The Oasis Lord's Hill Academy Way

Localised Plan for Inclusive Behaviour 2026-2027

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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

Oasis Academy Lord's Hill, as part of Oasis Community Learning (OCL), is committed to developing the character and competence of every student, in line with our Oasis 9 Habits. Our Academy vision and approach is rooted in the pursuit of all students receiving an exceptional education and utilising the values instilled by the Academy and our families in order to reach their aspirations.

Oasis Academy Lord's Hill believes we all have rights. These can be summarised as:

- The right to learn.
- The right to teach.
- The right to feel safe (physically and emotionally)
- The right to respect and dignity.

'Excellence by all, for all' embodies our belief that perseverance, self-discipline and determination will enable our students to succeed at the Academy and beyond. This vision is at the centre of every strategic decision we make. Although simply put, this mantra is what makes Lord's Hill an incredible Academy for our students and why adults work here. All staff will support our students and each other deliver the vision we have created for our students to achieve and fulfil their potential. We strive for all our students who attend Lord's Hill be ready and equipped for a successful and happy life.

Oasis Academy Lord's Hill is committed to high standards of respect and behaviour. We celebrate and develop the unique talents of the whole learning community. We aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning is able to take place.

Each academy has its own identity and purpose that serves the local community by working with it to transform learning aspirations and opportunities. At Lord's Hill, we demonstrate our values and academy culture through '**The Lord's Hill Way',** which is supported by the 9 habits which and are designed to develop character, competence and community. Around the Academy our students demonstrate The Lord's Hill Way by being, **Proud**, **Kind** and **Determined**.

The Lord's Hill Academy Way: The What

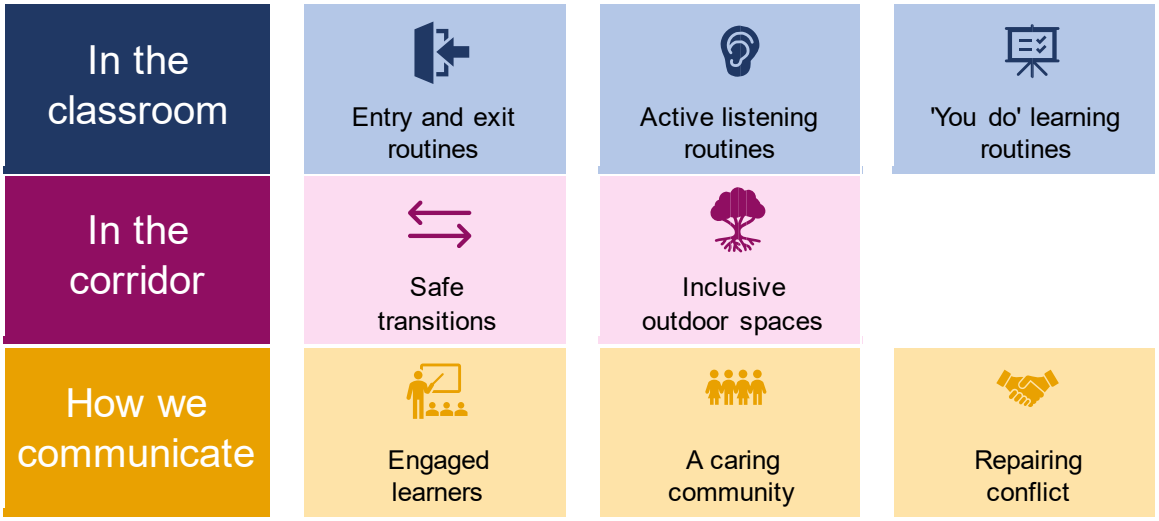
Setting and sustaining boundaries in academy culture: What great looks like

> '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.

Dining routines

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



By defining what great looks like for pupils and staff in each of these areas, we build complete consistency and clarity of expectations, allow trust and belonging to grow, reduce pupils' cognitive load about what is expected of them in each classroom and empower teachers to spend time on what really matters: building relationships and securing progress for every pupil.

What great looks like

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

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

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

What great looks like in the classroom

Focus area	Pupil focus	Staff focus
Entry and exit routines	1. **Proud** – Our uniform is correct and worn with pride. We have the proper equipment ready to use in each lesson. 2. **Kind**- We enter the classroom silently and respectfully. 3. **Determined** – We arrive to our lessons on time, begin work immediately and focus on our learning.	1. **Proud** – We stand on the threshold to our own classroom and corridors. A Do Now is ready for students when they enter. 2. **Kind** – We greet pupils at the door ready welcoming them in to start their learning. 3. **Determined** – We maintain high expectations for the start and end of lesson, rewarding silent and respectful behaviour.
Active listening routines	1. **Proud** – We sit up straight and face forward to engage with our learning. 2. **Kind** – We track the speaker and respect the one voice that is speaking 3. **Determined** – We listen carefully and raise our hands if we need to ask for any clarification, so that we an learn and work to the best of our ability.	1. **Proud** – We carefully plan our expositions, instructions and questioning so learning is accessible. 2. **Kind** – We check for understanding and provide wait time to remove learning barriers for SEND pupils. 3. **Determined** – We hold out for 100% before speaking to ensure all pupils are ready to learn.

'You do' learning routines	1. **Proud** – We demonstrate our understanding to the best of our ability, even when tasks are challenging. 2. **Kind** – We remain silent during independent practice and raise our hands if we need support. 3. **Determined** – We begin independent tasks immediately and use time effectively to demonstrate our learning.	1. **Proud** – We carefully plan independent tasks so that success criteria are clear, and scaffolds are accessible. 2. **Kind** – We circulate the classroom to check for understanding and provide targeted feedback. 3. **Determined** – We maintain high expectations and hold the line for silent independent practice.

What great looks like in the corridor

Focus area	Pupil focus	Staff focus
Safe transitions	1. **Proud** – We ear our uniform correctly with pride outside of lessons. 2. **Kind** – We respect everyone's right to feel safe by walking calmy, keeping left and following the one-way system. 3. **Determined**- We always show self control moving quickly and with purpose from one lesson to the next, ensuring we are on time.	1. **Proud** – We stop students and encourage correction of uniform. 2. **Kind** – We encourage students to walk on the left, challenge students and remind them of routines. 3. **Determined** – We support safe transition of students around the academy, in breakout spaces and corridors.

Inclusive outdoor spaces	1. **Proud** - We respectfully use our outdoor spaces to make the most of the facilities we have. 2. **Kind** - We respect each other's personal space by keeping our hands, feet and opinions to ourselves. 3. **Determined** - We are determined to look after our outdoor spaces by not dropping litter.	1. **Proud** - We model excellent behaviour in our outdoor spaces. 2. **Kind** - We warmly engage with students in our duty area. 3. **Determined** - We arrive promptly to duty and are always visible to our students.
Dining routines	1. **Proud** - We sit down to eat and keep our environment clean by using the bins provided. 2. **Kind** - We are patient and calm whilst queuing and share any concerns with duty staff 3. **Determined** - We are determined to look after our outdoor spaces by not dropping litter and being respectful of nature.	1. **Proud** - We acknowledge and reward positive behaviours within the agora during social time, ensuring students are sitting on seats and using bins. 2. **Kind** - We proactively model positive interactions and behaviours and maintain high expectations for all. 3. **Determined** - We teach and maintain high expectations for all to ensure a safe and calm environment for all.

What great looks like in how we communicate

Focus area	Pupil focus	Staff focus

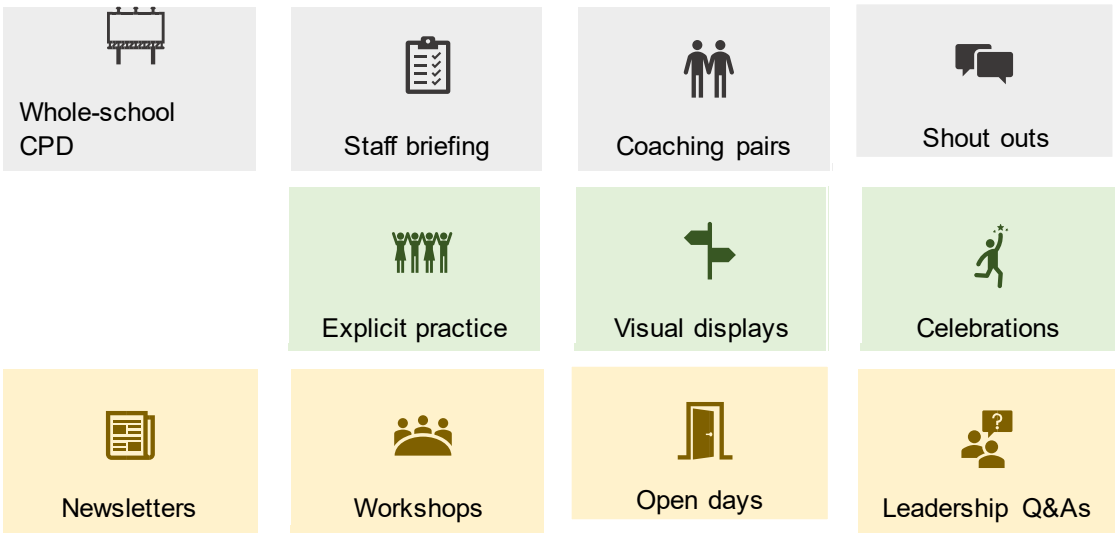
Engaged learners	1. **Proud** – We are not afraid to try and complete work, after the teacher has checked if I have understood the task. 2. **Kind** – We listen to our teacher and engage with our classmates in order to learn. 3. **Determined** – In order to improve, we ask for help and respond to the feedback given by our teacher.	1. **Proud** - We regularly circulate and 2. check for understanding, identifying student excellence and using these as models for the class. **Kind** - We observe our students to ensure they are active in the lesson, praising the most engaged, whilst making corrections for those not meeting our expectations. 3. **Determined** - We plan for and respond to the needs of the class by assessing students and re-teaching high leverage knowledge and/or skills.
A caring community	1. **Proud** - We always do our best, and produce outcomes we can show pride in. 2. **Kind** - We are respectful in our learning, allowing others to learn and creating a positive atmosphere. 3. **Determined** - We remain focused on our goals and work consistently hard to achieve them.	1. **Proud** - We will take pride in our learning environment and surrounding spaces. 2. **Kind** - We will listen to understand the needs of others. 3. **Determined** - We are more curious than we are judgemental.
Repairing conflict	1. **Proud** - We take responsibility for our actions and learn to solve problems in a more positive way. 2. **Kind** - We listen to each other's version of events respectfully in order to repair harm. 3. **Determined** - We learn from our own mistakes and rebuild relationships.	1. **Proud** - We set clear boundaries and expectations. 2. **Kind**- We support pupils to take responsibility for their actions, using a restorative approach 3. **Determined** - We approach every lesson as a fresh start.

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:



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 Lord's Hill Academy Way communication plan.

Resetting academy culture

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

Activity	Why
Tuesday briefing	Hone staff focus on shared understanding of what great looks like Build culture of modelling and celebration
Steplab Coaching	Ensure all staff are clear on how to model expectations through a focus on 'what great looks like' in coaching and drop ins
Student Induction days /daily line ups	Ensure students have shared understanding of what great looks like Build culture of celebration
Tutor time	Explicit teaching of what to do and what not to do Strong focus on why to reinforce changes in student conduct
VP assembly	Embed expectations through retrieval practice and make concepts concrete Recap previous focus area
Student shout outs	Build culture of modelling and success (PKD)
Visual displays	Nudge norms through visual cues

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.

Lord's Hill 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.
Rewards Journey	As an incentive and acknowledgement of students following 'The Lord's Hill Way' we award positive points. Students accumulate their positive points that accumulate, and are celebrated throughout the year through, certificates, prizes, trips and celebration assemblies.
Rewards Trips	Students who achieve the highest points half-termly are invited onto rewards trips. This is a tangible way to acknowledge and celebrate students' achievements, recognising their hard work, positive behaviour and following of 'The Lord's Hill Way'.
Fab 4	Raffle tickets are given out (four students per lesson) to recognise and reward students for following the Lord's Hill Way. As an incentive students have the opportunity to put their tickets in one of three boxes, with prizes such as apple air pods, amazon vouchers, hair straighteners. The drawing of the tickets during a whole school assembly builds a sense of community within the academy and fosters a positive environment.
PKD	Weekly recognition for students who are demonstrating our core values of Proud, Kind and Determined. Students receive a certificate in assembly, plus points, and notification is sent home to parent(s)/carer(s).
Be the Best (BTB)	Rewarding students through termly awards and certificates including badges based on the number of points a student's receives through the year.
Positive emails/phone calls	Positive calls/emails are made to parents to recognise positive behaviours, efforts and achievement of students, encouraging and motivating them to strive for excellence.
Praise Postcards	Praise Postcards are sent home to recognise students following 'The Lord's Hill Way'
Celebration assemblies	Every half term we celebrate student's successes publicly

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 Lord's Hill, 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 appropriate strategies from the following universal approaches 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	*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 our SEND we have regulation stations which children can access when they are dysregulated. The regulation stations contain a range of bottomup and top-down regulatory supports to enable children to calm their nervous system and become settled to learn.*
Trauma Informed Attachment Aware	All staff complete CPD on Adverse Childhood Experiences. Throughout the year, further CPD is shared with staff around high quality teaching strategies to support students with SEMH needs as well as communicative functions of behaviour.
Key adult support	It is important to build relationships with students on individual levels and foster a sense of relatedness within the learning environment. Our highest needs students, both within SEND and Safeguarding, have allocated key adult support for additional support and/or mentoring.

Responsive regulation: Wave 2 relational de-escalation strategies

At Oasis Academy Lord's Hill, 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 fightflight-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 a selection of 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	Carrying objects	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 a soft toy	Using playdoh or therapy putty
Sitting under a weighted blanket	Humming	Completing circuit	Hand-eye coordination strategies like – ball to ball	Palm to Palm or a wall push
Top-down regulation strategies:				
Mindfulness practices	Reflective practices	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 Lord's Hill, we recognise that early experiences of trauma and other additional needs can cause neurological developments that lead some children to respond differently to changes in their environment.

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

Internal state	Calm	Alert	Alarm	Fear	Terror
Brain system	Cortex	Cortex / Limbic	Limbic	Midbrain	Brainstem
Cognition	**Rational & reflective**, abstract reasoning, executive function, empathy	**Concrete** thinking, simple reasoning, emotions, relationships	**Emotional**, limited reasoning, triggered by echo of past experiences	**Reactive**, responding to survival impulses	**Reflexive**, controlled by survival impulses
Time awareness	Extended future	Day/hours	Hours / minutes	Minutes / seconds	Loss of sense of time
Internal development stage	Adult / Adolescent	Adolescent	Child	Toddler	Infant
Core question	What can I learn?	Do I belong?	Does anyone care?	Am I safe?	Can I survive?
Adaptive response continuum	**At rest**	**Flock**	**Freeze**	**Flight**	**Fight**
Hyperarousal behaviours	Calm and engaged	Vigilance	Resistance	Defiance	Aggression

Hypoarousal behaviours	Calm and engaged	Avoidance	Compliance (robotic)	Dissociation (shutdown, numb, nonresponsive)	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, bottomup 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 Lord's Hill we recognise the importance of building a full picture of the child's story, context, strengths and needs before planning to respond. We use a range of the following child-centred planning tools to build knowledge and understanding of the child:

Knowing the Child tools	Rationale
Interactive Factors Framework (IFF)	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.
PATH (Planning Alternative Tomorrows with Hope)	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.

MAPS (Map Action Planning System)	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.
Pupil Passports	All students on SEND Support have a Pupil Passport. At the top of every Pupil Passport, students share their views on their strengths, needs and support. This is shared with all class teachers.
Student Round Robins	Student Round Robins are used for students when there is key information for staff to know and build relationships upon. This may be part of a reintegration support plan (e.g. from IAP) or for other students accessing pastoral support.
Student Surveys	Student surveys are conducted to collate student views within the academy to help with planning. Topics for these may include, student rewards, student behaviour, support within the academy or general feedback. Student voice collated from these are used to inform action plans e.g. changing the rewards for the raffle.

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

CoRegulation Plans to support their behaviour and emotional regulation. See lever 4 for this flowchart.

Positive handling

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

Approach: At Oasis Academy Lord's Hill staff are trained to use reasonable force through Dynamis training. Other Key Staff also have enhanced training through Securicare. **Recording:** We always ensure that any use of reasonable force is recorded on a restraint form and uploaded onto CPOMS,

Communication: We communicate with the family by phone and a follow up email if necessary.

Reflection: We reflect on all occasions of the use of reasonable force to ensure that necessary adjustments are made to the child's provision and to school responses.

Restrictive intervention and Seclusion

This section of the policy should be read alongside DfE guidance:

Use of reasonable force and other restrictive interventions guidance

All Oasis academies follow this DfE guidance which makes clear that members of staff have the power to use reasonable force and may use reasonable force to prevent children from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline.

All Oasis settings practise a relational approach and so the need to physically intervene should be rare. Staff are trained in our relational approaches, the ways we foster a sense of belonging and in de-escalation. However, as there may occasionally be need to intervene, identified members of staff are trained in a recognised restraint reduction and restrictive intervention methodology by an Oasis-approved provider, to ensure a consistent response when considering reasonable force and restrictive intervention.

Incidents of restrictive intervention must:

- always be used as a last resort.
- unless in an emergency situation, restrictive intervention techniques should only be applied by those trained to use them.

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

- be applied using the minimum amount of force and for the minimum amount of time possible.
- be used in a way that maintains the safety and dignity of all concerned.
- never be used as a form of punishment.
- be recorded and reported to parents, typically by phone as soon after the event as possible (always on the same day) and in writing (letter or email) within 48 hours.

Any restrictive intervention should be included as a record of intervention on CPOMS, including:

- the date, time and place of the incident.
- description of what happened.
- staff involved.
- the name of the child involved including their date of birth and year group.
- what triggered the behaviour.
- what diffusing techniques were used prior to restrictive intervention.
- why the restrictive intervention was deemed necessary.
- time and date parents were informed verbally.
- brief notes on the parental call – issues or concerns raised.
- injuries sustained by the child – if any.
- witness statements from the child and relevant witnesses.

A copy of the email sent to parents/carers should be attached to the child's CPOMS record.

Seclusion

From the end of April 2026, academies are required to record seclusion events in the same way as they do other forms of restrictive intervention.

We define seclusion as any time when a child must be isolated because they are a danger to themselves, other children or staff. They will be secluded in a space with constant adult supervision until such time they are regulated, issues resolved or parents come to collect them. This may include evacuating other children and adults from an area or removing the child to a space on their own. Internal exclusion (as an alternative to suspension) is not likely to be considered as a seclusion event.

Seclusion should be used sparingly and as a last resort – it should be for safeguarding reasons and not a disciplinary measure. Seclusion should be time-limited, supervised and only used to prevent harm during elevated dysregulation.

Seclusion is a form of restraint, without direct physical contact. Any time it is used, the same processes in place for recording and reporting restrictive intervention should be followed. The event must be recorded on CPOMS and parents notified as soon as possible after the event including the following:

- the date, time and place of the incident resulting in seclusion.

- details of behaviours and potential harm exhibited.
- staff involved.
- the name of the child involved including their date of birth and year group.
- what triggered the behaviour.
- what diffusing techniques were used prior to seclusion.
- why seclusion was deemed necessary.
- where seclusion happened, including details of supervision.
- time and date parents were informed.
- brief notes on the parental call – issues or concerns raised.
- witness statements from the child and relevant witnesses.

A copy of the email sent to parents/carers should be attached to the child's CPOMS record.

Co-regulation plans: The complexity and range of need and consequent support for some children and young people with specific needs may be such that restrictive intervention is the norm and not the exception. Such planned restrictive intervention should be recorded and monitored through the young person's individual co-regulation plan and risk assessment. Any use of restrictive intervention or seclusion for a child with a Co-regulation plan should be recorded on CPOMS and shared with parents in the usual way.

Training: In all Oasis academies, appropriately identified staff should have regularly updated training in restrictive intervention. Principals should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the children when doing so. Restrictive intervention training should be undertaken by our recognised provider or OCL trainers who have accreditation from our recognised provider.

Duty of care for staff: Oasis recognises the challenges that can be posed to staff in incidences where restrictive intervention is required. Following incidents where restrictive intervention and/or seclusion is used, staff should be supported to take time to reflect on events that have occurred and seek support. Where appropriate and proportionate means have been used, the academy and Oasis will stand by staff members against any unfair or malicious allegations.

Reporting: Oasis will regularly review restrictive interventions and seclusions across the trust to assure themselves and trustees that the policy is being effected in the way it is intended and to identify and implement improvements to policies and practices. This should influence any future staff training.

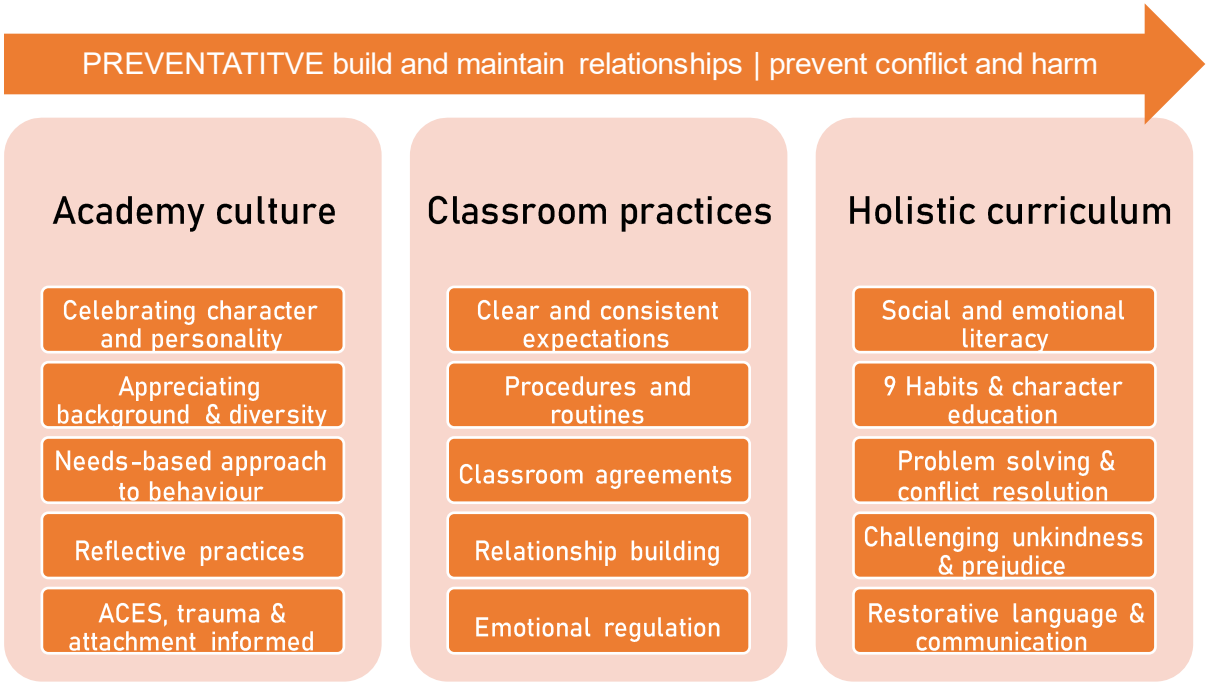
Trust leaders and trustees will be particularly alert to where there is any indication of disproportionate use of restrictive interventions, especially for children with SEND or other types of vulnerability. Appropriate further investigations and subsequent actions will be monitored closely to end such practice.

There will be regular trust-level monitoring through MET visits and annual safeguarding audits.

Lever 3: How we repair harm

Building a restorative culture: Teaching restorative values and skills

At Oasis Academy Lord's Hill 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 though our holistic curriculum:

Holistic curriculum	What we teach
Social and emotional literacy	We teach social and emotional literacy through our tutor programme, assemblies, and Personal Development curriculum.

9 Habits and character education	We teach children about the 9 Habits and character through our tutor programme, assemblies and Personal Development curriculum. It underpins our OCL Curriculum
Problem solving and conflict resolution	We teach problem solving and conflict resolution through restorative practice. This is supported by our Pastoral Team as necessary.
Challenging unkindness and prejudice	We teach children to challenge unkindness and prejudice through our built relationships, tutor programme, assemblies, and Personal Development curriculum.
Restorative language and communication	We teach restorative language and communication through our tutor programme, assemblies Personal Development curriculum. We champion restorative practice, language and communication.

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 Lord's Hill, 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. *See lever 1: Setting and sustaining boundaries for details*	
Core routines	Teachers follow a simple behaviour pathway in their classroom if a student slows the learning of others or infringe on the teacher's ability to teach- Reminder, Warning and Shadow.	Every child has a right to a disruptive free education. At each stage students are given the opportunity to modify their behaviour, before ultimately, they are sent to a shadow classroom or internal exclusion.
Class Positives	Staff award positive points during lessons for those students who are following the Lord's Hill Way.	Positive points provide intrinsic motivation by recognising and rewarding efforts and achievement.

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 Lord's Hill Way expectations
	Regulatory support	If pupil behaviour indicates emotional dysregulation, proactively use pre-agreed whole-class regulatory strategies or refer to personalised Co-Regulation Plan.
Reminder	Affect*(ive statement)* and redirect	We remind students of expectations and the desired behaviour and redirect them to engage with learning. The desire is to deescalate and reengage them with their learning. Aiming to keep students at this stage.
Warning	30-second script	A scripted verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and restating our positive, high expectations for their behaviour. The script gives the pupil an opportunity to reset their behaviour and receive positive feedback. This also gives students the opportunity to change their behaviour.
Shadow	Restorative chat and logical consequence	**Shadow:** If the pupil's behaviours are unsafe or they have been unable to regulate their behaviour, they are referred, **with work**, to another location for the remainder of the lesson. A **Restorative Chat** 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.

Shadow:

After using the strategies above and the student has still not regulated their behaviour or are unsafe, then they are sent to a shadow classroom and given time to reflect on their actions away from their class.

How:

A student is sent to a pre-arranged shadow room; they are provided with work to complete and leave after a period of time which has allowed the student de-escalate.

The Restorative Conversation

A restorative conversation is a two-way conversation with a pupil whose behaviour has not stopped after the rest of the lest-to-most intrusive strategies have been applied.

It's clearly time for a conversation about positive behaviour change. **When to do it:**

- Once the student has de-escalated **How to do it:**
- Maintain open, positive face and body language
- Don't assume you know what motivated the pupil's behaviour
- Depersonalise the behaviour
- Problem solve, don't lecture

The script:

1. Explore the incident:	What happened?	What were you thinking/feeling at the time?
2. Explore the harm caused:	How has the incident affected you?	Who else has been affected? In what ways?
3. Remind the pupil of expectations:	Our school rule/value is…	What could you have done differently?
4. Explore how to repair the harm:	What needs to happen to make this right?	Because of what happened, you will need to…

Consequences linked to harm: Restorative escalation procedures

> "Restorative practice, being high on accountability (control) and high on support, demands that when harm is caused there be some form of accountability. In other words, something has to be done about the harm caused and its someone's job to do this."
>
> - Bill Hansbury, *A Practical Introduction to Restorative Practice in Schools* (2016), p. 64

At Oasis Academy Lord's Hill, 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)
On call	Pastoral Leaders, HOYs and WALT are on call around the academy, they respond to radio calls or emails where support is required, or simply drop into lessons.	To support a positive climate for learning for all.
Shadow	Student is redirected to a shadow class room when they cannot regulate their behaviour. Once the student has reflected on the incident(s) leading to Shadow a restorative conversation will then take place	Initially so that all students can learn in a disruptive free environment and a teacher can teach without distraction. The student is then given the opportunity to be able to reflect and repair the harm caused with a follow up conversation.

We also use the following logical consequences and/or symbolic sanctions to uphold expectations and support pupils and staff to maintain high standards of behaviour:

Logical consequence / Symbolic sanction	When we use it	How we use it	Why we use it (restorative aspects)
Detention	Reasons we use detention include but are not limited to: late to school, late to lesson, truancy from lesson, not completed sufficient classwork, uniform infringements, mobile phone refusal, poor social time behaviour, defiance/refusal to follow instructions, unkindness	Students are issued with a 15, 30 or 60 minute after school detention.	For students to understand there are consequences and to enable restorative conversations to take place. They are a tool to support behaviour modification and reminding students 'how we behave here'.

Internal Exclusion	Reasons we use Internal Exclusion can include but are not limited to: Persistent refusal of detentions, serious persistent defiance, physical altercations, excessive unkindness, bullying, verbal abuse, physical aggression, truancy.	Students are taken out of circulation for the day and have different break and lunch times to the main academy. They follow a programme of online learning closely matched to the mainstream curriculum.	Provides consequences for more severe behaviour and gives students time to reflect on their actions away from their peers. It also enables time for a restorative conversation to take place.
Respite	Reasons we may use respite can include but are not limited to: refusal to complete their internal exclusion, persistent disruptive behaviour, bullying, verbal abuse towards an adult, physical assault.	We have a cross school off site system set up with Regents Park and Upper Shirley High where students are booked in for 1 or more days.	To support students who are unsuccessful within our internal exclusion and to give students time away from the academy to reflect on their behaviours and make positive choices
Off Site Direction (OSD)	For example – where interventions and targeted support have not been successful in improving a student's behaviour.	Students are required to attend another education setting for a time limited placement	To give students time away from the academy to improve their behaviour, regulate their conduct and continue their education through a time-limited placement in another educational setting.
Suspension	This is used when a clear red line has been breached or a student poses a risk to themselves or others. This can include, but is not limited to: Verbal abuse/threatening behaviour against a student or adult, physical assault against a student or adult, drug or alcohol related, significant disruptive behaviour, persistent or a serious incident of bullying, theft, deliberate damage, inappropriate use of social media or online technology, sexual misconduct, possession of a weapon.	Student is removed from the academy for a period of time. If a student reaches a total of 15 days within a term then an independent panel will be called.	To address behaviour and help maintain positive climate. Reintegration meeting enables student to reflect on behaviours and discuss how they will modify behaviours.

Repairing ruptures: Responsive restorative processes

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

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

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

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

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

Our approach to repairing harm

The below table summarises our restorative approach to repairing harm:

Definition of wrongdoing	A violation against a person or community
Focus of process	Problem solving, forwards looking (what should be done now?)
Goal of process	Restoration and reconciliation between both parties
Participants	• Roles of person harmed and person who caused harm recognised in problem solving • Rights and needs of person harmed recognised • Person who caused harm encouraged to take active responsibility
Accountability	Defined as wrongdoer understanding harm caused and how to repair this
Stigma of wrongdoing	Removable through restorative action

Restorative conferences

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

Restorative step	Explanation	Restorative question
1. Recognise perspectives	Everyone has their perspective on any given situation and needs an opportunity to express this in order to feel respected, valued and listened to.	What happened?
2. Explore thoughts and feelings	What people think at any given moment influences how they feel at that moment and these feelings inform how they behave.	What were you thinking / feeling when it happened?

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

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

Circumstance	Who facilitates?	Who is involved?
E.g. When a relationship between a teacher and pupil has broken down.	Pastoral Leader/HOY/Teaching staff	Restorative conversation between the students, and mediation if necessary. Parents informed.
E.g. Following a period of consistently poor classroom behaviour.	Class teacher	Teacher will hold restorative conversation as soon as possible after the lesson, or during the shadow. PL will support if this is an ongoing issue.
E.g. When a relationship between pupils has broken down.	HOY/Pastoral Leader	Restorative conversation to discuss issues. Situation monitored by relevant staff. Parents informed

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

At Oasis Academy Lord's Hill 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.

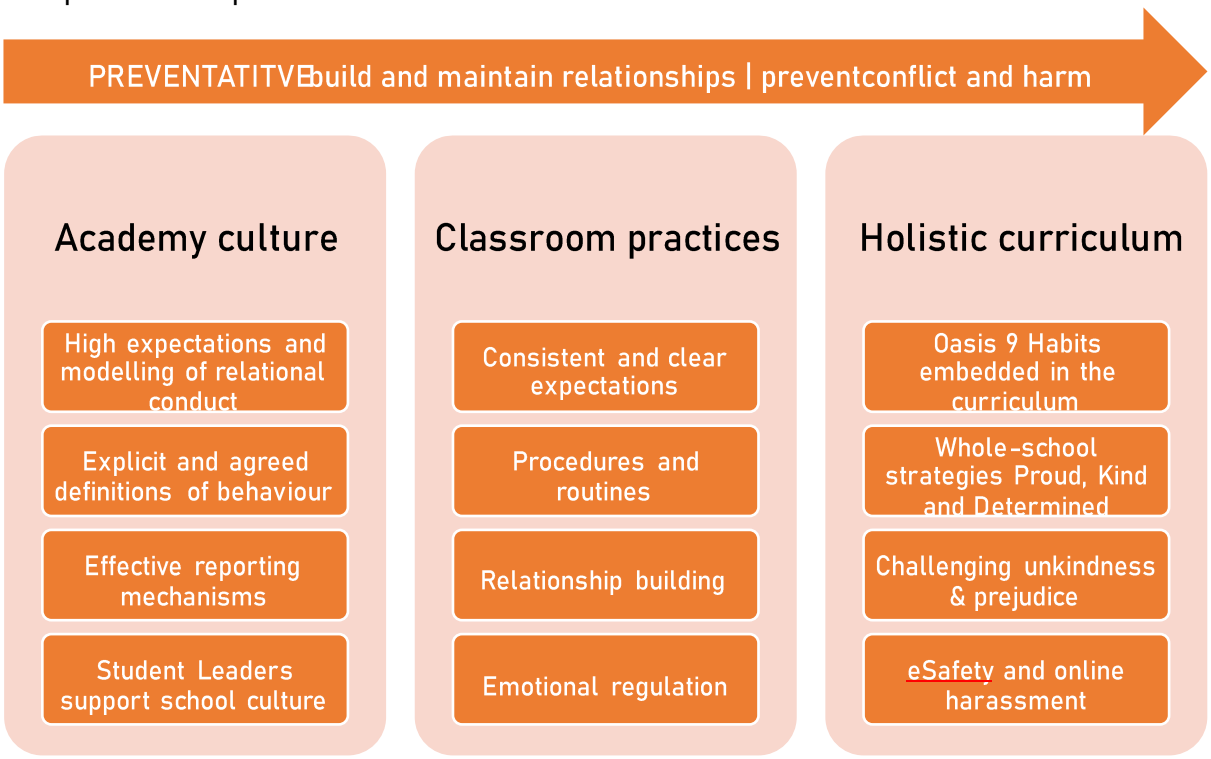
When bullying, discrimination or harmful sexual behaviours happen, our children look to us to see how we respond. If these

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.
Discrimination	Discrimination occurs when a pupil is treated unkindly on the basis of their gender, race or ethnicity, sexuality, gender identity, disability, religion or belief. Discriminatory behaviours are counter to the Equality Act 2010 and are taken very seriously by our academy.
Harmful sexual behaviour	Harmful Sexual Behaviours include any sexualised, sex-based or gender based behaviours which cause pressure or intimidation in the targeted pupil that can lead to emotional or physical harm. We use the Brook sexual behaviours traffic light tool to support staff to recognise developmentally-expected and -unexpected behaviours in our pupils of every age, in order to respond appropriately when concerning situations occur.

More detail about our preventative approaches to responding to community harms are explained below:

Academy culture:

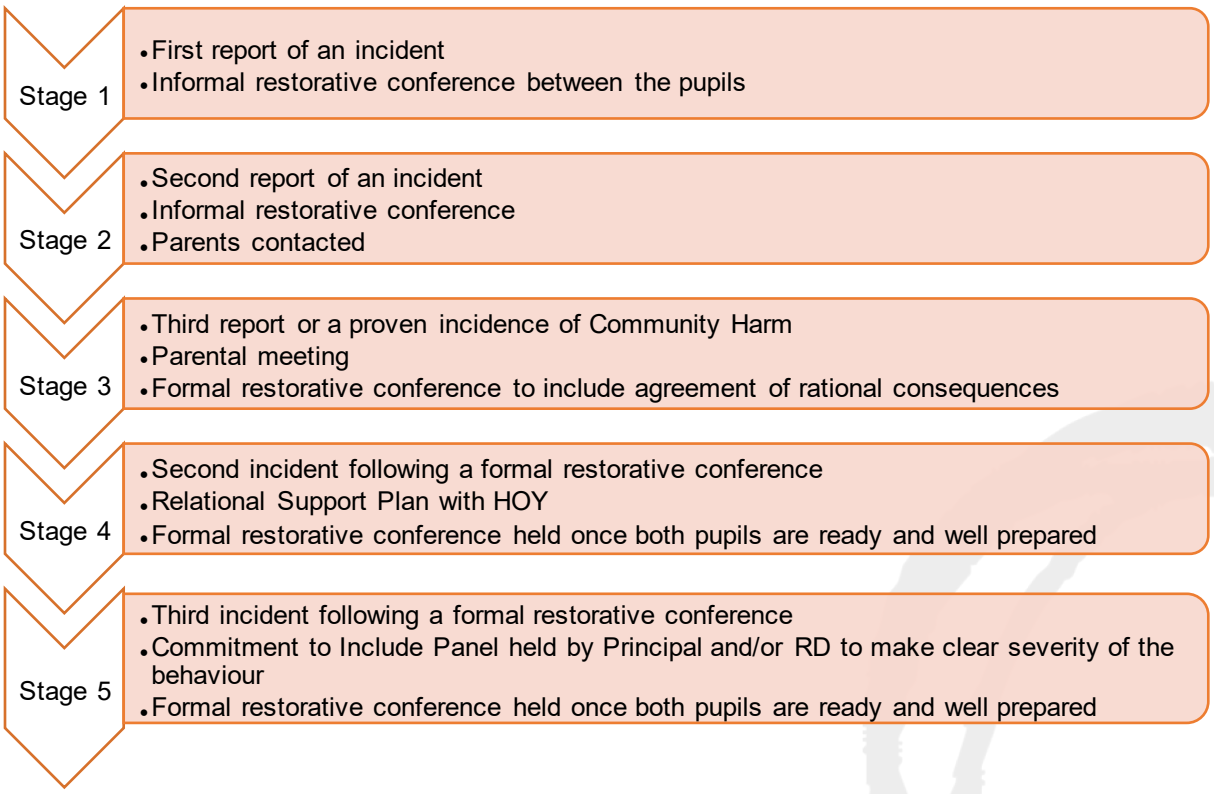
Strategy	How we do it
High expectations and modelling of relational conduct	We clearly outline our expectations through the Lord's Hill way. We consistently communicate these expectations, and ensure the yare applied. We recognise and reward positive behaviour. Staff lead by example, by modelling the high expectations.
Explicit and agreed definitions of behaviour	Behaviour expectations are outlined for students through our Lord's Hill Way. Clear expectations are set, rewarded, and modelled across the academy.
Effective reporting mechanisms	Use of Bromcom to log and report behaviours, events and outcomes. This is routinely analysed. CPOMS and Provision Map also used to log information used in the support of students
Student Leaders support school culture	Clear structure for Student Voice, with student leaders who meet regularly to discuss school culture, changes and implementations. Leadership opportunities are offered across the academy.

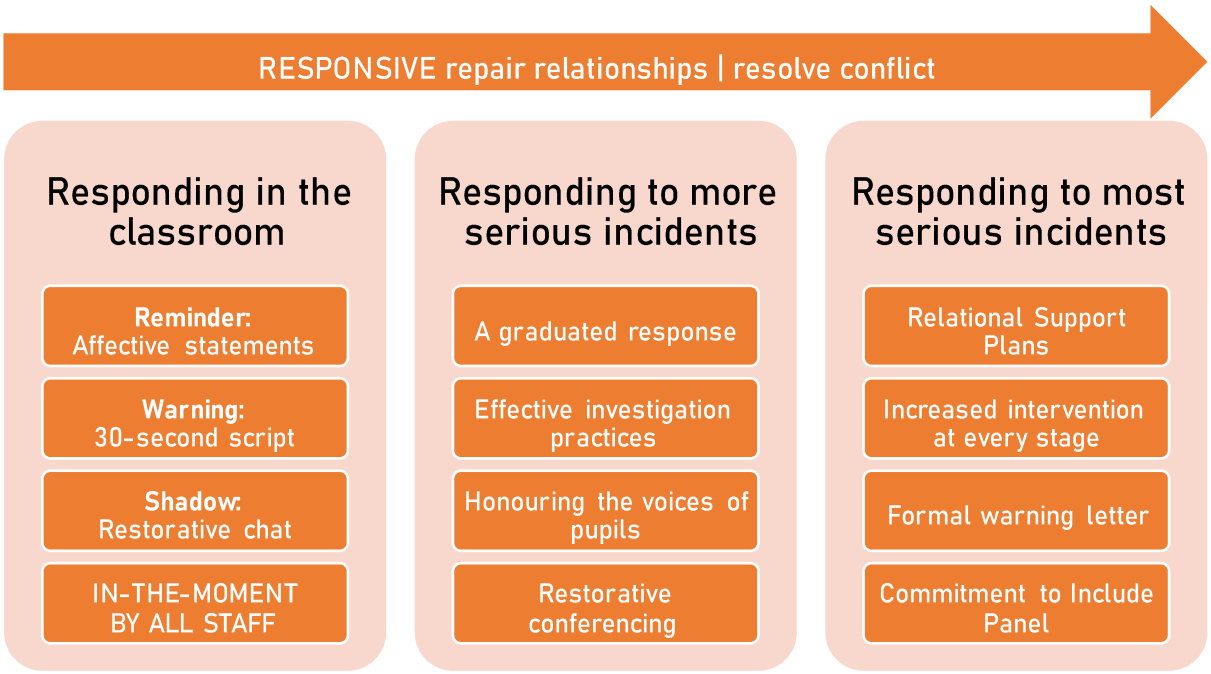
Holistic curriculum:

Strategy	How we do it
Oasis 9 Habits embedded in the curriculum	We embed the Oasis 9 Habits into our curriculum, and teach it explicitly through identity, tutor time and assemblies.
Whole-school strategies	We have a fully inclusive culture within our academy encompassed by the Lord's Hill Way.
Challenging unkindness and prejudice	Clear Behaviour Policy and a restorative approach towards resolving conflict, unkindness and prejudice.
e-Safety and online harassment	Use Netsweeper Safeguarding to monitor inappropriate use of technology. Clear behaviour policy, education through assemblies and curriculum and pastoral support.

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 Lord's Hill

All Staff

Why are you concerned?

Disclosure from a child or parent (not directly observed)

Direct observation of inappropriate behaviour or language

Record behaviour as a Category 1/2/3 on CPOMS

If the incident is Category 2 or 3, immediately record your concern on CPOMS online recording tool:

- What was witnessed/disclosed
- Use child's own words if possible
- What contextual information makes you concerned this may be a bullying issue rather than a one-off incident (e.g. screenshots, persistent reports/observations over time)
- **N.B.** refrain from including personal opinions rather than facts

SG Team

Safeguarding Team reviews concern log and makes a decision about next steps.
If bullying investigation is required, concern will be referred to **Pastoral Year team** to investigate following the **AntiBullying, Discrimination and Harmful Sexual Behaviour Process**, using **proformas.**

Pastoral Team, in consultation with Safeguarding Team

If no evidence is provided: *admission by alleged student)*; **or allegation involves credible threat to the alleged victim:**

Stage 1: First alleged incident against accused. Allegation is difficult to prove: discrimination; or accused previously involved in Stage 2 incident:

- Meeting with HoY to set up Relational Support Plan; restorative conference held; verbal warning issued

Stage 2: Second alleged incident against accused. Verbal warning previously given. Allegation is difficult to prove:

- Meeting with SLT to review RSP; formal written warning; restorative conf. held; serious sanction considered (e.g. FTS)

Stage 3: Incident involves **proven** cyberbullying, harassment, or Restorative conference held; rational consequence agreed ↓ PEx if behaviour continues; time-limited intervention considered (e.g. IE)

If clear evidence is provided *(screenshots, consistent statements,* **or allegation involves credible** Accused student **remains in circulation** while incident is investigated. Accused is **out of circulation** while incident is investigated.

Stage 4: As above & accused previously involved in Stage 3:

- Meeting with HoY to set up Relational Support Plan; restorative conference held; verbal conference held; serious sanction considered warning issued

Stage 5: As above & accused previously involved in Stage 4:

- Commit to Include Panel held by Principal to emphasise risk of PEx if behaviour continues; time-limited intervention considered (e.g. AP) alongside sanctions; safety plan created

Follow up:

- **Inform parents** of involved students about the result of the investigation and actions taken
- Ensure **CPOMS category recording** accurately reflects the severity of the incident

- Update **CPOMS** as a reply to the original allegation record with a copy of all Anti-Bullying documents uploaded
- Place **hard copy paperwork** in the student's file
- **Wellbeing check-ins:** one week later, check-in with student who has been harmed to ensure they are happy and feel safe; check in with student who has caused harm to ensure that the incident has been resolved37
- The **N.B.** Lord's Hill Academy Way localised plan Incidents of proven bullying, discrimination, or harmful sexual behaviour where the **perpetrator is not**

 identified (e.g. online harassment via anonymous accounts) should also be recorded in CPOMS

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 Lord's Hill we recognise the power of reflective practice to support our academy community to continually improve our inclusive approach. Reflective practice involves becoming aware of our experiences and actively engaging in reflection about what has happened in order to gain new insights into ourselves and our practice. In doing so, reflective practice supports us to identify areas of strength and improvement, refine our approaches and make informed decisions about pedagogy and inclusive practice so that we can have a more positive impact on pupil learning and wellbeing.

At our academy, we provide staff with the following opportunities for reflective practice:

Reflective activity	Why we do it	How we do it
Reflective questions in staff briefing	Encourages staff to reflect on their practices, identify areas for improvement and consider new strategies to enhance teaching and learning. Fosters a growth mindset.	Staff are asked a reflective question during staff briefings and meetings.
Instructional Coaching	Provide on-going professional development to enhance teaching and learning.	Coach will observe lesson and feedback fortnightly.
Peer Observations/Learning Walks	Fosters a collaborative culture within the academy. Sharing of best practices. Professional development.	Staff drop in to other classes, this is often pre-arranged if used for professional development but does not have to be.

Co-planning sessions	Facilitate collaboration between staff, allowing them to work together to plan lessons, ensuring they are adapted to meet the needs of all learners.	1 hour a week within departments
Reflecting on pupil feedback	Foster a positive environment. Pupil centred approach, where students feel heard. You said, we did philosophy.	Analysis completed and shared on the back of pupil voice surveys. You said, we did.
Writing an incident account	To ensure that all relevant details and observations are accurately recorded.	Record on CPOMs

Listening to the child: Our mechanisms for pupil voice

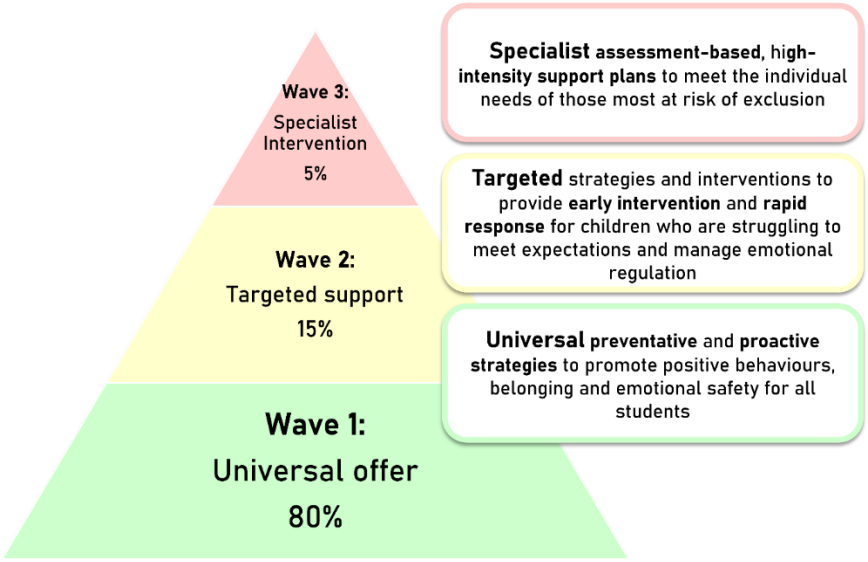
We recognise the importance of listening to the child to ensure that our pupils have a genuine voice and feel an active and valued part of the academy community. In our academy, we use the following mechanisms for gathering pupil voice:

Mechanism	When we do it	How we do it	How we follow up
Digital surveys	Half termly, or as and when needed.	Forms link sent out to all student via email.	Identify actions points. Plan of action Feedback – you said, we did.
ALT Pupil panels	At least twice a half term.	6-8 students covering a range of voices met by ALT	Thank students. Identify action points. Plan of action Update
Student Leadership	Half termly meetings	One tutor representative, one year group representative and Y1 prefects meet as a student leadership team.	Following each meeting the reps report back to their tutor bases to update on progress.

Restorative Questions	After an incident or internal exclusion	Students are asked to reflect on restorative questions.	Restorative conversation takes place

Early intervention and intensifying support: Our graduated Academy offer

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



Our Wave 1 universal offer:

	Our vision	Our offer
Building belonging	'Excellence by all, for all' embodies our vision and expectations for our students as Oasis Academy Lord's Hill. We ensure that all children have the opportunity to contribute to our academy culture both within the classroom and wider activities. So every student has the opportunity to experience connection, protection and the feeling of belonging.	• Personal development lessons which promote diversity, equity and inclusion. • Pupil voice • Mentoring opportunities • Student leadership opportunities • Extra-curricular clubs • Rewards and celebration of success at the academy both big and small. • Support from tutors, HOYs, Pastoral Leaders,
Explicit expectations	At Oasis Academy Lord's Hill, we have clear, consistent and sustained expectations for students. We ensure all children understand the expectations through direct teaching and practice of routines. We reinforce these boundaries with relational recognition of pro-social behaviours and fair and logical consequences in response to behaviours that cause harm.	• The Lord's Hill Way, school wide expectations • Clar behaviour for learning policy • A clear behaviour pathway used consistently in classrooms. • Rewards strategy to celebrate pupils' success. • Clear and consistency graduated escalation process (this could include detentions and internal exclusions) .
		• Use of report cards (Tutor, HOY, ALT)
Developing social and emotional skills	At Oasis Academy Lord's Hill we develop our children's social and emotional skills through academy wide Zones of Regulation. Children have daily opportunities to develop skills in recognising their own emotions and the emotions of others. We use a range of strategies to teach children how to develop self-regulatory skills required to be successful in the classroom.	• Daily check ins for all children it their tutor • Specialist staff to support key students. • Inet training to staff with support information for key students • Safe spaces identified where students can self-regulate. • Personal Development lessons that explicitly includes social and emotional learning • Positive behaviour rewards

		• Communication with parents to support students' development

Our Wave 2 targeted support:

	Our vision	Our offer
Building belonging	Excellence by all, for all' embodies our vision and expectations for our students as Oasis Academy Lord's Hill. We ensure that all children have the opportunity to contribute to our academy culture both within the classroom and wider activities. So every student has the opportunity to experience connection, protection and the feeling of belonging.	• Core group strategy meetings. • Transition plans in place for students. • Key staff to work with students. • Small group sessions, such as Saints Foundation, Testlands Sports Hub, Oasis Farm • Targeted mentoring
Explicit expectations	At Oasis Academy Lord's Hill, we have clear, consistent and sustained expectations for students. We ensure all children understand the expectations through direct teaching and practice of routines. We reinforce these boundaries with relational recognition of pro-social behaviours and fair and logical consequences in response to behaviours that cause harm.	• Social stories to support expectations. • Direct staff support to work with students on expectations. • Vision prompts around the academy. • Regular staff training for key staff. • Use of report cards to HOY/ALT link. • Clear consequences and escalation (this could include suspensions, respite, off-site direction).
Developing social and emotional skills	At Oasis Academy Lord's Hill we develop our children's social and emotional skills through academy wide Zones of Regulation. Children have daily opportunities to develop skills in recognising their own emotions and the emotions of others. We use a range of strategies to teach children how to	• Small group work to develop social skills. • Access to 'time out' in specified area to self-regulate. • Referral to school counsellor to support students with their mental health.
	develop self-regulatory skills required to be successful in the classroom.	• Consideration for SEND Graduated Response

Our Wave 3 specialist interventions:

	Our vision	Our offer
Building belonging	Excellence by all, for all' embodies our vision and expectations for our students as Oasis Academy Lord's Hill. We ensure that all children have the opportunity to contribute to our academy culture both within the classroom and wider activities. So every student has the opportunity to experience connection, protection and the feeling of belonging.	• Team around the child meetings to set a bespoke support plan and risk assessment if necessary. • Short-term interventions, either through our onsite provisions or possibly alternate provisions • Student passports with information shared with staff and updated as necessary.
Explicit expectations	At Oasis Academy Lord's Hill, we have clear, consistent and sustained expectations for students. We ensure all children understand the expectations through direct teaching and practice of routines. We reinforce these boundaries with relational recognition of pro-social behaviours and fair and logical consequences in response to behaviours that cause harm.	• Behaviour response plan with adapted support created. • Relational support plan with clear expectations for given, and review period built in. • Alternative provisions used for when all onsite strategies have been exhausted. • Risk assessment created and shared with relevant staff if appropriate.
Developing social and emotional skills	At Oasis Academy Lord's Hill we develop our children's social and emotional skills through academy wide Zones of Regulation. Children have daily opportunities to develop skills in recognising their own emotions and the emotions of others. We use a range of strategies to teach children how to develop self-regulatory skills required to be successful in the classroom.	• Educational Psychology assessment and interventions • Referral to counselling and other outside agencies as necessary

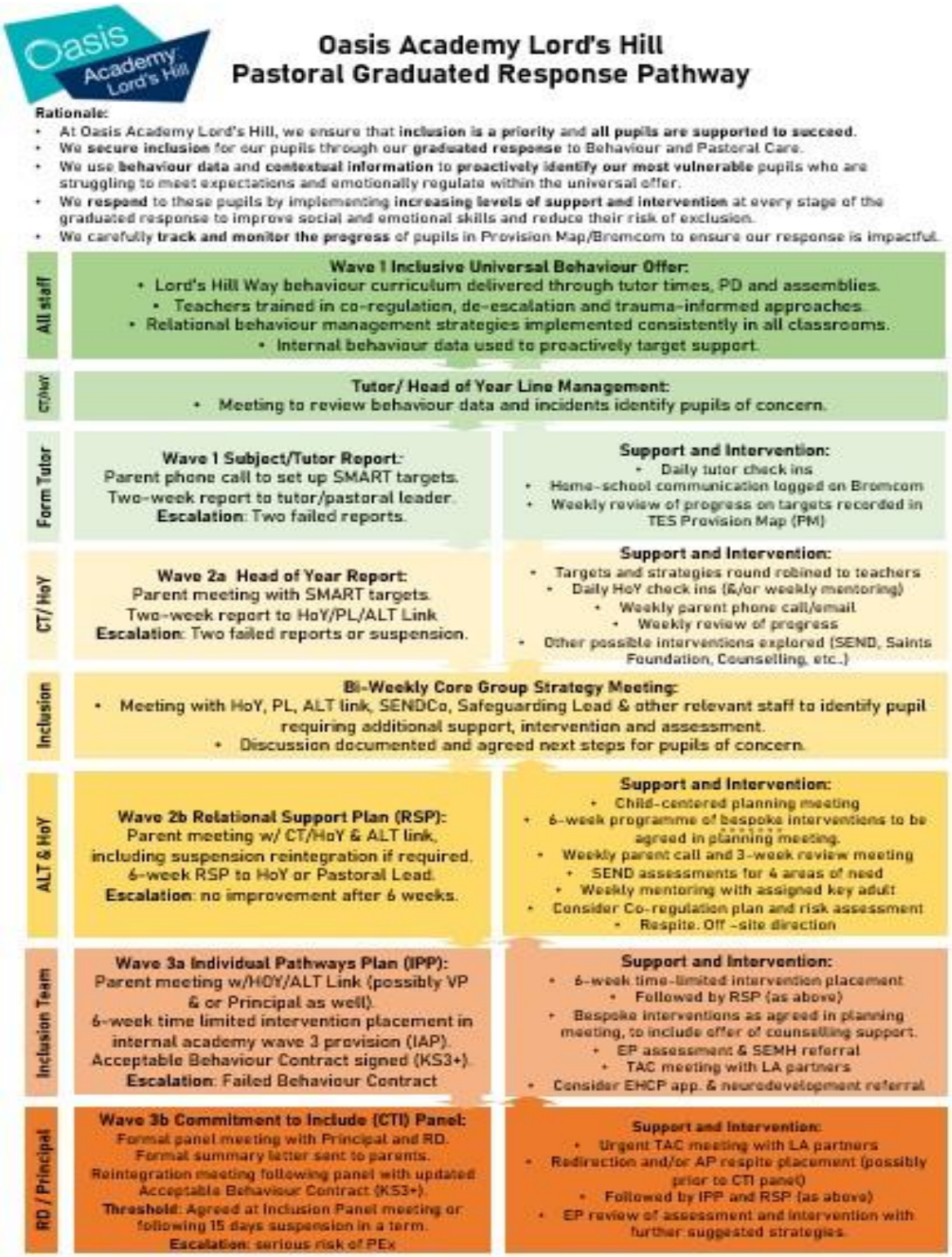
The pastoral graduated response pathway

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.



Team around the Child: How we work together

At Oasis Academy Lord's Hill, 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
Local authority partners (inclusion team, SEND team, etc.)	Local authority SEND department to support with students with EHCPs.	Annual reviews, multi-agency meetings.
LA virtual school	For students who are in care or have previously been in care	To provide additional support such as Forest School, Primary Sports, one to one tuition.
Educational psychologists	Educational Psychology service	Staff training, casework, systemic support, supervision, assessment of need.

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 Lord's Hill, we use the following solutions-focused approaches to amplify the voices of families and ensure co-production:

Approach	Description
PATH	**Planning Alternative Tomorrows with Hope:** We use PATH in Team around the Child meetings where change or the hope for change is required, if the child or system feels stuck and needs to re-establish a positive sense of the future. PATH is a structured approach to explore how to get to a future-orientated goal that focuses on the voice and needs of the child, rather than barriers or issues in the system, and supports advocates to work together to mee this goal.
MAPS	**Map Action Planning System:** We use MAPS when establishing a relationship with a child, if a child is new to a school, at a transition point or if they are newly in receipt of SEND support. MAPS supports us to create a positive dialogue with the child and family. It encourages collaborative, positive and solution-focused thinking by centring the story of the child, their dreams, fears, strengths and needs.

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

At Oasis Academy Lord's Hill, 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 Behaviour for Learning Policy (finalsite.net). 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	• Online meetings for each cluster led by National Lead Practitioners for Behaviour and Pastoral Care • Case-study approach applying solutions-focused techniques to identify strategies to reduce the risk of suspension or exclusion for a child of concern • Progress reviews to track impact over time and offer new solutions for ongoing children of concern
The Oasis Way Pre-suspension checklist	Whenever considering a suspension	• Guidance on a range of strategies that should be tried before suspension is considered • Supports reflective practice and solutions-finding to provide alternatives to suspension
Analysis of data	Ongoing	• Regular analysis of suspension data takes place, identifying trends and pupils who have multiple suspensions. Review of intervention strategies takes place, as well as considering next steps.
Pupil Strategy meetings	Fortnightly	• Meeting of onsite professionals (HOY, Pastoral Lead, ALT link, Safeguarding Manager, Attendance ( ) • Strategies and solutions are discussed and put in place for pupils. • Progress and strategies reviewed at following meeting

Commitment to Inclusion Meetings		• A pupil who is at risk of a permanent exclusion is invited to a commitment to inclusion meeting. This outlines current concerns, looks at interventions in place and formalises a plan for next steps, which could include use of an alternative provision, referral to counselling, referral to Educational Psychologist.

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
Reintegration Meeting	A reintegration meeting will take place prior to the pupil returning to lessons. This gives the pupil the opportunity to reflect on the incident that led to the suspension and understand the impact of their behaviour. The meeting reinforces the Lord's Hill Way and its expectations. It may identify any underlying issues that may have contributed to behaviour and therefore a plan will be put in place for the pupil to access necessary support, such as counselling. Pupils will be set clear targets to improve.
Relational support at the start of the day	Pupils are welcomed by either by their key worker or pastoral leader at the start of the day, fostering positive relationships, and setting a positive tone for the day.
Check ins	Brief personal check-ins throughout the day to ask the pupil how they are feeling, how things are going, addressing any immediate concerns or needs.
Supported restorative conversations	Pupil will be supported to have a restorative conversation, aimed at putting things right, resolving conflict, repairing harm and rebuilding relationships. This typically will be led by the pupils HOY or AHOY, who will provide guidance and support through the process.

Part time timetables

In line with DfE Suspensions and Permanent Exclusions guidance, we recognise that parttime 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:

- To support a pupil's mental health
- To support a pupil who is waiting for a space at a specialist provision
- To support reintegration back into mainstream school
- To support a child with EBSA (Emotionally Based School Avoidance)

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

What	How
Planning and preparation	E.g. 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	A co-production meeting takes place prior to a pupil being put on a part-time timetable (PTT). This is a collaborative planning session where stakeholders, including parents, come together to design and agree a part-time timetable. The aim is to provide a bespoke PTT that meets the pupil's needs while ensuring their academic progress and well-being.
Regular review meetings	Review meetings take place fortnightly and are calendared during the initial coproduction meeting.
Reintegration	Before reintegration begins, a thorough assessment of the pupil's progress, wellbeing and readiness for a full-time timetable is undertaken. Over the six-week period there will be a gradual increase in school hours, with the intention of being full-time at the end of this period. The reintegration plan is tailored to the needs of the pupil. Support will be on-going throughout the process and beyond.

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
Compass	12-week turnaround placement at an external provider	We work with Compass to provide specialised behavioural support to pupils. They provide targeted interventions, with the intention of modifying behaviours, addressing the root causes and promoting positive change.
Other local Mainstream Schools	Offsite Directions/Managed Moves	We work with other local schools to provide offsite directions/managed moves, with the intention of giving a pupil a fresh start and the opportunity to modify their behaviour away from their current peer group. If this is successful a school will take that child onto their roll.

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.