



Oasis Academy Immingham

Localised Behaviour for Learning Policy September 2021

Approved by	S McLoughlin	Date:	01/10/2021
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Localised Academy Version: 1.0

This policy should be read alongside the Oasis Community Learning (OCL) Behaviour for Learning policy and The OAI Protocols of Behaviour for Learning document, which both cover more detail around the four leavers from an OCL perspective.

Introduction:

At Oasis Academy Immingham, there is an expectation for all staff to model and follow the behaviour procedures to develop and enhance positive learning traits so that students can fulfil their true potential.

The OAI localised policy sits underneath the Oasis Community Learning (OCL) Behaviour for Learning Policy. This policy is the overarching policy, which will be followed by all staff at Oasis Academy Immingham.

The aims of this document are to ensure the consistent application of academy behaviour protocols and practice, so that our students learn to:

- Develop strong dispositions, attitudes to their own and others' learning and well-being.
- Self-regulate (as developmentally appropriate) their own behaviour by developing skill and confidence in managing conflict and difficulty.
- Develop positive learning behaviours including self-direction, resilience and self-control.
- Take responsibility for their own behaviour choices, understanding the impact they have on others.
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain as a Global citizen.
- Develop deep ethical approaches and values in their lives.

Oasis Academy Immingham is committed to developing the character and competence of every student, in line with the OCL 9 Habits. The way students behave in the Academy will strongly correlate with eventual outcomes. When behaviour in general is consistently good throughout the Academy, the impact is obvious:

- Students achieve more academically and socially
- Students mental health and wellbeing is improved
- Time is reclaimed for deeper and more challenge to the learning cycle
- Staff wellbeing improves, retention is higher, and recruitment is less problematic

The Oasis Education Charter

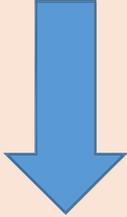


The Oasis Education Charter sets out a commitment to work in partnership with our communities to transform lives and create a culture of excellence for all. It underpins the OCL approach to leading schools:

- We model and set high aspirations and expectations for every stakeholder of the Academy
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves
- We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility and give everyone freedom of choice through their lives
- We believe that good relationships are at the heart of everything we do.

The Oasis Behaviour for Learning Policy and this document are underpinned by 4 levers:

1. Academy vision and values
2. Personal Development Curriculum
3. The protocol for behaviour (Systems, Structures & Routine)
4. Behaviour Training and Professional Development for staff

		Academy Leaders	Academy Staff	
	Lever			
1	Academy Vision and Values (in line with the Oasis ethos)	Set the vision and values, in the context of the Oasis ethos and 9 Habits. Ensure over-communication ensure all decisions are embodying and embracing the vision and values of the Academy and Oasis.	Embrace and embody the vision and values in all that you do and deliver	 <p>Harmonious climate for learning where all young people can flourish and thrive</p>
2	Personal Development Curriculum (Oasis Ethos, Enrichment, Extra-Curricular, PSHCE, CIAG)	Set, design, and agree the Personal development and pastoral curriculum in line with vision and values	Deliver the curriculum effectively and inspirationally	
3	Academy Behaviour Systems, Structures and Routines	Evaluate, design, set the systems, structures and routines that will ensure a harmonious climate for learning in line with the vision and values	Implement, the Academy's behaviour systems, structures, and routines, consistently and in line with the vision and values	
4	Behaviour Training and Professional Development for Staff	Design, create and deliver a cohesive and comprehensive Professional Development strategy to develop all staff in their pastoral and behaviour development in order to uphold the vision and values.	Engage and commit to the professional development, including expert and specialist pastoral training	

Lever 1: Academy Vision and Values

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.





We believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike.

Therefore, we actively promote and practice the Oasis 9 Habits. The 9 Habits are fundamental and underpin all actions, approaches and relationships regarding student behaviour.

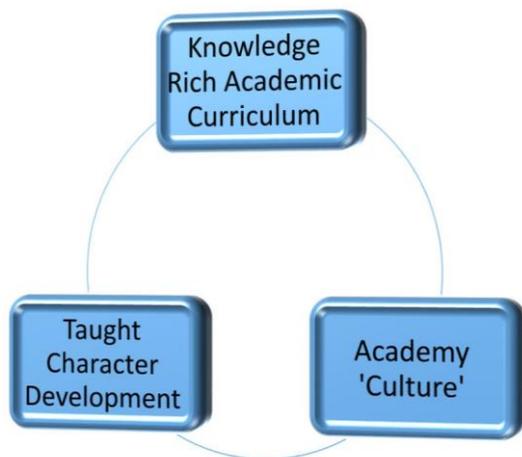
The 9 Habits inspire us to behave in a way that enables us to be our best and bring our best to our learning and the community we are a part of.

Lever 2: Personal Development Curriculum

Personal Development at OAI

Developing character, as well as the academic curriculum, covers everything else we provide and do as an Academy.

1. The ‘taught’ Personal Development curriculum:
 - PHSE (Personal, Health, Sex Education including statutory RHSE)
 - SMSC (Social, Moral, Spiritual and Cultural)
 - CEIAG (Careers Education, Information Advice and Guidance)
 - Extra-Curricular Activities
2. The culture created by staff behaviour and the systems and routines within the Academy. This is often less tangible and will be seen in the way students move around the Academy, enter for assemblies, or interact with each other. This is known as ‘The Immingham Way’



“Intelligence plus character – that is the goal of true education” *Martin Luther King*

‘Character virtues should be reinforced everywhere; on the way into the Academy, in classrooms, in the corridor, on the playing field, in assemblies, posters, staff communications and staff training as well as in relations with parents.’
The Jubilee Centre for Character & Virtues, Birmingham University.

Lever 3: Protocol for Behaviour

The role of the Academy Leaders to create and embed a positive learning environment and culture.

- We believe that good relationships are at the heart of everything we do at OAI.
- The vision for behaviour will be visual, consistent, and fair, with high expectations at the heart of everything.
- Model, explain and promote high aspirations and expectations for every student and member of staff.

- Foster character and self-belief and encourage all stakeholders to become the best versions of themselves.
- Create a curriculum model that delivers academic and vocational excellence, achieving outcomes that drive social mobility, increasing student aspirations and life chances.
- The Academy has a well-established and universally known and understood systems of behaviour.
- All leaders within the Academy establish a positive culture
- Our policy and protocols allow all stakeholders to understand and see the positive relationship between behaviour choices, their personal values and academic learning outcomes.
- Analyse data and intervene with effective bespoke intervention to change current behaviour.

For all Academy staff.

In our practice at Oasis Academy Immingham we encompass the following principles for engaging students:

1. “No Lost Learning, No Excuses”
2. Staff must manage student behaviour, promoting and developing positive learning habits and ensuring focus from all students, including those who are easily distracted.
3. Adopt planned, proactive strategies that allows curriculum content to be implicitly understood, whilst maintaining strong relationships.
4. Staff will use clear and assertive language to ensure student participation, including those who are not necessarily interested in learning and who need to be persuaded of its value.
5. Strong, clear, and consistent behaviour procedures will be displayed and followed by all staff.
6. Students will be rewarded for exceeding the high expectations that the Academy set at a ratio of 5:1.

Specifically we:

- Follow ‘The Immingham Way’ by positively meeting and greeting students.
- Ensure that there is “No Lost Learning, No Excuses”
- Actively engage with the use of diverse techniques and strategies to prevent and de-escalate low-level disruptive behaviour.
- Reflect continually on our behaviour management practice and seek to develop this collaboratively.
- Foster a restorative approach to resolve conflict with both students and their families.
- Start a new learning opportunity with a ‘fresh start’ ensuring the cycle has been closed to maintain positive student-teacher relationships every day.

Role of students and their parent/carer.

- Sign the Home/Academy agreement and value ‘The Immingham Way’.
- Arrive punctually, with appropriate learning habits.
- Allow staff to educate and other students to learn and make progress academically and socially.
- Support the Academy by taking responsibility and self-regulate low-level disruptive behaviour.

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.

Expectations:

1. I will be punctual and arrive in the Academy with the basic equipment (black pen, pencil, ruler, purple pen, planner, REACH passport, subject specific equipment, iPad if applicable).
2. I will remove any coat, jumper, or scarf once in the Academy building.
3. My uniform will adhere to the Academy policy, including my shoes and jewelry.
4. I will walk with purpose along corridors, using the one-way system on the stairs, respecting the rights of everyone.
5. I will line up outside my classroom quietly & in a single file line, with my equipment out respecting my teacher & peers.
6. I act with maturity, take responsibility for my actions & demonstrate positive attitudes towards my education.
7. I will show kindness & respect, good manners, politeness, listen to & follow instructions during all lessons.
8. I will be always kind and respectful; treating others how I would want to be treated.
9. I will be considerate of others, acting with self-control during unstructured times (breaks, lunch & lesson changeover)
10. I will be focused and ready to learn and will always follow SLANT and STEPS.

Behaviour System

The Oasis Academy Immingham behaviour system is based on 5 consequences that students will receive if they fail to follow the Academy rules. The consequences escalate as follows...

- C1 – Failure to follow academy rules
- C2 – Repeated failure to follow academy rules
- C3 – Continued failure to follow academy rules
- C4 – Persistent failure to follow academy rules
- C5 – Serious breach of academy rules
- C6 – Fixed term exclusion

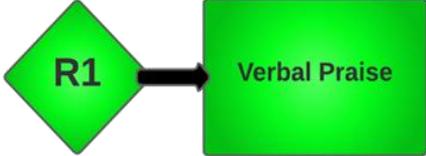
C1 – C5	Consequence	Points	Outcome
C1	Failure to follow the Academy rules Written warning Student name recorded on the whiteboard visible to On Tour	N/A	N/A
C2	Repeated failure to follow the Academy rules Recorded warning on Bromcom Student name recorded on the whiteboard visible to On Tour	- 1 point	2 x C2 per day = 30 min next day Reflection
C3	Continued failure to follow Academy rules On Tour called to the classroom and Recorded on Bromcom by Teacher Student name recorded on the whiteboard visible to On Tour	- 2 points	1 x C3 per day = 30 min next day Reflection
C4	Persistent failure to follow Academy rules Student removed from the classroom to the Reflection Room Student name recorded on the whiteboard visible to On Tour Recorded on Bromcom by the Teacher	- 4 points	1 x C4 per day = 1 hour next day Extended Reflection 2 x C4 per day = Internal Exclusion
C5	Serious breach of Academy rules 1 day in the Internal Exclusion room. Recorded on Bromcom	- 8 points	1 day in the Internal Exclusion room.
C6	Serious breach of academy rules and persistent failure to follow academy rules. Recorded on Bromcom	- 16 points	Fixed term exclusion

Rewards



Rewards System Flow Chart

Respect
 I always use respectful language towards staff and students.
 I always follow staff instructions, including 'sanctions'.
 I refrain from eating/drinking out of bounds (waterpermitted).
 I take care of academy equipment, resources and the school environment.
 I represent the academy proudly both in and out of school, and online.



Enthusiasm
 I attend school everyday
 I am punctual.
 I wear my uniform correctly and with pride.
 I am properly equipped for all lessons everyday.
 I ask and answer questions.
 I complete all of my homework on time and with pride.



Achievement
 I will complete all work to the best of my ability.
 I will try to earn achievement points in all my lessons.
 I will aim to have a 97% or above attendance record.
 I will meet my target grade in all my subjects.
 I will take part in academy enrichment activities.



Community
 I move calmly around the academy site.
 I line up appropriately to enter the classroom.
 I demonstrate S.L.A.N.T always.
 I interact appropriately with others.
 I abide by the academy Code of Conduct.



Hard Work
 I am focused in all lessons, enabling my teachers to teach and students to learn.
 I complete all work to the best of my ability.
 I meet deadlines.
 I am responsive to challenge.
 I support the learning of others.
 I participate in enrichment activities.



OAI Rewards and Behaviour Ladder

Sanctions for particular behaviour events will be clearly and accurately communicated within the Academy's policy and procedures with both the student and parent/carer.

Student achievement will be celebrated at every opportunity. We know many of our students appreciate and respond to sincere recognition of their achievement and this is the most valuable reward available.

All stakeholders of the Academy prioritise intrinsic rewards to positive behaviour (better learning, the value of the subject itself or sense of achievement). Student achievement will also be regularly recognised through half termly House celebration assemblies, with achievements acknowledged through postcards, written letters, certificates, prizes, and social media posts. Students who show consistent positive behaviour and a commendable attitude to their learning will be rewarded with an end of year trip.

Behaviour Rewards

1. All staff offer positive and specific praise for all students on a consistent basis 5:1
2. Regular contact is made with parents/carers from all staff members.
3. Reward points are awarded in all lessons daily (R1, R2, R3)
4. Subject student of the week and subject badge winners of the half term are celebrated, displayed, and rewarded (R4)
5. Recognition of achievement is shared and celebrated in tutor groups and House assemblies.
6. Staff also nominate students for Fantastic Friday celebration with the Principal every 2 weeks (R4 & R5)
7. Reward points are cumulative across the academic year in line with our REACH values which are celebrated in House assemblies and at the Academy end of year awards ceremony.
8. Reward Points and behaviour points form part of the criteria and eligibility to attend end of year reward trips.
9. Reward points and behaviour points contribute to a student total points balance on the academy MIS software. Students with a positive points balance are able to purchase items from the academy reward shop.

When behaviour is unacceptable and disrupting learning

1. If a student fails to follow the academy rules the student will be given a warning C1 consequence.
2. Teaching staff will use diverse strategies to engage the students with their learning.
3. If a student repeatedly fails to follow the academy rules, a C2 consequence will be recorded on the white board. Receiving 2 x C2 consequences in the same day, will result in a 30-minute reflection after school the next day.
4. The teacher will use a range of different strategies to prevent the student behaviour from escalating to the next level of consequence.
5. If a student continues to fail to follow the academy rules, a C3 consequence will be recorded on the white board. Receiving 1 x C3 consequence a day, will result in a 30-minute reflection after school the next day.
6. Students who are issued a C3 consequence will be spoken to by the member of staff on tour, who is called to the classroom to speak to the student about their actions that have led to the C3. The aim of this conversation is to reintegrate the student back into their learning.
7. Students who are unable to reintegrate back into the lesson and are persistently failing to follow the academy rules will be removed from the lesson and issued a C4 consequence, which will be recorded on the white board. Receiving 1 x C4 consequence a day, will result in a 60-minute reflection after school the next day.
8. Students who are issued a C4 consequence will be spoken to by the member of staff on tour and escorted to the Reset room, where the student will be required to sit silently and continue their

learning from the lesson – using their iPad or lesson worksheets provided. Restorative work will take place as required.

9. Parent/carers of students who accumulate reflection time the following school day will be notified by text message the day before.
10. A student who causes a serious breach of academy rules will be placed in the Internal Exclusion (I.E) room for an agreed amount of time by the Academy Leadership team. Students who are placed into I.E will complete their work, break and lunchtimes in the room. Students will also complete a 60-minute reflection after school. Restorative work will take place as required.

Consequence Reflection Structure

<p>C3 Late to School = 30 minutes after school reflection 2 x C2 per day = 30 minutes after school reflection 1 x C3 per day = 30 minutes after school reflection 1 x C4 per day = 60 minutes after school reflection</p> <p>1 x C5 per day = Internal Exclusion + 60 minutes after school reflection</p>	<p>After school reflections will:</p> <ul style="list-style-type: none"> • Take place the following day from 15:00-15:30pm (30 minutes reflection) • Take place the following day from 15:00-16:00pm (60 minutes reflection) <ul style="list-style-type: none"> • Will be in the Reflection room (AF22) • Allow students the opportunity for self-reflection • Allow restorative conversations to take place • Provide students the opportunity to correct behaviour
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When behaviour is persistently unacceptable and disrupting learning (C4) or a serious breach of academy rules, Internal Exclusion or Fixed Term Exclusion will be applied.

1a. Internal Exclusion – Students who continually cause disruption to their lessons and are removed to the Reset room 2 or more times in the academy day will be internally excluded by planned admittance from the academy leadership team.

1b. Students will be in the Internal Exclusion Room from 8.30am-16:00pm. Students will order a grab bag lunch if they don't come with a packed lunch. Students will not be allowed to attend their break time or lunch time.

2a. Fixed Term Exclusion – will be issued for a serious breach of academy rules or continued persistent failure to follow academy rules. The student involved will be offered the opportunity to complete a statement form to provide their story of events before the decision has been made to exclude. Staff and other students involved in the incident will also be offered the opportunity to complete a statement form.

This evidence will be reviewed, and a decision made whether to FTE the student(s) by the academy leadership team. Parents/carers will be contacted in relation to the exclusion.

On a student's return to the Academy, a meeting with a senior leader will reflect on the reasons for exclusion, look at how best to support the students and reduce the possibility of repeat behaviour. Upon returning to the Academy from an exclusion, students and parents are requested to attend a re-integration meeting to reflect on why the exclusion happened and to set targets moving forward. A behaviour contract will be written and the student will be placed on an HoH/ALT report (see below).

2b. where behaviour is deemed serious, dangerous, a health & safety risk or persistent and all available support has been provided, the Academy will either:

- Request further support by referring the student into the Aspire programme run by the Local Authority.
- Permanently exclude the student.

Restorative Practice:

Restorative practice enables a wider view of Academy discipline. Within a restorative approach, we think beyond students breaking the rules but also the wider impact of it causing harm (to themselves, other students, Academy culture and the community we serve).

Therefore, from a restorative perspective, a just response must address not only the wrongdoing, but also the harms involved. If all the interested parties are willing, the practice of a restorative approach is a way to help, support and close the cycle to help students understand and discuss the harms. Through restorative meetings, students learn how to repair the harms and restore relationships. The aim is to lead transformational changes where students take responsibility for their own behaviour choices, understanding the impact they have on others, the Academy and the community.

A restorative conversation asks the following set of questions:

1. Who was harmed?
2. What are the needs and responsibilities of all affected?
3. How do all affected parties together address needs and repair harm?

Restorative practice emphasises restoration by working with all parties involved in the conflict to work out how best to repair the harm. It pays attention to community and the victim's needs in addition to the accountability of the person who caused harm. By encouraging a restorative approach, we are committed to maintaining and strengthening Academy relationships. A restorative approach also reassures students that following mistakes we can rebuild a sense of justice that can sometimes be lost when just applying the traditional disciplinary procedures. These procedures can neglect this when there is a haste to punish offenders.

The main aspects of restorative practice are:

1. Inclusion of all parties
2. Encountering the other side
3. Making amends for the harm
4. Reintegration of the parties into their communities
5. Repairing relationships and closing the loop

A Restorative approach can take many forms but at OAI we mainly use Peer Mediation & Staff/Student conversations.

When implemented to resolve conflict, a restorative approach brings together the person or persons harmed and the person or persons who caused harm. The meetings will enable the participants to decide the response to the harm and allowing those who committed the offence to understand the true impact of their actions while also offering them the opportunity to take responsibility for their behaviour.

Structure of a Restorative practice meeting:

Preparation

- Staff will attempt to hold a restorative conversation at the earliest (and most appropriate) opportunity – usually in reflection time.
- Staff will seek advice and/or support from the Behaviour and Pastoral Teams prior to any restorative conversation.
- Staff will undergo CPD training in de-escalation techniques and restorative conversations

Meeting

- Students will be collected by members of staff
- Meeting will take place in a comfortable area, away from any distractions or in the reflection room

- Pastoral staff may support and facilitate discussions

Outcome

- The next day/lesson is a fresh start and a new opportunity for the student to succeed.
- Staff will liaise with pastoral staff should any additional information be shared during the conversation.
- Any agreement made between staff/student is recorded and shared with key pastoral staff

Student Behaviour Reports: The Student Report cycle is reflective of where/how students are behaving and supported.



Placing students on a behaviour report is a proactive and supportive way for negative behaviour to be monitored and modified. Students are placed on a report if a particular behaviour trait(s) have been persistent for a period of time. Prior to a student placed on a behaviour report, positive triangulation between the Academy, parent/carer and student will have occurred.

- Pastoral Support / Intervention – Supportive strategies, Parental Involvement
- Tutor Report (2 weeks) – Tutor to contact home, Diverse strategies used
- HOH Report (2 Weeks) – HOH to contact home, parent meetings, Pastoral and ALT to offer support
- ALT Report (6 Weeks) – ALT to contact home, arrange a parent meeting, Pastoral to support
- PSP Report (12 Weeks) – ALT / Pastoral to contact home, arrange regular parent meetings, pastoral support

De-escalation and diffusion strategies

As children age, their skills develop. However, not all children progress at the same rate; what might be considered appropriate at one age, for one child, may not for another. Behaviour is a developmental-related skill.

Like any other skill, good behaviour can be acquired and perfected over time and with repetition (practice).

There are many reasons why people behave the way they do – but there are only four common purposes:

1. **Social Attention:** attention from others
2. **Tangibles:** desire for certain things
3. **Escape:** avoid/escape situations or activities that they do not like, or do not find that rewarding
4. **Sensory:** internally rewarding, or self-reinforcing

The goal of de-escalation:

To build rapid rapport and a sense of connectedness with an agitated person to reduce the likelihood of escalation.

Early Warning Signs	
Tapping	Change of mood and level of anxiety
Going red in the face	Pacing, movement (towards you or away)
Removing clothing – blazer	What they are saying, how they are saying it?
Clenching fists	Changes to their baseline behaviours
Finger drumming	Eyes – watchful, scanning, assessing
Humming	Concentration problems
Avoiding eye contact	Disorganised
Head down on the desk	Gestures – jerky / uncontrolled
Tone of voice, body language, facial expressions	

Breaking a behaviour cycle:

In order to develop good behaviour habits or change an inappropriate behaviour cycle, staff will reflect on 4 key questions:

1. What message do we think the behaviour is communicating?
 - Why do we think that? What do we actually **know**? What are we **assuming**?
 - What else could it mean? (ABC (Antecedent, Behaviour and Consequence) charts?)
2. Where can we intervene?
 - What do we have control over?
 - Whose behaviour can we really control?
3. What can be done differently?
 - What are we doing now? Is it answering the message?
 - Is it helpful or not? How do we know?
4. What might be more effective at responding to the underlying message?
 - Has that been tried before? – Did it work? is it worth trying it again?
 - What (if anything) has changed since then?
 - How will the child interpret my/our response?
 - Will this be helpful or not?
 - How can I help the child to interpret my response? (preparation, being explicit)

De-escalation

Listening	Verbal support and advice
Redirection	Take up time
Distraction	Negotiation
Take up time	Contingent touch
Consequences stated	Repeat instruction
Choices offered	Reassurance / Success reminders
Calm talking	Time out / In

De-escalating Positively

Use positive and helpful statement such as:
“I want to help you!”
“Please tell me more so I better understand how to help you.”
“Let’s call Mr. Smith ... I know he would be able to help with this...”
“Ms. Jones handles this for our school, let’s ask her
What she thinks about this situation ... She is always willing to help!”

Put yourself on the students side of finding a solution to the problem

De-escalation strategies are used to reduce the impact of low-level, negative behaviour for learning and to avoid an escalation.

More specifically:

Non-Verbal	
Body Language	Relaxed and non-threatening body stance (open, relaxed with hands down)
Appropriate Eye Contact	Intermittent (according to a students' emotional state). Show attention not dominance.
Facial Expressions	Appropriate to student concerns – matches what is being said
Enlisting colleagues and/or individual techniques	Use other staff (if possible) to move/divert. Use of any individual techniques on a student's behaviour or SEND plan.
Directing to other activities	Issue a differentiated task (maybe practical if appropriate)
Proximity / effective use of space	Move closer to show attention or away to give personal space

Verbal	
Meet & Greet	Positively welcome students from the classroom door, with an appropriate Do Now activity ready.
Understanding	Putting into words your perception of the 'grievance'. Keeping verbal instructions simple and minimal, using a calm tone of voice and clear, direct language or the students preferred method of communication (focusing on the behaviours you want them to display, rather than the ones you don't)
Modelling	Behaving & speaking in a way you want students to behave calm/reasonable/helpful. Use of the Oasis 9 Habits De-escalation Tool.

Oasis 9 Habit De-escalation Tool

<p>OK, so something has happened to make you feel [.....]? Can you help me understand what emotion you would prefer to be feeling?</p>	<p>When you are anxious, upset or angry we breathe quickly. Our bodies always need more oxygen when we feel like this. I think that might be happening to you at the moment. Can you try and take 5 deep breaths to help you?</p>	<p>If I asked you what the impact of what has happened is on you and those around you, what would you say? What would you prefer it to be?</p>
<p>On a scale of 1 to 10, how in control of your reactions/emotions/words do you feel you are at the moment? Can you tell me how you feel inside your body?</p>	<p>Which one of the 9 Habits wouldn't really be helpful to you right now? Can you tell me why?</p>	<p>Can you talk me through what just happened from the beginning to end so that I can understand how you are feeling right now? As you tell me try and take deep breaths.</p>
<p>Can you think of something that might help you feel more in control? Is there one thing that you could do right now that could make things better or different?</p>	<p>If you could ask anyone to help you right now, who would you ask and what would you ask?</p>	<p>Imagine the way you feel about what has happened represented by a colour. What colour would it be? What colour would represent how you would prefer to be feeling?</p>

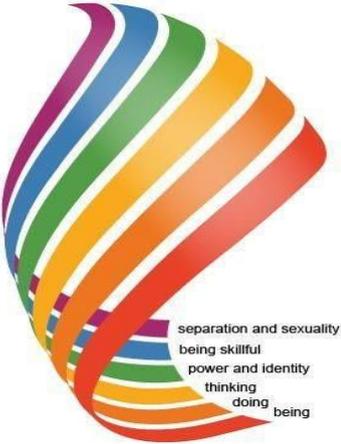
Lever 4: Behaviour Training and Professional Development for staff

To ensure that we are 'deliberate' and 'purposeful' with our behaviour professional development as we are with our Teaching & Learning (pedagogical) professional development, behaviour data and diverse strategies are shared and discussed during staff CPD sessions throughout each academic year.

As well as collaborative development at a whole Academy level, the Middle Leadership Team analyse their subject's behaviour data each half term and strategically plan for any CPD requirements. In addition, we engage with expert and specialist support/training where necessary, for key staff, including:

- Impactful parental meetings.
- Restorative Justice.
- Mental Health First Aid.
- Physical Restraint.
- Managing anxiety, grief and self-harm.

Staff are encouraged to adopt the Thrive approach:

The Thrive Approach		
	Attunement	Be alert to how a student is feeling and their emotional state through their facial expressions, body language, gestures and the noises they make. Demonstrate that you understand their emotional state.
	Validation	Be alert to the student's experience. Validate their perspective/experience/feeling. 'I'm wondering if...' 'That must be so hard when...'
	Containment	Be alert to how a student is feeling. Demonstrate containment by catching and matching their experience and offering it back to them in digestible pieces.
	Soothing	Be alert to how students are feeling, calm and soothe their distress by using de-escalation strategies.
	Regulation	Demonstrate emotional regulation. Modelling how to regulate the emotional state will establish stronger relationships and build the capacity for the student to grow.