



The Oasis Coulsdon Academy Way

Localised Plan for Inclusive Behaviour

Lead for whole school behaviour:

Mr Clarke, Assistant Principal

Table of Contents

Lever 1 – How we build relationships (4)

- Our vision (4)
- The House System (4)
- What great looks like (5)
- Specific expectations - including uniform and equipment (8)
- Communication Plan (12)
- Rewards (14)

Lever 2 – How we regulate and respond (16)

- De-escalation strategies (16)
- Responsive strategies (16)
- Responding to the needs of the individual (18)
- Positive Handling (18)

Lever 3 – Repairing Harm (20)

- Restorative culture (20)
- Managing low-level disruption (20)
- Logical consequences (21)
- Searches, screening and confiscations (23)
- Mobile phone policy (24)
- Repairing harm (24)
- Responses to bullying (27)
- Student voice in repairing harm (31)

Lever 4 – How we work together (32)

- Pupil voice and student parliament (32)
- Graduated response pathways and waves (33)
- Team around the child strategies (35)
- Suspensions, exclusions and external placements (35)
- Legislation and statutory requirements (38)

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, contributing, and reaching their God-given potential.

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

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

Lever 1: How we build relationships

Building belonging: Our academy vision and approach

At Oasis Academy Coulsdon, we pride ourselves on achieving excellence through rigour, resilience, and passion.

When students join us, they are joining our **family**. Students at Oasis Academy Coulsdon will be cared for and will be seen and known as individuals. We are passionate in our aim to equip all our students with the knowledge and skills to achieve great results

Academic success is only part of a student's journey here at Oasis Academy Coulsdon.

We want to ensure that every student leaves us as kind, considerate, and compassionate members of their community, are articulate and confident, understand the intricacies of things beyond the standard curriculum such as democracy and mortgages, and most importantly, have belief and confidence in themselves that they can achieve anything they put their minds to if they work hard enough.

The ethos of Oasis Academy Coulsdon is rooted in Christian-based values, which permeate through every aspect of academy life. These include valuing everyone and protecting individual rights to freedom and choice, working actively against discrimination and social exclusion, and respecting the beliefs and practices of all others. The academy provides a welcoming environment for students of all faiths and no faith and serves the whole community.

Oasis Coulsdon – House System

The house system is an integral part of our community identity and is aimed at instilling passion, healthy competition and to provide opportunities to personify our 9 habits.

Each year group will be divided into 7 mentor groups. Each mentor group will be assigned a house from the list below which has its own colour, logo and core house values:

House	Ash	Birch	Elm	Hawthorn	Maple	Oak	Sycamore
Colour	Blue	Yellow	Green	Purple	Red	Pink	Orange

Each house is named after the trees in our local area to represent the diversity within and inclusive nature of our community.

Across the academic year, students will have the opportunity to compete in academic and sporting House Competitions and earn competition points towards the House Cup.

Positive conduct, good attendance and engagement in extra-curricular activities through our Personal Development Award will also earn points towards the House Cup.

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

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.

Summary of what great looks like in the classroom

Focus area	Pupil focus	Staff focus
Entry and exit routines	<ol style="list-style-type: none">1. Calm, routine orientated movements to ensure a calm learning environment2. Ready to learn immediately3. Correct uniform and equipment	<ol style="list-style-type: none">1. Stand at the threshold of classrooms2. Greet students welcomingly3. High expectations of routines
Active listening routines	<ol style="list-style-type: none">1. SLANT & Voice levels used.2. Ready to engage in tasks3. Curious questioning	<ol style="list-style-type: none">1. Carefully planned learning activities and questions2. Regular checks and prompts3. Teach with passion
Lesson routines	<ol style="list-style-type: none">1. Knowing and following routines of the lesson2. Understand the context of the learning journey3. No opting out	<ol style="list-style-type: none">1. Follow the 'you do, we do, I do' lesson model2. Regular use of 'Oasis 10' for independent work3. Maintain high expectations, using all tools within the behaviour policy

Summary of what great looks like in the corridor

Focus area	Pupil focus	Staff focus
Safe transitions	<ol style="list-style-type: none"> 1. Calm and orderly behaviour in transition areas 2. Correct use of staircases and corridors 3. Timely arrival to class 	<ol style="list-style-type: none"> 1. Present in corridors during transitions 2. Emphasis on the importance of punctuality and orderly transitions 3. Consistent application of behaviour policy
Social behaviours	<ol style="list-style-type: none"> 1. Respect shown to all members of the community 2. Care and respect for the building and the learning environment 3. To be in designated areas and follow instructions of staff 	<ol style="list-style-type: none"> 1. Challenge all forms of unkindness 2. Celebrate those modelling positive behaviour 3. No blind eyes, with staff embodying “if not me, who. If not now, when?” mantra when dealing with unkindness.
Presence in lessons	<ol style="list-style-type: none"> 1. Students to be present in lessons, knowing that every lesson counts 2. Use structured breaks for toilet and water breaks 3. Quiet corridors during lesson time 	<ol style="list-style-type: none"> 1. Quickly informing on call of any students not in lessons 2. Strict but emotionally intelligent use of letting students out of class 3. Challenge and explain routines to students

Summary of what great looks like in how we communicate

Focus area	Pupil focus	Staff focus
Engaged learners	<ol style="list-style-type: none"> 1. All students showing a desire to learn 2. Engagement with independent tasks with a growth mindset 3. Understanding the importance of attendance and focus in lessons 	<ol style="list-style-type: none"> 1. Contextualise lessons to cater for the needs of all 2. Provide ample opportunities for independent learning 3. Clear explanation of the benefit of the lesson in their learning journey
Clear and consistent messages	<ol style="list-style-type: none"> 1. A shared language around expectations and inclusivity 2. Celebrating the success and progress of peers 3. Encouraging others to make the right decisions for themselves and the community 	<ol style="list-style-type: none"> 1. Modelling language in conversations with students 2. Passionately celebrating success 3. Praise those who positively impact the community through peer influence
Repairing conflict	<ol style="list-style-type: none"> 1. Taking accountability for your actions 2. Empathising with the views of others 3. Forgiving others and granting fresh starts to improve relationships 	<ol style="list-style-type: none"> 1. Commit to a relational approach when following the behaviour policy 2. Empathise and support every student 3. See behaviour as an opportunity to teach positive behaviours

Specific expectations across the academy day

At Oasis Academy Coulsdon, we believe clear expectations are essential for positive relationships to flourish. It is only once a student is clear on how they are expected to behave, that they can flourish socially, relationally and academically.

Below is a summary of key expectations:

Area of Focus	Expectations at Oasis Academy Coulsdon
<p>Uniform</p>	<p>Our uniform is a key identifier of the Oasis Coulsdon family. Students are expected to wear all the items below in an appropriate and professional manner:</p> <ul style="list-style-type: none"> - Black blazer with Academy badge. Students are expected to have their blazer on at line ups, lesson transitions and in the corridors. - White shirt. Students are expected to have their shirt tucked in and top button done up during lessons and transitions. - Tie (Green for Years 7/8, Blue for Years 9/10 and Black for Year 11). Students are expected to wear ties with appropriate length and a solid knot up to the top button. - Year 11 prefects wear a silver tie. - Black polishable shoes. No trainers, boots or canvas style shoes permitted. - Black trousers, school shorts or skirt. - Hairbands should be black or dark blue. <p>Students Wearing School PE kit to School.</p> <p>We expect students to wear their school PE kit to the academy on PE days only. This should be worn with pride as it is still a key identifier for the Oasis Coulsdon Family. The items worn on a PE day should consist of the following.</p> <ul style="list-style-type: none"> - Blazer should be worn over the PE to the academy. It should also be worn at check in, line ups, transition and check out. - Oasis Coulsdon ¼ Zip, Black School Jumper or Plain Navy Jumper. - Oasis Coulsdon Rugby top or Polo. - Oasis Coulsdon Shorts. - Oasis Coulsdon Tracksuit bottoms or plain navy tracksuit bottoms. - White Socks/Navy Blue Football Socks - Trainers. <p>Jewellery is not permitted due to health and safety concerns and our objective to be seen as one united family. In cases where students cannot remove studs, students are required to use transparent piercing plugs or cover with a plaster. Students are expected to provide their own transparent piercings.</p>

	<p>Eyelashes which are not subtle are also not permitted and will be asked to be removed.</p> <p>False Nails are not permitted at the academy and need to be removed as soon as possible. This is due to Health and Safety in particular Technology and PE Lessons.</p>
Equipment	<p>The following items are deemed as essential for all students:</p> <ul style="list-style-type: none"> - Pen (black or blue, and a green pen for marking) - Pencil - Ruler - Protractor - Scientific calculator - Charged iPad 75% <p>Students are also encouraged to bring additional items to ensure they can flourish whilst at the academy.</p>
Punctuality	<p>Punctuality to School</p> <p>Students are expected to arrive at the academy between 8am and 8:20am. Arrival after 8:25 will be classified as late.</p> <p>Punctuality to class</p> <p>Students are expected to arrive promptly to class. Students will be made aware of the ending of a lesson by a bell. A second bell will be sounded 5 minutes later. Students will be expected to be in their lesson by the second bell.</p> <p>Students will be expected to manage their time effectively, and should aim to do the following actions before or after school, or at social time:</p> <ul style="list-style-type: none"> - Use the toilet - Fill up their water bottle - Go to their locker - Speak to a member of staff - Retrieve something, they have forgotten - Visit Student Services <p>Needing to a member of staff</p> <p>If a student wishes to speak to a member of staff, they should aim to do so outside of lesson time. In times that a student feels it is urgent to speak to</p>

	<p>a specific member of staff, we expect students not to walk around the academy but to:</p> <ul style="list-style-type: none"> - Go to class as usual - Ask the classroom teacher to contact the required staff member - The requested staff member will come to the classroom when available.
Line ups	<p>All year groups will have a check in at the beginning of the academy day and check out at the end of the academy day. Year 7, Year 8 and Year 9 also have checks at the end of break and lunch, to ensure a calm and punctual start to lessons.</p> <p>During line ups, students are expected to:</p> <ul style="list-style-type: none"> - Stand in their mentor group, in alphabetical order - Stand quietly so that dismissal can be calm, orderly and efficient - Enter the building quietly so learning is not disrupted
Mobile phones	<p>Students are expected to hand in their phones in the morning to protect it from damage and to fully remove it as a potential impediment to the learning environment.</p> <p>If a student chose not to hand in their mobile phone at check in, we expect them to put their phone in their bag (turned off) and not to have in on their person.</p> <p>Needing to contact home</p> <p>Students are not permitted to use their mobile to contact home, regardless of circumstances. Instead, we expect our students to follow appropriate channels such as:</p> <ul style="list-style-type: none"> - Asking a member of staff to contact home - Asking student reception if they can contact home - Using their iPad to email or teams the parent
iPad Use	<p>Students are expected to use the schools iPads with a professional attitude.</p> <p>Students are responsible for their device and need to ensure that it is looked after with the upmost care. Any damage accidental or deliberate will be charged to the parents/carers. We expect iPads to remain in their rugged case for insurance purposes.</p>

	<p>Our filtering and monitoring systems (Smooth wall) track and monitor any use throughout servers. Any inappropriate content typed or shared will be flagged with the Safeguarding team and Family leader.</p> <p>We expect students to have a picture of their timetable as their lock and home screen so they can easily access their timetable.</p> <p>We expect our students to use the camera on their iPads for educational purposes only. Pictures of text and whiteboards should be taken with no students or members of staff included. Students are responsible for deleting any photos which fall into this remit.</p> <p>We expect students to use emails and MS teams appropriately, and to ensure all communications with teachers and students on these platforms are professional – with subject titles, formal heading, text bodies and sign offs.</p>
<p>Staircases and corridors</p>	<p>Students are expected to use the staircases that are allocated to their year group. This is to ease traffic and to provide a sense of pride in our more senior year groups.</p> <p>For both staircases and corridors, we expect students to stay to the left and to move calmly, orderly and at a good pace.</p>
<p>Social time</p>	<p>Students are expected to know which areas are permitted to their year group, and to stay in these permitted areas. All upstairs corridors and staircases are not permitted areas to congregate during social times.</p> <p>Students are expected to eat in the diner or outside and are not permitted to take food upstairs.</p> <p>To ensure safety and order, students must follow staff instructions to relocate or to refrain from certain behaviours.</p> <p>Students to follow adhere to the instructions from staff regarding areas where games sports can be placed.</p>
<p>Prohibited items</p>	<p>Students are expected to understand that the following items are not permitted in the academy:</p> <ul style="list-style-type: none"> • Fire lighting equipment (matches, lighters, etc.) • Drugs and alcohol (including any paraphernalia) • Electronic cigarettes (e-cigs) or vapes

	<ul style="list-style-type: none"> • Solvents (deodorants, perfume and aftershave) • Metal combs • Weapons or any items that could be used to cause harm. • Items that could distract or negatively impact the community • Chewing gum • Large portions of sugary food or drinks • Caffeinated energy drinks • Large amounts of money • Offensive material • Nuts • Water pistols/balloons • Other items that may endanger or disrupt the learning environment
Academy property	<p>We expect students to understand that academic property belongs to all members of the community and must be treated with respect.</p> <p>We students to treat all areas of the building in a manner that keeps it clean, usable and beneficial for all current and future members of the community.</p>
Behaviour for Learning	<p>We expect students to conduct themselves in accordance with our mantra that every lesson counts. Therefore, student conduct should make learning optimal for themselves and their peers.</p> <p>We expect students to take pride in their work, and to ensure that the presentation of their work is of the highest quality.</p> <p>We expect students to proactively engage in learning activities so that they can make optimal progress in reaching their potential.</p> <p>We expect students to embody our inclusive, family ethos whilst in lessons, respecting the views and differences within the community.</p> <p>We expect students to work with staff and always follow instructions.</p>

Meeting the above expectations will result in relational rewards (Lever 1 – Relational Approach) which are discussed below. Failing to meet the above expectations may result in the setting of logical consequences (Lever 3 – How we Repair Harm).

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	 Bulletins	 Workshops	 Open days	 Leadership Q&As

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.

Positive framing and celebrating success: Relational rewards

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

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

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

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

Oasis Academy Coulsdon Way Rewards offer

Reward	Rationale
1:1 precise praise	Wherever possible we prioritise giving children specific and meaningful praise 1:1 so we can reflect together on how they accomplished the achievement and the pride we all feel about the effort they put in.
House Points	<p>House Points are a tangible method to demonstrate when students have conducted themselves in a manner that benefits them, their peers or the academy community. House Points will be categorised within our 3 C's of competence, character and community.</p> <p>Competence – excellent classwork, homework, class contribution, effort, presentation in books or attendance.</p> <p>Character – demonstrating our 9 habits (compassionate, considerate, forgiving, honest, hopeful, humble, joyful, patient, self-controlled) in class or across the academy</p>

	Community – Outstanding contribution to the academy or local community.
Communication Home	We encourage our staff to let parents/carers know when a student is demonstrating our core values and habits, to ensure they are rewarded at home also.
Golden Tickets	Staff are given a limited number of golden tickets to give to students for exceptional conduct. Golden tickets permit early access to the diner, early dismissal from check-out and a tangible demonstration of recognition.
Star of the Week	Each week, every mentor selects a ‘Star of the Week’ to display in assembly to celebrate those who fulfilling one or more of our academy habits.
Reward Events	Each term, a reward event will take place to reward those who have gone above and beyond to embody our core values and habits. <u>Autumn Term – Film Event (in-house)</u> The top 50% of students based on their conduct scores (House Points minus Behaviour Points) will be invited to a film event. <u>Spring Term – Thorpe Park</u> This is our premium reward trip and thus qualification is reserved for those who continuously contribute to a positive learning community. To qualify a student is required to receive less than 10 demerits from September until the end of the Spring Term. <u>Summer Term – Field Event (in-house)</u> The top 50% of students based on their conduct scores (House Points minus Behaviour Points) will be invited to a field event.
Reward Ceremony	Towards the end of the academic year, the academy will host a rewards ceremony to recognise the achievements of those students who have embodied our core values and habits across the academic year. Students will be invited to the event to receive a coveted house badge for outstanding contributions to the academy through outstanding conduct, attendance, participation in the personal development award, effort within lessons and other achievements.

Lever 2: How we regulate and respond

Responsive regulation: Wave 2 relational de-escalation strategies

At Oasis Academy Coulsdon, 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 may use some of the following targeted strategies to support the bottom-up and top-down regulation of children:

Bottom-up regulation strategies				
All the below require permission from staff, and can be reviewed if used inappropriately				
Drinking cold water	Fidget devices	Breathing techniques	Doodling in a doodle book	Standing outside the classroom for a short period
Top-down regulation strategies:				
Mindfulness practices	Using Emotion Coaching to work out what happened	Discussing how 9 Habits strengths link to positive choices	Social thinking or other psychoeducation	Using Zones of Regulation to name emotions

Managing crisis: Wave 3 responsive co-regulation planning

For some children, emotional dysregulation can lead to extreme and unsafe behaviours. At Oasis Academy Coulsdon, 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 can 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 Coulsdon we recognise the importance of building a full picture of the child's story, context, strengths and needs before planning to respond.

Responding to the need of the individual:

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

The **Wave 1 Pastoral Support Plan** is a structured intervention for pupils whose needs are not being met through the universal offer. The aim of the Wave 1 Pastoral 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 Wave 1 Pastoral Support Plan is commonly led by the Family Leader or a similar pastoral leader.

The **Wave 2 Pastoral Support 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. This plan may include 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. The Wave 2 Pastoral Support Plan is commonly led by a member of the Academy Leadership Team.

The **Wave 3 Pastoral Support Plan** is a structured intervention for pupils that need enhanced support to maintain their place within the academy. The Wave 3 Pastoral Support Plan is led by the principal and is a measure to prevent or reduce the risk of permanent exclusion.

Positive handling

At Oasis Academy Coulsdon, 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 Coulsdon staff are trained to use reasonable force through Dynamis.

Recording: We always ensure that any use of reasonable force is recorded on CPOMS.

Communication: We communicate with the family by telephone, email or in person meetings within 24 hours.

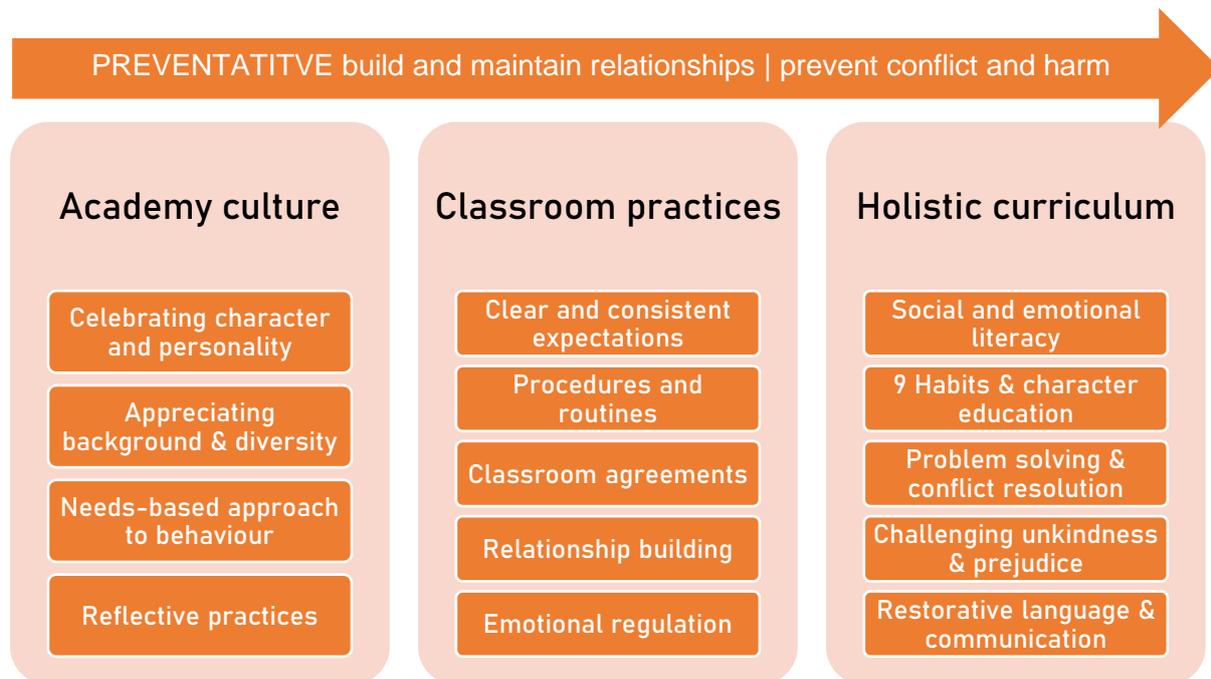
¹ DfE, ‘Use of reasonable force’ (2013), p. 4

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 debrief and case studies, utilising the views of all parties.

Lever 3: How we repair harm

Building a restorative culture: Teaching restorative values and skills

At Oasis Academy Coulsdon 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.



Managing low level disruption in the classroom: Least to most inclusive responses

At Oasis Academy Coulsdon, 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 aim to use least to most intrusive strategies to provide ample opportunities for pupils to learn from their errors and correct their behaviours. This ensures that we can 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:

Our approach to handling low level disruption in the classroom are captured in the table below:

Level of response	Strategy	Description
Positive framing	Positive prompt	Impersonal verbal and/or visual cues to ask for the desired behaviour, referring explicitly to the Academy Way expectations
	Regulatory support	If pupil behaviour indicates emotional dysregulation, proactively use pre-agreed regulatory strategies
Reminder	Affect and redirect	Remind the pupil of the desired behaviour and redirect them to engage with learning.
Warning	Warning	A verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and restating your positive, high expectations for their behaviour. This gives the pupil an opportunity to reset their behaviour and receive positive feedback from you.
Action	Demerit	If a student persists in not meeting the desired expectations, a demerit will be issued. This is a final warning before removal.
	Removal	If an undesired behaviour continues, the student will be removed. A student may be removed instantly for dangerous, severely defiant or extremely rude behaviour.

Consequences linked to harm: Restorative escalation procedures

At Oasis Academy Coulsdon 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. For this reason, we use logical consequences to help children recognise the effect of their actions and develop internal control. Such an approach does not remove or replace sanctions but works in conjunction with them to ensure students understand:

1. Why the consequence was set
2. The implication of their actions on themselves, their peers and the community
3. How to avoid doing such behaviours in the future

Logical consequences and symbolic sanctions:

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

- We don't humiliate

- Our sanctions are relative to the harm inflicted
- We aim to minimise exclusion from learning
- We use a graduated system and try to avoid jumping to severe sanctions where possible

Logical Consequences

We use logical consequences to uphold expectations and support pupils and staff to maintain high standards of behaviour. Below are examples of the application and rationale of the logical consequences system at Oasis Academy Coulsdon.

The examples below are not definitive; permitting flexibility in applying consequences to ensure they is proportionality to the harm caused.

Logical consequence	When we may use it
Behaviour Point (-1)	<ul style="list-style-type: none"> • Lateness to lesson • Uniform violations • Missing equipment • Incomplete homework • iPad low charge below 75%
30-minute detention (-2)	<ul style="list-style-type: none"> • Receiving two demerits in a day • Persistent uniform infraction • Persistent incomplete homework • Late to school
50-minute detention (-4)	<ul style="list-style-type: none"> • Receiving 4 behaviour points in a day • Ignoring instructions from a member of staff • Removal from lesson • Being on a mobile phone before morning check in and after check out • Severe disruption • iPad not charged • Severe lateness to school • Swearing in lessons or around the Academy.
2-hour detention (-5)	<ul style="list-style-type: none"> • Truancy • Dangerous behaviour • Refusing to change into correct uniform
Saturday detention (-6)	<ul style="list-style-type: none"> • Swearing at members of staff • Multiple incidents of truancy
Internal Exclusion / Reflection (-7)	<ul style="list-style-type: none"> • Gross defiance • Refusing to permit phone confiscation • Continued refusal to attend sanctions
External Suspension (0)	<ul style="list-style-type: none"> • Persistent or severe incidents that include, but are not limited to: <ul style="list-style-type: none"> - Vapes - Drugs or alcohol - Gross defiance - Physical and verbal abuse - Refusal to permit to phone confiscation

Phone Confiscation	<ul style="list-style-type: none">• Four weeks confiscation
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The academy may apply other logical consequences when challenging behaviours such as: a telling off, loss of social time, removal of privileges, not being permitted to represent a school team, not being permitted on certain trips, respite at another school, direct offsite provisions (managed moves), or permanent exclusion.

For certain types of behaviours (see below for some examples), the academy will investigate and determine the level of consequence required.

- Rudeness to members of the community
- Discrimination
- Damage to academy property
- Fighting
- Dangerous behaviour
- Behaviour in the wider community

The judgement of what consequence is to be given will be decided based upon factors such as intent, severity and harm cause.

Searches, Screening and Confiscations

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation but should only be undertaken when approved by a member of the senior leadership, of the same gender as the pupil being searched and witnessed by another staff member.

Students suspected of having a prohibited item (see Lever 1) may be confiscated. If any prohibited item is found in students' possession it will be confiscated. Depending on the level of risk, these items may not be returned.

Confiscation is the Academy exercising its right to do so as circumscribed by Section 91 of the Education and Inspections Act 2006, which enables us to, "confiscate, retain or dispose of a pupil's property as a disciplinary penalty".

Mobile Phone Policy

Any phone seen, heard or believed to have been used at any point in the academy day, between Check-In and Check-Out, will be confiscated for four weeks.

When investigating the use of a mobile phone, the Academy may utilise statements from students or teachers, CCTV or other contextual evidence. If, on the balance of evidence, there is a likely indication that a mobile phone has been used, the phone will be confiscated.

SIM cards may not be returned within the confiscation period. The Academy retains the right to keep SIM cards within the confiscated period to ensure the effectiveness of the mobile phone policy.

Refusal to comply with a confiscation may result in being in internal and/or external suspensions.

As stated in the previous section, the academy is permitted to confiscate a mobile phone under Section 91 of the Education and Inspections Act 2006. To ensure a student can get to and from the academy safely, a temporary mobile device can be provided, and a transport plan can be made. The academy does not deem the ability to track a phone as a safety requirement or basis for a confiscation not to be valid.

Repairing ruptures: Responsive restorative processes

At Oasis Academy Coulsdon, we recognise that humans are hardwired to connect.

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	An action that negatively impacts a person or community
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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 Conversations

To support pupils to repair harm, we use restorative conversations that aim to 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 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?

The academy aims to use restorative conversations under the following circumstances:

- A student is removed from a classroom

- When a student is continually demonstrating undesired behaviours
- When relationships between two pupils have broken down
- When a relationship between groups of pupils has broken down
- When a relationship between a pupil and staff member has broken down

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

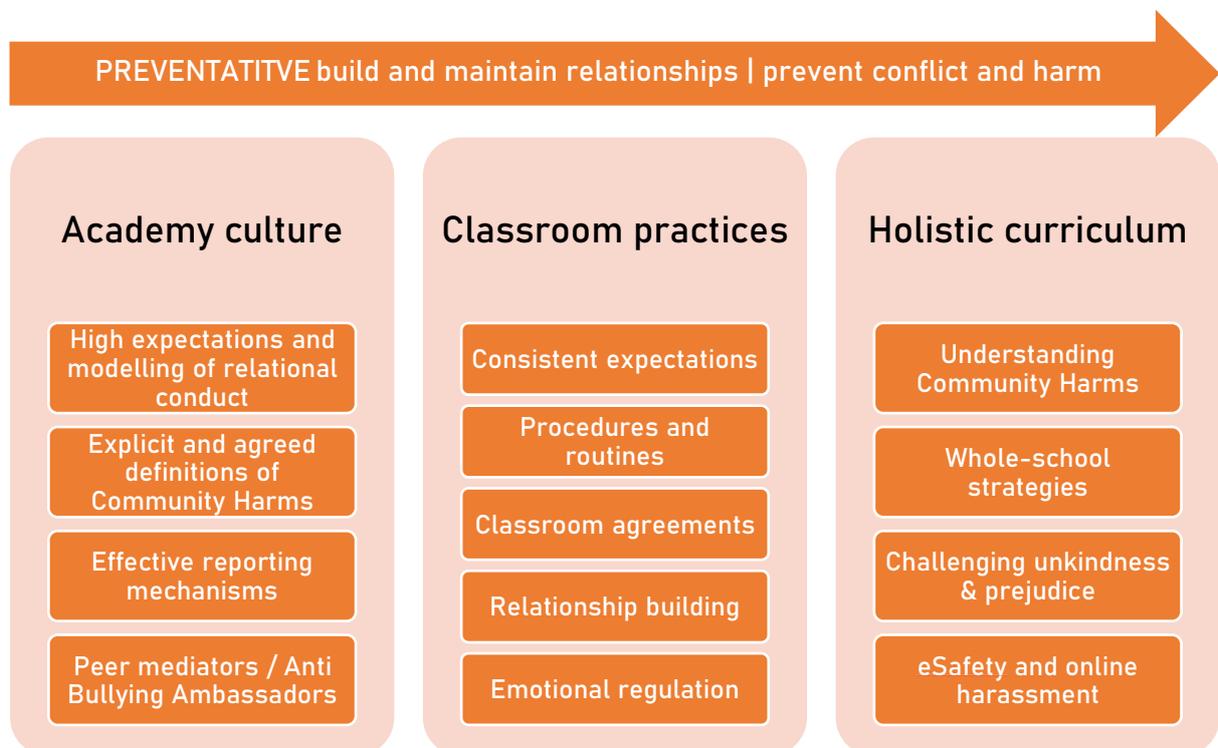
At Oasis Academy Coulsdon we aspire to create a relational culture in which every pupil has a sense of emotional safety as part of a welcoming and inclusive community where everyone matters and there are no outsiders.

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:

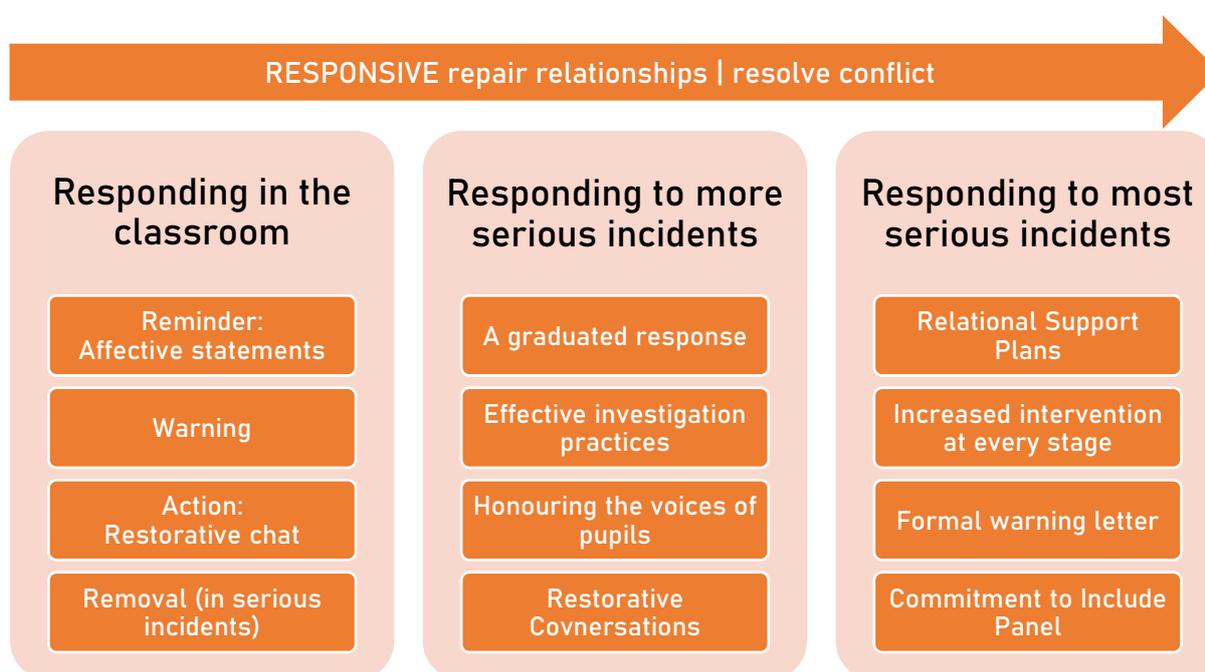


We use the following definitions to ensure that there is a shared and agreed understanding of the community harms among all members of the academy community:

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.

Responsive processes

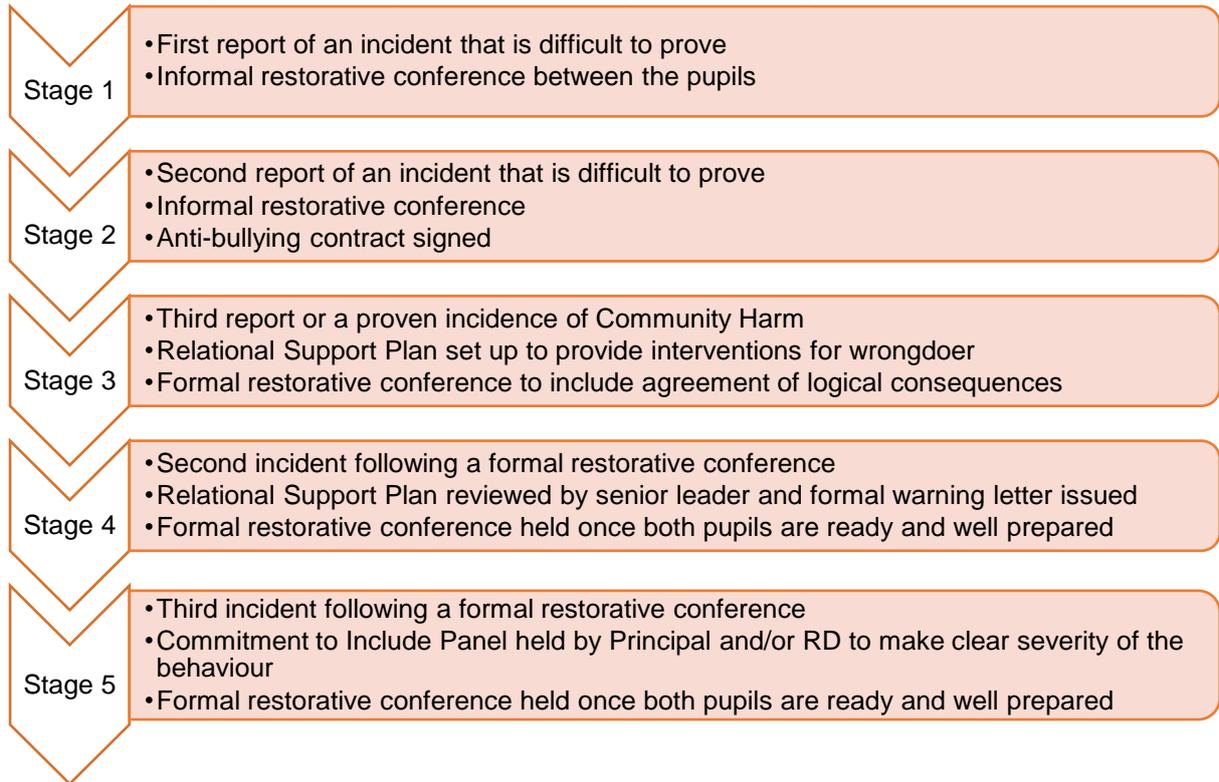
When Community Harms occur, we have robust practices to ensure that all affected parties feel supported to resolve the incident and repair the harm caused:



A graduated response

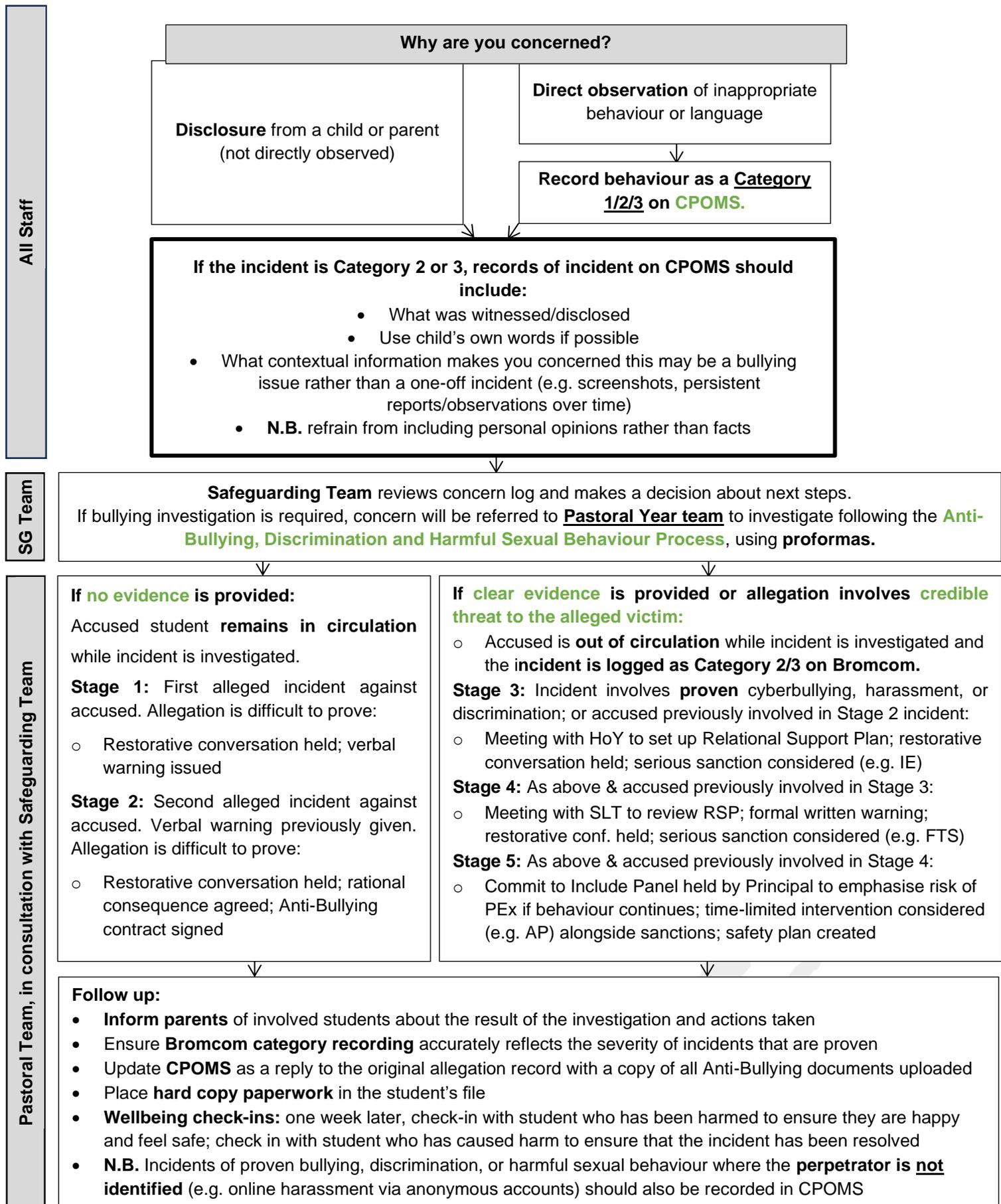
Responding appropriately to community harms, begins with responding in the classroom using our relational classroom scripts. For more serious incidents, we use a 5-stage

approach to respond effectively and restoratively to community harms:



Effective investigation practices

What to do if you have a **bullying, discrimination, or harmful sexual behaviour** concern about a child at Oasis Academy Coulsdon



Honouring the voices of pupils in repairing harm 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 conversations**, 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, 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 Coulsdon, 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 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 numerous opportunities for reflective practice.

Listening to the child: Our mechanisms for pupil voice

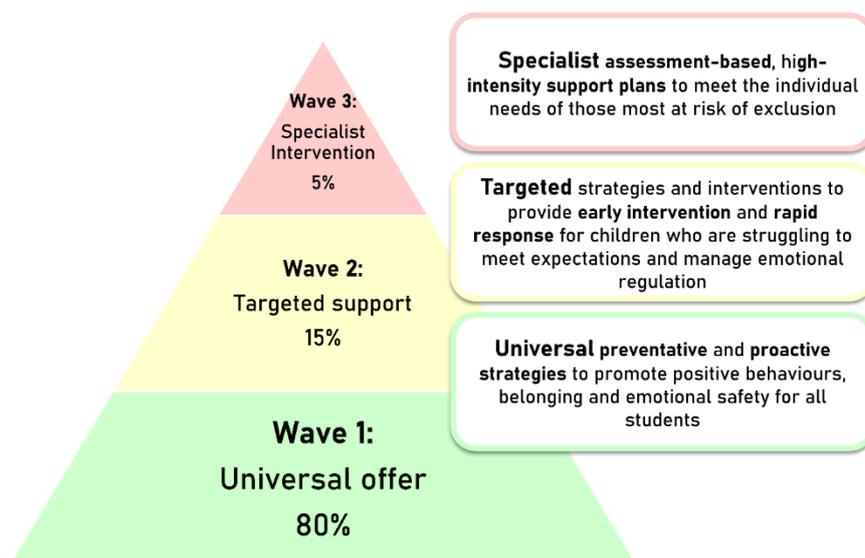
We recognise the importance of listening to the child to ensure that our pupils have a genuine voice and feel an active and valued part of the academy community. In our academy, we use the following mechanisms for gathering pupil voice:

Mechanism	When	How we do it	How we follow up
<i>Digital surveys</i>	Once a half term	Microsoft forms	Through discussions within the academy about alterations to our policies
<i>Academy Parliament</i>	Once a half term	<p>Each mentor group nominated a Member of Parliament to stand for a term.</p> <p>Year 7 – 9 MPs make up the House of Commons.</p> <p>Year 10 – 11 MPs make up the House of Lords.</p> <p>Process:</p> <ol style="list-style-type: none"> 1. One mentor slot towards the end of every half term for students to give student voice to MP. 2. KS3 MPs meet later that week to draft 5 main issues. This is chaired by two Year 10 prefects and overseen by a member of staff. 3. KS4 MPs meet shortly after and are given the 5 main articles from KS3 parliament. KS4 will rate each issue from 1 (completely agree) to 5 (we 	<p>The Academy Leadership Team will discuss the issues raised by both houses and decide response.</p> <p>Result will be explained during welcome back assembly at the beginning of each half term.</p>

		disagree). KS4 can add up to 3 new issues to bring to the Academy Leadership Team.	
<i>Let us know</i>	Ongoing	Anonymous declaration on the academy website for parents, students or members of the community to raise concerns.	Appropriately to the level of concern raised.

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.



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 Coulsdon Pastoral Graduated Response Pathway

Rationale:

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



Team around the Child: How we work together

At Oasis Academy Coulsdon 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.

Below are some of the local partners we work with to provide effective support for our pupils:

- *Oasis Youth and Community Teams*
- *Local Authority Partners*
- *Local Authority Virtual*
- *Educational Psychologists*

We value 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 in the design, implementation and review of provision.

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

At Oasis Academy Coulsdon 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, 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 are 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.

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. When a student returns from suspension, the academy will:

- Have a child-centred planning reintegration meeting
- Agreement on level of support on return using pastoral graduated response pathway
- Outline success criteria and next steps if return is unsuccessful

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:

- Physical and cognitive needs
- Social, emotional, and mental health needs
- Safeguarding concerns

Off-site direction, external alternative provision and managed moves

In line with DfE guidance, we work with a range of other academies and provisions to reduce pupils’ risk of suspension and exclusion through off-site direction and managed moves.

The provisions we work with are outlined below:

Provision name	Type of support
Secondary Inclusion Panel (SIP)	<i>Discusses potential off-site provisions between local Croydon schools (off-site provisions may be organised between schools out of SIP)</i>
Saffron Valley	A 12-week intervention placement to support students towards a success return to the academy
Academy 21	An online provision for students who may not be at the academy in person

Permanent exclusions

At our academy, we recognise that permanent exclusions are serious, and should only be used as a last resort in response to 'serious breaches' or repeated breaches of the Oasis Behaviour and Pastoral Care policy or to safeguard the welfare and education of other students, after a range of strategies and interventions have been tried. As such, permanent exclusion is normally the final and most serious step taken in our disciplinary process.

When considering an exclusion, we always consider a range of factors before making a decision:

What	How
Careful investigation	We investigate each case carefully, considering 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.