



The Oasis Immingham Academy Way

Localised Plan for Inclusive Behaviour

Lead for whole school behaviour:

Mr M Batty (Assistant Principal)



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The Academy Way Intent

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

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

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

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

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

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

Lever 1: How we build relationships

Building belonging: Our academy vision and approach

Our Vision: All students will have the opportunity to study in a safe, caring, and structured environment and develop the education and skills to enable them to pursue a career of their choice, to live a happy life and to contribute positively toward the community within which they live.

Our Mission: We promise to support our students and provide them with the skills and education to be successful in any career of their choice. We firmly believe in a structured environment which is founded upon healthy relationships and respect. All our young people, regardless of starting point, will fulfil their potential. Through great teaching and learning, they will become valuable and happy members of the community in which they live.

Central to the ethos of Oasis Academy Immingham the idea of a rich and balanced educational setting -academically, vocationally, socially, morally, spiritually, physically, emotionally, and environmentally. This is paramount and underpinned by the Academy Personal Development Program.

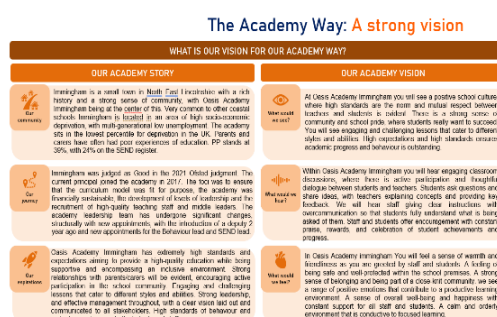
The goal is to raise aspirations, unlock students' potential and work towards achieving excellence through encouraging high standards and a positive culture which nurtures confident and competent young adults. The Academy's aim is to develop informed and active learners with a strong sense of self-confidence who can explore questions, seek solutions, solve problems and are not afraid to fail initially, because from failure springs learning and success.

We use the acronym 'Reach' at Oasis Academy Immingham to help remember the Academy's Ethos Values. These values are displayed by staff and students at the Academy, and we pride ourselves on them to ensure staff and students are the best version of themselves.



What would we see at Oasis Academy Immingham:

At Oasis Academy Immingham, you will see a positive school culture, where high standards are the norm and mutual respect between teachers and students is evident. There is a strong sense of community and school pride, where students really want to succeed. You will see engaging and challenging lessons that cater to different styles and abilities. High expectations and high standards ensure academic progress and behaviour is outstanding.



What would we hear at Oasis Academy Immingham:

Within Oasis Academy Immingham, you will hear engaging classroom discussions, where there is active participation and thoughtful dialogue between students and teachers. Students ask questions and share ideas, with teachers explaining concepts and providing key feedback. We will hear staff giving clear instructions with overcommunication so that students fully understand what is being asked of them. Staff and students offer encouragement with constant praise, rewards, and celebration of student achievements and progress.

What would we feel at Oasis Academy Immingham:

In Oasis Academy Immingham, You will feel a sense of warmth and friendliness as you are greeted by staff and students. A feeling of being safe and well-protected within the school premises. A strong sense of belonging and being part of a close-knit community. We see a range of positive emotions that contribute to a productive learning environment. A sense of overall well-being and happiness with constant support for all staff and students. A calm and orderly environment that is conducive to focused learning.

Our community:

Oasis Academy Immingham sits at the heart of a proud and close-knit community on the North-East Lincolnshire coast. Immingham has a rich heritage and a strong sense of belonging, and our academy reflects those same values — care, ambition, and togetherness.

Like many coastal communities, our town faces some economic challenges, but we see this as an opportunity to make a real difference. We are passionate about raising aspirations, broadening horizons, and ensuring that every young person has the confidence and skills to succeed in life.

With **47% of our students eligible for Pupil Premium** and **15% supported through our SEND provision**, we are proud of our inclusive culture and unwavering commitment to meeting the needs of every learner. Our dedicated staff work in partnership with families to ensure that every child feels valued, supported, and inspired to reach their full potential.

At Oasis Academy Immingham, we believe in transforming lives — one student, one family, and one community at a time.

Our journey:

Oasis Academy Immingham was judged as Good in the 2021 Ofsted judgment. The current principal joined the academy in 2017. The foci were to ensure that the curriculum model was fit for purpose, the academy was financially sustainable and the development of levels of leadership and the recruitment of high-quality teaching staff and middle leaders. The academy leadership team has undergone changes over the last few years, with new appointments, with the introduction of a deputy in 2021 and new appointments for the Behaviour lead and SEND lead in 2023/24.

Our Aspirations:

Oasis Academy Immingham has extremely high standards and expectations, aiming to provide a high-quality education while being supportive and encompassing an inclusive environment. Strong relationships with parents/carers will be evident, encouraging active participation in the school community. Engaging and challenging lessons that cater to different styles and abilities. Strong leadership and effective management throughout, with a clear vision laid out and communicated to all stakeholders. High standards of behaviour and mutual respect among both students and staff.

Each academy has its own identity and purpose and serves the local community by working with it to transform learning aspirations and opportunities. At Immingham, we translate the Oasis Ethos locally through our own 'Immingham Way', which is underpinned by the 9 habits and Reach Values are designed to develop character and competence. It is 'the way we do things here', that ensures all members of our community know what is expected of them and how to stay in a productive community with each other. It is essential that we make it clear 'what great looks like' and practice how to demonstrate this to promote inclusion and belonging for all members of our community.

‘The Immingham Way’		
<i>Ready</i>	<i>Respect</i>	<i>Safe</i>
Enthusiasm	Humble	Patient
Compassionate	Respectful	Self-controlled
Achievement	Considerate	Forgiving



The Immingham Academy Way: **The What**



A narrative of belonging and identity

- **A clear articulation of who we are** and who we are becoming as an academy
- **A vision of our community at its best** – somewhere we can all belong



Clarity of communication

- **Absolute clarity about 'what great looks like'** and how this is communicated to all members of our academy community



Visibility and consistency

- **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'



The Immingham Academy Way: **The Why**



For each other

- **A united vision** of what we want to achieve for the academy is integral to hold us **together as a team**
- We strive to **collaborate to enact that vision** and hold one another to account



For our children

- **Clarity and consistency** of approach at our academy will enable our children to feel safe and included
- Our **intentional habits and routines** will reflect our relational values



For our community

- Our children can only thrive if they are in a **cohesive, connected community**
- Our families need our support and guidance to enable safety for all

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

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

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

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

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



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

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


What great looks like

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




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

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


What great looks like in the classroom



The Immingham Academy Way:




WHAT DOES GREAT LOOK LIKE AT THE ACADEMY?		
	PUPIL FOCUS	STAFF FOCUS
CLASSROOM	<div style="display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">  <div style="margin-left: 5px;">Entry and Exit routines</div> </div> <ul style="list-style-type: none"> Ready: Be <u>on time</u>, line up if teacher not present, uniform correct, we take <u>care</u> to lay out all equipment at the start and tidy away our workspace at the end. Start do now task. Respect: We <u>respect</u> others' <u>right to learn</u> by entering and exiting lessons <u>calmly</u>, sitting in the correct seat. Safe: Walk in and out of lesson calmly and orderly, avoid pushing and shoving. 	<ul style="list-style-type: none"> Ready: <u>Meet</u> and <u>Greet</u> at the door, staff to control flow, <u>Do now task</u> ready & completed in silence, Books/resources ready, Seating plan, <u>3,2,1</u> to settle class, Exit row by row - teacher at the door. Respect: <u>Greet</u> all students <u>warmly</u> – Calm fresh start every lesson. Respect all student's needs. Safe: <u>High expectations</u>, safe and calm environment.
	<div style="display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">  <div style="margin-left: 5px;">Active Listening routines</div> </div> <ul style="list-style-type: none"> Ready: 3, 2, 1 countdown, silence at 1, we <u>sit up, lean forward</u> to show our engagement, all equipment down, track the speaker (SLANT) Respect: We <u>track</u> and respect the <u>one voice</u> that is speaking, no shouting out, don't interrupt. Safe: We <u>listen carefully</u> so we can learn to the best of our ability, contributions/errors not ridiculed or laughed at. 	<ul style="list-style-type: none"> Ready: 3, 2, 1 countdown - Don't rush, instructions when silent, remind students of expectations, Planned questions. Respect: We <u>check for understanding</u> and provide <u>wait time</u>, Don't talk over students, wait for silence, ensure everyone is listening and tracking the speaker. Safe: Create a '<u>safe space</u>' where all opinions matter and <u>errors/mistakes</u> are ok, specific <u>learning instructions</u> provided.
	<div style="display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">  <div style="margin-left: 5px;">'You do' learning routines</div> </div> <ul style="list-style-type: none"> Ready: we <u>always do our best</u>, even when tasks are challenging, we are <u>ready</u> to attempt each activity. Respect: we <u>remain silent</u> if told to do so during independent practice to support our peers Safe: we begin independent tasks <u>immediately</u> and <u>keep focused</u> in a safe and orderly fashion. 	<ul style="list-style-type: none"> Ready: we <u>carefully plan</u> independent tasks so that <u>success criteria</u> are <u>clear</u> and <u>scaffolds</u> are accessible Respect: We <u>circulate intentionally</u> to <u>check for understanding</u> and provide <u>targeted feedback to students</u>. Safe: We maintain <u>high expectations</u> and hold the line for <u>silent and safe</u> independent practice.

What great looks like in the corridor:




The Immingham Academy Way:

WHAT DOES GREAT LOOK LIKE AT THE ACADEMY?




	PUPIL FOCUS	STAFF FOCUS	
CORRIDOR	 Safe transition	<ul style="list-style-type: none"> Ready: We <u>wear</u> our uniform <u>correctly</u> with pride and ensure we get to lessons <u>on time</u> with all our <u>equipment</u>. Respect: We always show <u>self-control</u> moving quickly and directly from one lesson to the next, so we are <u>on time</u>. Safe: We respect everyone's right to feel safe by walking <u>calmly</u>, <u>keeping left</u>, and walking directly to the lesson, ensuring noise is kept to a minimum. 	<ul style="list-style-type: none"> Ready: We <u>stop</u> students and encourage the correction of uniform. Respect: We <u>encourage</u> students to walk on the left, challenge students, and remind them of routines and how to conduct themselves when walking around the academy. Safe: We <u>support</u> the <u>safe transition</u> of students around the academy on corridors and all outdoor spaces.
	 Inclusive outdoor spaces	<ul style="list-style-type: none"> Ready: We <u>respect</u> the outdoor space and facilities so that they are <u>ready</u> and in good condition for everyone to use. Respect: We <u>respect</u> each other's personal space by keeping our <u>hands</u>, <u>feet</u>, and <u>opinions</u> to ourselves. Safe: We are <u>determined</u> to look after our outdoor spaces by not dropping litter, throwing water or any other objects. 	<ul style="list-style-type: none"> Ready: We <u>arrive promptly</u> to duty and are always <u>visible</u> to our students. Respect: We <u>model</u> excellent behaviour in our outdoor spaces, ensuring students are respectful. Safe: We <u>warmly engage</u> with students in our duty area, ensuring there is a <u>calm</u> and <u>safe</u> environment.
	 Agora/Canteen routines	<ul style="list-style-type: none"> Ready: When the bell <u>sounds</u> we need to make sure we <u>correct all uniforms</u>, put all litter in the bin, and make our way to the lesson, so we are <u>on time</u> and <u>ready to learn</u>. Respect: We sit down to eat and keep our <u>environment clean</u> by using the bins provided. Safe: We are <u>patient</u>, and <u>calm</u>, with no pushing or shouting whilst queuing and share any concerns with duty staff. 	<ul style="list-style-type: none"> Ready: We <u>proactively</u> model <u>positive interactions</u> and behaviours and maintain <u>high expectations</u> for all. Respect: We acknowledge and <u>reward positive behaviours</u> within the agora and canteen during social time, ensuring students are sitting down, using bins. Safe: We proactively model <u>positive interactions</u> and behaviours and <u>maintain high expectations</u> for all.

What great looks like in how we communicate



The Immingham Academy Way:

WHAT DOES GREAT LOOK LIKE AT THE ACADEMY?













	PUPIL FOCUS	STAFF FOCUS	
COMMUNICATION	 Engaged learners	<ul style="list-style-type: none"> Ready: We are ready to <u>learn</u>, be <u>attentive</u> in class, which will help retain the necessary information required. Respect: We <u>respect</u> everyone's right to learn, so we will not disrupt the learning taking place in the classroom. Safe: Ensure we are <u>fully engaged</u> in the lesson and working in a safe and mature manner so that maximum progress can be made. 	<ul style="list-style-type: none"> Ready: We thoroughly plan, motivate, and enthuse students to do their very best, while understanding all <u>students</u> needs. Respect: We <u>encourage</u> students to do their very best, helping motivate students and instilling a strong work ethic, asking a wide range of questions aimed at all students. Safe: We ensure we have a suitable <u>safe learning environment</u>, setting boundaries.
	 A caring community	<ul style="list-style-type: none"> Ready: We <u>respect</u> the outdoor space and facilities so that they are <u>ready</u> and in good condition for everyone to use. Respect: We <u>respect</u> each other's personal space by keeping our <u>hands</u>, <u>feet</u>, and <u>opinions</u> to ourselves. Safe: We are <u>determined</u> to look after our outdoor spaces by not dropping litter, throwing water or any other objects. 	<ul style="list-style-type: none"> Ready: We <u>lead</u> by example ensuring we are always professional, setting the right example for our students. Respect: We <u>encourage</u> students to observe and imitate the positive kind behaviours we set and <u>instill</u> in our students. Safe: We have a strong emphasis on <u>gratitude</u>, <u>rewards</u>, praise, challenging students if they get it wrong, and ensuring they understand why.
	 Repairing conflict	<ul style="list-style-type: none"> Ready: We are ready to recognise each other's <u>opinions</u> and <u>frustrations</u> and be able to explore the harm caused. Respect: We <u>respect</u> each other to be able to listen without criticism and participate in restorative chat to resolve the conflict maturely. Safe: We Think about the incident <u>calmly</u> and <u>logically</u> before reacting unsafely. 	<ul style="list-style-type: none"> Ready: We are <u>ready</u> to help the students recognise the effect of their actions by ensuring a <u>restorative chat</u> takes place. Respect: We <u>believe</u> the students want to do better and can do better with key <u>communication</u>, <u>reflection</u>, and <u>practice</u>. Safe: We deal with each incident calmly. We gather all information before reacting, with a <u>logical consequence</u> put in place that relates to the behaviour and repairing the 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	 Newsletters	 Workshops	 Open days	 Leadership Q&As

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

Immingham Academy Way Communication plan

Stakeholder	Actions	Led by
All staff	Whole school CPD will take place, first revisiting on what Great looks like in the classroom, corridor, and communication. Staff briefing, staff meetings, staff induction, online training, email and Teams communication.	ALT/HOY/CL
Senior leaders	ALT meetings will be focused on the Immingham way, going through each Lever before staff CPD. Senior team meetings, online training, and coaching. Focus on Lever 1, 2 and 3.	ALT
Middle leaders	Middle leadership meetings will be used to cover aspects of the Immingham Way and its role in the rollout. ALT to cover the use of data, restorative practice, etc. Middle leader meetings, weekly briefings, and Quality assurance feedback.	ALT/HOY/CL
Pastoral team	Individual CPD for pastoral staff, going through each lever. Summer term meeting with PYM to cover new systems for statements and reintegration forms, changes to On tour, Pastoral time, etc.	ALT/HOY
Tutors	HOY and PYM to go through expectations of tutors and what a tutor's role is in the new Immingham way rollout, covering restorative feedback.	HOY/PYM
Children	Assemblies in the summer term and in Term 1 at the start of the year, to remind students of the expectations. Year group assemblies each HT, assemblies in the first week back, layout expectations, changes, etc.	ALT/HOY
Families	Letters to go out to parents informing them of the new updates to behaviour, pastoral and SEND. Social media posts as well as MCAS notifications regarding changes. Oasis Academy Immingham newsletters, Email communication.	ALT/HOY/PYM/CL

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 practices to increasingly offer a more relational approach to celebrating success. Pupil, parent and staff voice are 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.

Immingham Academy Way Rewards offer

Reward	Rationale
FAB 4 Reward	<i>4 students are awarded 5 reward points every lesson, these points are then recorded on BROMCOM and added to their total of points. At the end of the lesson, the teacher explains to the class why these students have been rewarded with this achievement.</i>
1:1 precise praise	<i>Wherever possible we prioritise giving children specific and meaningful praise 1:1 so we can reflect together on how they accomplished the achievement and the pride we all feel about the effort they put in.</i>
Class praise	<i>Giving whole class meaningful praise, due to what they have accomplished, the effort put in and meeting all expectations as a group.</i>
Whole class movie period	<i>Students will be awarded a movie period/s due to the amount of reward points collected and no negative points. This will also be award for community activities where the students has gone above and beyond to help someone else.</i>
Reward Shop – Points used	Our Reward shop is extremely successful, and students can buy a variety of confectionery, Footballs, games, lunch passes, etc. Students use reward points gathered in lessons and around the academy to use in the

	reward shop. All students can use the pints collected as these are not connected to negative points awarded.
Games Room	The games room is a room stocked with games consoles, VR headsets, Table football, Darts, boardgames, TV, etc. Students are selected to visit the games room depending on the number of reward points collected as well as attendance levels.
Pizza Making	Students are awarded with a pizza-making period, where they can prepare and cook their pizzas, then sit down and eat their creations.
Subject Postcard	Students are awarded a subject postcard that is sent home or given to the students for their fantastic achievements or efforts within that subject.
Principals Postcard	Nominations are given to the principal and the student is awarded a principal's postcard for their achievements or efforts.
Reward Trips	Students with multiple rewards and minimal negatives are selected to go on the end-of-year trip.
Raffel	Students can buy raffle tickets in the reward shop using their positive points, they are then put into a draw to win a host of prizes.
Positive Phone call home	Phone called home to parents to explain the positive impact their child has had in the academy.
Reward Points	Reward points are issued to students for good work, we have a system of R2-2 points, R3-3 points, R4-4Points, R5-given by the principal. Fab 4-5 points, as explained above.
Reward Assemblies (Half Termly)	Students are nominated for different awards by their subject teachers and form teachers and certificates are awarded to these students. Students also receive certificates for reward points for that term.
Celebration Newsletters (Termly)	Every half term we celebrate those students who have achieved subject, community, and effort rewards showcasing 'The Immingham Way'

Oasis Academy Immingham Rewards Flow Chart



Lever 2: How we regulate and respond

Emotionally aware environments: Our universal regulation offer at wave 1

“It is important not to underestimate the value for students of being exposed to adults – their teachers and other staff members – who model appropriate relationships and who treat them with respect and kindness. [...] When teachers are empowered to respond actively to the impact of trauma on learning and to design their classrooms with attention to wellbeing principles, the benefits for students are long-lasting and far-reaching.”

- Tom Brunzell and Jacolyn Norrish, *Creating Trauma-Informed, Strengths-Based Classrooms* (2021)

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

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

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

Universal regulation strategy	Rationale
Regulation areas	<i>If a student is dysregulated, we have regulation areas where children can access (with the support and guidance of staff) when they are dysregulated. We use a range of areas such as our recharge room, NEST unit as well as time with senior leaders, pastoral and On tour staff.</i>
Recharge Room	Students can use the recharge room, students will be given a Recharge card so that if a student is dysregulated then they can have a step out of the lesson and go to the recharge room to get the support they need. This area is run by the teaching assistants.
PYM/On Tour intervention	PYM may be called to intervene with a student to go through a range of bottom-up and Top-down strategies to support the student to try and remain calm. This will be a short intervention strategy and will run similar to the recharge room, this will be only available to certain students, who need this type of intervention.

NEST - Unit	Students who are reintegrating back into lessons can have a unit pass can use the unit as a regulation zone.
Key adult support	Throughout the academy, staff display individual posters including 'Who's who?' and careers posters. This is important to build relationships with students on individual levels and foster a sense of relatedness within the learning environment. Our highest needs students, both within SEND and Safeguarding, have allocated key adult support for additional support and/or mentoring.

Responsive regulation: Wave 2 relational de-escalation strategies

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

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

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

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

Bottom-up regulation strategies:				
Drinking cold water	Running in a contained space	Using square breathing or other breathing techniques	Sitting in a spinning chair	Going for a brisk walk alongside an adult
Listening to music	Drumming and body percussion	People Watching out of the window	Playing with a fidget toy	Using playdoh or therapy putty
Sitting on a bean bag	Humming	Completing a sensory circuit	Sitting in the recharge room	Yoga poses
Top-down regulation strategies:				

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

Managing crisis: Wave 3 responsive co-regulation planning

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

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

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

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

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

Knowing the Child:

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

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

Anger Map	<i>This strategy is similar to the emotions wheel but gets students to identify when they show this anger and what seem to trigger it and if prevention can be put in place.</i>
Student Surveys	<i>Student surveys are regularly conducted to collate student views within the academy to help with planning. Topics for these may include, student rewards, student behaviour, support within the academy or general feedback. Student voice collated from these are used to inform action plans, such as changing the dinner queue, and have designated key stage toilets.</i>
Wishes and Feelings	<i>This strategy is very good to get to know the child as it identifies what the child really wants and how they are feeling.</i>

Responding to the Child:

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

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

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

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

Positive handling

At Oasis Academy Immingham, 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 Immingham staff are trained to use reasonable force through Dynamis training. Other Key Staff also have enhanced training through other external agencies.

Recording: We always ensure that any use of reasonable force is recorded on a restraint form and uploaded onto CPOMs.

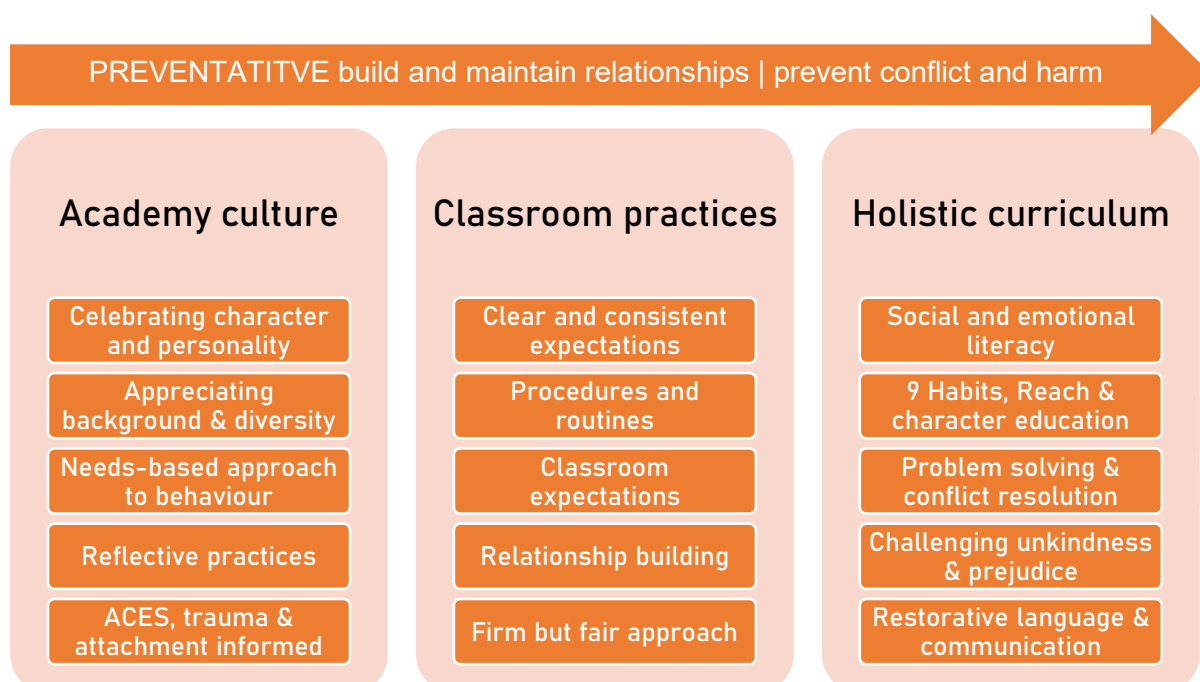
Communication: We communicate with the family by phone as well as email. Depending on the incident we will also communicate face to face.

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.

Lever 3: How we repair harm

Building a restorative culture: Teaching restorative values and skills

At Oasis Academy Immingham 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.



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

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

Holistic curriculum	What we teach
Social and emotional literacy	<i>We teach social and emotional literacy in a variety of ways first we ensure that the classroom atmosphere has a feeling of safety where students feel respected and included and that we use positive reinforcement and establish clear consistent expectations. All teachers model social and emotional skills in their interactions with students and colleagues. We also teach Social and emotional literacy within assemblies, external visitors and agencies like Compass go and the Resilience Project where emotional resilience and positive relationships are key topics not just for assemblies but also through workshops.</i>
9 Habits and character education	<i>We teach children about the 9 Habits and Character by linking them to topics within assemblies. Each topic is linked to one of the 9 habits. Students are reminded of these 9 habits, and assemblies on specific areas of the 9 habits are scheduled into the assembly calendar.</i>
Problem solving & conflict resolution	<i>Teaching problem-solving and conflict-resolution skills is crucial for students' social and emotional development. The reason we teach this is so that students can handle challenges constructively and maintain positive relationships. Students take part in many practical activities across the academy and we encourage group tasks such as brainstorming and collaborating to find creative solutions to real-life problems. Restorative techniques are used within lessons to reflect on what they have done and what they would do differently next time. Students are taught to not fear making mistakes and see them as opportunities to improve.</i> <i>As an academy, we teach active listening skills to try and emphasize the importance of understanding others' perspectives and validating their feelings during conflict resolution.</i>
Challenging unkindness & prejudice	<i>We teach children to challenge unkindness and prejudice and feel it is crucial to ensure we have a respectful and inclusive school. Within our PSHE sessions in tutor time and on our drop-down days students are shown real-life examples and scenarios that depict unkind and prejudice behaviours. Students then discuss these scenarios with both the teacher and other students so that it helps them recognise behaviours in their own lives. We also teach students about the power of words and actions and how they can hurt others, we use videos and stories to show the effect of unkindness and prejudice.</i>
Restorative language & communication	<i>We teach restorative language and communication within Immingham as we feel it is essential for fostering a positive and inclusive school environment. Respecting each other is one of our most important values, it is in our REACH values, 9 habits as well as in our own three keywords, Ready, Respect, and Safe. Every expectation assembly starts with the work respect and how important it is. Also teaching students about empathy, accountability, and being able to work together positively to find solutions and repair harm. One of the best ways to teach restorative language is to try and incorporate it into lessons and our curriculum. We use a range of active listening exercises such as pair share, and listening/group tasks where students take time speaking and listening to each other.</i>
REACH Values	<i>We teach children about the REACH values within assemblies. Rewards are also linked to these REACH values. Classroom rewards as well as subject and pastoral rewards link to these key words so when students are awarded this they are told why they have received this using key terminology.</i>

Managing low level disruption: Least to most inclusive responses

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

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

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

At Oasis Academy Immingham, we seek to ensure that every interaction between adults and children in the classroom is relational and restorative in nature. Our approach to managing low level disruption is built on the approach of behaviour development, rather than behaviour management. We know that all pupils will occasionally make mistakes, and we use least to most intrusive strategies to provide ample opportunities for pupils to learn from their errors and correct their behaviours, before moving towards issuing consequences. This ensures that we can maintain high expectations and consistency in classrooms without an overly punitive response.

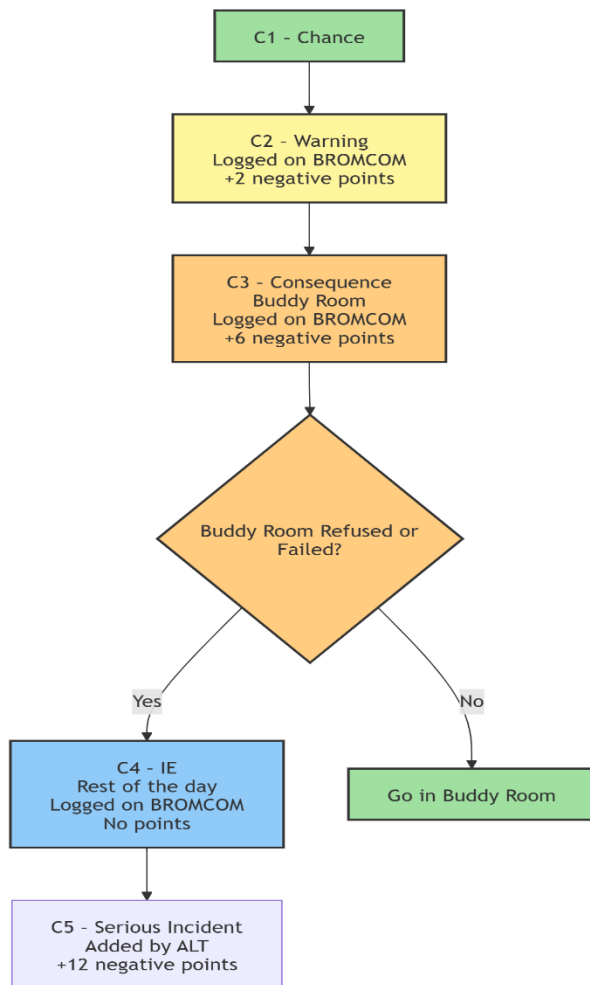
Our in-class behaviour systems ensure that we maintain high support alongside high challenge for pupils, using positive approaches to build a restorative classroom culture where relationships are sustained, learning is preserved and misbehaviour is kept to a minimum:

In-class systems	What we do	Why we do it (how it builds a restorative culture)
Academy Way expectations	Our classroom practices are underpinned and sustained by our explicit definition, communication and rehearsal of expectations. <i>See lever 1: Setting and sustaining boundaries for details</i>	
Core routines	Teachers follow a simple behaviour pathway in their classroom if a student slows the learning of others or infringe on the teacher’s ability to teach then a student will be given a consequence reminder C1 , then students will be given a C2 warning, with a restorative chat(script), C3 Buddy room Students have the choice to make the correct decision to stop it escalating.	Every child has a right to a disruptive free education. At each stage, students are given the opportunity to modify their behaviour before they are ultimately sent to a buddy room or reset.
Class charters / agreements	Staff award positive points during lessons for those students who are following the Immingham way, these are recorded on BROMCOM. We also have a FAB4 award for the best 4 students in each lesson, this	Positive points provide intrinsic motivation by recognising and rewarding efforts and achievement.
Recognition boards	Rewards are written on the board so students can see the positive behaviours	Positive culture and rewards and students feel that they are being recognised for their excellent work.

	and who has been rewarded. Staff also write this in books.	
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Our least to most intrusive strategies are captured in the table below:

Level of response	Strategy	Description
Positive framing	Positive prompt	Impersonal verbal and/or visual cues to ask for the behaviour you want to see, referring explicitly to the Academy Way expectations.
Reminder (C1)	Affect(<i>ive statement</i>) and redirect	A reminder of expectations delivered privately wherever possible. Repeat reminder if necessary. Deescalate and decelerate where reasonable and possible and aim to keep things at this stage. First consequence given.
Warning (C2)	Restorative statement - 30-second script Reminder	A scripted verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and restating your positive, high expectations for their behaviour. The script allows the pupil to reset their behaviour and receive positive feedback from you. Students are given time to put things right and change their behaviour. A move of seat will also be used to help improve the behaviour.
Action C3	Restorative chat and logical consequence	<p>Buddy Room (C3): On Tour collects the student and the teacher has a quick word with the On-Tour staff member so that they can have a restorative chat with the student and decide if they move to a buddy room or go back in the lesson. Also, the On-tour staff watches the class while the teacher speaks to the student.</p> <p>Restorative Chat is conducted at the end of the lesson or at the next break.</p> <p>IE: If the pupil's behaviours are unsafe or the pupil is not in the right frame of mind for a time out, they can instead be referred to another internal space. A Restorative Chat is conducted at the next break or during an after-school detention.</p>



Reminder: In lessons where a student is not behaving in a way that meets our expectations, the teacher will issue a chance issued with a Reminder, the first consequence issued as a direct result of a negative behaviour. This is a chance for the student to modify or change the way that they are behaving. Teacher gives student rule reminder/Verbal Communication explaining what will happen if they continue not meeting expectations.

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

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

Action: If the student does not modify their behaviour, the teacher will issue an action, issue an Action, the third consequence. This will mean that the student will now be issued

with a subject restorative. The action must be delivered using the behaviour correction script. **This means that the student is removed from learning, and put into a buddy room, a restorative chat with OnTour staff will happen and then placed back in a buddy room.** As soon as possible, the teacher must fill in a log on BROMCOM.

On-Tour / Buddy Room: If the student does not modify their behaviour, the teacher will request an on-tour via Teams. The student must be directed to wait in their seat until on-tour arrives and be informed by the subject teacher that they are now due to attend a Reflection. The on-Tour member of staff enters the classroom and quietly directs the student out of the classroom (the behaviour is discussed outside of the classroom). The on-tour member of staff will explain to the pupil that *'you are now being removed to a buddy room. This has escalated to a C3 -* When the on-tour arrives, the student must bring their possessions. The student then needs to be escorted to the seat of the buddy classroom. If a student is removed from the lesson on a C3 but is unable to be regulated, then the on-tour member of staff will make that decision to put the student in IE or a different space to calm down and regulate and have a further restorative chat. After being removed from the lesson on a C3 the on-tour staff will make a professional assessment after a restorative chat as to whether that student has managed to regulate themselves to go into a buddy room.

If a student fails a Buddy room then they will be issued a C4 failed buddy and spend the rest of the day in the IE room.

Issuing a C3 consequence – No student should leave the classroom; they should wait to be collected by on-tour, students who leave the room and walk away from the lesson will be issued a C3 for truancy and a restorative conversation will happen. At the end of each period the students who have attended a buddy room will go to their normal lesson the following period if they have now become regulated, pastoral and teaching staff will use their professional assessment to make this judgment.

Type of Restorative:	Further action:
Restorative chat	Subject Teacher and On-call staff to remind pupils to attend a restorative chat with the teacher either during break, lunch, or afterschool.
Afterschool Reflection (20 minutes)	Students who have gained a C3 or three C2's will gain a 20-minute after-school reflection. Automated message sent home to parents/carers once logged in Bromcom.
Lunch Reflection (30 minutes)	Missed 20-minute reflection – message goes home informing parents, escalated to 30-minute lunch reflection. Automated message sent home to parents/carers once logged in Bromcom explaining that the consequence has been escalated.
Escalated ALT reflection afterschool (60 Minutes)	Missed Escalated lunch reflection – message goes home informing parents escalated to ALT 60 mins. These detentions are held on Monday and Thursday.

Consequences are applied within a restorative framework rather than as punishments. Throughout the process, staff engage students in restorative conversations to help them reflect on their behaviour, understand its impact, and make positive choices moving forward.

Positive framing: Positive prompts

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

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

How to do it:

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

Reminder: Affect and Redirect

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

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

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

They are constructed to:

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

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

How to do it:

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

The Script:

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

Warning: The 30-Second Script

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

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

It also provides the pupil with:

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

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

How to do it:

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

The script:

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

Action: The Restorative Chat

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

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

When to do it:

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

How to do it:

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

The script:

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

Consequences linked to harm: Restorative escalation procedures

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

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

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

Logical consequences and symbolic sanctions:

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

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

Out-of-class behaviour systems

With this in mind, we design our academy behaviour systems to ensure that restorative approaches are used wherever possible to support pupils to repair the harms they have caused and learn from their mistakes:

Behaviour system	What we do	Why we do it (restorative aspects)
On Tour (Call)	On-tour will be called if a student needs to be removed from the lesson, but also can be to deal with a dysregulated student. The On-Tour staff member will talk to the student and use a range of strategies to deal with and regulate the student and if they feel that the student is now ready to go back into the classroom then they will be delivered back to complete the lesson.	The On-Tour staff member will talk and complete some restorative chat with the student. It may need first to include some bottom-up strategies first to regulate the student before restorative chat can commence.

Lesson removals	Students will be collected by On-Tour staff and as mentioned above restorative chat will happen with this On-Tour member of staff if time permits. Once students have been collected, they will be taken to a Buddy room, where they will spend the rest of that lesson, the student will also be given a 20min reflection.	Once students are collected they will have a brief restorative chat to the On-Tour staff they then will be taken to a buddy room.
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We also use the following logical consequences and/or symbolic sanctions to uphold expectations and support pupils and staff to maintain high standards of behaviour:

Logical consequence / Symbolic sanction	When we use it	How we use it	Why we use it (restorative aspects)
Detention / Reflections	Students are awarded a detention if they receive a C3 or if they receive three C2s. C3s and C2s can also be issued for other incidents within the academy, for mobile phone use, late to lessons, defiance, disruption, verbal abuse, etc. We have three detentions, 20min, 30min, 60min. Which escalates each time if a student fails this, it will then result in IE.	<p>The C2 or C3 consequence is issued to the student and recorded on Bromcom. Once added to Broomcom the detention notification is automatically sent home outlining the reason why they have been issued this consequence and the time and date of this.</p> <p>If a student does not attend or fails this detention then the staff member taking the register will escalate this.</p> <p>If students are issued a detention then they automatically get a 20min after school, which is done on a rota system. Lunch detention makes up the students who have missed and failed the 20-minute after-school detention. Then the ALT 60min detention is made up of the students who do not attend the lunch detention, so there is a clear escalation policy.</p>	We use detentions first as a form of consequence but also to take the time to speak to the students about their actions, this time can allow for these conversations as staff will come to speak to students regularly.
Internal Exclusion / Reflection (C5)	IE is issued to students when they fail the ALT 60-minute detention. IE can also be awarded if students are in a serious breach of academy rules. If a student has had 3 or more negative behaviour incidents	Students are automatically escalated when the Assistant Principal takes the register if the student has not attended or failed. IE is awarded to a student if they are in a serious breach of academy rules, only ALT can issue IEs to keep it consistent. Again, once added to Bromcom notifications are	We use this consequence to give the students a step out and reflect on what they have done. The reflection booklet will be completed during this time.

	(C2, C3) recorded in the day then this can also result in IE.	<p>automatically sent home, with negative points added to the student's tally.</p> <p>Students attend IE all day, we have separate desks for each student. Period 1 students will complete a reflection booklet. The rest of the time students will use their iPads to complete Oak Academy, Sparx, literacy and numeracy, etc. Students without iPad then they will be given textbooks to complete work. Students will be in IE from 9am to 3pm. Food will be brought up to the students, cold food only, so sandwiches only or own packup.</p>	
C1, C2, C3 Consequences	<p>Students can be issued a C1, C2, C3, consequence for their negative actions. The only C4 action is if they fail the Buddy room, which is only added by staff in the IE room.</p>	<p>Students are issued a consequence due to the negative behaviour, this is then added to Bromcom. C1 consequences are not added to Bromcom this is an initial warning. C2 and C3 are all given as negative points and added to Bromcom. C4 is only added in the IE room and has no negatives points attached to it. It is logged so that data can be tracked and actions put in place.</p>	<p>Students are given a consequence for their actions, students who receive a consequence will be spoken to by staff, this will happen either in reflections, IE, etc.</p>
Buddy Room	<p>Students are removed from lessons on a C3 and are placed into a buddy room.</p>		<p>Students complete work in that room depending on the group used for a buddy. The teacher will also take time out if possible to speak to the student to ask why they have come into their classroom and show their disappointment and strive for improvement.</p>
Suspensions	<p>Students will gain a suspension for a serious breach of academy rules or persistent breach of academy rules, which is sanctioned by the principal. IF students fail IE and continue not to follow academy rules then a suspension will be issued.</p>		<p>The suspension details is communicated with both parents and the student before leaving the academy, statements are taken and a pack of work is given to the student. After every suspension, a reintegration meeting takes place between a member of staff the student, and the parent/carer. In this meeting, a reflection of</p>

		the incident and how we are going to move forward is put in place, actions are created.
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Repairing ruptures: Responsive restorative processes

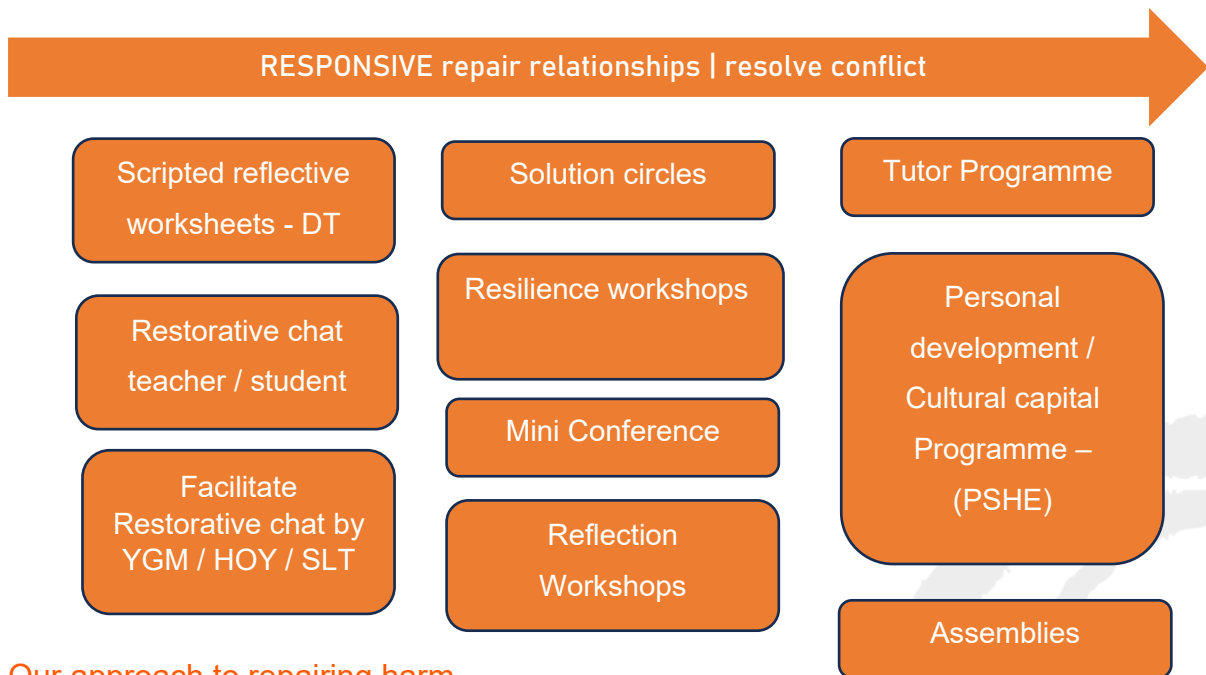
At Oasis Academy Immingham, we recognise that humans are hardwired to connect. When emotional connection is broken, we experience guilt, which has a social regulating function. It is our brain's trigger to repair ruptures in the relationship. Without repair, guilt can become toxic shame, which is turned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

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

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

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

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



Our approach to repairing harm

The below table summarises our restorative approach to repairing harm:

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

Restorative conferences

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

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

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

Circumstance	Who facilitates?	Who is involved?
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<i>When a relationship between a teacher and pupil has broken down.</i>	The teacher will usually facilitate this, and this also maybe the head of the department or pastoral.	The teacher, the pupil will be involved and maybe even parents or carers might get involved depending on the severity of the broken relationship. Pastoral could also get involved.
<i>Following a period of consistently poor classroom behaviour.</i>	The head of the department will get involved with the teacher and facilitate this. Behaviour lead could also facilitate this depending on the situation.	If a student is consistently showing poor classroom behaviour then the teacher as well as the head of department will be involved, and parents will also be contacted. The behaviour lead could also be involved depending on the severity of the behaviour.
<i>When a relationship between pupils has broken down.</i>	This is usually the tutor, PYM or HOY who will facilitate it.	The pupils, tutor or PYM or/and the HOY will be involved.
Bullying cases or harassment	Behaviour lead or HOY/PYM	The pupil, PYM, HOY and the behaviour lead will all be involved at some point. The DSL and parents could also be involved depending on the nature and severity of the incident.
Reintegration after suspension or step-outs.	ALT, PYM or HOY.	This will always include the pupil, parents and either a member of ALT or/and PYM/HOY.
Serious violence/threats or criminal behaviour.	ALT	ALT, PYM and HOY will all be involved with the help of parents/carers. This could also include the DSL and the police depending on the severity of the situation.

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

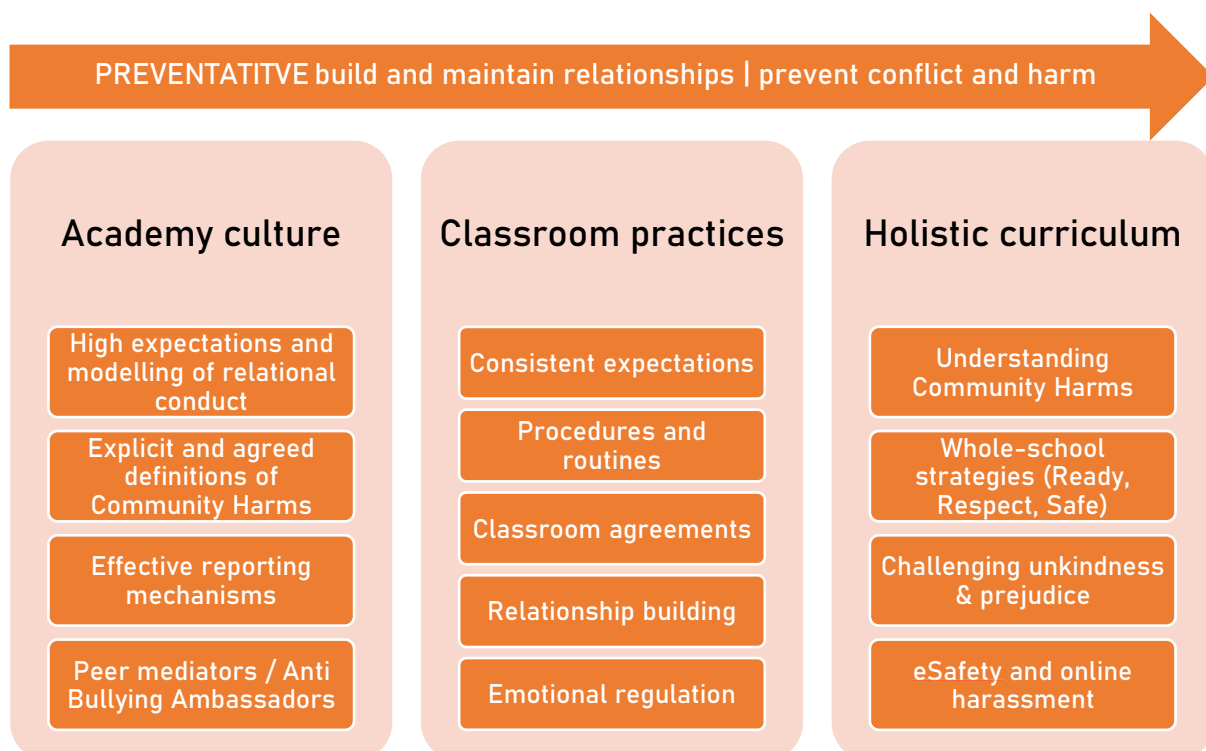
At Oasis Academy Immingham we aspire to create a relational culture in which every pupil has a sense of emotional safety as part of a welcoming and inclusive community where everyone matters and there are no outsiders.

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

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

Preventative practices

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



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

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

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

Academy culture:

Strategy	How we do it
High expectations and modelling of relational conduct	We clearly outline our expectations through the Immingham Way. We regularly communicate these expectations, ensuring they are consistently applied. We recognise and reward positive behaviour. Staff model these behaviours, leading by example and having a consistent approach across the academy.
Effective reporting mechanisms	For each area of the Immingham Way, we have 3 explicit definitions of behaviour culture. We give clear expectations of what we expect from staff and students across the academy, and what excellent behaviour looks like.
Peer mediators / anti-bullying ambassadors	Use of Bromcom and ClassCharts to log and report positive and negative events and outcomes. These are routinely analysed and actioned.
Student council to support student culture	A clear structure for Student Voice, with tutor group representatives meeting each half term. Year 11 prefects are selected to represent the academy. Student council selected each year and meets at least once every half term and feedback to ALT and MLT.

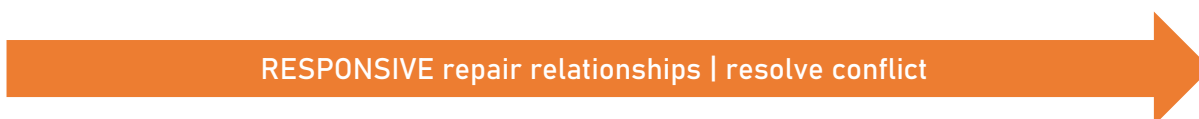
Holistic curriculum:

Strategy	How we do it
Oasis 9 Habits within the curriculum	We embed the Oasis 9 Habits into our curriculum and teach it explicitly through personal development, tutor time, and assemblies.

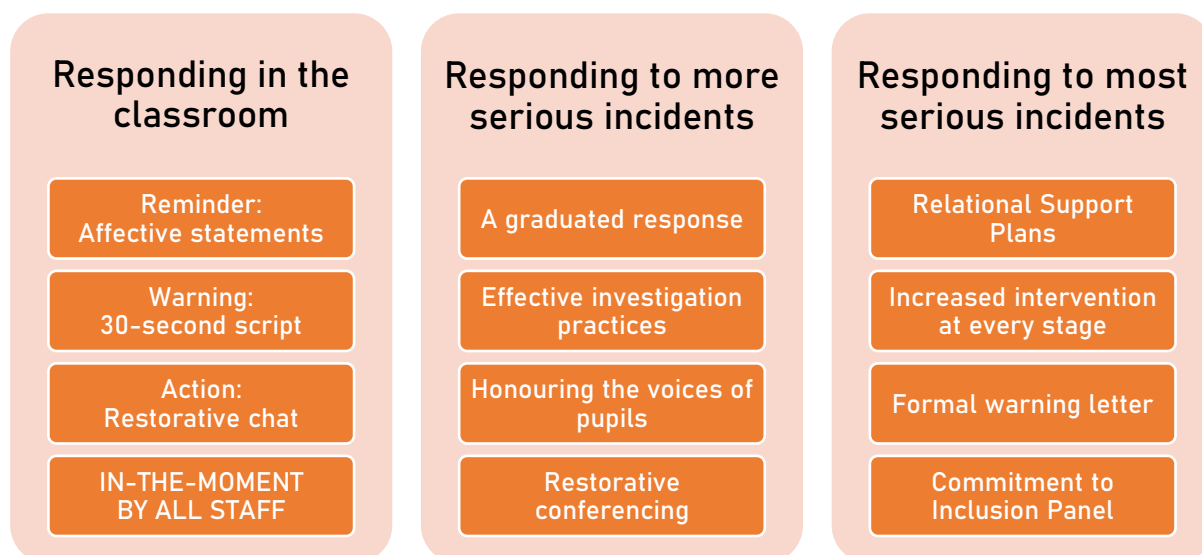
Whole-school strategies	We have a fully inclusive culture within our academy encompassed by the Mayfield Way.
Challenging unkindness and prejudice	Clear Behaviour Policy and a restorative approach towards resolving conflict, unkindness and prejudice.
e-Safety and online harassment	Use Smoothwall to monitor inappropriate use of technology. We have a clear behaviour policy. Use Safer Schools APP. Educate through assemblies, curriculum and personal development.

Responsive processes

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



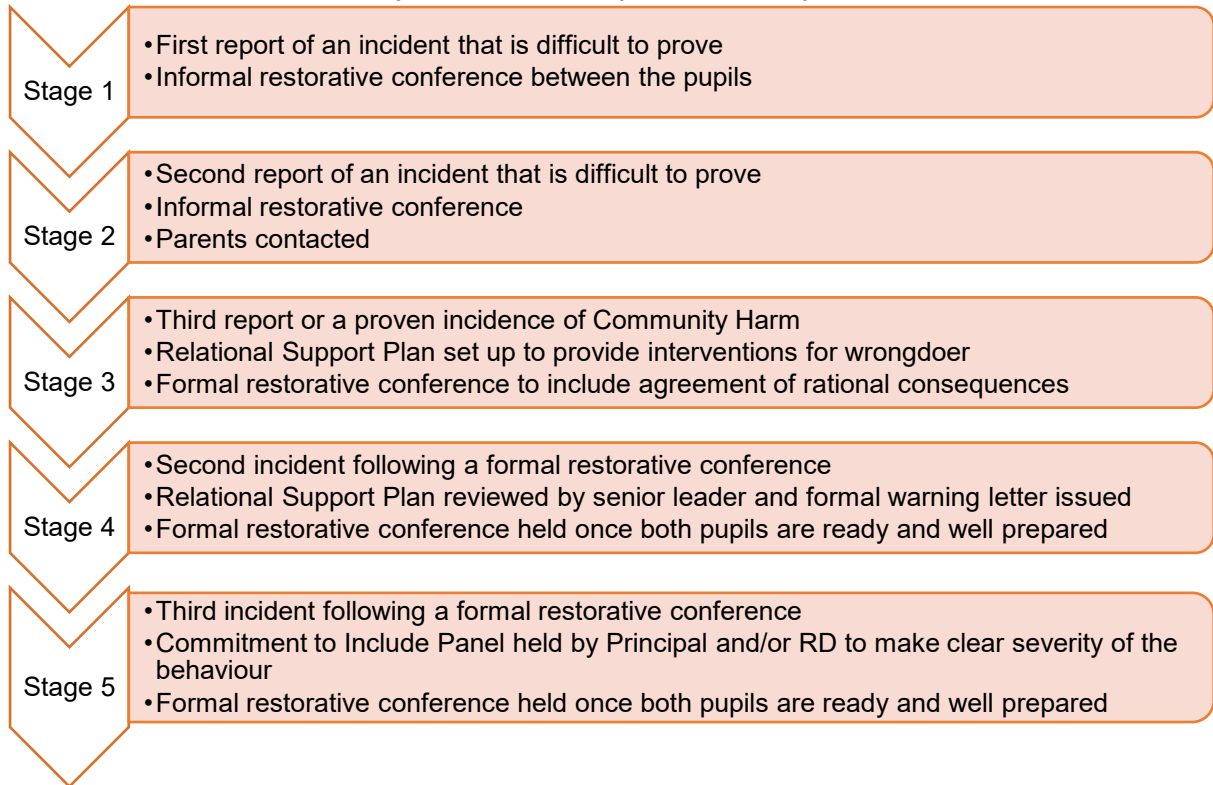
feel supported to resolve the incident and repair the harm caused:



A graduated response

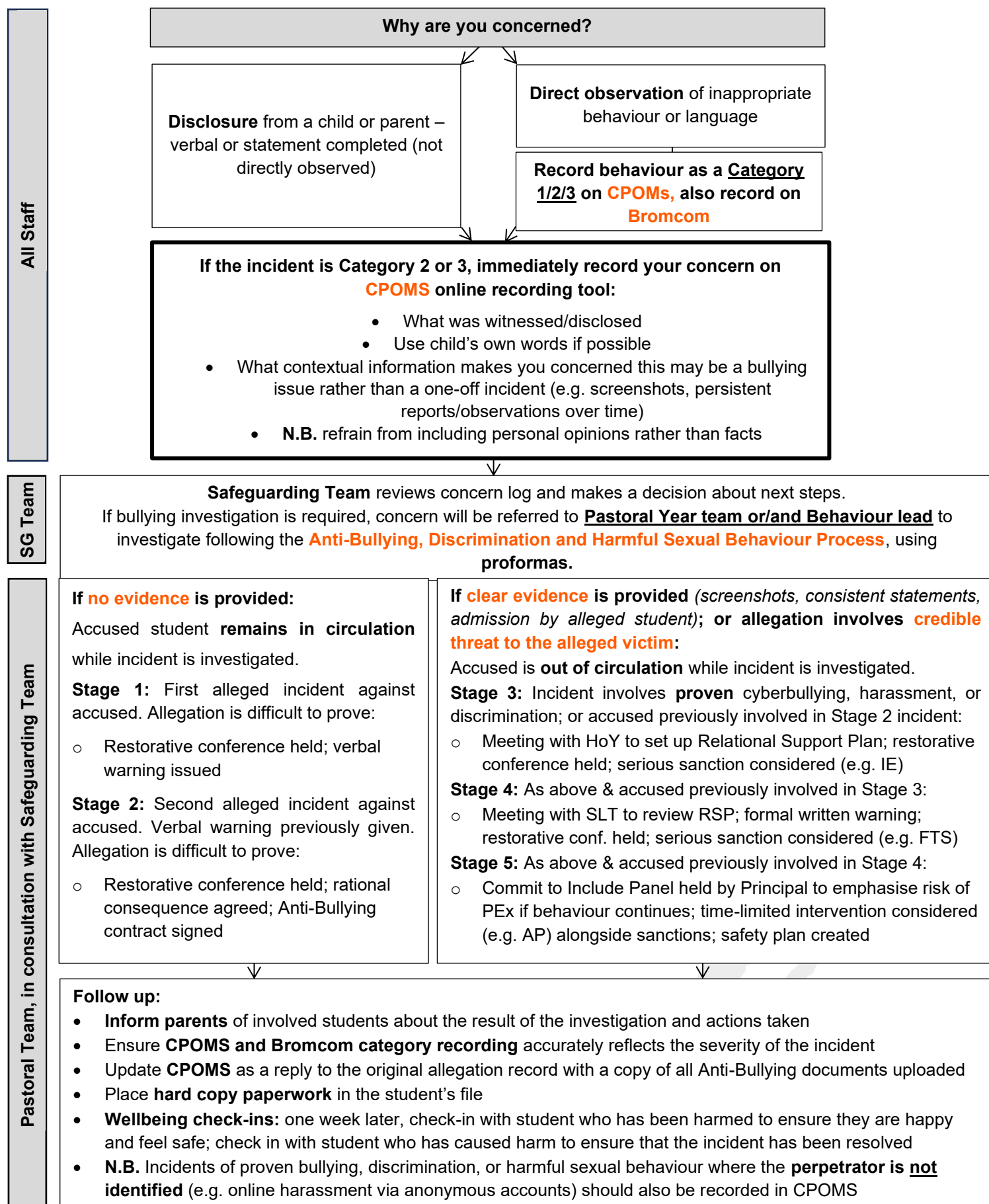
Responding appropriately to community harms, begins with responding in the classroom using our relational classroom scripts. For more serious incidents, we use a 5-stage

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 Immingham



Honouring the voices of pupils and restorative conferencing:

All involved parties are **given a voice** during the investigation of community harms, ensuring that we:

- Provide clear scaffolding to pupils to support them to give an accurate account
- Use the restorative questions to explore below the surface of the incident
- Ensure that pupils with communication or regulation difficulties are supported to say what they mean
- Ensure all accounts are signed and dated for accurate recording

We carefully prepare all involved parties for **restorative conferences**, by taking the following steps:

- Speak to each involved person individually in advance using the restorative preparation questions to ensure they are ready for the conference
- Set up the space with a circle of chairs and refreshments
- Agree clear ground rules to ensure a positive experience for all
- Use the conference script to hear all voices and ensure all participants sign the restorative agreement

More detail on our restorative conference approach can be found in the Lever 3 sections above.

Relational support plans and Commitment to Include Panels

For pupils who persistently participate in behaviours that cause community harms, we use our graduated response, putting relational support plans in place at Stage 3 to appropriately respond and intervene with the pupil and support them to develop the understanding and skills needed to refrain from these unwanted behaviours.

For pupils who continue to participate in these behaviours despite appropriate provisions and interventions as part of a relational support plan, a Commitment to Include Panel at Stage 5 to make clear that these behaviours will not be tolerated at this academy, in order to protect the emotional safety and wellbeing of all members of the community.

For more information on our pastoral graduated response, see Lever 4.

Lever 4: How we work together

Reflection and connection before correction: our approach to reflective practice

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

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

Reflective activity	Why we do it	How we do it
Reflecting on pupil feedback	Foster a positive environment. Pupil-centred approach, where students feel heard.	Analysis completed and shared on the back of pupil voice surveys.
Writing an incident account	To ensure that all relevant details and observations are accurately recorded.	Record on CPOMs
Peer observations	Fosters a collaborative culture within the academy. Sharing of best practices. Professional development.	Staff drop in to other classes, this is often pre-arranged if used for professional development but does not have to be.
Lesson Drop-ins	Fosters a collaborative culture, sharing best practice.	Unannounced regular drop into other classes, support and share good practice, can also be used for professional development. Also used to look at systems and processes.
Record and watch back a lesson	Professional development. To encourage staff to be reflective and subsequently make improvements. Fosters continuous growth.	Using Iris cameras.
Reflective questions in staff briefing	Encourages staff to reflect on their practices, identify areas for improvement and consider new strategies to enhance teaching and learning. Fosters a growth mindset.	Staff are asked a reflective question during staff briefings and meetings.
Adaptive planning sessions	Facilitate collaboration between staff, allowing them to work together to plan lessons, ensuring they are adapted to meet the needs of all learners.	Department time focus, staff work together to in departments and across departments.
Instructional Coaching	Provide on-going professional development to enhance teaching and learning. Staff members will be selected to work with other others.	Coach will observe lesson and feedback fortnightly. This will be specific staff members depending on professional development needed.

Individual and group Supervision	To provide emotional and professional support, helping them navigate challenges and manage stress.	Work with other staff with similar issues, supporting and helping others with adaptive planning sessions.
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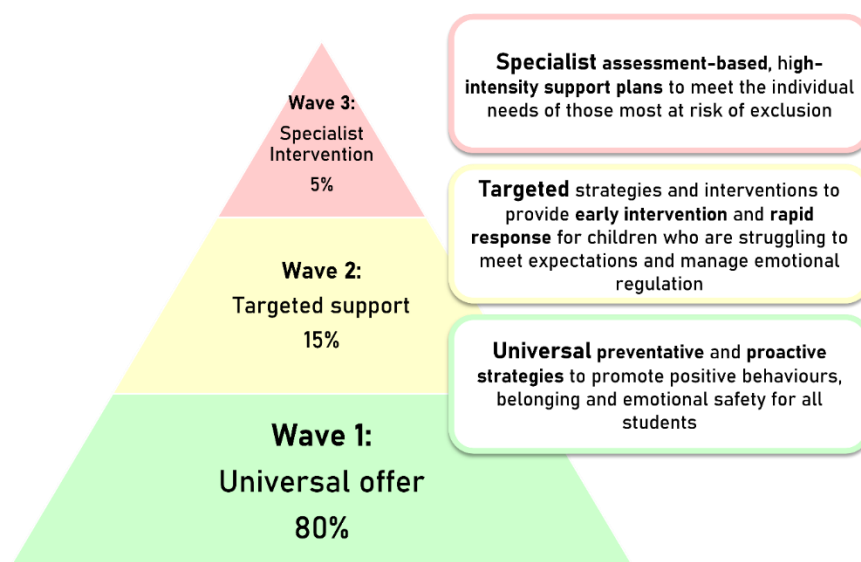
Listening to the child: Our mechanisms for pupil voice

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

Mechanism	When we do it	How we do it	How we follow up
<i>Student Leadership/Council</i>	Half termly Meetings	1 x tutor rep from each group, then one year group who meet as a student leadership team. We also have a Year 11 Senior Student Leadership Team. Tutor group representatives from each year group will all meet as a student leadership meeting.	Following each meeting, the pupils will feedback to Council lead and ALT. Actions spoken about at the following meeting.
<i>Digital surveys</i>	Half termly	Forms links sent out to all students via email.	Identify action points. Plan of action and Feedback.
<i>Student informal conferences/Meetings</i>	During Drop-ins	Small groups of students are removed from a lesson to have a conversation with a curriculum leader about their learning and progress.	Thank students. Identify action points. Plan of action Update
<i>Restorative questions</i>	After an incident or internal exclusion	Students are asked to reflect on restorative questions.	Restorative conversation takes place.
<i>Student Feedback Conference (NLP)</i>	Half termly	Students are selected to speak with the NLP Behaviour lead.	Identify action points, and feedback from previous action points. Identify worries, concerns, negatives, and positives.
Student statements	After an incident	Students are asked to conduct restorative with staff/students where appropriate	Restorative conversation takes place.

Early intervention and intensifying support: Our graduated Academy offer

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



Our Wave 1 universal offer:

	Our vision	Our offer
Building belonging	At Oasis Academy Immingham, our vision is that all children have strong, trusting relationships with adults and feel belonging as part of the academy community. We ensure that all children have the opportunity to contribute to our academy culture, both within the classroom and through wider participatory activities, so that every child who joins us experiences connection, protection, understanding, and care throughout their journey.	<ul style="list-style-type: none"> • Personal development (Identity) lessons promote diversity, equity and inclusion. • Pupil voice gathered and responded to regularly to ensure pupils feel heard. • Staff training/staff voice • A range of extra-curricular opportunities, trips and visits. • Mentoring opportunities • A range of pupil leadership opportunities • All students have Tutor, Head of Year and PYM for years 7-10 with an Assistant Head of Year to support them throughout their time at Immingham. • Regular opportunities to celebrate student and community success
Explicit expectations	At Oasis Academy Immingham, we set and sustain clear, consistent and positively framed boundaries in all spaces in the school. We ensure that all children understand these expectations	<ul style="list-style-type: none"> • The Immingham Way explicitly framed laying out the school-wide expectations. • A clear behaviour for learning policy

	through direct teaching and practise of routines and reinforce these boundaries with relational recognition of pro-social behaviours and fair and logical consequences in response to unwanted behaviour.	<ul style="list-style-type: none"> • A clear behaviour pathway used consistently in classrooms • Regular coaching sessions to support key routines and expectations. • Fair and consistent rewards strategy to celebrate pupil success. • Clear, fair and consistent graduated escalation process for consequences, including detentions and internal exclusion. • Use of report cards to Tutor, HOY, PYM.
Developing social and emotional skills	At Oasis Academy Immingham we develop our children's social and emotional skills through academy-wide use of Zones of Regulation. Children have daily opportunities to develop skills in recognising their own emotions and the emotions of others, and we use regulation stations along with a range of strategies to teach children how to develop the self-regulatory skills required to be successful in the classroom. All children understand the upstairs and downstairs brain, and how to support themselves and each other when they become dysregulated, pupil resilience is really important at Immingham so that students how the capacity to regulate themselves.	<ul style="list-style-type: none"> • Daily check-ins for all children with their tutor/PYM/key staff as appropriate. • Specialist staff to support key students. • Inset training to all staff with support information for key students • Safe spaces identifies throughout the academy where students can self-regulate. • Positive behaviour rewards • Personal Development (identity) lessons explicitly include social and emotional learning. • Explicit anti-bullying policy

Our Wave 2 targeted support:

	Our vision	Our offer
Building belonging	At Oasis Academy Immingham, our vision is that all children have strong, trusting relationships with adults and feel belonging as part of the academy community. We ensure that all children have the opportunity to contribute to our academy culture, both within the classroom and through wider participatory activities, so that every child who joins us experiences connection, protection, understanding, and care throughout their journey.	<ul style="list-style-type: none"> • Intervention groups for targeted students. • Extended transition period to support relationship building with staff. • Key staff with students. • Small group sessions such as boxing, gym, primary sports. • Targeted mentoring
Explicit expectations	At Oasis Academy Immingham, we set and sustain clear, consistent and positively framed boundaries in all spaces in the school. We ensure that all children understand these expectations through direct teaching and practise of routines and reinforce these boundaries	<ul style="list-style-type: none"> • 1-2-1 staff working with students to support expectations being met. • Vision prompts around the academy to remind students of the expectations. • Regular specialist staff training for key staff

	with relational recognition of pro-social behaviours and fair and logical consequences in response to unwanted behaviour.	<ul style="list-style-type: none"> • Small group work to develop social skills • Clear consequences for actions including suspensions, respite, and off-site directions. • Use of report cards, ALT, HOY, tutor, BSP, etc. • <i>Unit provision – blended timetable.</i>
Developing social and emotional skills	At Oasis Academy Immingham we develop our children’s social and emotional skills through academy-wide use of Zones of Regulation. Children have daily opportunities to develop skills in recognising their own emotions and the emotions of others, and we use regulation stations along with a range of strategies to teach children how to develop the self-regulatory skills required to be successful in the classroom. All children understand the upstairs and downstairs brain, and how to support themselves and each other when they become dysregulated, pupil resilience is really important at Immingham so that students have the capacity to regulate themselves.	<ul style="list-style-type: none"> • Access to have ‘time out’ of stressful situations in area to self-regulate, Recharge room. • Small group work to develop social and emotional skills including lego therapy, sand therapy, speech and language, Recharge. • Referral to suitable local agencies to support students with their mental health. • Unit pass provided to self-regulate, safe space, key adult.

Our Wave 3 specialist interventions:

	Our vision	Our offer
Building belonging	At Oasis Academy Immingham, our vision is that all children have strong, trusting relationships with adults and feel belonging as part of the academy community. We ensure that all children have the opportunity to contribute to our academy culture, both within the classroom and through wider participatory activities, so that every child who joins us experiences connection, protection, understanding, and care throughout their journey.	<ul style="list-style-type: none"> • Team around the family meetings to set up bespoke support plan and if necessary, risk assessment, (Early Help, TAF) • Short -term intervention offering specialist support to help students manage behaviour and thus reduce the risk of suspensions and PEX. • Student passport created and shared with all staff. • Educational psychologist direct with students and staff training.
Explicit expectations	At Oasis Academy Immingham, we set and sustain clear, consistent and positively framed boundaries in all spaces in the school. We ensure that all children understand these expectations through direct teaching and practise of routines and reinforce these boundaries with relational recognition of pro-social behaviours and fair and logical	<ul style="list-style-type: none"> • Behaviour response plan with adapted behaviour supports created. • Successful learning plan created in liaison with school, student and parent. Clear explicit expectations given, and review period build in. Shared with all relevant staff. • Regular specialist staff training for key staff

	consequences in response to unwanted behaviour.	<ul style="list-style-type: none"> • Full-time unit provision, step before respite and AP. • Alternative provisions are used for when all onsite strategies have been exhausted. • Respite for when most other strategies have been exhausted.
Developing social and emotional skills	At Oasis Academy Immingham we develop our children's social and emotional skills through academy-wide use of Zones of Regulation. Children have daily opportunities to develop skills in recognising their own emotions and the emotions of others, and we use regulation stations along with a range of strategies to teach children how to develop the self-regulatory skills required to be successful in the classroom. All children understand the upstairs and downstairs brain, and how to support themselves and each other when they become dysregulated, pupil resilience is really important at Immingham so that students how the capacity to regulate themselves.	<ul style="list-style-type: none"> • Educational Psychology assessment and interventions with all recommendations implemented consistently by school staff • Referral to counselling and other outside agencies, including CAMHs to support students with their mental health and to give them strategies to enable them to self-regulate.

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.

At Oasis Academy Immingham, 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 this by implementing an increasing level 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; provision maps are created to ensure our response is impactful.

All staff	<p align="center">Wave 1 Inclusive Universal Behaviour Offer:</p> <ul style="list-style-type: none"> Academy Way behaviour curriculum delivered through form times, PD and assemblies. All teachers trained in co-regulation, de-escalation and trauma-informed approaches. Relational behaviour management strategies implemented consistently in all classrooms. <ul style="list-style-type: none"> Internal behaviour data used to proactively target support. 	
CT/HoY	<p align="center">Weekly Class Teacher / Head of Year Line Management:</p> <ul style="list-style-type: none"> Meeting to review behaviour data and incidents identify pupils of concern. 	
Form Tutor	<p>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.</p>	<p>Support and Intervention:</p> <ul style="list-style-type: none"> Daily tutor check ins Home-school communication report Weekly parent phone call Weekly review of progress on targets recorded in TES Provision Map (PM)
CT/ HoY	<p>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.</p>	<p>Support and Intervention:</p> <ul style="list-style-type: none"> In-class intervention strategies emailed to teachers Daily CT/HoY check ins (&/or weekly mentoring) <ul style="list-style-type: none"> Weekly parent phone call Weekly review of progress recorded in Insight/PM Literacy and numeracy screening (GL tests)
Inclusion	<p align="center">Weekly Year Group or Key Stage Inclusion Panel Meeting:</p> <ul style="list-style-type: none"> Meeting with CT/HoY, ALT link, SENDCo, Safeguarding Lead & other relevant staff to identify pupil requiring additional support, intervention and assessment. Discussion recorded on Insight/PM to document agreed next steps for pupils of concern. 	
ALT & CT / HoY	<p>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.</p>	<p>Support and Intervention:</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> SEND assessments for 4 areas of need Weekly mentoring with assigned key adult Consider Co-regulation plan and risk assessment
Inclusion Team	<p>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</p>	<p>Support and Intervention:</p> <ul style="list-style-type: none"> 6-week time-limited intervention placement <ul style="list-style-type: none"> Followed by RSP (as above) Bespoke interventions as agreed in planning meeting, to include offer of counselling support. <ul style="list-style-type: none"> EP assessment & SEMH referral TAC meeting with LA partners Consider EHCP app. & neurodevelopment referral
RD / Principal	<p>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</p>	<p>Support and Intervention:</p> <ul style="list-style-type: none"> Urgent TAC meeting with LA partners Redirection and/or AP respite placement (possibly prior to CTI panel) <ul style="list-style-type: none"> Followed by IPP and RSP (as above) EP review of assessment and intervention with further suggested strategies.

Team around the Child: How we work together

At Oasis Academy Immingham, we take a The Team Around the Child (TAC) approach that has integration of services at its heart. It is a child-centred approach to planning and coordinating support that ensures all professionals are working together with the child and family at the centre of all considerations. It is based on the principle that all the professionals are working towards agreed goals. It promotes an understanding of different roles and responsibilities among member of the team and the skills and knowledge they each bring to the table. It emphasises the need to review progress and the child or family's changing needs. This helps the child's team to work together to one plan in an integrated way towards best outcomes.

We work with the following local partners to provide effective support for our pupils:

	When we work with them	How we work with them
Oasis youth and community team	Local authority SEND department to support with students with EHCPs. For pupils who are at risk of becoming NEET	Annual reviews, and multi-agency meetings. Community Youth Worker completes Oasis Encounter Programme with a group of Year 10 students.
Local authority partners (inclusion team, SEND team, etc.)	Local authority SEND department to support students with EHCPs.	Annual reviews, and multi-agency meetings.
LA virtual school	For students who are in care or have previously been in care.	To provide additional support such as Forest School, Primary Sports, one to-one tuition.
Educational psychologists	Educational Psychology service	Staff training, casework, systemic support, supervision, assessment of need.

We honour the voices of parents and carers and take a child-centred, solution-focused approach to planning provision. This means that we centre the voice of the child and family alongside the voices of their children in the design, implementation and review of provision.

At Oasis Academy Immingham, we use the following solutions-focused approaches to amplify the voices of families and ensure co-production:

Approach	Description
PATH	Planning Alternative Tomorrows with Hope: We use PATH in Team around the Child meetings where change or the hope for change is required if the child or system feels stuck and needs to re-establish a positive sense of the future. PATH is a structured approach to explore how to get to a future-orientated goal that focuses on

	<i>the voice and needs of the child, rather than barriers or issues in the system, and supports advocates to work together to mee this goal.</i>
MAPS	Map Action Planning System: <i>We use MAPS when establishing a relationship with a child, if a child is new to a school, at a transition point or if they are newly in receipt of SEND support. MAPS supports us to create a positive dialogue with the child and family. It encourages collaborative, positive and solution-focused thinking by centring the story of the child, their dreams, fears, strengths and needs.</i>

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

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

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

Strategies to reduce suspensions

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

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

What	When	How it works
<i>inclusion panels</i>	<i>Weekly</i>	<ul style="list-style-type: none"> <i>Meetings between behaviour, Attendance, SENCO, Safeguarding leads to discuss individual students' needs.</i>

		<ul style="list-style-type: none"> • <i>Progress reviews to track impact over time and offer new solutions for ongoing children of concern.</i>
<i>The Oasis Way Pre-suspension checklist</i>	<i>Whenever considering a suspension</i>	<ul style="list-style-type: none"> • <i>Guidance on a range of strategies that should be tried before suspension is considered.</i> • <i>Supports reflective practice and solutions-finding to provide alternatives to suspension.</i>
<i>Commitment to Inclusion Meetings</i>	<i>When needed.</i>	<ul style="list-style-type: none"> • <i>A pupil who is at risk of a permanent exclusion is invited to a commitment to inclusion meeting. This outlines current concerns, looks at interventions in place and formalises a plan for next steps, which could include use of an alternative provision, referral to counselling, referral to Educational Psychologist.</i>
<i>Analysis of data</i>	<i>Weekly data collection</i>	<ul style="list-style-type: none"> • <i>Regular analysis of suspension data takes place, identifying trends and pupils who have multiple suspensions. A review of intervention strategies takes place, as well as consideration of next steps.</i>

Restorative reintegration processes

Following a period of suspension, our academy recognises the importance of restorative reintegration processes to ensure that pupils are welcomed back into the academy with an opportunity to repair harms and have a fresh start. For suspensions of more than 2 days in length, we will break these processes up into actions taken before and after the suspension ends:

Before the suspension ends:

- Reflective review of current provision and what went wrong
- Child-centred planning meeting
- Agreement on level of support on return using pastoral graduated response pathway

After the suspension ends:

- Carefully planned first day return, including relational support at the start of the day
- Appropriate provision in place for a 6-week period
- Regular review meetings with TAC to ensure shared understanding of successes and next steps

More details about how we carefully plan the first day return at our academy are outlined below:

What	How
<i>Relational support at the start of the day</i>	<i>A reintegration meeting will take place prior to the pupil returning to lessons. This gives the pupil the opportunity to reflect on the incident that led to the suspension and understand the impact of their behaviour. The meeting reinforces the Immingham Way and its expectations. It may identify any underlying issues that may have contributed to behaviour. Therefore a plan will be put in place for the pupil to access necessary support, such as counselling. Pupils will be set clear targets to improve and be successful.</i>
<i>Relational support at the start of the day</i>	<i>Pupils are welcomed by either their key adult, ALT, HOY or PYM at the start of the day, fostering positive relationships, and setting a positive tone for the day.</i>
<i>Supported restorative conversations</i>	<i>The pupil will be supported to have a restorative conversation to put things right, resolve conflict, repair harm, and rebuild relationships. This typically will be led by the pupil's HOY or PYM, who will provide guidance and support through the process.</i>
<i>Check-ins</i>	<i>Brief personal check-ins throughout the day to ask the pupil how they are feeling, how things are going, addressing any immediate concerns or needs.</i>

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:

- To support pupils' mental health
- To support reintegration back into mainstream school.
- To support a child with EBSA (Emotionally Based School avoidance).
- To support a pupil who is waiting for a space in a specialist provision.
- To support a child after a respite period.

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

What	How
Planning and preparation	<i>We use The Oasis Way 6-week part-time timetable planning document to ensure that all statutory protocols are followed.</i>
Governance	In line with statutory guidelines, all part-time timetables, including extensions beyond the initial six week period, are approved by the Regional Director and recorded on Bromcom following Oasis safeguarding processes.
Co-production with parents and external professionals	<i>A co-production meeting takes place prior to a pupil being put on a part-time timetable (PTT). This is a collaborative planning session where stakeholders, including parents, come together to design and agree a part-time timetable. The aim is to provide a bespoke PTT that meets the pupil's needs while ensuring their academic progress and well-being.</i>
Regular review meetings	<i>Review meetings take place fortnightly and are calendared during the initial co-production meeting.</i>
Reintegration	<i>Before reintegration begins, a thorough assessment of the pupil's progress, well-being and readiness for a full-time timetable is undertaken. Over the six weeks, there will be a gradual increase in school hours, with the intention of being full-time at the end of this period. The reintegration plan is tailored to the needs of the pupil. Support will be ongoing throughout the process and beyond. If we feel that the reintegration process is not being successful, we may have to extend the PT timetable so that the reintegration can be more gradual.</i>

Off-site direction, external alternative provision and managed moves

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

The provisions we work with are outlined below:

Provision name	Type of support	How we work together
Alternative Provision	<i>16-week step-out placement at an external provider Alternative Provision.</i>	<i>We work with Reach to provide behavioural support to pupils...</i>
Other local Mainstream Schools	Offsite Directions/Managed Moves 4-6 week step out.	We work with other local schools to give students a 4 or 6 week step out, so that the pupils can have a period of reflection and have the chance to modify their behaviour,

		with the intention of returning back to Oasis Academy Immingham.
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Permanent exclusions

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

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

What	How
Careful investigation	We investigate each case carefully, taking into account the voice of the child and all other witnesses, and any contributing factors to the incident. We also consider extenuating circumstances affecting the pupil while the incident took place.
Clear evidence of the pastoral graduated response	Where a permanent exclusion is being considered for persistent disruptive behaviour, we ensure we have clear evidence of the pastoral graduated response pathway, including careful TAC planning, bespoke provision, intervention and support for the pupil. We also capture a clear timeline of incidents and academy response, support and intervention to ensure that we have done everything possible to support the child before considering permanent exclusion.
SEND needs	We consider the pupil's SEND needs, whether they may have undiagnosed SEND needs, and whether we have done everything possible to assess the child's needs in advance of the incident.
Alternatives to permanent exclusion	We explore alternatives to permanent exclusion, including off-site direction and managed moves, and liaise with the local authority to see additional support that could allow us to make a different decision.
Consultation with Oasis National Leads	We consult with the Oasis National Leads for Student inclusions and with our Regional Director, to confirm we have exhausted all alternatives before taking the decision to exclude.

Legislation and statutory requirements

In everything that we do as an academy, we follow the appropriate policies and protocols, including, from the DfE:

- [Behaviour in schools](#)
- [Suspensions and Permanent Exclusions](#)

- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- [Keeping Children Safe in Education](#)

And from Oasis:

- Oasis Behaviour and Pastoral Care policy
- Oasis Exclusion policy
- Oasis SEND policy
- Oasis Safeguarding policy

This ensures that exclusions in our academy truly are a last resort, so that we can offer transformational inclusion to the children in our care.

Appendix 1: MOBILE PHONE CONSEQUENCE

“See it, hear it, lose it”

Mobile phone / electronic device is confiscated by the member of staff who has seen or heard a device. This device is then locked in our academy safe and returned to parent/carer at reception.

Repeat offenders – Mobile phone handed to reception on arrival and collected at the end of the day. If the Academy deem it appropriate, depending on the frequency of the mobile being confiscated from an individual student, the academy may ask for the parent to collect and meet with academy staff.

PARENTAL EXPECTATIONS

In the event of emergency parents must telephone the academy reception. Parents should not text or call students during the academy day and should always contact the academy main reception in the first instance. This is a supportive measure in line with our no mobile phone policy of “see it, hear it, lose it”. Appropriate special arrangements are in place for Young Carers and signed off by academy leaders in exceptional cases.

Appendix 2: Academy Uniform

A high standard of uniform is expected at all times. Students are responsible for their personal appearance, and this is enforced via all Academy staff. Year Team Leaders, tutors and Heads of Year check student uniform and their equipment every morning however, it remains the student's ultimate responsibility to maintain the high standard throughout the day. Staff will, throughout the academy day, expect these standards to remain high and challenge students where appropriate.

Students arriving at the academy with incorrect uniform will report to the Year Team Leader for their year group who will try to rectify the situation to ensure academy uniform expectations are maintained. This may include loaning equipment or parents contacted to seek their support bringing into the Academy any required item(s). Students will not be in mainstream lessons if they do not comply with the uniform expectations that are highlighted in the student planner. Additionally, you can find this information on our website and in the end of year school letter that has been sent to all parents / guardians. Uniform is not a fashion item. It is designed to be both formal and comfortable. It is the parent/carers responsibility to ensure that items purchased are suitable for school and conform to the uniform policy. Any concerns should be relayed to the Academy.

The Principal has the discretion to relax the uniform policy at times of extreme weather and this decision will be communicated to students as they arrive at the Academy. Students should assume that, unless directed otherwise they will wear the usual uniform each day in line with the Uniform Policy.

YEAR 7 TO YEAR 11

Navy Blazer with the Academy Badge

Academy Tie Years 7 – 11



SKIRT

Academy Grey Check Skirt – Length to be worn to the bottom of the knee or longer to be purchased from Uniform Direct (discount voucher provided).



TROUSERS

Mid-Grey Tailored Trousers to Ankle/Top of shoe (for boys and girls) these should be a formal style with either shaped leg, boot-cut or standard fit (tight fitting, cropped/ankle grazer, denim style trousers and leggings are not permissible).



SHORTS (SUMMER TERM ONLY)

Mid-Grey Tailored Shorts, no shorter than 3 inches above the knee. These should be a formal style like in the image below. They can be worn in the summer term only as a replacement for trousers but should be worn with white/black socks and school shoes. No tight-fitting shorts allowed.



SHOES

Should be smart black (natural or synthetic leather) and worn at all times. No other materials are allowed. Students are not permitted to wear trainers, boots or open toe footwear. Shoes should be of a sensible design and height covering the entire foot. At lunchtime students may wear trainers when taking part in sport, however, these should not be worn inside the main academy building. Shoes must be polishable.

HAIR

Hair should be well-groomed and hair styles should be conventional and of a natural colour. A cut shorter than a grade 2 is unlikely to be acceptable. If your child has long hair, they will be expected to tie it back for practical science/technology lessons for safety reasons. We can provide these, but you may prefer to provide your child with one.

EARRINGS/PIERCINGS

One stud may be worn in each lobe if ears are pierced; but these must be removed for all forms of physical education. No other piercings or stretchers are acceptable and will be confiscated if seen. Students are not permitted to wear nose piercings and will be asked to remove them or replace with clear retainers.

SANCTIONS

If a student is not conforming to the uniform policy:

- he/she will be required to remove the offending item if possible;
- he/she will be given a verbal warning and a date to correct it by;
- a letter and/or phone call home will be made;
- he/she will be required to work in isolation or sent home to address the issue

MAKE UP

Students are only permitted to wear light, un-noticeable makeup. Students deemed to be wearing excessive makeup will be asked to remove this before entering the academy.

JEWELLERY

No rings, bracelets or necklaces should be worn. Under no circumstances will the academy accept responsibility for lost or stolen items. A watch is permitted but this must not be a digital / smart watch. Students arriving at the Academy will have jewellery confiscated and placed in the Academy safe and returned to the student at the end of the academy day.