



*Healthy Bodies, Healthy Minds – Promising Futures.*

## **The Oasis Academy Blakenhale Way**

**Localised Plan for Inclusive Behaviour**

**Lead for whole school behaviour:**

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## The Academy Way Intent

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

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

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

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

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

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

## **Lever 1: How we build relationships**

### **Building belonging: Our academy vision and approach**

At Oasis Academy Blakenhale, our curriculum is built around our vision – "Healthy Bodies, Healthy Minds – Promising Futures" – emphasising the development of mental and physical health and well-being. We are intentional in enriching the lives of our pupils by encouraging them to develop their character and resilience through our comprehensive Enrichment Curriculum. Our students reflect on their own character and that of others through the lens of our Academy's Vision, the Oasis 9 Habits, and our SMSC Curriculum.

Teachers ensure these characteristics are embedded and progressively developed in the curriculum through assemblies, explicit teaching, classroom rewards, lesson reflections, and various curriculum activities. This integrated approach helps students understand their learning and personal growth over time.

Located in one of the top 10% most deprived constituencies in the UK, our three-form entry academy serves 620 pupils, with 64% eligible for free school meals. Despite the challenges posed by our concrete-box surroundings and lack of green space, we are committed to fostering high aspirations in our students. Our broad and rich curriculum is designed to develop self-discipline, a thirst for learning, enquiring and creative minds, and an appreciation of our heritage. We aim to equip our pupils with the knowledge, understanding, and cultural capital they need to succeed in life.

Our academy has implemented a clear and rigorous vision and development plan to secure good and better outcomes for our children. Our dynamic leadership team, while working autonomously, is held accountable by the Regional Director. The Executive Principal and senior leadership team are responsible for the overall effectiveness of both Oasis Blakenhale Infants and Oasis Blakenhale Junior. The Executive Principal also serves as the National Curriculum Lead for Personal Development, PE & PSHE, a Youth Sports Trust Headteacher Ambassador, and a MAT Wellbeing champion, providing outreach support for schools nationally on PE, well-being, and mental health. All academy staff, subject leaders, middle and senior leaders benefit from enhanced CPD through OCL strategy groups, bespoke modules on the development zone, National Lead Practitioner (NLP) partnership work, and regional improvement networks.

Our academy culture is characterised by pride in our uniform, children being fully engaged in their lessons, and striving to do their best. We hear well-mannered pupils communicating respectfully and positively. We feel an overwhelming sense of pride in ourselves and each other, knowing we have created an environment where every child has the opportunity to succeed and make a difference.

Our aspirations are for our children to leave with the confidence to achieve their dreams and the skills to become empowered global citizens capable of making positive changes in their community and beyond. We provide weekly enrichment opportunities to broaden their horizons and expose them to diverse career paths, ensuring they are well-prepared for their futures.

Our Academy's behaviour policy serves to:

- Foster and commend positive conduct.
- Prevent and discourage any inappropriate behaviour.
- Address inappropriate behaviour equitably and consistently.
- Cultivate behavioural aptitudes in students that benefit both them and their community.

The fundamental objectives are:

- Cultivating self-discipline and fostering accountability for one's actions in students.
  - Creating an environment conducive to effective learning and mutual respect among all members.
  - Nurturing positive student-teacher relationships as essential for classroom management and fostering a conducive learning atmosphere.
  - Establishing high standards of behaviour.
- 
- This is a collective responsibility involving all staff, in collaboration with parents and students, across the entire school community.
  - 
  - Our behaviour policy is effective both within the school premises and on the playground, encompassing only three fundamental rules:

Ready, Respectful, and Safe.

Ready	Respectful	Safe
<ul style="list-style-type: none"><li>• Home learning work completed.</li><li>• Charged iPad.</li><li>• Listening.</li><li>• Correct uniform/ PE kit.</li><li>• Ready in the line.</li><li>• Ready to learn.</li></ul>	<ul style="list-style-type: none"><li>• Good manners.</li><li>• Listen to others.</li><li>• Respect the rights of all.</li><li>• Take care of the equipment, resources and facilities.</li></ul>	<ul style="list-style-type: none"><li>• Keep hands feet, objects and unkind words to yourself.</li><li>• Follow the instructions of school staff in relation to safety in school.</li><li>• Act as a positive role model in the school corridors and classrooms.</li><li>• Inform school staff of concerns you have for your own or others wellbeing.</li><li>• Play with equipment safely.</li><li>• Walk around school quietly and on the left.</li></ul>

We acknowledge and commend children who adhere to these principles while cautioning those who make behavioural mistakes, followed by appropriate consequences.

In conversations about learning and behaviour with students, these 'key words' should be consistently emphasised to foster a positive atmosphere and ethos for both staff and students.

Staff members should strive to establish uniform responses to challenging behaviour, thereby minimising the likelihood of adverse emotional reactions from our young learners.



At Oasis Academy Blakenhale, children are our top priority, and we proudly advocate for the United Nations Convention on the Rights of the Child. Through UNICEF's initiatives, children learn about their rights and gain a sense of empowerment in their education. They understand the importance of both rights and responsibilities, and are encouraged to take ownership of their actions, considering how they may impact others' rights or well-being. Our goal is to support children in reaching their full potential, fostering qualities of responsibility, respect, and active citizenship, ultimately contributing positively to society.

Our school have agreed on the following principles for behaviour:



Article 2

You have these rights no matter what! No one should be treated unfairly.



Article 12

You have the right to give your opinion and for adults to listen.



Article 15

You have the right to choose your own friends and to join or set up groups if it isn't harmful to others.



Article 19

You have the right to be protected from being hurt and mistreated, in body and mind.



Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.



Article 31 You have the right to play and rest.



## 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:

In the classroom	 Entry and exit routines	 Active listening routines	 'You do' learning routines
In the corridor	 Safe transitions	 Inclusive outdoor spaces	 Dining routines
How we communicate	 Engaged learners	 A caring community	 Repairing conflict

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

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

### What great looks like

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

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

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

### What great looks like in the classroom

Focus	Pupil focus	Staff focus
Entry and exit routines	<ol style="list-style-type: none"> <li><b>Ready:</b> we <u>take care to lay out and tidy away our workspace and new page with pride. We arrive on time to lessons, begin work immediately and resist distractions – we are joyful.</u></li> <li><b>Respectful:</b> we <u>respect others' right to learn by entering and exiting lessons silently – we are patient.</u></li> <li><b>Safe:</b> We walk around school silently and in a <u>straight line. We keep our hands to ourselves and only have the equipment we need – we are considerate.</u></li> </ol>	<ol style="list-style-type: none"> <li><b>Ready:</b> we stand on the <u>threshold to own our classroom and corridors – we are joyful.</u></li> <li><b>Respectful:</b> we <u>greet all pupils warmly; every lesson is a fresh start – we are forgiving.</u></li> <li><b>Safe:</b> we maintain <u>high expectations and hold the line for a silent start / dismissal – we are self-controlled.</u></li> </ol>

Active listening routines	<ol style="list-style-type: none"> <li>1. <b>Ready:</b> we <u>sit up straight</u> to show our engagement – we are self-controlled.</li> <li>2. <b>Respectful:</b> we <u>track the speaker</u> and respect the <u>one voice</u> that has the floor – we are considerate. We <u>listen carefully</u> to what is being taught so we can learn to the best of our ability – we are humble.</li> <li>3. <b>Safe:</b> we keep our hands and feet to ourselves and respect the right everyone has to an education by listening to the person talking.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Ready:</b> we <u>carefully plan</u> our <u>expositions</u>, <u>instructions</u> and <u>questioning</u> so learning is accessible – we are considerate.</li> <li>2. <b>Respectful:</b> we <u>check</u> for <u>understanding</u> and provide <u>wait time</u> to remove learning barriers for SEND pupils – we are compassionate.</li> <li>3. <b>Safe:</b> we <u>hold out for 100%</u> before speaking to ensure all pupils are ready to learn – we are hopeful.</li> </ol>
'You do' learning routines	<ol style="list-style-type: none"> <li>1. <b>Ready:</b> we demonstrate our understanding to the <u>best of our ability</u>, even when tasks are challenging – we are hopeful.</li> <li>2. <b>Respectful:</b> we <u>remain silent</u> during independent practice to support our peers in their learning – we are compassionate.</li> <li>3. <b>Safe:</b> we keep our hands and feet to ourselves and respect the right everyone has to an education by listening to the person talking.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Ready:</b> we <u>carefully plan</u> independent tasks so that <u>success criteria</u> are clear and <u>scaffolds</u> are accessible – we are considerate.</li> <li>2. <b>Respectful:</b> we <u>circulate intentionally</u> to <u>check for understanding</u> and provide <u>targeted feedback</u> – we are patient.</li> <li>3. <b>Safe:</b> we maintain <u>high expectations</u> and hold the line for <u>silent independent practice</u> – we are humble.</li> </ol>

### What great looks like in the corridor

Focus area	Pupil focus	Staff focus
Safe transitions	<ol style="list-style-type: none"> <li>1. <b>Ready:</b> we listen to instructions from our teachers and greet others with a smile – we are joyful.</li> <li>2. <b>Respectful:</b> we hold the doors open for others, keep our belongings on our pegs and remain silent.</li> <li>3. <b>Safe:</b> we walk on the left and take one stair at a time.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Ready:</b> we stand at the front of our line and make sure children follow sensibly in single file.</li> <li>2. <b>Respectful:</b> we use our manners and hold doors open for those behind us.</li> <li>3. <b>Safe:</b> we maintain high expectations and hold the line for silent walking.</li> </ol>
Inclusive outdoor spaces	<ol style="list-style-type: none"> <li>1. <b>Ready:</b> we tell an adult when we see something that needs to be brought to their attention and stop playing when the bell rings – we are self-controlled.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Ready:</b> we stand around the playground wearing our high vis – we are joyful.</li> </ol>

	<p>2. <b>Respectful:</b> we take care of the equipment, throw our rubbish in the bins and play with children who look lonely – we are considerate.</p> <p>3. <b>Safe:</b> we use kind hands and feet and take others to first aid if they are hurt.</p>	<p>2. <b>Respectful:</b> we <u>greet</u> all pupils <u>warmly</u>.</p> <p>3. <b>Safe:</b> we maintain <u>high expectations</u> and are vigilant of all areas.</p>
Dining routines	<p>1. <b>Ready:</b> we take our tray when needed and line up quietly waiting to be served – we are patient.</p> <p>2. <b>Respectful:</b> we will use our manners and show gratitude for the food we are eating – we are considerate.</p> <p>3. <b>Safe:</b> we walk into the dining room, line up and eat quietly – we are considerate.</p>	<p>1. <b>Ready:</b> we welcome children to the dining room and are at the front of the line ready to call out children'</p> <p>2. <b>Respectful:</b> we greet children warmly with a smile – we are joyful.</p> <p>3. <b>Safe:</b> we wear our aprons and help the children to empty their trays correctly.</p>

### What great looks like in how we communicate

Focus area	Pupil focus	Staff focus
Engaged learners	<p>1. <b>Ready:</b> We are sitting up right showing our teacher that we are ready to learn. We are joyful.</p> <p>2. <b>Respectful:</b> We listen to instructions from our teachers and complete what we are asked to do. We are self-controlled.</p> <p>3. <b>Safe:</b> We make sure that our workspaces are tidy and chairs are tucked under our tables. We are Considerate.</p>	<p>1. <b>Ready:</b> We will be sure to have materials and resources ready to boost engagement and support for students.</p> <p>2. <b>Respectful:</b> We will communicate with students to ensure students are ready to learn and there are no issues at hand, we will understand and work towards resolving any complications. – We are considerate.</p> <p>3. <b>Safe:</b> We will ensure the classroom environment is appropriate for learning and stems engagements.</p>
A caring community	<p>1. <b>Ready:</b> we make sure that we create an environment that everyone feels like they can speak in confidence. We are hopeful.</p>	<p>1. <b>Ready:</b> We greet our coworkers and children in the morning and ensure we are ready for the day.</p> <p>2. <b>Respectful:</b> We treat our coworkers with respect, we talk positively with</p>











	<ol style="list-style-type: none"> <li>2. <b>Respectful:</b> We listen to everyone's opinion and thoughts as everyone has a voice. We are compassionate.</li> <li>3. <b>Safe:</b> We don't use anything that has been said in lesson against anyone in anyway. We are considerate</li> </ol>	<p>our students, we show genuine care and interest in our students.</p> <ol style="list-style-type: none"> <li>3. <b>Safe:</b> We ensure we are not using negative approaches in order to ensure positive student-teacher relationships.</li> </ol>
Repairing conflict	<ol style="list-style-type: none"> <li>1. <b>Ready:</b> We calm down and have the intention to talk through conflict at an appropriate time and own up to our mistakes.</li> <li>2. <b>Respectful:</b> We start every lesson/day with a fresh start and try our best putting aside conflict from previous lessons/day. – We are forgiving.</li> <li>3. <b>Safe:</b> We will use constructive language when discussing our needs and feelings.- We are hopeful.I</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Ready:</b> We provide time for students to make amends and prepare using timely reminders.</li> <li>2. <b>Respectful:</b> We create a safe, forgiving environment where students are given second chances. We provide affirmations and second chances.</li> <li>3. <b>Safe:</b> We use positive and constructive language to create a safe environment for students. We promote access to trusted adults. – We are hopeful.</li> </ol>

## 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 Blakenhale Academy Way communication plan.



## Positive framing and celebrating success: Relational rewards

The recognition of effort, achievement and accomplishment of goals is integral to our relational approach. We recognise that individual effort and achievements will look different for each child and that this will need to be balanced with consistency of approach to develop trust and security in our whole school mechanisms for recognising and celebrating success.

To develop genuine motivation from our children and staff in our communities we use the model of **self determination theory** and strive to embed the **3 key conditions for intrinsic motivation** as often as possible across our academies. These are:

- **Autonomy:** having a sense of choice and control over what you do
- **Mastery or competence:** feeling that you have the skills to achieve success
- **Purpose or relatedness:** finding meaning and connection in what you are doing

We recognise the limitations of overly extrinsic or transactional rewards on pupil motivation and review our practises to increasingly offer a more relational approach to celebrating success. Pupil, parent and staff voice is used frequently to support us to review our rewards offer and ensure we are striking an appropriate balance to meet the needs of our community.

### Oasis Academy Blakenhale Way Rewards offer

Reward	Rationale
<b>1:1 precise praise</b>	<i>Wherever possible we prioritise giving children specific and meaningful praise 1:1 so we can reflect together on how they accomplished the achievement and the pride we all feel about the effort they put in.</i>
<b>Behaviour chart circles</b>	<i>When children are following our ready, respectful, safe routine, they are given points and put into a weekly raffle.</i>
<b>Celebration assemblies</b>	<i>Child are awarded certificates for their hard work in weekly assemblies for different aspects of academy life.</i>
<b>Whole class carrot token afternoon</b>	<i>Pupils are awarded carrot tokens when they demonstrate fantastic behaviour. These are counted and prizes are awarded for the most points.</i>



## The Carrot Rules

### Who can give carrot tokens out?

- Classroom teachers (except if a child is in your class);
- Teaching assistants (except if a child is in your class);
- Executive Principal.
- Deputy Principal.
- Assistant Principal.
- Dinner supervisors.
- Office Staff.
- Site Managers.
- Any visitors entering the school.
- Cleaning staff.
- Kitchen Staff.

### What can a pupil get a token for?

- Good manners.
- Showing courtesy.
- Leaving a door open for another person.
- Talking about their learning.
- Being respectful to others.
- Being respectful to school equipment.
- Helping.
- Dealing with a negative situation in a positive way.
- Producing carriostatic work!



### Carrot token Collection

- If a pupil receives a token, then they have put it straight into the class carrot collection box.
- Carrot tokens will be counted once every month.
- Class winners will be told in the celebration assembly (see Assembly Rota).
- The class with the most tokens will win an afternoon off-timetable and £20 to spend on a prize of their choosing.

## 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 Blakenhale, we recognise that behaviour is often the external symptom of underlying factors. Becoming dysregulated is an involuntary event, necessitating the calming of the brainstem before any rational decision-making or discussion of cause and consequence can occur. To address this, we intentionally create emotionally aware environments through the thoughtful design of spaces that support the processes of calming, regulation, and reflection for children when they feel heightened or triggered.

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

We uphold a positive and inclusive approach to managing emotions and well-being, recognising that all behaviours are rooted in emotions. We have adopted The Thrive Approach to support pupils who display consistently challenging behaviours. In partnership with the Thrive Lead, the Behaviour Lead identifies pupils whose behaviours signal a need for intervention. All stakeholders then collaborate to complete a Thrive-focused analysis and develop a tailored support program to address the specific needs of these pupils.

**\*The Thrive Approach**

	<b>Attunement</b>	Be alert to how a child is feeling and their emotional state through their facial expressions, body language, gestures and the noises they make. Demonstrate that you understand their emotional state
	<b>Validation</b>	Be alert to the child's experience. Validate their perspective/ experience/ feeling. 'I'm wondering if...', 'That must be so hard when..
	<b>Containment</b>	Be alert to how a child is feeling. Demonstrate containment by catching and matching their experience and offering it back to them in named digestible pieces
	<b>Soothing</b>	Be alert to how they are feeling and calm and soothe their distress
	<b>Regulation</b>	Demonstrate emotional regulation. Modelling how to regulate the emotional state will build capacity in the child.

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

At Oasis Academy Blakenhale, we provide support for children who struggle with emotional dysregulation by making available a range of bottom-up and top-down regulatory strategies:

- Bottom-up strategies connect with the limbic system to directly address the fight-flight-freeze response, helping to soothe and regulate the body's triggered arousal systems.
- Top-down strategies connect with the cortex to build insight, self-reflection and problem solve ways of moving forward.

We recognise that some children will find it more difficult to regulate their emotions than others, and that some children will require the support of an adult co-regulator to calm their nervous system and become settled to learn.

In our academy, we use the following targeted strategies to support the bottom-up and top-down regulation of children:

Bottom-up regulation strategies:				
Drinking cold water	Running in a contained space	Using square breathing or other breathing techniques	Using a swing, hammock or rocking chair	Going for a brisk walk alongside an adult
Listening to music	Drumming and body percussion	Watching a fish tank, sand timer or bubble tube	Stroking the therapy dog or a soft toy	Using playdoh or therapy putty
Sitting under a weighted blanket	Humming	Completing a sensory circuit	Sitting in a blackout tent	Yoga poses
Top-down regulation strategies:				
Mindfulness practices	Meditation	Gratitude practices	Recalling facts about a known topic	Using Zones of Regulation to name emotions
Imagining a favourite safe place	Using Emotion Coaching to work out what happened	Using restorative practice sentence stems	Using widget cards to connect physical sensations to emotions	Completing a simple puzzle or game
Walking through the spaces to share what happened	Social thinking or other psychoeducation	Discussing how 9 Habits strengths link to positive choices	Drawing a picture or writing a poem about how you feel	Writing a letter to share your side of the story

### Managing crisis: Wave 3 responsive co-regulation planning

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

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

### Knowing the Child:

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

Knowing the Child tools	Rationale
<i>Interactive Factors Framework (IFF)</i>	<i>The IFF provides a way of considering the holistic factors which may be affecting a child or young person's development and ability to access learning, considering the child's cognition, affect, behaviour, environment and biology.</i>
<i>PATH (Planning Alternative Tomorrows with Hope)</i>	<i>PATH supports pupils who feel stuck and don't have a positive sense of the future, or who don't see a clear path to getting there. It helps the Team Around the Child to collaborate as a team of advocates who can work together to move things forward and give the pupil the best support.</i>
<i>MAPS (Map Action Planning System)</i>	<i>MAPS is a helpful tool to develop an understanding of the pupil's past in order to understand the context of current challenges. It supports the mapping of the pupil's gifts and strengths as well as their fears, to support action planning of how best to support them going forward.</i>

### Responding to the Child:

We also recognise the importance of careful planning to respond to the individualised strengths and needs of each child.

The **Relational Support Plan** is a structured intervention for pupils whose needs are not being met through the universal offer. The aim of the Relational Support Plan is to involve the child and family in the collaborative goal of improving social and emotional skills and supporting improved behaviour to secure social and educational inclusion.

The **Co-Regulation Plan** is a structured intervention for pupils who struggle to manage their emotional regulation, and whose behaviours often become dissociated, disruptive or unsafe as a result. The aim of the Co-Regulation Plan is to map the child's behaviours against the arousal continuum in order to proactively design responsive regulation strategies. This plan includes a proactive and structured risk assessment for children who may require positive handling to keep themselves, others, or the environment safe. We ensure plans are shared proactively with the family and communicated to the child using stage-appropriate tools.

### Positive handling

At Oasis Academy Blakenhale, 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.

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

Approach: At Oasis Academy Blakenhale staff are trained to use reasonable force through the team teach approach. All staff have been trained in level one Dynamis training. A toolkit of holistic strategies on de-escalation and crisis intervention, both verbal and non-verbal for supporting and reducing instances of disruptive and distressed behaviours.

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

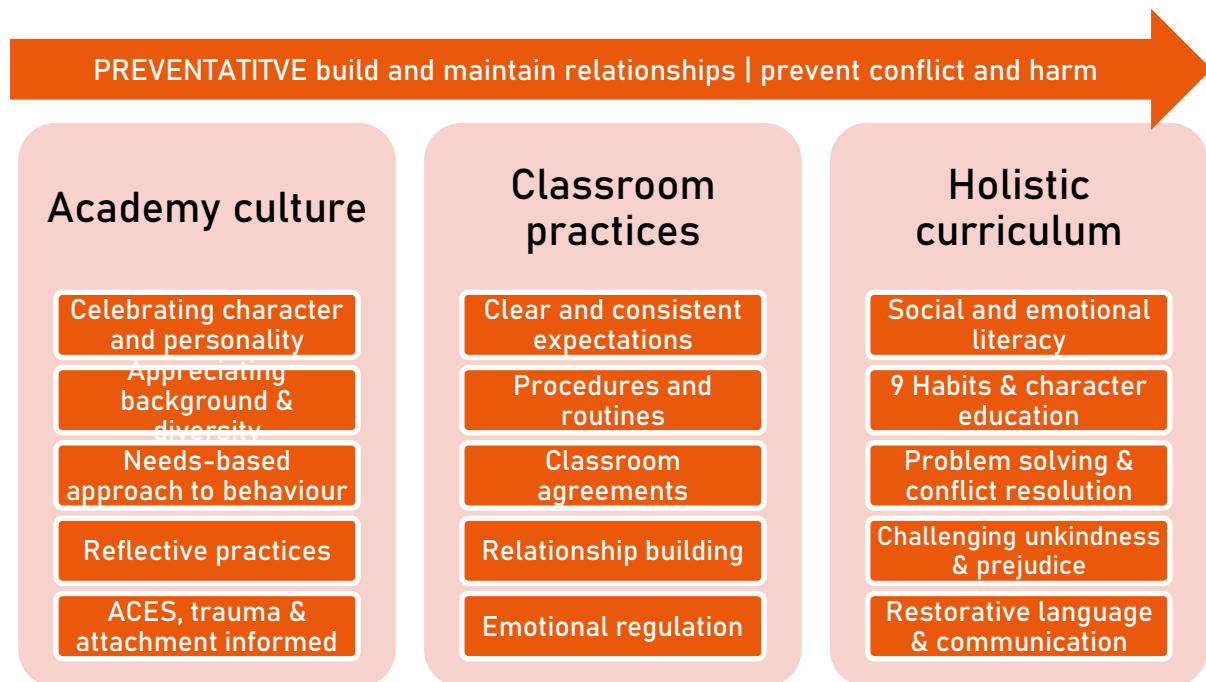
**Communication:** We communicate with the family by a phone call immediately after the occurrence and the child has self-regulated.

**Reflection:** We reflect on all occasions of the use of reasonable force to ensure that necessary adjustments are made to the child's provision and to school responses by completing up-to-date CPD.

## Lever 3: How we repair harm

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

At Oasis Academy Blakenhale 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:

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

Level 1 – Logical consequence at break.

Level 2 – Logical consequence at lunch.

Level 3 – Isolation.



## Managing low level disruption: Least to most inclusive responses

“The daily impact of restorative teaching cannot be underestimated. How you respond in the moment is as important a restorative intervention as any.

Disagreements between children left unsupported can take away the focus on learning very quickly. In classrooms where disagreements/flare-ups/armed skirmishes are common, you need a process that is visible, agreed and always implemented.”

- Paul Dix, *After the Adults Change: Achieving Behaviour Nirvana* (2021), p. 70

At Oasis Academy Blakenhale, 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:

*[Edit the table below to summarise your academy's in-class behaviour systems]*

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. <i>See lever 1: Setting and sustaining boundaries for details</i>	
Core routines		
Class charters / agreements		
Recognition boards		
Circle time		

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( <i>ive statement</i> ) 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> On Call 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.

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

### Logical consequences and symbolic sanctions:

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

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

## Repairing ruptures: Responsive restorative processes

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

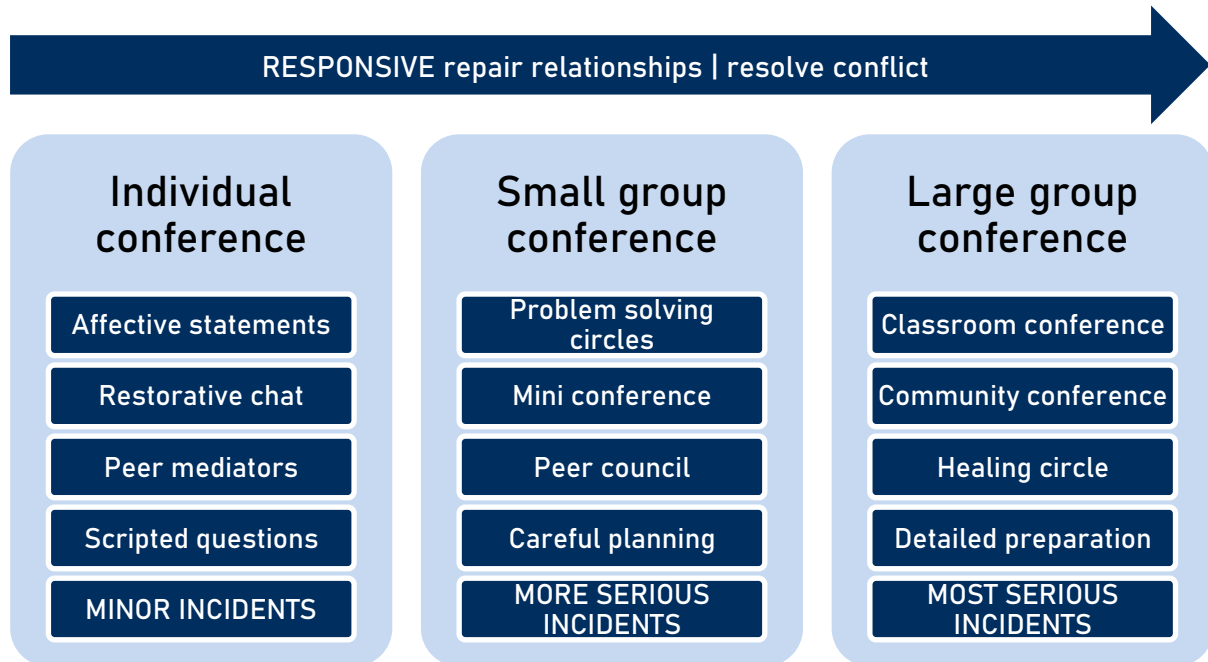
Restorative practices support pupils to shift from shame to guilt in their response to causing harm. Instead of ignoring or covering up bad feelings and ruptures in connection, Restorative practices hold us to account and require us to lean in and take action to restore connection.

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

- restore healthy relationships
- be accountable for their actions

- be more intrinsically motivated towards positive behaviour choices

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



### Our approach to repairing harm

The below table summarises our restorative approach to repairing harm:

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

### Restorative conferences

In order to support pupils to repair harm, we use restorative conferences that follow a 6 step process that gives voice to all parties, holds those who have caused harm to account, and explicitly teaches restorative skills to our pupils:

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

