

MY OASIS

Therapeutic Alternative Provision

Positive Relationship & Behaviour Policy 2026-2027

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My Oasis Behaviour & Discipline Policy

At My Oasis (Therapeutic Alternative Provision and Independent School) we recognise that to learn effectively there must be an acceptable code of behaviour in place which is owned and understood by all. In order to help young people feel safe, their educational environment needs to provide structure and predictability, helping to reduce the anxiety and uncertainty that we recognise many of our young people may experience. Both staff and students need to be clear about the expectations in school, helping to ensure that being at My Oasis is a positive experience for all.

Promoting positive behaviour is a shared responsibility involving all members of staff, students, parents and carers, and any professionals or advocates supporting the young person. At My Oasis, we place a strong emphasis on belonging and social responsibility, ensuring that students feel happy, healthy and safe within the school environment. We use a collaborative and supportive approach that encourages reflection and self-awareness, helping students to understand their emotions, behaviours and the reasoning behind their actions. Through the development of emotional literacy and self-regulation skills, students are supported in developing the tools needed to manage how they are feeling and their behaviours.

There is a shared understanding across the school of what constitutes positive behaviour, supported through regular discussion and reinforcement. Positive behaviour is recognised, praised and celebrated throughout the school community. Staff consistently model the behaviours expected of students and provide recognition and encouragement when students demonstrate these behaviours themselves.

Our behaviour policy sets out clear expectations with students which are consistently implemented by all individuals in our school. These expectations have been developed to ensure that all members of the school community can work together in a co-operative and supportive way. By promoting high expectations of behaviour for all, we aim to develop students' confidence and self-worth, helping them to become responsible members of society.

'A school's approach to managing challenging behaviour should be part of a consistent whole-school approach in supporting mental health and well-being. As noted by Ofsted, this should include providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems.' (DfE, 2018: 4-5).

At My Oasis, staff work to develop safe, trusting and relational approaches with students, recognising that behaviours which may appear challenging, disruptive or concerning can sometimes be a response to previous trauma, adverse experiences or due to an unmet need. Staff are encouraged to look beyond the presenting behaviour and consider what the student may be communicating or needing at that time, asking "*What does this child need?*" rather than focusing solely on "*What is wrong with this child?*". This supports staff to respond with curiosity, empathy and consistency, while maintaining appropriate boundaries and expectations. Staff receive training in trauma-informed practice during induction and throughout their time working with us, with ongoing opportunities to reflect on practice and access specialist therapeutic advice and support where required. All staff are encouraged to demonstrate professional curiosity at all times when supporting students who present with challenging behaviour in school.

- Working together following any challenging situations to reflect on what happened, offer support and put appropriate strategies in place to help prevent similar situations from reoccurring.
- Using a range of intervention strategies and tools, including reflection-based activities informed by CBT principles, to help students explore the impact of their thoughts on how they feel and behave.
- Working collaboratively with parents and carers, as well as external agencies supporting the young person, where appropriate.

Empowerment

The root of "discipline" is the word disciple, which means "student", "pupil", and "learner".

Efforts are made to share power to give students and staff a strong voice in decision-making, at both an individual and organisational level, by:

- Validating the feelings and concerns of staff and students.
- Listening to what a young person wants and needs.
- Encouraging young people to have a voice, stand up for what they believe in, and feel heard and valued.
- Supporting young people to make decisions and take action by setting personal goals to work towards.
- Acknowledging that people who have experienced or are experiencing trauma may feel powerless to control what happens to them, isolated by their experiences and display feelings of low self-worth
- Building positive relationships is a main goal for every student and is one of the overarching themes at My Oasis.

Cultural Consideration

Students are taught to respect each other regardless of protective characteristics. They are taught to develop and show empathy when listening to the stories of others who share similar or not-so-similar experiences to them. Students are encouraged to look beyond cultural stereotypes and biases based on, for example, gender, sexual orientation, age, religion, disability, geography, race or ethnicity by:

- Offering access to gender responsive services.
- leveraging the healing value of traditional cultural connections.
- incorporating policies, protocols and processes that are responsive to the needs of all individuals served.

Remembering the 4 Rs Are Key:

- **Realise** that trauma can affect individuals, groups and communities in various ways, including negatively impacting an individual's neurological, biological, psychological and social development.
- **Recognise** the signs, symptoms and widespread impact of trauma, looking beyond an individual's presenting behaviour and asking, "What does this person need?" rather than "What is wrong with this person?"
- **Resist** re-traumatisation by encouraging staff to recognise triggers and seek to address the barriers that people affected by trauma may experience when accessing services.
- **Respond** by fully integrating knowledge about trauma into policies, procedures and practices across the Independent School and Alternative Provision.

Core Principles

At My Oasis we recognise that a positive school ethos and culture is essential to developing good relationships and positive behaviour both in the classroom and outside. Our policy therefore promotes a whole school approach to supporting SEMH and SEND needs, where meeting young people's SEMH and SEND needs is seen as everyone's responsibility, not just the responsibility of those with a dedicated pastoral role within school. This is due to a high proportion of our students having complex or extensive needs. Ensuring all staff are trained across the school aids students' development by providing a holistic and consistent approach when managing any challenging behaviours.

Research suggests that when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's Senior Leadership Team (and is

While some behaviours are easily recognisable ('acting out'/externalised behaviours), there are young people who display more passive behaviours; presenting as withdrawn and disengaged or highly anxious. The range of 'presenting' behaviours means that it is important that indicators of SEMH and SEND needs are clearly recognised amongst all My Oasis staff to ensure that those students who communicate their emotions in more 'passive' ways do not go unnoticed and still receive the support that they need. All students identified as vulnerable will receive approaches tailored to their individual experiences, strengths and difficulties. These will be planned in conjunction with parents/carers and relevant external agencies supporting the young person and shared sensitively where appropriate.

Early intervention is imperative for addressing both active and passive behaviours, to ensure that low level challenges can be addressed early on with the appropriate support put in place, helping students learn ways to self-regulate and recognise their emotions. The importance of effective communication cannot be emphasised enough with all of our students.

Emotion Coaching

At My Oasis we focus on the development of emotional regulation through a relational approach. This benefits not only students, but also their parents/carers, to help students to better understand and regulate their emotions, to manage strong feelings and take ownership of their behaviour. At My Oasis, we integrate emotion coaching and the development of emotional literacy skills into everyday practice when working with young people to support the development of positive behaviour, emotional well-being and resilience. We recognise that young people being self-aware and being able to recognise their emotions offer practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of forming connections with others. Research indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotions.

By applying Trauma & Attachment and Emotion Coaching principles we can foster an inclusive approach to meeting the needs of all students within our school, including:

- A reduction in suspension and exclusions for vulnerable young people with both identified and unidentified SEMH and/or SEND needs.
- Improved mental health and wellbeing in students, resulting in improved engagement in their learning.
- Improved outcomes around staff mental health and wellbeing, resulting in reduced staff absences and greater staff retention.
- Increasing staff confidence in responding to challenging behaviours in an empathic and compassionate way, one which focuses on understanding rather than blaming.

Connect Before Correcting

At My Oasis, we encourage all school staff to '**connect before they correct**'. This is achieved by empowering staff to look beyond the often very challenging behaviours displayed by students and consider what thoughts and feelings might be driving these behaviours. Only when young people feel a sense of being heard, understood and cared about, can they begin to express their emotions in a more effective way. We use an 'authoritative' versus 'authoritarian' approach where adults are 'in control' versus 'controlling'.

At My Oasis, we understand that everyone is doing the best they can at the time with the resources they have. We recognise that every young person's needs are different, and therefore our approach to supporting and managing behaviour must be individualised and responsive to the specific needs of each student. This is why a huge focus at My Oasis is helping students develop the resources and skills to meet their needs.

behaviours recognised and rewarded. Less helpful behaviours will be reflected upon with the student to identify where changes, additional support or different strategies may be needed.

6. Expectations remain the same during the school day and should be upheld during both structured and unstructured times. Most behavioural incidents can be managed by all My Oasis staff, with more serious incidents being escalated to SLT or the headteacher. Minor incidents will be dealt with by staff who are present when occur.

Behaviour Log

Staff record incidents and positive behaviours on Hubmis and CPOMS, where appropriate, ensuring that parents and carers are kept updated regarding their child's behaviour. Staff are proactive in seeking support from the Behaviour Lead and/or SLT where they have concerns about challenging behaviours they are observing in students. Identifying and addressing these behaviours early helps ensure that appropriate strategies can be put in place to reduce the risk of behaviours escalating in the future. Hubmis data is analysed on a half-termly basis by the Behaviour Lead and shared with SLT, with any identified behaviour trends acted upon accordingly.

More serious incidents

At My Oasis we will also consider whether the behaviour under review suggests that a student may be struggling or might be likely to suffer significant harm. Staff will consider whether persistent disruptive behaviour might be due to any unmet needs. If this is the case, SLT will arrange an urgent meeting to review the students' needs and explore what additional support might need to be put in place. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary. Illegal or prohibited items are not to be brought into school and students are expected to be respectful towards others as well as My Oasis property.

However, the following behaviours are regarded as completely unacceptable and will result in disciplinary actions as well as possible fixed term suspension or permanent exclusion, depending on the circumstances which include but are not limited to:

- Consistent verbal abuse to staff, other students, visitors to My Oasis as well as members of the public and / or local community.
- Physical abuse or assault of staff or student.
- Any form of bullying including physical, verbal, social, cyber, prejudicial-based bullying, social/relational bullying, sexual and bullying by proxy.
- Unacceptable behaviours including harassment, violence, derogatory language and discriminatory behaviour.
- Indecent behaviour.
- Damage to property both in school and surrounding local area.
- Recording or taking images of students or staff without their express consent.
- Consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including "legal highs".
- In possession of, supplying or taking prohibited substances or alcohol.
- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Carrying an offensive weapon.
- Arson.
- Persistent disruptive behaviour in school, despite numerous support strategies and interventions being trialled.
- Malicious allegations against staff.
- Racist, sexist, homophobic, transphobic, biphobic or any other forms of discriminatory behaviour.
- Persistent disruptive behaviours and / or persistent refusal to follow instructions.

My Oasis views the health and safety of our students as our main priority. We therefore reserve the right to positively handle any student without the permission of parents and carers should they pose a risk to themselves and/or others.

Student Support Systems in School

At My Oasis, we recognise the majority of students referred to us often require additional support in managing their SEMH and/or SEND needs and to develop confidence in learning and being around others, often after experiencing gaps in their education. Support to re-engage students in their learning is a key priority at My Oasis. This helps ensure that all students adhere to the high expectations we hold regarding the behaviour displayed and expected at My Oasis. Our policies and procedures are designed to be proactive, supportive, flexible and personalised in line with the needs of the student. We recognise that early intervention and prevention are key through awareness of a student's triggers in ensuring support is put in place prior to any behaviours escalating further. Also, effective communication between staff, students, parents/carers and other relevant professionals, ensuring that any anxieties, concerns, potential triggers or incidents are shared appropriately. This can act as a protective factor in managing challenging behaviour, for example by ensuring staff are aware of any potential triggers or dysregulation following incidents which may have occurred throughout the day.

Universal Support

- Strong whole-school ethos and policies, which promote positive relationships and a trauma-informed approach in terms of how staff respond to students
- Consistent routines, expectations, and structure to help reduce any uncertainty and any anxiety felt by the students around this.
- Restorative and reflective approaches offered to all students, promoting a relational approach through regular mentoring sessions
- Regular monitoring and analysis of behavioural trends
- The use of positive behaviour report cards to encourage more helpful behaviours which staff would like students to display in school.
- Positive behaviour targets set for all students with incentives being offered to reward behaviours exhibited which are in line with My Oasis values as well as being personalised for each student
- Psychoeducation aimed at helping students to understand the neuroscience and psychology around why they react the way they do
- Providing an environment which promotes a sense of safety, as well as opportunities for students to have time out in a safe space where needed.
- 1:1 mentoring sessions with a trusted adult to provide encouragement, reflection opportunities, as well as positive role modelling and to act as a voice for students where needed.
- Personalised learning plans (PLPs) are developed for each student to support them in working towards their academic and therapeutic goals, regularly being updated inline with their needs

Targeted Support

When universal strategies are not sufficient, students may receive more focused interventions to help improve their behaviour and support them in developing more effective ways of communicating

- **Positive Individual Behaviour Plans (IBPs):** personalised targets agreed with the student, teacher, and parent/carer, with regular reviews being held to track progress.
- **Development of key skills:** through small group, whole school or 1:1 therapeutic sessions. This will also include targeted work on emotional literacy, social communication, anger management, resilience, conflict resolution, or problem-solving skills. This will be focussed on through
 - quiet zones, sensory breaks, and access to safe spaces within school for self-regulation when required.

- Pose a threat to another student, a member of staff or member of the public
- Could adversely affect the reputation of the school or bring the school into disrepute
- Inappropriate dangerous malicious online behaviour

Fixed term suspensions

A fixed term suspension is used when a student's behaviour is serious enough to warrant their temporary removal from school, but not so severe that permanent exclusion is necessary. Fixed term suspensions provide a clear consequence for unacceptable behaviour, allow time for the incident to be investigated fully, and give space for the student, staff, and peers to de-escalate. They also signal to the student and their family the seriousness of the behaviour. They typically last between 1 and 5 school days, but in the context of behaviour management, a 2-3-day exclusion is often applied for significant but not extreme breaches of school rules.

Permanent Exclusion

Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the student to remain in the school would seriously harm the education or welfare of the student or others. This is to try and be avoided as much as possible but will be

sanctioned if the situation meets the criteria above. The school will follow the DfE statutory guidance on exclusions when taking a decision to exclude, either on a fixed-term suspension or permanent exclusion basis.

Equal Opportunities

My Oasis expects high standards of behaviour from all students. The school's procedures for disciplining and managing behaviour are fair and applied equally to all. It is recognised that cultural background may affect behaviour, and the school will take this into account when dealing with incidents of unacceptable behaviour. Students, staff and parents know that any language and behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable

Also see Equality Policy

Responsibilities

The Headteacher will ensure that the school complies with all relevant equalities legislation and strategies are implemented and complied with consistently. All staff, students and parents / carers have an active part in the evolution, development and maintenance of this policy, due to the students being involved directly in the formation of the expectations. The behaviour lead and SLT support all staff by sharing good practise on behaviour management.

Link to other policies and government documentation

This policy links with key policies and statutory guidance, including but not limited to :

- Keeping Children Safe in Education, September 2026
- Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England, April 2026
- Suspension and Permanent Exclusions from maintained schools, academies and student referral units in England, including pupil movement Statutory guidance, July 2026
- Working Together to Safeguard Children 2026 A guide to multi-agency working to help, protect and promote the welfare of children, March 2026
- Equality Act 2010
- SEND Code of Practice (0-25 years)
- Behaviour in Schools, advice for Headteachers and school staff, February 2024
- Working Together to Improve School Attendance : Statutory guidance for maintained schools, academies, independent schools and local authorities, July 2026