

Introduction

At Oasis Fir Vale, we take a holistic approach to addressing children's behaviour. We recognise that positive behaviour is promoted in a school environment within which children and staff experience relationships where they feel safe, listened to, cared for, and respected.

This policy aims to:

- promote a school environment in which children and staff feel happy, safe, and supported,
- equip staff with approaches to support children with their behaviour, and
- strengthen children's resilience and capacities for self-regulation so that they can engage in their learning.

Our approach is organised under the 4 levers of the OCL behaviour policy which explains how we promote positive behaviour within school. These are

- 1: Our Academy Vision and Values
2. Personal Development Curriculum
3. Academy behaviour systems, structures, and routines
4. Behaviour training and professional development for staff

Lever 1: Oasis Academy Fir Vale Vision and Values

At Oasis Academy Fir Vale we believe that children learn best when they have opportunities to talk, play, explore, work together, ask questions, and practice their developing skills. We believe partnerships with families and the community are important to make sure children are safe, happy and that every child has the opportunity to reach their potential.

Our ethos is rooted in what we believe and who we are. Grounded in our story, it is an expression of our character; a set of values that inform and provide the lens on everything we do.

- A passion to include
- A desire to treat people equally respecting differences
- A commitment to healthy, open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

It is these ethos values that we want to be known for and to live by. We are committed to a model of inclusion, equality, healthy relationships, hope, and perseverance throughout all the aspects of the life and culture of every Oasis Hub and academy community.

At Oasis Fir Vale, we believe that children have 3 core rights in school which guide all that we do:

- The right to respect
- The right to learn
- The right to be safe



We also have a set of key values that we aim to promote for our children, which are:

F – Faith; have faith in yourself and others and the most amazing things will happen

I – Inspiration; inspire others by being the best you can

R – Resilience; develop strength to overcome challenges and recover quickly from setbacks

V – Values; practicing the Oasis 9 habits

A – Acceptance; respecting and accepting others for who they are

L – Learning; every day is a chance to learn something new

E – Empathy; understanding the feelings of others



Core principles underpinning our Behaviour Policy

- We believe that behaviour is a form of communication and should be understood in its context, for example: What is the story behind the behaviour? What need is it communicating?
- We believe in the importance of relationships when understanding and addressing children’s behaviour. We believe that relationships are central to our children’s wellbeing and resilience (see our relationships policy). We promote positive relationships between children, staff, parents and the wider school community.
- We believe in a ‘whole school approach’ to addressing wellbeing and behaviour. All members of our school community have a role to play in promoting the social and emotional wellbeing of our children. We think psychologically about how we understand and respond to behaviour, drawing on theories of attachment, trauma, child development, and child resilience (see TOGETHER Framework).
- We promote positive and proactive approaches to managing behaviour. For example, we believe children behave better when we notice and acknowledge positive behaviour. We use reparative and restorative approaches to help children learn important social skills, and we help children to regulate throughout the day.
- We have high expectations of behaviour and want to empower our children with the social and emotional skills they need to engage well in their learning.
- We take a bespoke and differentiated approach to managing behaviour (dependent on children’s stage of development, strengths and needs). Our approach for individual children with complex needs is clearly planned, documented, reviewed and communicated with the key adults around a child.
- A focus on the positives is more effective than relying on sanctions

Level 2: Personal Development Curriculum

Within this section, we set out how we proactively support our children to develop their social and emotional skills and how we ensure school is a calm and regulating environment for our children.

Please also refer to the Personal, Social and Health Education and Personal Development curriculum information on our school website.

2.1 Promoting a calm and regulating environment for learning

We expect all adults in school to;

- Ensure children's basic physical and emotional needs are addressed (e.g., Maslow - is the child hungry, tired, unwell, uncomfortable, feeling unsafe or overwhelmed?).
- Focus on providing children with safe, secure and responsive relationships within school, as set out in our relationships policy.
- Provide routines, structure, consistency, clear boundaries and classroom rules
- Meet and greet children positively at the start of the day.
- Check in throughout the day so that every child experiences regular, regulating connection throughout the day.
- Ensure children experience movement and physical exercise at regular intervals to help regulate their bodies throughout the day.
- Have clear plans around behaviour for individual children who need extra support.

Within school our daily timetable and interventions help children feel regulated and ready to learn, this is achieved through:

- **Bagel breakfast in class** - Eating well helps us to feel more settled and able to focus and concentrate throughout the day. Magic Breakfast bagels are low in sugar, salt and fat.
- **Toothbrush club** - Children brush their teeth in school daily and learn about oral hygiene and how to take care of themselves.
- **Daily active 30 minutes at break and lunch time** – These sessions encourage children to be active and learn about the importance of exercise.
- **Circle check in** - A quick flexible daily circle that should be used to build positive relationships, listening skills and promote emotional literacy, responsibility and discussion. It should also be used as a tool to solve problems, helping build children's capability to resolve conflicts peacefully.
- **Daily mindfulness** - These sessions encourage children to learn how to relax.
<https://www.gonoodle.com/>
- **Sensory breaks & storm breaks** – need to take place at start of day, after break/lunch and at any time the children seem to be out of the green zone. There are resources here to use:
<https://www.stormbreak.org.uk/>

Expectations, structure and routines within school

It is important that there is structure built in throughout the day as this contributes to feelings of safety, predictability and consistency for children. This structure is achieved through having clear routines, rules, expectations and boundaries.

Classroom expectations

- Clear seating plan on display from Y1 – Y6
- Line order on display from Y1 – Y6
- Adult positioning for a clear view of the class
- BBC – bottom, back, chair & rest hands
- TNT – tummy near table & 6 legs
- Signal to re-gain attention & ensure all children are listening e.g., clap pattern, silent stop, count down 3, 2, 1, tambourine
- Encouraging children to answer questions in full sentences

iPad Routines

- ✓ iPads to stay in trolleys during morning work/reading time.
- ✓ Staff to hand out iPads from the trollies.
- ✓ When iPads are not in use, iPads are to go behind the child on their chair.
- ✓ When iPads are not in use, these are locked via the classroom app.
- ✓ Ensure when the children are on the iPads, the activity is being monitored.
- ✓ iPads to go into the class charging trollies at 2.45pm, these must be locked.
- ✓ iPad pencils do not go home.

Managing Transitions & Establishing Routines

Transitions can be a time of the day where children struggle. By transitions we mean the transitions into/out of school at the beginning and the end of the day, to and from breaks, and between activities. General routines within school can also help build feelings of predictability and safety. All staff must ensure that transition periods are as orderly and predictable as possible. This can be achieved by;

- Having a consistent routine around transition times.
- Being present during transition times, acknowledging children as they make their way in to and out of school/classroom.
- Allowing time and preparing children for when transitions are going to happen
- For children who struggle with transitions, having their key adults around them at these times.

Visits to the toilet during learning time:

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

Drinking water & handwashing:

- ✓ No more than two children at a time at the sink.
- ✓ Ask before getting out of seat.
- ✓ Bottles from home to be kept in pigeonholes – must be water only.
- ✓ Children to be reminded to go get a drink at break times.

Walking around the academy:

- ✓ Reminder of expectations, line order
- ✓ Adult on front and end of the line (where possible), don't set off until settled

- ✓ Walk on the left
- ✓ Every minute counts: times tables, common exception word flash cards

Assembly:

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

Lunch routine:

Children

- ✓ Children to be supervised to the dining room by the class teacher, they are encouraged to wash their hands & go to the toilet before leaving the classroom
- ✓ Children line up at the hatch to collect their lunch
- ✓ Children to collect water and salad
- ✓ Children to stay seated once they have finished and tidy away and line up when asked a table at a time
- ✓ Children are expected to sanitise their hands before they leave the dining room

Staff

- ✓ Lunchtime supervisors to give out water and support the salad bar and then monitor children tidying away
- ✓ TAs to walk around tables, be vigilant, encourage children to eat & stay seated
- ✓ ALT staff member to call tables to line up
- ✓ 1 TA to start taking the children out, followed by the 2nd TA with the rest of the children
- ✓ Dojo stickers to be given to children following dining room rules

2.2. Strengthening children's social and emotional skills

We expect all staff to be proactive in addressing the social and emotional needs of children in school, including:

Understanding children's behaviour; It is important that staff who are supporting a child have a sufficient understanding of their history, circumstances, experiences, and developmental needs. This is particularly important as a significant number of children have complex social and emotional needs, all of which can impact on their behaviour within school. Having a good understanding of this can help staff make sense of behaviour, address a child's social and emotional needs proactively, develop clear plans around behaviour, and manage behavioural incidents effectively.

Zones of regulation and the five-point scale; All adults should help children learn to identify what zone they are in and gain skills to regulate their emotions and actions, which in turn leads to increased control and problem-solving abilities.

Modelling: All adults must model positive behaviour at all levels and in all interactions with children, families, other staff and visitors.

Recognition: All adults must look for times when children are showing the 3 school rights, the 9 habits and good behaviour for learning.

Recognition for positive behaviour

<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</p> <p>Children who have demonstrated behaviour in relation to one of the 9 habits can collect the relevant habit band in assembly/class assembly.</p>	<p>Daily dojo points</p> <p>Children earn points each day for following the three school rights, attending each day on time and wearing uniform.</p>
<p>Children’s choice</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>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>Certificate of excellence</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. 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 hard with their reading they will win a gold coin to use in the reading book vending machines.</p>

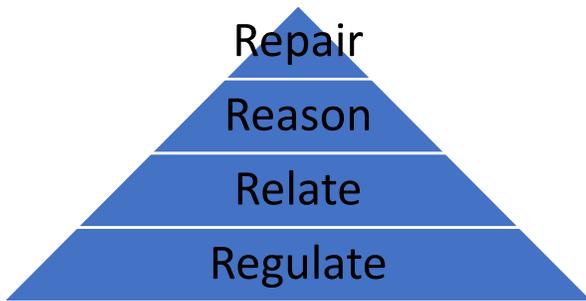
Giving children opportunities to shine

Children can be given a range of opportunities, responsibilities, and activities to do in school to develop positive social and emotional skills, these include:

- **Anti-bullying Ambassadors** – they make sure everyone feels safe and happy in the academy. This is a national scheme with training provided by the www.diana-award.org.uk
- **Wellbeing Champions** – they make sure everyone has a friend to check on them and help them feel well. This is an Oasis wide project where the children receive training in school and support from the Mental Health practitioner in school via Healthy Minds.
- **Peer Mediators** – they make sure our friends can get on well together. The children are trained by Cresst in mediation and conflict resolution via the University of Sheffield.
- **Play Leaders** – they encourage and promote children to play games together. The children receive training via school sport partnerships in how to engage children in games and play.
- **Young Interpreters** – they help settled children into school and can also communicate basic information for families. The children receive training to help them prepare for the role.

Lever 3: Oasis Academy Fir Vale Behaviour Systems, Structures and Routines

When addressing behaviour, we use the model of Regulate, Relate, Reason and Repair (Perry, 2020) as a basis to structure and sequence responses:



Regulate

When incidents occur, it is important that, in the first instance, adults regulate themselves by making sure the children are safe, keeping calm and swapping with another adult if needed. All adults can regulate children by being attentive to the signs that they may be becoming dysregulated and providing support.

Meeting basic needs: Are there any basic needs that this child needs us to address (e.g., are they hungry, overly tired/in need of rest, physically uncomfortable/unwell, feeling unsafe or overwhelmed?)

Providing co-regulation; Use of eye contact, calm tone, posture (open and relaxed) & personal space. Time In rather than Time Out, making sure adults are close by when a child is dysregulated, ensuring that children have access to their key adult where needed. Get to know each individual child.

Managing the environment; Clean up clutter, ensure access to light and fresh air and use of calm music. Providing the child with access to safe spaces where needed.

Simple/clear instructions and holding boundaries; Use child’s name first name, calm tone of voice, direct language, expectation of compliance through use of ‘thank you’, take up time.

Movement/Sensory break; Opportunity to move, walk, release tension. Physical activity supports children to better manage stress and control their impulses. These breaks offer a large dose of sensory input.

<p>Lazy 8 breathing</p> <p>Breathe in, breathe out. Continue until you have a calm body and mind.</p> 	<p>6 sides of breathing</p> <p>Breathe in, hold, breathe out. Continue until you feel calm and relaxed.</p> 	<p>Five finger breathing</p> <p>Breathe in and breathe out as you move your finger up and down each finger, hand starting with your thumb.</p> 
<p>Heavy work activity</p> <p>Pushing, pulling or lifting a heavy object.</p>	<p>Wall or chair push ups</p> 	<p>Hand push</p>  <p>Push your palms together and hold for 5 to 10 seconds. This provides pressure and feedback to the brain about where we are in space.</p>

Relate

By providing connection and proximity to a child when they are dysregulated, we can increase feelings of safety and emotional containment.

Maintain a connection with the pupil, Connection before correction

Communicate ACCEPTANCE and EMPATHY of what the child is experiencing in their feelings, thoughts; Phrases such as “I can see you’re feeling frustrated”, “I can see that you’re struggling right now”.

Be **CURIOS**; Offer an idea of what you think may be underlying the child’s behaviour. I wonder if you are ... about ..., I imagine you are feeling

Reason

Once children are in a calmer and more regulated state, we can help them to start thinking about their behaviour and learn that their choices matter.

Challenge or Choice; Provide a choice/option (within limits) so child feels they have agency and control.

State the reality & use thank you; “... you are...I need you to..., thank you.”

Take up time; Use a clear verbal instruction and give the child take up time.

Proximity Praise; Specifically praise other children doing the ‘right thing.’

Repair

It is important that following any incidents, children are supported to make sense of what happened and repair any ruptures in their relationships with staff and peers. This is important to help them learn from their experiences and to teach them that they can put things right.

Natural consequences: Find ways that the child can help repair the incident e.g., if the child has not completed their work, find a time that they can complete it. ‘Paying back’ e.g. If they have broken something, they can pay this back in time, such as dedicating time to do something positive in school.

Use visuals, postcards, notes, comic strip conversations.

Restorative Approach: This is a process to develop conflict resolution and support children to self-regulate. A member of staff will sit with the child/children involved in an incident and facilitate a restorative ‘chat’.

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?

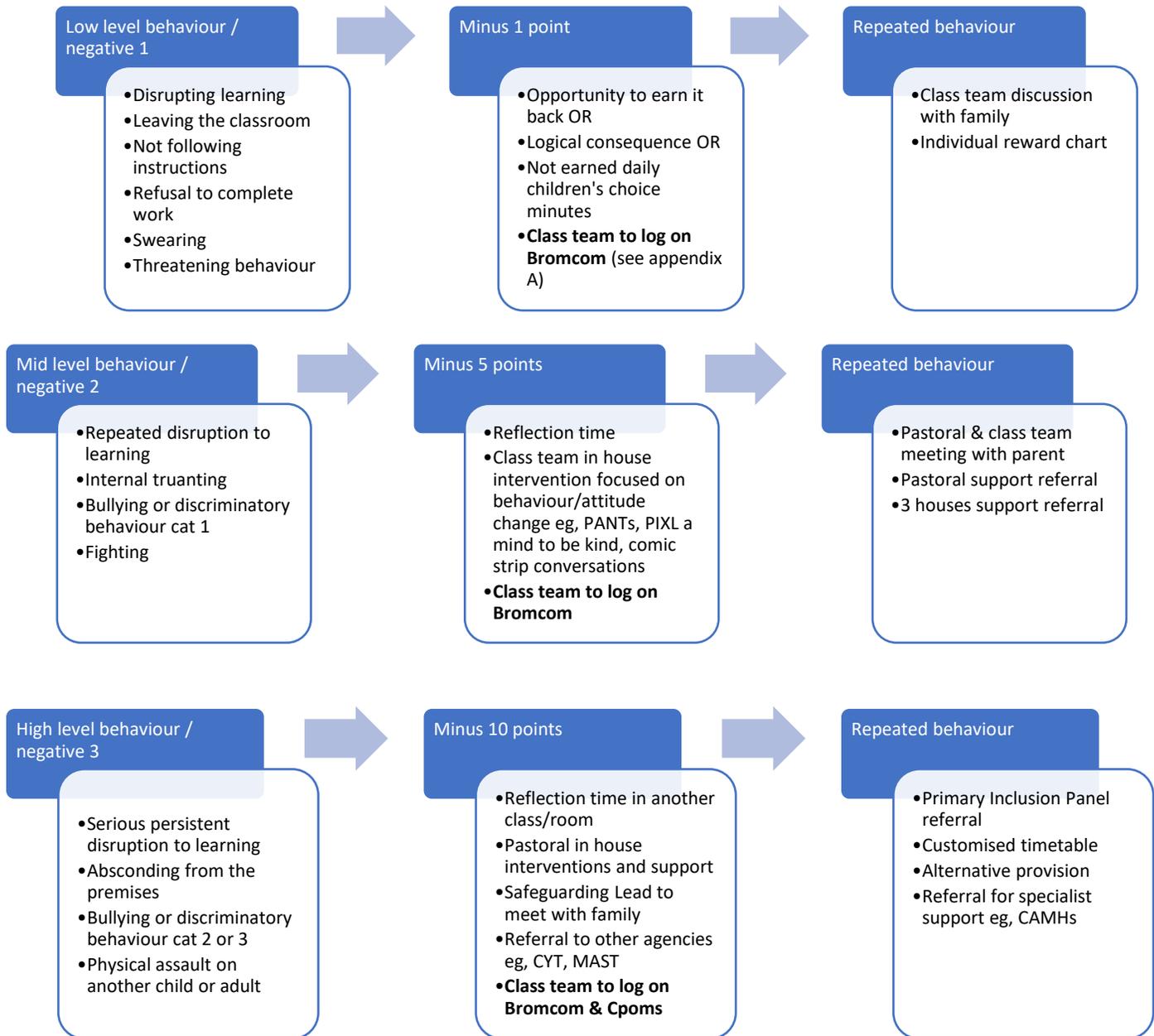
Additional Support

We recognise that some children, including children with special educational needs or disabilities, may require additional support in school. The intervention teamwork 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.

<p>Individual timetables, timers and rewards</p> <p>Tailored around the child's interests or strengths. The child can earn rewards for displaying positive behaviours throughout the day. The aim is to minimise the likelihood of challenging behaviours through use of individual visual timetable, timer, finished box and reward system.</p>	<p>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>	<p>Mentally healthy movement</p> <p>Children may need an energising activity followed by a calming one to move back to learning mode smoothly.</p> <p>'Sensory Circuits' can be used to as sensory breaks too. It involves a sequence of physical activities that are designed to alert (jump, bounce, skip), organize (balance, weave in and out) and calm (wall/hand pushes) the child.</p>
<p>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>https://www.sheffieldchildrens.nhs.uk/services/child-development-and-neurodisability/social-stories/</p>	<p>Comic Strip Conversations</p> <p>Used to support children to see what happened, what others said and thought and how a different reaction might have brought about a different outcome.</p> <p>https://www.youtube.com/watch?v=yihJJaPXP8</p>	<p></p> <p>https://www.gonoodle.com/ https://stormbreak.org.uk/ https://www.childrenschoicetherapy.co.uk/sensory-circuits</p>
<p>Lego Therapy</p> <p>A social development programme designed to support children with social communication difficulties.</p>	<p>Alternative Provision</p> <p>Tailored educational environments to support children with their learning and behaviour.</p>	<p>Oasis Lions – self esteem</p> <p>Children identified take part in small group sessions to promote their self-esteem and build their confidence.</p>
<p>PIXL</p> <p>Children are selected to take part in group activities relating to social and emotional aspects of learning. PIXEL resources are available for themes of respect, empathy, kindness, working together and racial awareness. They are available via OASIS subscription code at https://www.pixl.org.uk/</p>	<p>Zones of Regulation/Positive Me</p> <p>A set of resources to promote emotional literacy and regulation as well as social skills.</p> <p></p>	<p>Healthy Minds/Mental Health Support Team (NHS)</p> <p>Support for families via a referral for anxiety and low mood needs. Offer of support for one child per term on a School Based Learning Plan via the service Clinical Psychologist.</p>
<p>Forest Schools/Outdoor Activities</p> <p></p> <p>Spending time in green space or bringing nature into your everyday life can benefit both mental and physical wellbeing.</p>	<p>Trauma Informed based therapy</p> <p>Sand therapy</p>	<p>Think for the Future & Rock Steady</p> <p>Interventions based on resilience, raising aspirations, building self-esteem, and teamwork.</p>

Sanctions & Escalation

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



Reflection

1. This will take place daily in the pastoral room on the KS2 corridor.
2. The room will be staffed following the rota.
3. The incident must be logged on Bromcom and the child should appear on the reflection list.
4. The TA should bring the child to the pastoral room at the correct time.
5. The member of staff in the room should ensure the reflection sheet is completed and/or discussed.
6. The child should be collected from reflection by the TA at the correct time.

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 a positive handling plan

Classification of Bullying Incidents

Classification of Bullying

General Bullying			Racist Bullying		
Category 1	Category 2	Category 3	Category 1	Category 2	Category 3
Verbal abuse like name-calling and offensive jokes*	Recurring assaults - such as hitting, punching, pushing, spitting etc.	Grievous bodily harm	Verbal abuse like name-calling and offensive jokes*	Recurring assaults - such as hitting, punching, pushing, spitting etc.	Grievous bodily harm
Abusive phone or text messages, hate mail*	Destroying property e.g. ripping clothes, destroying books	Incidents that occur only in the community	Abusive phone or text messages, hate mail*	Destroying property e.g. ripping clothes, destroying books	Incidents that occur only in the community
Online abuse*	Recurring threat or intimidation	Sharing photos without consent	Online abuse*	Recurring threat or intimidation	Sharing photos without consent
Harassment	Enduring, reoccurring online abuse for example on social media and email	Trolling	Harassment	Enduring, reoccurring online abuse for example on social media and email	Trolling
Intimidation	Theft		Intimidation	Theft	
Making threats	Inciting group harassment		Making threats	Inciting group harassment	
Isolated aggressive act - hit/kick/slap etc	Creating rumours, mimicking, humiliation		Isolated aggressive act - hit/kick/slap etc	Creating rumours, mimicking, humiliation	
Displaying or circulating discriminatory literature or posters	Treating the victim like an outcast and/or coercive controlling behaviour		Displaying or circulating discriminatory literature or posters	Treating the victim like an outcast and/or coercive controlling behaviour	
Graffiti containing hate messages			Graffiti containing hate messages		
Damage to property			Damage to property		

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

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

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

Refer also to the Anti-bullying policy and procedures.

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

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

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

General Bullying

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

Category 1	Category 2	Category 3
<p>Including but not limited to:</p> <ul style="list-style-type: none"> Verbal abuse like name-calling and offensive jokes* Abusive phone or text messages, hate mail* Online abuse* Harassment Intimidation Making threats Isolated aggressive act - hit/kick/slap etc Displaying or circulating discriminatory literature or posters Graffiti containing hate messages Damage to property <p><small>One off single incidents of Cat 1 Issues. *With professional judgment required this may be more than 2 incidents</small></p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Recurring assaults - such as hitting, punching, pushing, spitting etc. Destroying property e.g. ripping clothes, destroying books Recurring threat or intimidation Enduring, reoccurring online abuse for example on social media and email Theft Inciting group harassment Creating rumours, mimicking, humiliation Treating the victim like an outcast and/or coercive controlling behaviour 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Grievous bodily harm Incidents that occur only in the community Sharing photos without consent Trolling

Racist Bullying

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

Category 1	Category 2	Category 3
<p>Including but not limited to:</p> <ul style="list-style-type: none"> Any incident the victim feels is racist but does not meet category 2 or 3 thresholds Racist comments in the course of discussion in lessons Refusal to co-operate with other pupils because of their race or ethnicity Ridicule of an individual for cultural or religious differences e.g., food, music, dress, worship patterns, cultural lifestyle etc. Racist jokes Racist language Using racist language or jokes online and/or via social media. 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Derogatory name-calling, insults, racist jokes and language with clear intent to be hurtful Racist verbal abuse and threats Bringing racist materials such as leaflets, comics, magazines or computer software into school* Provocative behaviour such as wearing racist badges or insignia Racist graffiti Using the school's IT systems to access and distribute racist material Posting racist material online and/or via social media 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Attempts to recruit other pupils and students to racist organisations and groups* Incitement of others to behave in a racist way Threat of, or attempted physical assault against a person or group because of colour, race and/or ethnicity (e.g., chasing someone with the intent to do harm) Actual physical assault against a person or group because of colour, race and/or ethnicity <p><small>*consult PREVENT assessment tool</small></p>

Sexually Harmful Behaviour

Category 1	Category 2	Category 3
<p>Harmful Sexual Behaviour</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> Developmentally inappropriate problematic (using the Brook Traffic Light System) Abusive sexualised behaviour on-line or off-line Lewd comments/jokes Creating a hostile, offensive or sexualised environment 	<p>Sexual Harassment</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> Unwanted conduct or a sexual nature On-line or off-line sexualised comments, remarks or observations Intentional touching of person or clothing Aggravated sexting Behaviours likely to violate dignity, feel intimidated, degraded or humiliated e.g. Up-skirting Creating a hostile, offensive or sexualised environment 	<p>Sexual Violence</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> Rape Assault by penetration Sexual assault (touching in a sexual way without consent) Grooming for sexual/criminal exploitation

Homophobic Bullying (inc BI- and Trans-phobic)

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

Category 1	Category 2	Category 3
<p>Including but not limited to:</p> <ul style="list-style-type: none"> Any incident the victim feels is homophobic but does not meet category 2 or 3 thresholds Homophobic verbal abuse like name-calling and offensive jokes Harassment Bullying, intimidation Exclusion from the wider group Threats of violence because of gender and sexual orientation Hoax calls, abusive phone or text messages, hate mail Online abuse for example on social media platforms Displaying or circulating discriminatory literature or posters Damage to property including removing or defacing LGBTQ+ posters etc. Graffiti containing hate messages 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Derogatory name-calling, insults, homophobic language with clear intent to be hurtful Assaults - such as hitting, punching, pushing, spitting 'Dead naming' - using pronouns or pre-Transition names Destroying property e.g., ripping clothes, destroying books Harassment Sexual Harassment and humiliation Enduring, reoccurring online abuse for example on social media and email Theft Inciting group harassment around gender and orientation 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Sexual Assault Grievous bodily harm Incidents that occur only in the community

Lever 4 Behaviour Training and Professional Development for staff

We prioritise training and development for all staff. High quality training and continuous professional development is vital to ensure staff are well equipped with the skills, knowledge and expertise to carry out their role. A well-trained staff team impacts positively on meeting individual needs and provides all children with the opportunity to reach their potential.

Induction

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. All staff also access training in trauma informed practice through Changing Minds.

Staff training

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 include a range of strategies including coaching, reflection, good practice visits/shadowing and attendance at training courses.

Specialist training

The pastoral and safeguarding team in school have accessed specialist training relevant to their role.

This includes:

- Oasis senior mental health practitioner training
- Mental health first aid
- Trauma informed practitioner status training
- Lego therapy
- Forest Schools level 3

Appendix A Logging behaviour events on Bromcom

How to record a child missing 5 minutes of Children's Choice on Bromcom

	Pupil Name	AM	PM	Meal Type	Yr	M/F	
		/	/	School Meal	6	F	100
✓		/	/	School Meal	6	M	97

1) Tick the child you wish to select on the register.

	Pupil Name	AM	PM	Meal Type	Yr	M/F	
		/	/	School Meal	6	F	100
		/	/	School Meal	6	M	97
		/	/	Packed Lunch	6	F	75
		/	/	School Meal	6	M	95
		/	/	School Meal	6	F	100
		/	/	Packed Lunch	6	F	100

2) Click on the settings button (cog) at the top of the register and select 'Record Behaviour Event'

Date* 07/12/2021 15:53:34

Event* Not earned 5 minutes (Missing_CC)

Score -1

Comments

Internal Comments:

Outcome

Classification

Group Y6USA

Location Classroom (CLS)

Teacher* Gormal, David

Witness Gormal, David

Affected Students

Affected Staff

Referee(s) Mr R Hassan, Mrs H Round, Ms R Latif-Meah

Save Cancel Generate Detention

3) From the 'Event' menu, select 'Not earned 5 minutes (Minutes CC)' and click 'Save'.