



# **The Oasis Ryelands Academy Way**

**Localised Plan for Inclusive Behaviour**

**Lead for whole school behaviour:**

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## TABLE OF CONTENTS

The Academy Way Intent.....	4
<b>Lever 1: How we build relationships .....</b>	<b>5</b>
Building belonging: Our academy vision and approach .....	5
Setting and sustaining boundaries in academy culture: What great looks like .....	8
What great looks like.....	9
What great looks like in the classroom.....	9
What great looks like in the corridor .....	9
What great looks like in how we communicate.....	10
A comprehensive communication plan .....	10
Oasis Ryelands Academy Way Communication plan .....	12
<b>Positive framing and celebrating success: Relational rewards .....</b>	<b>13</b>
Oasis Ryelands Academy Way Rewards offer .....	13
<b>Lever 2: How we regulate and respond .....</b>	<b>15</b>
Emotionally aware environments: Our universal regulation offer at wave 1 .....	15
Responsive regulation: Wave 2 relational de-escalation strategies .....	16
Managing crisis: Wave 3 responsive co-regulation planning .....	17
Knowing the Child: .....	18
Responding to the Child: .....	19
Positive handling .....	19
<b>Lever 3: How we repair harm .....</b>	<b>21</b>
Building a restorative culture: Teaching restorative values and skills .....	21
Managing low level disruption: Least to most inclusive responses .....	22
Positive framing: Positive prompts.....	23
Reminder: Affect and Redirect .....	24

Warning: The 30-Second Script.....	24
Action: The Restorative Chat.....	25
<b>Consequences linked to harm: Restorative escalation procedures.....</b>	<b>26</b>
Logical consequences and symbolic sanctions: .....	26
Out-of-class behaviour systems .....	26
<b>Repairing ruptures: Responsive restorative processes.....</b>	<b>27</b>
Our approach to repairing harm .....	28
Restorative conferences.....	28
<b>Responding to community harms: Community responses to bullying, discrimination and harassment.....</b>	<b>30</b>
Preventative practices.....	30
Responsive processes.....	32
<b>Lever 4: How we work together.....</b>	<b>36</b>
Reflection and connection before correction: our approach to reflective practice .....	36
Listening to the child: Our mechanisms for pupil voice .....	36
Early intervention and intensifying support: Our graduated Academy offer.....	37
The pastoral graduated response pathway .....	39
Team around the Child: How we work together.....	41
Exclusion as a last resort: Strategies to reduce suspensions and exclusions .....	42
Strategies to reduce suspensions.....	42
Restorative reintegration processes.....	43
Part time timetables.....	44
Off-site direction, external alternative provision and managed moves .....	45
Permanent exclusions .....	45
Legislation and statutory requirements .....	46

## The Academy Way Intent

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

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

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

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

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

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

## Lever 1: How we build relationships

### Building belonging: Our academy vision and approach

Oasis Academy Ryelands is a happy, calm and friendly community school where the success of every child really matters. We are at the heart of our community and care about the provision we offer all our pupils. From Nursery to Year 6, each child has the benefit of staff dedicated to encouraging them along the journey of learning and discovery, within the security of a caring atmosphere where all staff, in partnership with parents and carers, work together. Our academy is a caring, thriving place which truly lives up to our I CARE Vision of Inclusion, Community, Aspiration, Resilience and Enjoyment.

Oasis Academy Ryelands is a diverse, inclusive and happy community where all pupils are encouraged to achieve highly and flourish in all aspects of school life. Situated in South Norwood, Croydon, our two-form entry academy joined Oasis Community Learning in May 2014 and was first judged to be 'Good' by Ofsted in April 2017 with 'Outstanding' judgements for *Effectiveness of leadership and management* and *Personal development, behaviour and welfare*. Our most recent Ofsted inspection in March 2023, judged that the school continued to be 'Good' with 'Outstanding' features.

Oasis Academy Ryelands actively supports families by accessing integrated services and working closely with outside agencies and Croydon Local Authority to ensure children's needs are met and they are safe. At present, the proportion of pupils entitled to the Pupil Premium Grant (PPG) is 29%, and we have a significant number of vulnerable pupils and families. Additionally, 24% of our pupils are English as an Additional Language (EAL) learners, with 11 different home languages spoken across the school.

At Oasis Academy Ryelands, our vision for the ideal academy culture is one where every child and member of our community is able to thrive in a supportive, inclusive, and enriching environment.

When our academy culture is exactly where we want it to be, it will embody the following:

## What Would We See?

- **Engaged Pupils and Staff:** Classrooms and learning environments filled with enthusiastic pupils actively engaged in their learning. We would see children working together, exploring, being inquisitive and taking ownership of their learning.
- **Stimulating Learning Environments:** Well-organised, stimulating classrooms and outdoor areas that inspire engagement, creativity and curiosity. Children's work displayed, demonstrating their achievements and progress, reflecting the learning journey.
- **Supportive and Respectful Interactions:** Teachers, support staff and children interacting positively and respectfully. We would observe staff providing careful support to meet individual children's needs and adapting lessons to enable all learners to achieve.
- **Inclusive Practice:** Diverse groups of children working together, with all abilities and backgrounds represented and respected. Displays and resources that reflect our rich and diverse school community.
- **Community Engagement:** Parents, carers and community members actively involved in school activities and events, contributing to a vibrant and productive school life and atmosphere.

## What Would We Hear?

- **Positive Conversations:** Classrooms, learning spaces, playgrounds and corridors filled with positive and respectful conversations. Encouraging language and constructive feedback/challenge heard from teachers to pupils and between pupils themselves.
- **Collaborative Discussions:** Teachers and staff engaging in professional dialogue about best practice, sharing strategies and supporting each other in ongoing development.
- **Pupil Voice:** Children confidently expressing their own ideas, asking questions and contributing to discussions. Regular opportunities provided to enable children to share their thoughts and feedback.
- **Celebration of Success and Achievement:** The sounds of celebrations and recognition of achievements throughout the school. Regular assemblies and events where successes are recognised and celebrated.

## What Would We Feel?

- **A Sense of Belonging:** A strong sense of community and belonging felt among all students, staff and families. Everyone feels recognised, valued and supported as part of the Oasis Academy Ryelands family.
- **Safety and Well-being:** A clear feeling of safety and well-being throughout the school. Children feel safe and secure to express themselves and take risks in their learning. Staff feel valued and supported in their roles.
- **Kindness and Mutual Respect:** A school environment that is rooted in mutual respect and kindness. A place where relationships are built on understanding and care, creating a positive and inclusive school culture.
- **Enthusiasm and Excitement:** An atmosphere of enthusiasm and excitement about learning where children, and staff, are curious to find out more. Children and teachers are enthusiastic about the educational journey.
- **Empowerment and Confidence:** A culture where all children and staff feel empowered to pursue their goals and fulfil their potential.

## 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

CLASSROOM	 <p><b>Entry and Exit routines</b></p> <p><i>Children show:</i>  <b>Community</b> – we hang our things on our pegs neatly  <b>Aspiration</b> – we enter our rooms ready to learn and try our best  <i>Staff show:</i>  <b>Enjoyment</b> – we greet all of our children warmly and encourage them to check-in (ZOR)  <b>Resilience</b> – we treat every start as a fresh start and welcome our children with care</p>	 <p><b>Active Listening routines</b></p> <p><i>Children show:</i>  <b>Inclusion</b> – we take turns and listen to others  <b>Enjoyment</b> – we have the confidence to speak up proudly and contribute  <b>Community</b> – we value each other's opinions  <b>Aspiration</b> – we remain focused and engaged, taking risks  <i>Staff show:</i>  <b>Enjoyment</b> – we plan and deliver engaging lessons and welcome children's contributions and ideas  <b>Resilience</b> – we 'cold call' question with high expectations that children will answer.  <b>Inclusion</b> – we check for understanding and adapt teaching to support all children</p>	 <p><b>You do' learning routines</b></p> <p><i>Children show:</i>  <b>Aspiration</b> – we try our best in everything we do  <b>Community</b> – we share ideas and are considerate of everyone's opinions  <b>Resilience</b> – we keep trying, even when things are hard  <i>Staff show:</i>  <b>Aspiration</b> – we actively and responsively teach to the needs of our children  <b>Inclusion</b> – we flexibly group our children based on our assessment for learning  <b>Resilience</b> – we have high <u>expectations</u> and we don't let these slip</p>
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## What great looks like in the corridor

CORRIDOR	 <p><b>Safe transitions</b></p> <p><i>Children show:</i>  <b>Community</b> – we walk on the left safely and sensibly  <b>Inclusion</b> – we actively listen to instructions carefully  <i>Staff show:</i>  <b>Community</b> – we position ourselves carefully to ensure all children are safe  <b>Aspiration</b> – we have high expectations of how our children move around and we praise and catch the good</p>	 <p><b>Inclusive outdoor spaces</b></p> <p><i>Children show:</i>  <b>Enjoyment</b> – we choose appropriate activities to keep ourselves healthy  <b>Community</b> – we play together safely  <i>Staff show:</i>  <b>Aspiration</b> – we will provide, encourage and model activities  <b>Inclusion</b> – we work with our sports ambassadors to create safe, inclusive activities</p>	 <p><b>Dining hall routines</b></p> <p><i>Children show:</i>  <b>Community</b> – we carry our own trays and cutlery sensibly and safely  <b>Community</b> – we keep our area tidy and clean, and we show good table manners  <i>Staff show:</i>  <b>Aspiration</b> – we model table manners to our children  <b>Resilience</b> – we take the time to teach our children the expectations of the dining hall  <b>Enjoyment</b> – we engage children in discussing current events</p>
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## What great looks like in how we communicate

### COMMUNICATION



Children show:

**Enjoyment** – we are motivated to produce learning we are proud of

**Aspiration** – we take ownership of our own learning

**Resilience** – we try new and tricky things

Staff show:

**Aspiration** – we model our expectations consistently and listen and learn from each other (StepLab)

**Inclusion** – we are dynamic and responsive to engage our learners



Children show:

**Community** – we are active members of our school and wider community

**Enjoyment** – we take an interest in the wider world

Staff show:

**Community** – we support the hub to help our community

**Inclusion** – we work with our families and the wider community by always going the extra mile  
Our enrichment offer ensures parity and opportunity for every learner.



Children show:

**Aspiration** – we engage in reflections with or without support

**Resilience** – we take ownership of our mistakes, and we work hard to make things right; we don't give up on each other

Staff show:

**Aspiration** – we treat every day as a fresh start, and we don't give up on each other

**Inclusion** – we support our children to reflect and make things right

## 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 Ryelands Academy Way communication plan.

## The Oasis Ryelands Academy Way Communication plan

Stakeholder	Actions	Resources	Led by	By when
<b>All staff</b>	Introduce and recap during September Inset. Weekly reminders in Friday briefing with areas to focus on.		KR	Autumn 2024
<b>Senior leaders</b>	Principal/Behaviour Lead to attend Regional Network Meetings around The Oasis Way and feedback to ALT.  ALT Meetings with a focus on the OA Ryelands Way.		KR	Half termly
<b>Middle leaders</b>	Attendance of Trust wide inset, school led staff training, Engagement in prereading		KR	
<b>Pastoral team</b>	Attendance of Trust wide inset, school led staff training, Engagement in prereading		KR	
<b>Teaching Staff</b>	Attendance of Trust wide inset, school led staff training, Engagement in prereading		KR	
<b>Children</b>	Refresher of 'What great looks like' in each of the academy areas – summary to be displayed in classrooms.  9 Habits taught directly through curriculum and in specific situations through interactions with staff.  Mini SLT to take part in Learning Walks with a focus on elements of the OA Ryelands Way	'What great looks like' document	ALT in assembly, Class Teachers	Autumn 2024  Ongoing  Ongoing
<b>Families</b>	'Meet The Teacher' afternoon at the start of Autumn 1 2024 to focus on restorative culture and use of Zones of Regulation linked to the OA Ryelands Way.  One page 'The Oasis Ryelands Academy Way' newsletter to be sent to parents in the Autumn Term 2024.	ZOR information	Class teachers  KR	September 2024  Autumn Term 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 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.

### Oasis Ryelands Academy Way Rewards offer

Reward	Rationale
1:1 Precise Praise	Wherever possible we prioritise giving children specific and meaningful praise 1:1 so we can reflect together on how they accomplished the achievement and the pride we all feel about the effort they put in.
Weekly 9 Habits Star of the Week	At OA Ryelands, we hold a weekly Celebration Assembly on a Friday. Each week every teacher chooses to celebrate a pupil in their class who has demonstrated one of the 9 Habit qualities: <i>compassion, consideration, humility, honesty, forgiveness, patience, hope, self-control or joy</i> . This weekly recognition encourages the children to embody the 9 Habits and helps to create a supportive and respectful environment where positive behaviour is recognised and celebrated. This is shared with our school community via our weekly newsletter.
9 Habits 'Pupil Choice'	Every week in our Friday Celebration assembly, the principal selects 2 children who then make a 'pupil choice', choosing one of their peers (or sometimes a staff member) who they think has embodied one of the 9 Habits. This encourages the children to recognise the habit qualities in each other. This is also shared in our weekly newsletter.

Weekly 3Cs Certificates	Each week in our Celebration assembly, our Phase Leaders award 3 certificates for individuals in their phase who have exhibited real character, competence or community throughout the week. This helps the children to understand the language linked to our curriculum statements of intent.
Whole Class 'Positive Points' Reward	Every week, the class who have collectively amassed the highest number of 'positive points' are recognised in our Celebration assembly and newsletter. The class is rewarded with an extra, short 'play' or 'free choice' session. This helps the children to recognise the benefits of positive behaviour and of working together.
Attendance Rewards	Class trophies given for the highest attendance level each week in EYFS/KS1 and KS2; individual reward vouchers and prizes to encourage good and improved attendance.
Positive Playtime Rewards	Teachers and support staff award 'positive playtime' slips at break and lunchtimes for children demonstrating positive behaviour at playtimes and embodying the Oasis 9 Habits. The class with the most 'positive playtime' slips is announced in Celebration assembly winning a reward. This helps the children to recognise the benefits of positive behaviour and of working together.

## 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 Ryelands, we recognise that behaviour is the external symptom of a range of underlying factors, and that becoming dysregulated is an involuntary event and requires calming of the brainstem before rational decision making or discussion of cause or consequence can happen.

For this reason, we intentionally create emotionally-aware environments throughout our academy through the intentional design of spaces that can support the integral processes of calming, regulation and reflection for children when they are feeling heightened or triggered.

In our academy, we use the following universal strategies to manage the emotional charge of the classroom and wider school and support children to build safety, belonging and successfully settle to learn:

Universal regulation strategy	Rationale
Zones of Regulation	All children are taught to recognise, name and respond to their emotions using Zones of Regulation. Children are supported to check in daily using Zones in order to build an understanding between the pupil and teacher about the child's regulatory capacity and support requirements for the day.
Regulation stations	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.
Trusted Adult	Every child has a trusted adult that they can speak to when feeling dysregulated

<b>PACE Training</b>	Using PACE (Playfulness, Acceptance, Curiosity, and Empathy) at OA Ryelands helps us to foster a nurturing and inclusive environment that supports both the emotional and academic needs of pupils. By incorporating these principles, we build trust, enhance pupil-teacher relationships, and promote positive behavioural changes. PACE helps children to feel safe, valued, and understood; this promotes engagement and the motivation to learn. This approach aligns with social and emotional learning (SEL) principles, encouraging a growth mindset and resilience. PACE creates a supportive atmosphere where every pupil can thrive academically, socially and emotionally.
<b>Restorative Conversations</b>	At OA Ryelands, we use restorative conversations to repair harm when children 'fall out' or experience conflict. These conversations, with the support of a staff member, provide a structured opportunity for all parties involved to express their feelings, understand the impact of their actions and collaboratively find a way to make amends. Through focusing on empathy, accountability and mutual respect, restorative conversations help to rebuild relationships and create a supportive, inclusive school environment where <b>every</b> child feels valued and understood.

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

At Oasis Academy Ryelands, 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	Visiting the Sensory Room	Going for a brisk walk alongside an adult



		other breathing techniques		
Listening to music	Drumming and body percussion	Watching a fish tank, sand timer or bubble tube	Stroking/cuddling a soft toy	Using playdoh or therapy putty
Sitting under a weighted blanket	Humming	Completing a sensory circuit	Blowing bubbles	Yoga poses
<b>Top-down regulation strategies:</b>				
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 Ryelands, we recognise that early experiences of trauma and other additional needs can cause neurological developments that lead some children to respond differently to changes in their environment.

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

Internal state	Calm	Alert	Alarm	Fear	Terror
Brain system	Cortex	Cortex / Limbic	Limbic	Midbrain	Brainstem
Cognition	<b>Rational &amp; reflective</b> , abstract reasoning, executive function, empathy	<b>Concrete</b> thinking, simple reasoning, emotions, relationships	<b>Emotional</b> , limited reasoning, triggered by echo of past experiences	<b>Reactive</b> , responding to survival impulses	<b>Reflexive</b> , controlled by survival impulses

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

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

### Knowing the Child:

At Oasis Academy Ryelands 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
<b>Child Protection Online Monitoring System (CPOMS)</b>	At OA Ryelands, all safeguarding incidents involving a child must be recorded on CPOMS: our central safeguarding recording system. CPOMS allows staff to quickly, easily and securely record all the information we have regarding a child in one secure place. The chronology of the child is built automatically so trends and patterns are easier to identify.
<b>SEND Register and Plans</b>	At OA Ryelands, we take a child's SEND needs into account when exploring the support and strategies that need to be put in place.

<b>Parental, Staff and Specialist Involvement</b>	At OA Ryelands, we work closely together with parents and staff using different specialisms both in the academy as well as external experts to ensure our children’s behaviour is best supported.
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### 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 Ryelands, we recognise that “All members of school staff have a legal power to use reasonable force [...] to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.”<sup>1</sup> We work proactively to respond to children’s needs and understand their regulation profiles so that this is always a last resort.

**Approach:** At Oasis Academy Ryelands, the safety and well-being of our pupils and staff are paramount. To ensure that our team is fully equipped to manage any conflict situations that may arise, we have chosen Dynamis for our positive handling training. Dynamis provide evidence-based, scenario-driven conflict management training through the whole spectrum of encounters, which enables our staff with the skills and knowledge they need to

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

professionally respond to any level of conflict, including last-resort physical interventions. At Oasis Academy Ryelands we have 20 members of staff who are trained in positive handling, and they renew their qualifications every 3 years. By partnering with Dynamis for positive handling training, Oasis Academy Ryelands ensures that our staff are not only well-prepared to handle conflicts but also do so in a way that upholds our commitment to a safe, inclusive, and supportive school environment. The skills and knowledge gained through Dynamis training enable our team to respond to conflicts with confidence and professionalism, fostering a positive atmosphere where all pupils can thrive.

**Recording:** At Oasis Academy Ryelands, we ensure that any use of positive handling is meticulously recorded on CPOMS, our safeguarding and child protection online monitoring system. When such an incident occurs, the staff member involved must log the event in detail on CPOMS on the same day as the incident (if possible). This record includes the date, time, and location of the incident, the individuals involved, a description of the circumstances leading to the use of force, the specific actions taken, and the outcome. Additionally, any witnesses to the event are documented. The report is reviewed by senior staff to ensure that the use of force/positive handling was appropriate and to identify any further actions or support needed for the individuals involved. This thorough documentation process helps maintain transparency, accountability, and the safety and well-being of all pupils and staff.

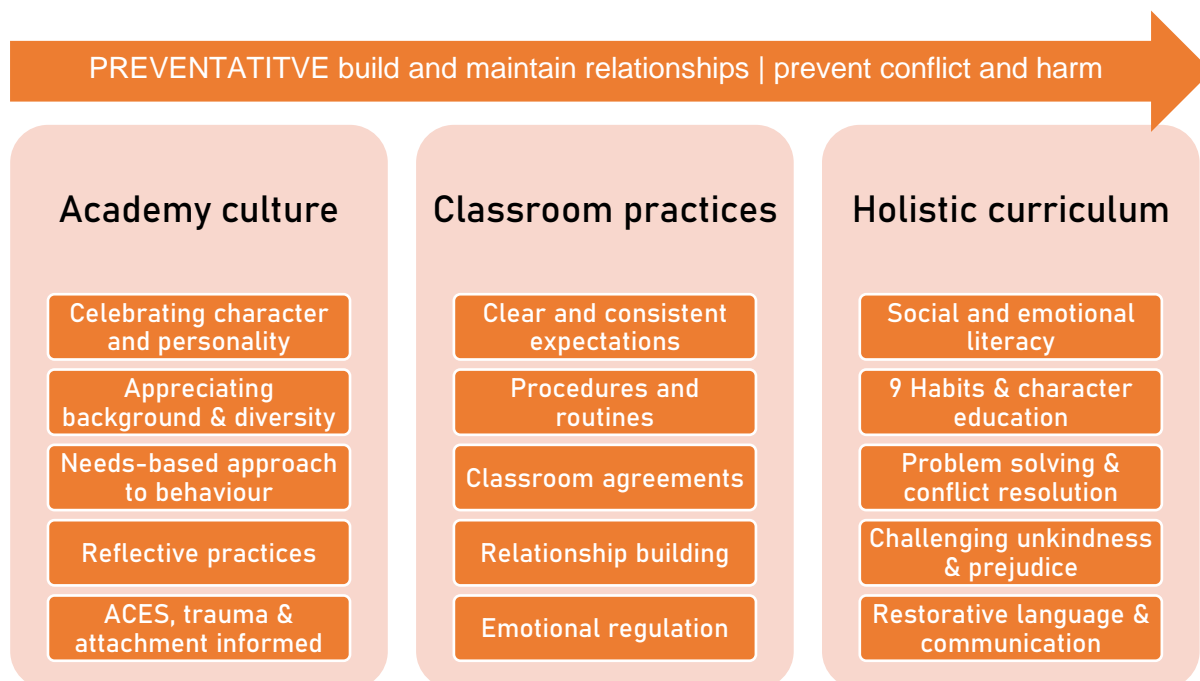
**Communication:** At Oasis Academy Ryelands, we prioritise clear and transparent communication with parents/carers when reasonable force or positive handling has been used by trained staff. As soon as possible after the incident, a member of our Senior Leadership Team will contact the child's parent or carer to inform them of the situation. This communication typically occurs via a phone call to provide immediate information and reassurance. During the call, we carefully explain the circumstances that led to the use of reasonable force, the specific actions taken by staff, and the outcome of the incident.

**Reflection:** We reflect on all occasions of the use of positive handling/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 Ryelands 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 using Zones of Regulation, our PSHE curriculum and restorative conversations. We also utilise external sources of emotional support such as art and drama therapy when required. For our SEND children we also use social stories to help pupils better understand specific situations and what they can do or say to be successful.
9 Habits and character education	We teach children about the 9 Habits and character by weaving this throughout all lessons, with explicit focus during assemblies and circle times.
Problem solving & conflict resolution	We teach problem solving and conflict resolution by modelling open and honest conversations, restorative conversations and our PSHE and PD curriculum.
Challenging unkindness & prejudice	We teach children to challenge unkindness and prejudice by explicit teaching during assemblies and circle times, PSHE and PD lessons and open and honest conversations.
Restorative language & communication	We teach restorative language and communication by modelling, having a shared language and having open and honest conversations, either in the moment, or following a period of reflection.

## 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 Ryelands, 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 rooted in the 9 Habits.	Our Academy Way expectations are shared repeatedly by all staff so that everyone: staff and students know what the expectations are and 'what great looks like' in these specific areas of academy life. Our expectations are rooted in our 9 Habits and in mutual respect.
Core routines	Consistent core routines built around relationships and mutual respect form key parts of the day, such as welcome time, transitions as well as at the end of the day. Our consistent routines also constitute and provide an essential part of daily life in the running of the classroom and the school.	Our core routines help to provide consistency and reassurance which reduces cognitive load, uncertainty and the anxiety this may cause.
Class charters / agreements	At the beginning of the school year, we create class charters as a collaborative process involving children and teachers. These charters outline the rights, responsibilities and expectations for	Through working collaboratively with the children in the creation of these charters, we promote ownership and accountability for maintaining a positive learning environment. This process fosters a sense of belonging and

	behaviour and learning within the classroom community.	empowerment among the children, as they actively participate in shaping the culture of their classroom. The class charters also act as a reference point throughout the year.
<b>Circle time</b>	Regular opportunities for circle time are provided through our weekly Personal Development (PD) lessons. These sessions are dedicated to fostering open communication, promoting social and emotional learning and strengthening the sense of community within the classroom.	Circle time is regularly included as part of our PD lessons to create a supportive and inclusive environment where every child feels heard and valued. During circle time, children have the opportunity to share their thoughts, feelings and experiences, which fosters open communication and strengthens classroom relationships.

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 <a href="#">Co-Regulation Plan</a> .
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	<b>Time Out:</b> Another adult supervises the class while the teacher steps outside to repeat the 30 second script with the pupil. A <b>Restorative Chat</b> is conducted at the end of the lesson or at the next break. <b>Triage:</b> 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 <b>Restorative Chat</b> is conducted at the next break or during an after-school detention.

### 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:**

<b>1. Explore the incident:</b>	What happened?	What were you thinking/feeling at the time?
<b>2. Explore the harm caused:</b>	How has the incident affected you?	Who else has been affected? In what ways?
<b>3. Remind the pupil of expectations:</b>	Our school rule/value is...	What could you have done differently?
<b>4. Explore how to repair the harm:</b>	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.

64

At Oasis Academy Ryelands, we recognise that school systems work best when restorative practices support us to focus on repairing harms caused and meeting the needs of all parties, rather than on punitive punishment. For this reason, we use logical consequences to help children recognise the effect of their actions and develop internal control. Where sanctions are used, we recognise that these are symbolic, and that it is the consequences that address the needs caused by harm, and so make the difference.

### Logical consequences and symbolic sanctions:

We ensure that any sanctions issued adhere to these key restorative principles:

- We don't humiliate
- Our sanctions are linked to the harm
- The length should not be excessive
- We minimise exclusion from learning
- One sanction is enough
- We use a graduated system – we don't jump to severe sanctions

### Out-of-class behaviour systems

With this in mind, we design our academy behaviour systems to ensure that restorative approaches are used wherever possible to support pupils to repair the harms they have caused and learn from their mistakes:

Behaviour system	What we do	Why we do it (restorative aspects)
Reflection Time / Restorative Conversation	At Oasis Academy Ryelands, we use Reflection Time and Restorative Conversations outside of class to address and resolve conflicts or behavioural issues effectively. This approach allows children to 'step away' from the immediate classroom environment, providing a calm space to reflect on their actions and understand their impact on others. We have a number of 'Calm Corners' or 'Safe	We use Reflection Time and Restorative Conversations to foster a supportive and respectful school culture. These provide children with a calm space to reflect on their actions, understand their impact, learn from their mistakes and have the opportunity to repair harm. Restorative Conversations facilitate open dialogue, helping to repair relationships and resolve conflicts constructively. Through focusing on

	Spaces' that children can go to if dysregulated to calm down before restorative conversations are had.	empathy, responsibility and positive behaviour, we aim to teach pupils valuable social and emotional skills.
<b>Time Out (in another classroom or with a member of SLT)</b>	At Oasis Academy Ryelands, we sometimes provide children with 'time out' in another classroom to complete their learning when they have not followed school rules. This practice is intended to support pupils and allow time to self-regulate while still completing their learning.	By temporarily removing a child from their usual classroom environment, we offer them a chance to reflect on their behaviour and understand the consequences of their actions in a constructive way. The alternative setting helps minimise distractions and provides a fresh start, allowing children to focus on their learning. This approach reinforces our commitment to maintaining a respectful and productive learning atmosphere while also encouraging personal responsibility and reflection.
<b>'On Call'</b>	If we have an instance of escalating disruptive or challenging behaviour in class, the class teacher may call for support from a member of the Academy Leadership Team. In the first instance, this will usually be the Phase Leader. The member of ALT may have a conversation with the child themselves if appropriate to help them regulate, restore and then return to their learning. In some situations, the member of staff called may also replace the class teacher for a short period of time so that they can have a 1:1 conversation themselves.	To help support individual children to regulate and make the right choices, to stop situations escalating further and to allow learning to continue in the classroom.

## Repairing ruptures: Responsive restorative processes

At Oasis Academy Ryelands, 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.

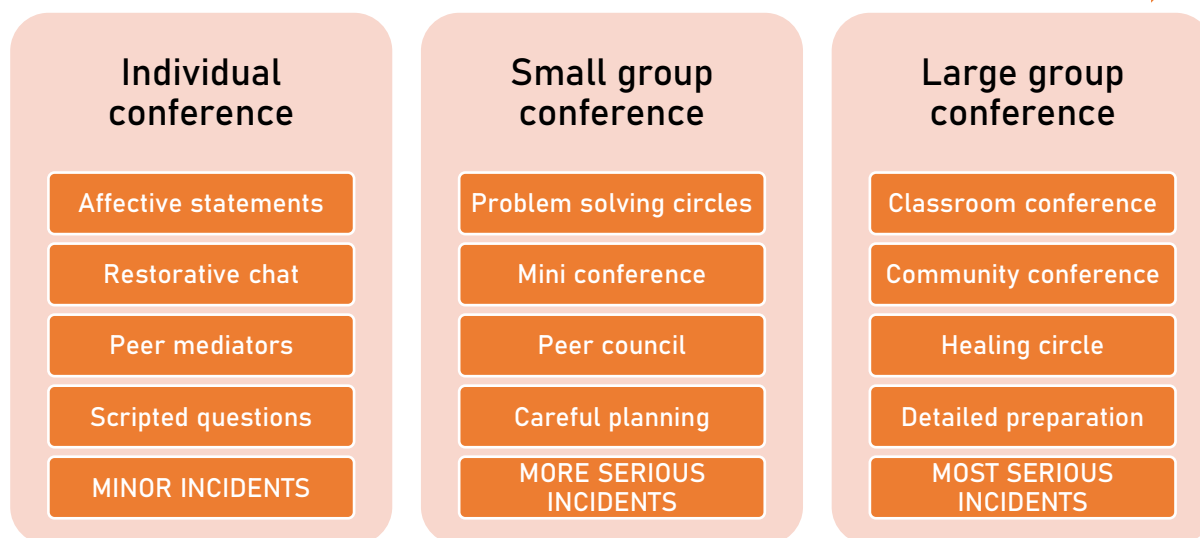
Restorative practices support pupils to shift from shame to guilt in their response to causing harm. Instead of ignoring or covering up bad feelings and ruptures in connection, Restorative practices hold us to account and require us to lean in and take action to restore connection.

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.

RESPONSIVE repair relationships | resolve conflict



### Our approach to repairing harm

The below table summarises our restorative approach to repairing harm:

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

### Restorative conferences

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
<b>1. Recognise perspectives</b>	Everyone has their perspective on any given situation and needs an opportunity to express this in order to feel respected, valued and listened to.	What happened?

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

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

<b>Circumstance</b>	<b>Who facilitates?</b>	<b>Who is involved?</b>
When a relationship between a teacher and pupil has broken down.	The class teacher in the first instance.  If behaviour continues, Phase Leader or another member of the Academy Leadership Team.	Pupil, class teacher and a member of the Academy Leadership Team if required.  In some cases, parents or carers may be involved to support the pupil and understand the outcomes of the restorative process.
Following a period of consistently poor classroom behaviour.	The class teacher in the first instance.  If behaviour continues, Phase Leader or another member of the Academy Leadership Team.	Pupil, class teacher and a member of the Academy Leadership Team if required.  In some cases, parents or carers may be involved to support the pupil and understand the outcomes of the restorative process.
When a relationship between pupils has broken down	The class teacher in the first instance.  If behaviour continues, Phase Leader or another member of the Academy Leadership Team.	Pupil, class teacher and a member of the Academy Leadership Team if required.  In some cases, parents or carers may be involved to support the pupil and understand the outcomes of the restorative process.

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

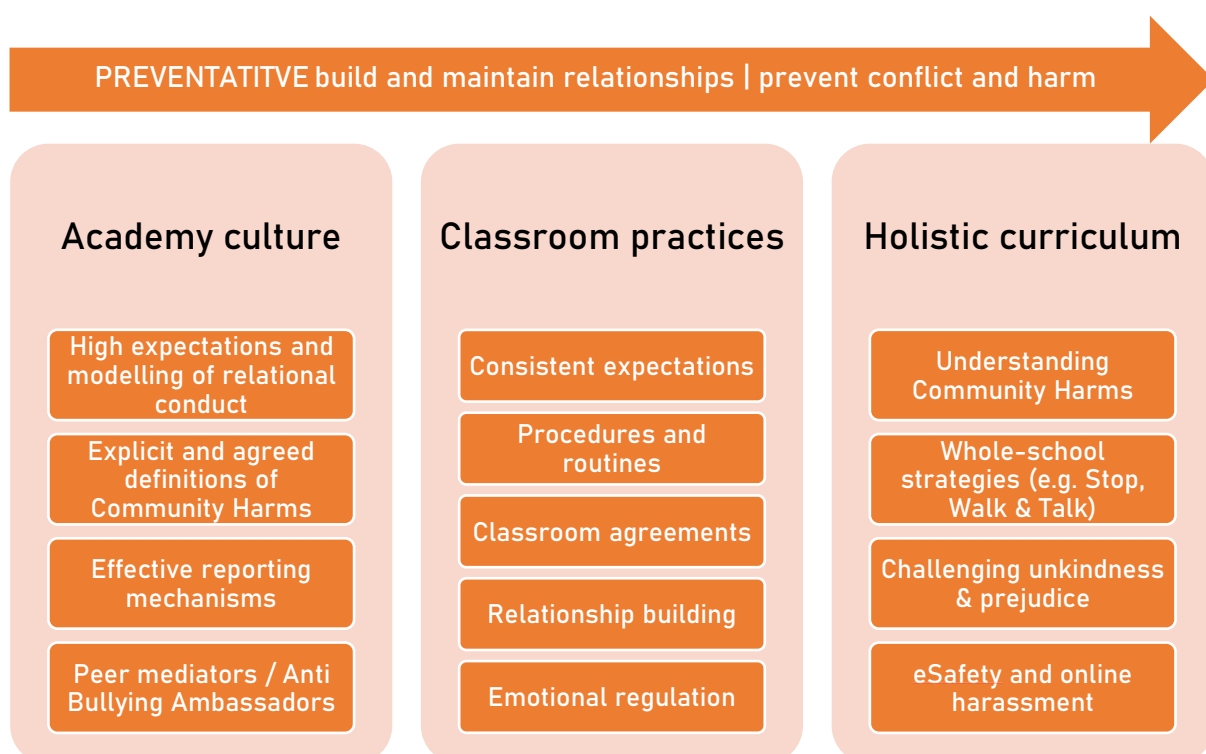
At Oasis Academy Ryelands we aspire to create a relational culture in which every pupil has a sense of emotional safety as part of a welcoming and inclusive community where everyone matters and there are no outsiders.

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

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

### Preventative practices

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



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

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

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	<p>We foster a positive environment in school which is based on mutual respect.</p> <p>We speak to children kindly and age-appropriately with constant unconditional positive regard.</p> <p>We speak to our families in a polite and friendly way and model the 9 Habits in all we do.</p> <p>Adult interactions are always polite and friendly and model the Oasis 9 Habits at all times.</p> <p>We greet each other and smile at one another when we see each other in the morning.</p> <p>We are quick to apologise and take responsibility when we do something wrong or upset another person.</p> <p>We are proactive at resolving conflict and have respectful, open and honest conversations with each other.</p>
Effective reporting mechanisms	<p>Senior leaders have an 'open door' policy and are available at the beginning and end of every day.</p> <p>Staff are encouraged to have open and honest conversations.</p> <p>We use Bromcom and CPOMs to record incidents.</p> <p>Children are taught and encouraged to speak up for themselves and their peers.</p> <p>All children identify 'trusted adults'.</p>

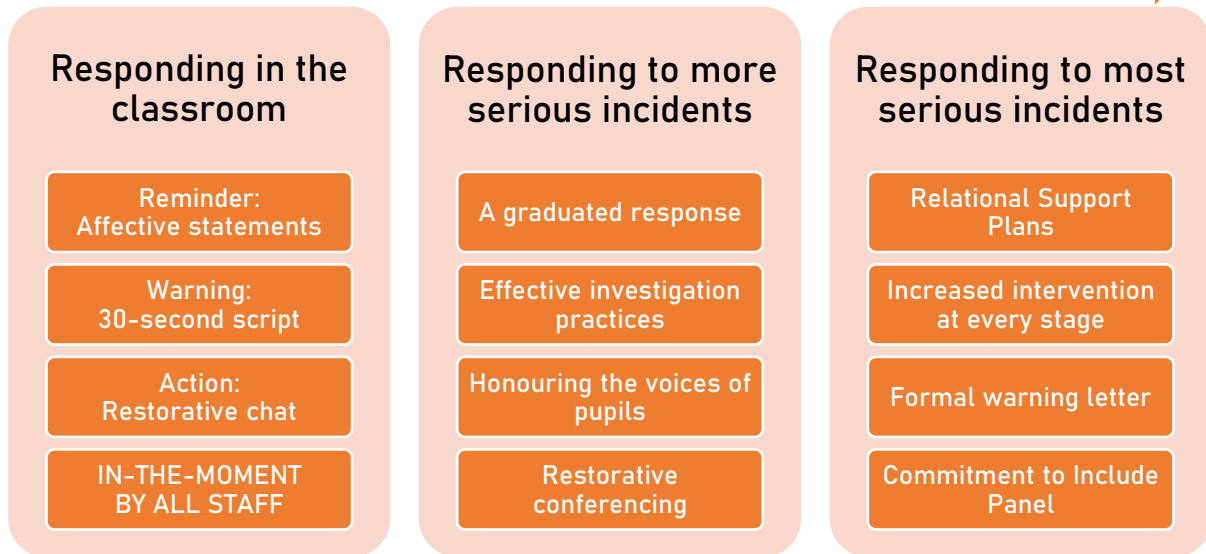
## Holistic curriculum:

Strategy	How we do it
Understanding community harms	At Oasis Academy Ryelands, understanding community harms is a vital component of our commitment to creating a safe and inclusive environment. We engage in regular, open dialogue with children, staff and parents to identify and address any issues that may affect our school community. Through assemblies, classroom discussions and dedicated wellbeing sessions, we educate our children about the impact of harmful behaviours, including bullying, discrimination and social exclusion. Our approach includes using restorative practice to resolve conflicts and repair harm, ensuring that all voices are heard and respected. Through our culture of empathy, respect and accountability, we aim to build a community where <b>everyone</b> feels valued and supported.
Whole-school strategies	At Oasis Academy Ryelands, we implement whole-school strategies for dealing with community harms to ensure a safe, inclusive and respectful environment for all. We have a specially designed PSHE and PD curriculum that is based on character development, with a real focus on the 9 Oasis Habits. Our approach includes comprehensive education on the effects of harmful behaviours through assemblies, classroom discussions as well as targeted wellbeing sessions. Our restorative practices promote healing and reconciliation, allowing those affected by harm to voice their experiences and find resolution. We maintain clear reporting mechanisms, encouraging pupils, staff and parents to report concerns promptly.
Challenging unkindness and prejudice	We have a zero tolerance approach to bullying, discrimination as well as harmful sexual behaviours. We have clear systems that staff are expected to follow to reduce the damage caused by these events. Children are educated as to what to do if they or others have concerns in these instances.  We promote restorative approaches to resolve conflicts and repair harm, fostering accountability and understanding among all members of our school community. By cultivating a culture of respect, acceptance and inclusion, we empower pupils to stand up against unkindness and prejudice.
e-Safety and online harassment	Through the Oasis Curriculum, lessons have an e-safety element built into them. Children, staff and parents are all made aware of our acceptable use of our Horizons equipment (iPads) and other IT devices as well as the dangers they present alongside the many positive advantages they also bring. Children are made aware what they should do if they have any concerns in this area. Their children's use of iPads is carefully monitored to make sure it is appropriate and safe with relevant staff and parents made aware as necessary.

## Responsive processes

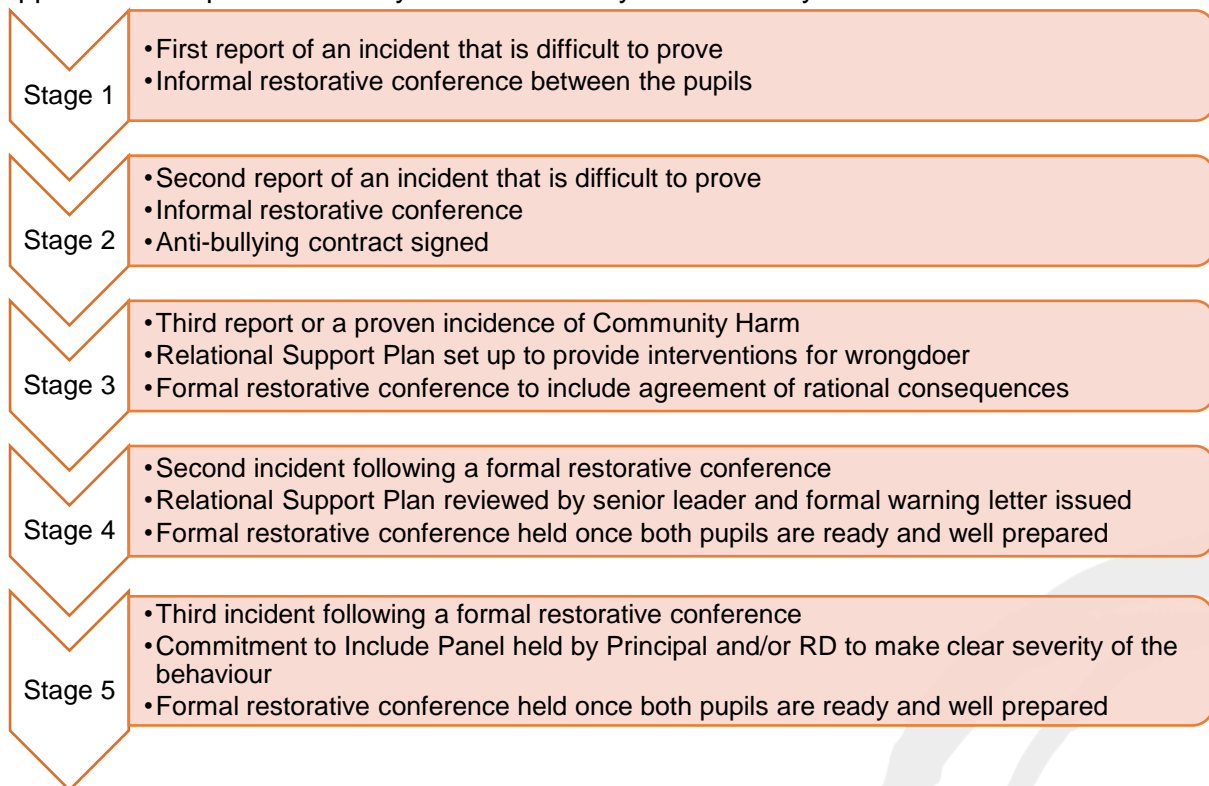
When Community Harms occur, we have robust practices to ensure that all affected parties feel supported to resolve the incident and repair the harm caused:





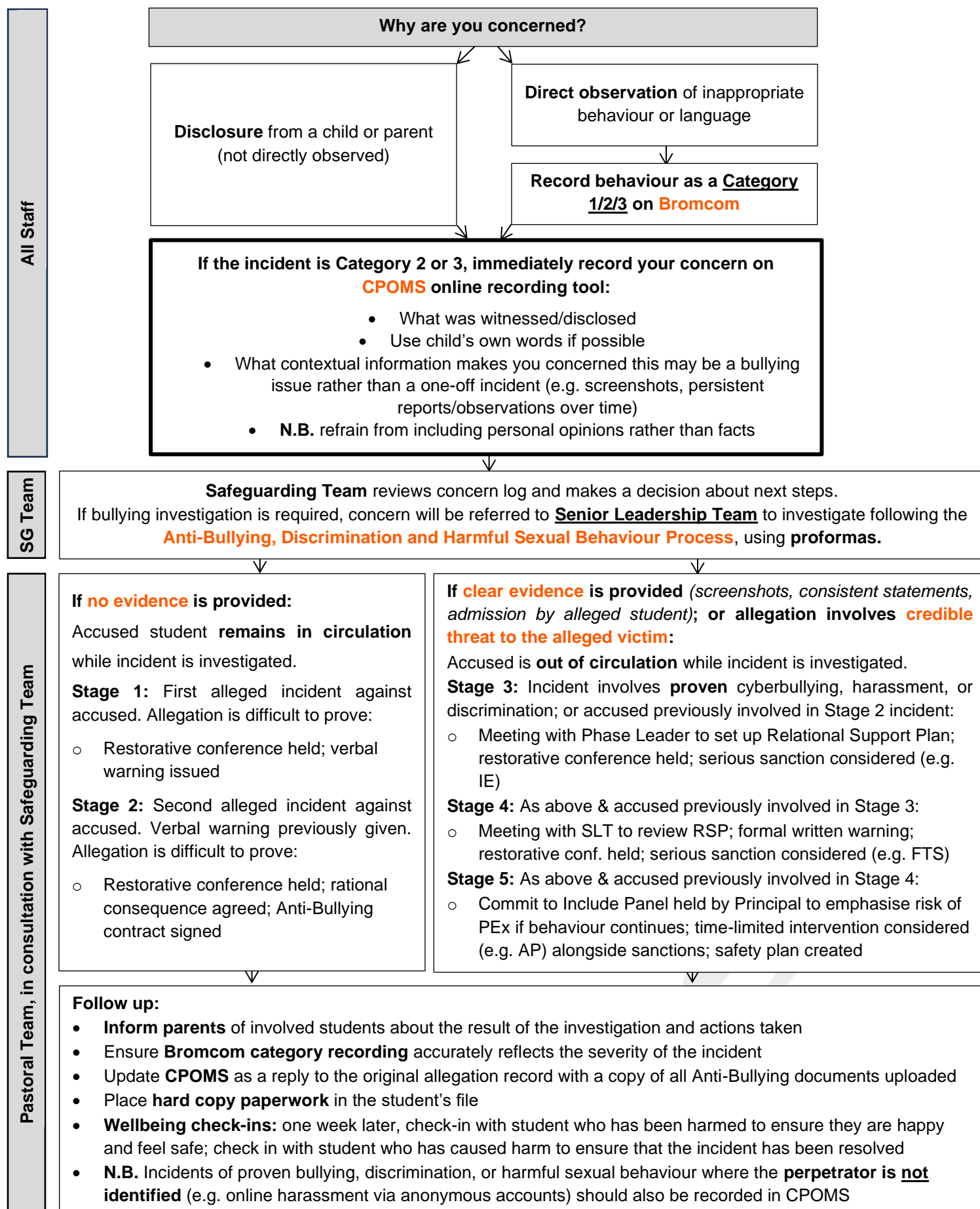
### A graduated response

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 Ryelands



### 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 Ryelands, 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
Instructional Coaching	We use instructional coaching to help improve our practice through collaboration and reflection.	The coaching cycle generally consists of four main components: goal setting, planning, observation, and reflection. Each step is done collaboratively between the teacher and the coach.
Reflective Questions in Staff Meetings	To encourage staff to reflect on their own practice, to have a growth mindset and to be active in finding solutions for themselves.	Questions that are asked for staff to reflect on and consider best practice. These questions are sometimes considered individually and sometimes in groups.
Solution Circles	The use of solution circles provide staff with the opportunity to share a problem they are having and collectively decide on a path forward. During this time, the staff member will often find the solution for themselves.	Within the 'solution circle' group the following roles are distributed: <i>Problem solver, Problem facilitator, Note taker, Thinking team</i> . The problem is presented, and solutions are shared within a set time frame.

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

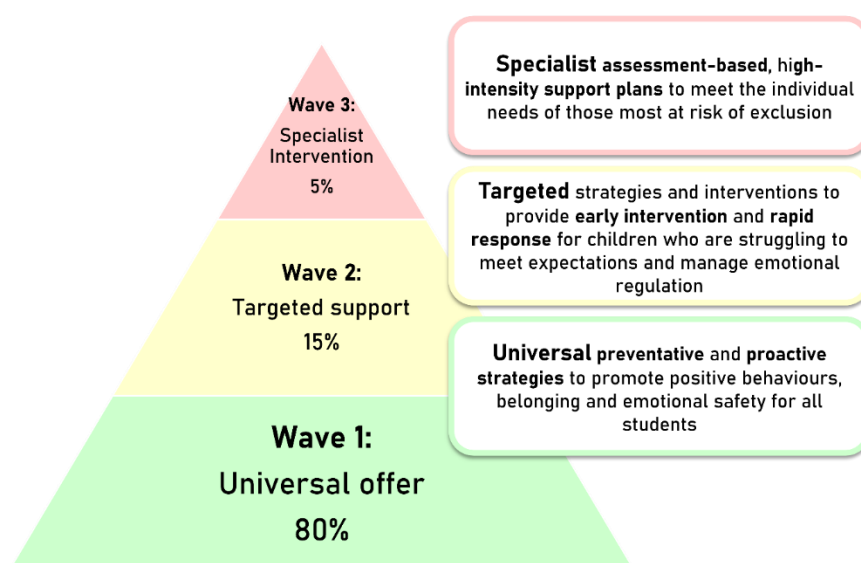
We recognise the importance of listening to the child to ensure that our pupils have a genuine voice and feel an active and valued part of the academy community. In our academy, we use the following mechanisms for gathering pupil voice:

Mechanism	When we do it	How we do it	How we follow up
Digital surveys	Before a MET review	Online survey sent to children's iPads	Analyse data and adapt curriculum

SLT pupil voice	During learning walks	Speak to children about their experience of school	Bring findings to leadership team meetings and action
Learning walks	Half termly	Middle leaders talk to children during learning walks, about their specific subjects or phases	Data is used to adapt curriculum
Mini leaders – Mini SLT and student leaders	Half termly meetings	Children on the mini leadership team meet with a member of the SLT, shadow leaders and share their experience	Share in leadership meetings, phase meetings and action

### 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.



WHAT DOES THE UNIVERSAL OFFER LOOK LIKE AT OUR ACADEMY?	
OUR VISION	OUR OFFER
<p><b>Building belonging</b></p> <p>At Oasis Academy Ryelands, our vision is that all children have strong, trusting relationships with adults and feel true belonging as part of the academy community. We ensure that all children have the opportunity to contribute to our academy culture, both within the classroom, through wider participatory activities and student leadership roles so that every child who joins us experiences connection, protection, understanding and care.</p>	<ul style="list-style-type: none"> <li>All staff have been trained in the importance of building relationships, positive influence and use of PACE (playfulness, acceptance, curiosity, empathy)</li> <li>Class charters that create agreements within classroom communities</li> <li>Pupil voice gathered and responded to regularly to ensure pupils feel heard</li> <li>A range of pupil leadership opportunities</li> <li>Regular opportunities for community celebrations and joy</li> <li>Class and whole school assemblies</li> <li>Good communication between school, pupils and parents</li> <li>Safeguarding, trauma informed practices</li> </ul>
<p><b>Explicit expectations</b></p> <p>At Oasis Academy Ryelands, we set and sustain clear, consistent and positively framed boundaries for our children by making explicit our expectations for positive behaviour in all spaces in the school. We ensure that all children understand these expectations through direct teaching and practise of routines and reinforce these boundaries with relational recognition of pro-social behaviours and fair and logical consequences in response to unwanted behaviours.</p>	<ul style="list-style-type: none"> <li>Explicitly framed, positive school-wide expectations laid out in The Academy Way</li> <li>Regular teaching and practise of key routines and expectations</li> <li>Visible displays reinforce positive expectations</li> <li>All staff trained in positive behaviour management strategies, de-escalation and co-regulation techniques</li> <li>Fair and consistent rewards strategy to celebrate pupil successes.</li> <li>Fair and consistent escalation process for consequences which also incorporates a certain degree of elasticity which appreciates that we, our situations and our needs are all different</li> <li>Quality first teaching, with high expectations for behaviour for learning</li> <li>Behaviour incidents are effectively and consistently logged on <b>Bromcom</b>. Incidents are then monitored, patterns identified, and additional support put in place accordingly.</li> </ul>
<p><b>Developing social and emotional skills</b></p> <p>At Oasis Academy Ryelands, 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 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"> <li>Academy-wide application of Zones of Regulation</li> <li>Daily emotional check ins for all children</li> <li>Regulation stations available in all classrooms</li> <li>Strategies for self-regulation and mindfulness explicitly taught</li> <li>All staff trained as co-regulators, using PACE and Emotion Coaching to support dysregulated children to become calm</li> <li>Staff using and teaching appropriate use of bottom-up and top-down regulation</li> <li>Safe spaces identified throughout the academy where self- and co-regulation can take place</li> <li>Staff revisit situations when students are regulated to restore situations and to guide them to take better choices in the future that lead to better relational outcomes.</li> </ul>

WHAT DOES TARGETED SUPPORT LOOK LIKE AT OUR ACADEMY?	
OUR VISION	OUR OFFER
<p><b>Building belonging</b></p> <p>At Oasis Academy Ryelands, staff actively build positive relationships with pupils centred around a strong sense of worth and reference to the 9 habits. Key adults check in with students as part of the 'team around the child'. Staff, parents and children are all involved in working together to encourage positive choices and provide appropriately targeted behaviour support.</p>	<ul style="list-style-type: none"> <li>Close relationships with key adults are actively developed between key staff members, pupil and parents. This aids with regulation.</li> <li>Children are fully involved in the process of behaviour support with a walking alongside model of support rather than a done to model.</li> <li>A 'Team Around the Child' approach is used to foster supportive relationships, coregulation, reassurance and belonging.</li> <li>Children are actively encouraged to join enrichment clubs.</li> <li>Circle time intervention for a targeted transition group or character need within class or group.</li> <li>Alternative play provision if required.</li> </ul>
<p><b>Explicit expectations</b></p> <p>Individual behaviour support plans and social stories map out what is required for pupils to be successful, so it is clear what the expectations are.</p>	<ul style="list-style-type: none"> <li>Stage 1 behaviour support plans put in place reviewed in a timely manner working in collaboration with parents and children. These should be used as a working document with targets and support.</li> <li>Social stories to support the teaching of key routines.</li> <li>Restorative conversations used as a chance to directly teach behaviour with reference to 9 habits, impact on others, consequences and habits.</li> <li>Adaptation of timetable and areas of the school used.</li> <li>Adjusted lunchtime provision if required.</li> </ul>
<p><b>Developing social and emotional skills</b></p> <p>Each child is provided with the most appropriate care they require whether this is behavioural, emotional, pastoral or SEND support. All children develop a real sense of belonging and worth within the academy and know that they can positively contribute to the school.</p>	<ul style="list-style-type: none"> <li>If not done so already, explore possible SEND need: make contact with SENDCo - Initial Concerns Form to be completed.</li> <li>Emotional support, ELSA,</li> <li>Drama therapy, counselling, ZOR intervention....</li> <li>Enrichment clubs with a social and emotional emphasis</li> <li>Transitions, big and small, planned for.</li> </ul>

## Wave 3 specialist intervention



WHAT DOES SPECIALIST INTERVENTION LOOK LIKE AT OUR ACADEMY?		
	OUR VISION	OUR OFFER
<p><b>Building belonging</b></p>	<p>Staff from across the academy with different areas of expertise come together to provide the most appropriate targeted support that a child needs at that moment in time. We are aware that what a child needs now, may well be very different from what that child may require in the future, so the child's provision is regularly reviewed.</p> <p>We work together with staff, parents and children to actively build positive relationships in school and help children recognise their feelings and make positive choices.</p>	<ul style="list-style-type: none"> <li>• School staff of different responsibilities work together to best support the needs of the child</li> <li>• Teams Around the Child used to foster supportive relationships, coregulation, reassurance and belonging.</li> <li>• An AFIT may be carried out so that a child's needs can be better supported.</li> </ul>
<p><b>Explicit expectations</b></p>	<p>Behaviour support plans and behavioural risk assessments make the level of support as well as what is expected of the children very clear.</p>	<ul style="list-style-type: none"> <li>• Stage 2 or 3 Behaviour (Relational) Support Plans with adapted individual behavioural supports and personalised rewards created and reviewed regularly.</li> <li>• Behaviour Risk assessments completed.</li> <li>• Further adaptation of timetables and areas of the school used.</li> </ul>
<p><b>Developing social and emotional skills</b></p>	<p>Our academy based emotional, behavioural and SEND teams work together alongside external agencies to ensure that our pupils receive the best level of support we can provide.</p>	<ul style="list-style-type: none"> <li>• Educational Psychology assessment and interventions with all recommendations implemented consistently by school staff</li> <li>• Counselling, potential involvement of outside SEND Agencies</li> <li>• Specialist support provided by OCL Behaviour Leads and RD</li> <li>• CAMHS referral for underlying neurodevelopmental difficulties, FAP panel for advice for respite and outreach services such as Chaffinch Brook for behaviour support.</li> </ul>

### The pastoral graduated response pathway

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

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

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

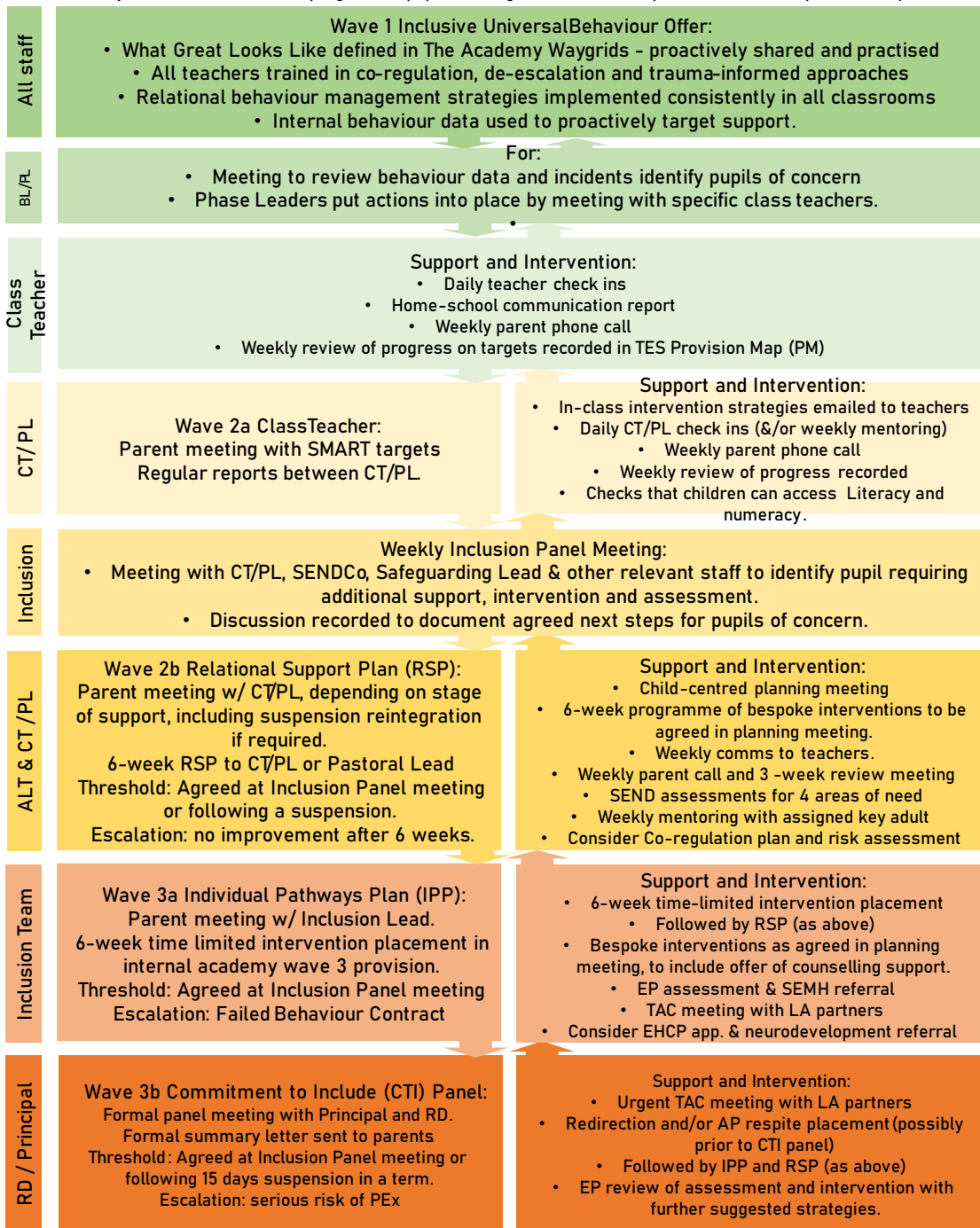
We carefully track and monitor the progress of pupils to ensure our response is impactful.



# Oasis Academy Ryelands Pastoral Graduated Response Pathway

**Rationale:**

- At Oasis Academy Ryelands, we ensure that inclusion is a priority and all pupils are supported to succeed .
- We secure inclusion for our pupils through our graduated response to Behaviour and Pastoral Care.
- We use behaviour data and contextual information to proactively identify our most vulnerable pupils who are struggling to meet expectations and emotionally regulate within the universal offer.
- We respond to these pupils by implementing increasing levels of support and intervention at every stage of the graduated response to improve social and emotional skills and reduce their risk of exclusion.
- We carefully track and monitor the progress of pupils in Insight / Provision Map to ensure our response is impactful





## Team around the Child: How we work together

At Oasis Academy Ryelands, we take a The Team Around the Child (TAC) approach that has integration of services at its heart. It is a child-centred approach to planning and coordinating support that ensures all professionals are working together with the child and family at the centre of all considerations. It is based on the principle that all the professionals are working towards agreed goals. It promotes an understanding of different roles and responsibilities among member of the team and the skills and knowledge they each bring to the table. It emphasises the need to review progress and the child or family's changing needs. This helps the child's team to work together to one plan in an integrated way towards best outcomes.

We work with the following local partners to provide effective support for our pupils:

	When we work with them	How we work with them
<b>Oasis Mental Health Team</b>	We collaborate closely with the Oasis Mental Health Team throughout the academic year to ensure the well-being and mental health of our pupils. This partnership involves regular meetings to discuss individual cases and broader mental health initiatives.	We work closely with the Oasis Mental Health Team to provide comprehensive support for our pupils' well-being. This collaboration involves various strategies, including regular communication and consultation with mental health professionals to address individual pupil needs. The team provides guidance and resources to our staff on how to recognise signs of mental health issues, offer appropriate support, and access additional services when necessary.
<b>Local authority partners (inclusion team, SEND team, etc.)</b>	We work with Croydon local authority to make our case when children require Local SEND Support funding or when making EHCP referrals so that they can be better supported in school.	We gather evidence to make our case to the team/ LA that we feel that children require additional support.
<b>Educational psychologists</b>	Our partnership with the Educational Psychologist occurs at strategic times throughout the academic year (usually termly) to support the holistic development of our pupils.	Scheduled meetings and consultations typically take place when specific concerns arise regarding individual pupils needs, learning difficulties, or social-emotional well-being. These sessions may involve conducting assessments, reviewing student progress, and providing recommendations for intervention or support strategies.

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

Approach	Description
PATH	<b>Planning Alternative Tomorrows with Hope:</b> We use PATH in Team around the Child meetings where change or the hope for change is required, if the child or system feels stuck and needs to re-establish a positive sense of the future. PATH is a structured approach to explore how to get to a future-orientated goal that focuses on the voice and needs of the child, rather than barriers or issues in the system, and supports advocates to work together to mee this goal.
MAPS	<b>Map Action Planning System:</b> 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 Ryelands, 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.

<https://oasisit.sharepoint.com/sites/PP/PolicyPortalLibrary/Behaviour%20and%20Pastoral%20Care%20Policy.pdf>

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

### Restorative reintegration processes

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

Before the suspension ends:

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

After the suspension ends:

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

More details about how we carefully plan the first day return at our academy are outlined below:

What	How
Relational support at the start of the day	The child will be met by a senior leader who will greet them and ask them how they are and say that they are welcome back at school.
Supported restorative conversations	The child will be asked to reflect on previous events (where this is not appropriate it will not be used) and their behaviours and what they will do differently. Consider whether there are any harms that need repairing
Check ins	Staff, including SLT, to check in throughout the day.

### 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:

- When a school day is too long for a child and causes them severe emotional distress and extreme dysregulation

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

What	How
Planning and preparation	We use The Oasis Way 6-week part-time timetable planning document to ensure that all statutory protocols are followed.
Governance	In line with statutory guidelines, all part-time timetables, including extensions beyond the initial six week period, are approved by the Regional Director and recorded on Bromcom following Oasis safeguarding processes.
Co-production with parents and external professionals	Initial meeting with parents to discuss outline for timetable and for parents to feed their thoughts.  Time frame for any external professionals over the six week period.
Regular review meetings	Review minimum fortnightly, listening to the views of all stakeholders.

Reintegration	This is done gradually in consultation with the child and family. After 6 weeks. At review meeting, if reintegration has not been successful then a further PT timetable extension can be agreed with the support SLT and RD.
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### 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
Mental Health Support Team	Counselling may be available for children in Years 5 and 6. Group work pertaining to friendship and confidence. Parents are also supported.	Referral forms are submitted by DSL'S Parents and practitioner meet for six sessions There are online webinars available for targeted audience. Eg school refusers

### 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.