



Oasis Academy
Long Cross
Relationships Policy
2022-23



At Oasis Academy Long Cross we are **trauma informed**

We **connect** before we correct

We stay **curious** not furious

We understand behaviour is **communication**

We believe in **co-regulation**

That pupils regulate from the adults in their lives

We think **can't** – not won't

We believe in **restoration** – not retribution

We believe that relationships **buffer stress**
and **build resilience**

All of us need one another, **always**

Trauma informed practice means:

We see you, we hear you, we are with you

Our Vision

Our vision is that children, with the core skills to succeed, will be the best they can be. Our Relationships Policy aims to support the continuing development of character to become the best version of ourselves through the active promotion and practice of the 9 Habits.



At Oasis Academy Long Cross, we understand that all behaviour is communication with challenging behaviour being understood as a communication of unmet need or as an adapted, defensive stress response. It is important to give children what they need, rather than what they 'deserve'. They need to feel safe and they need to know that all adults will deal with things in a consistent, predictable and fair way. The understanding that children learn best within positive, trusting relationships informs our approach to managing and developing behaviour and we expect staff to work to identify the need and provide appropriate support to remove these barriers to ensure successful engagement in school life.

This approach, when provided within a significant relationship with an adult, will provide a relational basis for a child's emotional, social and neurological development.




The four principals that underpin our Relationships Policy in line with trauma informed practice are Protect, Relate, Regulate and Reflect.

- As a school we are proactive in ensuring the ethos environment and relationships not only **protect** all children from harm but actively promote positive emotional, mental health and social development.
- As a school we will ensure that all children have access to emotionally available adults who are able to build strong supportive, trusting empathetic relationships, this can be provided informally and formally and we recognise the strength in building relationships with all members of the school community. Safe, secure, flexible and caring environments where positive relationships are seen as being fundamental (**Relate**)
- As a school we are committed to reducing stress and anxiety in children through providing consistent boundaries and expectations. All staff understand the importance of positive interactions and this underpins every communication within the school. A range of universal whole school approaches that enhance the wellbeing of all children and young people alongside targeted support that is proportionate and meets the needs of children and young people (**Regulate**)
- All staff understand the power in listening and are reflective and empathetic to all responses when addressing all those within the school community. Assessment and planning has a focus on what has happened to an individual rather than what is wrong with an individual (**Reflect**)

Our approach to promoting positive behaviour is also underpinned by the Oasis Trust four key levers:

1. **Academy Vision and Values**
2. **Personal Development Curriculum** (Oasis Ethos, Enrichment, Extra-Curricular entitlement, Careers Education Information, Advice and Guidance and PSHCE curriculum)
3. **Academy Behaviour Systems, Structures and Routines** (reward, sanction, attendance etc)
4. **Behaviour Training and Professional Development for staff**

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

Our Expectations

Our Relationships Policy aims to help achieve our vision by creating a positive, secure and predictable environment where exemplary behaviour is expected from all pupils, staff and families. Children are encouraged to show behaviour that reflects our Four Golden Rules: Aim High, Be Kind, Be Brave and Take Pride. The Four Golden Rules are constantly promoted through whole academy language, both in and outside the classroom and through public recognition of children's exemplary behaviours. On occasions where behaviour doesn't meet the academy expectations staff will privately address this using the guidance in Appendix 2.

Recognising Excellent Behaviour

Demonstration of excellent behaviour is recognised and celebrated with reference to our Four Golden Rules by:

- Public verbal praise and celebration, including moving a child's name to the relevant area of the Four Golden Rules Recognition board in each classroom.
- Texts, phone calls and face to face recognition to parents.
- Four Golden Rules postcards home.
- Certificates are presented in Friday's celebration assembly from each class teacher to two children in their class who have demonstrated excellence during the week.
- A termly celebration event for all children who have maintained exemplary behaviour through the term.
- Termly 9 Habits Tea Party to which the 9 Habits Champion of each class is invited.

Appendix 1: How we promote excellent behaviour

Adult Behaviours that we have agreed:

- Meet and greet each pupil at the classroom door or playground
- Be a visible presence to parents
- Refer to 'Ready, Kind and Safe' when talking to children about behaviour
- Be fair and consistent
- Give first attention to the best conduct
- Model positive behaviours and actively build relationships
- Listen to pupils
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use the class recognition board consistently
- Use positive praise throughout the lesson
- Be calm and give 'take up time' when going through the stepped boundaries. Remember prevent before sanction and consistency not severity
- Follow up every time, ensure you discuss with pupils and listen to what they have to say
- Never ignore or walk past pupils who are behaving badly
- Curious, open and solution focussed conversations

Family Behaviours that we expect:

- Attend meetings
- Ensure children are in school on time every day
- Open and positive dialogue with staff
- Respectful conversations

Appendix 2

Children need boundaries to feel safe. If a sanction is necessary, we focus on the primary behaviour.

Behaviours below expectation are clearly, predictably and privately approached using the attached consequence ladder. Occasionally, some children may need a greater level of support to maintain expected behaviour levels, in which case personalised targets, strategies and celebrations will be implemented and outlined through an individualised plan. This will be written in discussion with parents and the child and may include advice and input from an outside agency professional.

Yellow Behaviours

Yellow behaviours are those which are at a low level and potentially disruptive to the learning of others. Every child will be clearly, verbally and privately (where possible) reminded of expectations and given an opportunity to improve their behaviour before a yellow is issued. Every child will begin each new session on Green regardless of a yellow earlier in the day. However, any child receiving a yellow will then not attend the end of term Green Event.

Further guidance for school staff on behaviour management and language to be used when holding children to account during incidences of unacceptable behaviour and when issuing a child with a yellow can be found in Appendix 1.

Red Behaviours

Red behaviours are repeated yellow behaviours following support and positive diffusion or one off high level behaviours. A full list of Red behaviours together with the linked consequence and action from staff can be found overleaf.

Action	Consequence	Intervention/Follow up
<p>Further disruption following:</p> <p>KS1 – issued a yellow card, a reminder of expected behaviours, positive diffusal, any necessary adaptation of support and, where appropriate, 5 minutes reset time in a designated area.</p> <p>KS2 - a yellow card, positive diffusal and any necessary and appropriate adaptation of support.</p>	<p>KS1 – Issued with a Red. Partner class for 20 minutes.</p> <p>KS2 - Issued with a Red. Partner class for the <u>rest of the session</u>.</p> <p>*Partner class must be within the same year group.</p>	<p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session.</p> <p>Teacher logs incident on Bromcom as a Red (Appendix 7). Must include description of diffusal techniques prior to red card eg. Sent on a job, moved another child, differentiated learning.</p> <p>*Current movement around the academy and bubble set ups must be adhered to for any diffusion activity eg. sending a child on a job must not involve mixing bubbles.</p>
Disruption in partner class	<p>Issue Red.</p> <p>On Call.</p> <p>KS1 – Internal exclusion for the remainder of the session</p> <p>KS2 - Internal exclusion for the remainder of the day.</p>	<p>Teacher in partner class logs Red on BROMCOM and informs class teacher.</p> <p>ASLT facilitates internal exclusion and contacts parent.</p>
Physical violence towards a student (including throwing objects aimed at a student). No injury.	<p>Issued with a Red.</p> <p>KS1 – Partner class for 20 minutes. Complete thinking sheet.</p> <p>KS2 - Partner class for the <u>rest of the session</u>. Complete reflection sheet where appropriate.</p>	<p>Apology to victim.</p> <p>Teacher logs incident on BROMCOM as a Red.</p> <p>ASLT must be informed of any racist or homophobic comment.</p>
Verbal abuse towards a student including swearing, threatening, racist or homophobic comments.		<p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session.</p> <p>Teacher logs incident on BROMCOM as a Red.</p>
Walking away from an adult.		
Physical assault towards an adult. Regardless of any injury.	<p>Issued with a Red.</p> <p>On Call.</p> <p>KS1 – Exclusion for the remainder of the day.</p> <p>KS2 – at least full day exclusion.</p> <p>Internal or external at judgement of ASLT.</p>	<p>Teacher logs incident on BROMCOM as a Red.</p> <p>ASLT logs exclusion and contacts parents.</p> <p>ASLT consideration of need for risk assessment and/or individualised plan.</p> <p>ASLT and parent meet on return to school in the case of an external exclusion to discuss reintegration plan.</p>
Throwing furniture.		<p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session.</p> <p>Apology to victim.</p>
Physical assault on a student where an injury is caused.		
Willful damage to school's or another individual's property.		
Verbal abuse towards an adult including swearing, threatening, racist or homophobic comments.	<p>Issued with a Red.</p> <p>KS1 – Partner class for the rest of the session. *In cases of spitting, instead of a partner class On Call</p>	<p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session.</p> <p>Teacher logs incident on BROMCOM as a Red.</p>

<p>Spitting at a student or adult</p>	<p>must be alerted and the child will be moved away from other children until the risk assessment has been completed.</p> <p>KS2 - Internal exclusion for the rest of the day. * As above</p>	<p>ASLT must be informed of any racist or homophobic comment. Such incidents will then be recorded on a central log.</p> <p>* In light of COVID 19 related risks and restrictions incidents of spitting should be considered serious and assessed and reviewed accordingly.</p>
<p>Absconding from the classroom or school building (remaining on site).</p>	<p>Issued with a Red.</p> <p>If necessary, call On Call to assist.</p> <p>On Call will locate and facilitate calming (possible use of calming room – Appendix 6).</p> <p>Return to class or partner class at judgement call of ASLT.</p>	<p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session.</p> <p>Teacher logs incident on BROMCOM as a Red.</p>
<p>Absconding from school site.</p>	<p>Issued with a Red.</p> <p>External exclusion (length at judgement call of ASLT).</p>	<p>Teacher logs incident on BROMCOM as a Red.</p> <p>ASLT logs exclusion and contacts parents.</p> <p>ASLT review risk assessment and individualised plan.</p> <p>ASLT and parent meet on return to school in the case of an external exclusion to discuss reintegration plan.</p>
<p>Refusal/failure to partner class (including further disruptive behaviours.)</p> <p>Child leaves the classroom with On Call (physical intervention may be used) and successfully joins a partner class within 20 minutes.</p>	<p>Issued with a second red. Call On Call.</p> <p>On Call will remove the child from the classroom, facilitate calming (possible use of the calming room) and facilitate appropriate reflection.</p> <p>Partner class for a 20 minutes (KS1) or the rest of the session (KS2).</p>	<p>Child and teacher (or ASLT where applicable) hold a restorative meeting 1:1 before the beginning of the next session where possible. There should be a positive return to class for the child and teacher.</p> <p>Teacher logs incident on BROMCOM as a Red (see red consequence ladder for next steps).</p> <p>If physical intervention is used then a form must be completed and ASLT and parents contacted the same day (Appendix 5).</p> <p>*All incidents of physical intervention will be reviewed in line with the whole academy policy which includes consideration of additional COVID 19 related risk.</p>
<p>Refusal/failure to partner class but child is no longer causing disruption to learning.</p>	<p>Issued with a second red.</p> <p>On Call.</p> <p>On Call will stay with the child until able to remove from the classroom without physical intervention.</p> <p>Partner class for the rest of the session or (KS2) following session if the child did not leave the classroom.</p>	<p>Child and teacher meet 1:1 before return to class.</p> <p>Teacher logs incident on BROMCOM as a 2nd Red (see red consequence ladder form next steps).</p>

<p>Refusal/failure to partner class.</p> <p>Failure to calm once out of class with use of calming room and active positive diffusal. Unable to access a partner class within 20 minutes.</p>	<p>Issue a second red.</p> <p>On Call.</p> <p>Physical intervention and/or the calming room may be used.</p> <p>External exclusion for the rest of the day.</p>	<p>Teacher logs details of call out as 2nd Red.</p> <p>ASLT facilitates exclusion and record.</p> <p>ASLT review risk assessment and/or individualised plan.</p> <p>ASLT and parent meet on return to school to discuss reintegration plan.</p> <p>*All reviews of incidents must take additional COVID 19 risks into account.</p>
<p>Incidences of Bullying</p>	<p>In cases of suspected bullying the perpetrator will be sanctioned for specific behaviours as outlined above. ASLT will log the behaviour as suspected bullying which will then be monitored. This may include the creation of an Anti-Bullying Support Plan which will be written in conjunction with parents, pupils and teachers. Prolonged and proven cases of bullying may, in some circumstances, result in external exclusion. Please refer to the Anti Bullying Policy for further information.</p>	
<p>Pupil Conduct outside of the Academy</p>	<p>Teachers have a statutory power to discipline students for misbehaving outside of the Academy premises including:</p> <ul style="list-style-type: none"> • when a student is taking part in any Academy organised or Academy related activity • travelling to or from the Academy • wearing the Academy uniform or is in some way identifiable as a student of Oasis Academy Long Cross <p>The Academy will also sanction a pupil's behaviour, whether or not the conditions above apply, if that behaviour:</p> <ul style="list-style-type: none"> • could have repercussions for the orderly running of the Academy • possesses a threat to another student or member of the public • could adversely affect the reputation of the Academy <p>Any sanctions given for these behaviours will be in line with those given for behaviour incidents within the Academy, as set out in this policy.</p>	
<p>Deliberate Non-Compliance with Covid-19 related hygiene and movement rules</p>	<p>Where a child deliberately does not comply with Covid-19 related rules regarding hygiene and movement around the Academy, this will be seen as dangerous behaviour and the child will be issued with a red card. ASLT / Teacher will explain the importance of the new rules to the child to ensure that they have full understanding of why they have been implemented. The child's parents should be informed after an incident to engender a consistent home / school approach.</p>	

Red and Yellow Behaviours Consequence Ladder

Action	Consequence	Intervention/Follow up
<p>Repeated yellow behaviour within one session following:</p> <p>KS1 – yellow card, positive diffusal, any necessary adaptation of support</p> <p>KS2 - a yellow card, positive diffusion and any necessary adaptation of support.</p>	<p>KS1 – Red issued. Partner class for 20 minutes.</p> <p>KS2 - Issued with a Red. Partner class for the <u>rest of the session</u>.</p>	<p>Child and teacher hold a restorative meeting 1:1 before the beginning of the next session.</p> <p>Teacher logs incident on BROMCOM as a Red. Must include description of diffusal techniques prior to red card eg. Sent on a job, moved another child, differentiated learning.</p>
2 reds in a day	Internal exclusion for the remainder of the day	ASLT logs exclusion and contacts parent.
2 reds in a term (including 2 in a day) or equivalent in yellows where 2 yellows equates to 1 red.	<p>KS1 – Teacher conversation with parent.</p> <p>KS2 – Warning letter home</p>	KS2 - Teacher sends letter 1 home warning of detention (Appendix 2).
A further 2 reds in the same term (4 in total) or equivalent in yellows where 2 yellows equates to 1 red.	<p>KS1 – ASLT meeting with parent.</p> <p>KS2 - 30 minute after school detention. Letter home.</p>	<p>KS2 – Phone call home to inform of same day detention.</p> <p>Teacher sends letter 2 home including details of yellow and/or red behaviours (Appendix 3).</p>
A further 2 reds in the same term (6 in total) or equivalent in yellows where 2 yellows equates to 1 red.	<p>ASLT meeting/conversation with parent.</p> <p>KS2 – 1 day internal exclusion. Letter home</p>	<p>Teacher sends letter 3 home informing of internal exclusion and outlining concerns (Appendix 4).</p> <p>ASLT phones or speaks to parent.</p>
A further 2 reds in the same term (8 in total) or equivalent in yellows where 2 yellows equates to 1 red.	ASLT and parent meeting.	ASLT, teacher and parent meet to discuss next steps and/or individualised support plan.

Play and Lunchtime Incidents

'Kind Hands, Kind Feet, Kind Words'

All incidents (following an initial warning in the case low level behaviours) should be referred through 'Time In'.

Action	Consequence	Intervention/Follow up
Low level behaviours	10 minutes exclusion from play in 'Time In'.	Member of staff in 'Time In' will log the incident. For incidents at play time the member of staff who implemented 'Time In' must log the incident. Incidents reported at the end of, or after play will be referred to 10 minutes 'Time In' at lunchtime where they will be logged.
2nd 'Time In' incident in the same week or 3 rd incident in the same term.	Yellow issued	Member of staff in 'Time In' will log the incident as a 'Play Time Yellow'
3 rd 'Time In' incident in the same week	Yellow issued Remainder of lunch spent in 'Time In'	Member of staff in 'Time In' will log the incident as a 'Play Time Yellow'
4 th 'Time In' incident in the same term	Yellow issued Entirety of lunch for the remainder of the week spent in 'Time In'	Member of staff in 'Time In' will log the incident as a 'Play Time Yellow' on the first day.
5 th 'Time In' incident in the same term	Yellow issued	ASLT and class teacher discuss next appropriate steps and contact parent.
Physical violence towards a student (including throwing objects aimed at a student). No injury.	Red issued Remainder of lunch spent in 'Time In'.	Member of staff in 'Time In' will log the incident as a 'Play Time Red' and inform ASLT of racist or homophobic incident.
Spitting at a student or adult *See above for COVID related guidance to spitting.		
Swearing (directed at a student and heard by an adult) or significant verbal abuse including racist or homophobic comments.		
Swearing (directed at an adult) including significant verbal abuse.		
Physical assault on a student where an injury is caused.	Red issued Remainder of lunch spent in 'Time In' Internal exclusion	Member of staff in 'Time In' will log the incident as a 'Play Time Red'. Refer to On Call to facilitate exclusion.
Refusal/failure to go to Time In	Red issued Whole of following lunch time spent in Time In.	Member of staff who asked the child to go to Time In will inform the class teacher who will then log it as a 'Play Time Red' and ensure the child spends the following lunchtime in Time In.

