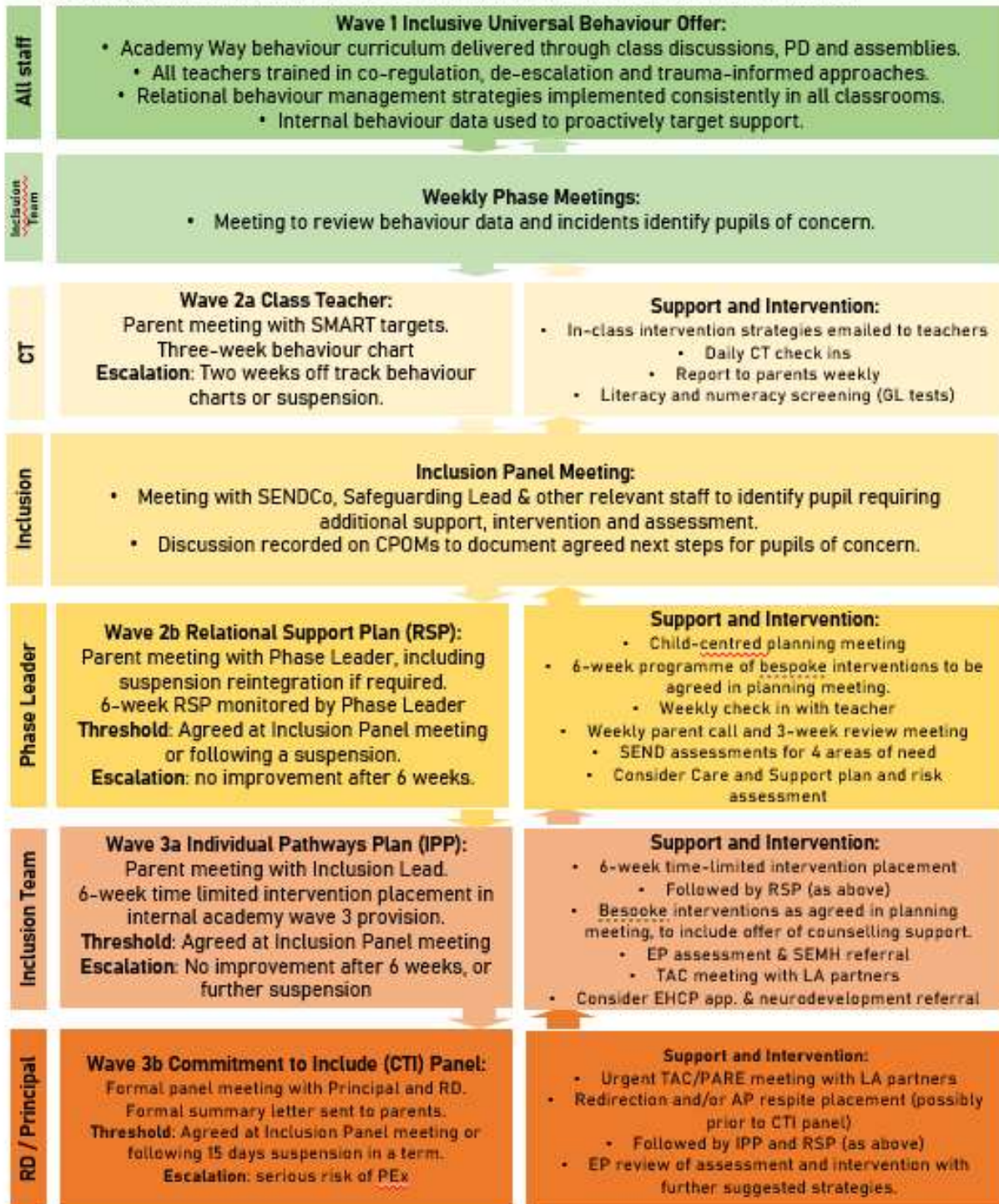
We carefully track and monitor the progress of pupils to ensure our response is impactful.

# Oasis Academy Limeside Pastoral Graduated Response Pathway



**Rationale:**

- At Oasis Academy Limeside, 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 to ensure our response is impactful.



## Team around the Child: How we work together

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

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

At Oasis Academy Limeside, we use solutions-focused approaches to amplify the voices of families and ensure co-production.

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

At Oasis Academy Limeside, 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	<ul style="list-style-type: none"> <li>Attended by whole inclusion team (SENDCo, DSL, SEMH Practitioner and at least one member of SLT)</li> <li>Children discussed on a case by case basis.</li> <li>Strategies to reduce the risk of suspension agreed upon and shared with all key adults in school.</li> </ul>

The Oasis Way Pre-suspension checklist	Whenever considering a suspension	<ul style="list-style-type: none"> <li>Guidance on a range of strategies that should be tried before suspension is considered</li> </ul> <p>Supports reflective practice and solutions-finding to provide alternatives to suspension</p>
LA Pupils at Risk of Exclusion (PARE) Meetings	School will request when necessary	<ul style="list-style-type: none"> <li>Meeting with the LA Inclusion team, plus other professionals involved with the child such as SEND team, social workers, Early Help.</li> <li>Solution-focused approach to identify strategies to reduce the risk of suspension or exclusion for a child of concern</li> <li>Progress reviews to track impact over time and offer new solutions for ongoing children of concern</li> </ul>

### Restorative reintegration processes

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

Before the suspension ends:

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

After the suspension ends:

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

### Part time timetables

In line with DfE Suspensions and Permanent Exclusions guidance, we recognise that part-time timetables “should not be used to manage a pupil’s behaviour and must only be in place for the shortest time necessary.” However, in exceptional circumstances, part-time timetables

can be helpful to secure inclusion for particularly vulnerable learners. In our academy, we use part-timetables for the following reasons:

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

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

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

### 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. In Oldham, we do not use managed moves for Primary age children, but we do use alternative provision, which we select on a case by case basis to support children's individual needs.

### 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.