

# Oakfield School

  

# Behaviour Policy



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A 35 place residential provision for Oakfield Special School was opened to students on 7<sup>th</sup> January 2013. Its purpose is to support identified students within the Oakfield cohort that require additional support of a 24 hour curriculum to enable them to engage in learning, achieve and attain. The provision consists of 6 houses. This offers flexibility to meet the needs of different cohorts of students.

As a central part of the school all school policies apply within the residential provision and have been thus amended to take into account the provision. All residential policies have been written specifically for the new school and tie in with the existing policies and ethos of the school.

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## 1. THE LAW

Pupils with SEN have their rights established and protected by the law. The Disability Discrimination Act 1995 and the SEN duties in the Education Act 1996, (both amended by the SEN and Disability Discrimination Act 2001), together with the Disability Discrimination Act 2005, provide the statutory framework that underpins equality of opportunity for pupils with SEN in accessing school education.

## 2. ESTABLISHING A POLICY

It is our duty to establish a school behaviour policy that promotes and protects the rights of all our pupils to have equal access to education, including those who have special educational needs that make them vulnerable to behaving inappropriately.

Further, it is essential that the school's policy in relation to the teaching and management of behaviour in school should

- be publicised to parents/carers, pupils and all staff working in the school,
- have clarity and
- be maintained.

### Governors' duties

As part of its legal duty, and after consulting with the whole school community, the school's governing body has drawn up a statement of principles and has agreed a set of aims.

Those that relate directly to behaviour and discipline are as follows:

1. to create a safe and secure learning environment in which high standards of behaviour and commitment are clearly expressed and realised;
2. to create a culture of high expectations and success for pupils, providing a flexible curriculum that engages and motivates groups of pupils and individuals;
3. to promote a sense of responsible citizenship in our pupils;
4. to support and facilitate inter-agency work as part of a broader community approach to learning;
5. to establish and/or maintain and develop positive working relationships with parents and carers for the benefit of the child;
6. to establish collaborative working with other schools.

### The school's duties

Following on from these principles and aims, and after discussions and consultations with teaching and non-teaching staff, parents/carers and governors, the school has established detailed measures on behaviour and discipline. These comprise the school's behaviour policy.

What follows are descriptions of

- the whole school context in which policies and procedures are carried out;
- the practical framework that provides clear protocols for staff to follow so that we can discharge our duties consistently and effectively;
- supporting mechanisms, policies and procedures.

### **3. THE WHOLE SCHOOL CONTEXT: A POSITIVE BEHAVIOUR POLICY**

#### The school's ethos

The ethos of the school is based on the principle of inclusion, which recognises every pupil's right to be included in education.

The ethos is one which accepts and welcomes all pupils; encourages and rewards participation and success; manages supports and helps overcome barriers to learning.

#### Teaching and Learning

It is every pupil's right to expect excellent teaching and to enjoy learning. As such, we recognise the need to work together to develop a curriculum that offers opportunities that engage, stimulate and challenge; a curriculum that is broad, balanced and appropriate for the needs of the most difficult to manage pupils; a curriculum that promotes high standards of learning and behaviour across all subjects from core to periphery, in and beyond the classroom.

In delivering the curriculum, it is important that the planning of teaching activities and the use of different teaching styles should take into account the diversity and choice of pupils' styles of learning.

#### Personalisation

In planning the curriculum, all opportunities will be sought to provide appropriate provision for individual pupils that enhances their current learning and promotes future success.

#### Student Profile

The Student Profile is a means by which staff are required to make graded assessments across a wide area of pupils' behaviour and, on this basis set (at least termly) targets for improvement.

#### Partnerships

We support the development of purposeful links with other services and organisations as a means of extending the range of provision for our pupils.

### **4. THE PRACTICAL FRAMEWORK**

#### Foreword

It is important that all procedures and practices should

- be based on fairness, consistency, self-worth and independence;
- encourage positive attitudes to work and each other;
- show respect for persons;
- be purposefully publicised, demonstrated and taught;
- provide for a safe, effective and cared-for working environment that promotes excellence and enjoyment and celebrates achievement.

#### Roles and responsibilities within the school

- **head teacher**

It is the responsibility of the head teacher to make sure there are in place appropriate systems to promote high standards of behaviour and discipline and provide for the effective management of pupils' behaviour, on or off site.

Part of this responsibility is to make sure that adequate training is given to all staff for the understanding and discharge of duties. An extension of this responsibility is to ensure that visiting staff are aware of supporting systems and procedures for the management of behaviour. This responsibility might be delegated to a key member of staff.

- **senior staff**

It is the responsibility of senior staff to support the head teacher in his/her duties by making sure agreed systems and procedures are made public and implemented. Part of this responsibility is to support less experienced or less competent staff in planning for and dealing with problems that might arise.

- **teaching staff**

It is the responsibility of all teaching staff

- to support the head teacher in his/her duties
- to make sure the school's ethos and aims are reflected in their contribution to the life of the school
- to contribute to the joint planning of an appropriate curriculum that supports pupils' learning whatever barriers there might be
- when planning their own lessons to give consideration to the development of supporting strategies that promote desired behaviours and manage undesirable behaviours
- to contribute to and/or collect information for Student Profiles
- to set realistic social and behavioural targets for pupils
- to consult with other staff on issues related to individual behaviour management issues
- to apply relevant training in relation to the management and control of behaviour
- to follow school protocols and guidelines when dealing with pupils
- to share concerns with senior staff as a means of preventing predictable problems

- **support staff**

It is the responsibility of all support staff

- to support the head teacher in his/her duties
- to make sure the school's ethos and aims are reflected in their contribution to the life of the school
- to contribute to the joint planning of an appropriate curriculum that supports pupils' learning whatever barriers there might be
- to support the teaching staff by following agreed systems and procedures
- to follow school protocols and guidelines when dealing with pupils
- to apply relevant training in relation to the management and control of behaviour
- to share concerns with teaching/senior staff as a means of preventing predictable problems.

- **visiting staff**

It is the responsibility of visiting staff, having been made aware of the school policy on behaviour and discipline, and with the support of the school staff, to follow agreed systems and procedures.

Part of this responsibility is to share concerns with staff to avoid misunderstandings and preventable incidents.

## Practices, procedures, systems and strategies

- **practices**

Expectations related to staff behaviour have been agreed by all staff and these are documented in the following way.

### Practices to adopt

- be well-organised;
- be well-informed about your children;
- plan for academic and social learning, looking for present and future successes;
- use range of teaching and learning styles to promote excellence and enjoyment;
- be on time for lessons;
- have lessons that start promptly and are appropriately paced;
- create a welcoming, stimulating and attractive learning environment in which all pupils can achieve;
- have a calm and safe learning environment;
- include all pupils in learning;
- have high expectations in all areas of learning;
- make expectations clear and give clear instructions, repeating or rephrasing when necessary;
- be consistent, fair, rational and respectful;
- give positive feedback, using praise and encouragement;
- deal with unwanted behaviour quickly, safely and effectively, in accordance with school policies and guidelines;
- treat each new day as a fresh start;
- listen and build positive relationships with pupils and staff;
- to establish and make public routines and practices.

### Practices to avoid

- confrontations;
- shouting and losing temper;
- arguments;
- sarcasm;
- focusing too much attention on low level unwanted behaviours;
- low expectations;
- ambiguous or complicated instructions, talking too much or too quickly;
- no-win situations;
- grudges, hostility and negative vibes;
- bribery;
- threats that will never be carried out;
- pre-judging situations;
- To try to counsel a child before he or she is ready.

- **procedures**

#### In the classroom

As indicated above, it is the responsibility of the teacher, supported by the classroom assistant, to develop strategies within the classroom that promote desired behaviours and to follow school policy in managing unwanted behaviours.

If the teacher and assistant are unable to solve a problem, there is the option of summoning additional support. This can be done by contacting the school office, who will relay a message to the behaviour support assistant or senior management, or by alerting a nearby member of staff.

If support is requested, it is the teacher's responsibility to negotiate the best option with regard to the well-being of all the pupils in the class at the time. This might be time out for one child with the teacher, or with the support staff, or with the behaviour support assistant (or senior manager). It might be the assisted removal of the remainder of the class to a safe location. It might be in-class additional support with the help of an additional support assistant (or senior manager).

It is the responsibility of the teacher to follow up the incident as soon as possible after the event, so that ownership and control is retained. The choice of a follow up option should be based knowledge of the pupil and the incident.

It is also the responsibility of the teacher to make sure that any necessary forms are completed and logged before the end of the day and that any appropriate contacts are made by phone or letter. (See section below on recording and reporting.)

#### Accompanied off-site provision

It is the responsibility of accompanying staff to develop strategies that promote desired behaviours and to follow school policy in managing unwanted behaviours.

If staff are unable to solve a problem, there is the option of contacting the school office, who will relay a message to the behaviour support assistant or senior management. A decision will then be taken on the best course of action. One extreme option might be that the pupil is collected and returned to school.

It is the responsibility of staff to follow up the incident as soon as possible after the event, so that ownership and control is retained. The choice of a follow up option should be based knowledge of the pupil and the incident.

It is also the responsibility of the staff involved to make sure that any necessary forms are completed before the end of the day and that any appropriate contacts are made by phone or letter.

#### Break times

It is the responsibility of staff timetabled to develop strategies that promote desired behaviours and to follow school policy in managing unwanted behaviours.

If staff are unable to solve a problem, there is the option of summoning additional support. This can be done by contacting the school office, who will relay a message to the behaviour support assistant or senior management, or by alerting another member of staff.

It is the responsibility of staff to follow up the incident as soon as possible after the event, so that ownership and control is retained. The choice of a follow up option should be based knowledge of the pupil and the incident.



It is also the responsibility of the staff involved to make sure that any necessary forms are completed before the end of the day and that any appropriate contacts are made by phone or letter.

#### Lunch times

It is the responsibility of senior and support staff to be on duty throughout lunch time and to develop strategies that promote desired behaviours and to follow school policy in managing unwanted behaviours.

If a very difficult problem arises, a decision will be taken on the best course of action with regard for the well-being of all pupils. An extreme option would be the removal of a pupil from the dining room.

It is the responsibility of staff to follow up the incident as soon as possible after the event, so that ownership and control is retained. The choice of a follow up option should be based knowledge of the pupil and the incident.

It is also the responsibility of the staff involved to make sure that any necessary forms are completed before the end of the day and that any appropriate contacts are made by phone or letter.

#### Absconding pupils

It is the responsibility of staff to report pupils missing to the school office or a senior member of staff as soon as it is evident that this is the case.

There are procedures to follow and a recording system in place that make sure all steps are taken to safeguard the well-being of the child.

#### Systems and strategies

It is expected that training delivered to staff will be applied in school. It is the responsibility of the senior leadership team to make sure that all members of staff, including those who are new to the school, are well educated on the principles and procedures of behaviour management; that refresher training is delivered as appropriate; and that staff are kept up to date with current initiatives and ideas.

What follows are descriptions of the systems and strategies that have been agreed and adopted by staff after training.

#### Assertive discipline

As an underpinning system of behaviour management, the principles and practices of "Assertive Discipline" and its follow-up, "Succeeding with Difficult Students", have been adopted by all staff. Training sessions are arranged to inform, update and refresh staff as needed. The Head of School is a certified trainer.

On this basis, a few simple rules that have been agreed by staff and pupils are routinely taught to pupils; a refined form of rewards system supports the management of behaviour in class, around the school and wherever learning is taking place; and a simple hierarchy of sanctions provides a back-up system.

### Expectations

1. follow staff instructions;
2. keep hands, feet and objects to yourself;
3. speak and listen respectfully to others.

In addition to these rules,

1. smoking is not allowed on site;
2. we do not allow chewing gum in school;
3. students need permission from home to go off site at lunch time.

### Rewards

The system provides opportunities for rewarding pupils at different levels, encouraging pupils to achieve and maintain high standards of behaviour.

### Sanctions

Pupils fail to earn points if they do not manage to meet their behaviour targets or repeatedly fail to follow the expectations of the school. This is an effective sanction because without their points they are unable to access rewards .

### Restorative practices

It is accepted as our duty to transmit social and moral values to our pupils. Restorative practices provide a system of communicating these values to individual or small groups of pupils within the context of “putting things right” in a co-operative and rational way, building empathy and strengthening relationships, facing the need for accountability, but at the same time maintaining self-esteem.

Training is given to make sure that restorative dialogue between staff and pupils reflects and furthers these principles. Emphasis is placed on the need for

- building a strong community that has group norms;
- conducting conversations in an assertive, limit-setting and firm manner, with understanding, support and kindness.

Guidelines for the use of restorative practices are as follows:

- avoid lecturing or telling off;
- actively involve pupils;
- foster an awareness of the effects on others;
- accept some ambiguity: it is not always clear where the fault lies;
- separate the deed from the doer: i.e. disapprove of wrong-doing, but also signal that the pupil’s worth is recognised (privately or publicly);
- see every instance of wrong-doing and conflict as an opportunity for learning.
- make the experience into a constructive event, building empathy and a sense of community.

### Positive Handling Plans

At the six week review, each child will have a Positive Handling Plan (PHP) formulated for them by their keyworker or other appropriate staff.

The PHP is a guidance document for staff to share information about the best strategies for de-escalation of behaviour with each individual. It is designed for sharing experience and advice, not as a prescriptive set of measures that must be adhered to (where prescriptive measures are necessary, they will be detailed on an Individual Risk Assessment). Staffs are advised to make their own judgement based on the individual situation, risk involved and appropriate action at the time, bearing in mind the information on the PHP. The purpose of the PHP is to ensure that staff are well informed to make these judgements.

Information on the PHP includes: Triggers, Topography of behaviour, Possible displayed behaviours, preferred supportive intervention strategies, recommended de-escalation strategies, Team Teach Methods, Medical issues, Debriefing process and Evaluation.

All PHPs will be checked and signed off as appropriate by the Lead Behaviour Manager – Leanne Middleton and the Team Teach Co-ordinator – Sarah Cockerline. Parents/Carers will also be given the opportunity to read the PHP.

These plans are undertaken under the advice of Team Teach and in accordance with Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behaviour Difficulties (September 2003).

### High risk categories

Any pupil might need extra support and guidance at some time or other to help him or her behave in a socially acceptable manner. Sometimes this might take the form of simply talking to a pupil to help him/her make good choices. There will be times, however, when more serious interventions need to be applied, for instance, to protect the safety of the individual, or other pupils, or staff involved at the time. In extreme cases, physical control or restraint is defensible provided an assessment of the risk indicates that the use of force is likely to reduce rather than increase the risk.

It is made clear in Section 550A of the 1996 Education Act and the DfES circular 10/98, that the minimum reasonable force should be used to prevent injury or serious damage to property, to avert an offence being committed or to prevent a pupil engaging in behaviour the is prejudicial to the maintainance of good order in school.

The following are examples of circumstances under which physical intervention by appointed staff might be a reasonable option.

- a child putting him or herself in danger by climbing dangerously or interfering with electrical equipment;
- putting others, (staff and/or pupils or others) in danger of injury or damage by hitting, kicking, spitting, scratching, biting, misuse of dangerous materials, fighting, throwing objects or threatening any of these types of behaviours;
- causing severe disruption to lessons by continuous shouting or making other noises, the deliberate destruction of pupils' work, constant refusal to do what is asked by the teacher, persistent refusal to follow a direction to leave a room or other space and in all of these cases creating a situation where the teacher has to stop the lesson in order to deal with the pupil's behaviour;

- causing, or on the verge of causing, severe damage to property, (including the pupil's own), for example, furniture, equipment, staff and pupil clothes and belongings, the fixtures and fabric of the building;
- prejudicing good order in school, for example, encouraging at least one other pupil to take part in any of the disorderly conduct described above or persistently refusing to follow staff direction;
- committing a criminal offence on the school site.

#### High risk strategies: reducing the risk

Priority strategies in a difficult situation would be to reduce the risk of any of the behaviours described above. Initial strategies would be:

- to remove any other pupils who might be in danger;
- to remove any dangerous objects;
- to give the offending pupil a clear verbal reminder of expected behaviour.

#### High risk strategies: minimal physical intervention

If the pupil does not respond appropriately, that is, if the pupil does not stop the unwanted behaviour, then the next step would be to issue a clear verbal warning that a member of staff might have to intervene to prevent further disruption.

In these circumstances it might be necessary for a member of staff to use minimal physical intervention as an appropriate strategy, for example:

- blocking a pupil's path;
- putting himself or herself between pupils;
- leading a pupil by the arm;
- shepherding a pupil from behind.

#### High risk strategies: reasonable force

- In more extreme cases, it might be necessary to use "reasonable force" and intervene in a safe, but positive way, in accordance with the principles and training of the Team Teach approach. DfEE Circular 10/98 provides general guidance on the use of reasonable force to prevent a pupil engaging in the behaviours described in IV, V and VI above. (These guidelines reflect the guidance given in Section 550A of the Education Act 1996.)

This could involve:

- holding a pupil in a safe, non-confrontational way in order to control their bodily movements;
- restraining a pupil in order to prevent the behaviour continuing;
- removing a pupil to a safe place for a cooling - off period.
- In all cases:
  - sensitivity must be used to protect the dignity of the child and any physical intervention should be used for the shortest time necessary;
  - strict guidelines and procedures would be followed and Health and Safety Regulations apply;
  - staff must have received training on the range of strategies that should be tried and the correct procedures to follow whenever physical intervention is used;

- The incident must be documented on an Incident Form and, if appropriate, recorded elsewhere, e.g. “Hull City Council CS Forms”;
- in all cases beyond minimal force, parents and/or carers must be informed of the circumstances leading up to the event and the course of action taken;
- sufficient time must be given to the pupil for cooling off before a decision is taken to return the child to his/her group.

Other high risk strategies(repeated incidents): contracts, meetings

- If there are repeated incidents, it might be appropriate to draw up a personalised contract making explicit specific targets and review dates.
- On the other hand it might be more effective to arrange a meeting at home or school with parents/carers to discuss options and ways forward.
- Choice of strategy depends on consultation with staff and knowledge of the pupil.
- Regular staff meetings on behaviour management, (usually fortnightly), provide a mechanism for discussing particular pupils, giving all staff opportunities to describe patterns of behaviour in different settings, discuss possible triggers or causes and devise suitable strategies for review

Fixed term exclusions

In cases where there is a serious breach of discipline, where a range of strategies have been tried and failed, where the pupil’s staying in the school would “seriously harm the education or welfare of the pupil or others within the school” (DfEE 10/99 p31), then a pupil might be excluded for a fixed term.

The intention would be to allow a short time for cooling off and reflection. A period of 1 – 3 days would very likely be considered long enough to secure additional benefits for the child without any adverse consequences, as advised by Ofsted.

A decision to exclude would not normally be taken without other strategies having already been implemented, except in the case of a very serious incident, for example, a serious physical assault. Only the headteacher can take the decision to exclude.

An exclusion is always seen as a last resort and the hope would be that the pupil would return to school quickly. Work is sent home for exclusions lasting more than one day. In the case of an exclusion lasting more than 15 days in any one term, it is the responsibility of the governing body to convene a meeting to consider the exclusion. No child can be excluded for more than 45 days in one academic year.

In the case of all exclusions parents/carers would be invited into school for a meeting to discuss how such incidents might be avoided in the future.

Care is taken at a re-integration meeting to ensure that the pupil and parent or carer understands the reason for the exclusion and the need to prevent further exclusions.

Representatives of other agencies (e.g. the psychological services, health, social services, education welfare) might be invited to help support pupils and their families. At the meeting targets will be set and strategies discussed to minimise the chance of future exclusions.

### Exclusions from educational visits

For Health and Safety reasons, pupils could be excluded from educational visits for the following:

- violence to staff and/or pupils;
- leaving the premises without permission;
- continuous disruption and refusal to follow instructions.

As before, a decision to deny a child access to an educational visit would be after other methods to resolve any problems had been exhausted.

### Permanent exclusions

The decision to exclude a child permanently is necessarily a serious one. This would be the final step in a process for dealing with disciplinary offences and would normally follow a range of tried and failed strategies. There might, however, be exceptional circumstances where it is appropriate to exclude a child permanently for a first or “one-off” offence. Such circumstances might include:

- serious actual or threatened violence against another pupil or member of staff;
- sexual abuse or assault.

### Recording and reporting mechanisms

In all cases when there has been some form of intervention, details must be recorded, logged chronologically and kept safe.

### Recording and reporting incidents

The same incident form is used within the school for all 3 levels of Intervention;

**Level 1 – No intervention** e.g. absconding

**Level 2 – Physical intervention required**

**Level 3 – Physical Intervention requiring total restriction of movement**

Incident reports completed by staff must include, where appropriate, Reasons for intervention, de-escalation techniques used, detailed description of the incident, the staff members involved in any restraint and follow up action.

It is important that accurate records are kept to demonstrate that agreed procedures have been followed and sound practices undertaken.

In the case of a serious incident, parents/carers must be informed of the circumstances in which the incident occurred, the action taken at the time and any follow-up work or action completed or planned.

Any incident that involves an injury should be accompanied by a OHS (F): 2, Health and Safety incident report form, or an OHS (F): 2.2 Version 1 for pupil injuries.

### Recording contacts and meetings

Phone calls with parents/carers must be logged with brief details of conversation or failed attempt to contact and kept safe

All meetings with parents/carers must be recorded using a school pro forma and kept safe.

### Reporting exclusions

Parents and/or carers and the LA must be informed immediately of the decision to exclude. (In all of the above the school would refer to DCFS guidance for September 2007.)

## **5. Working Together**

Central to our work at Oakfield is partnership work. One of our aims is to establish and/or maintain and develop positive working relationships with parents and carers for the benefit of the child.

We have developed strong links with parents and carers. These are some of the ways in which we do this:

- family Relationship Programme (FRP)
- Family Room
- Fun Afternoons for students and their families
- newsletters
- questionnaires on issues of importance, (e.g. homework)
- invitations to school activities and events
- information booklets, (e.g. on health issues)
- phone calls home, especially for good work and behaviour

It is recognised that any child might exhibit challenging and / or disruptive behaviour at some time. A separate information document for parents / carers (see appendix) outlines the principles and the procedures described in this policy, and makes particular reference to pupils whose behaviour puts them in the high risk category.

This gives parents and carers an opportunity to discuss any issues at an initial meeting with the headteacher.

Parents are asked to make a commitment to the school's behaviour policy by reading and signing the "Undertaking by Staff, Pupils and Parents or Carers"

## **6. WORK WITH PARTNERS**

It is important that we work with other agencies and professionals. The links we have with, other educational establishments, the police and some voluntary agencies have now been formalised.

### **MAST**

A Multi-Agency Team comprising Social Services, Health, Psychologists, representatives from the voluntary services meets fortnightly to discuss the best management of high risk pupils in a wide context.



## Incident Reporting Log

Please ensure that when you are completing incident forms you allocate yourself the next sequential Incident Number and complete all basic required information.

- Date
- Pupil involved
- Reporting staff
- Witnesses
- Level of Intervention
- Physical intervention required

Now complete your online Incident Form. Remember to indicate the type and length of any restraint performed.

### Levels of intervention

**Level 1 – No intervention** e.g. absconding

**Level 2 – Physical intervention** required

**Level 3 – Physical Intervention** requiring total restriction of movement