

As an Oasis Academy, we promise that our doors will always be open to our students, we want them to have a life full of choices and opportunities. Our excellent teaching means they will be enriched with valuable knowledge that will see each and every student progress, develop and better themselves at a pace tailored to suit their needs. We want our children to feel happy, safe and listened to, cared and respected.

We will teach our children that having commitment, patience, resilience, trust and effort will open the biggest doors. We promise to support our students to find their way in life and emphasise that whichever path they take will lead them to another door, full of colourful and exciting opportunities that will see them excel, achieve and be the best they can.

Level 1: Academy Vision and Values

We want our children to:

- Be happy
- Have friends
- Be able to manage their feelings and emotions
- Be polite, respectful and honest
- Understand how to keep themselves safe and healthy
- Be independent and know when to ask for help
- Be confident and resilient
- Celebrate diversity
- Be kind and show compassion
- Believe in themselves
- Make great progress and be proud of their achievements

We do this by supporting our children and families to develop skills and modelling behaviour to make this possible. We achieve this through the Oasis 9 Habits, (Compassionate, Patient, Humble, Joyful, Honest, Hopeful, Considerate, Forgiving, Self-controlled) and our school rights (Right to respect, Right to learn, Right to be safe).

We know that:

- All behaviour is a form of communication
- According to Trauma Informed UK no new learning can take place if children are hyper aroused or hyper inhibited, the optimal zone is 'social engagement'
- We need to support children to understand emotions and different ways to express them
- Outdoor opportunities decrease levels of the stress hormone 'cortisol' and access to the outdoors improves short term memory, concentration, and cognitive skills
- Having a focus on positive behaviour supports children's confidence and self esteem
- Relationships, a sense of belonging and consistency are key
- A focus on the positives is more effective than relying on sanctions

We need to:

- Have high expectations teach children specific social skills and emotional regulation strategies
- Model the behaviour we expect from children. All adults should respond to children calmly and confidently without shouting
- Support children to understand emotions and provide the necessary tools for them to be able to express and deal with them in socially acceptable ways

Trauma Informed Approach

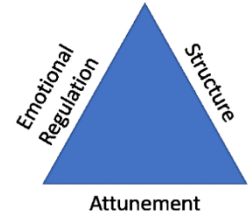
At Oasis Academy Fir Vale we are committed to a trauma informed approach. Staff have had training on this.

Children need appropriate levels of protection and comfort alongside the opportunity to process their experiences. The optimal framework for building emotional resilience includes:

Structure – creation of a safe and calm environment

Emotional regulation – the ability to adjust our internal state to manage the situation we are in

Attunement – quality relationships and interactions



Oasis Academy Fir Vale 3 school rights

School Rules

Right to Respect

We say:-

- 😊 Hello and good bye
- 😊 Please and thank you
- 😊 **We:-**
- 😊 Tell the truth and use kind words
- 😊 Listen to each other

Right to be Safe

We:-

- 😊 Keep our hands and feet to ourselves
- 😊 Tell someone if we are unhappy
- 😊 Listen to adults and follow instructions
- 😊 Look after our school and always walk inside

School Rules

Right to Learn

Ivan Independence

I can be independent to do things for myself, make decisions and take on responsibility

Ozzy Organised

I can present my school work in a neat presentable way

Petra Presentation

I can be organised by staying focused, sticking with the task and getting it done

Renata Resilient

I can be resilient and learn from my mistakes

Ronaldo Ready to learn

I can be ready to learn and better myself everyday



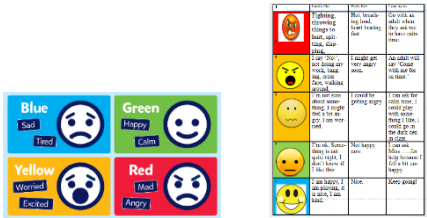
You can do it!

The Oasis Education Charter

Ethos	+	Learning	+	People	+	Purpose	+	Inclusion	+	Curriculum
Rooted in what we believe		Who am I? Who am I becoming?		Exceptional strength and opportunity		In partnership with our communities		Driven through passion		The heart of educational provision

The Oasis Education Charter is who we are, how we are distinctive and the entitlement we provide for our children and communities.

Level 2: Personal Development

<p>OAFV Learning Characters</p> <p>Our children have designed characters for key lifelong learning skills. The skills we focus on are be-spoke to our context and help children access learning so they can take advantage of opportunities in later life. They are taught explicitly.</p> 	<p>Oasis 9 habits</p> <p>We believe that continually developing our character to become the best version of ourselves is really important for every student and staff member alike. The programme develops a way of life characterised by being considerate, compassionate, humble, joyful, honest, hopeful, self-controlled, patient and forgiving.</p> 	<p>Zones of regulation and the five point scale</p> <p>The Zones of Regulation is designed to help children gain skills to regulate emotions and actions, which in turn leads to increased control and problem-solving abilities. In the activities, students learn how to use strategies or tools to stay in a zone or move from one to another.</p> 
<p>Student leadership</p> <p>Anti-bullying Ambassadors</p> <p>Their role is to give inspiration to others, promote anti-bullying initiatives and carry out practical ideas to prevent bullying and ensure everyone feels safe and happy in the academy.</p> <p>Well being Champions</p> <p>Their role is to promote positive mental health.</p> <p>Peer Mediators</p> <p>Their role is to help children develop the skills to handle conflict well.</p>	<p>Circle check in</p> <p>A quick flexible daily circle used to build positive relationships, listening skills and promote emotional literacy, responsibility and discussion. It is also used as a restorative approach tool to solve problems, helping build children's capability to resolve conflicts peacefully.</p>	<p>Fortnightly KS2 Children's Choice (Bromcom)</p> <p>An opportunity for children to develop their interests and skills in a range of sport and creative based activities. Children can earn 5 minutes of time per day.</p> <p>Fortnightly KS1 book experience</p> <p>An opportunity for children to develop a love of reading and new vocabulary through a first hand experience based on a book.</p>
<p>Active 30 minutes daily</p> <p>Daily mile</p> <p>This gets children out of the classroom at their own pace helping them concentrate and become fitter and healthier. https://thedailymile.co.uk/</p>	<p>Active 30 minutes daily</p> <p>Mindfulness</p> <p>Daily session to teach children to relax and use mindfulness strategies https://www.gonoodle.com/</p>	<p>Active 30 minutes daily</p> <p>Fit in Fifteen</p> <p>Sessions to encourage children to be active and learn about the importance of exercise.</p>
<p>PSHE & RSE lessons</p> <p>Through these subjects, we aim to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.</p>	<p>Bagel breakfast</p> <p>Every morning children have the opportunity to have a bagel, so they are ready to concentrate and participate. Magic Breakfast bagels are low in sugar, salt and fat.</p> <p>Toothbrush club</p> <p>Children brush their teeth in school daily and learn about oral hygiene.</p>	

Level 3 Academy Behaviour Systems, Structures and Routines

Oasis Academy Fir vale way

Tight Transitions & Routines: Break down and set out one correct way to do things. Practise and master routines, get time down using a stopwatch as a class challenge.

Stop signals – teach them to the children, ensure all children are listening

Clap pattern Silent stop 3, 2, 1 Tambourine

Question and Answer

- No hands up to be used with time limited talk partners, adult to choose different children to contribute
- No hands up with whisper answer and share it with everyone
- Children expected to answer in full sentences, adult to scaffold

Learning behaviour – high expectations

- Class rules & small extra incentive system (if needed) eg, traffic lights, prize box
- BBC – bottom, back, chair & rest hands
- TNT – tummy near table & 6 legs
- Explicitly teach the children learning skills using the learning characters

Additional in class routines needed

- Handwashing
- Drinking water
- Tidying up
- Lining up - Y2 to Y6 must have a line order
- Seating plan - Y2 to Y6 & must be displayed
- Individual packs: sharp pencils, purple pens, glue sticks, dry wipe pens, boards, supports
- Transitions in class between carpet and seat and seat and line – 1, 2, 3

Walking around the Academy

- Reminder of expectations, line order
- Adult on front and end of the line for moving around school (where possible), don't set off until settled, adult to keep checking on behaviour in the line
- Walk on the left
- Every minute counts: times tables, common exception word flash cards

Daily mile routine (MUGA)

- Adult on the front and end of the line
- KS2 classes to exit onto the yard using the back stairs
- KS2 classes to come back into school along the KS1 corridor and up the middle stairs

Lunch routine

- Children are taken to the dining room by the class teacher, they must have washed their hands
- Children line up at the hatch to collect their lunch
- Children are expected to tidy away and sanitise their hands before they leave the dining room

Visits to the toilet during learning time routine

- One child at a time if necessary, class staff to monitor time out of class, children must wash their hands
- Children to be reminded to go to the toilet at break times

Assembly routine

- Children must enter, sit and leave in line order. Adults space themselves out in the hall.
- Music to play with reflection slide for walking out


Lever 3 Academy Behaviour Systems, Structures and Routines

Menu of rewards to encourage children to have a positive attitude towards learning

<p>Praise – look for the positive</p> <ol style="list-style-type: none"> 1. Use the child’s name & smile 2. Say specifically what you like 3. Mean it – genuinely 	<p>Oasis 9 habits bands (Bromcom)</p> <p>Children will collect points to receive a band for each habit.</p>	<p>Daily points (Bromcom)</p> <p>Children earn points each day for following the 3 school rights, attending each day and being on time, wearing uniform, bringing their Ipad back to school and being a dojo champion or reading champion.</p> <p>Children with 100 points will get a postcard home.</p>
<p>Ready to learn trophy and stars</p> <p>Trophies or stars are collected by the classes who are who are ‘ready to learn’ at the end of lunch times.</p> <p>The winning class each week will receive a Silver trophy.</p> <p>The class to win the most silver trophies for the half term get a gold trophy filled with treats.</p>	<p>Dojo champion of the week</p> <p>These should be given out for behaviour described in our school rights.</p> <p>The child with the most dojos will receive a gold coin to take to the prize vending machine on a Friday after celebration assembly.</p>	<p>Achievement of the week</p> <p>A child who has made a special effort with their learning.</p> <p>The child will receive a special mention and certificate in assembly.</p>
<p>Half termly competitions</p> <p>A competition will be held in school for children and families to enter.</p> <p>The winners will win a learning related prize which might include headphones, art set, music equipment or sports equipment.</p>	<p>iPad home pass</p> <p>A child who is a role model to others can take their iPad home each weekend.</p>	<p>Reading Champion</p> <p>Every week a child who has tried really hard with their reading they will win a gold coin to use in the reading book vending machines.</p>







Lever 3 Academy Behaviour Systems, Structures and Routines

Menu of strategies to address low level behaviour

<p style="text-align: center;">Meeting needs</p> <p>Maslow's hierarchy of human needs</p> 	<p style="text-align: center;">Relationships</p> <p>Get to know each individual child</p> <p>Use eye contact, posture (open and relaxed) & personal space</p> <p>Use of individual techniques suited to the child's needs</p>	<p style="text-align: center;">Environment</p> <p>Clean up clutter</p> <p>Lighting & fresh air</p> <p>Use of calm music</p> <p>Positioning – seating plans, adult peripheral vision</p>
<p style="text-align: center;">Proximity Praise</p> <p>Specifically praise other children doing the 'right thing'</p>	<p style="text-align: center;">State the reality & use thank you</p> <p>"... you are...I need you to..., thank you"</p>	<p style="text-align: center;">Take up time</p> <p>Use a clear verbal instruction and give the child take up time</p>
<p style="text-align: center;">Tactical ignoring</p> <p>This must be dynamically risk assessed to be safe.</p> <p>Keep the child in sight at all times.</p>	<p style="text-align: center;">Challenge or Choice</p> <p>"Let's see if we can..."</p> <p>Provide a choice/option (within limits) so child feels they are still in control</p>	<p style="text-align: center;">Distraction or re-direction</p> <p>This might include a change of face or a change of environment. It could include asking the child to do a task that will divert their attention to something else.</p>
<p style="text-align: center;">CUDSA</p> <p>Challenge – tackle the issue</p> <p>Understand – point of view</p> <p>Define – identify the problem</p> <p>Search – child to find solution</p> <p>Agree – now/next time</p>	<p style="text-align: center;">CRESST Peer Mediation</p> <p>Child led peer mediation approach</p> <p>Children volunteer to support other children at break time.</p> <p>In Peer Mediation, children are trained to act as mediators in a dispute without help from staff. This empowers children and develops their sense of community and co-operation.</p> <p>The school and classroom become more peaceful, allowing more teaching and learning to take place.</p>	<p style="text-align: center;">Restorative Approach</p> <p>This is a process to develop conflict resolution and support children to self-regulate. A member of staff will sit with all children involved in an incident and facilitate a restorative 'chat'.</p> <p>5 question process:</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking? 3. What do you think now? 4. What needs to happen to put this right? 5. What will you do differently next time?
<p style="text-align: center;">Active Listening - LEAPS</p> <ol style="list-style-type: none"> 1. Listen 2. Empathise (acknowledge child's expressed emotion) 3. Ask questions 4. Paraphrase 5. Summarise actions for moving on 	<p style="text-align: center;">Simple, clear instructions</p> <p>Use child's name first</p> <p>Calm tone of voice</p> <p>Direct language</p>	<p style="text-align: center;">Offering support through a trauma informed lens</p> <p>Wonder – I wonder if you are ... about</p> <p>Imagine - I imagine you are feeling</p> <p>Notice – I see how hard it is for you to...</p> <p>Empathy – I am so sorry you feel....</p> <p>Protect, relate, regulate, reflect</p> <p>P and the 3Rs:</p> <ul style="list-style-type: none"> • Protect – remove the child without shame or judgement • Relate – connect before we correct • Regulate - calming strategies • Reflect – make sense of what happened, events, feeling, behavior • Repair – how to put it right

Lever 3 Academy Behaviour Systems, Structures and Routines

Menu of Calming Activities, De-escalation & Sensory Breaks

<p style="text-align: center;">Lazy 8 breathing</p> <p>Breathe in, breathe out</p> <p>Continue until you have a calm body and mind</p> 	<p style="text-align: center;">6 sides of breathing</p> <p>Breathe in, hold, breathe out</p> <p>Continue until you feel calm and relaxed</p> 	<p style="text-align: center;">Size of the problem</p> <p>Size of the reaction to match the size of the problem</p> <p>1 - 5</p> <p>Tiny to huge</p> <p>Huge problems need a 999 call</p> 
<p style="text-align: center;">Scrunch it</p> <p>Scrunch paper</p> <p>Rip up paper</p>	<p style="text-align: center;">Sensory bottles</p> <p>When a sensory bottle has items such as glitter inside that move slowly this can help children calm their breathing as they watch it move.</p>	<p style="text-align: center;">Doodle or colour</p> <p>This can help provide a distraction from negative thoughts or worries.</p>
<p style="text-align: center;">Physical activity breaks</p> <p>Physical Activity breaks support children to better manage stress and control their impulses.</p> <p>These breaks offer a large dose of sensory input.</p>	<p style="text-align: center;">Wall push ups</p> 	<p style="text-align: center;">Jumping Jacks</p> 
<p style="text-align: center;">Listening to music</p> 	<p style="text-align: center;">Mindful activities</p> <p style="text-align: center;">https://www.gonoodle.com/</p>	<p style="text-align: center;">Dance activities</p> <p style="text-align: center;">https://www.gonoodle.com/</p>

Useful Resources

Session 1: The Neuro sequential model: https://www.youtube.com/watch?v=3is_3XHKKs

Session 2: How stress effects the Brain: <https://www.youtube.com/watch?v=COMwI2akggM>

Session 3: The power of connection: <https://www.youtube.com/watch?v=oEIS6AGwuxU>


Session 4: Regulating yourself and your classroom <https://www.youtube.com/watch?v=nqW2Xv16bWw>

Lever 3 Academy Behaviour Systems, Structures and Routines

Additional Pastoral Support

We recognise that some children, including children with special educational needs or disabilities, may require additional support in school. The intervention team work with identified children to support them to develop self-esteem, confidence, social skills, different ways to manage feelings and behaviour for learning based on individual needs. All interventions focus on the OAFV learning characters and 9 habits. All interventions should be linked to the Sheffield Support Grid, be time limited and assessed for impact using the appropriate assessment tool.

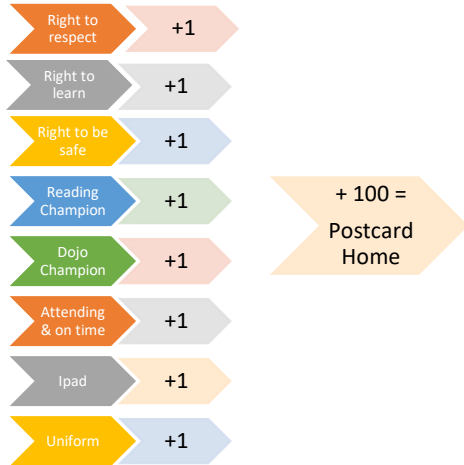
If bullying or level 1 discriminatory behaviour has been identified, an intervention focused on supporting behaviour and attitude changes will be put in place by the pastoral team. Refer to the anti-bullying procedure.

<p style="text-align: center;">Individual reward chart</p> <p>Tailored around the child's interests or strengths. The child can earn rewards for displaying positive behaviours throughout the day.</p>	<p style="text-align: center;">SEAL</p> <p>Children are selected to take part in group activities relating to social and emotional aspects of learning.</p>	<p style="text-align: center;">Lego Therapy</p> <p>A social development programme designed to support children with social communication difficulties.</p>
<p style="text-align: center;">Social Stories</p> <p>Designed to help a child to understand how others might behave or respond in a situation. The stories are short descriptions of a scenario, activity, emotion or event.</p>	<p style="text-align: center;">Commando Joe</p> <p>Commando Joe is a program which can support individual children, groups or whole classes to improve social skills and attitudes towards learning. It is designed to support communication, cooperation and team-work.</p>	<p style="text-align: center;">Oasis Super Stars – self esteem</p> <p>Children identified take part in small group sessions to promote their self esteem and build their confidence.</p>
<p style="text-align: center;">Anger Critter</p> <p>A cognitive behavioural therapy programme that focusses on enabling a child to recognise anger and the feelings and emotions attached. Triggers, advice, relaxation techniques and reflection are considered throughout the intervention.</p> <div style="text-align: center;">  <p>Anger Management The Anger Critter</p> </div>	<p style="text-align: center;">Alternative Provision</p> <p>Tailored educational environments to support children with their learning and behaviour.</p>	<p style="text-align: center;">Individual timetables, timers and rewards</p> <p>The aim is to minimise the likelihood of challenging behaviours through use of a visual timetable, timer, finished box and reward system.</p>

Bromcom recording of rewards

Incentives & Rewards

Three school rights



Fortnightly Children's Choice



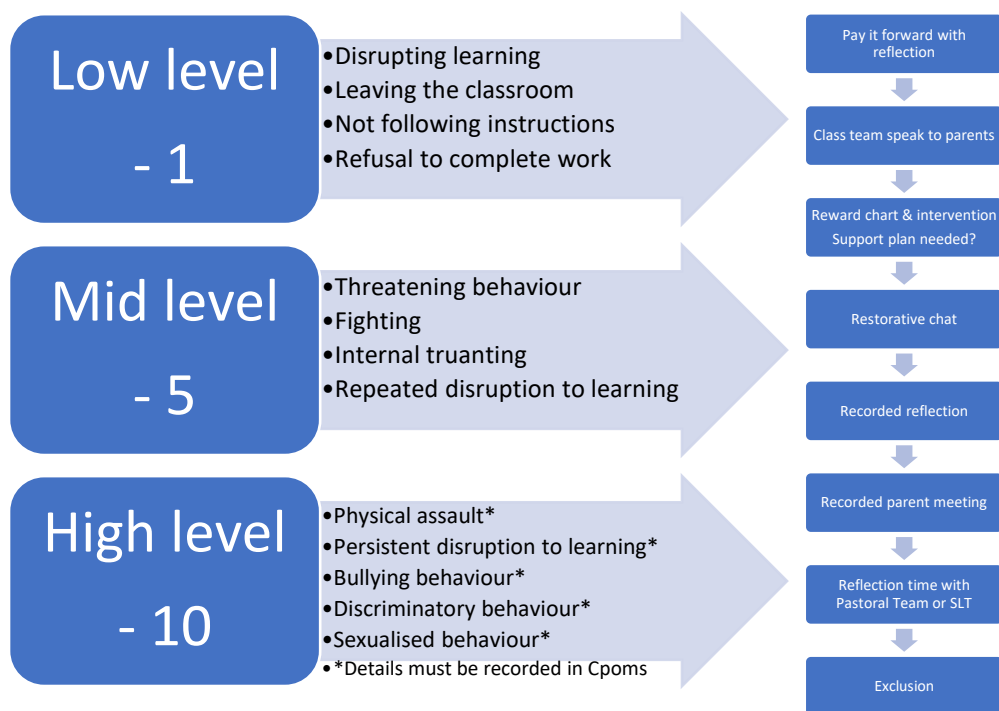
9 habits



Bromcom recording of sanctions

Sanctions & Escalation

Language of choice: "You have chosen to ... so you have chosen to ..."



Mid or high level incident logging

1. Class team/staff member involved at the start to log the **incident on Bromcom** and **add detail to Cpoms**
2. Class team/staff member involved at the start to log add details to Cpoms
3. Senior Learning Mentor / SENDCO / SLT to add follow up on Cpoms

Team teach/use of reasonable force logging

1. Staff member involved to log the incident on Cpoms and complete and upload the Team Teach incident form, this must be signed and include how parents were informed
2. Senior Learning Mentor / SENDCO / SLT to add follow up on Cpoms, this might include completion of a positive handling plan

Incidents MUST be reported verbally where immediate action may be required.

Recording and Follow up of Discriminatory Incidents

Category 1	Category 2	Category 3
Record on Bromcom Record & follow up on Cpoms as possible safeguarding issue One off single incident	Record on Bromcom Record & follow up on Cpoms as safeguarding issue	Record on Bromom Record & follow up on Cpoms as safeguarding incident
Discuss with DSL In house intervention required – focused on behaviour change	Discuss with DSL In house intervention required Refer for multiagency support	Discuss with DSL In house support required Refer for specialist support
Including but not limited to: Verbal abuse Abusive messages including online Harassment Bullying or intimidation Threats of violence Displaying or circulating discriminatory literacy or posters Graffiti (hate messages) Damage to property Harmful sexual behaviour	Including but not limited to: Two or more category 1 incidents Assaults Destroying property Harassment Sexual Harassment Enduring or recurring online abuse Theft Inciting group harassment	Including but not limited to: Sexual assault Grievous bodily harm Incidents that occur only in the community

Recording and Follow up of Incidents of Sexualised Behaviour

Category 1 – harmful sexual behaviour	Category 2 – sexual harassment	Category 3 – sexual violence
Record on Bromcom Record & follow up on Cpoms as possible safeguarding issue	Record on Bromcom Record & follow up on Cpoms as safeguarding issue	Record on Bromom Record & follow up on Cpoms as safeguarding incident
Discuss safeguarding implications with DSL In house intervention required	Discuss safeguarding implications with DSL In house intervention required Refer for multiagency support	Discuss safeguarding implications with DSL In house support required Refer for specialist support, including Police and Social Care
Including but not limited to: Developmentally inappropriate problematic (use Brook Traffic Light tool) Abusive sexualised behaviour on or off line Lewd comments/jokes Creating a hostile environment, offensive or sexualised environment	Including but not limited to: Unwanted conduct of a sexual nature Online or off line sexualised comments, remarks or observations Intentional touching of person or clothing Aggravated sexting Behaviour likely to violate dignity, feel intimidated, degraded or humiliated Creating a hostile environment, offensive or sexualised environment Up-skirting	Including but not limited to: Rape Assault by penetration Sexual assault Grooming for sexual/criminal exploitation

Level 4 Behaviour Training and Professional Development for staff

We prioritise training and development for all staff. Whole school training is planned based on development areas identified from the school self evaluation which are included in the One Plan. Individual staff development is planned through both appraisals and the OAFV coaching policy. Training and development includes a range of strategies including coaching, reflection, good practice visits/shadowing and attendance at training courses. All staff on induction complete the adverse childhood experience training which gives them a thorough understanding of the things that can impact on children's behaviour.



Appendix A

ABC

Antecedent	Behaviour	Consequence

3 Rs

Reflect - Rethink - Readjust

Reflect

What happened?

What were you thinking?

Rethink

What do you think now?

What needs to happen to put this right?

Readjust

What will you do differently next time?

How do you feel now?

