



Bloxham Grove
ACADEMY

Bloxham Grove Academy
Relationships and Behaviour Policy

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Bloxham Grove Academy

Relationships and Behaviour Policy

Bloxham Grove Academy is a new special free school in the village of Bloxham, North Oxfordshire. We opened in January 2024 with 55 students on roll, the expectation is that by year 4 of opening there will be 100 students on roll between the ages of 7 to 18.

Students have a range of Special Educational Needs and Disabilities (SEND), including Cognition and Learning needs (C&L), Autistic Spectrum Condition (ASC), and Social, Emotional and Mental Health needs (SEMH). All students have an Education, Health and Care Plan (EHCP) which sets out the additional support that is required to meet their needs. Classes have an average of 11 students and teaching is provided by qualified and knowledgeable staff with a high staff to student ratio (4:1)

Principles

Bloxham Grove Academy aims to create a respectful and nurturing environment in which students feel safe to explore both academic and emotional learning with purpose, leading to the best possible outcomes for them

The Academy uses restorative principles, behaviours and approaches to provide the foundation to build, maintain and repair relationships. The restorative 'way of being' creates a culture of high challenge with high support. We empower our students by working with them rather than doing things for them or to them; the focus is on fair and consistent boundaries with students being encouraged to take accountability for actions and to find solutions for repairing harm.

We believe that fostering positive relationships that are built on trust, kindness and security, lead to improved feelings of wellbeing and more respectful interactions, in addition to better educational performance. These principles are designed to ensure that Bloxham Grove Academy is an environment that feels safe, where our students enjoy attending and in which they feel free to explore their potential.

Objectives

- Students will enjoy attending Bloxham Grove Academy, where by feeling part of the community, they are safe to explore who they are as individuals, discover ambitions and have the confidence to flourish.
- Irrespective of their special needs and diversity, our students will be encouraged to aim to be the best that they can be. We believe that all students are unique and that they will be valued and celebrated for the contribution that they make to our academy and wider community.
- Students will attend a setting where they feel heard and valued, where a culture of open communication and empathy encourages individuals to express themselves openly, developing their self awareness and emotional literacy. They will be supported to understand and manage their emotions, build healthy relationships and thrive both academically and socially.
- Our students will be provided with an educational provision in which the highest levels of teaching and learning are consistently delivered, where a positive, safe and creative environment will encourage them to become keen learners.
- Continuous professional development opportunities will reflect the uniqueness and diversity of our academy community so that our students are supported by staff who continually strive to understand, respect and celebrate their individuality.
- Students will be taught in an environment that is inspiring, stimulating and safe with teaching and learning that is based on a foundation of sound pedagogical practice, supplemented by a willingness to adopt responsive and flexible approaches to an individual's needs.
- Students will be supported by a specialist environment designed specifically to meet their Special Educational Needs and Disabilities (SEND).

Aims

At Bloxham Grove Academy we are aspirational for all of our students we wish for them to:

- a) Be the best that they can be
- b) Become confident young people living fulfilling lives
- c) Transition successfully into adulthood

We are aspirational for our families and wider community asking them to:

- a) Work alongside Bloxham Grove Academy to help create positive outcomes for their children by:
 - sharing important family information
 - encouraging regular attendance to the academy (aiming for a minimum of 95% attendance)
 - engaging with academy events
 - communicating effectively with the staff team where there are concerns to ensure that we can respond timely and appropriately in a supportive way for all
- b) Support the academy staff in setting aspirational targets for their children in areas such as:
 - relationship building and social communication
 - Safety
 - education and learning
 - health and wellbeing

Supporting relationships and behaviour in our community we wish to create:

- a) A safe, understanding and caring community where students want to come to and in which they feel safe to explore who they are
- b) Calm, organised and inspiring learning environments where students are keen to make progress
- c) An environment in which our six academy values of Respect, Kindness, Honesty, Resilience, Trust and Welcoming are embedded into everything that we do
- d) A feeling of belonging, respect and recognition for the whole community

- e) A culture which promotes self awareness and encourages the whole community to take accountability for actions and to find their own solutions to challenges
- f) An emphasis on students feeling that their contributions are valued, where they are empowered to voice their opinions and they feel heard

Bloxham Academy Values

As referred to above we share a set of six values which were created collaboratively to embody our vision for our community. We use these values to support our students with understanding our vision and boundaries but also, they ensure that every student, regardless of their background or abilities, has the chance to feel valued, successful and recognised and an integral part of the school community.



Our Approaches

Restorative Practice

We use Restorative Practices, principles and approaches at Bloxham Grove Academy these are closely linked to our six academy values. We believe that:

“Restorative Practice is a way to be, not a process to follow or a thing to do at certain times. It’s a term used to describe principles, behaviours and approaches which build and maintain healthy relationships and a sense of community and can resolve difficulties and repair harm where there has been conflict.”

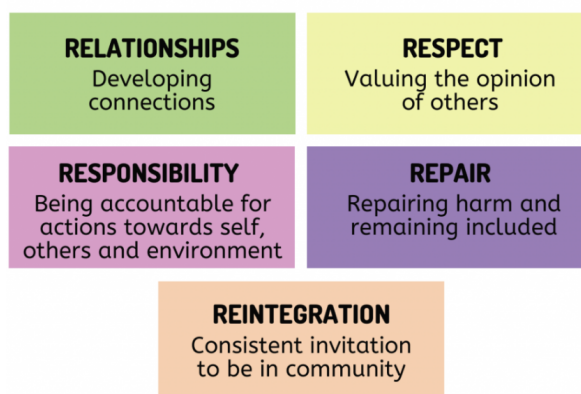
<https://schools.oxfordshire.gov.uk>

Restorative Practice in education draws inspiration from Restorative Justice principles, where priority focuses on repairing harm and conflict by encouraging individuals to reflect upon the impact of their actions on others. Understanding this impact leads to a reduced likelihood of the harm or conflict reoccurring.

The 5 main principles that underpin Restorative Practice are:

Relationships, Respect, Responsibility, Repair and Reintegration

The 5 Principles of RESTORATIVE PRACTICES



Relationships:

Developing positive connections and meaningful relationships with students lead to:

1. **Positive Learning Environment:** When students feel connected to staff and peers, they are more likely to feel safe, supported, and motivated to learn. A positive learning environment encourages active participation and engagement.
2. **Social and Emotional Development:** Building relationships in school helps students develop important social and emotional skills such as empathy, communication, and cooperation. These skills are essential for success both inside and outside of the classroom.
3. **Behavioural Improvement:** Strong relationships between staff and students can lead to improved behaviour. When students feel valued and respected, they are more likely to follow classroom rules, boundaries and expectations.
4. **Personalised Support:** Teachers who have strong relationships with their students are better able to understand their individual needs and strengths. This allows them to provide more personalised support and guidance, leading to improved academic performance.

Relationship building in schools is essential for creating a supportive, nurturing, and inclusive learning environment where all students can thrive.

Respect:

Respect is crucial when working with students for several reasons:

1. **Establishing Trust:** Respect builds trust between the whole community. When students feel respected, they are more likely to trust their teacher, which is essential for effective teaching and learning.
2. **Creating a Positive Learning Environment:** A respectful classroom environment fosters positive relationships between students and staff. This, in turn, promotes a positive learning atmosphere where students feel comfortable expressing themselves, sharing their ideas, and taking risks in their learning.
3. **Modelling Behaviour:** Staff who demonstrate respect towards students serve as positive role models. By treating students with respect, teachers show them how to interact respectfully with others, both inside and outside the classroom.
4. **Enhancing Engagement:** When students feel respected, they are more

likely to be engaged in their learning. Respectful teachers take the time to listen to their students, value their opinions, and provide them with meaningful feedback, which can increase student motivation and engagement.

5. Promoting Social and Emotional Development: Respectful interactions with teachers help students develop social and emotional skills, such as empathy, kindness, and patience. These skills are essential for success both inside and outside the classroom.

Respect is important when working with students because it helps to create a supportive and inclusive learning environment where all students feel valued and empowered to succeed.

Responsibility:

A sense of responsibility is crucial for students to experience because it helps them develop essential life skills and prepares them for adulthood in several ways:

1. Preparation for adulthood: Learning to be responsible from a young age prepares students for the responsibilities they will face as adults, both personally and professionally.
2. Accountability: When students are responsible for their actions, they learn to be accountable for their decisions and behaviours, which is essential for personal and academic growth.
3. Independence: Taking responsibility for their actions helps students become more independent and self-reliant, which is important for their overall development.
4. Building trust: Being responsible and reliable helps students build trust with their peers, teachers, and family members, which is essential for healthy relationships.
5. Problem-solving: When students take responsibility for their actions, they learn how to solve problems and overcome challenges effectively.

Experiencing responsibility helps students develop the skills and qualities they need to succeed in school, work, and life.

Repair:

Reparation after conflict is essential for students for several reasons:

1. **Promoting Healing:** Conflict can cause emotional harm and tension among students. Reparation activities, such as restorative circles or mediation sessions, provide students with a safe space to express their feelings, understand others' perspectives, and begin to heal.
2. **Rebuilding Trust:** Conflict often damages trust between students. Reparation allows students to rebuild trust by acknowledging the harm caused, taking responsibility, and working together to find solutions.
3. **Learning Opportunity:** Engaging in reparation processes allows students to learn important conflict resolution and communication skills. They learn how to address conflicts constructively, express their needs and emotions, and listen to others' perspectives.
4. **Promotion of Social Cohesion:** Repairing harm and resolving conflicts fosters a sense of community and belonging among students. When students feel heard, respected, and supported, they are more likely to collaborate and cooperate with each other.
5. **Prevention of Future Conflicts:** Addressing conflicts and repairing harm early can prevent escalation and future conflicts. By learning how to resolve conflicts effectively, students are better equipped to navigate disagreements and differences in the future.

Reparation after conflict is essential for promoting emotional well-being, restoring relationships, fostering a positive learning environment, and equipping students with valuable skills for future interactions.

Reintegration:

Reintegration back into the classroom community after conflict is crucial for several reasons:

1. **Social Reconnection:** Rejoining the classroom community helps students rebuild social connections that may have been strained or broken during the conflict. Being part of a supportive community is essential for emotional well-being and academic success.
2. **Sense of Belonging:** Returning to the classroom helps students feel a sense of belonging and acceptance. It reinforces the idea that they are valued members of the school community, despite past conflicts.

3. Emotional Support: Being back in the classroom provides students with the emotional support they need from their peers and teachers. This support is essential for helping students process their experiences and emotions related to the conflict.
4. Normalisation of Routine: Reintegration helps students return to a normal routine, which can provide stability and a sense of security during a tumultuous time.
5. Academic Progress: Rejoining the classroom allows students to continue their education without interruption. It ensures that they do not fall behind academically due to the conflict.
6. Conflict Resolution Skills: Returning to the classroom provides an opportunity for students to learn and practice conflict resolution skills. It allows them to work through conflicts in a safe and supportive environment, with the guidance of teachers and peers.

Reintegration back into the classroom community after a conflict is essential for supporting students' social, emotional, and academic well-being. It helps them heal, learn, and grow from their experiences.

We believe that every interaction is an opportunity to have a positive impact upon others and this philosophy runs through everything that we do everyday from how we greet our students warmly in the morning and acknowledging their successes but also in the way that we challenge unsafe behaviours and work together towards repairing harm.

Discipline within the academy is based on making expectations and boundaries clear to students, being fair and consistent, listening to each other and addressing any issues as they arise. We aim for all students to behave in a way which is respectful of others and to the school environment.

Social Discipline Window

The Social Discipline Window supports practitioners to think about communication and behaviour commonly used in restorative practice.

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At Bloxham Grove Academy we have adopted this strategy by working restoratively with our community and not doing to, having high expectations of behaviour whilst also offering a high level of support and care. All staff have a contribution to make in this area. Matters of unsafe and inappropriate behaviour are not somebody else's concern, they are everybody's responsibility.

Our Relationships and Behaviour policy and Anti Bullying policy ensure that there is consistency across the academy. Behaviour is carefully monitored and we make contact with parents at an early stage if we feel that actions are out of the usual range of what is expected, we will work collaboratively to find solutions. We will challenge and record discriminatory attitudes, behaviour and language and will always actively promote acceptance of diversity. We take a measured approach to all exclusions and suspension in line with our exclusion policy and will strive at all times to be an inclusive school.

We believe that:

- students who feel that they are undervalued and unable to achieve are more likely to express their feelings through inappropriate behaviour
- students who are given opportunities to succeed and have their achievements recognised and rewarded through praise tend to behave appropriately

- when students are treated inconsistently, they become confused and are often unable to distinguish between appropriate and inappropriate behaviour
- students who are treated in a consistently positive way are more likely to behave in a positive manner
- if the ethos of the school is positive and there is a culture of mutual respect, students are more likely to behave safely and appropriately, they will feel more confident to engage in learning and are more willing to embrace challenge

Bloxham Grove Academy's Restore Model

Regulate, Reflect, Repair and Reintegrate

At Bloxham Grove Academy our aim is for our students to feel safe and regulated enough so that they can engage successfully in all aspects of academy life. In line with the principles of Restorative Practice we use our Restore Model to support this vision.

Regulate - When someone is dysregulated they may find it difficult to control or regulate emotional responses, it typically involves a heightened sensitivity to emotional stimuli and a lessened ability to return to a normal emotional state within a reasonable amount of time. Students in this heightened state will not be able to focus on work, they may also struggle to follow instruction which could lead to unsafe behaviours and crisis. We support our students at this stage to keep themselves and others safe by using co-regulation, de-escalation strategies and if necessary, Restrictive Physical Intervention (RPI). We will continue to support them to return to their baseline regulation.

Reflect and Repair - After students have re-regulated and demonstrated that they are able to engage, we use restorative conversation, self reflection and reparation to help them to identify their emotions, look at any harm that may have been caused and give them the opportunity to put things right. The reparation may take the form of a restorative discussion or conference, known at Bloxham Grove Academy as a Mend It Meeting (MIM) if all parties are willing. Two or more individuals are supported by a facilitator and they will have the opportunity to work together toward an agreed outcome. Other forms of repair may look like physical repair to objects or the environment. It may also take the form of a letter or written

agreement if harmed parties are not willing to join as part of a MIM together. Both the reflection and repair are essential parts of the process which will support our students' emotional development. It helps students to begin to understand their emotions and take ownership of their actions alongside learning strategies to support themselves in future situations.

Reintegration - Once a student has taken part in reflection and repaired any harm caused, it is important that they are welcomed to rejoin their class community as soon as possible. Once repair has occurred it is important not to add to a student's feeling of shame or cause further trauma by isolating them and preventing their return. The reintegration process should be collaborative with all parties involved communicating with one other to agree the outcome and return

Social and Emotional Learning

Social and emotional learning is imperative for our students, it helps them develop essential skills that are crucial for success in both academic and personal aspects of life. Consistent approaches throughout the academy provide our students with the predictability, routine and clarity they need to support them with; developing self awareness, building empathy and compassion, enhancing their social skills and emotional regulation thus creating a more positive and inclusive environment. With this secure foundation our students will be enabled to engage more effectively in learning

There are processes and practices that we use to help our students in their social and emotional learning:

- a) The Classroom - The Physical and Emotional Learning Environment
 - Neat and clutter free with calming colours used on display boards to support students with sensory processing difficulties.
 - Display boards are relevant, purposeful and celebrate the students' work
 - 3 distinct zoned sections comprising of a learning area, a soft seating space and a book zone
 - Visual timetables and now and next boards so that students know what is expected of them throughout the day
 - Feelings check-in board used at transition points and modelled by staff to encourage students emotional self awareness
 - Students have their own designated space

- Resources are organised and labelled with visual imagery to support students that may require extra support with their reading
- Daily learning reflection activities supporting students to reflect upon their learning and engagement
- Social stories tailored to support individual students with particular personal challenges

b) Outside of the classroom

- Therapeutic Spaces- areas outside of the classroom specifically designed to help our students with their emotional regulation
 - Downstairs classrooms have their own adjoining study dens for brain breaks and quiet working
 - Guggenheim is a larger working space that students can go to for small group work and 1:1 time
 - Two soft padded Regulation rooms, one on each floor that can be used when a student may need the support of co-regulation or is in crisis
 - Two Reflection rooms with soft seating sitting adjacent to the Regulation rooms which are used to continue students journey to return to baseline regulation before reintegrating back to the classroom
 - Sensory garden, MUGA and Classroom Courtyards
 - Two sensory rooms for Sensory Integration Intervention, one space is used for Alerting and Organising, the other for Calming
 - Sports Hall
 - Gym
- A Tiered Approach - we offer adapted and individualised timetables for students that find it more challenging to engage full time in the classroom. Intervention specific to needs will supplement the universal offer. Some examples of intervention include: Cooking as therapy, Lego therapy, Sensory diet, Social skills, Protective behaviours and Art. Intervention for our KS4 students may also include regular interest-based work experience
- School council - a representative from each class sits on the school council. Student councils play a crucial role in representing the voice of the student body within a school
- Breakfast club
- Outdoor learning, as part of our universal offer, all of our students get to experience an outdoor learning package that includes Forest School and learning opportunities at the Warriner Farm site

- Peer mentoring - Mentors offer social and emotional support and positive role modelling to the mentee whilst increasing their confidence and self esteem
- Dogs as therapy - The opportunity to take part in Dogs as therapy is a feature that has been adopted from the successful model used at our fellow trust school, Iffley Academy. We have visiting dogs from The Gallery Trust during our week. Bloxham Grove Academy is currently exploring the opportunity to have our own full time therapy dog on site

Pastoral Support Team

We employ a Pastoral Team who are central to supporting the whole school community by contributing towards a safe learning environment, making provision for students who are out of class, responding to challenging behaviour and planning and carrying out adapted and individualised intervention.

The Student Wellbeing and Therapeutic Support Manager leads the day-to-day management of the team. There are two roles within the team, The Therapeutic Support Workers (TSW) and Pastoral Support Workers (PSWs).

The Pastoral Team is available throughout the school day to support both students and adults with behaviour management, intervention and emotional support. Some PSW's are class based and work alongside teaching staff and teaching assistants to ensure that students have the best support and opportunities to succeed in the class setting.

Other members of the Pastoral Team are on call to support both proactively and reactively to the day to day needs of the school. These staff are experienced restorative practitioners for students with Special Educational Needs and Disabilities (SEND), Social Emotional and Mental Health difficulties (SEMH) and Autistic Spectrum Condition (ASC). They are Team Teach, positive behaviour management trained and use de-escalation techniques and if proportionate, reasonable and necessary, restrictive physical interventions (RPI) to keep individuals safe and prevent harm.

Meeting the needs of individuals that demonstrate unsafe behaviours

Students that find it more challenging to regulate their emotions may when dysregulated put themselves and others at risk of harm, RPI is used to minimise this risk. Positive Handling Plans (PHP's) and Risk Assessments (RA's) will be created for these students, they will be specific to them and outline strategies to use during dysregulation to help meet identified needs. These documents should

be read and the strategies followed by all who work with these students. It is the responsibility of all staff members to ensure that they read the current paperwork. It is also best practice to share these documents with families. PHPs and RAs are live documents and should be updated when new behaviours or supporting strategies are identified.

It may be that unsafe behaviours are identified in a student but a PHP is not appropriate because they do not demonstrate unsafe physical behaviours towards others or themselves and therefore do not require RPI. They may however, be at risk of harm due to lack of awareness or understanding. In this instance a Positive Response Plan (PRP) will be drawn up instead to identify appropriate support.

Behaviour Monitoring

The school keeps records of behaviour which are logged on a database at the end of each school week. We monitor and record daily a wide range of behaviours that inform us about our students and their specific SEND. This data informs our practice and how we deploy staff to support our students. This information is also used to share concerns with other professionals and to track positive and negative trends of behaviour. Monitoring sheets should be written by the member of staff that observes the behaviour. Staff will be required to record: the antecedent; the behaviour; the resolution and any specific 1:1 intervention that follows the behaviour. For any incident where RPI is required to keep individuals safe an additional specific record details types of hold used, the length of time a student was supported and who was involved in the RPI. When RPI is used to support a student, parents and carers will always be informed, contact will be made within 24 hours but as best practice we aim to do so on the same day.

Serious Incidents

Discrimination:

Discrimination of any kind is not tolerated at Bloxham Grove Academy, any incidents that involve prejudiced views, insults or directed harm about race, gender, faith, disability or sexual orientation will be reported to a member of SLT. The academy will act quickly to support those that have been harmed, inform families and work with agencies to support all those involved.

Bullying:

The anti-bullying alliance defines bullying as the ***repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.*** Bloxham Grove Academy does not accept any forms of bullying and will work with individuals to address any occurrences. For more information about how Bloxham Grove Academy works to support individuals where bullying has been identified please see [BGA Anti Bullying Policy](#)

Criminal Acts:

For any incidents in which a criminal law has been broken, Bloxham Grove will work with families, police and other agencies to support the individuals involved.