

Oakwood School

Behaviour Improvement and Management Policy

Policy prepared by:	Mrs. S. Durnall/ Mrs G Boot
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Introduction

Oakwood School is proud to be a caring inclusive school. Our values are built on mutual trust and respect for all. Our school behaviour policy is therefore designed to support the way in which all members of our school can work and live together in a supportive way. At Oakwood School we aim to promote an environment where everyone has the opportunity to achieve, where they feel happy, safe and secure celebrating individual difference.

The primary aim of our behaviour policy is to promote good relationships for the whole school community, so that everyone can work together with the common purpose of allowing everyone to achieve, enjoy and grow together in an effective and considered way. It is our goal to help children grow in a safe environment and become positive, responsible and increasingly independent members of the school community and the wider society. We are preparing children for a life beyond Oakwood School where they make a valuable contribution to world in which we live.

The aims of our whole school approach are to:

- De-escalate conflict at the earliest point
- Help pupils develop responsible attitudes based on children taking responsibility and ownership of their behaviour
- Children have the right and responsibility to learn and develop; we give them these rights and responsibilities from a very young age
- Promote pupils self-esteem, build resilience and develop independence
- Promote awareness of the needs of others
- Ensure a safe school environment
- Protect pupils from injury to themselves, others and property
- Divert pupils from inappropriate to appropriate behaviour.
- Teach pupils that actions and choices have consequences
- To foster positive home – school relations
- Identify effective systems and practices
- Address the demands of changing conditions and approaches

The majority of pupils at Oakwood School respond positively to the broad and balanced curriculum which is presented to them and differentiated accordingly. As a result, they learn effectively and make good progress. Behaviour strategies used at Oakwood School will be tailored to the individual, focus on the positive and aim to provide our pupils with the skills required to regulate their behaviour, communicate effectively and appropriately in preparation for life beyond Oakwood. However, there may be occasions when a pupil's behaviour may become more challenging, the reasons for which may be varied and complex and on these occasions at Oakwood School we will employ a range of behaviour management strategies. At times it will be necessary to use restrictive interventions. **The**

use of force is a very complex issue which requires a detailed policy. These issues are therefore detailed at length within the Managing Behaviour- 'A Positive Handling Approach' Policy.

Our School community will not accept any unkind actions or remarks, even if these are not intended to hurt. Incidents of racist and homophobic abuse are recorded and monitored as stated in the Equality Policy. Incidents of cyber-bullying are logged as detailed in the on-line safety policy. Both are dealt with according to the level of understanding of the child and in line with this policy. Parents will be informed.

Sexual harassment and sexual violence between pupils will not be tolerated at Oakwood. Any incidents of this nature will be dealt with according to government guidance (Sexual violence and sexual harassment between children in schools and colleges, December 2017 <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>).

Managing and Improving Behaviour at Oakwood School:

At Oakwood we encourage a positive ethos through:

- Valuing pupils as individuals
- Recognising, respecting individual learning and communication styles
- A consistency of approach amongst staff to include:
 - De-escalation and diversion strategies
 - Identifying which children in particular need in the first instance an Individual Behaviour Plan. This will detail specific triggers and motivators and suggested diversion and de-escalation strategies pertinent to that pupil, without the need for any restrictive physical intervention. Should the frequency and severity of the challenging behaviour escalate to the point where physical intervention is required, a Positive Behaviour Plan will then be put into place. This will contain the information from the Individual Behaviour Plan as well as recommended restrictive physical interventions. Parents must **always** be included in the formulation of a Positive Behaviour Plan and where necessary formulating an Individual Behaviour Plan.
- Sharing information with staff, as appropriate, to maintain a consistent approach to behaviour management of individuals.
- Providing quality learning environments with high staff: pupil ratios and highly differentiated teaching.
- The recognition of sensory needs of pupils.
- The recognition of how difficulties experienced by children impacts on their learning and acquisition of skills.
- The use of 'circle time' to promote a sense of belonging and develop self esteem amongst pupils, as well as encouraging pupils to support each other.
- The promotion and display of school rules.
- Celebrating achievement through weekly merit cards, individual reward systems, displaying good work, and weekly Key Stage assemblies.
- Staff are proactive not reactive.
- Staff focus on the positive.
- When dealing with unwanted behaviour, remember, it is the behaviour that is unacceptable not the child.
- Be consistent, be explicit when telling a child what you want them to stop and what you want them to do.

Whole School Rules: Positive Prompts/Golden Rules

At the beginning of each new term every teacher spends quality time with their class to discuss the school rules. **'Positive Prompt'** posters are clearly displayed on yellow cards in each classroom, dining room, and around our school to visually reinforce good behaviour. This strategy was put in place following successful collaboration with key staff at Oakwood School and the Speech and Language Therapy Team (NHS).

We use the following Makaton signs and symbols throughout the school to promote positive behaviour; they have become known as our **Golden Rules**:

Key Makaton signs to support good behaviour:



Good Involvement of parents and Carers:

Links with parents are most successful when parents/carers are seen as partners rather than seen as being blamed for the poor behaviour of their children. We work with parents at every opportunity to celebrate children's successes and achievements.

At Oakwood we involve parents and carers through the following:

- Home school diaries;
- celebrating pupil's successes through achievement assemblies and merit cards;
- newsletters;
- open door policy;
- parent workshops.

Appropriate Adaptation of the Curriculum:

At Oakwood we:

- Deliver the National Curriculum with adaptation to meet the needs of our pupils.
- Have a curriculum which is broad and balanced and highly differentiated
- Consider the strengths and interests of the children and recognise these as motivators to learning.
- Place a high emphasis on the development of communication skills (poor communication skills often lead to challenging behaviour).
- Give a high priority to communication skills in order to access the wider curriculum.

Staff Support and Training

Mrs. Durnall and Mrs. Boot are accredited Team Teach trainers who will support and advise on behaviour management strategies.

If a child's behaviour gives cause for concern, then it will be necessary for staff to complete weekly Behaviour Recording Data sheets. These should be kept in an accessible part of the classroom and be completed by **all** staff that work with the child. These sheets record the numbers of behavioural incidents deemed as challenging and should be used as a tick sheet every time that a behaviour is exhibited. This information is collected and stored on a weekly basis by Mrs. Durnall so that trends and patterns can be identified.

This data is essential because it can be used to inform planning to meet individual pupil and school needs which could well affect staffing ratios.

Whenever there is a need to compile an Individual Behaviour Plan or Positive Behaviour Plan this will be done by the class teacher in consultation with Mrs. Durnall or Mrs Boot. Parents will be included in the process. All staff to be Team-Teach trained with regular refreshers. The initial training was held in January 2009.

Monitoring

Individual Behaviour Plans and Positive Behaviour Plans will be monitored termly by class teachers. These will then in turn be approved by Mrs. Durnall or Mrs Boot. If there is no restrictive physical intervention required for a period of 1 year the child may no longer require a Positive Behaviour Plan but it will remain in place as a risk assessment. As such, it should be passed on to the next teacher as a "dormant" PBP.

Incident forms

All behavioural incidents, serious and minor, are recorded using the behaviour monitoring sheets displayed in each classroom. More serious incidents of aggression towards another child or a member of staff are recorded on a Walsall Council incident form and given to Mrs J King, Head of School as soon as possible.

Serious behavioural incidents which do not result in injury are recorded on a school Serious Incident form and given to Mrs J King, Head of School as soon as possible.

Any incident which results in a pupil being restrained, **must** be recorded on a serious incident form and in the Bound and Numbered Book and parents **must** be informed. More detail is found in **Managing Behaviour- 'A Positive Handling Approach Policy.**

Exclusions

Oakwood is an inclusive school and we employ many strategies to help pupils improve their behaviour.

At times, it may be necessary to manage pupils by teaching them away from their peers for some of the time or reducing their hours in school. This is always done in consultation with parents and would be part of an Individual Behaviour Plan or a Positive Behaviour Plan.

On very rare occasions, these strategies may not work. In most cases, individual children at risk of permanent exclusion, will be raised with parents, governors and Walsall Children's Services in a measure to support the child and family and action plan next steps to prevent a permanent exclusion and improve the outcomes for the child. The decision to permanently exclude a pupil is only made when all other options have been explored and as an absolute last resort.

Fixed Term and Permanent Exclusions

The decision to exclude a child (fixed term or permanent) is taken:

1. When the child is in serious breach of the School Behaviour Policy.
2. When the child is likely to seriously harm the education or welfare of others in the school.
3. After a range of alternative strategies have been tried.

Before deciding to exclude, the Head Teacher should:

1. Consider all the relevant facts and firm evidence, **exclusion can never be justified for unmet SEN or disability**
2. Allow the pupil to give their version of events
3. Check whether an incident appeared to be provoked, e.g. another child/adult or situation
4. Consult others if necessary
5. Keep detailed notes at all stages

Exclusion can be:

1. Short Fixed Term – Arrangements for setting and marking of work must be made.
2. Lunchtime exclusion – This should be normally no more than 5 school days and must include arrangements for children on Free School Meals (a lunchtime exclusion counts as a half day for statistical purposes)
3. Long Fixed term exclusion from school – This can be up to 45 days in a School year and arrangements for setting and marking work must be made.

At Oakwood School we follow the guidance set out in:

'Exclusion from maintained schools, Academies and pupil referral units in England'(statutory guidance for those with legal responsibilities in relation to exclusion- proposed for introduction in Sept 2017), DfE 2017, see:

https://consult.education.gov.uk/school-absence-and-exclusions-team/statutory-exclusion-guidance/supporting_documents/Draft%20statutory%20guidance%202017.pdf

Procedures for excluding a pupil

For all exclusions

1. Parents must be telephoned on the same day, without delay.
2. The relevant letter must be sent to the parents within 1 day.
3. Walsall Children's Services, Clerk to Governors', Chair of Governors must be contacted on the same day, without delay.
4. Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting. It is important for schools to help minimise the disruption that exclusion can cause to an excluded pupil's education. Whilst the statutory duty on governing bodies or local authorities is to provide full-time education from the sixth day of an exclusion, there is an obvious benefit in starting this provision as soon as possible. In particular, in the case of a looked after child, the school and the local authority should work together to arrange alternative provision from the first day following the exclusion. Where it is not possible, or not appropriate, to arrange alternative provision during the first five school days of an exclusion, the school should take reasonable steps to set and mark work for the pupil. Work that is provided should be accessible and achievable by the pupil outside school.

Registration

Whilst an excluded pupil's name remains on a school's admissions register the pupil should be marked using the appropriate attendance code. Where alternative provision has been made that meets the requirements of the pupil registration regulations, and the pupil attends it, an appropriate attendance code, such as Code B (Education Off-site) or Code D (Dual Registration), should be used. Where pupils are not attending alternative provision they should be marked absent using Code E.

Searching, screening and confiscation

According to Government guidance,

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf) staff have the power to search pupils for certain items. This guidance is detailed and comprehensive and will be interpreted bearing in mind the level of understanding and maturity of our pupils and in line with our duty of care to keep all pupils and staff safe.

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

Headteachers and staff authorised by them 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. The ability to give consent may be influenced by the child's age or other factors such as their understanding. As our pupils have learning difficulties, we should assume that any search would be carried out without consent.

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.

Confiscation

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.

When searching pupils, we must have regard to Article 8 of the European Convention on Human Rights which means that pupils have the right to expect a reasonable level of personal privacy.