



# **The Oasis Brightstowe Academy Way**

**Localised Plan for Inclusive Behaviour**

**Lead for whole school behaviour:**

Miss Nicola Fail



## TABLE OF CONTENTS

The Academy Way Intent .....	4
Lever 1: How we build relationships.....	5
Building belonging: Our academy vision and approach .....	5
Setting and sustaining boundaries in academy culture: What great looks like.....	5
<b>What great looks like</b> .....	6
A comprehensive communication plan .....	7
Positive framing and celebrating success: Relational rewards .....	8
<b>Brightstowe Academy Way Rewards offer</b> .....	8
Lever 2: How we regulate and respond .....	9
Emotionally aware environments: Our universal regulation offer at wave 1.....	9
Responsive regulation: Wave 2 relational de-escalation strategies.....	9
Lever 3: How we repair harm.....	10
Building a restorative culture: Teaching restorative values and skills .....	10
Managing low level disruption: Least to most inclusive responses.....	11
Mobile Phones.....	12
Uniform.....	12
Pastoral Report Cards .....	13
Consequences linked to harm: Restorative escalation procedures .....	13
<b>Logical consequences and symbolic sanctions:</b> .....	13
Responding to community harms: Community responses to bullying, discrimination and harassment.....	14
Preventative practices.....	14
Lever 4: How we work together .....	17
Reflection and connection before correction: our approach to reflective practice .....	17
Early intervention and intensifying support: Our graduated Academy offer .....	17
The pastoral graduated response pathway .....	17
Exclusion as a last resort: Strategies to reduce suspensions and exclusions .....	20
<b>Strategies to reduce suspensions</b> .....	20
<b>Restorative reintegration processes</b> .....	20
	2

Permanent exclusions ..... 21

Legislation and statutory requirements ..... 21



## 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

At Oasis Academy Brightstowe, we want to ensure that all of our young people, whatever their starting points or background, get the education and experiences they deserve; with equal choices and opportunities in life. We will always strive for Exceptional Education, at the Heart of the Community; **Every Child. High Expectations. No excuses.**

We are committed to following a trauma- informed, attachment-aware model of managing our and others' behaviour, and always have Inclusion at the heart of Brightstowe.

Cultivating positive attitudes and behaviours helps all students excel in an environment of high expectations with no excuses. We recognise students positively for exhibiting these through our verbal interactions and our recognition system.

Underpinning this vision is the values which we all strive to role model every day:

- Respect
- Resilience
- Responsibility
- Relationships

### 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.

## 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	 Principal's Newsletter	 Coffee Mornings	 Open days	 Social Media

## Positive framing and celebrating success: Relational rewards

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

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

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

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

## Brightstowe Academy Way Rewards offer

Reward	Rationale
<i>1:1 precise praise</i>	Wherever possible we prioritise giving children specific and meaningful praise 1:1 so we can reflect together on how they accomplished the achievement and the pride we all feel about the effort they put in.
<i>Class Charts Points</i>	Teaching staff and the wider staff body can award positive points on Class Charts for positive classroom and corridor behaviour. Students can also earn Class Charts points through participation in Extra-Curricular and Inter-House events. The school Rewards Shop opens every Friday for students to 'spend' their points.
Rewards Events	Students with consistently positive behaviour are reward with events such as Cinema Day, Head of Year Breakfasts, Afternoon Teas and Sweet Treat Fridays. Students who have shown improved behaviour are also involved in these events.
Prize Draws	Students with good attendance and good behaviour are entered into prize draws to win high-tariff items such as airpods, gaming monitors, and vouchers.
Star of the Week	Staff give out weekly postcards to students doing the right things, with staff calling home for these students.

## 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 Brightstowe, 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
<b>PACE</b>	<i>All staff use the PACE approach with students to ensure calm, relationship-focused communication is at the heart of all interactions.</i>
<b>Zones of Regulation</b>	<i>All children are taught to recognise, name and respond to their emotions using Zones of Regulation. Children are supported to check in daily with their key workers using Zones in order to build an understanding between the pupil and teacher about the child's regulatory capacity and support requirements for the day.</i>
<b>Pupil Passports</b>	<i>All SEND students have a Pupil Passport, which gives personalised regulation strategies to support teachers in the classroom when a student is dysregulated.</i>
<b>5 or 7-point plan</b>	<i>In place for students who struggle with anger when dysregulated, used to help them (and staff) identify key triggers and points of difficulty.</i>

### Responsive regulation: Wave 2 relational de-escalation strategies

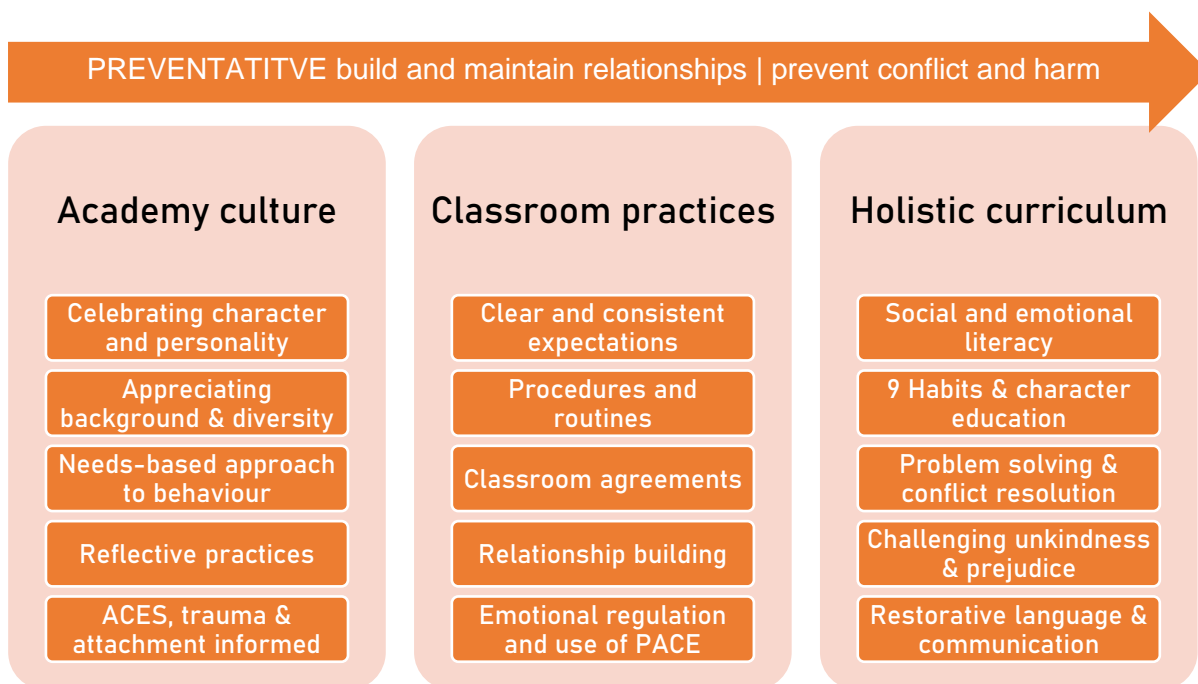
At Oasis Academy Brightstowe, we provide support for children who struggle with emotional dysregulation by making available a range of bottom-up and top-down regulatory strategies:

- 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, whereas top-down strategies connect with the cortex to build insight, self-reflection and problem solve ways of moving forward.

## Lever 3: How we repair harm

### Building a restorative culture: Teaching restorative values and skills

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



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

Holistic curriculum	What we teach
<b>Social and emotional literacy</b>	<i>We teach social and emotional literacy through all of our interactions with children and their families.</i>
<b>9 Habits and character education</b>	<i>We teach children about the 9 Habits and character through our Character Development (CD) programme. The 9 habits are also referenced through lessons and assemblies.</i>
<b>Problem solving &amp; conflict resolution</b>	<i>We teach problem solving and conflict resolution by through our four Core Values – Respect, Resilience, Responsibility, and Relationships.</i>
<b>Challenging unkindness &amp; prejudice</b>	<i>We teach children to challenge unkindness and prejudice by having a strong reporting culture within the Academy, and ensuring students feel safe to challenge and report unkindness and prejudice in an appropriate manner.</i>
<b>Restorative language &amp; communication</b>	<i>We teach restorative language and communication by working with children and families to break down barriers and issues between peers or children and staff, to support the rebuilding of relationships.</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 Brightstowe, we seek to ensure that every interaction between adults and children in the classroom is relational and restorative in nature. Our approach to managing low level disruption is built on the approach of behaviour development, rather than behaviour management. We know that all pupils will occasionally make mistakes, and we use least to most intrusive strategies to provide ample opportunities for pupils to learn from their errors and correct their behaviours, before moving towards issuing consequences. This ensures that we are able to maintain high expectations and consistency in classrooms without an overly punitive response.

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

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
	Regulatory support	If pupil behaviour indicates emotional dysregulation, proactively use pre-agreed whole-class regulatory strategies or refer to personalised Co-Regulation Plan.
Reminder	Affect( <i>ive statement</i> ) and redirect	Use 'I' statements to tell the pupil how you feel and why, remind the pupil of the desired behaviour and redirect them to engage with learning.
Warning	First Verbal Warning	A verbal warning, delivered privately wherever possible, making the pupil aware of their behaviour and restating your positive, high expectations for their behaviour. The script gives the pupil an opportunity to reset their behaviour and receive positive feedback from you. A pupil's name is also written on the whiteboard to support this reminder.

Action	Logical consequence	<b>.Reflection Room:</b> If the pupil's behaviours are unsafe or the pupil is not correcting their behaviours after the use of least-invasive interventions and their verbal warning 1, they can instead be referred to the reflection room.
Action	Logical Consequence	<p>Ready to Learn (R2L) Room: Students may be placed into R2L for behaviours of a more serious nature, including truancy, defiance, verbal abuse of staff, smoking/vaping, violent or dangerous behaviour, damage to property or theft, or physical assault.</p> <p>Students work in silence and on independent desks. Students place their bags, coats in shelving at the entrance to the room and mobile phones into a numbered zip wallet. Students do not have access to these items during the day. Students are able to order their lunch, which is brought to them.</p> <p>If students are being defiant with staff, including refusing to go into the R2L room, parents may be contacted to support with their child. Continued defiance may result in a fixed term suspension from the academy.</p>



*As an Academy, we use Class Charts to support our behaviour system. This allows clear implementation of our behaviour management and rewards systems, and effective regular monitoring, tracking and interventions within the academy. Parents and students are encouraged to download the free Class charts app, where they will be able to access up-to-date daily information around behaviour, rewards and communications to and from the academy.*

## Mobile Phones

Mobile phones are a banned item on the Academy site. Pupils will be expected to hand their mobile phone in during morning Character Development each day. These will be stored securely each day and given back to students at the end of the day. A pupil found with a mobile phone will be asked to hand the phone over, and a sanction may be issued.

If the pupil refuses to hand over their phone, then the staff member will record this as defiance and the pupil will be required to spend time in the R2L room.

Students are welcome to ask any member of staff for access to a landline phone during the school day should they need to contact home for any reason.

## Uniform

We expect our students to be in full school uniform every day. Details of what this consists of can be found in our Uniform Policy. If a student arrives to school in incorrect uniform, they will either be required to borrow uniform, or parents will be contacted for their child to come home and change, before returning to the academy.

Students should also wear Brightstowe PE kit on the appropriate days.

Students are expected to walk the Academy looking smart and ready for learning. Staff will politely challenge students who do not meet the uniform standards, such as untucked shirts and the wearing of hoodies. Staff do this in a warm/strict manner and praise the students for looking smart when they have rectified their uniform.

It is expected that Year Teams and Tutors check uniform daily, as part of the morning routine and the Independent Directed Time (IDT) Programme.

## Pastoral Report Cards

There are three types of pastoral report cards

1. Tutor Report
2. Year Team Report
3. Extended Leadership Team (ELT) Report

A pupil will be identified as a candidate for monitoring through the fortnightly checking of Class Charts data. A pupil can start the report cycle at any stage and can move through the stages if the previous report is not having the desired effect. Students will be matched to ELT colleagues carefully considering how the pupil will benefit from the input and coaching of the senior member of staff. This will support the school/home partnership and ensure parents/guardians are fully informed about their child's progress during the day.

## Consequences linked to harm: Restorative escalation procedures

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

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

At Oasis Academy Brightstowe, 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
- Purpose, not power

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

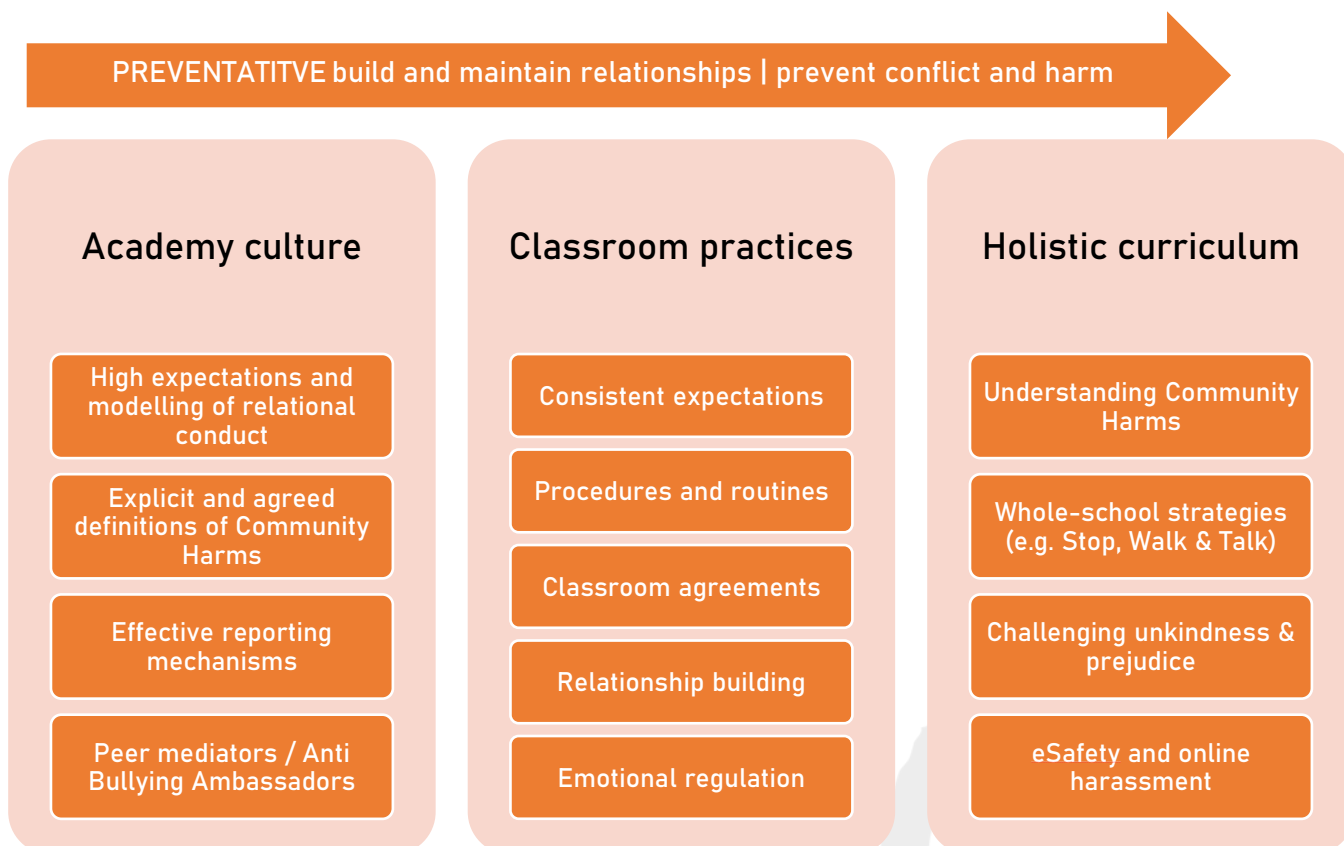
At Oasis Academy Brightstowe, we aspire to create a relational culture in which every pupil has a sense of emotional safety as part of a welcoming and inclusive community where everyone matters and there are no outsiders.

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	<p>Discrimination occurs when a pupil is treated unkindly on the basis of their gender, race or ethnicity, sexuality, gender identity, disability, religion or belief.</p> <p>Discriminatory behaviours are counter to the Equality Act 2010 and are taken very seriously by our academy.</p>
Harmful sexual behaviour	<p>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.</p> <p>We use the <a href="#">Brook sexual behaviours traffic light tool</a> 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.</p>

## 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.

## Individual Learning Plans and Commitment to Include Panels

For pupils who persistently participate in behaviours that cause community harms, we use our graduated response, putting Individual Learning Plans (ILPs) in place 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 an Individual Learning Plan, a Commitment to Include Panel 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.

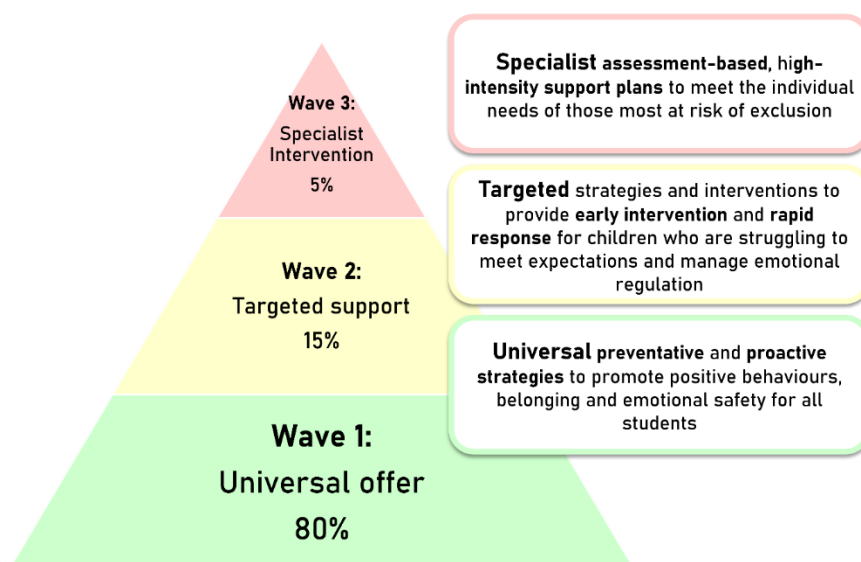
## Lever 4: How we work together

### Reflection and connection before correction: our approach to reflective practice

At Oasis Academy Brightstowe, 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.

### Early intervention and intensifying support: Our graduated Academy offer

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



### The pastoral graduated response pathway

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

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

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

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

Stage	Provision	Strategic Lead/s	Monitored by:	Logged on Prov Maps by:
Stage 1 - UAP	Academy Way behaviour curriculum delivered through IDT, PD, and assemblies. All teachers trained in co-regulation, de-escalation, and trauma-informed approaches. Relational behaviour management strategies implemented consistently in all classrooms. Internal behaviour data used to proactively target support.	All staff	N/A	N/A
2a	Check seating plans Book look Changes to presentation resources Class target goals linked to rewards/Smashed it Star of the Week Attendance competitions Attendance champions Assist family to sign up to Class Charts Punctuality Bus Support with Uniform and/or attendance	HoYs AHOYs	HoYs	N/A
<b>Escalation Criteria:</b> Notable increase in negative points on Class Charts				
2b	Low Mood/Emotional Regulation intervention Social Stories Planned check ins with a trusted adult Regular planned contact with home Peer Mentoring Pastoral Briefing Updates Star Rugby Round Robin to staff Personalised visual timetable. Tutor Report Card (Green) Subject Report Year 10 Preparation for Independence Journalling with staff	HoYs AHOYs	AKE	LWH
<b>Escalation Criteria:</b> Two failed cycles of report or/failed cycle (4 weeks) of intervention				
2c	School Nurse Highgrove Mentoring Student Focus group for Teaching and Learning HOY/AHOY Report Card (Yellow) Circuit Break (R2L) to partner school	HoYs AHOYs	AKE	LWH
<b>Escalation Criteria:</b> Failed cycle of HOY/AHOY report or 2 suspensions within a 6-week period				
2d	Fire Setters/Police workshop Brook Social stories Careers Intervention SARI Offsite Ready to Learn ELT Report Card Modified Timetable (MTT)	HoYs	AKE	LWH
<b>Escalation Criteria:</b> Failed cycle of ELT report or four or more suspensions in a 6-week period				
<b>Referred to Fortnightly Commitment to Include</b>				
2e	Zones card Movement breaks Sensory Circuits Bristol Drugs project ELSA referral MELSA	AP, SENDCO, DSL	RAV/ NFA	SWR

	<p>Immersion package to partner school</p> <p>Lego Therapy</p> <p>Sand therapy</p> <p>Zones of Regulation</p> <p>Pupil Passports</p> <p>Class move</p> <p>Reading Intervention</p> <p>EAA</p> <p>Individual Learning Plan (ILP)</p> <p>SLT Report Card</p>		RDJ	SWR
2f	<p>Referral to FIF</p> <p>TAS Meeting</p> <p>Off the Record</p> <p>EMHP Referral</p> <p>3:2:1 Weekly check in assigned</p>			
3a	<p>Referral to BIFAP</p> <p>Educational Psychology consultation</p> <p>Bristol Autism Team and Toolkit</p> <p>PMHS referral</p> <p>Butterfly Therapy Counselling</p> <p>Empire Fighting Chance</p> <p>Bristol Support Plan (BSP)</p>	VP, SENDCO, DSL	ADV	SWR
3b	<p>Speech and Language Therapy Service</p> <p>Occupation Therapy Service</p> <p>School Inclusion Meeting (SIC)</p> <p>Oasis Mental Health Referral</p>	VP, SENDCO, DSL		
3c	<p>EBSA – BE Project</p> <p>Step Up</p> <p>Oasis Mental Health Team Referral</p> <p>CAMHS Referral</p> <p>Bespoke curriculum package ALP</p> <p>12 Week Revolving Door – PRU</p> <p>Hospital Education</p>	VP, SENDCO, DSL		

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

At Oasis Academy Brightstowe, 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.

### 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.

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

## 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.