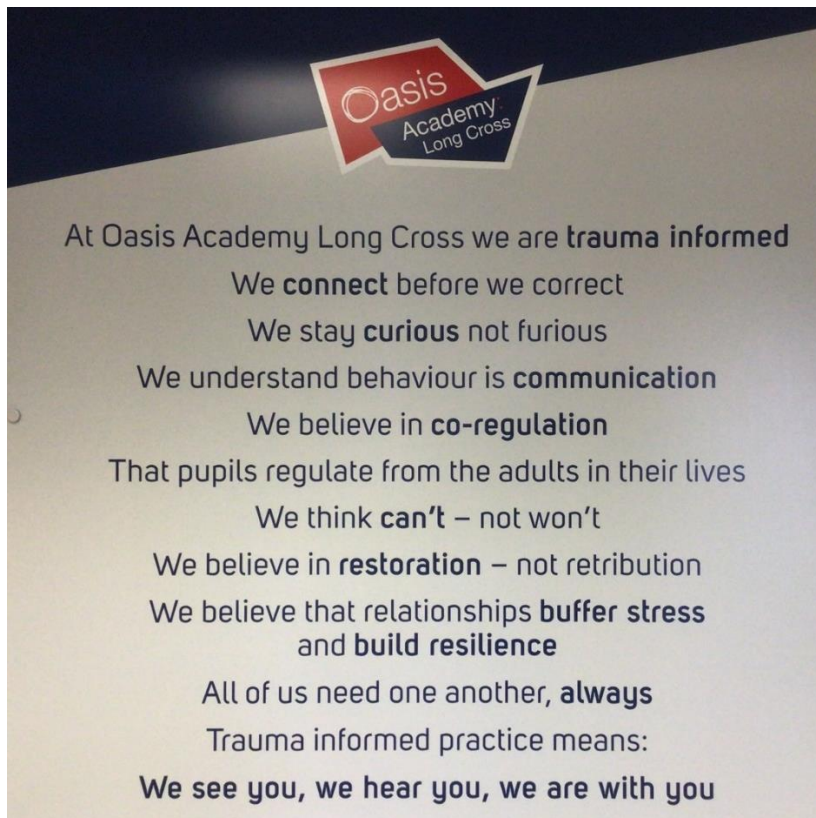




**Oasis Academy**  
**Long Cross**  
**Relationships Policy**  
**2025-26**



## 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 Oasis 9 Habits and our four Golden Rules.



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:

- 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.
- Positive and trusting relationships is fundamental to who we are and what we do. We ensure that all children have access to emotionally available adults who are able to **relate** in a trusting and empathetic manner to build strong and supportive relationships. We understand the strength in building secure and positive relationships with all members of the school community, including staff, parents and carers and ensure that our relational approach extends to all.
- We are committed to reducing stress and anxiety in children by teaching them to **regulate** (Appendix 1). All staff understand the importance of positive interactions and this underpins every communication within the school. Boundaries and expectations are consistent through the use of whole school approaches that enhance the wellbeing of all children. We also ensure that, for those who need it, more bespoke support is provided.
- All staff understand the power in listening and demonstrating empathy with all members of the school community. We **reflect** before we correct and ensure that all planning has a focus on what has *happened* to an individual rather than what is 'wrong' with them.

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	<b>Academy Vision and Values</b> (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	<b>Personal Development Curriculum</b> (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	<b>Academy Behaviour Systems, Structures and Routines</b>	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	<b>Behaviour Training and Professional Development for staff</b>	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 the Oasis 9 Habits and 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.

## **Recognising Excellent Behaviour**

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

- Public verbal praise and celebration, including moving a child's name to the relevant area of the Golden Rules recognition board in each classroom.
- Texts, phone calls and face to face recognition to parents.
- Golden Rules postcards sent home to parents and carers.
- Certificates are presented in Friday's celebration assemblies from each class teacher to two children in their class who have demonstrated excellence during the week.
- Positive behaviours linked to the termly Oasis 9 Habits will be logged on Bromcom. Children with the most 'points' will be invited to a termly Tea Party with the Inclusion and Behaviour lead to celebrate their success.
- A termly celebration event for all children who have demonstrated positive behaviour throughout the term (the Green Event).

## **Expectations of adults**

### **Staff behaviours that we have agreed:**

- Model positive behaviours and actively build relationships
- Give first attention to the best conduct - use positive praise
- Be fair and consistent
- Be a visible presence to parents
- Listen to pupils, parents and carers and demonstrate empathy
- Hold curious, open and solution focussed conversations
- Meet and greet each pupil at the classroom door or playground
- Refer to our 'Golden Rules' and 9 Habits when talking to children about behaviour
- Use the class recognition board consistently
- Plan lessons that engage, challenge and meet the needs of all learners.
- 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 (unless an adult is already involved)

### **Family Behaviours that we expect:**

- Attend meetings
- Ensure children are in school and on time every day
- Assume the best – we all want the same thing which is what is best for your child
- Maintain open and positive dialogue with staff
- Hold respectful conversations

## **Responding to behaviour that doesn't meet expectations**

On occasions where behaviour doesn't meet the academy expectations staff will address this using the guidance below.

Behaviours below expectation are clearly and predictably 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. Consequences are always considered in light of the harm caused and should be proportionate to that and the child's age or stage of development.

## **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 and appropriate support 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.

## **Red Behaviours**

'Red' behaviours are either 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 on pages 9-13: guidance for responding to red behaviours. Consequences are always proportionate to the harm caused.

## Guidance for responding to low level disruption/non compliance

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.






Instance of behaviour	Level of response	Strategy	Description	When
1 <sup>st</sup> low level disruption or non-compliance	Positive framing	Positive and non-verbal prompts	<p>Positive prompts can be verbal or non-verbal. They are impersonal and so do not single out or provoke shame in a pupil.</p> <p>Ask for, praise and model the behaviour you want to see, referring explicitly to the Long Cross Way expectations.</p> <ul style="list-style-type: none"> <li>Acknowledge and praise positive and/or compliant behaviours of other children: Thank you X, you are showing good listening.</li> <li>Refer to and/or use the recognition board to promote wanted behaviours: X pop yourself on 'Aim High', you are sat up straight, eyes on the board and ready to learn.</li> </ul> <p>Non-verbal gestures to secure the attention of the identified child: Eye contact, close proximity, removal of distractors, anonymous correction i.e. 'I'm just waiting for 3 more pens down...'</p>	Throughout the lesson as part of responsive teaching practice.
		Regulatory support	If pupil behaviour indicates emotional dysregulation, proactively use pre-agreed whole-class regulatory strategies ( <b>appendix 1</b> ) or refer to personalised <a href="#">Co-Regulation Plan</a> : regulation station, drink of water, breathing techniques, going for a walk etc. See specific examples below.	
2 <sup>nd</sup> low level disruption or non-compliance	Reminder	Affect(ive statement) and redirect	<p>Affect and Redirect statements are lightning-fast one-way statements directed to pupils who may be off task, chatting too much or calling out.</p> <p>Affect means emotion. They are 'I' statements that tell the listener how the speaker feels and why it makes them feel that way. They are constructed to remind the pupil of the agreed expectations and to direct them back to whatever they should be doing.</p> <p><b>How to do it:</b></p> <ul style="list-style-type: none"> <li>Wait until pupils are busy on a task</li> <li>Get down to the pupil's level</li> <li>Use a whisper volume</li> <li>Always assume the best</li> <li>Give take-up time – don't linger</li> </ul> <p><b>The Script:</b></p> <ol style="list-style-type: none"> <li>When you... (name the behaviour)</li> <li>I feel... (name your emotion) because it is disrupting learning</li> <li>Redirect... (clearly state what you want them to do)</li> </ol>	If a pupil is not responding to positive or non-verbal prompts and does not need regulatory support.
3 <sup>rd</sup> low level disruption or non-compliance	Warning	30-second script	<p>A scripted verbal caution of a 'Yellow' delivered privately (wherever possible), making the pupil aware of their behaviour and restating your positive, high expectations for their behaviour.</p> <p><b>How to do it:</b></p> <ul style="list-style-type: none"> <li>Wait until pupils are busy on a task</li> <li>Get down to the pupil's level</li> <li>Use a whisper volume</li> <li>Always assume the best</li> <li>Give take up time – don't linger</li> </ul> <p><b>The script:</b></p> <ol style="list-style-type: none"> <li>I noticed you are still ... (name the behaviour).</li> <li>I have asked you to ... (clearly state what you want them to do)</li> <li>This is your warning, but I believe you can turn this around.</li> <li>Do you remember last lesson when you ... (positive behaviour) 5. That is who I need to see today.</li> <li>What I need to see from you now is...</li> <li>Thank you.</li> </ol>	If a pupil continues to misbehave after a reminder and will have a yellow if they continue.
4 <sup>th</sup> low level disruption or non-compliance	Action - yellow	Issue a yellow.	<p>Issue a yellow and log as <span style="background-color: yellow;">    </span> Refusal to follow instructions on Bromcom.</p> <p>The script: I have had to stop again because (name the behaviour). You now have a 'Yellow'.</p>	If a pupil continues to misbehave after a warning.
5 <sup>th</sup> low level disruption or	Action - red	Issue a red and a restorative chat.	<b>Partner class:</b> the child is asked to complete their work in an appropriate and agreed partner class. A <b>Restorative Chat</b> (appendix 2) is conducted at the end of the lesson or at the next break.	



non-compliance			<b>Triage:</b> If the pupil's behaviours are unsafe or the pupil is not in the right frame of mind for partner class, then call on-call.	
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**Guidance for responding to red behaviours**

Action	Consequence	Intervention/Follow up	Bromcom Event Tag
Disruption in partner class	After one quick and clear reminder/warning: Issue Red. On Call. KS1 – Will not return to their classroom for the remainder of the session KS2 - Will not return to their classroom for the remainder of the day.	Teacher in partner class logs on BROMCOM and informs class teacher. ASLT facilitates rest of session/day and contacts parent. Consider whether partner class is an appropriate response for this child in future.	 Incomplete classwork  <b>Outcome:</b> logical consequence
Physical violence towards a student (including throwing objects aimed at a student). No injury.	Issued with a Red. KS1 - Partner class – for the rest of the session (earlier return at the discretion of staff) KS2 - Partner class for the <u>rest of the session.</u>	Restoration between the perpetrator and victim Teacher logs incident on BROMCOM.	 Unkind behaviour <b>Outcome:</b> logical consequence
Physical violence towards an adult.		ASLT <b>must also</b> be informed of any racist or homophobic comment as soon as is safely possible (via On Call or equivalent) – additional logging and action required.	 Unkind behaviour <b>Outcome:</b> logical consequence
Verbal abuse towards a student including swearing, threatening, racist or homophobic comments.		Restoration between the child and teacher before return to class. Teacher logs incident on BROMCOM.	 Verbal abuse or threatening behaviour against students <b>Outcome:</b> logical consequence
Walking away from an adult (at discretion of adult)			 Refusal to follow instructions <b>Outcome:</b> logical consequence
Physical assault on a student where an injury is caused.	Issued with a Red. On Call.	Teacher logs incident on BROMCOM. ASLT logs exclusion (where relevant) and ensures parents are contacted.	 Physical assault against students <b>Outcome:</b> logical consequence
Physical assault towards an adult with intent to harm.	KS1 – Exclusion from their classroom for the remainder of the day. KS2 – Exclusion for at least the remainder of the day (length at judgement of ASLT)	ASLT consideration of need for risk assessment and/or individualised plan.	 Physical assault against staff <b>Outcome:</b> logical consequence
Spitting at a student or adult with intent.	Exclusion will be internal or external at judgement of ASLT.	ASLT and parent meet on return to school in the case of an external exclusion to discuss reintegration plan.	 Physical assault against staff <b>Outcome:</b> logical
Throwing furniture with intent to cause harm. No injury.		Restoration between the child and victim before return to class.	 Verbal abuse or threatening behaviour

		Costs of repairs to be given to parents at the discretion of the Principal.	towards pupils (or staff) <b>Outcome:</b> logical consequence
Wilful damage to school's or another individual's property.			 Vandalism <b>Outcome:</b> logical consequence
Verbal abuse towards an adult including swearing, threatening, racist or homophobic comments.	<p>Issued with a Red.</p> <p>KS1 – Will not return to their classroom for the remainder of the session</p> <p>KS2 - Will not return to their classroom for the remainder of the day.</p> <p>Depending on the severity and frequency of the behaviour, this may be considered an internal exclusion at the judgement of ASLT.</p>	<p>Restoration between the child and victim/teacher before return to class.</p> <p>Teacher logs incident on BROMCOM.</p> <p>ASLT logs exclusion (where relevant) and ensures parents are contacted.</p> <p>ASLT <b>must also</b> be informed of any racist or homophobic comment as soon as is safely possible (via On Call or equivalent)– additional logging and action required.</p>	<p> Verbal abuse or threatening behaviour towards pupils (or staff)</p> <p><b>Outcome:</b> logical consequence</p>
Inappropriate use of technology (Viewing or sharing (or attempting to e.g, making searches) any sexualised, violent or discriminatory content or any other deemed otherwise inappropriate)	<p>Issued with a Red.</p> <p>Removal of device – length at discretion of ASLT</p> <p>KS1 – Will not return to their classroom for the remainder of the session</p> <p>KS2 - Will not return to their classroom for the remainder of the day.</p> <p>Depending on the severity and frequency of the behaviour, this may be considered an internal exclusion at the judgement of ASLT.</p>	<p>Restoration between the child and victim/teacher before return to class.</p> <p>Teacher logs incident on BROMCOM.</p> <p>Teacher logs incident on CPOMS.</p> <p>ASLT logs exclusion (where relevant) and ensures parents are contacted.</p> <p>ASLT <b>must also</b> be informed of any racist or homophobic comment as soon as is safely possible (via On Call or equivalent)– additional logging and action required.</p> <p>Behaviour lead to review incident and classify against relevant bullying tags.</p>	<p> Unkind behaviour</p> <p><b>Outcome:</b> logical consequence</p> <p>OR if found to be any type of bullying category</p> <p> Verbal abuse or threatening behaviour towards pupils (or staff)</p> <p><b>Outcome:</b> logical consequence</p>

<p>Absconding from the classroom or school building (remaining on site).</p>	<p>Issued with a Red</p> <p>On Call will locate and facilitate regulation and reflection.</p>	<p>Teacher logs incident on BROMCOM.</p> <p>On Call ensures most senior person on site aware.</p> <p>Behaviour lead to review incident and consider need for risk assessment and/or individualised plan.</p> <p>Restoration between child and relevant adults before returning to class.</p>	<p> Truancy from lesson</p> <p><b>Outcome:</b> logical consequence</p>
<p>Absconding from school site.</p>	<p>Return to class or partner class at judgement call of ASLT.</p>	<p>Teacher logs incident on BROMCOM.</p> <p>On Call ensures most senior person on site aware.</p> <p>Behaviour lead to review incident and consider need for risk assessment and/or individualised plan.</p> <p>Restoration between child and relevant adults before returning to class.</p> <p>ASLT informs parent/carers.</p>	<p> Truancy from site</p> <p><b>Outcome:</b> logical consequence</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.</p>	<p>Issued with a Red.</p> <p>On Call.</p> <p>On Call will remove the child from the classroom, support regulation and facilitate appropriate reflection.</p> <p>Return to class at discretion of ASLT</p>	<p>Restoration between the child and victim/teacher before return to class.</p> <p>Ensure positive welcome and return to class.</p> <p>Teacher logs incident on BROMCOM</p> <p>Any physical intervention must be logged on CPOMS (ASLT to facilitate).</p> <p>Consider whether partner class is an appropriate response for this child in future.</p>	<p> Refusal to follow instructions</p> <p><b>Outcome:</b> logical consequence</p> <p> Refusal to follow instructions</p> <p><b>Outcome:</b> logical consequence</p>
<p>Refusal/failure to partner class but child is no longer causing disruption to learning.</p>	<p>On Call.</p> <p>On Call will remain with the child and support with their learning until the end of the session.</p>	<p>Teacher logs incident on BROMCOM.</p> <p>Any physical intervention must be logged on CPOMS (ASLT to facilitate).</p>	<p> Refusal to follow instructions</p> <p><b>Outcome:</b> logical consequence</p>

	<p>On Call to facilitate restorative conversation between child and staff member.</p> <p>Issue with a Red.</p>		
<p>Refusal/failure to partner class and is continuing to disrupt learning.</p>	<p>On Call.</p> <p>Issue with a red.</p> <p>Physical intervention may be used to remove from the classroom.</p> <p>Partner class for the rest of the session or (KS2) following session if the child did not leave the classroom.</p>	<p>Restoration between the child and victim/teacher before return to class.</p> <p>Any physical intervention must be logged on CPOMS (ASLT to facilitate).</p>	<p> Pastoral response</p> <p><b>Outcome:</b> logical consequence</p>
<p>Failure to regulate once out of class with active and positive support.</p>	<p>On Call.</p> <p>Physical intervention may be used.</p> <p>Most senior member of staff on site must be made aware to decide and facilitate next steps.</p>	<p>On Call ensures most senior person on site aware.</p> <p>ASLT review risk assessment and/or individualised plan.</p> <p>Any physical intervention must be logged on CPOMS (ASLT to facilitate).</p> <p>ASLT and parent meet on return to school if external exclusion has been used to discuss reintegration plan.</p>	<p> Pastoral response</p> <p><b>Outcome:</b> logical consequence</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.</p>		<p>Log as verbal or physical assault depending on the incident and report to the person on-call who will determine which, if any, bullying classification to use.</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"> <li>• when a student is taking part in any Academy organised or Academy related activity</li> <li>• travelling to or from the Academy</li> <li>• wearing the Academy uniform or is in some way identifiable as a student of Oasis Academy Long Cross</li> </ul> <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"> <li>• could have repercussions for the orderly running of the Academy</li> </ul>		<p>At the judgement of ASLT and in line with the guidance above.</p>

	<ul style="list-style-type: none"><li>• possesses a threat to another student or member of the public</li><li>• could adversely affect the reputation of the Academy</li></ul> <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>	
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# 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 as 'Playground Disruption' For incidents at play time the member of staff who responded to it must log the incident as 'Playground Disruption' Incidents reported at the end of, or after, morning play times 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 <sup>rd</sup> incident in the same term.	Yellow issued	Member of staff in 'Time In' will log the incident as a 'Playground Disruption' and inform the class teacher.
3 <sup>rd</sup> '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 'Playground Disruption' and inform the class teacher and AP Inclusion.
4 <sup>th</sup> '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 "Playground Disruption' on the first day.
5 <sup>th</sup> 'Time In' incident in the same term	Yellow issued	ASLT and class teacher discuss next appropriate steps and contact parent.
High level behaviours	See guidance above	

### Graduated Response and Thresholds

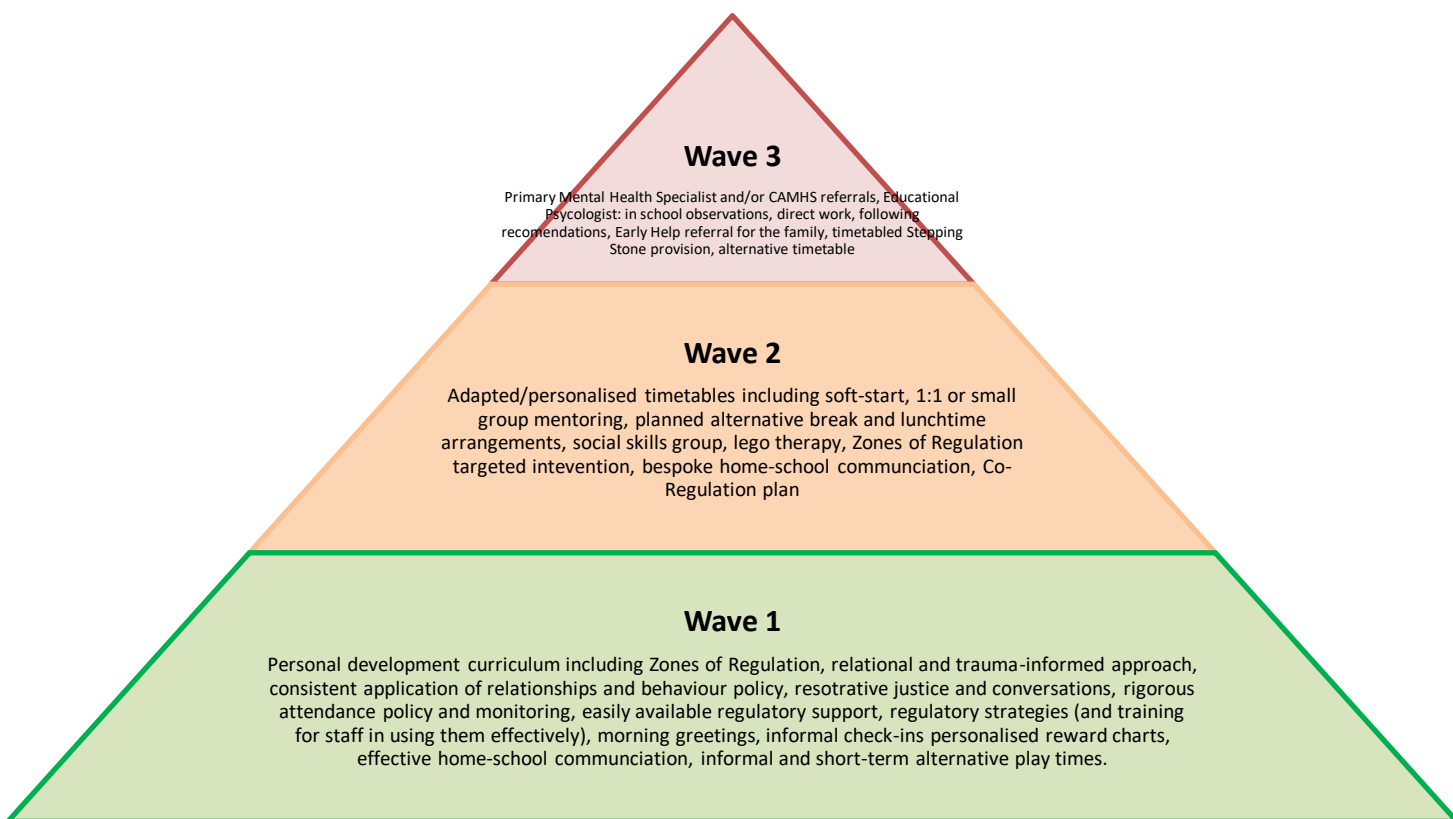
At Oasis Academy Long Cross, we ensure that **inclusion is a priority** and **all pupils are supported to succeed**. We **secure inclusion** for our pupils through our **graduated response** to Behaviour and Pastoral Care. We use **behaviour data** and **contextual information** to **proactively identify 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 in Insight to ensure our response is impactful.

**Wave 1** – this is our universal offer for all pupils and the entitlement of **all pupils** to high-quality, consistent and inclusive approaches to behaviour management and pastoral care, offered to all pupils. This includes clear expectations, routines, and positive behaviour policies applied consistently across the school and a positive school culture promoting wellbeing, respect, and inclusion. Universal strategies such as praise and rewards, restorative approaches, PSHE curriculum, assemblies, and access to teachers or pastoral staff. It includes training for all staff in relational practice and trauma-informed response, shared and consistent expectations and the explicit teaching of emotional and social skills.

**Wave 2 - Additional, short-term interventions** for pupils beginning to show difficulties with behaviour, attendance, or wellbeing that aren't resolved by universal provision. Delivered in **small groups or individually** as part of a structured plan. Examples include but are not limited to informal check-ins with designated adults, small group social or emotional skills, attendance panels or targeted parent meetings. Wave 2 is aimed at addressing underlying issues early and preventing escalation.

**Wave 3 - Personalised, intensive intervention** for pupils with persistent or complex behavioural, social, emotional, or mental health needs. May involve **1:1 support**, individual risk reduction or behaviour support plans, and regular review meetings. Engagement with **external professionals** such as educational psychologists, CAMHS, social care, family support workers, or behaviour outreach teams. Could form part of a formal **SEND Support plan** and, where needs are severe or long-term, contribute to an **EHCP (Education, Health and Care Plan)**.



# Thresholds



## Appendix 1: Class Regulatory Strategies

Bottom-up regulation strategies:				
Drinking cold water	Running in a contained space	Using square breathing or other breathing techniques	Using a swing, hammock or rocking chair	Going for a brisk walk alongside an adult
Listening to music	Drumming and body percussion	Watching a fish tank, sand timer or bubble tube	Stroking the therapy dog or a soft toy	Using playdoh or therapy putty
Sitting under a weighted blanket	Humming	Completing a sensory circuit	Sitting in a blackout tent	Yoga poses
Top-down regulation strategies:				
Mindfulness practices	Meditation	Completing a simple puzzle or game	Recalling facts about a known topic	Using Zones of Regulation to name emotions
Imagining a favourite safe place	Discussing how 9 Habits strengths link to positive choices	Using restorative practice sentence stems	Drawing a picture or writing a poem about how you feel	Writing a letter to share your side of the story

## Appendix 2: Restorative Chat

A restorative chat is a two-way conversation with a pupil whose behaviour has not stopped after the rest of the least-to-most intrusive strategies have been applied.

It's clearly time for a conversation about positive behaviour change.

### When to do it:

- Outside the classroom while a member of on-call steps in
- At the end of the lesson
- Later in the day if the child needs time to regulate and reset

### How to do it:

- Maintain open, positive face and body language
- Don't assume you know what motivated the pupil's behaviour
- Depersonalise the behaviour
- Problem solve, don't lecture

### The script:

1. Explore the incident:	What happened?	What were you thinking/feeling at the time?
2. Explore the harm caused:	How has the incident affected you?	Who else has been affected? In what ways?
3. Remind the pupil of expectations:	Our school rule/value is...	What could you have done differently?
4. Explore how to repair the harm:	What needs to happen to make this right?	Because of what happened, you will need to...