



The Oasis Skinner Street Academy Way

Localised Plan for Inclusive Behaviour

2025/2026

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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

At Oasis Skinner Street we believe that it is every pupil's entitlement to an outstanding education. We expect all our teachers to strive to be outstanding.

We are committed to the Oasis Charter and the values and beliefs expressed, its ethos and outcomes:

- We are motivated by the life, message and example of Jesus Christ
- Learning, achievement, personal fulfilment and good citizenship are at the heart of all that we do
- We serve our children, young people, families and local communities with love, optimism, enthusiasm and integrity.

At Oasis Skinner Street we aspire to the following in all of our educational work:

- That every person matters and we value everyone
- We have a passion for learning and we want everyone to achieve their full, God-given potential
- We are committed to community development and will help to increase community cohesion, locally, nationally and globally.

The Academy's mission is to create an environment where students thrive. At the heart of everything we do are our five values:

- A passion to include everyone
- A desire to treat everyone equally
- A commitment to healthy open relationship
- A deep sense of hope, that things can change and be transformed
- A sense of perseverance to keep going for the long haul

These values are encapsulated within our Academy mission statement:

“Inspire, Challenge, Achieve”

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"> Inspire: we <u>take care to lay out and tidy away our workspace and new page with pride</u> – we are honest. Challenge: we <u>respect others' right to learn</u> by entering and exiting lessons <u>silently</u> – we are patient. Achieve: we <u>arrive on time to lessons, begin work immediately and resist distractions</u> – we are joyful. 	<ol style="list-style-type: none"> Inspire : we stand on the <u>threshold to own our classroom and corridors</u> – we are joyful. Challenge: we <u>greet all pupils warmly</u>; every lesson is a <u>fresh start</u> – we are forgiving. Achieve: we maintain <u>high expectations</u> and hold the line for a <u>silent start / dismissal</u> – we are self-controlled.
Active listening routines	<ol style="list-style-type: none"> Inspire: we <u>sit up straight to show our engagement</u> – we are self-controlled. Challenge: we <u>track the speaker and respect the one voice that has the floor</u> – we are considerate. Achieve: we <u>listen carefully to what is being taught so we can learn to the best of our ability</u> – we are humble. 	<ol style="list-style-type: none"> Inspire: we <u>carefully plan our expositions, instructions and questioning</u> so learning is accessible – we are considerate. Challenge: we <u>check for understanding and provide wait time to remove learning barriers for pupils</u> – we are compassionate. Achieve: we <u>hold out for 100% before speaking to ensure all pupils are ready to learn</u> – we are hopeful.
'You do' learning routines	<ol style="list-style-type: none"> Inspire: we demonstrate our understanding to the <u>best of our</u> 	<ol style="list-style-type: none"> Inspire: we <u>carefully plan independent tasks so that success</u>

	<p><i>ability</i>, even when tasks are challenging – we are hopeful.</p> <p>2. Challenge: we <u>remain silent</u> during independent practice to support our peers in their learning – we are compassionate.</p> <p>3. Achieve: we begin independent tasks <u>immediately</u> and <u>use time effectively</u> to demonstrate our learning – we are self-controlled</p>	<p><i>criteria</i> are clear and <u>scaffolds</u> are accessible – we are considerate.</p> <p>2. Challenge: we <u>circulate intentionally</u> to <u>check for understanding</u> and provide <u>targeted feedback</u> – we are patient.</p> <p>3. Achieve: we maintain <u>high expectations</u> and hold the line for <u>silent independent practice</u> – we are humble.</p>
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What great looks like in the corridor

Focus area	Pupil focus	Staff focus
Safe transitions	<p>1. Inspire: we listen to instructions from our teachers and greet others with a smile – we are joyful.</p> <p>2. Challenge: we hold the doors open for others, keep our belongings in our lockers and remain silent.</p> <p>3. Achieve: we walk silently on the left in single file,</p>	<p>1. Inspire: we stand at the front of our line and make sure children follow sensibly in single file.</p> <p>2. Challenge: we use our manners and hold doors open for those behind us.</p> <p>3. Achieve: we maintain high expectations and hold the line for silent walking.</p>
Inclusive outdoor spaces	<p>1. Inspire: we tell an adult when we see something that needs to be brought to their attention and stop playing when our adults tell us to – we are self-controlled.</p> <p>2. Challenge: we take care of the equipment, throw our rubbish in the bins and play with children who look lonely – we are considerate.</p> <p>3. Achieve: we use kind hands and feet and take others to first aid if they are hurt.</p>	<p>1. Inspire: we stand around the playground wearing our high vis– we are joyful.</p> <p>2. Challenge: we <u>greet</u> all pupils <u>warmly</u> and play actively with pupils.</p> <p>3. Achieve: we maintain <u>high expectations</u> and are vigilant of all areas.</p>
Dining routines	<p>1. Inspire: we take our tray when needed and line up quietly waiting to be served – we are patient.</p> <p>2. Challenge: we will use our manners and show gratitude for the food we</p>	<p>1. Inspire: we welcome children to the dining room and are at the front of the line ready to help children with their dinners.</p>

	<p>are eating – we are considerate. We try new foods.</p> <p>3. Achieve: we walk into the dining room, line up and eat quietly – we are considerate.</p>	<p>2. Challenge: we greet children warmly with a smile – we are joyful.</p> <p>3. Achieve: we wear our aprons and help the children to empty their trays correctly.</p>
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What great looks like in how we communicate

Focus area	Pupil focus	Staff focus
Engaged learners	<p>1. Inspire: We are sitting up right showing our teacher that we are ready to learn. We are joyful.</p> <p>2. Challenge: We listen to instructions from our teachers and complete what we are asked to do. We are self-controlled.</p> <p>3. Achieve: We make sure that our workspaces are tidy and chairs are tucked under our tables. We are Considerate.</p>	<p>1. Inspire: We will be sure to have materials and resources ready to boost engagement and support for students.</p> <p>2. Challenge: We will communicate with students to ensure students are ready to learn and there are no issues at hand, we will understand and work towards resolving any complications. – We are considerate.</p> <p>3. Achieve: We will ensure the classroom environment is appropriate for learning and supports engagement.</p>
A caring community	<p>1. Inspire: we make sure that we create an environment that everyone feels like they can speak in confidence. We are hopeful.</p> <p>2. Challenge: We listen to everyone's opinion and thoughts as everyone has a voice. We are compassionate.</p> <p>3. Achieve: We don't use anything that has been said in lesson against anyone in anyway. We are considerate</p>	<p>1. Inspire: We greet our coworkers and children in the morning and ensure we are ready for the day.</p> <p>2. Challenge: We treat our coworkers with respect, we talk positively with our students, we show genuine care and interest in our students.</p> <p>3. Achieve: We ensure we are not using negative approaches in order to ensure positive student-teacher relationships.</p>
Repairing conflict	<p>1. Inspire: We calm down and have the intention to talk through conflict at an appropriate time and own up to our mistakes.</p>	<p>4. Inspire: We provide time for students to make amends and prepare using timely reminders.</p> <p>5. Challenge: We create a safe, forgiving environment where students</p>













	<p>2. Challenge: We start every lesson/day with a fresh start and try our best putting aside conflict from previous lessons/day. – We are forgiving.</p> <p>3. Achieve: We will use constructive language when discussing our needs and feelings. We are hopeful.</p>	<p>are given second chances. We provide affirmations and second chances.</p> <p>6. Achieve: We use positive and constructive language to create a safe environment for students. We promote access to trusted adults. – We are hopeful.</p>
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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 class	 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 Skinner Street 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.

Skinner Street 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>
Celebration Assembly	<i>Every week in celebration assembly, we recognise 4 members of each class; writer of the week, maths star of the week, star of the week, This recognises their achievements, allows them to feel pride as well as the pride of others and positively promotes the 'habits' and ethos/culture of the academy.</i>
End of the week positive point awards	Each week the top earner of positive points receives a special 'well done!' from the Principal.
End of year house point rewards.	At the end of the year, each pupil has the opportunity to spend their positive points on great experiences such as bowling, tie dye, baking and a café visit.

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

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
Zones of Regulation	<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</i>

	<i>about the child's regulatory capacity and support requirements for the day.</i>
Regulation stations	<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>
Trusted Adult	Every child has a trusted adult that they can speak to when feeling dysregulated
Time out of class	We recognise that children may need a short break out of class to regulate themselves. Children can ask for a time out and sit just outside class, supervised and supported if necessary by an adult until they are regulated enough to return to their learning

Responsive regulation: Wave 2 relational de-escalation strategies

At Oasis Academy Skinner Street, 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 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 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 Skinner Street, 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 Skinner Street we recognise the importance of building a full picture of the child's story, context, strengths and needs before planning to respond. We use the following child-centred planning tools to build knowledge and understanding of the child:

Knowing the Child tools	Rationale
Interactive Factors Framework (IFF)	<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>
PATH (Planning Alternative Tomorrows with Hope)	<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>
MAPS (Map Action Planning System)	<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 Skinner Street, 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 Skinner Street staff are trained to use reasonable force through de-escalation and positive handling training through Team Teach. A toolkit of holistic strategies on de-escalation and crisis intervention, both verbal and non-verbal for supporting and reducing instances of disruptive and distressed behaviours.

Recording: We always ensure that any use of reasonable force is recorded on CPOMs and the bound and numbered book.

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

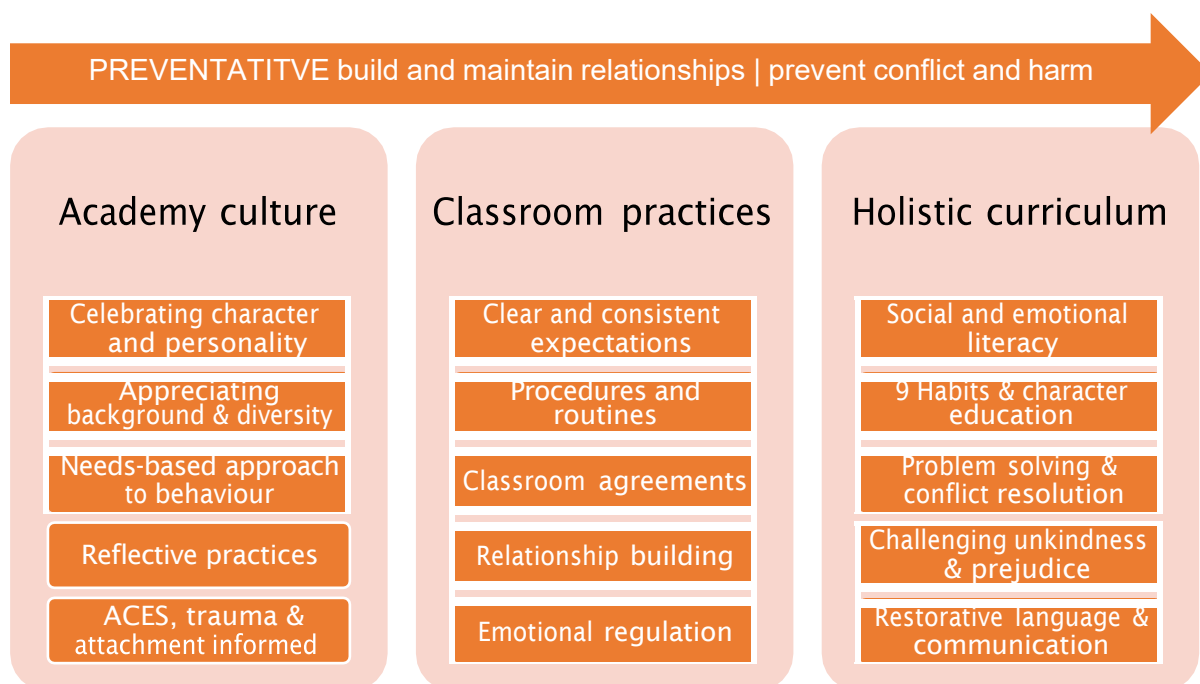
Communication: We communicate with the family by a member of staff speaking to the family at the end of the day to explain what has happened and what reasonable force was used and why it was necessary.

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 discussing what happened and thinking together about how to change the provision to avoid it happening again.

Lever 3: How we repair harm

Building a restorative culture: Teaching restorative values and skills

At Oasis Academy Skinner Street we recognise that building a restorative school begins with culture. For this reason, we implement a range of preventative restorative practices to support pupils and staff to build and maintain relationships as the foundation on which restorative repairs can take place and happy, productive connections can be sustained.



In particular, we ensure that we explicitly teach our pupils restorative skills through our holistic curriculum:

Holistic curriculum	What we teach
Social and emotional literacy	We teach social and emotional literacy by exploring emotions and supporting pupils to recognise these within themselves and others, as well as how to respond to them. We teach this explicitly through PSHE and PD lessons, but it is also embedded throughout our curriculum and through focused interventions where needed. Daily check-ins with all pupils are also used to further support the teaching of this.
9 Habits and character education	We teach children about the 9 Habits (<i>compassionate, patient, humble, joyful, honest, hopeful, considerate, forgiving, self-controlled</i>) and character by embedding these within our curriculum, through the Golden Threads, and explicitly teaching these habits within the curriculum, including PD and PSHE lessons, as well as being a focus during Welcome Week. The 9 habits are actively promoted and encouraged through classroom recognition, assemblies and the 9 habits champions.
Problem solving & conflict resolution	We teach problem solving and conflict resolution by listening to everyone's perspective. We model the thought process of what we might be thinking and how others' could be affected. We teach pupils to use the Zones of Regulation and restorative conversation scaffolds to support problem solving and conflict resolution.

Challenging unkindness & prejudice	We teach children to challenge unkindness and prejudice by modelling to children how to be kind, recognising and narrating 'kind' behaviours. Throughout the curriculum, we explore who we are and embrace 'difference' by valuing individuals and celebrating diversity. We develop understanding and acceptance of different cultures and religion through RE lessons and visits, as well as celebrating some key events reflecting the religions within our academy community. We teach pupils to understand prejudice and their role in tackling it by challenging it but also in the way that they treat each other.
Restorative language & communication	We teach restorative language and communication by modelling the language and behaviours that we want pupils (and all members of the academy community) to use. We model and facilitate restorative conversations in response to behaviour needs, supporting pupils to become more independent at using this approach. Well-being champions are trained to promote and model restorative language. This approach to conflict resolution is further reinforced through role-play, scenario discussions and partner talk, particularly in PSHE lessons. Positive language, promoting being our best

At Oasis Academy Skinner Street, we implement a tiered approach to addressing behaviour. Depending on the severity and frequency of their actions, students may face one of three levels of consequence.

Level 1 – Logical consequence at break.

Level 2 – Logical consequence at lunch.

Level 3 – Isolation.

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 Skinner Street, we seek to ensure that every interaction between adults and children in the classroom is relational and restorative in nature. Our approach to managing low level disruption is built on the approach of behaviour development, rather than behaviour management. We know that all pupils will occasionally make mistakes, and we use least to most intrusive strategies to provide ample opportunities for pupils to learn from

their errors and correct their behaviours, before moving towards issuing consequences. This ensures that we are able to maintain high expectations and consistency in classrooms without an overly punitive response.

Our in-class behaviour systems ensure that we maintain high support alongside high challenge for pupils, using positive approaches to build a restorative classroom culture where relationships are sustained, learning is preserved and misbehaviour is kept to a minimum:

In-class systems	What we do	Why we do it (how it builds a restorative culture)
Academy Way expectations	Our classroom practices are underpinned and sustained by our explicit definition, communication and rehearsal of expectations.	
Core routines	<p>Pupils are welcomed at the door every morning.</p> <p>Active Listening routines are shared, practised, and embedded at the beginning of the year and revisited regularly. We call this SLANT.</p> <p>All classrooms have resources to help regulate, which are accessible to all pupils, and pupils are trained how to use these.</p> <p>Provide positive environments where positive framing is used to promote behaviour.</p>	<p>Daily check-ins with all pupils to build positive relationships by showing they are valued, cared for and welcome, as well as an opportunity to see if they need any support.</p> <p>To ensure that everyone feels respected and listened to and an effective, supportive learning environment can be fostered.</p> <p>To enable all children to feel safe, valued and included in their classroom, whilst supporting them to recognise their own emotional needs and provide support to be able to regulate themselves with increasing independence. To promote understanding that feeling emotion is ok and that recognising these is important. It also indicates to others that they are feeling dysregulated so that they can provide further support if needed.</p> <p>To promote positive relationships that are rooted in respectful and positive interactions, which provide safe environments.</p>

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

Level of response	Strategy	Description
Positive framing	Positive prompt	Impersonal verbal and/or visual cues to ask for the behaviour you want to see, referring explicitly to the Academy Way expectations

	Regulatory support	If pupil behaviour indicates emotional dysregulation, proactively use pre-agreed whole-class regulatory strategies or refer to personalised Co-Regulation Plan .
Reminder	Affect(ive statement) and redirect	Use 'I' statements to tell the pupil how you feel and why, remind the pupil of the desired behaviour and redirect them to engage with learning.
Warning	30-second script	A scripted verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and restating your positive, high expectations for their behaviour. The script gives the pupil an opportunity to reset their behaviour and receive positive feedback from you.
Action	Restorative chat and logical consequence	Time Out: On Call supervises the class while the teacher steps outside to repeat the 30 second script with the pupil. A Restorative Chat is conducted at the end of the lesson or at the next break. Triage: If the pupil's behaviours are unsafe or the pupil is not in the right frame of mind for a time out, they can instead be referred to another internal space (shadow classroom or triage room). A Restorative Chat is conducted at the next break.

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 Skinner Street, 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

Repairing ruptures: Responsive restorative processes

At Oasis Academy Skinner Street, 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.

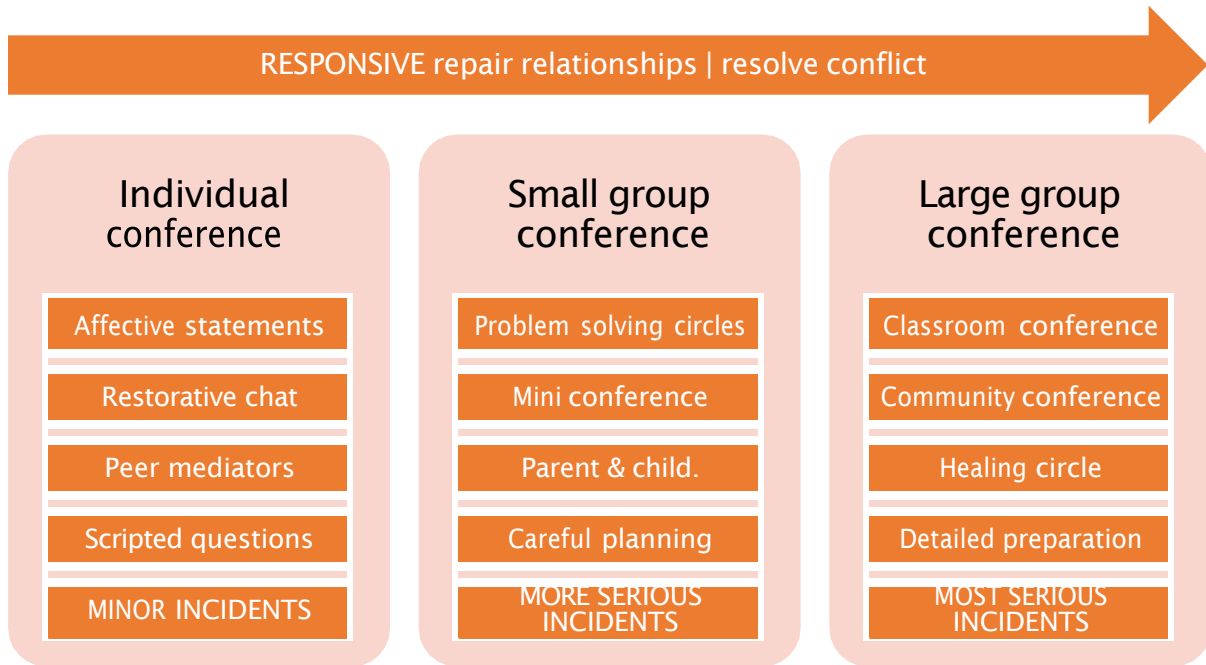
Restorative practices support pupils to shift from shame to guilt in their response to causing harm. Instead of ignoring or covering up bad feelings and ruptures in connection, Restorative practices hold us to account and require us to lean in and take action to restore connection.

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:

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?

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

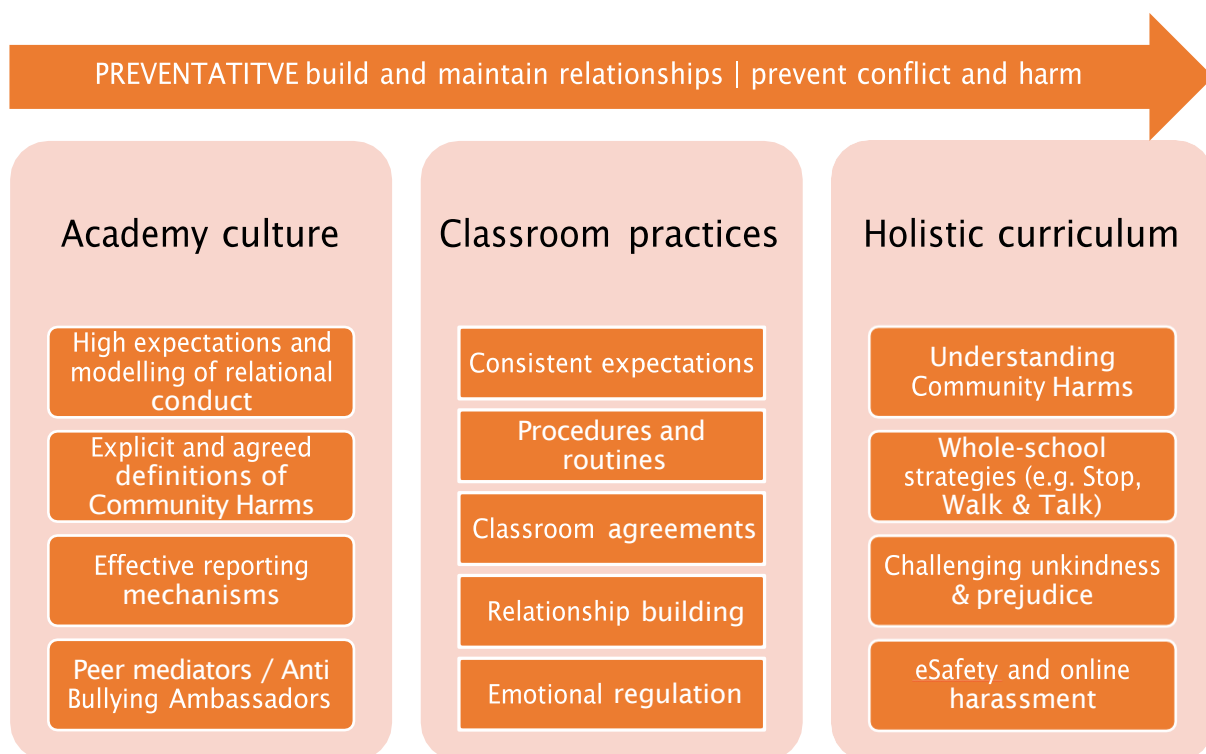
At Oasis Academy Skinner Street, we aspire to create a relational culture in which every pupil has a sense of emotional safety as part of a welcoming and inclusive community where everyone matters and there are no outsiders.

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	<ul style="list-style-type: none"> • Expectations clearly outlined and shared with all stakeholders. These expectations are a focus at the beginning of the year and at the beginning of every term, as well as being further embedded by constantly revisiting throughout the year. • Relational conduct is modelled by all staff explicitly and pupils are supported to develop their own relational conduct through staff scaffolding and conversation scripting. • Focus is on a 'behaviour development' approach where children are supported to develop internal behavioural responses that are controlled by them (with increasing independence). • Positive environments are established where positive behaviours are focused upon, recognised and rewarded. <p>Expectations and relational conduct are related to the Oasis 9 Habits, which underpin our ethos and are further explored through the PD curriculum.</p>
Effective reporting mechanisms	<ul style="list-style-type: none"> • Accessed and stored in TEAMS – OASS staff channel • Red behaviours logged by staff on BromCom. • Weekly behaviour reports from BROMCOM analysed and logged by behaviour lead. • Names of pupils with 3 Red behaviours in a term referred to ALT and parents meeting arranged. • Coregulation plan developed to identify triggers and ways to support needs. • WAVE 1&2 – Timeline of incidents and support – OASS (tracking document made accessible to all relevant staff working with the child) • WAVE 1 – Weekly report (class teacher) and review meetings document – parents and class teachers involved.

	<ul style="list-style-type: none"> • WAVE 2a – ‘Class Teacher report set up meeting’ form – pupil, parents and class teacher involved. • WAVE 2 – ‘Class Teacher/Phase Leader meeting review’ form – pupil, parents, class teacher/phase leader involved • WAVE 2 – 3-weekly report (Phase Leader) – pupil, parents, class teacher and phase leader involved • WAVE 2b – Relational support plan (RSP) • WAVE 2b – Relational Support Plan – Week Report Tracker • WAVE 3a – Individual Pathways Plan (IPP) • WAVE 3b – Commitment to Include Panel (reintegration meeting report) • WAVE 3b – Timeline of incidents and support <p>When a pattern of continuous behaviour change has occurred, a One Note document is used for all staff working with them to monitor behaviour and triggers.</p>
Well-being champions (Peer mediators / anti-bullying ambassadors)	<ul style="list-style-type: none"> • Pupils apply for this position at the beginning of every academic year and are selected through this process • They receive regular training from the PSHE lead to support peers on the playground and around the academy <p>They have regular meetings to discuss any issues and collect ‘pupil voice’</p>

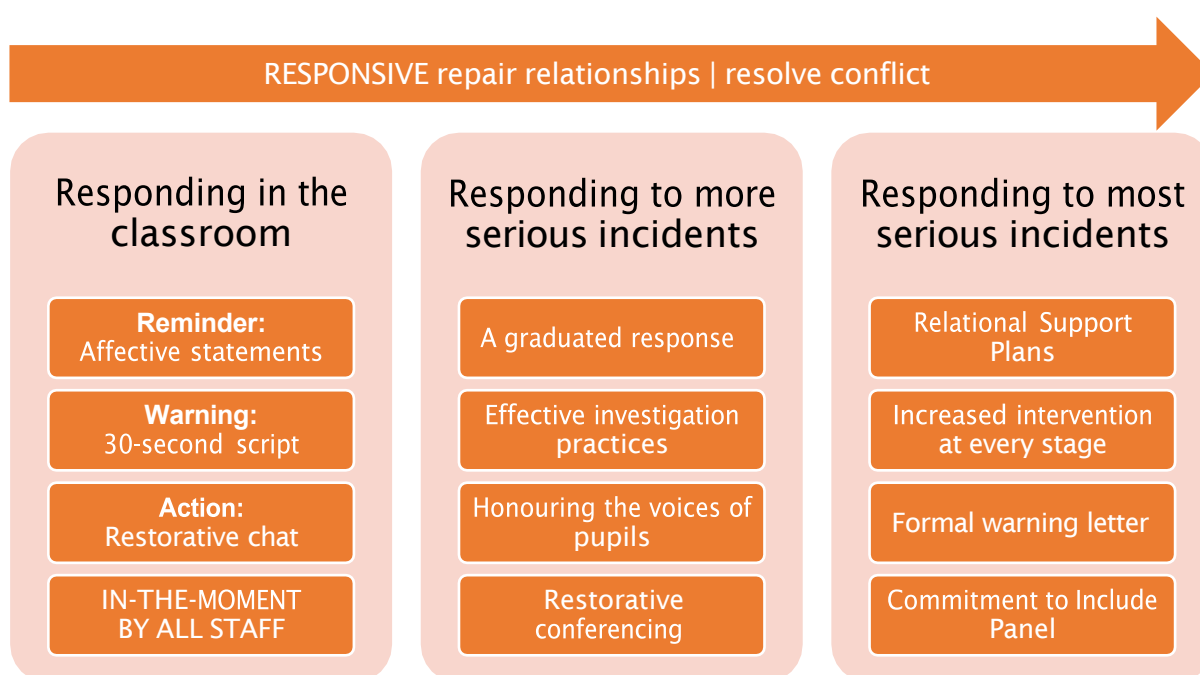
Holistic curriculum:

Strategy	How we do it
Understanding community harms	<ul style="list-style-type: none"> • A shared definition and understanding of ‘community harms’ and how these impact our academy community • Annual safeguarding training and updates throughout the year focus on the local area to develop understanding and awareness. • Staff model 9 habits in action fostering respect, compassion and a sense of community. • Citizenship and British Values are embedded within the curriculum and explicitly taught in PSHE lesson
Whole-school strategies	<ul style="list-style-type: none"> • Annual safeguarding training and weekly ‘safeguarding update’ focus in PDMs • Assemblies (PD and specific to areas of need identified) • Making links with local police to deliver talks and assemblies throughout the year relevant to our local community.

Challenging unkindness and prejudice	<ul style="list-style-type: none"> We have a fully inclusive 'family' ethos within our academy and ensure that pupils and families know that they are part of the OASS family We celebrate our whole community and 'showcase' this through visitors and trips, as well as encouraging children to be active members of their own community Well-being champions are trained to support children to be kind to one another <p>All incidents involving prejudiced behaviour are logged and follow-up actions identified</p>
e-Safety and online harassment	<ul style="list-style-type: none"> E-safety is embedded within the curriculum and taught explicitly through the computing curriculum <p>Parent advice/emails are sent out to raise awareness of current issues and to offer tips or support.</p>

Responsive processes

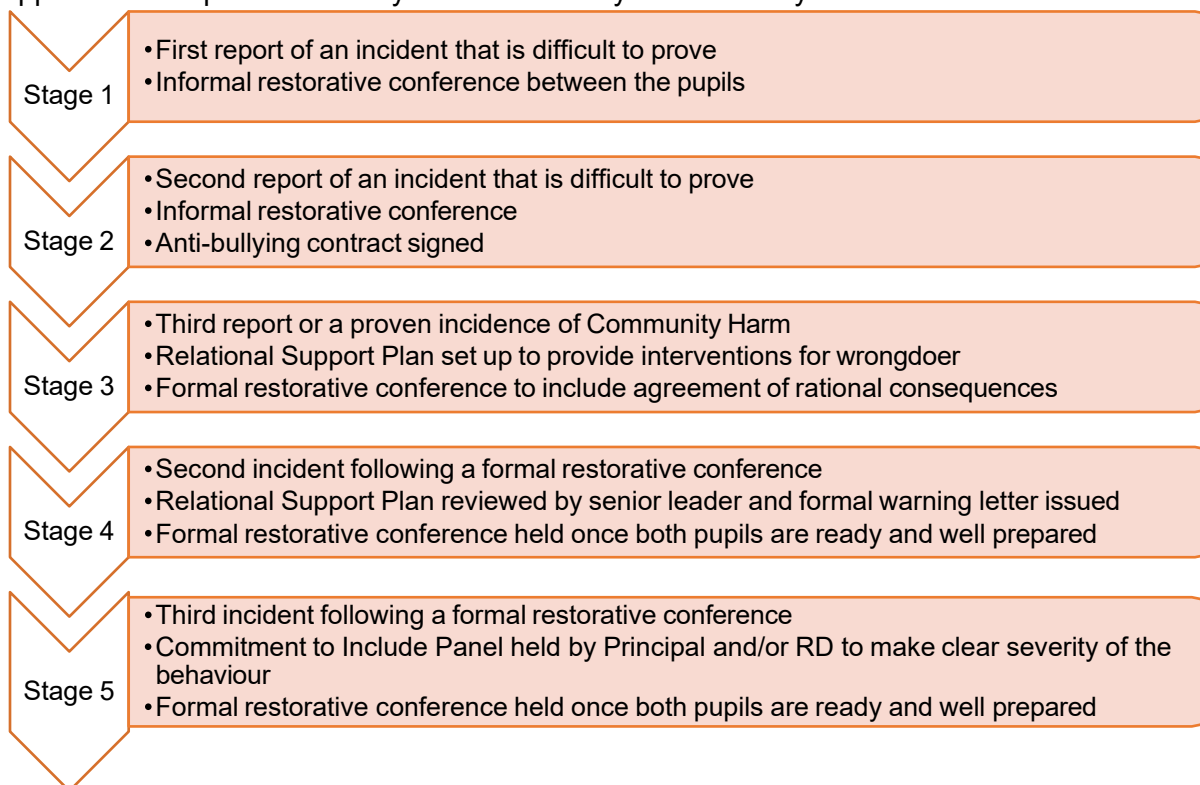
When Community Harms occur, we have robust practices to ensure that all affected parties feel supported to resolve the incident and repair the harm caused:



A graduated response

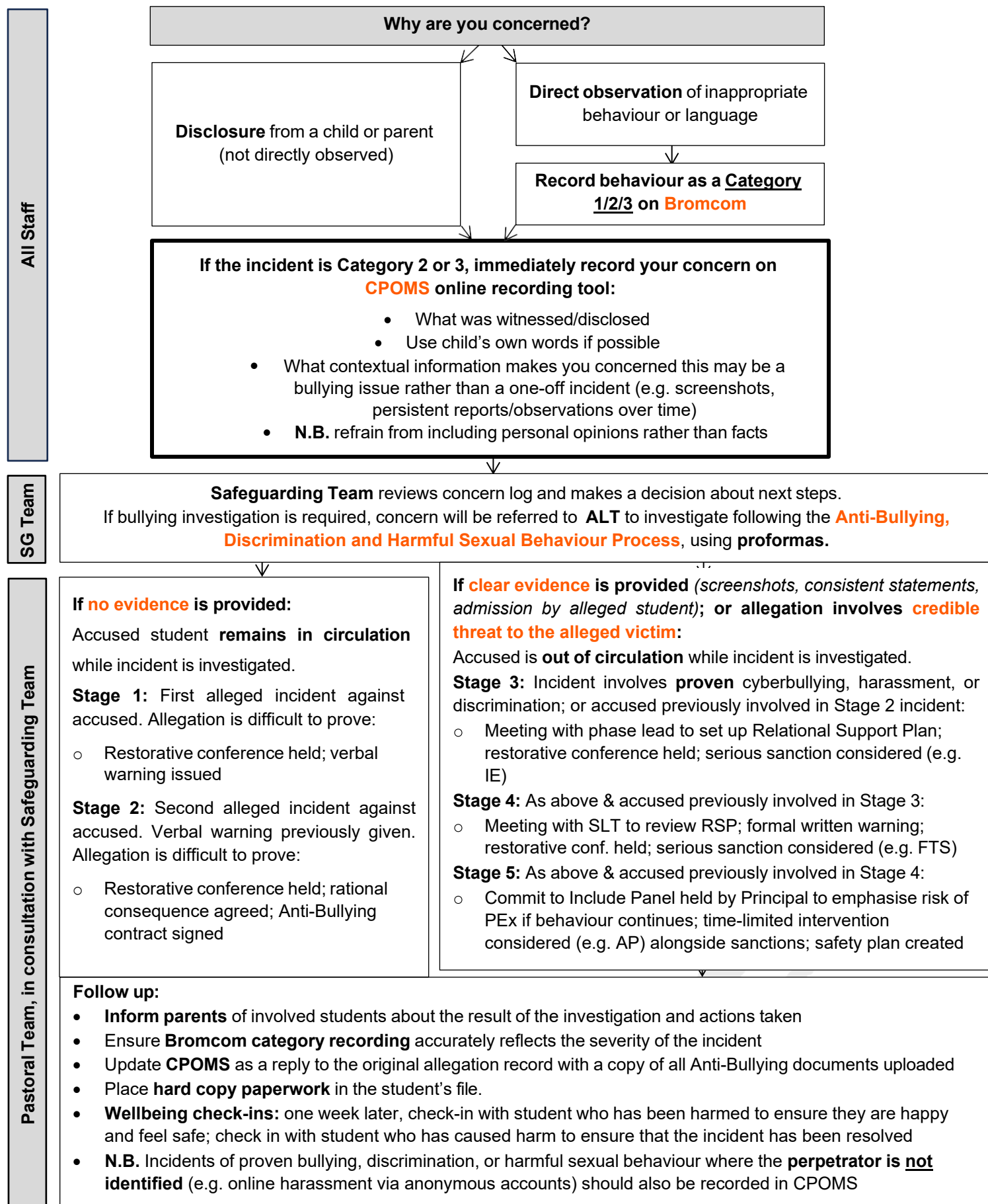
Responding appropriately to community harms, begins with responding in the classroom using our relational classroom scripts. For more serious incidents, we use a 5-stage

approach to respond effectively and restoratively to community harms:



Effective investigation practices

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



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 Skinner Street, 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
Reflective questions in staff briefing	<ul style="list-style-type: none"> To provide an explicit time for reflection and encouraging this reflection to further develop practice To foster a sense of 'team' working on developments together <p>To provide an opportunity to gather 'staff voice' and an insight into staff thinking and to help inform next steps/support</p>	<ul style="list-style-type: none"> Discussions with staff in briefing. Brainstorm different responses to a scenario. Highlight best practise.
Solution circles	<ul style="list-style-type: none"> To provide a further support network where staff can discuss particular issues or pupils to gain additional ideas or solutions To ensure that staff feel part of a supportive team <p>To keep a positive/pro-active focus on 'solution-based' approaches</p>	<ul style="list-style-type: none"> Offered termly for staff to attend if useful/required A group of staff (any who would like to attend) meet and share a problem that they would like support with/advice on The person sharing the issue/problem talks about it for 2 minutes, without interruption, giving as much detail as possible The other members of the solution circle ask questions and give advice or suggestions for the person sharing to try
Coaching	<ul style="list-style-type: none"> To support on-going professional development To ensure regular opportunities for teachers to 	<ul style="list-style-type: none"> Staff (apart from ECTs) are paired with another colleague for coaching – this usually changes 3 times per year

	<p>reflect on their practice with the support of a colleague</p> <p>To promote a supportive 'learning' partnership where teachers can share good practice</p>	<ul style="list-style-type: none"> Coaching pairs visit each others lesson and feedback bi-weekly (alternate weeks) Small-step targets are identified and agreed, which are the focus of coaching sessions <p>ECTs have weekly coaching with their mentor</p>
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Listening to the child: Our mechanisms for pupil voice

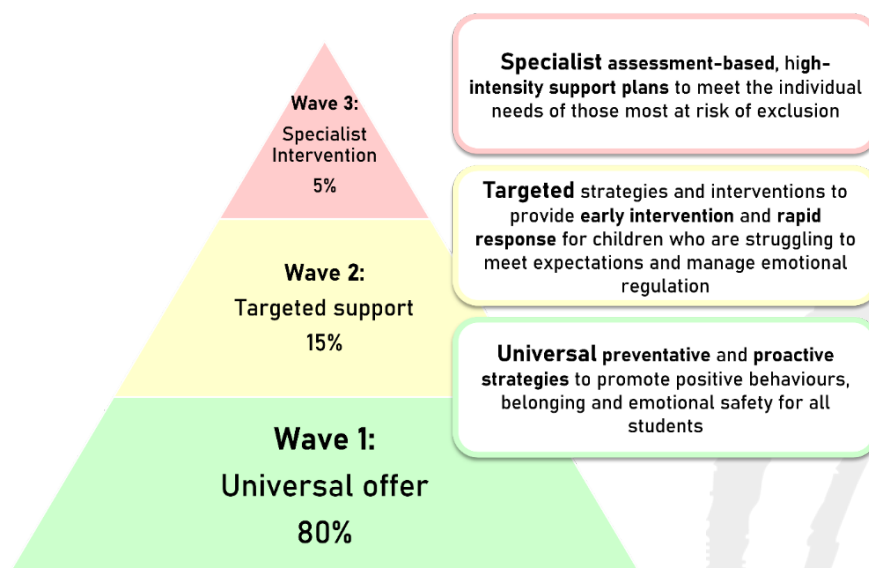
We recognise the importance of listening to the child to ensure that our pupils have a genuine voice and feel an active and valued part of the academy community. In our academy, we use the following mechanisms for gathering pupil voice:

Mechanism	When we do it	How we do it	How we follow up
<i>Digital Wellbeing Survey</i>	Autumn Term 1 annually	Rolled out from Oasis National – Link shared on Showbie	Analysis sent out to staff and target children identified. Interventions planned and delivered if appropriate.
<i>Subject leadership pupil voice panels</i>	3 times per year – Autumn, Spring and Summer	Subject leaders talk to a sample of children from across the academy	Informs subject development Developments shared with pupils based on their views
<i>Learning meetings</i>	2-3 times a year (although this is also done during learning walks when ALT/subject leaders discuss learning with pupils) Monitoring (MET) visits	ALT talk to a sample of children from across the academy	Informs academy development Feedback provided to staff to support further developments in teaching and learning Coaching tailored, as appropriate, to focus on whole academy development
<i>Mini SLT (Y6), Eco-council, Well-being champions</i>	Monthly meetings	Pupils meet with their teams once a month, prior to this they have opportunities to talk to their class about their area to gather their	Informs team/academy development

		ideas/thoughts to feedback. Teams discuss things that are going well and things that they would like to develop further.	
<i>Restorative incident accounts</i>	To ensure all voices are heard To recognise the 'harm' caused to the 'victim and hold 'wrong-doers' to account in a supportive way To focus on repairing harm and developing positive behaviour change	Non-judgemental/open-minded conversations where everyone feels safe to be honest, without fear of shame. Scripts are used to guide conversations eg: What happened? What were you thinking or feeling? What do you think or feel about it now? Who has been affected? What are you thinking or feeling now? What needs to happen to make it right? Next time I could...	All restorative incidents are followed up and actions agreed as necessary. Logical consequences are carried out and explicit explanations are provided to support positive behaviour development Used to track patterns to support early intervention and pro-active response to behaviours (to minimise escalation)

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 Skinner Street, our vision is that all children have strong, trusting relationships with adults and feel 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.	<ul style="list-style-type: none"> • Staff training/staff voice • Personal development lessons promote diversity, equity and inclusion. • Pupil voice gathered and responded to regularly to ensure pupils feel heard • A range of pupil leadership opportunities, including well-being champions and mini SLT (Y6) • Regular opportunities to celebrate student and community success • A range of extra-curricular opportunities, trips and visits • All students have a range of adults to support them through their time at Marksbury Road and these relationships are promoted throughout the year, including during 'Welcome week' • Pupils are explicitly taught about keeping themselves and our community safe, and are encouraged to be actively involved in promoting this, including mini-police and being aware of 'safe' adults. • Effective communication enabled for on-going evaluation and information sharing
Explicit expectations	At Oasis Academy Skinner Street, we set and sustain clear, consistent and positively framed boundaries 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	<ul style="list-style-type: none"> • <i>The Skinner Street Way explicitly framed and taught with positive school-wide expectations</i> • <i>A clear behaviour for learning policy</i>

	<p>behaviours and fair and logical consequences in response to unwanted behaviour.</p>	<ul style="list-style-type: none"> • <i>A clear behaviour pathway used consistently in classrooms</i> • <i>All staff trained in positive behaviour management strategies – de-escalation and co-regulation techniques</i> • <i>Regular coaching sessions to support key routines and expectations.</i> • <i>Visible displays reinforce positive expectations</i> • <i>Fair and consistent rewards strategy to celebrate pupil success</i> • <i>Clear, fair and consistent graduated escalation process for consequences, including time for restorative conversations, relational consequences and involvement of parents/carers</i>
<p>Developing social and emotional skills</p>	<p>At Oasis Academy Skinner Street, 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>	<ul style="list-style-type: none"> • <i>Academy-wide application of Zones of Regulation</i> • <i>Daily (emotional) check ins for all children with their teacher/key staff</i> • <i>Specialist/designated staff to support key students 1-2-1</i> • <i>Information and training (as required) to all staff to support key students identified</i> • <i>Regulation stations accessible in all classrooms and safe spaces identified throughout the academy to facilitate self-regulation and co-regulation.</i> • <i>Strategies for self-regulation and mindfulness explicitly taught through Personal Development lessons and reinforced through additional support as required.</i>

		<ul style="list-style-type: none"> • <i>Explicit anti-bullying policy</i>
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Our Wave 2 targeted support:

	Our vision	Our offer
Building belonging	<p>At Oasis Academy Skinner Street, our vision is that all children have strong, trusting relationships with adults and feel 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>	<ul style="list-style-type: none"> • <i>Transition groups for targeted pupils</i> • <i>Extended, personalised transition period to support relationship building with staff.</i> • <i>More regular (emotional) check-ins and ‘time to talk’ with teachers/key staff.</i> • <i>Weekly solution circle or support opportunities for staff to access advice.</i> • <i>Key staff with or in close-proximity to targeted pupils throughout the day, including transitions and break times.</i> • <i>Small group sessions eg: breakfast club, social time</i> • <i>Parent/carer involvement to build an up-to-date picture and understanding of the ‘whole child’ and their family to support effectively</i>
Explicit expectations	<p>At Oasis Academy Skinner Street, we set and sustain clear, consistent and positively framed boundaries 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 behaviour.</p>	<ul style="list-style-type: none"> • <i>Social stories to support expectations of pupils in lessons and around the academy.</i> • <i>Personalised plans and 1-2-1 staff working with pupils to support expectations being met eg: seating plan review, support materials, more focused adult support in lessons</i> • <i>Visual prompts around the academy to remind students of the expectations.</i>

		<ul style="list-style-type: none"> • Specialist staff training for key staff • Small group work to further develop understanding of pro-social behaviours and reinforce expectations eg: social time, lunchtime club • Clear consequences for actions including resets, restorative conversations, red behaviours with relational consequences, more regular parental/carer involvement (phone calls) <p>Use of report cards to ALT – regularly reviewed and inclusive of all adults involved</p>
Developing social and emotional skills	<p>At Oasis Academy Skinner Street 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>	<ul style="list-style-type: none"> • Access to ‘time out’ of stressful situations in area to self-regulate. • Small group work to develop social and emotional skills eg: lego therapy, art therapy, speech and language, ELSA, Growing hope, nurture breakfast and lunch club. • Specifically selected job roles for targeted pupils eg: mini-police, play leaders • Focused 1-2-1 or small group support to <u>further</u> reinforce and develop self-regulation strategies, facilitating recognition and understanding of how best to support themselves.

Our Wave 3 specialist interventions:

	Our vision	Our offer
Building belonging	<p>At Oasis Academy Skinner Street, our vision is that all children have strong, trusting relationships with adults and feel belonging as part of the academy community. We ensure that all children have the opportunity to contribute to our academy culture,</p>	<ul style="list-style-type: none"> • Team around the child meetings to set up bespoke (behaviour) support plan and if necessary, risk assessment. • Child-centred planning

	<p>both within the classroom and through wider participatory activities, so that every child who joins us experiences connection, protection, understanding and care.</p>	<ul style="list-style-type: none"> • <i>Referral to external agencies to access advice and more specialist, intensive support/training</i> • <i>Short -term intervention from external agencies (North Star) offering specialist support to help pupils manage behaviour and reduce the risk of suspensions</i> • <i>Behaviour plan created and shared with all staff.</i> <p><i>Key staff to work 1-2-1 with targeted pupils at all times.</i></p>
<p>Explicit expectations</p>	<p>At Oasis Academy Skinner Street, we set and sustain clear, consistent and positively framed boundaries 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 behaviour</p>	<ul style="list-style-type: none"> • <i>Alternative behaviour pathways with adapted behaviour supports and personalised rewards/incentives.</i> • <i>Personalised 'learning plan' created with school, pupil and parent – focusing on small steps to success in achieving targets set. Clear explicit expectations outlined and regular review periods built in. Share with all relevant staff.</i> • <i>Parents/carers communicated with regularly (eg: daily) with updates of progress towards targets, and key staff to facilitate daily reflections with pupil.</i> • <i>Regular specialist staff training for key staff and colleague available for de-brief/support.</i> • <i>Changes to timetable considered when safety is a concern.</i>
<p>Developing social and emotional skills</p>	<p>At Oasis Academy Skinner Street, we develop our children's social and emotional skills through academy-wide use of Zones of Regulation. Children have daily opportunities to</p>	<ul style="list-style-type: none"> • <i>Detailed assessment of child's additional needs (eg: EP, SALT)</i> • <i>All recommendations and interventions from external</i>

	<p>develop skills in recognising their own emotions and the emotions of others, and we use regulation stations along with a range of strategies to teach children how to develop the self-regulatory skills required to be successful in the classroom. All children understand the upstairs and downstairs brain, and how to support themselves and each other when they become dysregulated.</p>	<p><i>professionals' assessments implemented consistently by school staff</i></p>
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The pastoral graduated response pathway

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

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

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

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

All staff	<p align="center">Wave 1 Inclusive Universal Behaviour Offer:</p> <ul style="list-style-type: none"> Academy Way behaviour curriculum delivered through form times, PD and assemblies. All teachers trained in co-regulation, de-escalation and trauma-informed approaches. Relational behaviour management strategies implemented consistently in all classrooms. <ul style="list-style-type: none"> Internal behaviour data used to proactively target support. 	
CT/HoY	<p align="center">Weekly Class Teacher / Head of Year Line Management:</p> <ul style="list-style-type: none"> Meeting to review behaviour data and incidents identify pupils of concern. 	
Form Tutor	<p>Wave 1 Form Tutor Report (<i>secondary only</i>): Parent phone call to set up SMART targets. Three-week report to Form Tutor. Threshold: Agreed at HoY line management. Escalation: Two failed reports.</p>	<p>Support and Intervention:</p> <ul style="list-style-type: none"> Daily tutor check ins Home-school communication report Weekly parent phone call Weekly review of progress on targets recorded in TES Provision Map (PM)
CT/ HoY	<p>Wave 2a Class Teacher / Head of Year Report: Parent meeting with SMART targets. Three-week report to CT/HoY. Threshold: Agreed in line management. Escalation: Two failed reports or suspension.</p>	<p>Support and Intervention:</p> <ul style="list-style-type: none"> In-class intervention strategies emailed to teachers Daily CT/HoY check ins (&/or weekly mentoring) <ul style="list-style-type: none"> Weekly parent phone call Weekly review of progress recorded in Insight/PM Literacy and numeracy screening (GL tests)
Inclusion	<p align="center">Weekly Year Group or Key Stage Inclusion Panel Meeting:</p> <ul style="list-style-type: none"> Meeting with CT/HoY, ALT link, SENDCo, Safeguarding Lead & other relevant staff to identify pupil requiring additional support, intervention and assessment. Discussion recorded on Insight/PM to document agreed next steps for pupils of concern. 	
ALT & CT / HoY	<p>Wave 2b Relational Support Plan (RSP): Parent meeting w/ CT/HoY & ALT link, including suspension reintegration if required. 6-week RSP to CT/HoY or Pastoral Lead Threshold: Agreed at Inclusion Panel meeting or following a suspension. Escalation: no improvement after 6 weeks.</p>	<p>Support and Intervention:</p> <ul style="list-style-type: none"> Child-centred planning meeting 6-week programme of bespoke interventions to be agreed in planning meeting. Weekly comms to teachers (inclusion bulletin) Weekly parent call and 3-week review meeting <ul style="list-style-type: none"> SEND assessments for 4 areas of need Weekly mentoring with assigned key adult Consider Co-regulation plan and risk assessment
Inclusion Team	<p>Wave 3a Individual Pathways Plan (IPP): Parent meeting w/ Inclusion Lead. 6-week time limited intervention placement in internal academy wave 3 provision. Acceptable Behaviour Contract signed (KS3+). Threshold: Agreed at Inclusion Panel meeting Escalation: Failed Behaviour Contract</p>	<p>Support and Intervention:</p> <ul style="list-style-type: none"> 6-week time-limited intervention placement <ul style="list-style-type: none"> Followed by RSP (as above) Bespoke interventions as agreed in planning meeting, to include offer of counselling support. <ul style="list-style-type: none"> EP assessment & SEMH referral TAC meeting with LA partners Consider EHCP app. & neurodevelopment referral
RD / Principal	<p>Wave 3b Commitment to Include (CTI) Panel: Formal panel meeting with Principal and RD. Formal summary letter sent to parents. Reintegration meeting following panel with updated Acceptable Behaviour Contract (KS3+). Threshold: Agreed at Inclusion Panel meeting or following 15 days suspension in a term. Escalation: serious risk of PEx</p>	<p>Support and Intervention:</p> <ul style="list-style-type: none"> Urgent TAC meeting with LA partners Redirection and/or AP respite placement (possibly prior to CTI panel) <ul style="list-style-type: none"> Followed by IPP and RSP (as above) EP review of assessment and intervention with further suggested strategies.

Team around the Child: How we work together

At Oasis Academy Skinner Street, 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

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

Approach	Description
E.g. 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.
E.g. 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 Skinner Street, 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
Regional inclusion panels	Half-termly	<ul style="list-style-type: none"> • Online meetings for each cluster led by National Lead Practitioners for Behaviour and Pastoral Care • Case-study approach applying solutions-focused techniques to identify strategies to reduce the risk of suspension or exclusion for a child of concern • Progress reviews to track impact over time and offer new solutions for ongoing children of concern
The Oasis Way Pre-suspension checklist	Whenever considering a suspension	<ul style="list-style-type: none"> • Guidance on a range of strategies that should be tried before suspension is considered • Supports reflective practice and solutions-finding to provide alternatives to suspension

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 children have started school in reception and need a graduated start to school (before they are 5).
- Where children are awaiting specialist /alternative placements (as part of the EHCP process) and are not able to access the classroom (in agreement with parents with parents) and therefore need to build up a stamina for learning.
- Where children need a period of time to re-intergrade into school following suspensions in order for the school to make further reasonable adjustment's to support a child’s learning.
- Where children are showing EBSA (emotional- based school avoidance) and need further time at home in order to feel settled enough to come into school.

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.
Relational support at the start of the day	Children start the day with a meeting about their return to school with them, their parent and the classroom teacher. Targets are set for the child, so they have clear boundaries of what to achieve in the day and coming week. The child has sometime with their class teacher before going back into the classroom.
Supported restorative conversations	Restorative conversations happen during this first meeting. The child may (where appropriate) be supported to have a restorative conversation with the child/staff member where the difficulty took place.
Clear timetable	A timetable will be set and agreed for the day which outlines the tasks expected. This may be drop down timetable if needed and is focused on re-building relationships.
End of the Day Feedback	Parents are fed back to at the end of the day about how the day went. Parents are given a chance to give input on how provisions should look moving forward beyond this first day.

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

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.