

Behaviour & Discipline Policy

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Each pupil is valued and supported to develop the skills required to achieve their potential by setting high expectations for learning and behaviour. Pupils are encouraged to take personal responsibility for their learning and self-development in preparation for post-16 education, training or employment and for life itself in the broadest terms.

Oakfield School adheres to its legal duties under the Equality Act 2010 and Keeping Children Safe in Education, in respect of safeguarding and in respect of students with special educational needs.

The Whole School Context: A Positive Behaviour Policy

1.1 Ethos of Oakfield School.

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

The ethos accepts and welcomes all pupils, encourages and rewards participation and success, manages support, and helps overcome barriers to learning.

Expectations.

1.1.1 Aim to manage and regulate behaviours, with guidance and support from staff.

1.1.2 Aim to respect the fabric of the building and property.

1.1.3 Aim to be respectful to others

1.1.4 Aim to engage and achieve in lessons.

1.1.5 Respect others' feelings, wishes and opinions.

1.1.6 Accept other people's physical and emotional differences.

1.1.7 Promote restorative approaches to resolve conflicts.

Not allowed in school:

- smoking/ vaping is not allowed on site.
- we do not allow chewing gum in school.
- we do not allow energy drinks with high caffeine content.
- bladed items, guns, or weapons in any form.

- large oversized rings which could cause injury to others.
- alcohol or illegal substances.

If anyone is believed to have these items in school, then a search will take place and the item(s) will be removed. Weapons and illegal substances will be reported to the police.

1.2 Headteacher's roles & responsibilities within Oakfield School

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, residential provision and off-site provision and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school.

The Headteacher supports the staff by implementing the policy, setting the standards of behaviour, and supporting staff in their implementation of the policy. The Headteacher and the SLT keep records of all reported incidents.

It is the responsibility of the Headteacher 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.

1.2.1 Pupils have the right to expect:

- the school will do all it can to ensure that they are kept safe.
- that all adults in the school will respect their feelings and will not 'put down' pupils nor deliberately belittle them.
- that the school will protect them from bullying in whatever form it presents itself.
- that the school will respect their right to a healthy lifestyle, (including breaks), and will support them in achieving it.
- that the school will join them in celebrating all their achievements and will highlight the positive whenever possible.

1.2.2 Pupils also have the responsibility to:

- ensure that everyone in our school feels safe and does not put themselves or others in danger.
- to try their hardest in all that they do.
- to look after all possessions: their own, other people's and the schools.
- to make the right decisions about keeping themselves healthy.

- to never bully anyone in any way, in any situation, for any reason.
- to tell adults if they are worried about anything or if they think something is not right.
- to be proud of the school and others' achievements as well as their own.

1.2.3 **Parents/Carers have the right to expect:**

- that the school will do all it can to ensure their child's safety whilst in our care.
- that all adults in our school will treat their child with respect.
- that the school will inform them, as soon as possible, if there is an issue concerning their child's well-being.
- that the school will not tolerate bullying in any form and will deal with it rigorously and fairly.
- that the school will encourage and support their child in living a healthy and fulfilling life in school.
- that the school will share their child's achievements with them.
- that the school will ensure that parents are kept informed regarding all aspects of their child's progress and wellbeing.

1.2.4 **Parents/Carers have the responsibility to:**

- support the School ethos, policies and procedures.
- ensure that all children in this school feel safe and follow the school's policies on these issues.
- treat all pupils and adults in our school with respect and dignity.
- inform the school if there are any issues or worries that they have concerning their child's well-being.
- report to the school any incidences of bullying, so that we may deal with it promptly, and not take matters into their own hands.
- be positive about the school and support us in celebrating their child's achievements.
- encourage their child to make healthy options and to participate fully in school life.
- to support their children with homework by offering encouragement, time and space.
- support their children and the school in implementing school policies.
- ensure that their child has the best attendance record possible; and
- ensure that their child is appropriately dressed.

1.2.5 **The school staff have the right to expect that:**

- all the adults will be kept safe at work as fully as the school is able.
- all adults and pupils will treat them with respect.
- all possessions will be looked after by pupils and adults alike.
- all incidents of bullying will be dealt with quickly and the governors and Headteacher will support them in dealing with these incidents if necessary.
- all pupils and adults will support the school in encouraging a healthy lifestyle for everyone in school.
- they will be supported in leading a healthy lifestyle with a good life/work balance
- all pupils and adults will support them in celebrating pupils' achievements.

1.2.6 **The school staff have the responsibility to:**

- keep all children and adults in our school as safe as possible.
- treat all children and adults in our school with respect.
- look after possessions in school to the best of their ability.
- treat all concerns seriously, whether they be raised by a child or an adult.
- deal with incidents of bullying promptly with care and deference to the individuals concerned.
- support every child to lead a healthy lifestyle, and recognise that children's well-being is a concern for us all
- follow the school policies and procedures and encourage the children to support the school's ethos.

1.2.7 **Visiting Staff:**

- It is the responsibility of visiting staff to follow agreed systems and procedures, having been made aware of the school policy on behaviour and discipline, and with the support of the school staff.
- Part of this responsibility is to share concerns with staff to avoid misunderstandings and preventable incidents.

2 Practices, Procedures, Systems and Strategies

2.1 Practices.

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

2.1.2 Practices to **adopt:**

- Be well organised.
- Plan for academic and social learning, looking for present and future successes.
- Use a 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, by school policies and guidelines.
- Treat each new day as a fresh start.
- Listen and build positive relationships with pupils and staff.

2.1.3 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 negativity.
- Bribery.
- Threats that will never be carried out.
- Pre-judging situations.
- To try to counsel a child before he or she is ready.

2.2 Procedures

2.2.1 In the classroom

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

There should be visual reminders of expectations of behaviours in each class, also reminders of rewards/ points system that can be achieved by behaving acceptably.

If the teacher and the Learning and Behaviour Support Mentor are unable to solve a problem, there is the option of summoning additional support. This can be done by alerting a member of the SLT, who are strategically placed around the school to gain the appropriate level of support required, to deal with the situation.

If support is requested, it is the teacher's responsibility to negotiate the best option for 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 an allocated member of staff. It might be the assisted removal for 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).

2.2.2 **Accompanied Offsite Provision**

It is the responsibility of the 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 staff, who will relay a message to the Heads of Key Stage or any other Senior Management member. A decision will then be taken on the best course of action. Staff can also contact the senior leaders directly, through their work mobile phones. Finally, they can alert another member of staff for support.

It is the responsibility of staff to follow up on the incident as soon as possible after the event that ownership and control are retained. The choice of follow-up option should be based on knowledge of the pupil and the incident. It is also the responsibility of the staff involved to make sure that any necessary protocols are completed before the end of the day and that any appropriate contacts are made by phone or letter.

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

2.2.3 **unstructured times**

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

Pupils are to be encouraged into the clubs available throughout the school to promote positive peer relationships with the supervision of staff.

2.2.4 **Residential Provision**

Oakfield School provides a safe and consistent framework for all of our young people. We are committed to creating and maintaining an educational and caring environment which nurtures and stimulates personal development and well-being. A consistent approach to the management of the pupils is paramount; expectations do not change because the pupils reside. The pupils are made aware of boundaries and acceptable levels of behaviour.

Positive reinforcement is essential to maintain high standards of behaviour; each house has behavioural targets and rewards and these are placed in the houses as visual reminders.
We work to provide the highest quality of residential care within a relaxed environment, integrating care and education staff for a supportive yet structured setting.

Staff expect and will support and encourage the pupils to have a good attitude to their education and develop confidence and the ability to reflect and take responsibility for their behaviour.

Residential and day pupils will be expected to follow the timetable and curriculum appropriate to their age.

Across the day we use a restorative approach to problem-solving and resolving disagreements.

All boarders have access to a comprehensive list of activities which provide an enjoyable and stimulating environment and experience.

Its purpose is as follows:

- To support identified students within the Oakfield cohort that require additional support of a 24-hour curriculum to enable them to engage in learning, achieving and attaining.
- To use the 24-hour curriculum to work through issues with the young person and family.
- To learn the skills to be a group/team member in a range of contexts.
- To develop independent learning skills.
- To develop and understand positive behaviour.

The staff who work in the residential provision provide personalised learning support to identified students by providing a more social skills

based curriculum through the planning and delivering of experiences that develop their social skills.

The residential childcare staff also work within the main school setting to support the teaching and learning environment during the school day. They address the targets identified in the Personal and Social Profiles (PSP) and Individual Behavioural Education Care Plan (IBEC) and work with the teaching staff in supporting the personalised learning programmes for some students, through planned programmes which are monitored and reviewed regularly by the student, the families/carers and the staff involved.

2.3 Restorative Practices

2.3.1 It is our duty to transmit social and moral values to our pupils. Restorative practices provide a system of communicating these values to an individual or small group of pupils within the context of 'putting things right' cooperatively and rationally, building empathy and strengthening relationships, facing the need for accountability, but at the same time maintaining self-esteem.

2.3.2 Training is given to make sure that restorative dialogue between staff and pupils reflects and furthers these principles.

2.3.3 Emphasis is placed on the need for:

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

2.3.4 Guidelines for the use of restorative practice 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 wrongdoing, 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.

2.4 High-Risk Categories

2.4.1 Any pupil might need extra support and guidance at some time or other to help him or her behave in a socially acceptable manner.

2.4.2 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, 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.

2.4.3 It is made clear in the 1996 Education Act and guidance from DfE Use of Reasonable Force that the minimum reasonable force should be used to prevent injury or serious property damage, to avert an offence being committed or to prevent a pupil from engaging in behaviour that is prejudicial to the maintenance of good order in the school.

2.4.4 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 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.

2.5 High-Risk Strategies: Reducing the Risk

2.5.1 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.

2.6 High-Risk Strategies: Minimal Physical Intervention

2.6.1 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.

2.6.2 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.
- guiding a pupil by the upper arm, using the caring c method, in line with Team Teach

2.7 High-Risk Strategies: Reasonable Force

2.7.1 In more extreme cases, it might be necessary to use "reasonable force" and intervene in a safe, but positive way, by the principles and training of the Team Teach approach.

2.7.2 Reasonable force could include:

- holding a pupil in a safe, non-confrontational way to control their bodily movements.
- restraining a pupil to prevent the behaviour from continuing; and
- removing a pupil to a safe place for a cooling-off period.

2.7.3 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 will be followed and Health and Safety Regulations applied.
- the incident must be documented on an Incident Form. 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; and
- pupils need to have the opportunity to read the incident form and contribute to post-incident feedback.

2.7.4 **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 meetings on behaviour management, (daily debriefs), 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 updating Risk Assessment and Positive Handling Plans.

3 Suspensions/Exclusions

3.1 Fixed Term Suspensions

3.1.1 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, then a pupil might be suspended for a fixed term.

3.1.2 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.

3.1.3 A decision to suspend 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 decide to suspend.

3.1.4 A suspension is always seen as a last resort and the hope would be that the pupil would return to school quickly. In the case of a suspension lasting more than 15 days in any one term, it is the responsibility of the governing body to convene a meeting to consider the suspension.

3.2 First Response is issued to pupils who are at risk of suspensions

3.2.1 First Response is supervised seclusion with a minimum of one-to-one support. Pupils will be required to remain in the first response and complete set work.

3.2.2 The benefit of having the first response facility is it provides pupils with the opportunity to reflect on their behaviour and allows them time to talk through any issues on a one-to-one basis. If a pupil requires a first response, then parents/carers will be notified by telephone followed up by a letter detailing the reasons for intervention. The first response can also be used as a short-term de-escalation strategy.

3.3 Fixed Term Suspension or Permanent Exclusion for Child Looked After (CLA)

3.3.1 No CLA should be suspended from a school/Pupil Referral Unit without a discussion with the local authority to ensure that there is a suitable alternative provision available elsewhere. In the event of a child being permanently excluded from school, the Local Authority must provide full-time alternative education from the sixth day following the suspension. In the case of a CLA, it is recommended that such provision should be in place from the first day following the suspension.

3.4 Fixed Term Suspension from Educational Visits

3.4.1 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.
- Dangerous behaviour not adhering to Risk Assessment.

3.4.2 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.

3.5 Back to School Meetings

3.5.1 On return to school from fixed-term suspensions all pupils require a Back-to-School Meeting. This is to discuss the reasons for their suspension and talk about any incidents that have taken place. Back to School Meetings are essential for pupils to have a smooth reintegration back into a school setting and to provide a restorative session with

additional staff if needed. Here strategies for support will be discussed for a positive reintegration.

3.5.2 Pupils have the opportunity to address their issues with parents/carers present and voice any issues or concerns they may have. All meetings are recorded and entered in the pupil's online diary and shared with staff.

3.6 Permanent Exclusions

3.6.1 The decision to exclude a child permanently is 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; and
- Safeguarding and Health and Safety contravention.

3.7 Recording & Reporting Mechanisms

3.7.1 In all cases when there has been some form of intervention, details must be recorded in the pupil's electronic diary.

3.8 Recording Contacts & Meetings

3.8.1 Phone calls with parents/carers must be logged in the child's online diary which is part of the incident management system, brief details of a conversation or failed attempt to contact.

3.8.2 All meetings with parents/carers must be recorded.

3.9 Reporting Exclusions

3.9.1 Parents/carers and the Local Authority must be informed immediately of the decision to exclude.

4 Agreed Sanctions

4.1 Sanctions, Strategies and Systems

4.1.1 There are clear and appropriate consequences for misbehaviour. Staff will need to consistently apply the school expectations and behaviour rules so that students are secure in knowing what is expected of them. When a student fails to adhere to the school expectations, staff will apply a range of consequences and sanctions when required.

4.1.2 The following sanctions are agreed upon; however, they are used in proportion to the behaviour displayed by the pupils. The sanctions must be reasonable in all circumstances and take into account the pupil's age, special educational needs, disabilities, and any religious requirements affecting them and by the Equality Act 2010.

4.1.3 Suspensions or withdrawal from a specific privilege, scheme or activity:

- Suspension or withdrawal from the use of equipment/ appliances.
- Suspension or withdrawal from school activities/transport due to staff concerns relating to the safety of the pupil /or another.
- Requiring a child to rectify the damage.
- Requiring a child to contribute to the cost of the replacement of an item.
- Missing break time or detention including during lunchtime, however, if this sanction is used you must allow reasonable time for the pupil to eat, drink and use the toilet.
- Keeping pupils at the end of the day with permission from parents /carers

4.1.4 To be lawful any sanction imposed must satisfy the following 3 conditions:

- The decision to impose a sanction on a student must be made by a paid member of staff or a member of staff authorised by the Headteacher.

- The decision to impose a sanction on the student and the imposition of the sanction must be made on the school premises, or while the student is under the charge of a member of staff.
- The imposition of the sanction must not breach any other legislation (for example in respect of disability, special educational needs, race other equalities and human rights) and it must be reasonable in all circumstances.

4.2 Recording the Use of Consequences/Sanctions

4.2.1 There are clear and appropriate consequences for misbehaviour. Staff will need to apply consistently the school expectations and behaviour rules so that students are secure in knowing what is expected of them.

4.2.2 When a student fails to adhere to the school expectations, staff will apply a range of consequences and sanctions if required.

4.2.3 Consequences/sanctions that have been used must be recorded.

4.2.4 The record should indicate the nature of the sanction, why it was used, and the pupil's reaction and views.

4.2.5 All sanctions should be monitored as to their usefulness and effectiveness.

4.2.6 Where significant sanctions are used which have not been previously agreed upon, or sanctions are being used frequently for an individual or in a particular setting or context, a senior manager should undertake a review of the practice.

4.2.7 If it is thought that an inappropriate sanction has been used the manager should talk this through with the staff and look at alternative, positive strategies.

4.2.8 Oakfield pupils can experience varying degrees of anxiety and can have difficulties in relating to others. Also, some pupils have difficulties in expressing emotions/worries that are on their minds, causing their behaviour to impact their learning and achievements. In many of these cases, our Emotional Wellbeing Team are on hand to offer guidance and support to the pupils/staff and offer timeout in a therapeutic environment.

4.2.9 For these reasons we do not routinely use sanctions as part of our behaviour management. The drawbacks of using sanctions in these circumstances are that, if they are not clearly understood by the pupil

then this would only increase the level of anxiety the pupil is already experiencing and would potentially damage relationships.

4.2.10 However, it might be appropriate to allow pupils to experience the natural consequences of their behaviour.

4.2.11 In these cases, the sanctions used and the circumstances under which it is appropriate to impose them will be outlined in the pupil's Positive Handling Plan. Any sanctions imposed upon a pupil will be shared during de-briefing, to ensure all staff can monitor/support the sanction implemented and report back their opinions on the effectiveness of the sanction.

4.2.12 **Redirection.** The child/young person should be distracted by offering them an alternative way forward.

The initial response is to: interrupt > redirect > reward/feedback

4.2.13 **Planned Ignore.** The staff member should give limited eye contact and no verbal or gestural communication that reinforces any inappropriate behaviour. Ignore negative behaviour; this method is only to be used if unwanted behaviour isn't having a direct effect on others, impacting learning, or endangering themselves or others. Expectations are made clear to individuals and positive attention will return once these expectations are met.

4.2.14 A very successful strategy for a child/young person can be a change of face/staff member i.e. an alternative staff member intervenes and the first staff member steps away. This will defuse many challenging situations as our pupils may target staff members or associate the staff member with the recently displayed behaviour, therefore it will help create a positive outcome. Once calm, it is good practice for the staff member that originally challenged the behaviour to re-visit the behaviour more constructively.

4.2.15 **Immediate Recognition/Reward.** Staff members should reward positive behaviour with praise and positive feedback i.e. thanking the pupil immediately after speaking, for listening to you. Sometimes using basic manners and recognition makes the pupil change their response and directs negative, unwanted behaviour.

5 Reward Systems

5.1 Oakfield School runs a Points/ Rewards System which supports the vision statements to raise self-esteem, tackle behaviour problems and encourage a positive work ethic; all students will have their achievements and endeavours recognised. Verbal praise plays an extremely important part in these aims. How we speak to students affects how they perceive themselves.

5.2 This rewards policy operates across the whole school alongside all other systems designed to improve the learning environment for our pupils.

5.3 The rewards scheme is designed to provide opportunities for our pupils to experience success and to raise their self-esteem.

5.4 During the school term the points system allows every child the opportunity to succeed. The points system is threaded throughout the school and the centre focus on all pupils. Pupils can earn a maximum of 10 points per lesson – 5 for task and 5 for behaviour. Points can also be earned during unstructured times of the day, such as break and lunch.

5.5 On Fridays the school has a rewards afternoon for all pupils to celebrate their week. Those with the most points choose popular rewards (swimming/ biking). All pupils still have access to a reward to redeem the points they have achieved throughout the week.

5.6 In addition to the “in house points” system Oakfield School implemented Epraise rewards in November 2020. Epraise’s primary function is to reward pupils’ points which can be used to purchase items from the school’s online shop. Items range from vouchers and sports equipment to toiletries and trip out with key workers. However, Epraise has many more useful and important features.

5.7 **Epraise, Rewards and Beyond!**

5.7.1 Epraise is a national school rewards platform. “Praise points” are awarded in line with a school’s rewards policy and redeemed against relevant rewards. It is designed to support student recognition, increase student engagement, and drive positive learning outcomes.

5.7.2 Below gives a brief account of how the Epraise reward system works:

- **Set the budget:** We decide our annual or termly rewards budget and input the Praise point’s equivalent into the system. Every teacher is automatically given a maximum budget of Praise

points to award each week, depending on the overall budget and their role.

- **Define reward categories:** Deciding what the school wants to reward against, and the number of Praise points each “activity” is worth.
- **Customise the shop:** We choose which rewards we want to appear in the online shop.
- **Award the pupils Praise points:** Staff credit pupils’ accounts with Praise points, via the website.
- **Pupils check their balance:** Pupils can log in to their account online to see the number of Praise points the staff have awarded.
- **Choosing their rewards:** Pupils can spend their hard-earned Praise points on the rewards they want. Pupils can purchase trips out with key workers e.g. they can visit a variety of food establishments or go to the cinema and see a film.
- **Logged and monitored:** Staff can access real-time stats on which pupil for what, and which staff are rewarding regularly. Staff can view Epraise league tables for school displays and review a student’s Epraise record with the individual and their parents or carers**.**

6 End of Term Rewards

6.1 At the end of each term, pupils participate in the end-of-term rewards. Rewards are given for stabilised behaviour and points achieved throughout the term. Some of the activities on offer are Big Fun, Go Karting, Laser Quest, cinema, ice skating and other various activities.

6.2 A range of formal and informal activities contribute to the development of positive attitudes and self-assurance amongst learners. Activities both within and out of school hours are varied.

6.3 Approaches to promoting positive behaviour are clear and consistent. Children and young people contribute to establishing, reviewing, and revising the school’s rules or code of conduct, as appropriate to their age or stage of development. They are clear about rewards and sanctions. Praise and reward are used to encourage good behaviour, as appropriate to the age and stage of the children.

7 Rewards in the Residential Provision

7.1 Rewarding positive behaviour is an essential part of improving behaviour, and developing self-esteem and internal motivation. Rewards help to reinforce positive behaviour and encourage young people to display it more frequently and they send clear messages about which behaviours are desirable.

7.2 Staff are always seeking to take opportunities to reward good behaviour, both formally and informally. In the residential provision, care staff support the school in all their reward schemes and initiatives. They will make reference to and praise 'points' awarded during the school day, use them to determine privileges in the evenings and provide reward activities on a Friday afternoon, as well as at the end of each half term. In addition to supporting the reward systems employed during the school day, residential houses create individualised rewards schemes. These can cover a range of objective types e.g. individualised targets, IBEC targets, independence targets, house and routine targets and specific behaviours or challenges e.g. homework or attendance. They are created within houses to take account of individual needs, house dynamics and interests.

7.3 The terms of reward systems are laid out, and care is taken to ensure that they are understood by the young people involved. The rewards given are selected in conjunction with young peoples' ideas, to encourage engagement with reward systems. The creative use of reward systems as a behavioural management strategy is treated with positivity and enthusiasm and is valued by staff and young people alike.

8 Working in Partnership & Parents/Carers

8.1 Building a positive working relationship with parents/carers is vital. Oakfield School has effective communication systems in place, as this is imperative to ensure all channels of communication are open:

- It is essential that all staff ensure that feedback is given to parents/carers.
- Staff keep parents/carers informed of their child's progress and wellbeing.
- Staff make weekly contact with parents/carers, however if there has been a significant development/situation regarding a child a staff member will contact the parent/carer.
- It is paramount that parents/carers are kept informed; if we are unable to contact parents/carers the admin team will send a text to them through the Teacher2Parents system.
- All communications with parents/carers are documented within the pupil's online diary.
- If the pupil has Social Care involvement the Child Protection Coordinators/DSL's will be responsible to contact the Social Workers and care providers.

Parents/Carers

8.2 Oakfield School has a proactive attitude towards working in partnership with parents/carers.

8.3 We promote involvement with parents/carers:

- Each pupil has a named Key Worker who will regularly contact their parent/carer.
- Staff conduct home visits to discuss the child's progress.
- EHCP Annual Review meetings.
- Parental support groups.
- Termly school newsletters.
- Emotional Wellbeing Team involvement.
- Termly parent/carer and stakeholder questionnaires.
- Termly reports.

Work with parents/carers, as well as the pupils themselves, to ensure that their opinions and wishes are considered and that they are kept fully informed and involved in decisions taken about them.

Partnership with Parents/Carers

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

8.5 Parent Governors are elected by parents and carers to represent them in the decision-making process. They can be contacted via the school.

8.6 It is recognised that any child might exhibit challenging and/or disruptive behaviour at times. A separate information document for parents/carers 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.

8.7 This allows parents and carers to discuss any issues at an initial meeting with the Headteacher/ Multi-Agency Coordinator.

8.8 Parents/carers are asked to commit to the school's behaviour policy by reading and signing the Home/School Agreement.

Emotional Literacy Support Assistant (ELSA)

8.9 The Emotional Wellbeing Team offers proactive intervention to pupils, helping pupils with social and emotional difficulties to recognise, understand and manage their emotions, to increase their well-being and success in school.

Keys to good communication:

- Recognising and managing feelings.
- Self-esteem.
- Understanding and managing anger.
- Friendship skills.
- Social skills.
- Supporting children through loss and bereavement.
- Drawing and talking therapy.

8.10 Our Emotional Wellbeing Team meets regularly with CAMHS Psychologists to discuss assessments and planned programmes for individual pupils. The Emotional Wellbeing Team Manager joins the Multi Agency and Safeguarding Meetings each week.

8.11 The Emotional Wellbeing Team offers parent support programmes to all parents whilst their child is engaged in a planned programme. Home visits will take place to offer parents a planned support/guidance programme. Oakfield has a designated Parent Liaison Officer who works closely with families conducting regular home visits. The Parent Liaison Officer is also part of the attendance team and attends the weekly multi agency meetings.

8.12 The Emotional Wellbeing programmes are especially designed to meet each individual's needs. These sessions take place in our fully equipped sensory rooms with a trained member of the team.

8.13 Key programmes focus on:

- Anxiety/worries.
- Bereavement/Grief Circles.
- Anger Management (Crucial Skills).
- Empathy.
- Therapeutic Story.
- Autism Programme.
- Problem Solving Programme.
- Time to Talk Programme.
- Lego Intervention.
- Responsibility and Choices.

- Relationships.

Parenting Support

8.14 The Emotional Wellbeing Team offers parents' interventions; a member of the team would arrange a Home Visit to allow the parent to discuss interventions and agree on an appropriate programme or support. Home visits/telephone contact will take place usually on a weekly basis unless agreed otherwise.

8.15 Oakfield School is fully committed to ensuring that all parents feel supported and listened to.

8.16 When a parent/carer has a child with additional needs their world can be filled with many unanswered questions, sometimes they feel isolated and worried about their child. We have introduced a parent group as a great way of preventing anxieties. Parents/carers are able to work, not only with the staff group, but other parents and carers. They find answers and a source of reassurance and understanding and realise they are not alone and other parents are feeling and experiencing the same difficulties.

8.17 The Parental Group can share information about the needs of their children, school services, local policies, funding sources and emotional support and much more. A group of identified parents/carers meet in one of our residential houses one morning per half term; this is organised and planned by the Parent Liaison Officer alongside the Emotional Wellbeing Team.

8.18 Following on from this we have introduced, and will further introduce, other agencies, local charities and staff within school to discuss areas that may be beneficial to the parents and children, e.g:

- Aim Higher.
- Food for Life.
- Women's Aid.
- Homeless Charity.
- School Nursing team
- Connexions

Work with Partners

8.19 Multi-Agency work is an essential part of our school community, working together to achieve outcomes for the pupils we work with:

- Early Help Assessment Team.
- Emotional Well Being Team.
- Children's Social Care
- Youth Justice, when students have committed anti-social behaviour and have been given an order from the Magistrates Court
- Police
- Humberside Fire and Rescue Service
- School Nursing Team
- Psychologists/CAMHS
- HeadStart

9 Children who absent or go missing from school

9.1 The school's Absenting & Missing Policy has been designed to work in conjunction with the Hull Children's Safeguarding Board guidance on dealing with children who absent or go missing.

9.2 The safety of the children is paramount, so it is vital to ensure that the Policy and Procedures for when a child absents, or if a child has been categorised by the police as missing, are clear and concise.

9.3 There could be many factors that contribute to a child absenting/or going missing from school, so we need to be alert and mindful to the potential difficulties that may arise.

9.4 The school cares/caters for children with social, emotional and mental health difficulties. Although staff make every attempt to de-escalate potential situations/incidents of a pupil leaving, unfortunately there may be times when this occurs. Once a pupil absents, staff will initiate protocols by using the school policy and flowcharts as guidance.

Please refer to the school's Absenting & Missing Policy.

10 Key Worker: Roles & Responsibilities

10.1 Oakfield School believes that having a proactive attitude and an active response to behavioural issues will prevent greater difficulties in the future. We introduced the keyworker role in order to promote the school's behavioural policy and ensure all pupils' needs are met.

10.2 The tutor and learning mentors that support the class, will allocate a Keyworker to each pupil based on their working relationships with the pupils. Their work will be overseen by Senior Child Care Officers, Residential Managers, Key Stages Leaders and the Deputy Headteacher.

10.3 A Key Worker provides the pupil with:

- A voice.
- An organiser.
- An administrator.
- A listener.
- A mediator.
- A planner.
- An advisor.
- An advocate.
- A role model.
- A coordinator.
- Consistency.
- The Key Worker provide support whilst the pupil is at the school, and during times of transition.

10.4 Oakfield School believes that having keyworker roles within the school has a fundamental impact on raising the standard of care given, meeting needs and identifying any concerns.

11 Prevention to Bullying

11.1 At Oakfield School, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

11.2 We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

11.3 Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm, with full consideration given to the impact on the child's emotional, mental health and wellbeing:

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either Humberside Police and/or Hull City Council EHaSH.
- Incidents relating to all forms of bullying will be reported, recorded and dealt with, in accordance with either the school's Anti-Bullying or Online Safety Policy.

- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.

11.4 **The Law on Bullying:**

11.4.1 Some forms of bullying are illegal; these include:

- Violence or assault.
- Theft.
- Repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages.
- Cyber Bullying i.e. emails, social media networks, text messages
- Hate crimes.

11.4.2 Oakfield School strives to create an environment where young people can be supported in addressing their educational, emotional and social needs and work towards reaching their full potential.

11.4.3 All forms of bullying interfere with achieving this aim. Therefore, such behaviour will not be ignored.

11.4.4 The staff team will be proactive in their use of the strategies and systems in place to address bullying at all levels, whilst providing opportunities for change for those who are bullying and those who are bullied.

11.4.5 At Oakfield we use a range of prevention strategies to support our positive behaviour ethos; these include:

- Hubs/ Restorative Practice.
- Bullying logs/online diary.
- Anti-bullying awareness raising and key messages.
- Pupil voice – this gives the pupils the opportunity to express their thoughts and feelings.
- Participation in Anti-Bullying Week.
- Behaviour - rules, code of conduct, rewards/sanctions.
- Supervision by staff.
- One to one keyworker time.
- A curriculum which reflects the school's ethos celebrating the rich diversity of our world.
- Emotional wellbeing support programmes.
- A safe and secure environment.
- Involvement of pupils, for example peer support.
- Healthy Schools.

- Working with the School Council.
- Immediate challenge from staff to prevent any escalations.

11.5 **Pupils:**

11.5.1 We expect that pupils will:

- support the Headteacher and staff in the implementation of the policy
- not bully anyone else, or encourage and support bullying by others
- tell an adult if they are being bullied
- act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied
- recognise that being a “bystander” is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

11.6 **Parents/Carers:**

11.6.1 We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims. We want parents and carers to feel confident that everything is being done to make sure their child is happy and safe at school.

11.6.2 At Oakfield School, staff, parents/carers and children work together to create a happy, caring, learning environment where positive relationships are developed and valued.

11.6.3 **Bullying: whether verbal, physical, on-line or indirect will not be tolerated and will always be dealt with quickly, efficiently and sensitively.**

11.6.4 It is the responsibility of everyone in school to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

11.6.5 Signs of bullying for parents to be aware of:

- Watching for a pattern/changes in behaviour.
- Wanting more/less attention.
- Not wanting to go to school.
- Frequent minor illnesses.
- Coming home with bruises or torn clothing.
- Possessions disappearing.
- Becoming withdrawn.

11.6.6 What to do:

- Treat the matter seriously.
- Keep a diary of incidents.
- Try and help your child deal with the situation.
- Do not approach the bully.
- Do not advise your child to fight back.
- Contact the school and speak to keyworkers or any other member of the senior leadership team, who will investigate the matter.

11.6.7 Whole School Staff:

- All staff will follow the Anti-Bullying Policy procedures for dealing with bullying.
- In the first instance, staff complete a bullying form, which details what steps they have taken. This is then emailed to key stage leaders.
- If a number of logs come through, or a pattern is evident, then key stage leaders will look at the next step and arrange a meeting.
- If the bullying continues and there is a pattern, the information will be shared to safeguarding leaders.
- If the bullying has not been resolved the police liaison for Oakfield may be brought in.
- Referral to Emotional Wellbeing Team for victim/perpetrator or both if required.
- Child Protection/Multi Agency Coordinator to inform outside agencies if required.
- If bullying is reported to the school by a member of the public, the school will investigate the concern.

11.7 **Definition:**

11.7.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally; this can include:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical:** pushing, kicking, hitting, punching or any use of violence
- **Racist:** racial taunts, graffiti, gestures
- **Sexual:** unwanted physical contact or sexually abusive comments
- **Homophobic:** because of, or focussing on the issue of sexuality
- **Verbal:** name-calling, sarcasm, spreading rumours,

- **On-line:** all areas of internet, such as email & internet chat room misuse

12 Damage to Property

12.1 In order to prevent damage, the school teaches responsibility and uses other strategies:

- Pupil damage is looked at individually by the head of key stage, with individual sanctions put in place. Sanctions are designed to have an impact on the pupil, so they take ownership of the damage and this will prevent them from causing similar damage again.
- An individual sanction looks at how many times the pupil has caused damage, the significance of the damage and the best way to move forward to prevent further damage in the future.
- When in a calm frame of mind staff speak with pupils regarding the damage, making clear the expectation the school has regarding deliberately damaging property. Discussing ways forward.
- Parents/carers will be contacted by the school.
- Parents/carers will receive a letter outlining the damage created and if the pupil is expected to contribute towards the damage.
- Parents/carers to contribute financially towards repair/replacement of the property damaged by their child if this is appropriate.
- The school can demerit Praise points from pupils who cause damage. The amount taken is determined by cost of damage caused and frequency of damage by pupil. Demerits are strictly only used for damage and will be discussed and agreed with the pupil and parents/carers.
- If a contribution is not made, the pupil may not take part in the end of term rewards.

13 Searching, Screening & Confiscation

13.1 **Searching:**

13.1.1 School staff can search a pupil for any item if the pupil agrees.

13.1.2 Headteachers and authorised staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
- To commit an offence, or
- To cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

13.2 **Confiscation:**

13.2.1 School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

13.3 **The Use of Hand-held metal detector (arch or wand) at Oakfield School**

13.3.1 Unfortunately, there will be times where identified pupils will undergo screening by a hand-held metal detector, this is because of their history of concealing weapons or we have information/ suspect that they are carrying a weapon (knife).

13.3.2 You may feel this screening is extreme, unfortunately the Health and Safety of our pupils, staff and visitors is paramount. The school is also supported by current legalisation.

13.3.3 Under these circumstances we do not require permission/consent for the search/ screening to go ahead. If the pupil refuses they will be denied access to Oakfield School.

13.3.4 The screening process will be conducted in private room.

13.3.5 The staff member conducting the screening/search process with the pupil must have a witness.

13.3.6 There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

13.4 **Screening:**

13.4.1 What the Law allows:

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- The school has statutory power to make rules on a pupil's behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

13.4.2 Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

13.5 **Screening without consent:**

13.5.1 What the Law say and what can be searched for:

- Knives or weapons, alcohol, illegal drugs and stolen items
- Tobacco and cigarette papers, fireworks and pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

14 Physical Intervention Policy

14.1 Vision:

- At Oakfield, we believe it is every pupil's right to expect excellent teaching of an enriched and engaging 24-hour curriculum, in a safe learning environment, which will enable them to reach their full potential, so that they become prepared for adult life.
- We believe that education is also about developing self-confidence, maturing socially and emotionally and becoming independent, able to make sound lifestyle choices based on enquiry and reasoning.
- All our pupils will be treated fairly and with respect.
- We believe we should set challenging targets for both staff and pupils, building on strengths and striving for improvements.
- To promote high standards in lessons and behaviour, we will have effective systems for reviewing and developing our practice as part of our self-evaluation and quality assurance programme.

14.2 Use of Reasonable Force

14.2.1 Any use of force by staff will be reasonable, proportionate and necessary. Reasonable force will be used in accordance with the Department of Education Guidance Use of Reasonable Force and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following.

14.3 When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

14.4 Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil.
- prevent a pupil at risk of harming themselves through physical outbursts.

14.4.1 The Headteacher authorises all staff who are Team Teach trained in the school to use reasonable force to restrain pupils.

14.5 Physical intervention can take a number of forms, for example:

- Standing in the way of a pupil.
- Leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back.

14.6 In extreme cases, more restrictive holds might be used. Force that should **not** be used includes:

- Holding round the neck or any other hold that might restrict breathing.
- Kicking, slapping or punching.
- Forcing limbs against joints (e.g. arm locks).
- Tripping or holding by the hair or ear.

14.7 There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.

14.8 Examples of situations that fall within one of the first two categories are:

- A pupil attacks a member of staff, or another pupil.
- Pupils are fighting.
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property.
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.

- A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others.
- A pupil attempts to absent from a class or tries to leave who would be at risk out of the classroom or school.

14.9 Examples of situations that fall into the third category are:

- A pupil persistently refuses to follow instruction to leave a classroom.
- A pupil is behaving in a way that is seriously disrupting a lesson.

15 Incident Reporting

15.1 Incident Report Log

15.1.1 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.

15.1.2 Complete the online Incident Form. Remember to indicate the type and length of any restraint performed.

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

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

15.1.5 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. Ensure information is also documented within the pupil's electronic diary.

15.2 Levels of Intervention

Level 1 – No physical intervention required

Level 2 – Physical intervention required
Level 3 – Physical Intervention requiring total restriction of movement

15.3 All staff are Team Teach trained and Oakfield has three dedicated trainers on the staff team. There are now over 4,000 Team Teach Tutors registered in the U.K, having taught between them over 500,000 people principally across a wide range of care/education & health service settings, promoting a multi-disciplinary approach between Education, Social Services and Health Care Trusts.

- Team Teach employs a whole staff holistic approach with a follow up post repair, reflect & de- brief response for both staff and service users concerned.
- Emphasis being on “calm” communication and defusing skills that work best for the specific individual concerned, acknowledged within the care, behaviour or education plans.
- Physical responses are underpinned by values and principles that fit within a culture and ethos of positive educative care. There is an emphasis on individual human rights, responsibilities, choices and consequences.
- Strategies are flexible and yet robust enough to make us all feel free from fear, safe from harm.
- Standing and seated holding positions are preferred to ground holds.
- Ground recovery holds are used as a last resort and only in the most exceptional of circumstances.
- The key message being that 95% OR MORE of all incidents should be managed without recourse to physical interventions.
- The emphasis is on protecting and promoting positive relationships between service providers and users.

15.4 **Accreditation, Support & Recognition:**

15.4.1 Team Teach training wins (October 5th, 2006.) the highest level of award in the U.K - a National Training Award - a recognition of the best that training and development can achieve. Judges described the training materials as effective. They were impressed by the support infrastructure and the robust quality control and assurance processes. All courses are accredited by the British Institute of Learning Disabilities.

15.5 **Quality Control & Assurance:**

15.5.1 Team Teach tutors have to notify the Director of Team Teach at least four weeks in advance of whole staff training dates. A core standardised curriculum, a part of our 6 & 12 hour programmes helps ensure a consistently high level of quality training delivered throughout the UK. Following training, a summary evaluation report must be returned to The Director of Team Teach Ltd and the Service Manager within 28 working days.

15.6 **Policy, Procedure & Paperwork:**

15.6.1 Team Teach stresses the importance of documentation that underpins and supports the process and people involved including: Policy (Local & Corporate), preferred de-escalation strategies, behaviour plans involving positive handling, incident reports, risk assessment forms, concerns and complaints forms, recording, monitoring, evaluating.

15.7 **Training options:**

15.7.1 In terms of training options, Team Teach provides: a 6-hour Foundation Course (Low risk), a 12-hour Basic course (Medium risk) and Advanced Modules (High risk). The preferred training model is for all staff within medium risk Education, Care and Health service settings to undertake a minimum of a 2-day basic course (12 hours)

15.8 **Accurate and Clear Descriptions of Physical Intervention Management strategies**

15.8.1 **Single Elbow:**

- Standing, sitting or kneeling alongside the person, holding the nearest forearm drawn back to be parallel to the ground with hands close to the chest and supporting pressure through the hip. The nearest hand holds the forearm with the other supporting the shoulder.

15.8.2 **Double Elbow:**

- Standing alongside the person, holding both forearms drawn back to be parallel with the ground with hands close to the chest and supporting pressure through the hip. One arm is supporting the person's back.

15.8.3 **Figure of Four:**

- Standing, sitting or kneeling alongside the person with the hand of the outer arm holding underneath the persons nearest forearm and the other passing under the armpit, across the top of nearest forearm to hold own wrist.

15.8.4 **Legs**

- Sitting or kneeling, entirely supporting own weight, using hip, arm and forearm to limit the range of kicking.

15.9 Staff should avoid acting in a way that is likely to injure a child, except in extreme emergencies.

15.10 Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

15.11 Staff are advised that, if possible, they should not use force unless or until another responsible adult is present to support, observe or call for assistance.

15.12 A general complaints procedure is available for parents. This should be used where parents believe inappropriate intervention has been used. To avoid misunderstanding this policy should be made clear to parents through the initial interview process.

15.13 Colleagues should be aware that this policy does not allow restraint to be used as a disciplinary action or as punishment.

15.14 Each and every incident where restraint is used will have to be examined on its merits.

15.15 Staff and other authorised people should be extremely cautious about using restraint and must be aware of the school policy on discipline and use of reasonable force.

15.16 Everyone has the right to defend themselves against attack, provided that they do not use a disproportionate degree of force to do so.

15.17 **Good Practice**

15.17.1 Recommended review and monitoring practice.

15.17.1.1 Following the detailed recording of a serious incident, good practice dictates that a member of the Senior Leadership Team should:

- Read a full account of the incident;
- Take accounts from staff and pupils who witnessed the incident;
- Discuss the incident with the pupil or pupils who were directly involved. It is important that pupils be provided with the opportunity of giving their own version of events, particularly in cases of divergent opinion or fact, and they should be encouraged, and if necessary helped, to prepare a written statement;
- Ensure that parents and/or carers or other persons with parental responsibility (such as social workers) have been informed of all relevant facts.
- Ensure that the Local Authority and the Chair of the Governing Body have had the incident drawn to their attention, if required.
- Ensure that all concerned are aware of their rights of complaint.
- Review school policies and consider if they sense the best interest of all parties and whether alternative policies or change to the existing policy need to be considered.

15.17.2 Following an incident involving physical intervention or restraint by a member of staff involving a pupil, it is important to monitor effects of the incident on the pupil as well as on the member of staff.

15.17.3 Cases of pupils with special needs, or who provoke confrontation as a means of seeking attention, or who are testing the boundaries of the school's disciplinary policies, may require referral to, or consultation with specialist agencies.

15.17.4 Other persons involved may also require time out or post trauma counselling and their reactions should be monitored as a matter of routine. Specialist help should be sought wherever possible.

15.18 **Physical contact with pupils in other circumstances:**

15.18.1.1 There may be occasions when physical contact with a pupil may be proper or necessary, e.g. sports, coaching or giving first aid.

15.18.2 Touching may also be appropriate where a pupil is being congratulated or praised, or where a pupil is in distress and needs comforting. Teachers must use their own professional judgement when they feel a pupil needs this kind of support. For some pupils touching is particularly unwelcome. Staff must bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

15.19 **Incident Reporting System**

15.19.1 Any incident in which force has been used should be recorded using the School Incident Management System. All incident reports are written using an online form, requiring secure individual log in details.

15.19.2 This incident report is then forwarded to all parties involved, in order to allow witnesses and involved staff to make comments on the report. This report is then checked by Senior Manager notified and finalised by the Headteacher, Deputy Headteacher, Head of Care and the Key Stage Coordinators.

15.19.3 Pupils involved in the incident will also be given the opportunity to read and comment on the report, in addition to this post incident feedback will commence with the child.

15.20 **Post-Incident Feedback/Support:**

- The school's behaviour policy will be used as appropriate to hold pupils to account when they are involved in such incidents.
- Opportunity to repair relationships between staff and pupils affected by the incident will be offered.
- Provide an opportunity for the pupil to discuss further and make any views clear regarding the incident.
- If staff are concerned relating to the level of violence or patterns of disruptive behaviour displayed by the pupil, an emotional wellbeing referral may be required.
- In some cases, the incident may lead to the fixed term suspension or permanent exclusion of the pupil in line with the policy.
- Ensure all documentation is updated i.e. Positive Handling Plan and Risk Assessment

16 Complaints or Allegations

16.1 Any complaints will be dealt with under the school's complaints procedure, outlined below.

16.2 If a parent makes a specific allegation of abuse against a member of staff the school will follow the Child Protection Policy, Allegations Against Staff.

16.3 **Allegations against Staff Members/Volunteers**

16.3.1 Any member of staff or volunteer who has concerns about the behaviour or conduct of another individual working within the group or organisation will report the nature of the allegation or concern to the Headteacher immediately. The member of staff who has a concern or to whom an allegation or concern is reported should not question the child or investigate the matter further.

16.3.2 Staff must be aware of the policy and procedures of the school's Whistleblowing Policy.

16.3.3 The Headteacher will report and liaise with the Local Authority Designated Officer (LADO).

16.3.4 In the case that the concern or allegation relates to the Headteacher, the Child Protection Coordinators or a member of the SLT and the Chair of Governing Body should be contacted. The Chair of Governing Body will report the matter to the Designated Officer for Schools.

16.4 **Unsubstantiated and False Allegations**

16.4.1 Where it is concluded that there is insufficient evidence to substantiate an allegation, minutes of the strategy meeting should evidence consideration of what further action, if any, and should be taken.

16.4.2 If it is established that an allegation has been deliberately invented, the Police could be asked to consider what action may be appropriate.

16.4.3 In the case of any complaints, the school policy and the degree to which it has been followed will be of paramount importance.

16.4.4 Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider what form of disciplinary action to take in accordance with this policy.

16.4.5 Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

16.5 **Care of Staff during an Investigation**

16.5.1 Oakfield School has a duty of care to its employees. The school will manage and minimise the stress inherent in the allegations process.

16.5.2 Support for the individual is key to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police.

16.5.3 The individual will be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where this is provided by the employer.

16.5.4 A member of the senior management will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual.

16.5.5 Staff will receive support via the Local Authority occupational health or employee welfare arrangements. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues.

17 Staff Training

17.1 Oakfield School is committed to ensuring that its staff team has the skills and resources necessary to undertake the role of working with its challenging pupils. The schools Senior Leadership Team will review its training and development programme on a regular basis to ensure this.

17.2 This will be enhanced by regular supervision and monitoring by the named supervisor who has the responsibility for ensuring the new members are supported in their development.

17.3 Continued professional development is essential.

17.4 **Understanding the Principles of Physical Intervention:**

17.4.1 Staff to be trained in escalation techniques and understanding that physical intervention is the last resort in dealing with any given situation. Staff should have an understanding of the policies and procedures for dealing with behaviours they will face with in their day to day work.

17.5 **Understanding the principles and values essential for working with children/young people:**

17.5.1 The understanding of principles and values that need to be put into practice when working with children and young people.

17.6 **Understanding health and safety requirements:**

17.6.1 Staff should understand the key policies, procedures, laws and regulations that govern the safety of everyone involved in a workplace.

17.7 **Knowing how to communicate effectively:**

17.7.1 Staff demonstrate the key skills which are required to communicate and record information effectively.

17.8 **Understanding the development of children and young people:**

17.8.1 Continued progression about the development, behaviour and special needs of children and young people.

17.9 **Safeguarding Children (keep them safe from harm):**

17.9.1 Staff to be aware of all new policies and procedures relating to safeguarding of our pupils and are kept up to date and managed by the Child Protection Coordinators who will routinely deliver specialist training.

17.10 The induction/ training and supervision process is designed to provide staff with:

- a clearer understanding of the work role;
- greater confidence and clarity;
- an outline of essential knowledge and skills; and
- Recognition of developing professionalism.

17.11 All staff are trained in Team Teach and have refresher course at regular intervals.

18 Monitoring & Review

18.1 This policy will be monitored and reviewed annually.