THE OASIS WAY
BEHAVIOUR & PASTORAL CARE POLICY

Our trust approach to relational and trauma-responsive practice

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At a glance

This policy explains our relational and restorative approach to behaviour and pastoral care across our organisation, considering our duties under the Equality Act 2010 and our responsibility to safeguard children and meet the needs of pupils with special educational needs and disabilities (SEND). This policy must be read alongside each academy's localised Academy Way plan for inclusive behaviour, which contains the details of each academy's specific approaches in line with The Oasis Way.

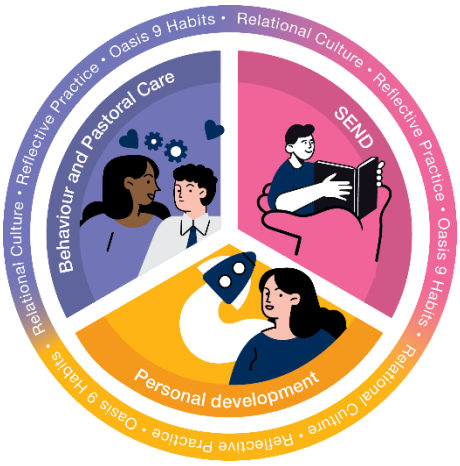
Oasis is a family with a shared vision for community, a place where everyone is included, making a contribution and reaching their God-given potential. The pastoral care of our children is central to the Oasis ethos.

The Oasis Way Behaviour and Pastoral Care Policy is born out of the Oasis ethos and underpins the Curriculum Statement of Intent, centring inclusion as the bedrock for learning and curriculum engagement. It is grounded in the knowledge that relationships are transformational and reflects evidence-based approaches to building belonging and restorative, trauma-responsive practice. Our approach to behaviour and pastoral care is based on cutting-edge cognitive science and developmental psychology research into the impact of Adverse Childhood Experiences (ACEs), attachment and SEND on the way our children learn and develop, ensuring that the needs of all community members are met, and they are empowered to fulfil their potential.

Checklist

- ❑ We will actively build a sense of belonging for each child so that they feel secure in their place within the academy community.
- ❑ We will prioritise the development of strong relationships with safe, trusted adults, underpinned by compassion and a belief in each child's capacity to thrive.
- ❑ We will proactively teach children the social and emotional skills they require to self-regulate, build resilience and develop outstanding character.
- ❑ We will meet children where they are at, providing reasonable adaptations and supportive interventions to empower them to make progress academically, socially and emotionally.
- ❑ We will take a holistic, child-centred and strengths-based approach to supporting children with additional needs.
- ❑ We will empower children and their families to use their voices to contribute to the development of a flourishing academy culture.
- ❑ We will support children to map their own pathways to the future, so they are given real choices in their lives.

In brief



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 Disabilities, and Personal Development.

The Oasis Way Behaviour and Pastoral Care Policy takes an approach that centres intentional relationship building and a trauma-responsive ethos to ensure that all children in Oasis academies are supported to lead flourishing lives.

The Oasis Way is underpinned by our Principles of Practice, which provide us with a guide to how we enact The Oasis Way. Our Principles of Practice support us to recognise the power of every interaction in creating a culture where everyone is included and empowered to thrive:

- **Relational Culture:** Communities are founded on trust, respect and safety. To create a truly inclusive community, we centre relationships in every interaction. We prioritise the quality of relationships within our community: with ourselves, between staff and pupils, between colleagues, and between the school and wider community. Our understanding of why relationships matter is founded on evidence-based approaches to child and adult development, centred on trauma-responsive and attachment-aware practice. We intentionally design our systems and processes to cultivate trust, reflection and psychological safety, enabling both children and adults to flourish.

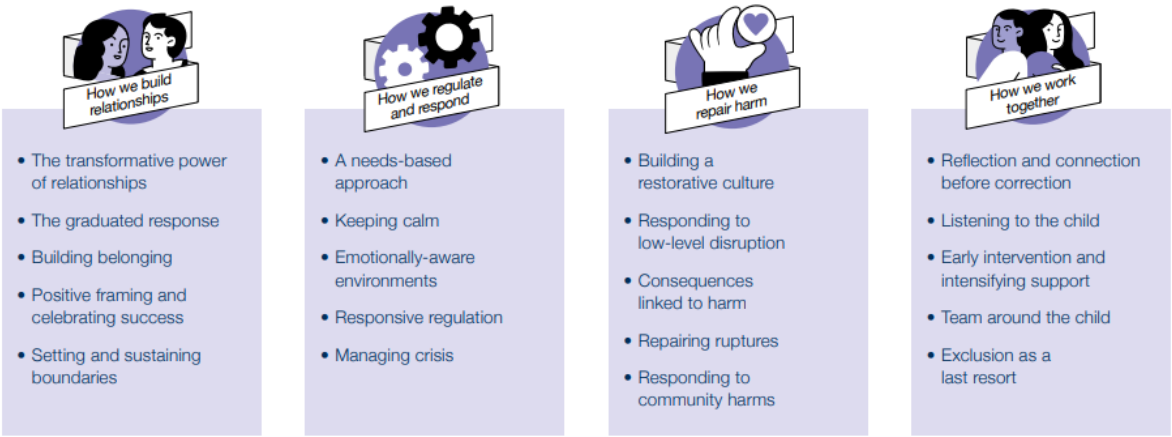
- **Reflective Practice:** We cannot meaningfully honour relationships with others without first exploring the relationship with ourselves. Reflective practice creates the space to enable a deeper understanding of our own behaviours and the behaviours of others in our community. As educators, we prioritise the act of continuous learning and support each other to make sense of the interactions we have had. This enables us to grow personally and create solutions that we can learn from as a community.

- **Oasis 9 Habits:** The 9 Habits are the lens through which we understand who we are and who we are becoming. The 9 Habits guide our interactions and reflect the values we seek to uphold in our relationships. We use the 9 Habits to explicitly teach aspects of character and enrich our pupils' learning with social, emotional and spiritual education so that they are equipped to reach their potential and live flourishing lives.

The Oasis Way Behaviour and Pastoral Care Policy is divided into four levers that provide an overview of our inclusive, relational and restorative approach:

- **How we build relationships** guides our academies to understand the scientific basis for the relational approach. This includes our approach to setting and sustaining expectations and boundaries around behaviours, celebrating success.
- **How we regulate and respond** guides our academies to view behavioural responses through the lens of regulation and emotional or unmet needs. It equips our practitioners to understand the drivers of individual and collective behaviour and to respond to behaviours we experience in our settings.
- **How we repair harm** is fundamental to our behaviour and pastoral care policy, grounding our practice in restorative approaches, acknowledging individual and collective harms, from playground disputes to bullying, to ensure we create a culture of proactive, positive peace where everybody has a place and an opportunity to thrive.
- **How we work together** details our opportunities to embed a graduated approach for behaviour and pastoral care, guiding our academies to intervene early and effectively, being data led and working alongside relevant professionals to ensure that exclusion is a last resort at Oasis.

Each lever is divided into five chapters to provide clear guidance to academies in how to deliver inclusive practice on the ground:



We believe that leaders should be empowered to innovate in the best interests of their children and communities. For this reason, each academy has been supported to develop its own localised behaviour protocols through an Academy Way localised plan for inclusive behaviour. Academies take the ownership to detail the operational delivery of each of these levers in their Academy Way localised plan, which can be found on each academy's website. The trust policy serves as an overview of our approach. Each academy's Academy Way localised plan must be read alongside the trust policy to understand the full detail of an academy's approach to behaviour and pastoral care.

Staff roles and responsibilities

All members of academy communities must take equal responsibility for upholding a relational culture where standards of behaviour and pastoral care are high. Expectations of academy leaders and wider staff to deliver this policy are outlined below:

Lever	Academy leaders	Academy staff
How we build relationships	Develop a strong vision in alignment with the Oasis ethos and in collaboration with academy staff. Ensure all staff are trained in the scientific underpinning of the relational approach. Develop a clear graduated response, ensuring communication of what great looks like for all in the academy, securing positive framing and strong boundaries across the academy.	Engage with training provided to become knowledgeable and confident to deliver the relational approach and uphold the Academy Way. Continually maintain high expectations alongside high support to model and teach the social and emotional skills required to be successful learners, with consideration of stage and age.
How we regulate and respond	Provide the appropriate support, training and guidance required to ensure all staff are co-regulators in the classroom and know how to respond in moments of dysregulation. Design academy spaces that create emotionally aware environments with appropriate sensory and regulatory supports for learners who need them. Create a climate of reflective practice to support practitioners at every level to meet the needs of individual and groups of learners in a supportive and trusting environment.	Engage with training provided to become knowledgeable and confident to recognise behaviour as a communication of need and act as co-regulators in moments of dysregulation. Actively participate in the academy culture of reflective practice to seek creative solutions alongside colleagues.
How we repair harm	Set a culture of restorative practice, providing the appropriate training, support and modelling to ensure that all members of the academy community have the skills necessary to repair harms and relationships when they are ruptured. Develop systems of reward and consequence that uphold a restorative and relational culture and shift focus away from punitive and controlling measures wherever possible. Maintain and oversee robust systems to respond swiftly to community harms (bullying, discrimination and harmful sexual behaviours) whenever they occur, ensuring that the person harmed is centred in the response and the person who has caused harm is supported to repair this.	Engage with training provided to become knowledgeable and confident to apply restorative approaches to respond to individual and group behaviours. Uphold a relational classroom climate to manage and respond to low level disruption while proactively maintaining an inclusive classroom where lesson removals are rare. Respond swiftly to incidences of community harm when they occur, following academy processes to report incidents and provide appropriate support to pupils involved.
How we work together	Develop and oversee a strong graduated response pathway, providing proactive	Understand and take responsibility for their role in the graduated response,

	support to pupils who need additional guidance and intervention, with clarity of offer including staff roles and responsibilities. Ensure support for individuals is developed in coproduction with pupils and their families, actively seeking and responding to the voices of all stakeholders. Work closely with external professionals to build a robust community web of support, including effective Team Around the Child practices, to ensure that exclusion is a last resort.	seeking to effectively communicate with all stakeholders to secure intervention for children who need additional support at the earliest possible stage.

Lever 1: How we build relationships

Our first lever guides our academies to set a strong vision and inclusive offer for their community through the following chapters:

The transformative power of relationships

The Oasis Way Behaviour and Pastoral Care Policy is rooted in a systemic, trauma-responsive and attachment-aware understanding of child development. Our research base draws on the science of neurodevelopment and the impact of early traumatic experiences on brain development. Our approach supports academy staff to harness an understanding of attunement, reciprocity and intersubjectivity to form strong relationships with pupils that will enable them to develop regulatory capacity and settle to learn in the classroom. For more information on our research base, academy staff can refer to our guide to the transformative power of relationships.

The graduated response

In order to ensure that we are able to respond efficiently and effectively to any need as it arises, Oasis academies map their academy offer using the graduated response. The graduated response connects teams and systems in the school together to ensure that there is a co-ordinated and transparent approach that targets the level and expertise of intervention required depending on the child's needs:

- At Wave 1, an inclusive universal offer ensures that all pupils are proactively supported to understand what great behaviour looks like and explicitly taught how to meet our high standards in their learning, play and communication.
- At Wave 2, a targeted support offer ensures that academies provide swift identification and action for pupils who are struggling to thrive within the universal offer, adding depth to the range of interventions targeted to meet their needs.
- At Wave 3, a specialist intervention offer ensures that expert support is available for those few children with the most complex needs who require intensive, individualised care.

Building belonging

At Oasis, we recognise the importance of building belonging to secure a felt sense of safety as the foundation for learning. Teachers have a unique role and capacity to build trusting relationships with children, helping them to feel connected within the academy community and supporting them to attend regularly and settle to learn.

In Oasis academies, we use the evidence-based psychological practice of PACE (Playfulness, Acceptance, Curiosity and Empathy) to support our staff to build belonging with children and provide the foundation for that felt sense of safety which is essential for the brain's circuitry to develop in the way that optimises physical and mental health. As PACEful schools, we centre relationship building in every interaction, ensuring all community members feel accepted and can flourish.

Positive framing and celebrating success

The recognition of effort, achievement and accomplishment of goals is integral to our relational approach. Celebration is a powerful way to build belonging and ensure that all members of our community have a unique place where they can contribute and flourish. The use of positive framing supports us to create a culture where both expectations and redirections are positively communicated. This supports children to experience themselves as someone who can achieve, is worthy of time and patience and is able to do differently next time.

At Oasis, our academies are encouraged to make use of relational over transactional rewards whenever possible and to seek the voices of all stakeholders when developing their system of rewards. Types of relational recognition are tracked in Bromcom to map individual pupil and academy areas of strength and celebration.

Setting and sustaining boundaries

Consistent and predictable boundaries and behaviours ensure that we build safety, trust and belonging for all members of our community. For this reason, all Oasis academies are intentional about setting and sustaining positively framed boundaries in the priority moments where consistency really matters – in the classroom, in communal spaces (including corridors, dining spaces and playgrounds), and in how we communicate.

By defining what great looks like with pupils and staff in each of these areas, we:

- build complete consistency and clarity of expectations;
- allow trust and belonging to grow;
- reduce cognitive load about what is expected of pupils in each classroom; and,
- empower teachers to spend time on what really matters: building relationships and securing progress for every pupil.

Each Oasis academy has collaborated with staff and pupils to jointly agree a rubric of positively stated expectations. Academies ensure that all stakeholders understand what is required of them to uphold our community expectations through clarity of messaging, consistency of delivery and regular intentional practice. Pupils who require additional or different communication methods are identified and supported through the graduated response to ensure that all pupils are supported to contribute towards an effective relational culture where all learners can thrive.

Lever 2: How we regulate and respond

Our second lever guides our academies to recognise and respond to pupil behaviours as a communication of need through the following chapters:

A needs-based approach

At Oasis we recognise the vital connection between understanding a child as an individual sum of their experiences, and their capacity to regulate in readiness for learning. A needs-based approach recognises that behaviour is the external symptom of a range of underlying factors – our thoughts, feelings and needs. All Oasis staff are trained to understand behaviours as a communication of needs and are equipped with a range of tools to support regulation.

Keeping calm

At Oasis academies we value the unique and life-changing role school staff have when supporting all children with the complex task of regulation and learning. We know that for school staff to be able to effectively co-regulate and attune with a child, they themselves must be calm. The Oasis Way has a range of tools available for academies to apply to support adult reflection and regulation including adult regulation plans and access to mental health support. Leaders in Oasis academies recognise their vital duty to creating a culture of listening, compassion and empathy, embodying the Oasis 9 Habits when supporting all staff.

Emotionally-aware environments

The intentional design of spaces within Oasis academies supports the integral processes of calming, regulation and reflection for children when they are feeling heightened or triggered. Our environments create opportunities to support the child to regulate, relate, reason and reflect. At Oasis academies we understand the power of our environments and intentional design to support these processes of regulation to occur at pace, increasing a child's propensity to return to learning as swiftly as possible. Individual plans support action planning for children who require additional thinking through and an increasingly tailored approach.

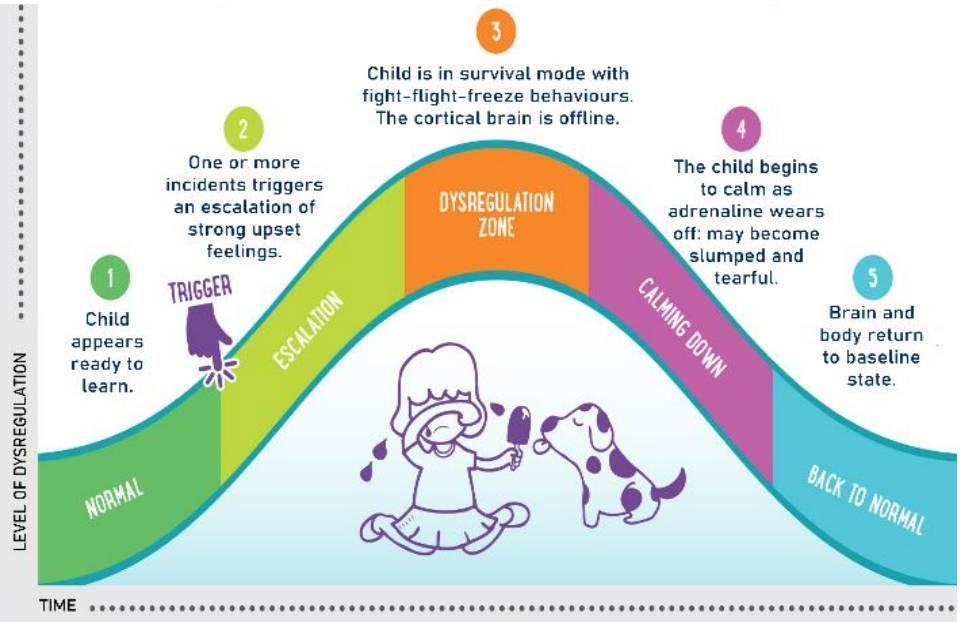
Responsive regulation

Staff at Oasis academies are equipped with a range of tools and methods for supporting individual and group regulation. This includes, but is not limited to, processes like emotion coaching, bottom up and top-down regulation strategies and Dan Siegel's strategies to support emotional regulation. All staff have a baseline of understanding in these approaches in order to create a culture where a needs-based approach is celebrated, and some staff are trained further in order to support children with more complex presentations.

Some pupils may require personalised plans where individual strategies are adopted and tailored to ensure there is an individualised approach to respond to and progress a child's skillset of regulation. These plans should be created alongside children and families.

Managing crisis

At Oasis, staff are trained using the conflict curve to understand what is happening for a child when they go through moments of crisis:



By understanding the involuntary stages of escalation, dysregulation, calming down and re-regulation, staff are able to effectively plan proactive strategies to support children at each stage of crisis, recognising their behaviours as part of a human response to perceived threat, rather than an intentional response to cause harm.

We make use of Dr Bruce Perry's arousal continuum to further understand what may be happening for a child when they go through the process of crisis, and therefore

can plan individualised responses to support calming as they go through the stages of alarm, fear and terror. Staff can refer to our guide for more details.

Oasis staff make use of a range of pastoral planning tools in order to discuss, coordinate and communicate tailored plans for individual children including The Oasis Way Co-Regulation Plan, The Oasis Way Relational Support Plan and The Oasis Way child-centred planning tools.

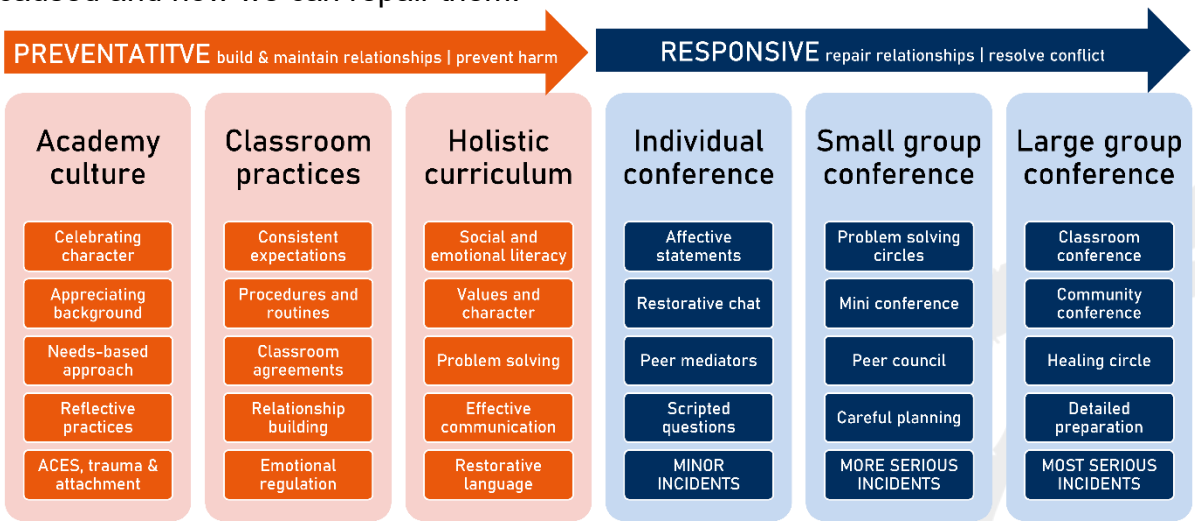
Lever 3: How we repair harm

Our third lever guides our academies to embed restorative approaches throughout their systems and culture through the following chapters:

Building a restorative culture

Restorative practices are proactive practices that support us to build culture and community in our academies. They include our proactive cultural and organisational practices – what we do, all the time and on purpose, to build connections, develop community and strengthen relationships – as well as restorative justice processes to respond when harms occur, focusing on repairing harm and relationships when something has gone wrong.

In Oasis academies, our preventative practices support us to build and maintain relationships. We build relationships by creating a strong academy culture and classroom practices, rooted in relational and restorative principles. We maintain relationships by explicitly teaching children the skills they need to understand emotions and social interactions, respond to each other with kindness and solve problems when they occur. Our responsive practices support us to repair relationships by supporting pupils and staff to come together to reflect on harms caused and how we can repair them:



Responding to low-level disruption

In Oasis academies, managing low level disruption begins from a foundation of clear and consistent expectations and routines, and strong relationships between the teacher and pupils. From this foundation, we address low level disruption in the classroom through a relational lens.

Each Oasis academy will work with stakeholders to agree their approach to responding to low level disruption. However, we expect all Oasis academies to align behind evidence-based approaches that guide us to secure belonging and reduce the risk of lesson removal for our pupils through least to most intrusive strategies:

Level of response	Strategy
Positive framing	Positive prompt
	Regulatory support
Reminder	Affect and redirect statement
Warning	30-second script
Action	Restorative chat and logical consequence

Consequences linked to harm

In line with the restorative approach, Oasis academies prioritise problem-solving when harms have occurred, seeking restoration and reconciliation between the wrongdoer and the person harmed where appropriate. When issuing consequences, we seek to ensure that these are linked to the harms caused wherever possible. This ensures that pupils learn to see the consequences of their actions and take responsibility for repairing these. By holding pupils to account for their actions, we support them to develop an internal locus of control to guide their future behaviours.

Repairing ruptures

At Oasis, we recognise that humans are hardwired to connect. Restorative conferences hold us to account and support us to develop the skills required to repair ruptures in relationships when they occur, bringing us back into healthy and productive connection. Instead of ignoring or covering up the bad feelings triggered by ruptures, restorative practices require us to lean into these feelings and use them as an impetus to take action to restore connection. When we teach our pupils to use their guilt as a motivator to repair harm, we teach them to restore healthy relationships, be accountable for their actions and be more intrinsically motivated towards positive behaviour choices.

Responding to community harms

This section of the policy should be read alongside the Oasis Anti-Bullying Policy.

In Oasis academies, we aspire to create a welcoming and inclusive community where everyone matters and there are no outsiders. For this reason, we take a serious view of any Community Harms, including incidents of bullying, discrimination or harmful sexual behaviours:

- **Bullying** is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.
- **Discrimination** occurs when a pupil is treated unkindly on the basis of their gender, race or ethnicity, sexuality, gender identity, disability, religion or belief.
- **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.
- **All Community Harms can include physical, verbal or psychological behaviours and can happen face-to-face or online.**

In order to create a thriving relational culture, we must take a restorative approach to addressing community harms, including both proactive and responsive measures, so that ruptures are repaired and emotional safety is restored. We create a relational school climate that proactively prevents Community Harms from occurring by developing strong systems and culture to define, understand and report Community Harms, including through the use of pupil leaders, maintaining high levels of consistency in relational classroom practices and explicitly teaching the complexities of Community Harms and whole-school strategies to respond.

When Community Harms have occurred, we respond using a graduated approach that seriously investigates all reported incidents and focuses attention on the needs of the person harmed alongside appropriate consequences for the wrongdoer depending on the severity of the behaviour. See Appendix C for more information on bullying classification at Oasis.

Lever 4: How we work together

Our fourth lever guides our academies to deliver a robust graduated response pathway that meets the needs of all learners through the following chapters:

Reflection and connection before correction

Reflective practice and solutions-focused approaches play a crucial role in inclusive education. These practices involve 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 and solutions-focused approaches support 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. Academies are encouraged to integrate a range of reflective practice and solutions-focused processes into their systems and processes.

Listening to the child

Oasis academies recognise the central role of the voice of the child in understanding the lived experience of pupils in the academy, and in responding to needs and incidents when they have occurred. Children should be active partners in developing support plans, co-regulation plans and restorative responses wherever developmentally appropriate. Where decisions are made about support, intervention or consequence, academies should seek to understand the child's experience and perspective. Academies are encouraged to use a range of methods to gather proactive and responsive pupil voice and to adapt these processes to meet the needs of individuals who need support to express their thoughts and feelings and to describe what has happened.

Early intervention and intensifying support

At Oasis, we secure inclusion for our pupils through a graduated response to Behaviour and Pastoral Care:

- We use behaviour and attendance data, contextual information and a range of assessment tools to proactively identify our most vulnerable pupils who need additional support to meet expectations and 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 all pupils who are being supported through the pastoral graduated response pathway to ensure our response is impactful.

Each academy has created their own localised pastoral graduated response pathway, capturing their localised processes. A model pastoral graduated response pathway can be found in Appendix B.

Team Around the Child

The Team Around the Child (TAC) approach has integration of services at its heart. It is a child-centred approach to planning and coordinating support that ensures all stakeholders – including the academy, the family and external professionals – are working together with the child at the centre of all considerations.

All Oasis academies are trained to understand the importance of co-production with parents, ensuring that planning for individual pupils takes a child-centred approach that centres the voice of the child and their family in all decisions, sees each child as an individual and focuses on outcomes rather than systems to achieve the best results for each child.

All Oasis academies also prioritise support for the wider family, with strategies such as the Oasis Encounter programme as a means to support parents and help them to work in a reflective relational and restorative way at home.

Exclusion as a last resort

This section of the policy should be read alongside the Oasis Exclusions Policy.

The Oasis Way provides academies with a framework for reducing suspensions and permanent exclusions through an inclusive, relational and restorative approach to education, as outlined in the chapters above. Academies who are struggling to find positive solutions for a child are provided with additional support through our Regional Inclusion Panels. Academies are also provided with a range of guidance, including individual consultation with our National Leads for Student Inclusion, to ensure that a range of appropriate strategies have been tried before suspension or permanent exclusion is considered.

However, there are incidents that occur in schools where suspensions and permanent exclusions need to be considered, in response to 'serious breaches' or repeated breaches of an academy's Academy Way localised plan, or to safeguard the welfare and education of other pupils. In these instances, Oasis academies conform to the DfE guidance on School suspensions and permanent exclusions.

Following suspension, academies should undertake a relational reintegration process that seeks to understand the circumstances leading to the incident, repair relationships, identify support needs and agree strategies to reduce future risk. Academies are also supported to ensure that any use of part-time timetables is undertaken in line with DfE guidance.

As an alternative to suspensions and permanent exclusions, academies are encouraged where possible to first explore other in-school measures, following procedures laid out in their pastoral graduated response pathway. Academies may also explore measures including step-out placements and managed moves to another school and use of alternative provision.

Where an incident has occurred that requires a Principal to consider permanent exclusion, Principals must consider whether the investigation has been conducted fully and fairly, with the inclusion of the voice of the child, whether there is clear evidence of the pastoral graduated response, whether the child has Special

Educational Needs and whether these have been met as fully as possible, and whether all alternatives to permanent exclusion have been explored.

Statutory duties

Discipline in our academies – teacher's powers

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is in the academy or elsewhere under the charge of a teacher, including on academy visits. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of the academy, including when travelling to or from school, when wearing school uniform, or when the pupil is in some other way identifiable as a pupil at the school.

Teachers have a power to impose detention outside academy hours. It is good practice to take all practicable steps to inform parents that this is taking place. Teachers can also search and confiscate pupils' property (more detail below).

Consequences for poor behaviour: What the law allows

Under the law, teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks an academy rule or fails to follow a reasonable instruction the teacher can impose a consequence. To be lawful, the consequence (including detentions) must satisfy the following three conditions:

- The decision to give a pupil a consequence must be made by a paid member of academy staff or a member of staff authorised by the Principal.
- The decision to reprimand the pupil and the consequence itself must be made on the academy premises or while the pupil is under the charge of the member of staff; or is a breach of the Academy Way localised plan.
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A consequence must be proportionate. In determining whether a consequence is reasonable, Section 91 of the Education and Inspections Act 2006 states the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. Corporal punishment is illegal in all

circumstances. The Principal may limit the power to apply particular consequences to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an academy trip.

Academies should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, academy staff should follow the Oasis Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the academy should consider whether a multi-agency assessment or care plan is necessary.

Restrictive intervention and seclusion

This section of the policy should be read alongside DfE guidance: Use of reasonable force and other restrictive interventions guidance

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

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

Incidents of restrictive intervention must:

- **always be used as a last resort.**
- unless in an emergency situation, restrictive intervention techniques should only be applied by those trained to use them.
- be applied using the minimum amount of force and for the minimum amount of time possible.
- be used in a way that maintains the safety and dignity of all concerned.
- never be used as a form of punishment.
- be recorded and reported to parents, typically by phone as soon after the event as possible (always on the same day) and in writing (letter or email) within 48 hours.

Prohibited practices: Restrictive intervention must never be used as a punishment, to secure compliance with instructions, or as a substitute for appropriate support,

supervision, staffing or environmental adjustments. Any intervention must maintain the child's safety, dignity and welfare at all times.

Staff must not:

- use any intervention that intentionally restricts a child's breathing or circulation;
- apply pressure to the neck, throat, chest, lungs or abdomen;
- cover or obstruct a child's mouth, nose or face;
- intentionally inflict pain as a means of controlling behaviour;
- use intervention in a way that humiliates, degrades or causes unnecessary distress;
- continue an intervention once the immediate risk of harm has reduced sufficiently;
- use seclusion or restrictive intervention as a disciplinary sanction or consequence.

Where there are concerns that an intervention may have resulted in injury or adverse physical effects, appropriate medical advice or assessment should be sought and recorded.

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

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

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

Seclusion: In line with DfE guidance, academies are required to record seclusion events in the same way as they do other forms of restrictive intervention. Seclusion is

a non-disciplinary restrictive intervention where a child is prevented from leaving a space away from others, in order to manage a risk of serious harm to themselves or others. They will be secluded in a space with constant adult supervision until such time as the immediate risk of harm has reduced sufficiently and the child is able to return safely to the wider environment. This may include evacuating other children and adults from an area or removing the child to a space on their own. Internal exclusion (as an alternative to suspension) is not likely to be considered as a seclusion event.

Seclusion should be used sparingly and as a last resort – it should be for safeguarding reasons and not a disciplinary measure. Seclusion should be time-limited, supervised and only used to prevent harm during elevated dysregulation. Any time it is used, the same processes for recording, reporting and review should be followed. The event must be recorded on CPOMS and parents notified as soon as possible after the event including the following:

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

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

Post-incident review: Following incidents of restrictive intervention or seclusion, academies should review whether additional support, reasonable adjustments, amendments to risk assessments or amendments to a co-regulation plan are required to reduce the likelihood of recurrence. Where a child has SEND, academies should consider whether reasonable adjustments were sufficient and whether additional support or amendments to provision are required.

Co-regulation plans: Some pupils may require planned restrictive interventions as part of an agreed risk assessment and co-regulation plan. Such planned restrictive intervention should be recorded and monitored through the young person's individual co-regulation plan and risk assessment. Any use of restrictive intervention or seclusion for a child with a Co-regulation plan should be recorded on CPOMS and shared with parents in the usual way.

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

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

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

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

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

Absconding – leaving the academy site without permission

Oasis academies have a duty of care to take all reasonable steps to ensure that children are kept safe whilst in the academy's care. Academies should ensure that to reduce the potential for absconding the following is in place:

- The site is secure.
- Supervision levels are appropriate.
- Academy rules are clear to all pupils.
- Individual risk assessments are in place where absconding is a possibility.
- Where possible, visits to venues for academy trips are completed in advance to undertake a risk assessment, recorded on the EVOLVE+ system.

Academies will have their own localised procedures in the event of a pupil absconding. These will include:

- Informing the Leadership Team immediately.
- Not putting other pupils at risk.

- Locating the pupil.
- Strategies for diffusing, de-escalation and returning the pupil to the academy.
- Informing the parents or guardians.
- Informing the police – if the pupil cannot be found.
- Follow up meeting with the pupil and family, including a risk assessment.

It may be appropriate to follow a pupil who has absconded at a safe distance once the pupil leaves the academy grounds. This decision should be made for each pupil by academy leaders, using professional judgement and local "on the spot" risk assessments to keep all parties safe. If the decision is made to follow a pupil, mobile phones must be carried to keep the staff member safe and enable communication. Any sort of physical intervention off academy grounds should be avoided, unless in exceptional circumstances where intervention is required to avoid harm.

Malicious allegations

The needs of pupils falsely or maliciously accused of peer-on-peer incidents should be considered in each academy and support mechanisms put in place to ensure that they are able to settle back into school without any residual impact.

At Oasis, we take our safeguarding of staff very seriously. For this reason, we take a zero-tolerance approach to malicious accusations against staff. Where a pupil makes an accusation against a member of staff that is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy, considering all appropriate responses to slander and defamation of character. The pastoral needs of staff accused of misconduct must always be considered by leaders.

Please refer to the Oasis Safeguarding Policy and Oasis Whistleblowing Policy for more information on responding to allegations of abuse.

Safe use of technology and social media

Horizons: The Horizons project has provided every student with an iPad. This project supports the vision of equal opportunities for all by ensuring equality of access to technology and the resources and knowledge that it facilitates. The device remains the property of Oasis Community Learning at all times. All users must adhere to the rules around appropriate usage of iPads outlined by their academy. Failure to do so may result in the device being confiscated or, in some cases, further consequences being imposed. In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material. For this reason, suitable filtering is in place on all academy devices. Devices may be subject to additional scrutiny if a specific concern is highlighted.

Mobile phones: Mobile phones are important for many pupils' safety when travelling to and from school. However, while at school, mobile phones can become

a distraction from learning and can compromise pupils' opportunities to build meaningful connections with others. For this reason, all Oasis academies place restrictions on pupils' phone usage in the academy. Please refer to each academy's localised plan for more details.

Social media: All members of our academy community are expected to engage appropriately with social media, honouring our Oasis 9 Habits and treating people with kindness and respect at all times. Where pupils engage in social media in ways that are harmful to individual pupils or staff, to our wider school community, or to third parties outside our school community, this will be dealt with seriously using the academy's consequence system. This applies whether a pupil is using social media for school purposes or for personal use.

Pupil social media use of the following types is unacceptable:

- damage to the school or its reputation, even indirectly;
- use that may defame school staff or any third party;
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties;
- false or misleading statements;
- use that impersonates staff, other pupils or third parties;
- the creation of anonymous social media accounts to defame our communities;
- expressing opinions on the school's behalf; or
- using school logos or trademarks.

If a pupil or parent is concerned about inappropriate use of social media, this should be reported immediately to the pupil's teacher, pastoral leader or Safeguarding Lead.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material. For this reason, suitable filtering is in place on all academy devices.

Drugs

Oasis academies operate a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The policy on drugs applies to all academy and academy-related activities whether on or off site. This includes the journey to and from the academy. The word 'drugs' used in this policy extends to alcohol, tobacco products, vapes, volatile substances and legal highs alongside illegal drugs.

Oasis academies take into account guidance issued by the DfE. Each academy will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future incidents. Pupils receive drugs education as part of our PSHE programme and academies also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any pupil found to be involved in a drugs-related incident should expect to receive a serious consequence, which may include suspension or permanent exclusion, depending on the severity of the incident and any Child Criminal Exploitation (CCE) considerations. Dealing in illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. In all illegal drug incidents, it will also be necessary to seek advice from or refer to the police.

Confiscation of drugs: Any drugs found will be confiscated by staff who will dispose of them in accordance with DfE guidance. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. Oasis academies may carry out searches for drugs in accordance with this policy.

Parental involvement: Usually, the academy will inform parents/carers when their child has been found to be involved in drugs. However, where there are potential child protection issues the academy must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Searching, Screening and Confiscation

This section of the policy should be read alongside the DfE guidance on 'Screening Searching and Confiscation.'

Searches Without Consent: The following items are banned in all Oasis academies and pupils may be searched for them without their consent and without the consent of their parents:

- Knives or items that could be used as a weapon.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarette papers and vapes.
- Fireworks.
- Pornographic images.
- Any article, including mobile phones and other technology, that the member of staff reasonably suspects has been, or is likely to be, used:
    - to commit an offence;
    - to cause personal injury to, or damage to the property of, any person (including the pupil);
    - or, in a way that is detrimental to academy discipline.

Individual academies may include other items that may be searched for without consent. Please refer to each academy's localised Academy Way for more details. Before a member of staff carries out a search without consent, they must reasonably suspect that the pupil has the prohibited item in their possession. Only staff members authorised by the Principal may carry out searches without consent.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline in line with DfE guidance. Where an item prohibited by this policy is seized as the result of a search and it is an electronic device such as a mobile phone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For example, if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or to break the school rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items banned under the school rules.

Searches with consent: The school may search pupils with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, blazers, boots, gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks. Where Oasis academies have lockers, it is a condition of having a locker that the pupil gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the academy's usual complaints policy.

Confiscation of articles: School staff have the power to confiscate property from pupils under their general right to discipline in s91 of the Education and Inspections Act 2006. Any prohibited items will not be returned to pupils. Where an item is confiscated due to it being harmful or detrimental to academy discipline, this item may be returned after discussion with senior leaders and parents, if appropriate.

Responsibilities

The Regional Director: The Regional Director is responsible for monitoring the effectiveness of each Academy's Academy Way localised plan for inclusive behaviour, and for holding the principal to account for its implementation.

The MET: The Monitoring and Evaluation Team evaluate the impact of the Academy Way localised plan. The MET give feedback and identify next steps for the Principal and Regional Director.

The Safeguarding Team: The Safeguarding Team will look at the application of the Behaviour and Pastoral Care policy through the lens of safeguarding and will advise and support the Principal and DSL on steps to further protect their pupils.

The Principal: The Principal is responsible for reviewing and approving the Academy Way localised plan. The Principal will ensure the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Principal will carefully monitor how staff implement this policy to ensure that relational and restorative practices are upheld by all members of the community.

Staff: Managing student behaviour is everyone's responsibility. Staff are expected to

- Be role models of positive behaviour.
- Use positive framing to uphold the routines and expectations laid out in the Academy Way.
- Implement the behaviour policy consistently, including when responding to challenging behaviours.
- Provide a personalised approach to the specific needs of individual pupils.
- Record positive and negative behaviours in a timely manner in line with academy policy.
- The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.

Parents: Partnership and co-production between family and academy is vital for the establishment of an effective and inclusive relational culture. Parents should be informed regularly about their child's successes and challenges in meeting the expectations laid out in the Academy Way.

Parents are expected to:

- Keep in regular and productive contact with the academy about their child's needs, feelings and behaviours, working in partnership to find positive solutions to support their child to thrive.
- Support their child in adhering to the routines and expectations laid out in the Academy Way.
- Inform the academy of any changes in personal circumstances that may affect their child's needs, feelings and behaviours.

- Engage productively with staff in discussions about their child's behaviours and how to support them to be successful in the academy.

Pupils: Pupils, including those with additional needs, should be fully aware of the routines and expectations laid out in the Academy Way, as well as the academy's systems for rewards and consequences. Pupils are encouraged to take ownership of their own behaviours to enable them to contribute positively to the relational culture of the academy.

Pupils are expected to:
- Understand and follow routines and expectations laid out in the Academy Way.
- Treat all members of the academy community with kindness and respect.
- Discuss any concerns, worries or stresses with their class teacher, key adult or Designated Safeguarding Lead as soon as possible.

Training requirements

The Oasis Way Leadership Development Programme provides senior leaders in our academies with training in the ethos, research background and detail of all four levers of The Oasis Way Behaviour and Pastoral Care policy. All new Oasis Behaviour leads participate in The Oasis Way Leadership Programme as part of their induction. Ongoing training is provided by Oasis throughout the year to enhance the knowledge and skills of leaders who have completed the Leadership Development Programme.

All staff in academies receive ongoing training in all levers and chapters of The Oasis Way Behaviour and Pastoral Care policy through a range of localised CPD sessions led by their leadership team, as well as in National Staff Meetings led by the National Student Inclusion Leads.

Academy leaders take responsibility to identify ongoing areas of continuous professional development for their staff teams, effectively identifying specific elements of The Oasis Way to focus on for aspects of professional development at a whole school or individual level.

Monitoring

Academies and trust leaders will regularly review behaviour and pastoral care data to identify patterns, trends and disproportionality affecting groups of pupils, including attendance, suspensions, exclusions, restrictive interventions and community harms, ensuring that systems operate fairly and promote inclusion for all.

This behaviour policy will be reviewed regularly by the National Education Team. At each review, the policy will be approved by the CEO and National Directors group.

Links to other policies

The Oasis Way Behaviour and Pastoral Care Policy should also be read alongside the following Oasis policies:

- The Academy Way localised plan for inclusive behaviour *(see each academy's website for this document)*
- The Oasis Way Special Educational Needs and Disabilities Policy
- Oasis Exclusions policy
- Oasis Safeguarding policy
- Oasis Anti-bullying policy
- Oasis Student Equality, Diversity and Inclusion Policy
- Oasis Staff Code of Conduct

Statutory requirements

The Oasis Way Behaviour and Pastoral Care Policy and all Academy Way localised plans have been written in compliance with the following statutory guidance and regulations issued by the Department for Education (DfE):

- The Equality Act (2010): Advice for schools
- Behaviour in schools
- School suspensions and permanent exclusions
- Use of reasonable force and other restrictive interventions
- Mobile phones in schools
- Searching, Screening and Confiscation in schools
- Drugs: advice for schools
- Special Educational Needs and Disability (SEND) Code of Practice (2015)
- Keeping Children Safe in Education
- Working Together to safeguard children
- The Prevent duty: safeguarding learners vulnerable to radicalisation
- Supporting pupils with medical conditions at school

In addition, this policy and all localised plans must be based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014:
    - Paragraph 7 outlines a school's duty to safeguard and promote the welfare of children.
    - Paragraph 9 requires the school to have a written behaviour policy.
    - Paragraph 10 requires the school to have an anti-bullying strategy.

- DfE guidance explaining that Academies should publish their behaviour policy and anti-bullying strategy online – to ensure that staff, students, and parents are informed.

Policy Element		Leadership			Academy				Strategy & Innovation Team	
	Board	OCL CEO	OCL COO	Regional Director	Academy Principal	Behaviour lead	Teaching staff	Support staff	National leads for Inclusion	Behaviour NLPs
The Oasis Way Behaviour and Pastoral Care Policy is in place and shared with leaders	A	A		C	C	C			R	C
The Oasis Way Behaviour and Pastoral Care Policy approach is understood fully across the organisation					R	R	C	C	C	C
The Academy Way localised plan for inclusive behaviour is on academy website and shared with all staff					R	A	C	C		
Regular staff CPD takes place focusing on the Academy Way localised plan					R	A	C	C		
Restrictive intervention training is up to date for the relevant staff					R	A	C	C		
Records of restrictive intervention and seclusion are fully in place					R	A	C	C		
Children and young people are aware of the behaviour expectations, rewards and consequences					R	A				
Guidance about searching students is clearly communicated with all staff					R	A	C	C		
All Community Harms are recorded on Bromcom					R	A	C	C		

Academy data is reviewed termly to check for patterns					R	A	C	C		

RACI Matrix

"R" for anyone who is "Responsible" for a task listed in the policy, an "A" for anyone who is "Accountable", a "C" for anyone who must be "Consulted" under the policy and "I" for anyone who must be "Informed" about aspects of the policy.

APPENDIX A: The Academy Way localised plan

Each academy has produced their own Academy Way localised plan for inclusive behaviour, which holds the detail of the academy's systems and processes, and which should be read alongside this policy. See each academy's website for further details:

Primary:

Region	Academy Way localised plan for inclusive behaviour
London & South East	Oasis Academy Byron
	Oasis Academy Ryelands
	Oasis Academy Shirley Park
	Oasis Academy Johanna
	Oasis Academy Pinewood
	Oasis Academy Skinner Street
	Oasis Academy Hadley
Bristol	Oasis Academy Bank Leaze
	Oasis Academy Connaught
	Oasis Academy Long Cross
	Oasis Academy Marksbury Road
	Oasis Academy New Oak
Midlands	Oasis Academy Woodview
	Oasis Academy Boulton
	Oasis Academy Foundry
	Oasis Academy Hobmoor
	Oasis Academy Short Heath
	Oasis Academy Blakenhale Infants
	Oasis Academy Blakenhale Juniors
	Oasis Academy Benson
	Oasis Academy Wattville
	Oasis Academy Warndon
Lincolnshire	Oasis Academy Henderson Avenue
	Oasis Academy Parkwood
	Oasis Academy Nunsthorpe
Sheffield	Oasis Academy Firvale
	Oasis Academy Watermead
	Oasis Academy Don Valley
Manchester	Oasis Academy Aspinal
	Oasis Academy Temple
	Oasis Academy Harpur Mount
	Oasis Academy Limeside
	Oasis Academy Clarksfield
	Oasis Academy Broadoak

Secondary:

Region	Academy Way localised plan for inclusive behaviour
London	Oasis Academy Arena
	Oasis Academy Coulsdon
	Oasis Academy Shirley Park
	Oasis Academy Southbank
	Oasis Academy Silvertown
	Oasis Academy Enfield
	Oasis Academy Hadley
Southampton	Oasis Academy Lord's Hill
	Oasis Academy Mayfield
	Oasis Academy Sholing
Bristol	Oasis Academy Brightstowe
	Oasis Academy Brislington
	Oasis Academy Daventry Road
	Oasis Academy John Williams
	Oasis Academy Temple Quarter
Manchester	Oasis Academy Leesbrook
	Oasis Academy Oldham
	Oasis Academy MediaCity UK
Lincolnshire	Oasis Academy Immingham
	Oasis Academy Wintringham
Bradford	Oasis Academy Lister Park
Sheffield	Oasis Academy Don Valley

APPENDIX B: The Oasis Way pastoral graduated response pathway

All Oasis academies are expected to develop a pastoral graduated response pathway to meet the needs of pupils. This example is designed to support academies to develop their own pathway:

All staff	**Wave 1 Inclusive Universal Behaviour Offer:** • 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. • Internal behaviour data used to proactively target support.	
CT/HoY	**Weekly Class Teacher / Head of Year Line Management:** • Meeting to review behaviour data and incidents identify pupils of concern.	
Form Tutor	**Wave 1 Form Tutor Report *(secondary only)*:** Parent phone call to set up SMART targets. Three-week report to Form Tutor. **Threshold**: Agreed at HoY line management. **Escalation**: Two failed reports.	**Support and Intervention:** • 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:** • In-class intervention strategies emailed to teachers • Daily CT/HoY check ins (&/or weekly mentoring) • Weekly parent phone call • Weekly review of progress recorded in Insight/PM • Literacy and numeracy screening (GL tests)
Inclusion	**Weekly Year Group or Key Stage Inclusion Panel Meeting:** • 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:** • Child-centred planning meeting • 6-week programme of bespoke interventions to be agreed in planning meeting. • Weekly comms to teachers (inclusion bulletin) • Weekly parent call and 3-week review meeting • 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:** • 6-week time-limited intervention placement • Followed by RSP (as above) • Bespoke interventions as agreed in planning meeting, to include offer of counselling support. • 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:** • Urgent TAC meeting with LA partners • Redirection and/or AP respite placement (possibly prior to CTI panel) • Followed by IPP and RSP (as above) • EP review of assessment and intervention with further suggested strategies.

APPENDIX C: Oasis Classification of Bullying

Classification of Bullying

General Bullying

Bullying not only affects the bully and the victim, but also may have an impact on innocent bystanders.

Category 1	Category 2	Category 3
Including but not limited to: • Verbal abuse like name-calling and offensive jokes* • Abusive phone or text messages, hate mail* • Online abuse* • Harassment • Intimidation • Making threats • Isolated aggressive act - hit/kick/slap etc • Displaying or circulating discriminatory literature or posters • Graffiti containing hate messages • Damage to property One off single incidents of Cat 1 issues. *with professional judgment required this may be more than 2 incidents	**Including but not limited to:** • Recurring assaults - such as hitting, punching, pushing, spitting etc. • Destroying property e.g. ripping clothes, destroying books • Recurring threat or intimidation • Enduring, reoccuring online abuse for example on social media and email • Theft • Inciting group harassment • Creating rumours, mimicking, humiliation • Treating the victim like an outcast and/or coercive controlling behaviour	**Including but not limited to:** • Grievous bodily harm • Incidents that occur only in the community • Sharing photos without consent • Trolling

Racist Bullying

Racism not only affects the perpetrator and the victim, but also can have an impact on bystanders and the wider school community

Category 1	Category 2	Category 3
Including but not limited to: • Any incident the victim feels is racist but does not meet category 2 or 3 thresholds • Racist comments in the course of discussion in lessons • Refusal to co-operate with other pupils because of their race or ethnicity • Ridicule of an individual for cultural or religious differences e.g., food, music, dress, worship patterns, cultural lifestyle etc. • Racist jokes • Racist language • Using racist language or jokes online and/or via social media.	**Including but not limited to:** • Derogatory name-calling, insults, racist jokes and language with clear intent to be hurtful • Racist verbal abuse and threats • Bringing racist materials such as leaflets, comics, magazines or computer software into school* • Provocative behaviour such as wearing racist badges or insignia • Racist graffiti • Using the school's IT systems to access and distribute racist material • Posting racist material online and/or via social media	**Including but not limited to:** • Attempts to recruit other pupils and students to racist organisations and groups* • Incitement of others to behave in a racist way • Threat of, or attempted physical assault against a person or group because of colour, race and/or ethnicity (e.g., chasing someone with the intent to do harm) • Actual physical assault against a person or group because of colour, race and/or ethnicity *consult PREVENT assessment tool.

Sexually Harmful Behaviour

Category 1	Category 2	Category 3
Harmful Sexual Behaviour **Including but not limited to:** • Developmentally inappropriate problematic (using the Brook Traffic Light System) • Abusive sexualised behaviour on-line or off-line • Lewd comments/jokes • Creating a hostile, offensive or sexualised environment	**Sexual Harassment** **Including but not limited to:** • Unwanted conduct or a sexual nature • On-line of off-line sexualised comments, remarks or observations • Intentional touching of person or clothing • Aggravated sexting • Behaviours likely to violate dignity, feel intimidated, degraded or humiliated e.g. Up-skirting • Creating a hostile, offensive or sexualised environment	**Sexual Violence** **Including but not limited to:** • Rape • Assult by penetration • Sexual assault (touching in a sexual way without conscent) • Grooming for sexual/ criminal exploitation

Category 1 Issues will be logged on Bromcom and dealt with through in-house interventions.

Category 2 Issues are logged on Bromcom and discussed with the DSL and recorded on CPOMS and dealt with by the Academy with the support of multi-agency partners

Category 3 Issues are logged on CPOMS and referred for specialist intervention supported by the Academy and also recorded within Bromcom

Homophobic Bullying
(inc Bi- and Trans-phobic)

Homophobic, bi-phobic and transphobic bullying not only affects the perpetrator and the victim, but also can have an impact on inclusion within the wider school community

Category 1	Category 2	Category 3
Including but not limited to: • Any incident the victim feels is homophobic but does not meet category 2 or 3 thresholds • Homophobic verbal abuse like name-calling and offensive jokes • Harassment • Bullying, intimidation • Exclusion from the wider group • Threats of violence because of gender and sexual orientation • Hoax calls, abusive phone or text messages, hate mail • Online abuse for example on social media platforms • Displaying or circulating discriminatory literature or posters • Damage to property including removing or defacing LGBTQ+ posters etc. • Graffiti containing hate messages	**Including but not limited to:** • Derogatory name-calling, insults, homophobic language with clear intent to be hurtful • Assaults - such as hitting, punching, pushing, spitting • 'Dead naming' – using pronouns or pre-Transition names • Destroying property e.g., ripping clothes, destroying books • Harassment • Sexual Harassment and humiliation • Enduring, reoccurring online abuse for example on social media and email • Theft • Inciting group harassment around gender and orientation	**Including but not limited to:** • Sexual Assault • Grievous bodily harm • Incidents that occur only in the community

Document Control

Changes History

Version	Date	Owned and amended by	Recipients	Purpose
1.0	31.05.24	Elizabeth Rhodes and Ebru Karatufek	All OCL Principals	Updated policy
1.1	01/09/26	Elizabeth Rhodes and Ebru Karatufek	All OCL Principals	Updated policy on restrictive intervention and seclusion

Policy Tier

☒ Tier 1
☐ Tier 2
☐ Tier 3
☐ Tier 4

Owner

Elizabeth Rhodes and Ebru Karatufek

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Approvals

This document requires the following approvals:

Name	Position	Date Approved	Version
John Barneby	CEO, OCL		
Directors' group			

Position with the Unions

Does the policy or changes to the policy require consultation with the National Unions under our recognition agreement?

☐ Yes
☒ No

If yes, the policy status is:

☐ Consulted with Unions and Approved
☐ Fully consulted (completed) but not agreed with Unions but Approved by OCL
☐ Currently under Consultation with Unions
☐ Awaiting Consultation with Unions

Date & Record of Next Union Review

Not applicable

Location
Tick all that apply:
☒ OCL website
☒ Academy website
☒ Policy portal
☐ Other: state

Customisation
☒ OCL policy
☐ OCL with an attachment for each academy to complete regarding local arrangements
☐ Academy policy
☐ Policy is included in principals' annual compliance declaration

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