



The Oasis Parkwood Academy Way

Localised Plan for Inclusive Behaviour

Lead for whole school behaviour:

Leighton Stroud (Senior Pastoral Co-ordinator)

TABLE OF CONTENTS

The Academy Way Intent.....	3
Lever 1: How we build relationships	4
Building belonging: Our academy vision and approach	4
Setting and sustaining boundaries in academy culture: What great looks like	5
What great looks like.....	7
What great looks like in the classroom	7
What great looks like in the corridor.....	9
What great looks like in how we communicate.....	10
A comprehensive communication plan.....	11
Resetting academy culture	16
[Oasis Academy Parkwood Academy Way Communication plan	18
Positive framing and celebrating success: Relational rewards	20
[Oasis Parkwood] Academy Way Rewards offer.....	20
Lever 2: How we regulate and respond.....	23
Responsive regulation: Relational de-escalation strategies.....	23
Managing crisis: Responsive co-regulation planning	24
Lever 3: How we repair harm	25
Responding to low level disruption: In-class behaviour responses	25
Consequences linked to harm: Restorative escalation procedures.....	27
Responding to community harms: Community responses to bullying, discrimination and harassment.....	Error! Bookmark not defined.
Lever 4: How we work together	31
Early intervention and intensifying support: Our graduated Academy offer.....	31
Exclusion as a last resort: Supporting the most vulnerable.....	35

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. Our curriculum is built around the development of the Oasis 9 habits. Our students are encouraged to develop their character and behaviour by learning about the habits, reflecting on their own character and recognising character strengths and deficits in others.

- Frank the **forgiving** flamingo
- Colin the **considerate** caterpillar
- Henry the **humble** hedgehog
- Poppy the **patient** panda
- Hugo the **hopeful** hippo
- Jack the **joyful** joey
- Hannah the **honest** horse
- Charlie the **compassionate** cat
- Sophie the **self-controlled** swan

These ethos values and 9 Habits are the foundation on which we 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 plan meets the needs of the community we serve and fulfils 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

Academy Context

- At Oasis Academy Parkwood, 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.
- We are an inclusive organisation who seek to provide a genuinely universal offer for pupils across our academies that is responsive, relational and restorative. We strive to ensure children and young people are engaged and thriving in all aspects of school life. This ensures that they will achieve the best outcomes. The Oasis way for Inclusive Practice takes a child centred approach to Behaviour and Pastoral Care that recognises behaviour as a communication.
- At Oasis Academy Parkwood, 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 modelling, direct teaching and the practise of routines. These boundaries are reinforced with relational recognition of pro-social behaviours and fair and logical consequences in response to unwanted behaviour.

- At Oasis Academy Parkwood, 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. We use these opportunities to teach children a range of strategies 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.

In **classrooms**, pupils show that they are ready by listening carefully, being active and focused to ensure being part of all lessons. Respect is demonstrated by taking turns, speaking politely and appropriately to all members of the school community. Pupils listen carefully so that they are engaged in all school activities and always try their best using all resources appropriately to achieve their full potential. Lessons are planned so that success criteria are clear and scaffolds available to meet individual needs. All children are stretched, challenged and engaged throughout their learning. By using positive body language and relationships as well as personalised interactions and instructions, staff ensure that adaptations are made to meet the needs of all pupils.

In the morning and afternoon, pupils enter the classroom on time in a calm and orderly manner prepared for the lessons ahead. A friendly, safe and meaningful environment is created by respecting peers, adults and belongings such as IPADs, coats, pack ups and PE kits. Adults greet all students warmly, politely and by individual name. Between lessons, pupils move safely and responsibly around the academy being respectful of the learning environment by displaying good manners. Pupils value, appreciate and enjoy the high quality learning environment through actions and attitudes both inside and outside of the academy.

During breaks and lunchtimes pupils follow systems and routines in place showing manners and good behaviour in our dining hall to ensure a calm, enjoyable environment is created. Social skills and table etiquette are taught and modelled leading to pupils supporting and serving each other. Positive, healthy attitudes to food and diet are demonstrated.

Pupils demonstrate that they are proud to represent and be part of our community through the consistent use of the Oasis Nine Habits. As a result of families being treated with respect and dignity, confident, resilient, and empowered members of the community can support each other to respond to challenging situations, repair relationships and work together.

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 the 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 (Inclusive classroom and Environment checklist completed)
Entry and exit routines	1. Proud: We enter the classroom on time in a calm and orderly manner prepared for the day ahead 2. Caring: We respect our peers, adults and	1. Proud: We stand on the threshold to own our classroom and corridors. 2. Caring: We greet all our students warmly and positively by individual name.

	<p>belongings such as IPADs, coats, pack ups and PE kits</p> <p>3. <u>Ambitious:</u> We are part of a friendly, safe and meaningful environment</p>	<p>3. <u>Ambitious:</u> We have high expectations to create a friendly, safe and purposeful environment</p>
<p>Active listening routines</p>	<p>1. <u>Proud:</u> We show that we are ready by listening carefully and being part of all lessons.</p> <p>2. <u>Caring:</u> We demonstrate respect by taking turns, speaking politely and appropriately to all members of the school community.</p> <p>3. <u>Ambitious:</u> We listen carefully so that we are engaged in all school activities.</p>	<p>1. <u>Proud:</u> We carefully plan our expositions, instructions and questioning so that learning is accessible.</p> <p>2. <u>Caring:</u> We speak in a quiet and engaging manner and check for active listening in a kind manner so that all barriers to learning are removed.</p> <p>3. <u>Ambitious:</u> There is an expectation that all children are active and focused.</p>
<p>'You do' learning routines</p>	<p>1. <u>Proud:</u> We always try our best and never give up by using available resources to achieve our full potential.</p> <p>2. <u>Caring:</u> We allow others to work by responding and taking on board feedback.</p> <p>3. <u>Ambitious:</u> We rise to the challenge and show resilience with trickier problems to reach our potential.</p>	<p>1. <u>Proud:</u> We carefully plan independent tasks so that success criteria are clear and scaffolds are accessible to meet individual needs.</p> <p>2. <u>Caring:</u> Regular personalised feedback is provided for all learners.</p> <p>3. <u>Ambitious:</u> We ensure that all children are stretched, challenged and engaged throughout their learning.</p>

What great looks like in the corridor

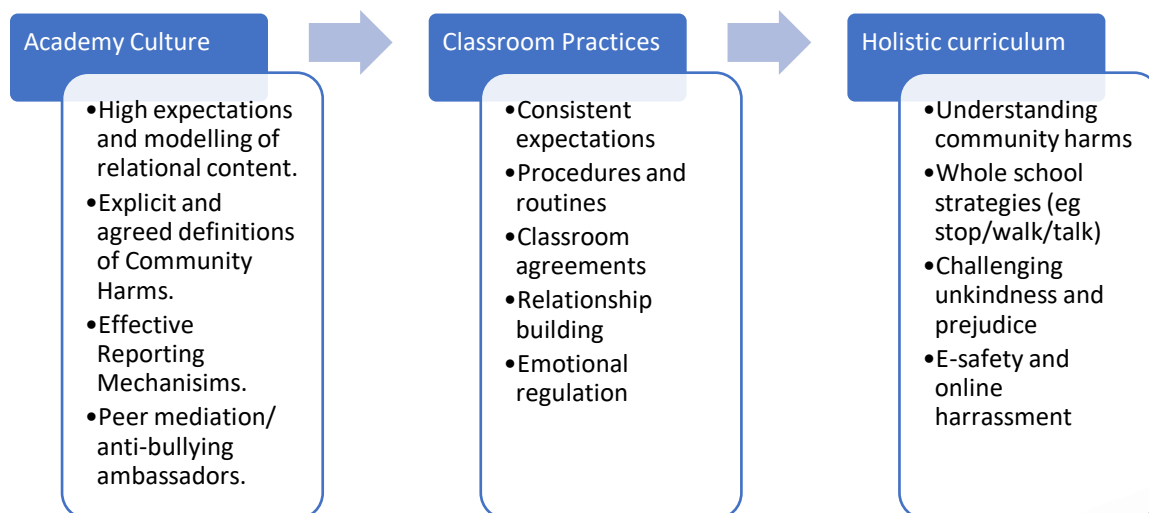
Focus area	Pupil focus	Staff focus
Safe transitions	<p><u>1.Proud:</u> We move safely and responsibly within lessons and around the academy with respect to the learning environment.</p> <p><u>2.Caring:</u> We are considerate and keep our school tidy so that others are safe.</p> <p><u>3.Ambitious:</u> We promptly follow all instructions.</p>	<p><u>1.Proud:</u> We are respectful of each other and of the learning environment.</p> <p><u>2.Caring:</u> We are mindful and considerate of others displaying good manners such as holding doors open.</p> <p><u>3.Ambitious:</u> All transitions are efficient and quick and carried out independently.</p>
Inclusive outdoor spaces	<p><u>1.Proud:</u> We value, appreciate and enjoy our learning environment.</p> <p><u>2.Caring:</u> We are role models to others by taking turns whilst looking after our learning environment.</p> <p><u>3.Ambitious:</u> We share our ideas to be part of a high-quality learning environment.</p>	<p><u>1.Proud:</u> Adults demonstrate that we appreciate and value our learning environment by looking after and maintaining the equipment ensuring that it is clean, tidy and well maintained.</p> <p><u>2.Caring:</u> We maintain and role model our valuable learning environment</p> <p><u>3.Ambitious:</u> We create a high-quality learning environment.</p>
Dining routines	<p><u>1.Proud:</u> We follow systems and routines in place showing manners and good behaviour in our dining hall</p> <p><u>2.Caring:</u> We practice good table manners to create a calm, enjoyable environment.</p>	<p><u>1.Proud:</u> We ensure that organised and efficient systems and routines are in place.</p> <p><u>2.Caring:</u> We teach and role model social skills and table etiquette where pupils support and serve each other.</p>

	<u>3.Ambitious:</u> We have a positive healthy attitude to new foods and diet.	<u>3.Ambitious:</u> We encourage the confidence to try different foods and to adopt a healthy diet.
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What great looks like in how we communicate

Focus area	Pupil focus	Staff focus
Engaged learners	<p><u>1.Proud:</u> We show that we are enthusiastic about learning, curious about the world and eager to explore new concepts and ideas. We actively participate in class discussions, collaborate with our peers and take ownership of our learning.</p> <p><u>2.Caring:</u> We support and understand each other's individual needs and ideas.</p> <p><u>3.Ambitious:</u> We all know the Oasis Parkwood vision and support each other when needed.</p>	<p><u>1.Proud:</u> We ensure that pupils are consistently engaged through positive relationships and body language.</p> <p><u>2.Caring:</u> We ensure that interactions and instructions are personal so that they cater for individual needs.</p> <p><u>3.Ambitious:</u> We ensure that all staff can articulate the Oasis Parkwood vision and adapt to the needs of all learners</p>
A caring community	<p><u>1.Proud:</u> We are proud that we represent and are part of our community.</p> <p><u>2.Caring:</u> We demonstrate the Oasis 9 Habits at home and in the community.</p> <p><u>3.Ambitious:</u> We are confident, resilient and independent members of the community.</p>	<p><u>1.Proud:</u> We are proud of the community which we serve and support.</p> <p><u>2.Caring:</u> We ensure that the hub and academy treat families with respect and dignity.</p> <p><u>3.Ambitious:</u> We teach the skills and strategies to create confident,</p>

		resilient and empowered members of the community.
Repairing conflict	<p>1.Proud: We work together to develop the skills to respond to challenging situations without it turning to conflict.</p> <p>2.Caring: We know how important it is to repair relationships and to forgive should a conflict arise.</p> <p>3.Ambitious: We embody and reflect the Oasis 9 Habits positively by managing our emotions and self-reflecting.</p>	<p>1.Proud: We ensure that conflicts and differences are repaired using restorative and evidence-based practices.</p> <p>2.Caring: We provide opportunities to restore and rebuild relationships through talking and sharing ensuring that all viewpoints are considered.</p> <p>3.Ambitious: All members of the academy embody and reflect the Oasis 9 Habits encouraging children to self-regulate, reflect and restore friendships</p>















A comprehensive communication plan

As leaders, we know that a powerful relational student and staff culture doesn't just happen. Instead, it requires **strategic planning** to establish and embed over time. This establishment begins with an effective communication strategy that considers a

range of stakeholders and is planned carefully over time to take advantage of a range of communication mechanisms.

In the development of a comprehensive communication plan, **clarity, consistency** and **intentional practice** are key. Messaging should be kept as simple as possible, with leaders ensuring that messages are **overcommunicated** so that all members of the academy community can engage with, understand and repeatedly practise these expectations until they become fluent and automatic.

As part of our communication strategy, we adopt the following activities to secure effective communication of our Academy Way to all members of our community.

Staff	 Whole-school CPD	 Staff briefing	 Coaching pairs	 Shout outs
Children	 Assemblies	 Explicit practice	 Visual displays	 Celebrations
Families	 Newsletters	 Workshops	 Open days	 Leadership Q&As

In order to **sustain** these boundaries, academy leaders ensure that communication of expectations around what great looks like is not a one-off event, nor do we try to make change to a number of areas of culture at once. Instead, it is a process over time. We recognise that all stakeholders will require ongoing reinforcement of messages to successfully implement these with consistency in all spaces across the academy. In addition, some members of the community **may require additional support and intervention** to understand and meet our expectations. This can be supported through additional coaching, social stories and other intervention strategies. This is captured in our Oasis Parkwood] Academy Way communication plan.

Oasis Academy Parkwood Systems and Procedures

	Foundation Stage 1/2	Key Stage 1	Key Stage 2
Morning Routines	<p>Parents drop the children off at the door and each child is greeted individually as they enter the classroom by the adult.</p> <p>Coats and bags are hung up on pegs.(FS1)</p> <p>Books are taken out of bags and placed in a basket (FS2)</p> <p>Bagels are already placed on tables and books available to read.</p> <p>After bagels have been eaten, the register is taken</p>	<p>Children enter the classroom at 8.45am during soft start.</p> <p>Meet and greet by the teacher at the door greeting each pupil individually.</p> <p>Coat and bags are placed on the hooks.</p> <p>Reading book are placed in baskets.</p> <p>Bagels are either in place on tables ready for the children or are collected from the side.</p> <p>Water bottles are filled, and children can go to the toilet prior to lessons beginning.</p> <p>The register is taken.</p>	<p>All pupils greeted by the adult either at the door or in the classroom.</p> <p>Coats and bags are placed appropriately in the cloakroom.</p> <p>Pack up boxes are placed on the trolley.</p> <p>Reading books are placed in the appropriate containers.</p> <p>Water bottles are filled from the sink/ water fountain and bagel collected from the side.</p> <p>Toilet trips monitored by an adult.</p> <p>IPADS are on tables ready for use.</p> <p>Complete morning work/activities set.</p> <p>The register is taken.</p>
Playtime routines	<p>If children are moving around the school they are instructed to use</p>	<p>Children sit quietly at their tables.</p> <p>Children then collect fruit one table at a time and</p>	<p>One table at a time is called to line up to go out to play.</p> <p>Returning from play, classes line up</p>

	the left hand side of the corridor.	collect coats if needed. Class line up at the door Children walk across the playground and wait until an adult is visible. At end of play time, children line up in their spots and are escorted back to their classrooms.	outside their. door to re-enter the classroom. Children going into the cloakroom are staggered to maintain a calm and orderly atmosphere.
Corridor routines	Walking around the school, the teacher leads and the children follow. Children line up in the classroom and then walk to the double doors. The pupils then follow the adults when walking.	Walking around the school, the teacher leads and the children follow. Children line up in the classroom and then walk to the double doors. The pupils then follow the adults when walking.	Walking around the school, the teacher leads and the children follow. Children line up in the classroom and then walk to the double doors. The pupils then follow the adults when walking.
Beginning of lunchtime	Dinner staff collect the children from the class at the beginning of lunch.	Class line up for lunch inside the classroom door and are collected by staff.	One table at a time is sent to collect bands from an adult and wash hands. Coats are collected. Children line up and wait for the lunchtime supervisor who will

			then escort them outside.
Lunchtime	1.Try a little bit of our food 2. Walk in the dining hall 3. Always use a knife and fork 4 Be tidy 5. Stay in our place until we have finished 6. Talk quietly 7. Be polite and remember to say please and thank you. 8. Sit nicely at the table.	1.Try a little bit of our food 2. Walk in the dining hall 3 Always use a knife and fork 4 Be tidy 5. Stay in our place until we have finished 6. Talk quietly 7. Be polite and remember to say please and thank you. 8. Sit nicely at the table.	1.Try a little bit of our food 2. Walk in the dining hall 3. Always use a knife and fork 4 Be tidy 5. Stay in our place until we have finished 6. Talk quietly 7. Be polite and remember to say please and thank you. 8. Sit nicely at the table.
End of lunchtime	Dinner staff collect the children and return them to the class ready for the start of the afternoon session. Register is taken.	Class line up for lunch outside the classroom door and are brought into the classroom. Register is taken.	After lunch, the children line up outside and the dinner lady brings the children in when an adult is present in the room. Children sit quietly with ERIC book awaiting registration. Register is taken.
Home time routines	Personal belongings are collected (e.g. coats, bags etc)	Personal belongings are collected (e.g. coats, bags etc)	Table by table, children collect their home time things and

	<p>All children sit at their own chairs and wait until their name is called out. This allow staff to see which children are remaining. The children leave individually with their parents.</p>	<p>Children remain seated in their chairs until their names are called by the class teacher. The children then leave individually with their parents.</p>	<p>empty water bottles at the sink. Nominated children are give the task of putting iPad in the trolley. Children are chosen to hand out books. Pack up boxes are collected. When quiet, reminders and messages for the next day Hands are sanitised on the way out. One table at a time are let out of the class. Children whose parents are not there wait whilst the others can leave.</p>
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Resetting academy culture

At Oasis Academy Parkwood, we strategically plan the development of pupil and staff culture through careful communication, intentional practise, and regular celebration. The table below lays out our approach to setting and sustaining boundaries through careful establishment of each priority area. By focusing with intent on one priority area at a time, we ensure that all members of the community have fully understood and adopted each area of expectation before layering on new routines.

Fortnightly Cycle

Activity	Why
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Weekly Communications	<ul style="list-style-type: none"> ✓ Hone staff focus on shared understanding of what great looks like. (Weekly Parent Newsletter, Class Dojo, Monday briefing) ✓ Build culture of modelling and celebration
Steplab Coaching	<ul style="list-style-type: none"> ✓ Ensure all staff are clear on how to model expectations through a focus on 'what great looks like' in coaching and drop ins
Week 1 assembly	<ul style="list-style-type: none"> ✓ Ensure students have shared understanding of what great looks like ✓ Build culture of celebration
Teacher reinforcement	<ul style="list-style-type: none"> ✓ Explicit teaching of what to do and what not to do ✓ Strong focus on why to reinforce changes in student conduct
Week 2 assembly	<ul style="list-style-type: none"> ✓ Embed expectations through retrieval practice and make concepts concrete ✓ Recap previous focus area
Student shout outs	<ul style="list-style-type: none"> ✓ Build culture of modelling and success
Visual displays	<ul style="list-style-type: none"> ✓ Positive reinforcement of messages displayed in classrooms and public areas. Class Charters

Oasis Parkwood Academy Way Communication plan 2023-2024

Stakeholder	Actions	Resources	Led by	By when
All staff	<ul style="list-style-type: none"> Academy Staff Inset Meeting National Staff meeting: Inclusion 1: The Oasis Way National Staff Meeting: Inclusion 2 31.01.24 	Oasis Central Oasis Central Oasis Central	T. Norriss L. Stroud L. Stroud	26.09.23 29.11.23 31.01.24
Behaviour Lead/ Senior Leaders	<ul style="list-style-type: none"> Behaviour and Pastoral Care Pathway Masterclass 1: How we build relationships SLT Meeting:: Discussion of The Oasis Way vision Behaviour Strategy Group: Setting boundaries and celebrating success Behaviour and Pastoral Care Pathway Masterclass 2: How we Regulate Behaviour and Pastoral Care Pathway Masterclass 3: Behaviour and Pastoral Care Pathway Masterclass 4 Behaviour and Pastoral Care Pathway Masterclass 5: Preparing for Implementation 2024/25 Behaviour Community Group 3: Bromcom Reporting 	Oasis Central Oasis Central Oasis Central Oasis Central Oasis Central	E. Rhodes L. Stroud E. Rhodes E. Rhodes E. Rhodes E. Rhodes	13.09.23 18.09.23 03.10.23 10.11.23 12.01.24 29.02.24 14.06.24 01.07.24
Pastoral team	<ul style="list-style-type: none"> Academy Staff Inset Meeting National Staff meeting: Inclusion 1: The Oasis Way National Staff Meeting: Inclusion 2 31.01.24 	Oasis Central & Parkwood	L. Stroud	2023/2024

Tutors	<ul style="list-style-type: none"> Academy Staff Inset Meeting National Staff meeting: Inclusion 1: The Oasis Way National Staff Meeting: Inclusion 2 31.01.24 National Inset Day 21.06.24 Bromcom for behaviour and The Oasis way. 	Oasis Central & Parkwood	L. Stroud	2023/2024
Children	<p>Introduction/launch of the Oasis Academic Parkwood Way</p> <ul style="list-style-type: none"> Planned sessions as part of 'Welcome Week' Specific assemblies Termly reminders of vision, ethos and expectations 	Oasis Central & Parkwood	L. Stroud	September 2024 January 2025, April 2025
Families	<p>Introduction/Launch of the Oasis Academy Parkwood Way</p> <ul style="list-style-type: none"> Distribution of information via weekly newsletter and Class Dojo Parent workshop sessions held in The Pantry 	Oasis Central & Parkwood	L. Stroud	September 2024



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

Oasis Parkwood Academy Way Rewards offer

Reward	Rationale
<i>Smile, positive comments, praise</i>	<p>As part of the Wave 1 offer, praise will be given as often as it is warranted with some targeted children requiring additional praise.</p> <p>This is a very specific and effective way of giving praise to children with low self-esteem who struggle to accept praise.</p> <p>E.g. Improvement in presentation or attainment, doing the right thing in a social context such as clearing away, holding a door sitting nicely etc</p> <p>Bromcom recording of positive behaviours that demonstrate the Oasis 3 Cs of Character, Competence and Community.</p>

	<p>Competence (+1) Excellent classwork, Excellent homework, Excellent contribution, Excellent effort, Excellent standards and presentation</p> <p>Competence (+5) Excellent attendance (100% or improved weekly)</p> <p>Character (+1) Compassionate, Considerate, Forgiving, Honest, Hopeful, Humble, Joyful, Patient, Self-controlled</p> <p>Community (+1) Outstanding contribution to the academy community</p>
Dojo Points	Dojo points are awarded individually to pupils for behaviour and attitude to school life which is above and beyond what is expected as the norm. These are awarded as soon as possible after the behaviour/attitude demonstrated.
Attendance and punctuality awards	Weekly attendance certificate awarded to classes with the highest attendance or most improved attendance. Half-termly and termly rewards provided to classes.
Reading Certificates (weekly and termly)	All children who have read 5 times a week for most of the weeks that term are awarded a book token to be exchanged for a book from the school book shop. The reading record is completed by the class teacher. Additionally, staff can nominate a child termly and a child is chosen from the nominations to receive a reading trophy. This is recorded on Bromcom as competence points to allow for tracking.
Writing Awards (termly)	This reward relates to hard work or good attainment in area of literacy. Staff nominate a child termly and a child is chosen from the nominations to receive a writing trophy. This is recorded on Bromcom as competence points to allow for tracking.
Maths Award (termly)	The child in each class with the highest weekly score in Mathematics gets to wear a special badge for the week and their name is displayed near the dining serving area. The award highlights hard

	work or good attainment in an area of maths and is led by the Maths Lead. This is recorded on Bromcom as competence points to allow for tracking.
Pupil of the week (weekly)	Each class teacher nominates a child from their class who has really stood out for some positive reason to do with learning or behaviour. The trophy and certificate are awarded in Special Assembly on Friday and the child is publicly praised by the teacher as they explain to the school what the child has done to merit the award. This is recorded on Bromcom as competence points to allow for tracking and through Class Dojo to parents.
Special Award (half termly)	Each class teacher nominates a child from their class who has over the half term really stood out in their learning or behaviour. Badge and certificate are awarded in an extra special assembly on the last Friday of term to which parents of the children who will be getting the awards are invited. The reasons for getting the award are logged with the child's name in the Special Award book.

Lever 2: How we regulate and respond

Responsive regulation: Relational de-escalation strategies

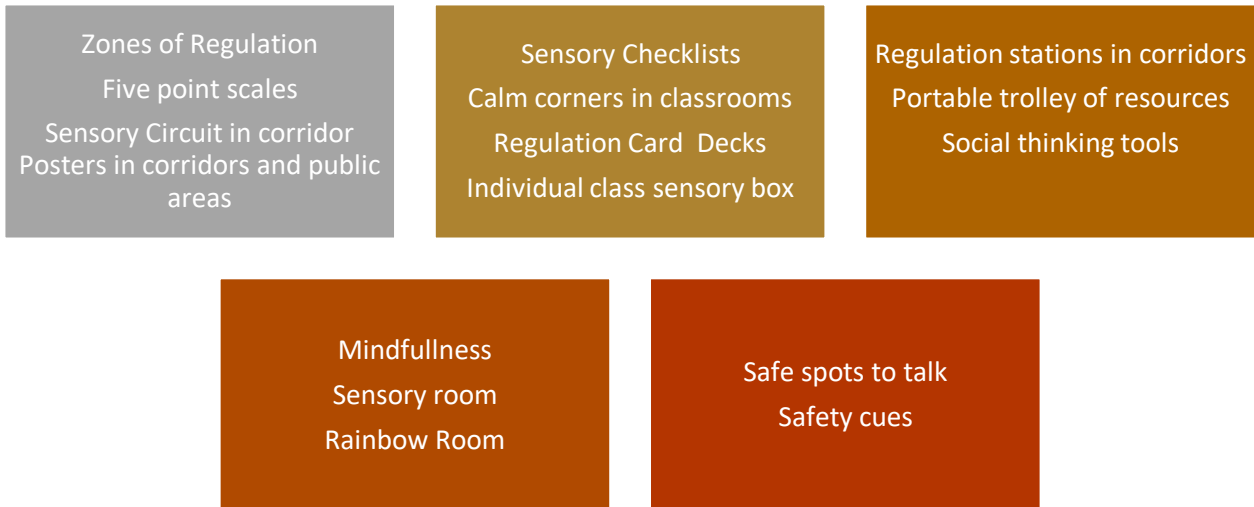
The principles of the Oasis Way reflect the academy's relational culture, reflective practice, the Oasis 9 Habits and a trauma informed response. The core principle is that behaviour is the external symptom of a range of underlying factors, our feelings needs and thoughts which can intrude on us unexpectedly and influence our reactions making us over or under react to external stimuli. A needs-based approach means responding to the thoughts, feelings and needs that underlie behaviours rather than focusing on the external symptoms. All staff have received training on the impact of ACES. Staff receive ongoing training on emotional regulation and the effects of both hypo arousal and hyper arousal on the child and the possible behaviours which these states could create.

Staff are aware of optimal functioning. Children develop emotional security with adults through repeated experiences of attuned responding where the adult is able to match the child's emotional state to help manage their own feelings. This is known as co-regulation of affect. A number of regulation strategies are used ('bottom up' and 'top down') to help a child regulate emotionally and physically. Staff model introspection and reflection to consider our own responses as leaders, we must put into practice a plan for self-care and regulation before we ask others to do so.

- *Individual adult regulation plans* * *Reliable and consistent 1:1s*
 * *Individual and group supervision*
- *Positive framing and feedback* * *Modelling self-care and self-regulation*
 * *Solution cards and PACEful response.*

Creation of Emotionally Aware Environments

The academy has proactively created a number of emotionally aware environments to support pupils with regulating their own emotional and physical states.



Managing crisis: Responsive co-regulation planning Responsive regulation: Relational de-escalation strategies

The academy employs emotion coaching techniques when addressing a child who is in crisis ('red zone') Studies have shown that the benefits of using such strategies. This involves establishing a connection with a pupil before any correction takes place, the adult works through the process of regulation, relating and reasoning with the pupil to support a change of behaviour. This involves four key aspects: recognising and empathising, labelling and validating, setting of limits and problem solving. Managing crisis: Responsive co-regulation planning

Studies have shown that the benefits of using such strategies include:

- Having better impulsive control
- Tolerating delayed gratification.
- Increased attentional capacity
- Increased motivation
- Positive academic outcomes
- Positive social relationships

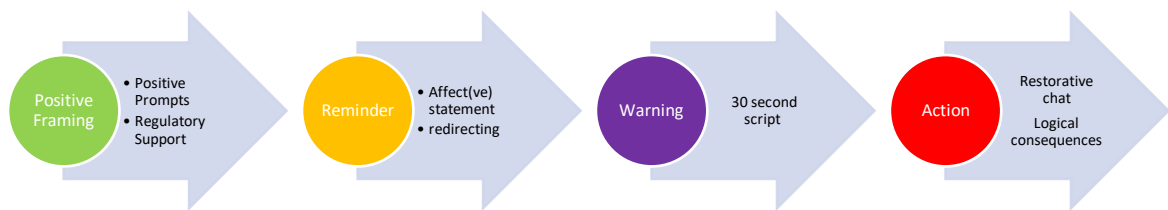
In summary, emotion coaching involves establishing a connection with a pupil before any correction takes place; the adult works through the process of regulation, relating and reasoning with the pupil to support a change of behaviour. This involves four key aspects:

- A. Recognising and empathising
- B. Labelling and validating
- C. Setting of limits
- D. Problem solving

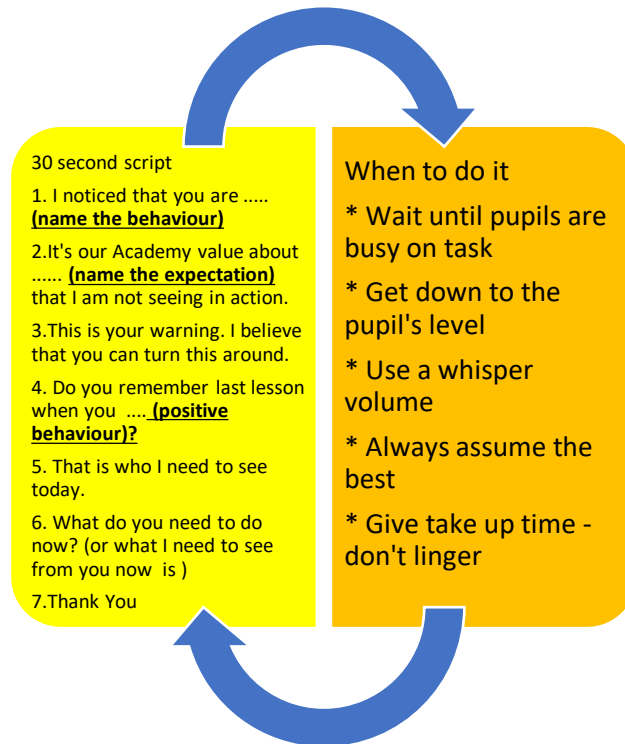
Lever 3: How we repair harm

Responding to low level disruption: In-class behaviour responses

The Academy employs a number of preventative practices and strategies with the aim of building and maintaining relationships thus preventing harm and conflict from developing. At a classroom level this involves consistent expectations, agreed procedures and routines being followed, classroom agreements in place, effective relationship building and the teaching and modelling of emotional regulation. Planned interventions range from the least intrusive (positive framing) to the most intrusive which incorporates restorative chats and logical consequences to follow.

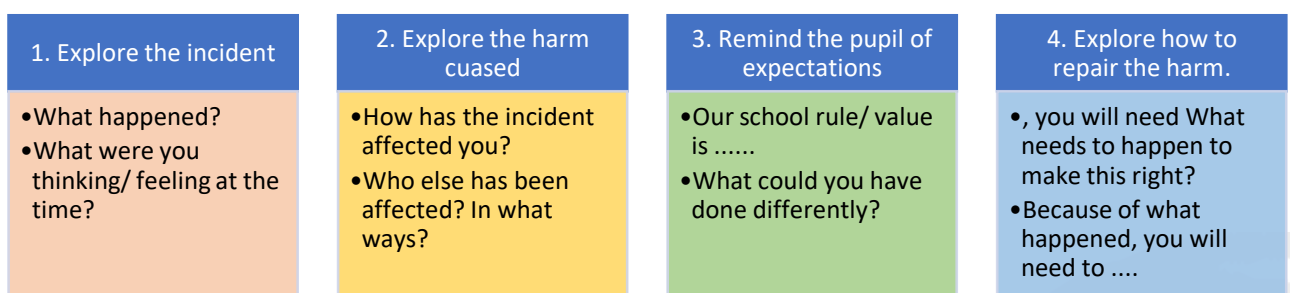


Process and protocol for using the 30 second script



Initial 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. This is the opportunity for a conversation about positive behaviour change. This allows the staff member to explore the incident, explore the harm caused, remind the pupil of expectations, and explore how to repair the harm.



Behaviour Concern	Actions	Provision Framework	Recording process
Low level disruption in the classroom	1. Positive Framing- Positive prompts and Regulatory script	Part of universal provision	
Low-level disruption in the classroom	2. Reminder – Affective statements and re-directing	Part of universal provision	
Low level disruption in the classroom	3. Warning – 30 second script	Part of universal provision	
Continued disruption in the classroom	4. Action – Restorative chat 5. Reflection slip issued to pupil	Restorative session takes place with pupil at appropriate time. Reflection sheet completed (KS1 – complete the whole sheet at the time of the incident/ KS2 -complete only the top section at the time) and conversation with a member of SLT. These conversations will take place on a Monday morning.	Recorded on Bromcom Event: disruptive behaviour or refusal to follow behaviour or unkind behaviour Outcome: Restorative chat Recorded on Bromcom Outcome: Logical Consequence
Lesson Removal 1: Partner Swap	Removal of pupil from lesson to another class.	This is a time limited intervention with the specific intention of returning pupil back to class as soon as possible	Recorded on Bromcom Outcome: Lesson Removal
Lesson Removal 2:	On call removal for more serious behaviours	Follow up and investigation from SLT/Pastoral team Individual restorative approach or chat with	Recorded on Bromcom Outcome: Lesson

		<p><i>individual pupil/Group restorative approach if appropriate</i></p> <p><i>Logical consequence issued</i></p> <p><i>Time out provided to complete missed work.</i></p> <p><i>Loss of social time</i></p> <p><i>Pupil returned to class as and when appropriate</i></p>	<p><i>Removal * Any consequences provided highlighted in comments section.</i></p>
Lunchtime behaviour	<p><i>Initial behaviour concerns are addressed by the Midday supervisors.</i></p>	<p><i>Behaviour recorded in lunchtime book by Midday supervisors who follow the process up to the restorative chat. This book is then handed to DSL for decision regarding outcome.</i></p>	<p><i>Recorded on Bromcom by DSL</i></p> <p>Event: <i>Dinner Hall disruption (if inside)</i></p> <p><i>playground disruption (if outside)</i></p> <p>Outcome: <i>Restorative chat or logical consequence if a consequence is issued)</i></p>
Lunchtime behaviour	<p><i>Escalating/serious behaviours</i></p>	<p><i>Radio alert for member of SLT/Pastoral team for support. Pupil brought into school for investigate/restorative process. Logical consequence to be provided as and when appropriate.</i></p>	<p><i>Recorded on Bromcom (as above)</i></p>

Consequences linked to harm: Restorative escalation procedures

It is important that staff, pupils and parents share a common definition of the terms 'bullying' 'discrimination' and 'harmful sexual behaviours' This can include physical, verbal or psychological behaviours and can happen face to face or online.

- **Bullying:** This 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. This could include being unfriendly (such as ignoring or isolating someone), tormenting, humiliating, intimidating, threatening, controlling or manipulating someone, silent hoax or abusive calls, physical hitting, kicking, pushing, taking another's belongings, any use of violence.
- **Discrimination:** This occurs when a pupil is treated unkindly on the basis of their gender, race or ethnicity, sexuality, gender identity, disability, religion or belief.
- **Harmful Sexual Behaviours:** These include any sexualised, sex based or gender based behaviours which cause pressure or intimidation to the targeted pupil that can lead to emotional or physical harm.

Details of OCL's approach to preventing and addressing bullying are set out in our Anti-bullying policy available on the Oasis Zone through the Policy Portal

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

Responding to community harms: bullying, discrimination, and harassment (Graduated Response)

Stage One

- First report of an incident which is difficult to prove
- Informal restorative conference between the pupils

Supporting documentation:

Bullying, Discrimination and Harmful Sexual Behaviour Response Process + flowchart

Stage Two

- Second report of an incident which is difficult to prove
- Informal restorative conference
- Anti-bullying contract signed

Supporting documentation:

Community Harms Investigation Form -Bullying, Discrimination and Harmful Sexual Behaviour:

Responding to Community Restorative Pupil Voice Form

Stage Three

- Third report or a proven incidence of Community Harm
- Relational support Plan set up to provide intervention for wrongdoer
- Formal Restorative Conference to include agreement of rational consequences.

Supporting documentation

Facilitating a restorative Conference
Restorative Conference preparation sheet
Restorative Conference script
Anti-bullying Contact
Harmful sexual behaviour Contract

Stage Four

- Second incident following a formal restorative conference
- Relational Support Plan reviewed by a senior leader and formal warning letter issued.
- Formal Restorative Conference held once both pupils are ready and well prepared.

Supporting documentation

Restorative Conference Agreement (Stage 1& 2)

Stage Five:

- Third incident following a formal restorative conference
- Commitment to include a panel held by Principal and/or Regional Director to make clear the severity of the behaviour.
- Formal restorative conference held once both pupils are ready and well prep

Supporting documentation

Restorative Conference Agreement (Stage 3+)

Anti-bullying Formal Warning letter

Recording of Behaviour data

Oasis Academy Parkwood uses the full Oasis behaviour recording model allowing the academy to benefit from a powerful and comprehensive data visualisation platform in Power Bi that will provide:

- Real time behaviour data for individual pupils, pupil groups and year groups.
- Instant reports to highlight pupils who need additional support within the pastoral graduated response.
- Analysis of trends over time to highlight types of behaviour incidents and events that need an enhanced response.

The recognition of pupil effort, achievement and accomplishment of goals is integral to our relational approach. Celebration and reward is a powerful way to build belonging and ensure that all members of our community have a unique place where they can contribute and flourish. Positive behaviours are recorded on Bromcom with a positive value. The Oasis Way takes a restorative approach placing the repair of harm at the centre of all responses. However, there is still a place for appropriate and logical consequences to support the upholding of expectations. Negative behaviours are recorded on Bromcom with a negative value.

Lever 4: How we work together

Early intervention and intensifying support: Our graduated Academy offer

Through ongoing training and support, the staff have a strong understanding of reflective thoughtful and collaborative working practices and this has an important influence on making decisions about responses to behaviour. The flowchart below highlights the academy's clear and graduated pastoral response pathway detailing additional support for those pupils who struggle to meet the behavioural expectations within the universal response. We respond to students by implementing increasing levels of support and intervention at every stage of the graduated response to improve social and emotional skills and reduce the risk of exclusion. This support takes the form of evidence-based, targeted interventions available to support pupils with SEMH needs. Pupils identified at wave 2 and 3 of the graduated response have personalised support plans and key adults agreed by parents and applied consistently by all staff. All interventions are monitored and systematically evaluated so that the progress of students can be tracked and monitored to ensure that our response is impactful.

Through regular meetings, pastoral, safeguarding, attendance and SEND teams work together to share information, reflect and problem solve and collaborate to meet the needs of highlighted pupils. This collaboration extends to relationships with external professionals.

Summary of the graduated academy offer:

- Wave 1- Universal offer
- Wave 2A – Inclusion Panel and Wave 2A Report
- Wave 2B – Inclusion Panel and Relational Support Plan
- Wave 3A – Extended internal provision and support wave 3B – Commitment to Include panel (alternative external provision)

Wave 1

Offer: Universal	Purpose	Strategies
	<p>Universal preventative and proactive strategies to promote positive behaviours, belonging and emotional safety for all students.</p>	<p>Explicit definition and teaching of schoolwide positive expectations and routines. Academy Way behaviour curriculum delivered through Personal development and specific assemblies.</p> <p>Explicit teaching of social and emotional skills. All teachers trained in co-trauma-informed approaches. regulation, de-escalation. Zones of regulation created in classrooms and specific corridor areas.</p> <p>Relational behaviour management strategies implemented consistently in all classrooms: Positive Framing, Positive Prompts, Reminders, Warnings and Restorative chats.</p> <p>Clear and consistent procedures to encourage positive behaviours and celebrate success.</p> <p>Clear and consistent procedures to discourage unwanted behaviours and issue rational consequences.</p> <p>Ongoing data-based monitoring, evaluation and information sharing. Internal behaviour data used to proactively target support.</p>

Wave 2A

Offer: Targeted Support	Purpose	Strategies
	<p>Targeted strategies and interventions to provide early interventions and rapid response for children who are struggling to meet expectations and manage emotional regulation</p>	<p>Fortnightly Meeting between class teacher and Behaviour Lead</p> <ul style="list-style-type: none"> • Week 1 Foundation Stage and Key Stage 1 classes • Week 2 Key Stage 2 classes <p>For targeted children highlighted by either monitoring data (Bromcom) or teacher concerns. A referral form is accessible to teachers requesting nurture support when concerns first arise or later on to achieve SEMH targets set.</p> <p>. Following actions to be taken for children highlighted in fortnightly behaviour meetings and issued with a Wave 2A Report.</p> <ol style="list-style-type: none"> 1. Adjustments made within the classroom such as seating plan review, additional take up time, quality first teaching including adaptive planning and personalised curriculum. 2. Daily teacher check ins and completion of a home/school communications report 3. Weekly parent phone call 4. Weekly review of progress on targets recorded on the academy Provision map. Weekly review of progress recorded on Insight 5. Completion of any additional literacy or numeracy screening as requested by SENDCO
	<p>Threshold; agreed and met in conjunction with line management</p>	<p>Escalation: two failed reports or suspension</p> <p>Further meeting held with class teacher/sendco/safeguarding lead and other relevant staff to review steps taken so far and the outcomes of the action(s) taken. Purpose of the meeting to develop and implement additional support, intervention and assessment</p>

		Discussion recorded on Insight to document agreed next steps for pupils of concern
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Wave 2B

Offer:	Purpose	Strategies
Targeted Support		Inclusion Panel and Relational Support plan. Time Period: Six weeks
	<p>Targeted strategies and interventions to provide early interventions and rapid response for children who are struggling to meet expectations and manage emotional regulation</p> <p>Resources:</p> <p>Staff, parent, pupil voice tools</p> <p>Child Centred planning tools</p> <p>Emotional and behavioural scale</p> <p>Relational meeting proformas</p> <p>Progress Tracking Tool</p>	<ul style="list-style-type: none"> Weekly meeting involving relevant personnel which could include a combination of Class Teacher, Sendco, Safeguarding Lead, Behaviour and Pastoral Lead. The aims of the meeting are to share knowledge and concerns about a child and to identify appropriate support and interventions. A Relational Support Plan is created and a six week programme of specific interventions allocated <p><u>This programme may consist of</u></p> <p>Small group interventions targeting self-regulation and social skills. Support from Pastoral worker and Hub and Youth worker (e.g. Lego and sand therapy, drawing and talking, Me in Mind intervention, Thrive Programme social stories, attendance at lunchtime, after school and holiday activities)</p> <p>Increased adult support through relationship building activities and increased supervision</p> <p>Additional opportunities for positive reinforcement</p> <p>Strategies to support attention and engagement in the classroom (eg Check ins, Check outs, home communication books etc)</p> <p>time limited access to targeted academic support and intervention. (eg adaptive planning, personalised curriculum)</p>

		<p><u>This programme will be created using:</u></p> <p>Proactive data-driven screening and assessment of social and emotional needs.</p> <p>SEND assessment for the four areas of need.</p> <p>The Programme/plan will be reviewed</p> <p>with the class teacher weekly and there will be a formal review after three weeks as part of the Assess, Plan, Do, Review cycle.</p> <p>Weekly by an assigned key adult for mentoring support.</p> <p>Parents will be contacted weekly (by phone) informing them of the impact and outcomes of the plan. A formal review meeting will take place after three weeks.</p> <p>Discussions and outcomes will be recorded on Insight.</p> <p>At the end of the six week programme, it will either be decided that targets and threshold have been met or that there has not been any significant or sustained improvement and that an escalation of support will need to be created.</p>
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Exclusion as a last resort: Supporting the most vulnerable

Offer:	Purpose	
Specialist Intervention		3A: Continued Internal Support
	Specialist assessment-based, high intensity support plans to meet the individual needs of those	<ul style="list-style-type: none"> Multi-disciplinary Team around the child (TAC) meeting to be convened to create an individualised Relational Support Plan and risk assessment for the pupil. This will include Local Authority partners. <p>For the creation of the Relational Support Plan:</p>

	<p>most at risk of exclusion.</p> <p>Resources:</p> <p>Relational Support Plan (RSP)</p> <p>Risk Assessment plan</p> <p>Co-Regulation plan</p>	<ul style="list-style-type: none"> Information regarding the current context and historical circumstances including the detailed assessment of additional needs conducted by external professionals will be used to consider possible alternative pathways thus reducing the risk of exclusion. These could include EP reports, Complex Behaviour Team assessments, SALT and specialist assessor reports. An EHCP app neurodevelopmental referral may also be considered. <div data-bbox="679 689 1386 898" style="background-color: #00AEEF; color: white; padding: 5px;"> <p>3B Commitment to include Panel</p> <ul style="list-style-type: none"> Accessing increased internal support. Accessing external alternative provision </div> <p>Commitment to Include panel created involving the Principal, Regional Director and relevant personnel. A formal summary letter would be issued to parents.</p> <p>Suspensions and Exclusions</p> <p>The academy is aware of the severe impact of both suspensions and exclusions on pupil wellbeing, outcomes and future prospects that suspensions and exclusions are truly a last resort to be considered only after all alternatives have been exhausted. The latter include the inclusive universal offer, use of emotional regulation techniques and restorative approaches, effective use of the pastoral graduated response supported by Team Around the Child meetings.</p> <p>Before any suspension takes place, the pre-suspension checklist will be completed. Following a period of suspension, a planned reintegration strategy will be created and a relational reintegration meeting held. Possible future steps would be:</p> <ol style="list-style-type: none"> 1. Full reintegration back into the classroom
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2. Part time timetable – 6 week plan aiming for gradual reintegration
3. Wave 3 Extended internal support with Pastoral worker and Hub worker
4. Part time attendance at an Oasis approved Alternative Provision

Fixed Term Suspension

This will be recorded wherever a pupil is sent home from school for part of a day, a full day or multiple days due to unwanted behaviours. A thorough investigation will have been conducted into the incident before a suspension is considered, except in rare occasions where having the pupil remain on site would imminently compromise the safety of the pupil, their peers or staff.

Before deciding whether to suspend a pupil for an incident, their account of what happened will have been gathered (as long as this is safe to do so). If a pupil has been suspended for unsafe behaviour beyond care and control, their voice will be gathered as soon as is practically safe after the event (e.g. the following day).

The number of days issued will be directly proportionate to the time required to support affected pupils or staff and plan for the safe return of the pupil. Lengthy suspensions will not be issued for punitive reasons. Reintegration meetings are held on return from suspension, and if possible and appropriate, this meeting will take place on the final day of suspension, rather than on the day of return to the academy.

Reintegration following suspension will support pupils to repair harms.

Pupils who have received a suspension will return with additional pastoral support in the form of a Wave 2b Relational Support Plan, Co-Regulation Plan or similar, to reduce the risk of repeated unsafe behaviours.

Internal provision

This will be recorded wherever a pupil is taken out of lessons for more than one lesson due to unwanted behaviours or an investigation. This

		<p>will provide pupils with a structured opportunity to reflect on harms caused and take steps to repair these. In those circumstances where there is a planned removal from class parents will be informed and the pupil will be provided with meaningful curriculum-linked work so they don't fall behind in their learning and this will be supplemented with therapeutic input throughout the day. A restorative conference will take place so pupils can return to lessons as soon as possible.</p> <p><u>External alternative provision</u></p> <p>It is the intention of Oasis Academy Parkwood that wherever possible education will be delivered in our setting. However, there will be occasions where the learning needs of our students are best met by alternative provision settings where the curriculum and/or therapies best meet the specific needs of a student.</p> <p>This alternative provision may be for a short, intensive piece or longer period to provide a specific curriculum that cannot be emulated in the academy. To ensure that any AP setting meets Oasis' expected standards for education, character development and safeguarding, they will be thoroughly assessed by OCL staff to ensure that the provision is safe, suitable and delivers high quality education that supports the OCL ethos and 9 Habits.</p> <p>A member of Oasis Parkwood will have visited the provision to review safeguarding and wellbeing arrangements for pupils before placing a pupil there. Prior to the placement, planning will have taken place regarding clear parameters for provision, length of placement, targeted outcomes and dates for review meetings. The provision will have been kept under review ensuring that review meetings are held at least every 6 weeks. Reintegration following alternative provision will be carefully planned and include a Relational Support Plan or Individual Pathways Plan on return.</p> <p><u>Permanent Exclusion</u></p> <p>This will be recorded by the academy if the decision to permanently exclude a pupil has been</p>
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		<p>taken. Careful investigation will have been completed in advance of the decision to permanently exclude, including the voice of the child and any contributing factors.</p> <p>Where a permanent exclusion has being considered for persistent disruptive behaviour, the academy will have evidence of a clear pastoral graduated response at wave 1, 2 and 3, including careful TAC planning, bespoke provision, intervention and support for the pupil. It will also be considered whether a pupil may have undiagnosed SEND, and the academy will aim to have done everything possible to assess this possibility in advance of the exclusion and whether the LA can be called on to support any complex SEND needs. The possibility of off-site provision or a managed move will also have been considered. Documentation to support the decision to permanently exclude will include a clear timeline of incidents and academy response and intervention, showing every possible alternative has been tried before taking the decision to exclude. This decision will have been made in consultation with the Regional Director and the National Lead for Student Inclusion.</p> <p>.</p>
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