



The Oasis Media City Way

Localised Plan for Inclusive Behaviour

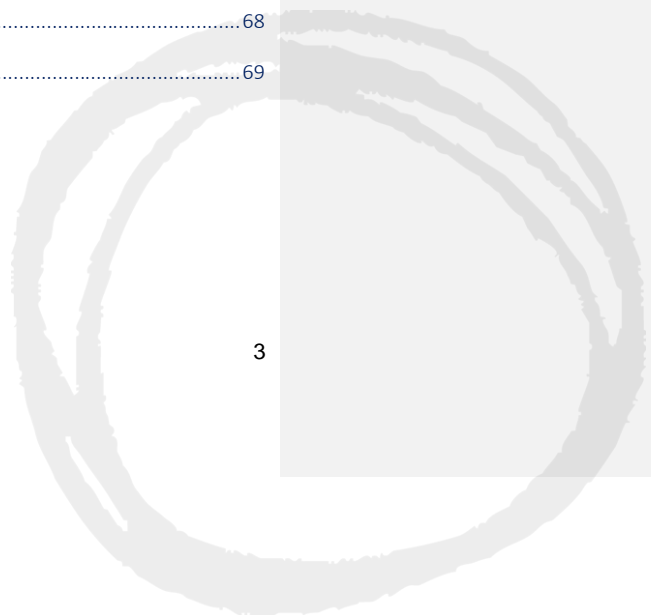
Lead for whole school behaviour:

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The Academy Way Intent

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

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

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

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

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

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

Lever 1: How we build relationships

Building belonging: Our academy vision and approach

Oasis Media City Ethos

Everything within Oasis Community Learning is framed by our ethos. Our ethos is rooted in what we believe and who we are. Grounded in our story, it is an expression of our character; a set of values that inform and provide the lens on everything we do.

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

Oasis Academy Media City is proud to serve the community of Salford. At Media City, we are a diverse and vibrant community committed to fostering an inclusive and supportive educational environment. We are a proud multicultural school with many faiths, ethnicities and religions embedded and celebrated in our curriculum, values and culture. Our academy journey has been one of growth and transformation, focusing on the holistic development of each student. We aspire for our children and families to thrive academically, socially, and emotionally, ensuring that every child has the opportunity to reach their full potential.

The Vision Statement of Oasis Academy Media City

Our vision statement embodies the goals and core values of our academy, highlighting the fundamental purpose that guides everything we do and believe in.

Our Mission	Our Vision
Dream job, Good person.	To ensure all students are equipped with the skills, abilities and qualifications to pursue a fulfilling career and become responsible, respectful global citizens.

Our Aim

A Culture of Praise and Reward: We would see a culture that consistently celebrates achievements. Students would be regularly praised and rewarded for their efforts and successes, reinforcing positive behaviours and fostering a sense of pride and accomplishment.

Enthusiastic and Happy Learners: Students would be enthusiastic about their learning, showing genuine excitement and curiosity. They would be happy to participate in lessons and eager to explore new concepts and ideas.

Students Maximising Their Learning: We would see students deeply engaged in their lessons, taking full advantage of a positive relational culture. This culture would be built on mutual respect and understanding, where every student feels valued and motivated to learn.

Students On Task: Lessons would be tailored to meet the needs of each pupil, ensuring that all students are on task and participating in activities that are suitable and challenging for them. This approach would help in maintaining a high level of engagement and interest in their studies.

Staff Understanding Students' Needs: Staff members would have a robust understanding of each pupil's additional needs and use this knowledge to inform the behaviour system and policies. This understanding would ensure that every student receives the appropriate level of support and challenge, promoting their academic and personal growth.

Correct Level of Challenge: Each lesson would be designed to provide the right level of challenge for all pupils, encouraging them to push their boundaries while providing the necessary support to help them succeed.

Mutual Respect and Open Conversations: There would be a strong culture of mutual respect, where restorative conversations are encouraged. This environment would foster trust and collaboration between students and staff, creating a positive and inclusive atmosphere.

A Calm Environment: The academy would maintain a calm atmosphere, where students feel safe and happy to learn. This environment would help to reduce stress and anxiety, allowing students to focus on their studies and enjoy their educational journey.

Support for Conflict Resolution: Staff would be proactive in supporting students to repair conflicts, investing time and effort to resolve issues and promote a harmonious learning environment. This approach would help build resilience and conflict resolution skills among students, preparing them for future challenges.

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

‘Every school leader has some sort of vision of the pupil culture he or she wants to create [...] What sets top leaders apart is that they transform their vision into meticulously built systems that operate across every single classroom.’

- Paul Bambrick-Santoyo, *Leverage Leadership* (2012)

Our Academy Way prioritises **setting and sustaining positively framed expectations** for our pupils. When we set and sustain boundaries, we establish community agreements about the way we do things here which supports a shared understanding of how we treat each other. When boundaries and behaviours become **consistent** and **predictable**, we build safety, trust and belonging for all in our community including children and staff. This is the foundation of our relational culture. It empowers all members of the community to focus our attention on working together to achieve learning goals.

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



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

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

What great looks like

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

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

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

What great looks like in the classroom

Focus area	Pupil focus	Staff focus
Entry and exit routines	<p>Proud. We arrive on time, enter promptly, and sit in your assigned seats ready to learn. Collect equipment & book and sit in seat.</p> <p>Kind: We respect others' right to learn by entering and exiting lessons silently – we are patient.</p> <ol style="list-style-type: none"> 1. Open book, write the date, title, answer Do Now questions. 2. Answer name for register. 	<p>Proud. Lesson starts are smooth, clear, and efficient, ensuring no time is wasted. Ensure that all resources are prepared before the start of the lesson. Have your 'Do now' on the screen.</p> <p>Kind. We meet the students at threshold, iPad in hand. One foot in in the door, one foot out. we <u>greet</u> all pupils <u>warmly</u>; every lesson is a <u>fresh start</u> – we are forgiving. We Stay at the thresholds for 3 minutes.</p>

	<p>Determined Self-assess using the mark scheme in red pen. Write down key words and listen to the Learning Objective(s)</p>	<p>Determined. We will circulate for compliance. Take the register.</p> <ul style="list-style-type: none"> • Display self-assessment slide and facilitate self-marking and writing of key word. • Share the LO for the lesson, consolidate and recap on learning from previous lesson
Active listening routines	<p>Proud Students to sit it up to show our engagement</p> <p>Kind We track the speaker and respect the one voice that has the floor. We focus during lessons. We track the speaker closely and give them all our full attention.</p> <p>Determined- we listen carefully to what is being taught so we can learn to the best of our ability. We make sure we understand what we're told, remember it well, so we can learn and do more. If we're not sure, we ask questions to make things clear.</p>	<p>Proud We ensure understanding by paraphrasing, repeating, summarising, and asking questions after hearing the message. We always listen attentively to pupils and use the same phrase, "3-2-1," to establish silence effectively. .We effectively deliver our expositions, instructions and questioning so learning is accessible for all</p> <p>Kind. Staff will encourage students to be attentive and active in class using the acronym SLANT. (Sit up, Lean forward, Ask and answers questions, No talking over others and Track the speaker).</p> <p>Determined. Use non-verbal gestures for all students we check for understanding and provide wait time to remove learning barriers for SEND students. We check for understanding using whole class <u>response systems</u></p>
'You do' learning routines	<p>Proud: We always do our best, even when tasks are challenging. We work independently as instructed by the teacher, demonstrating self-control.</p> <p>Kind: We begin the task right away, using the support structures available to finish it. We remain silent during independent</p>	<p>Proud: We carefully plan independent tasks so that success criteria are clear and scaffolds are accessible. We circulate intentionally to check for understanding and provide targeted feedback</p> <p>Kind: We maintain high expectations and hold the line for silent independent</p>

	<p>practice to support our peers. We raise our hands and patiently wait for the teacher if we need extra help.</p> <p>Determined: We finish all tasks to the best of our ability, explaining what we understand and participating in classroom discussions. We start independent tasks promptly and stay focused to show what we've learned.</p>	<p>practice Identify students who need additional support and provide them with additional examples to support their learning.</p> <p>Determined: We ask students questions to prompt them to explain or think about their own learning. Use live marking techniques as needed.</p>
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What great looks like in the corridor

<p>Safe transitions</p>	<p>Proud: We move through the academy calmly and purposefully. We are polite and courteous, stopping and following instructions when addressed by a staff member. We attend line-ups promptly, Avoid lingering in corridors between lessons and proceed directly to the next class.</p> <p>Kind – We adhere to the one-way system, walking on the right. We follow the CALM code to ensure safe movement: C – Courteous to others: Keep hands and feet to ourselves A – Arrive on time to your seat L – Look where you are going M – Move quietly and safely around the building We use only the designated stairwells for students.</p> <p>Determined – We optimise learning time by promptly attending line-ups and walking with purpose to our lessons, both</p>	<p>Proud – We arrive promptly for line-ups, collect our students, and escort them to class. Our lines are orderly and quiet, and students are encouraged to move with pace and purpose. We arrive promptly to duty points to ensure calm and safe transitions.</p> <p>Kind – We stand in our doorways, monitoring both the classroom and the corridor, and welcome students into the classroom in a positive and friendly manner.</p> <p>Determined – A 'do now' activity is displayed on the board for students to begin independently. Once the corridors are clear, we enter the classroom to take attendance and review the 'do now' activity.</p>
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	during escorted and unescorted transitions.	
Inclusive outdoor spaces	<p>Proud: We respect outdoor areas by keeping them tidy and free from litter or damage, and by using the balls in the designated areas. We respond promptly to the bell, swiftly gathering at the lineup ready to learn.</p> <p>Kind: Be kind and interact safely with each other when using outdoor spaces like the Astro, MUGA, and the seating areas. Take an active role in helping students who are not using these inclusive outdoor spaces correctly.</p> <p>Determined: We respond promptly to the bell, swiftly gathering at the lineup ready to learn. We are polite at all times and report any incidences of unkind behaviour.</p>	<p>Proud: We respect outdoor areas by keeping them tidy and free from litter or damage and maintain safe and interactive outdoor spaces. Use the rewards system to encourage students to pick up litter and identify and report any concerns. Radio use is kept professional with short but concise messages shared.</p> <p>Kind: Kindly communicate with students during your duty points, identifying those who may be vulnerable, and engage them in activities, social groups, or conversations.</p> <p>Determined: Lunchtime and break time duties are crucial for ensuring a safe and positive environment for students. We will be proactive in supervision of our students, by actively monitoring and engaging with students to prevent potential issues. By moving to areas with high student traffic, supervisors can effectively oversee activities, promote positive behaviour, and quickly address any concerns that may arise.</p>
Dining routines	<p>Proud: We Follow the queuing system, which designates specific lines for each year group, ensures smooth flow and minimises congestion. This organised approach not only promotes respect for shared spaces but also enhances the</p>	<p>Proud- We actively interacting with students, staff can identify those who may be vulnerable or in need of additional support, providing them with encouragement and reassurance.</p>

	<p>overall dining experience, allowing all students to enjoy their meals in a structured and respectful manner.</p> <p>Kind: We clear away your completed meal, by putting away trays, utensils, and any leftover food, you contribute to maintaining a clean and pleasant environment for everyone, showing respect and consideration for others who will be using the dining area after you. We only eat food within the canteen area</p> <p>Determined: We promptly respond to the bell to maximise lesson time, moving calmly towards the lineup. This allows lessons to start on time.</p>	<p>Kind: We use rewards to create a supportive and inclusive canteen environment where students feel valued and motivated to uphold positive behaviours. Utilising the reward system, such as postcards, achievement points, or raffle tickets, for good behaviour reinforces positive practices among students.</p> <p>Determined: We attend duty on time to effectively implement and monitor the queuing system, which designates specific lines for each year group. This promotes orderly movement, minimizes congestion, and fosters a respectful atmosphere in shared spaces.</p>
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What great looks like in how we communicate

Focus area	Pupil focus	Staff focus
Engaged learners	<p>Proud: We are ready to learn and prepared with the relevant resources from the beginning of each lesson. We are prepared with our iPad and stationary, ready to learn</p> <p>Kind: We sit in our designated seating plan to maximise productivity, enabling a smooth start to the lesson</p> <p>Determined: We participate in the lesson by asking questions, demonstrating curiosity, critical thinking skills, and</p>	<p>Proud: We use clear classroom routines (Highlighted in table 1) that are visible and consistently revisited to reduce confusion and uncertainty among students, allowing them to understand expectations and transitions smoothly.</p> <p>Kind: We use positive reinforcement and praise through a relational approach during lessons to motivate learners and to fostering a supportive learning environment. By acknowledging students' efforts and achievements, praise boosts</p>

	commitment to understanding the subject matter	<p>their confidence and self-esteem, encouraging them to persist in their academic targets.</p> <p>Determined: We use clear and precise instructions that follow a step-by-step approach are essential for effective teaching and learning, especially when scaffolded and differentiated for all learners.</p>
A caring community	<p>Proud: We support a caring community by championing each other and actively appreciating differences and celebrating success, underpinned by our 9 habits.</p> <p>Kind: We use calm voices and speak to each other with respect, underpinned by our 9 habits</p> <p>Determined: We will be working towards improvement not perfection, understanding that it is okay to make and share mistakes</p>	<p>Proud: We Support our students through a lens of safeguarding. This is paramount in ensuring their safety, well-being, and overall development within and outside of school.</p> <p>Kind: We use calm voices, minimising shouting, promoting positivity, fostering a growth mindset, and prioritising a student resulting in creating a supportive and effective learning environment.</p> <p>Determined We celebrate respecting differences among students, including diverse backgrounds, learning styles, and abilities, promotes equity and fairness inside and outside of the classroom.</p>
Repairing conflict	<p>Proud: We take responsibility for our actions and will attend restorative conversations with the teacher to address any behaviour concerns and repair relationships</p> <p>Kind: We will engage in restorative conversions, listening and speaking. Using self-control and honesty</p>	<p>Proud: We understand the importance of a relational approach and the significance of repairing relationships with students promptly. Restorative justice meetings after any incident help us achieve this by facilitating timely and meaningful conversations.</p>

	<p>Determined: We aim for a successful restorative conversation for a fresh start to avoid escalating situations and to ensure that lessons are learnt from previous experiences.</p>	<p>Kind: We recognise the importance of self-regulation before engaging in a restorative conversation. During the conversation, it is crucial to remain calm, avoid shouting, and be firm but fair. Non-aggressive body language from staff is essential to ensure the student does not feel threatened.</p> <p>Determined: We will attend our restorative conversations, waiting until the student has de-escalated. We will then have a discussion, listen to the child's point of view, and use restorative scripts to guide the conversation.</p>
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IN THE CLASSROOM → **The Media City Way**

Entry and Exit routines

- 'We arrive on time'
- 'We use 5 to Start'
- 'We use 5 to Finish'

Active Listening routines


SLANT

- S** Sit Up
- L** Listen to the speaker
- A** Ask and answer questions by raising our hand
- N** No talking over others
- T** Track the speaker

'You do' learning routines

- 'We always do our best, even when tasks are challenging'
- 'We begin the task right away, using the support structures available to finish it'

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IN THE CORRIDOR → **The Media City Way** 

Dining hall routines

'We follow the queuing system to ensure a smooth flow'

'We eat inside of the canteen and clear away our completed meal, by putting away trays to maintaining a clean environment for everyone'

'We keep our coats off inside of the building'

↔

Safe transitions

CALM CODE

C Courteous to other- hands & feet to ourselves

A Arrive on time to your seat

L Look where you are going

M Move quietly & safely around the building

Inclusive outdoor spaces

'We respect outdoor areas by keeping them tidy and free from litter or damage, and by using the balls in the designated areas.'

'We respond promptly to the bell, swiftly gathering at the lineup ready to learn.'

HOW WE COMMUNICATE → **The Media City Way** 

A caring community

'We use calm voices and speak to each other with respect, underpinned by our 9 habits'

'We will be working towards improvement not perfection, understanding that it is okay to make and share mistakes'

Engaged learners

'We are ready to learn and prepared with the relevant resources from the beginning of each lesson.'

'We sit in our designated seating plan to maximise productivity, enabling a smooth start to the lesson.'

Repairing conflict

'We take responsibility for our actions and will attend restorative conversations with the teacher to address any behaviour concerns and repair relationships'

'We aim for a successful restorative conversation for 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:

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

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

At Oasis Academy Media City, 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
Friday briefing	<ul style="list-style-type: none"> ✓ Hone staff focus on shared understanding of what great looks like ✓ Build culture of modelling and celebration
Steplab Coaching	<ul style="list-style-type: none"> ✓ Ensure all staff are clear on how to model expectations through a focus on 'what great looks like' in coaching and drop ins
Week 1 assembly	<ul style="list-style-type: none"> ✓ Ensure students have shared understanding of what great looks like ✓ Build culture of celebration ✓ Assemblies delivered by ALT and Pastoral leaders
Tutor time x 3	<ul style="list-style-type: none"> ✓ Explicit teaching of what to do and what not to do ✓ Strong focus on why to reinforce changes in student conduct ✓ PSHE. Linking the Media City way to contextual topics
Week 2 assembly	<ul style="list-style-type: none"> ✓ Embed expectations through retrieval practice and make concepts concrete ✓ Recap previous focus area
Student shout outs	<ul style="list-style-type: none"> ✓ Build culture of modelling and success
Visual displays	<ul style="list-style-type: none"> ✓ Nudge norms through visual cues ✓ Visual displays in classroom ✓ Visual displays on PowerPoint Presentations ✓ Visual displays in assemblies ✓ Updates to the website Letters to Parents / Carers ✓ Visual displays around the school

Media City Academy Way Communication plan

Stakeholder	Actions	Resources	Led by	By when
All staff	Localised CPD on Levers 1, 2 ,3 and 4 Hone staff focus on shared understanding of what great looks like. Twilight sessions during staff briefing Each fortnight a different routine will be focused on. Lever 3 – Restorative Conversations Emotional Regulation CPD	Localised CPD Resources Academy Way Localised Plan – PPT Steplab Learning Module – Restore Relationships Localised CPD Resources	DBR / JCO	Autumn Term 24 Autumn term 24 – ongoing Summer Term 25 Spring 25
Senior leaders	Localised CPD on Levers 1, 2 ,3 and 4 Hone staff focus on shared understanding of what great looks like. Each fortnight a different routine will be focused on. Lever 3 – Restorative Conversations Emotional Regulation CPD	Localised CPD Resources Academy Way Localised Plan – PPT Steplab Learning Module – Restore Relationships Localised CPD Resources	DBR / JCO	Autumn Term 24 Autumn term 24 – ongoing Summer Term 25 Spring 25
Middle leaders	Hone staff focus on shared understanding of what great looks like. Each fortnight a different routine will be focused on. Lever 3 – Restorative Conversations Emotional Regulation CPD HOY / AHOY/ Tutors – Lever 1 Graduated Response documentation	Localised CPD Resources Academy Way Localised Plan – PPT Steplab Learning Module – Restore Relationships Localised CPD Resources	ALT during LM	Autumn Term 24 Autumn term 24 – ongoing Summer Term 25 Spring 25

Pastoral team	Localised CPD on Levers 1, 2 ,3 and 4 Hone staff focus on shared understanding of what great looks like. Each fortnight a different routine will be focused on. Lever 3 – Restorative Conversations Emotional Regulation CPD Pastoral leads / AHOY/ Tutors – Lever 1 Graduated Response documentation	Academy Way Localised Plan – PPT Steplab Learning Module – Restore Relationships Localised CPD Resources Localised CPD Resources Graduated response documentation / reports	BWA / JCO	Autumn Term 24 Autumn term 24 – ongoing Summer Term 25 Spring 25
Tutors	Localised CPD on Levers 1, 2 ,3 and 4 Hone staff focus on shared understanding of what great looks like. Each fortnight a different routine will be focused on. Lever 3 – Restorative Conversations Emotional Regulation CPD Pastoral leads / AHOY/ Tutors – Lever 1 Graduated Response documentation	Localised CPD Resources Academy Way Localised Plan – PPT Steplab Learning Module – Restore Relationships Localised CPD Resources Graduated response documentation / reports	DBR /JCO	Autumn Term 24 Autumn term 24 – ongoing Summer Term 25 Spring 25
Children	Graduated Response – Lever 1 and Wave 1 – 3 Reports Low Level Disruption - - Level of Response	Graduated response Presentation Level of Response grid PPT Posters / Visual Displays	ALT	July 2024 - September 2024

Families	What is the Oasis Way for Behaviour and Pastoral Care - Transition Evening Our Core Values Student Routines. Oasis Way for Behaviour and Pastoral Care - Our Expectations	Overview Presentation		September 2024
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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.

Media City Academy Way Rewards offer

Reward	Rationale
<i>1:1 precise praise</i>	Wherever possible we prioritise giving children specific and meaningful praise 1:1 so we can reflect together on how they accomplished the achievement and the pride we all feel about the effort they put in. This occurs during lessons and whole school assemblies, with specific acknowledgments from teachers.
<i>Termly Assemblies</i>	A special assembly is dedicated to celebrating the success of all students and university classes. During this assembly, students will recognize and applaud their peers' hard work throughout the term, with certificates issued for both academic achievement
Academic Reward Assemblies	These weekly assemblies are tailored to recognize student attainment, attendance, and progress, celebrating their achievements for the week. Students are acknowledged for their accomplishments and rewarded with a badge and certificate.
Subject Appreciation	Each department will reward students for exceptional progress and attainment in their subject areas. Department areas will: - Send Appreciation messages home for students via MCAS - Award KS3 and KS4 achievement / best progress award each term – certificate - Select a

	Pupil for the Pupil of the Year Award in each subject – certificate and small prize

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

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

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

Universal regulation strategy	Rationale
<i>Zones of Regulation</i>	All children are taught to recognise, name and respond to their emotions using Zones of Regulation. Children are supported to check in daily using Zones in order to build an understanding between the pupil and teacher about the child’s regulatory capacity and support requirements for the day.
<i>Regulation stations</i>	In some classroom, we have regulation stations which children can access (with the support and guidance of the teacher) when they are dysregulated. The regulation stations contain a range of bottom-up and top-down regulatory supports to enable children to calm their nervous system and become settled to learn.
<i>Co-regulation plan</i>	The co-regulation plan is a structured approach designed to help students identify and manage their emotions effectively. It involves a graduated emotional approach, where students recognize their feelings and apply

	assigned strategies at each stage to help regulate their emotions. This plan aids both staff and students in maintaining emotional balance and promoting a supportive learning environment. Through co-regulation, students learn to navigate their emotional responses, leading to better self-control, improved interactions, and overall well-being.
Pastoral Reset	The Pastoral Reset room is a therapeutic space designed for students who have struggled to regulate their emotions during lessons. The environment has been adapted to include soothing music and calming visuals to aid in self-regulation.
Fidget Toys	Fidget toys are used as a tool for enhancing focus, reducing anxiety, and promoting self-regulation. By providing a tactile outlet for excess energy and stress, these toys help individuals manage their emotions and maintain composure without disrupting others.

Responsive regulation: Wave 2 relational de-escalation strategies

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

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

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

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

Bottom-up regulation strategies:				
Drinking cold water	Running in a contained space	Using square breathing or other breathing techniques	Using a swing, hammock or rocking chair	Going for a brisk walk alongside an adult
Listening to music	Drumming and body percussion	Watching a fish tank, sand timer or bubble tube	Stroking the therapy dog or a soft toy	Using playdoh or therapy putty
Sitting under a weighted blanket	Humming	Completing a sensory circuit	Sitting in a blackout tent	Yoga poses

Top-down regulation strategies:				
Mindfulness practices	Meditation	Gratitude practices	Recalling facts about a known topic	Using Zones of Regulation to name emotions
Imagining a favourite safe place	Using Emotion Coaching to work out what happened	Using restorative practice sentence stems	Using widget cards to connect physical sensations to emotions	Completing a simple puzzle or game
Walking through the spaces to share what happened	Social thinking or other psychoeducation	Discussing how 9 Habits strengths link to positive choices	Drawing a picture or writing a poem about how you feel	Writing a letter to share your side of the story

Managing crisis: Wave 3 responsive co-regulation planning

For some children, emotional dysregulation can lead to extreme and unsafe behaviours. At Oasis Academy Media City, we recognise that early experiences of trauma and other additional needs can cause neurological developments that lead some children to respond differently to changes in their environment.

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

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

Hyperarousal behaviours	Calm and engaged	Vigilance	Resistance	Defiance	Aggression
Hypoarousal behaviours	Calm and engaged	Avoidance	Compliance (robotic)	Dissociation (shutdown, numb, non-responsive)	Fainting
De-escalating responses	PACEful adult presence, engaged learning, calm environment	Playfulness, structure, routine and connection, eye contact, calm voice, top-down regulation	Acceptance & empathy, matched affect, invited physical touch, top-down and bottom-up regulation	Acceptance & empathy, curiosity, time to calm, bottom-up regulation	Safety cues, acceptance & empathy, safe space, time to calm, appropriate physical restraint
Escalating responses	Noise, disruption to structure and routine, confrontation	Complex directives, anger, ultimatums, frustration, anxiety	Raised voice, defensiveness and judgement, chaos and noise in environment	Increased or continued frustration, yelling, sense of fear, isolation	Inappropriate physical restraint, screaming, shaming

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

Knowing the Child:

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

At Oasis Media City, we utilize a student support tracking system as a comprehensive document that captures extensive information available for our inclusion staff to support students effectively. This document is linked to relational support plans and pastoral support plans, which are regularly reviewed by our SEND and pastoral teams working collaboratively to ensure every child receives appropriate support to enhance their learning experience.

The system serves as a holistic tool for capturing information that may impact a child or young person's development and learning accessibility, taking into account their cognition, emotions, behaviour and environment. It enables the Team Around the Child to collaborate effectively as advocates, facilitating cohesive efforts to progress and provide optimal support to each student.

Additionally, this tool aids in understanding a student's background to contextualize current challenges and identify their strengths and areas of concern. It supports the mapping of a student's talents and strengths, as well as their apprehensions, to guide action plans aimed at supporting their future development effectively

Edit the below as appropriate to include details about the child-centred planning tools you use

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

Responding to the Child:

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

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

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

In our academy, we use the Oasis Way pastoral graduated response pathway to identify and respond to children who require individualised wave 3 Relational Support Plans and Co-Regulation Plans to support their behaviour and emotional regulation. See lever 4 for this flowchart.

Positive handling

At Oasis Academy Media City, 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 Media City, key staff are trained by Dynamis to use reasonable force in situations where de-escalation is vital. The restraint training provides staff with core skills on how to de-escalate situations and where needed to guide students away or safely restrain the student(s), The Academy Leadership team, Pastoral team and Year team are all trained.

Recording: We always ensure that any use of reasonable force is recorded. This is recorded in CPOMS our safeguarding monitoring and recording system. Statements are taken from all involved and uploaded to CPOMs as evidence.

Communication: We communicate with the family by initially calling at the earliest opportunity and then arranging a meeting so that the situation can be addressed. All communications are logged under student support events.

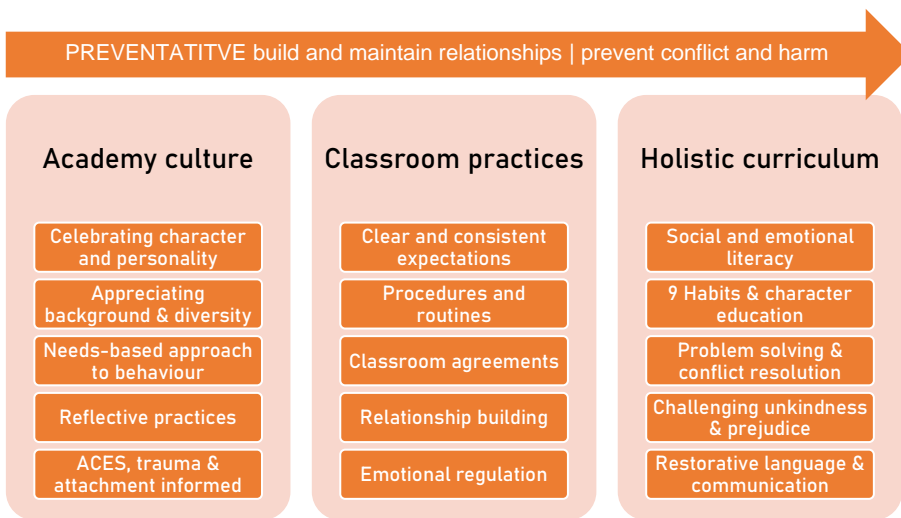
Reflection: We reflect on all occasions of the use of reasonable force to ensure that necessary adjustments are made to the child’s provision and to school responses by debriefing with staff involved, reviewing of the CCTV footage and reflecting on what could have been done differently.

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

Lever 3: How we repair harm

Building a restorative culture: Teaching restorative values and skills

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



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

Holistic curriculum	What we teach
Social and emotional literacy	We teach social and emotional literacy by: · Starting the day with a student check in giving students opportunity to speak about their weekend / evening in a safe environment with a trusted adult · Through a relational approach towards behaviour we aim to foster positive relationships developing a culture of kindness and an ethos of belonging. · Through restorative practices and zones of regulation we build on social and emotional vocabulary so students recognise how they are feeling
9 Habits and character education	The 9 habits are addressed in Year Group Learning and assemblies each week. The habit spoken about is the key habit of the week. This focuses on what the habit is, what it would like and what it sounds like. In addition to this the 9 habits are addressed in all aspects of academy life and staff and students explicitly demonstrate and comment on them. Through our core values of Respect, Responsibility and Resilience we encourage our students to do the right thing because it's the right thing to do, to be courageous in all their endeavours and to take responsibility for their actions
Problem solving & conflict resolution	Through the use of positive framing and restorative practice we support students in repairing relationships where harm has occurred.

	<i>Restorative meetings take place between staff and students and between student and student facilitated by the behaviour and pastoral team. This relational approach aims to connect and reflect before correct allowing all stakeholders opportunity to de-escalate and resolve conflict</i>
Challenging unkindness & prejudice	<i>We teach children to challenge unkindness and prejudice by asking them to embody the Oasis 9 habits and adhere to our core values of Respect Responsibility and Resilience. Students are expected to show consideration and compassion to all, be patient and forgiving and remain humble. All our students are taught the virtues of being self-controlled. All acts of unkindness and prejudice are encouraged to be reported to the safeguarding team or a student's trusted adult. This can be done in confidence using our safeguarding QR code</i>
Restorative language & communication	<i>We teach restorative language and communication by modelling this to our students. Our staff adopt this method of conflict resolution and demonstrate this to students when carrying out the conversations themselves.</i>

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 Media City, 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 pursuit of fostering positive relationships and maximising learning opportunities, Oasis Academy Media City employs a proactive approach to behaviour management, using a simple system; Reminder - Warning – Action – Remove. This method is implemented with the aim of

maintaining a positive learning environment while addressing behavioural concerns effectively.

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

Reminder: In lessons where a student is not behaving in a way that meets our expectations, the teacher will issue a chance issued with a Reminder, the first consequence issued as a direct result of a negative behaviour. This is a chance for the student to modify or change the way that they are behaving. Teacher gives student rule reminder/Verbal Communication using the behaviour correction script. Name Written on the board under 'reminder'.

Warning: If the student does not modify their behaviour, the teacher will issue a warning, the second consequence. The warning must be delivered using the behaviour correction script. Name written on the board under 'warning'.

At this point the teacher must use a range of other strategies to support the student to improve their behaviour. This could include Checking they understand the work and/or providing additional support, moving them within the classroom to sit in a different place.

Action: If the student does not modify their behaviour, the teacher will issue an action, issue an Action, the third consequence. This will mean that the student will now be issued with a subject restorative. The action must be delivered using the behaviour correction script.

Name is written on the board under 'action'. **This does not mean that the student is removed from learning.** As soon as possible, the teacher must fill in a log on Class Charts.

At this point the teacher must use a range of other strategies to support the student to improve his/her behaviour. This could include Checking they understand the work and/or providing additional support, moving them within the classroom to sit in a different place.

*Parents will be contacted via the Class Charts app and a detention issued for the same day, unless it has been logged after 1pm, therefore the action will be rolled over to the following day.

On call / Subject Reset: If the student does not modify their behaviour, the teacher will request an on call via classcharts. The student must be directed to wait in their seat until on call arrives and be informed by the subject teacher that they are now due to attend a subject restorative with them at the end of the day. The on-call member of staff enters the classroom and quietly directs the student out of the classroom (the behaviour is discussed outside of the classroom). The on-call member of staff will explain to the pupil that *'you are now being removed to subject reset. This has escalated to a subject restorative - you must report to your class teacher at the end of the day – failure to do so will result in an escalated Pastoral Restorative the following day'*. When the on call arrives, the student must bring their possessions. The student then needs to be escorted to the seat of the buddy classroom.

Reset: The buddy classroom teacher must engage the student in their lesson. If the student does not modify their behaviour in subject reset, the teacher will issue an on call. The on-call staff will take the student to the central reset room. The warning must be delivered using the behaviour correction script. Name written on the board under the warning section, logged on class charts along with the reason.

Staff 'on-call' will remove the student to another classroom. **This will be the Subject Leader or Assistant Subject Leader's classroom if possible.** A table and seat is to be reserved and set up with the equipment for the student. Preferably the front seat near the door equipment is paper, pen and textbook (Figure 1.0). Following this, the student will be placed on subject report by the class teacher to be shared with curriculum leaders.

If there is no subject reset in a particular department, using the lanyard script, the on-call member of staff will have the restorative conversation and reset the pupil. If this conversation is successful, the student will be returned into their original classroom. If this is unsuccessful, this will be logged as a failed subject rest and the student will be taken to pastoral reset and will receive an escalated Pastoral Restorative for after school that day.

At the end of the lesson the Subject teacher should make efforts to restore the relationship with the student **before the next lesson** so that they can start the next lesson positively with restored good relationships. Faculty leaders can make a professional assessment if the student has been regulated to return into the timetabled lesson. This will trigger a subject report. Data will be shared with the curriculum leaders.



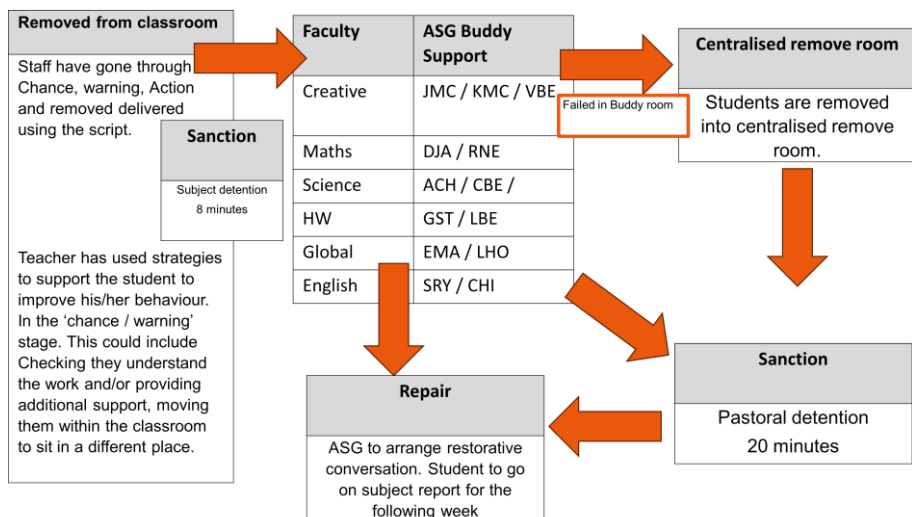
Figure 1.0. Example Subject Reset Seat

Monday				
	Room 1	Room 2	Room 3	Room 4
P1	SC5 CBE	SC1 ACH	SC6 RPA	HW1 JGO
	Room 1	Room 2	Room 3	Room 4
P2a/b	HW1 JGO	SC1 ACH	SC2 SCA	SC5 LJE
	Room 1	Room 2	Room 3	Room 4
P3	SC2 SCA	SC5 LJE	SC1 ACH	HW1 CBE
	Room 1	Room 2	Room 3	Room 4
P4a/b	SC3 CBE	HW8 JLI	SC1 ACH	SC3 LJE
	Room 1	Room 2	Room 3	Room 4
P5	SC2 SCA	SC5 LJE	SC6 BSC	SC1 ACH

*Example timetable

No student should be sent out of a classroom onto a corridor except where it is necessary for the students' wellbeing or for the wellbeing of other students in the group. If this is

necessary, immediate intervention from the on-call team must occur so that the student is adequately



Please note, there are some instances where it is necessary for a teacher to remove a student from a lesson without receiving a chance, warning, action. This would be for cases of more highly disruptive behaviour such as persistent defiance, arguing, or verbal/physical abuse.

Pastoral Restoratives

Pastoral restoratives are logged on Classcharts to inform parents/carers. It is parents'/carers' responsibility to monitor Classcharts via the app. If any parent/carer does not have access they should contact the relevant year leader.

- Subject restoratives will be run by teaching staff.
- Pastoral restoratives will be run by the Pastoral team.
- It is expected for staff to undertake restorative conversations with students following the issuing of a detention.

Subject Restoratives

If a restorative has been logged due to behaviour concerns within the classroom, this will be recorded as subject restorative. The detentions will be centralised within the subject faculty with the subject teacher. This will be on a rota basis, organised by the faculty leader, where a student will attend the assigned detention. If a student fails to attend a subject detention, they

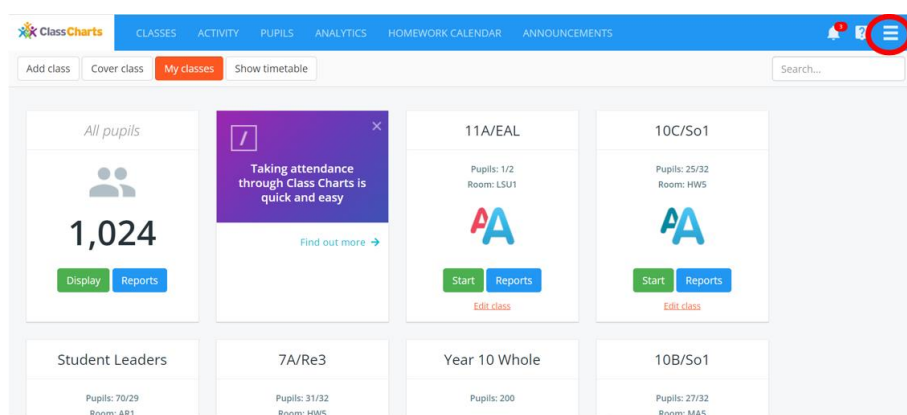
will have another opportunity to repeat the following day. If a student has 2 or more subject detentions in one day, this will be escalated to a pastoral restorative. It is expected for staff to undertake restorative conversations with students following the issuing of a detention. Curriculum leaders will be responsible to plan their own rota to facilitate the subject restorative.

Subject Detention Location

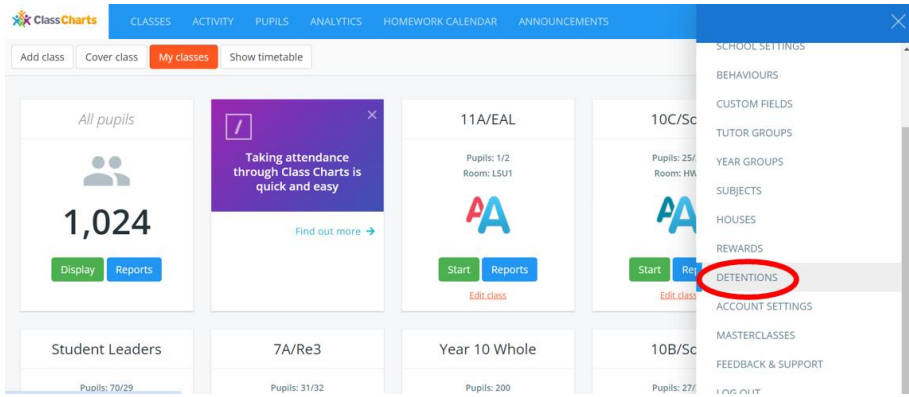
Faculty	ASG Lead	Location
Creative	JMc	Art 2
Maths	Dja	Maths 2
Science	ACh / CBe	Science 2
HW	GSt / LHo	Health and Wellbeing 2
Global	Ema / LHa	Global 2
English	SRy	English 2

Any actions logged outside of the classroom will be held in the assigned pastoral restorative facilitated by the assigned year group pastoral leaders. This is for escalated out of lesson sanctions and escalated teacher restorative sanctions.

Year Group	Pastoral Lead	Location
7	HBo	Art 1
8	JLa	Maths 1
9	SOg	Science 1
10	GSt / LHo	Health and Wellbeing 1
11	Ema / LHa	Global 1



Step 1: Log into class charts, click the icon with the 3 horizontal strips to expand the menu.



Step 2: Scroll down to detentions and click on the on the detentions tab.

Pupil name	Attendance	Tutor group	Year group	Detention type	Detention date	Detention duration	Behaviour type	Issued Teacher	Issued Lesson	Issued Subject
	ATTENDED	10.4 Considerate	10	20 Minutes	18/12/2023	20min	Action	Miss A Patel	10A/E04	English
	ATTENDED	10.1 Hopeful	10	Subject Detention	18/12/2023	20min	Phone Use	Miss A Patel	10A/E04	English
	ATTENDED	10.4 Considerate	10	20 Minutes	18/12/2023	20min	Action	Miss A Patel	10A/E04	English
	ATTENDED	10.4 Considerate	10	20 Minutes	18/12/2023	20min	Action	Miss A Patel	10A/E04	English
	ATTENDED	10.7 Joyful	10	20 Minutes	18/12/2023	20min	Action	Miss A Patel	10A/E04	English
	ATTENDED	10.4 Considerate	10	20 Minutes	18/12/2023	20min	Action	Miss A Patel	10A/E04	English
	ATTENDED	10.1 Hopeful	10	60 Minutes	18/12/2023	60min	Action	Miss A Patel	10A/E04	English
	ATTENDED	10.5 Self Control	10	20 Minutes	18/12/2023	20min	Phone Use	Mr T Chadwick	10A/E05	English
	ATTENDED	10.5 Self Control	10	20 Minutes	18/12/2023	20min	Phone Use	Mr T Chadwick	10A/E05	English
	ATTENDED	10.7 Joyful	10	20 Minutes	18/12/2023	20min	Action	Miss F Woodfield	10A/E08	English
	ATTENDED	11.7 Humble	11	20 Minutes	18/12/2023	20min	Phone Use	Mr C Bunney	11B/E04	English
	PENDING	11.4 Patient	11	20 Minutes	18/12/2023	20min	Action	Mr C Bunney	11B/E04	English

Step 3: Filter the detention type to the assigned subject detention. To take the register, click on the attendance column and take the register for the students assigned to the subject restorative.

Missed Restoratives

We adopt the following approach when students do not attend a scheduled restorative. Failure to attend a restorative will escalate to the next sanction.

Type of Restorative:	Further action:
Subject restorative (8 minutes)	Subject Teacher and On-call staff to remind pupils to attend Missed subject restorative – message goes home informing parents – 1 opportunity to re-sit
Re-sit subject restorative (8 minutes)	Missed subject restorative #2 – message goes home informing parents escalated to Pastoral 20 mins. PL issue restorative slip during am line-up
Pastoral restorative (20 minutes)	Missed Pastoral restorative – message goes home informing parents escalated to Pastoral 40 mins. PL issue restorative slip during am line-up
Escalated Pastoral restorative (40 Minutes)	Missed Escalated Pastoral restorative – message goes home informing parents escalated to ALT 60 mins. PL issue restorative slip during am line-up

Positive framing: Positive prompts

Positive prompts can be verbal or non-verbal. They are impersonal and so do not single out or provoke shame in a pupil.

When to do it: Continuously throughout the lesson as part of responsive teaching practice

How to do it:

- Start from a foundation of clear and consistent routines and expectations
- Maintain open, positive face and body language
- Always assume the best
- Narrate the positive, not the negative
- Ask for and model the behaviour you want to see

Reminder: Affect and Redirect

Affect and Redirect statements are lightning-fast one-way statements directed to pupils who may be off task, chatting too much or calling out.

Affect means emotion. They are 'I' statements that tell the listener how the speaker **feels** and **why** it makes them feel that way.

They are an effective way to teach pupils how to express their emotions appropriately.

They are constructed to:

- Connect with the pupil relationally

- Remind the pupil of the agreed class expectations or values
- Direct them back to whatever they should be doing

When to do it: If a pupil is not responding to positive prompts and does not need regulatory support, use Affect and Redirect statements to quickly remind them of expected behaviours and get them back on track.

How to do it:

- Wait until pupils are busy on a task
- Get down to the pupil's level
- Use a whisper volume
- Always assume the best
- Give take up time – don't linger

The Script:

1. **When you...** *name the behaviour*
2. **I feel... because...** *name your emotion*
3. **Redirect...** clearly state what you want them to do

Warning: The 30-Second Script

The 30 second script is a carefully planned, utterly predictable way to send a clear message to the pupil that:

- their behaviour needs to improve
- They are better than this behaviour
- You believe they can meet your high expectations of them

It also provides the pupil with:

- A clear reminder of the rules
- An opportunity to tell you that they know what the right thing to do is
- Immediate recognition to reset the positive relationship

When to do it: If a pupil continues to misbehave after a reminder, use the 30-second script to issue a warning in a kind, non-confrontational way.

How to do it:

- Wait until pupils are busy on a task
- Get down to the pupil's level
- Use a whisper volume
- Always assume the best
- Give take up time – don't linger

The script:

1. I noticed you are ... (*name the behaviour*).

2. It's our Academy value about ... (*name the expectation*) that I'm not seeing in action.
3. This is your warning, but I believe you can turn this around.
4. Do you remember last lesson when you ... (*positive behaviour*) ?
5. That is who I need to see today.
6. What do you need to do now? (*Or, what I need to see from you now is...*)
7. Thank you.

Action: The Restorative Chat

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

It's clearly time for a conversation about positive behaviour change.

When to do it:

- Outside the classroom while a member of on-call steps in
- At the end of the lesson
- Later in the day if the child needs time to regulate and reset

How to do it:

- Maintain open, positive face and body language
- Don't assume you know what motivated the pupil's behaviour
- Depersonalise the behaviour
- Problem solve, don't lecture

The script:

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

Consequences linked to harm: Restorative escalation procedures

“Restorative practice, being high on accountability (control) and high on support, demands that when harm is caused there be some form of accountability. In other words, something has to be done about the harm caused and it's someone's job to do this.”

- Bill Hansbury, *A Practical Introduction to Restorative Practice in Schools* (2016), p. 64

At Oasis Academy Media City, 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:

Rude or Disrespectful Behaviours

If a student is disrespectful or rude in any way towards a member of staff, or their peers, they will be removed from class immediately. Students will be required to produce a written statement and reflection. Should a student refuse to provide a written statement, a decision will be made based on the information available. Examples provided below result in serious consequences:

- Question or argue back to an instruction or warning from your teacher
- Refuse to follow an instruction immediately
- Make homophobic, racist or discriminatory comments or gestures

- Violent, intimidatory or reckless behaviour
- Damaging property
- Foul language
- Other similarly serious behaviours

Reflection

We provide facilities for students who are unable to work in class because of disruptive or poor behaviour.

- Students will be referred to **investigation** to provide a written statement of the events leading up to their referral. This statement will be reviewed by a senior member of staff, alongside a written statement provided by the member of staff.
- Where it is felt appropriate, students will work in reflection. for the remainder of the Academy Day (or for a number of days). Students working in reflection. will complete work in line with their timetabled lessons remotely using a laptop or Ipad, as outlined in the diagram below.

On-Call Communication to Parents

Student has been triaged and been placed in RESET during the day.	Student has been triaged and the student has gone into reflection.	If the student is going to have a further day in I.E.
The teacher will record the incident on ClassCharts. Parents / guardians will then get a notification stating that the student has been removed and will have a subject restorative.	The pastoral leader / admin in investigation will call home to make parents aware that an incident has occurred and the decision has been made.	After the behaviour meeting, a further call will be made if the student requires an additional day in reflection. This call is made by the Pastoral Year Leader.

<p>If the parent would like more information, a call can be made later on in the day if a more confidential space is needed.</p>	<p>If the parent would like more information, a call can be made later on in the day if a more confidential space is needed.</p> <p>If the parent is not happy with the conversation and outcomes, this should be referred to the Pastoral Year Leader.</p>	
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On-Call Sanctions Matrix

To ensure that sanctions are consistent, leaders will adopt the following behaviour matrix to support consistent decision making.

Example of Behaviours	Remove until end of the Session	Reset / Reflect until end of the Day	Referral to Assistant Principal
Talking during lesson	✓		
Silly Behaviour	✓		
Lack of lesson engagement	✓		
Inappropriate use of chromebooks	✓		
Swearing indirectly at a member of staff		✓	✓
Swearing at a member of staff		✓	✓
Swearing indirectly or directly		✓	✓
Name calling	✓	✓	✓
Pushing a student	✓	✓	✓
Hitting a student		✓	✓
Play Fighting		✓	✓
Threatening Violence		✓	✓
Racist, Homophobic or Targetting Language		✓	✓
Spreading Rumours	✓	✓	✓

Bringing the Academy into disrepute		✓	✓
Photographic and Filming		✓	✓
Filming a Fight		✓	✓

Additional Support for Students Removed from Class

During the first session of Reset, a reflective conversation will happen between the student and a member of the behaviour team, to discuss what has happened during the day and how this can be managed in the future.

Suggested script for conversation with students where a decision has been made:

- Explain why you are in reflection today.
- Explain what the impact of your behaviour has been.
- Describe what you will do differently next time.

Suggested script for conversation with students where a decision is pending:

- Explain why you are in reflection today.
- Explain what the impact of your behaviour has been.
- Describe what you will do differently next time.
- Close by explaining that a decision is still to be made where the student will have another day in seclusion.

Reflection Intervention Programme

- Students may attend workshops which are personalised to help students to develop mechanisms to reduce/mitigate the barriers faced to doing the right thing.
- The workshops will be delivered by year teams in partnership.

Repairing ruptures: Responsive restorative processes

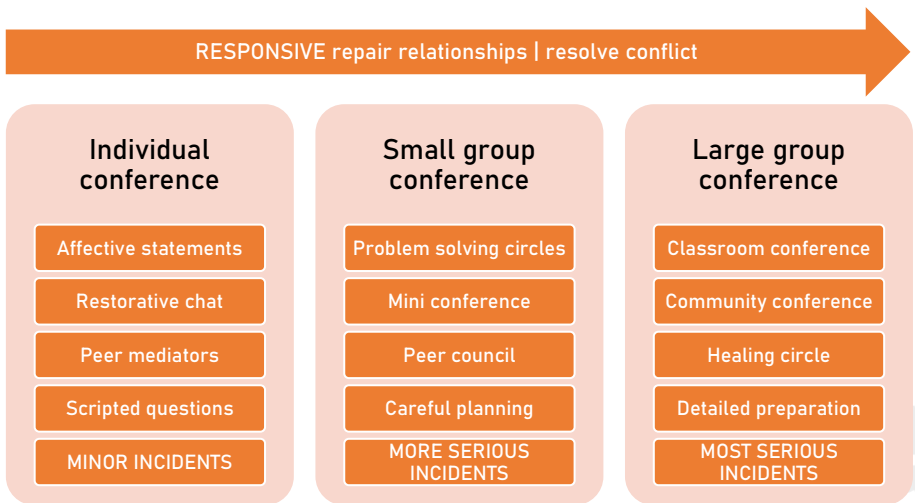
At Oasis Academy Media City, we recognise that humans are hardwired to connect. When emotional connection is broken, we experience guilt, which has a social regulating function. It is our brain’s trigger to repair ruptures in the relationship. Without repair, guilt can become toxic shame, which is turned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

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

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

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

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



Our approach to repairing harm

The below table summarises our restorative approach to repairing harm:

Definition of wrongdoing	A violation against a person or community
Focus of process	Problem solving, forwards looking (what should be done now?)

Goal of process	Restoration and reconciliation between both parties
Participants	<ul style="list-style-type: none"> • Roles of person harmed and person who caused harm recognised in problem solving • Rights and needs of person harmed recognised • Person who caused harm encouraged to take active responsibility
Accountability	Defined as wrongdoer understanding harm caused and how to repair this
Stigma of wrongdoing	Removable through restorative action

Restorative conferences

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

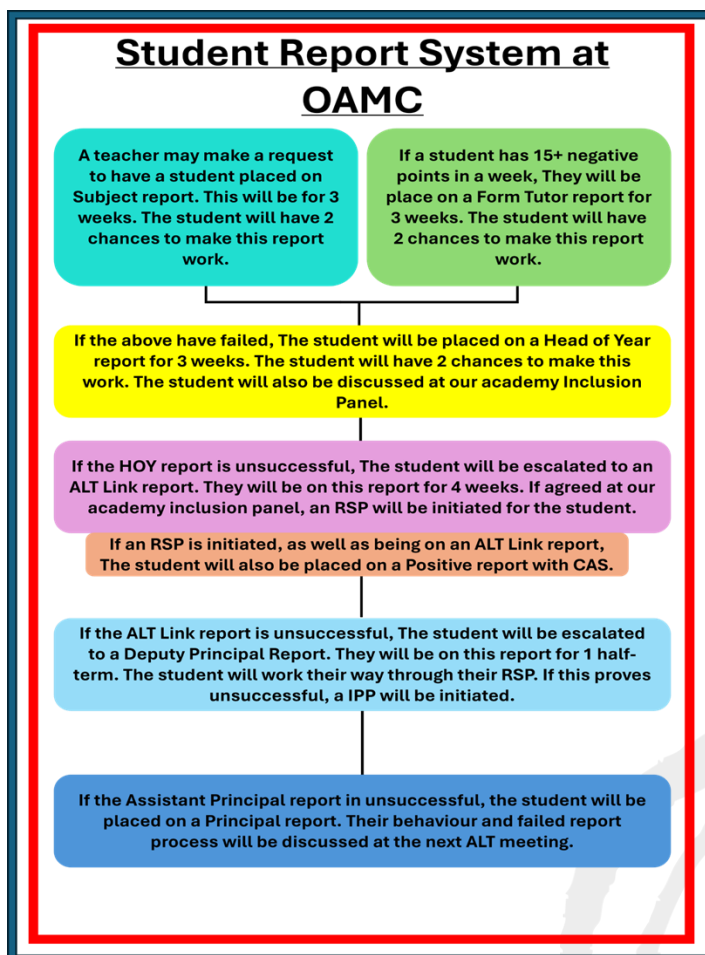
Restorative step	Explanation	Restorative question
1. Recognise perspectives	Everyone has their perspective on any given situation and needs an opportunity to express this in order to feel respected, valued and listened to.	What happened?
2. Explore thoughts and feelings	What people think at any given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

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

Circumstance	Who facilitates?	Who is involved?
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<i>E.g. When a relationship between a teacher and pupil has broken down.</i>	This can be lead by Pastoral Leader- ALT link or HOD	Student, teacher and staff member facilitating RJ. Parents will also be kept in the loop
<i>E.g. Following a period of consistently poor classroom behaviour.</i>	This can be lead by Pastoral Leader- ALT link or HOD	Student, teacher and staff member facilitating RJ. Parents will also be kept in the loop
<i>E.g. When a relationship between pupils has broken down.</i>	This can be lead by Pastoral Leader- ALT link or HOD	Student, teacher and staff member facilitating RJ. Parents will also be kept in the loop

Report System



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

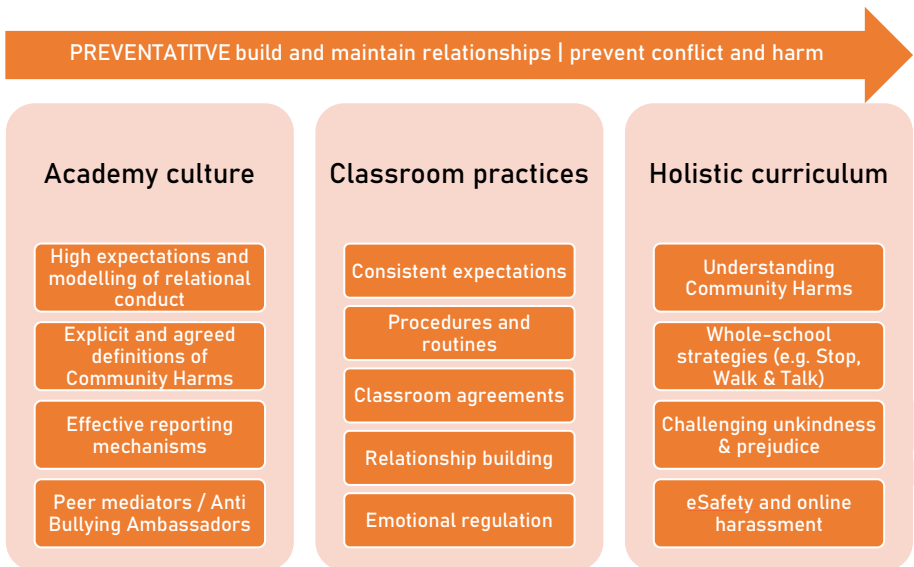
At Oasis Academy Media City we aspire to create a relational culture in which every pupil has a sense of emotional safety as part of a welcoming and inclusive community where everyone matters and there are no outsiders.

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

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

Preventative practices

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



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

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

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

Academy culture:

Strategy	How we do it
High expectations and modelling of relational conduct	At our academy, we prioritise a proactive and preventative approach to addressing community harms by setting high expectations and modelling positive relational conduct. We establish a culture of respect, accountability, and inclusion, which is communicated and embedded in every aspect of school life. Staff lead by example, modelling behaviours that reflect kindness, responsibility, and empathy, ensuring that students have visible role models to emulate
Effective reporting mechanisms	To ensure effective reporting mechanisms that support our students, we utilize a comprehensive framework that includes Relational Support Plans (RSPs), Readmission Documents, Individualized Provision Plans (IPPs), and Co-Regulation Plans. Each of these components plays a vital role in identifying, monitoring, and addressing the needs of our students, particularly those who may be at risk of disengagement or facing challenges related to their emotional and social well-being.
Peer mediators / anti-bullying ambassadors	At OAMCUK, we actively promote student engagement and leadership through the Inclusion Ambassador program, which empowers students to be advocates for inclusivity and equality within the school community. To enhance this initiative, we collaborate with external organisations such as Wisdom Against Racism and Be What You See . These partnerships provide specialized training and workshops designed to equip our students with the skills, knowledge, and confidence needed to serve as effective ambassadors.

Holistic curriculum:

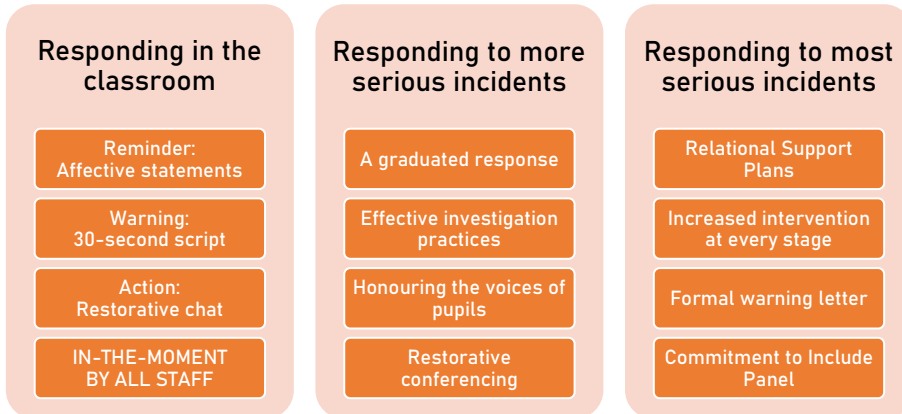
Strategy	How we do it
Understanding community harms	In OAMCUK we ask, 'what are we protecting our children from' and consult with the Local Authority, Staff and Pupils for their views. This means that in our Academies all staff will be made aware of specific issues relating to locality that could impact the safety of children at the academy. Once we know the risk our Academies will seek to understand the risk further and learn what opportunities there is to further promote the safety of children at the academy.
Whole-school strategies	Morning briefings, ASG meeting, ALT meetings, Inset days, CPD
Challenging unkindness and prejudice	Assemblies, PSHE, form time discussions
e-Safety and online harassment	Through assemblies, computing and PSHE

Responsive processes

When Community Harms occur, we have robust practices to ensure that all affected parties

RESPONSIVE repair relationships | resolve conflict

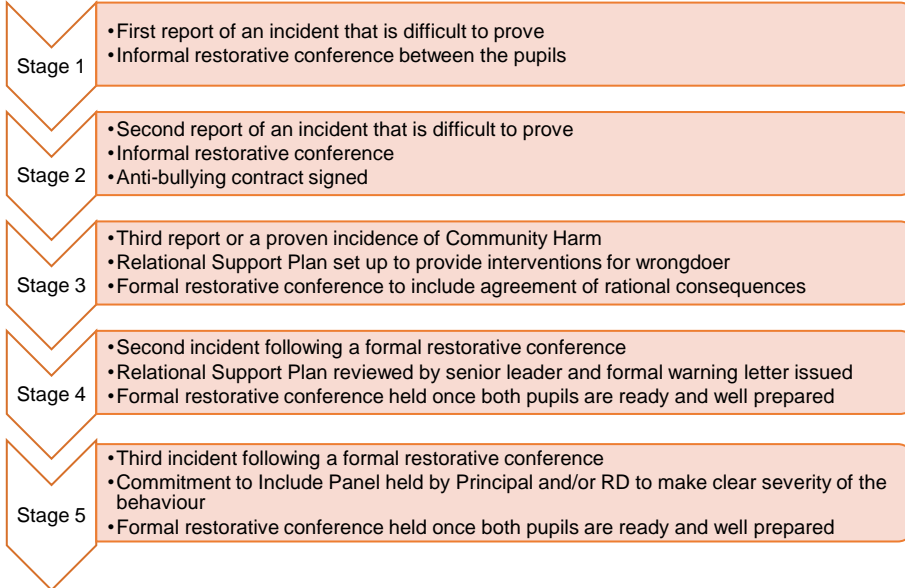
feel supported to resolve the incident and repair the harm caused:



A graduated response

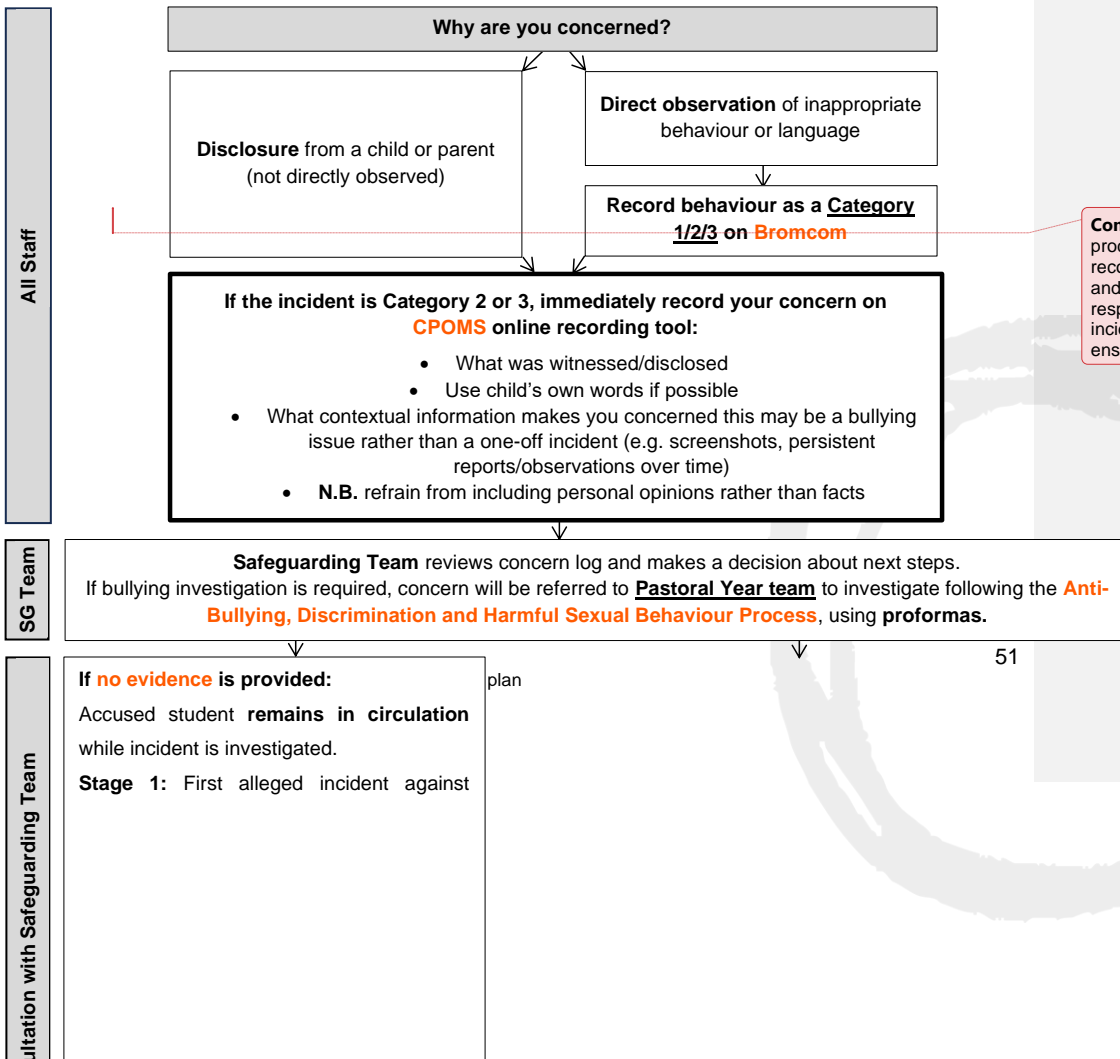
Responding appropriately to community harms, begins with responding in the classroom using our relational classroom scripts. For more serious incidents, we use a 5-stage

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 Media City



Commented [ER1]: Depending on your academy processes, it may be preferable for academy staff to record all Community Harm concerns only in CPOMS and protect Bromcom category recording as part of the responsibilities of the safeguarding team once the incident has been investigated in the follow up phase, to ensure that these categories are recorded accurately.

If clear evidence is provided (*screenshots, consistent statements, admission by alleged student*); **or allegation involves credible threat to the alleged victim:**

Accused is **out of circulation** while incident is investigated.

Stage 3: Incident involves **proven** cyberbullying, harassment, or discrimination; or accused previously involved in Stage 2 incident:

- Meeting with HoY to set up Relational Support Plan; restorative conference held; serious sanction considered (e.g. IE)

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

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

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 **Bromcom 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 resolved
- **N.B.** 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 Media City, 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
<i>Staff Briefing</i>	At OAMCUK, we incorporate reflective questions into staff briefings as a way to foster continuous professional growth, encourage thoughtful practice, and build a collaborative learning culture. These questions serve several important purposes:	At the beginning of each staff briefing, we introduce a reflective question related to behaviour and safeguarding. The questions are carefully chosen to align with current school priorities or recent events, ensuring they are relevant and timely.
<i>Line Management</i>	At OAMCUK, we incorporate reflective questions into line management to enhance leadership, foster professional growth, and ensure alignment with the school's values and objectives.	<p>Private Reflection Time: The staff member is given time to think about the question individually. This allows them to reflect deeply on their own experiences, successes, and areas for improvement, without feeling rushed. It helps to create a non-pressurised environment where self-awareness can develop.</p> <p>One-on-One Discussion: After the private reflection, the line manager and staff member engage in a thoughtful conversation. During this discussion, the staff member shares their reflections, and the line manager listens actively, offering support, feedback, and guidance. The focus is on open dialogue, where the staff member can speak honestly about challenges or successes</p>
<i>Coaching</i>	At OAMCUK, we use reflective questions in coaching through StepLab as a key tool to drive professional development, foster self-	Built into the Coaching Cycle: Reflective questions are embedded at key points within the StepLab coaching cycle. After an observation

	awareness, and improve teaching practices.	or coaching session, teachers are prompted with specific questions that guide them to reflect on their performance, areas of growth, and the feedback they received.
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Listening to the child: Our mechanisms for pupil voice

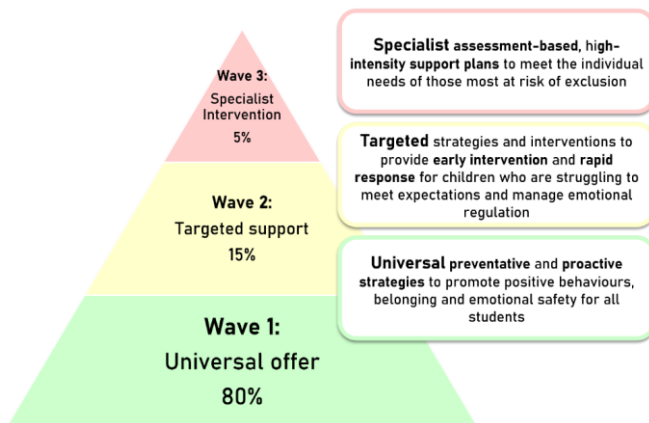
We recognise the importance of listening to the child to ensure that our pupils have a genuine voice and feel an active and valued part of the academy community. In our academy, we use the following mechanisms for gathering pupil voice:

Mechanism	When we do it	How we do it	How we follow up
<i>Digital surveys</i>	Half termly	We use a simple, user-friendly digital survey platform that allows pupils to easily access and complete surveys on their own devices, such as laptops, tablets, or smartphones. This ensures that all students, regardless of their technical ability, can participate comfortably.	Through assemblies and form time
<i>Pupil voice panels</i>	Termly	We ensure that the pupil voice panels are made up of a representative group of students across different year levels, abilities, and backgrounds. This diversity ensures that the feedback we receive reflects the broad range of experiences and perspectives within the student body	Through assemblies and form time
<i>Lesson Observation / student voice</i>	Half Termly	By combining lesson observations and student voice , we ensure a comprehensive understanding of both teaching effectiveness and students' learning experiences, driving a more responsive and dynamic approach to teaching and learning	ALT and ASG meeting.

		improvement in our academy.	
<i>Restorative incident accounts</i>	Daily	When a behavioural incident occurs, students involved are encouraged to provide a Restorative Incident Account. This account includes their perspective on what happened, how it affected them, and how they feel about the incident. This documentation helps to capture the voices of all parties involved.	Restorative conversations documented on RSPs'

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	Our vision to build belonging is to ensure that all students have the tools to become global citizens and the best versions of themselves, all through a lens of inclusion. We strive to create an environment where every student feels	Our offer emphasises building strong relationships and maintaining high expectations for all students. Through our Media City lessons, we showcase various career paths and the necessary next steps for students to achieve their

	valued and empowered to thrive, fostering a strong sense of community and shared purpose.	goals. This approach not only inspires students to aspire to their future careers but also equips them with the knowledge and skills needed to succeed. By fostering these connections and providing clear pathways, we empower students to take ownership of their futures.
Explicit expectations	Our vision for explicit expectations is to create a clear and consistent framework that guides student behaviour, learning, and engagement. By establishing well-defined expectations, we foster an environment where students understand what is required of them and feel empowered to meet those standards. This clarity promotes accountability, encourages self-discipline, and supports a culture of respect and achievement. Ultimately, our goal is to help students navigate their academic journey with confidence, knowing they have the tools and support to succeed.	Our offer for explicit expectations includes several key components designed to promote clarity and accountability among students. We implement a "5 to start, 5 to finish" framework, which provides structured routines at the beginning and end of lessons to establish focus and wrap up effectively. We also conduct thorough analysis of inclusion data to identify areas for improvement and ensure that all students receive the support they need.
Developing social and emotional skills	Our vision for developing social and emotional skills is to create a nurturing environment where students feel safe and supported. We aim to equip them with the tools to understand and manage their emotions, build healthy relationships, and navigate challenges effectively. Through targeted programs and a culture of open communication, we foster resilience, empathy, and self-awareness, preparing students for academic success and meaningful lives as compassionate global citizens.	Our offer includes opportunities for open discussions during PSHE, allowing students to share their thoughts and feelings in a supportive environment. All pastoral staff are trained as Designated Safeguarding Leads (DSL) to effectively triage students who may be struggling with their emotions. We also emphasise the importance of restorative conversations, which help to rebuild relationships and foster understanding, promoting a culture of empathy and support throughout the academy.

Our Wave 2 targeted support:

	Our vision	Our offer
Building belonging	To create an academy culture where all students feel valued in the academy. They have a sense of purpose and pride to be part of the Academy community and wider Oasis family	Pastoral interventions like mindfulness, Zones of Regulation, and therapeutic conversations help students manage emotions, while breakout spaces provide a safe environment for self-regulation. Relational Support Plans and co-regulation strategies focus on building positive relationships with staff and peers, supported by external interventions when necessary, ensuring students receive holistic, individualised support.

Explicit expectations	All students are aware of, understand and appreciate the relevance of our academy expectations. It is of critical importance that students understand the, 'why' through the graduated approach.	Our offer targeted support includes an inclusion panel focused on supporting the needs of the students. Restorative support plans, targeted interventions, round robins, and in-house mentoring support.
Developing social and emotional skills	Our vision is for early intervention in developing students' social and emotional skills focuses on providing timely, targeted support to prevent issues from escalating	By identifying needs early, students will access group workshops, counselling, Speech and Language Therapy (SALT), and external services such as CAMHS and 42nd Street. The approach ensures students receive the help they need before challenges become barriers to their success.

Our Wave 3 specialist interventions:

	Our vision	Our offer
Building belonging	To create an academy culture where all students feel valued in the academy. They have a sense of purpose and pride to be part of the Academy community and wider Oasis family	1:1 mentor through the aligned pastoral leader and ALT support link, regular reviews with parents to align targets both inside and outside of school, utilising the in-house mentoring system via the hub for internal counselling, and regular check-ups with students attending alternative provision with the goal of reintegrating them into the school environment. This approach strengthens connections between students, their families, and the school, fostering a sense of belonging.
Explicit expectations	All of our most vulnerable students have access to a structured, supportive, and inclusive environment through a culture of care and accountability, with the aim to provide every vulnerable student with the opportunity to succeed.	Intensive support with regularly reviewed plans, incorporating individual support plans and a commitment to the inclusion panel. This approach is delivered through a graduated method with realigned targets, ensuring that the support provided is responsive to student progress and needs.
Developing social and emotional skills	Our vision for supporting the most vulnerable students in developing their social and emotional skills.	Group workshops with both internal and external support, counselling services, Speech and Language Therapy (SALT), Child and Adolescent Mental Health Services (CAMHS), and support from 42nd Street. This comprehensive approach addresses a range of student needs and fosters emotional resilience and well-being.

The pastoral graduated response pathway

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

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

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

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



Oasis Academy Media City Pastoral Graduated Response Pathway

Rationale:

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

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

Team around the Child: How we work together

At Oasis Academy Media City, 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
Oasis youth and community team	OAMCUK will work with the community hub following the implementation of relational support plans and inclusion panels. This collaboration ensures that once individual student needs are identified and addressed through personalized support, the hub can provide additional resources and interventions. By leveraging the hub's offerings, such as parenting courses and support for domestic abuse, your academy can enhance the effectiveness of its relational support, creating a comprehensive network that fosters students' emotional and social well-being. This structured approach allows for timely and relevant interventions, ultimately promoting a healthier school environment and stronger community connections.	Oasis Community Hub - This includes providing support for families dealing with domestic abuse, ensuring students have a safe environment to thrive. The hub offers parenting courses identified through parental meetings, equipping parents with strategies to foster their children's social and emotional development. Additionally, the Violence Reduction Unit (VRU) team engages with students displaying antisocial behaviour outside of school, delivering early interventions that tackle the root causes of such behaviour. This comprehensive approach creates a supportive network around students, helping them navigate challenges at home and in their communities while promoting positive behaviour and emotional well-being.

SEND team	Through the SEND graduated approach via the Oasis way, OAMCUK supports students at every level. This is enhanced by the expertise of Oasis Community Learning SEND NLPs (National Lead Practitioners) and the Local Authority SEND support team, ensuring that students receive tailored interventions and guidance to meet their specific needs. This collaborative framework strengthens the support network around students.	OAMCUK implements the SEND graduated approach through the Oasis way by first identifying each student's needs, then developing personalised support plans aligned with the SEND Code of Practice. Support is delivered through a tiered model: See SEND Oasis way policy document.
Educational psychologists	Educational psychologists at OAMCUK work with the most vulnerable students after they've completed the SEND graduated approach, ensuring that sufficient evidence has been gathered to warrant a referral for additional support. This ensures that interventions are targeted and based on a clear understanding of each student's needs.	Educational psychologists support your most vulnerable students by first gathering evidence through the SEND graduated approach, which includes observations and assessments. Initial support plans are implemented based on this data, with regular monitoring to ensure effectiveness. Once sufficient evidence indicates the need for additional support, a referral is made to the educational psychologist, providing them with comprehensive information. They conduct assessments to identify specific learning or behavioural issues and offer targeted recommendations for interventions.

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

Approach	Description
<i>Talk English Café</i>	The hub hosts small friendly community, that includes parents, where they practice conversational English over a hot drink in a relaxed café setting. We aim to be a welcoming community that is a safe place to practice for you to listen and join in English conversation whatever your current level, where we build connections and support each other.
<i>MAPS</i>	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. This is done during the RSP stage and for new starters

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

At Oasis Academy Media City, we recognise that suspensions and exclusions often have a serious and negative impact on pupils. However, we also recognise that there is an important role for suspensions and exclusions, both in law and in our academy's processes, in order to ensure the safety, wellbeing and effective education of our children.

When considering suspensions or exclusion as a response to a pupil's behaviour, we will take into account a range of factors as advised in the DfE's [Behaviour in Schools guidance](#) and [Suspensions and Permanent Exclusions guidance](#) as well as The Oasis Behaviour and Pastoral Care policy and Exclusions policy. Our approach and intent is always relational and restorative in nature, and we will seek to do everything we can to secure inclusion for our most vulnerable learners while also safeguarding the wellbeing and education of the wider school community.

Strategies to reduce suspensions

The Oasis Way for Inclusive Practice guides us to reduce suspensions and exclusions through an inclusive universal offer that ensures our staff are trained in trauma- and attachment-responsive practices, including emotional regulation and restorative approaches. Through our pastoral graduated response pathway, we ensure that all pupils are responded to proactively when they need additional support beyond the universal offer, with targeted interventions put into place at every stage.

As well as this, we have a number of additional strategies that support us to reduce suspensions through additional child-centred planning:

What	When	How it works
<i>E.g. Regional inclusion panels</i>	<i>Half-termly</i>	<ul style="list-style-type: none"> • Online meetings for each cluster led by National Lead Practitioners for Behaviour and Pastoral Care • Case-study approach applying solutions-focused techniques to identify strategies to reduce the risk of suspension or exclusion for a child of concern • Progress reviews to track impact over time and offer new solutions for ongoing children of concern
<i>E.g. The Oasis Way Pre-suspension checklist</i>	<i>Whenever considering a suspension</i>	<ul style="list-style-type: none"> • Guidance on a range of strategies that should be tried before suspension is considered • Supports reflective practice and solutions-finding to provide alternatives to suspension
<i>Graduated approach targets</i>	<i>Weekly</i>	<ul style="list-style-type: none"> • We identify trends when reviewing reflection and suspension data • Triangulate with SEND and RSP targets to ensure that we are meeting the needs of the students

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
<i>Relational support at the start of the day</i>	<ol style="list-style-type: none"> 1. The pupil will meet with the pastoral leader to discuss their assignment to the year group and with the Assistant Principal for Behaviour to review the suspension. Together, they will set targets to prevent future occurrences using a Relational Support Plan (RSP). 2. A student on an Individual Pathway Plan (IPP) will meet with the Deputy Headteacher to review and establish their targets for the start of the day.
<i>Supported restorative conversations</i>	<ol style="list-style-type: none"> 1. Pupil will be supported to reflect and repair relationships using restorative conversations. These conversations will be supervised by the pastoral leader and the student / staff member using restorative scripts

Part time timetables

In line with DfE Suspensions and Permanent Exclusions guidance, we recognise that part-time timetables “should not be used to manage a pupil’s behaviour and must only be in place for the shortest time necessary.” However, in exceptional circumstances, part-time timetables can be helpful to secure inclusion for particularly vulnerable learners. In our academy, we use part-timetables for the following reasons:

- Safeguarding concerns
- Transitioning from alternative provision back to mainstream

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

What	How
Planning and preparation	We use The Oasis Way 6-week part-time timetable planning document to ensure that all statutory protocols are followed.
Governance	In line with statutory guidelines, all part-time timetables, including extensions beyond the initial six week period, are approved by the Regional Director and recorded on Bromcom following Oasis safeguarding processes.
Co-production with parents	Co-production with parents and external professionals is essential in establishing part-time timetables that ensure meaningful inclusion for students with additional

and external professionals	needs. This process begins with building strong relationships through initial meetings and ongoing communication, fostering a collaborative approach to goal setting and timetable planning that reflects the student's strengths and aspirations.
Regular review meetings	Regular review meetings allow for flexibility and adjustments based on feedback, ensuring the arrangement remains effective. Celebrating successes reinforces a shared commitment to the student's growth
Reintegration	A structured reintegration following a suspension is essential for a student's emotional, social, and academic well-being. It provides an opportunity for students to reflect on their behaviour, regain a sense of belonging, and rebuild relationships with peers and teachers. This process minimizes learning loss by ensuring that students can catch up on missed work and reinforces positive behavioural changes through targeted support and interventions.



Readmission following suspension.

Student name:	Date:
Reason for FTS:	Number of days FTS:

Concerns from School	Actions from school
Concerns from student	Actions from student
Concerns from parent	Actions from parent

Example readmission form

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.

Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an Alternative Provision or another mainstream school.

The provisions we work with are outlined below:

Provision name	Type of support	How we work together
Buile Hill Academy	Step out placements, off-site direction and managed moves	We work with Reach to provide behavioural support to pupils
The Albion Academy		
Salford City Academy		
Ellesmere Park High		

Suspensions

See page 41 for suspension examples and tariffs. A fixed term suspension is used as the last resort based and is for a specific period of time.

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
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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.