Oakwood Community School

Behaviour Policy

Written and reviewed by	Warren Drury	Date	01/09/2021
Headteacher review		Date	
Proprietary board review		Date	
Next Review	01/09/2022		

Introduction

This policy takes account of:

- legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance, particularly in relation to:

  - Education and Inspections Act 2006, Section 93;
  - Education Act 2002;
  - Equality Act 2010.

Refer to Department of Education guidance November 2011 "Behaviour and discipline in Schools – a guide for head
teachers and school staff" for an overview of the powers and duties for school staff.

- The underpinning values and ethos which are most appropriate for children and young people placed within the Special Independent School are, as outlined below:

Underpinning values and ethos

At Oakwood Community School we aim to meet the complex needs of our pupils through:

- the provision of a predictable and safe environment, explicitly founded on nurture and attachment principles, that promotes security through consistent routines, clear boundaries;
- An unrelenting focus on celebrating, promoting and positively reinforcing good behaviour.
- The application of an *Unconditional Positive Regard* for all pupils, acknowledging and addressing any inappropriate behaviours which may arise;
- The provision of an appropriate learning curriculum with carefully-planned learning opportunities including the development of social, emotional aspects of learning.

It is through this pupil-centred and inclusive approach that pupils will learn to understand, manage and improve their own behaviour, and to build positive relationships with adults and other pupils.

Consequently, all pupils at Oakwood Community School have the right to:

- Recognition of their unique identity and individual consideration of their needs;
- Be treated with respect and dignity and feel valued members of the learning community;
- Learn and work in a safe environment;
- Be protected from harm, violence, assault and acts of verbal abuse.

Furthermore, Oakwood Community School strives to ensure that:

- Parents, Carers, Staff and pupils are highly positive about behaviour and safety;
- Pupils make an exceptional contribution to a safe, calm, orderly and positive learning environment;

- Pupils show very high levels of engagement, respect, courtesy, collaboration and cooperation in and out of lessons;
- Pupils have excellent, enthusiastic attitudes to learning;
- Pupils are adept at managing their own behaviour, supported by systematic, consistently applied behaviour management approaches;
- Instances of all types of bullying are extremely rare, and that pupils are acutely aware of different forms of bullying and actively try to prevent it from occurring;
- All pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.

Rules and routines

- Rules are more effective when they are positively framed and used to reinforce and develop desired behaviours;
- Teachers will be responsible for developing class rules in conjunction with their pupils, making it clear to pupils what is expected in their learning environment;
- The provision of a safe and predictable learning environment is paramount, and all staff are expected to provide clear and regular routines that support the implementation of rules and ensure Maslow's Hierarchy of Needs are met;
- Pupils need to be familiar with the expectations of staff over their behaviour. Therefore, consistency and the regular maintenance of high standards is highly important;
- Routines are expected to be in place for pupils on arrival at school and throughout the entire day - including lunch – until they leave the premises.

All pupils need to be aware of the rules and routines and the consequences of meeting or transgressing rules and expected standards of behaviour:

Choice and consequence: rewarding positive behaviour

- Behaviour that leads to rewarding consequences are more likely to be repeated;
- All staff are actively involved in consistently rewarding positive behaviour;
- Positive achievements and successes both in and out of school are celebrated and shared with parents and peers;
- The types of rewards used across the school are varied and reflect the individual nature of class groups and pupils.

Informal rewards include:

- Smiles/positive eye contact/gestures;
- Targeted praise statements to the pupil or groups of pupils;
- Peer group praise, both spontaneous and planned;
- Direct positive praise home to parents;
- Additional responsibilities;
- Sharing good work and behaviour with peers/adults/senior staff;
- Written comment on work/in books;
- Displaying good work;
- Work towards an activity chosen by the pupil;
- Recognition and celebration of learning and behaviour in class or school celebration assembly;
- Positive praise postcards.

Formal rewards are targeted and individualised according to age and need and celebrated with the peers and the whole school as appropriate e.g. certificate presentations in celebration assemblies for progress in particular social skills.

A focus on restorative approaches to addressing and changing behaviour

At Oakwood Community School, staff intervention over the correction of behaviour is clearly based on pupils' level of development, the nature of their disability and circumstances. Subsequently, any "Consequences" to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

The types of consequences used across the learning community reflect the individual nature of class groups and pupils. Informal consequences may include:

- Use of planned ignoring, where possible;
- Facial expression of disapproval;
- Verbal warnings and reprimands;
- Loss of privileges or rewards;
- Restorative conversations and discussions;
- Use of Behaviour reflection sheet [see appendix 1]
- Temporary withdrawal from the learning environment into the pastoral office
- Pupils remove themselves from a situation which causes anxiety or distress to a location where they can be supported, continually observed until they are ready to resume their usual activities. This "time out" could be time in a quiet area of the classroom, the pavilion, around the school site, or in a designated "Quiet Room".

Formal consequences are implemented following due consideration of any incident and the pupil's age and needs:

- Restorative Twilights: following consultation with Parents/Carers, Pupils may be brought back to school after normal school hours for an agreed period of time at a later date and work through the restorative pack;

- Isolation: following consultation with parents/carers, pupils may be isolating in the pastoral office for more serious or persistent incidents of unwanted behavior and as an alternative to exclusion;

- Exclusion: following consultation with parents/carers, pupils may be excluded from school for more serious or persistent incidents of unwanted behaviour.

Banned Items and articles

At Oakwood Community School we believe that pupil and staff safety is of paramount importance. To ensure that all pupils and staff are safe the listed items below are banned from the school site. If staff have suspicions that a pupil has one or more of these items on their possession then parents/carers may be contacted, a search of the pupil and their belongings may take place, physical intervention from staff or as a last resort the police may be called.

- Mobile phones
- Knives, bladed items or weapons of any sort
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and smoking paraphernalia, including vapes and e-cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Staff Support systems

Within Oakwood Community School we strive to create a safe learning environment and promote positive behaviours and minimise the risk of incidents that may require consequences. All classes including 1:1 students have a 'Yellow Folder', this folder contains information about each student including their Education Health Care plan, Positive behavior support plan, a triggers sheet and any additional information relating to the student.

The use of Positive Behaviour Support techniques 'Team Teach' is our method for reducing the risks presented by challenging behaviours – all staff are trained in skills to support them diffuse and de-escalate potentially challenging situations and promote positive alternatives.

In exceptional circumstances, staff may need to take action where the use of reasonable and proportional force using Team Teach handling techniques may be required.

To this end, all staff clearly understand their responsibilities in the context of their duty of care in taking appropriate approaches to promoting and celebrating positive behaviour. Staff are supported in doing so through on-going CPD that promotes UPR and nurture principles and provides them with appropriate strategies and techniques to more effectively manage unwanted behaviours should they arise.

At Oakwood Community School, staff share and discuss in a professional, positive, supportive and developmental atmosphere e.g. through directed meetings:

- when a pupil's behaviour is difficult it is a problem to be shared;
- all interventions focusing on trying to change the behaviour and/or teaching the pupil;
- alternative ways of behaving or responding to a situation;
- support in analysing behaviour and in producing, implementing and reviewing Positive Handling Plans;
- systems for getting help quickly from outside the classroom e.g. SLT and/or Care Team support;

If a member of staff has had a particularly difficult day with a group or an individual pupil they are encouraged to reflect this within their mini-teams and there is an opportunity to talk through the experience with a member of Staff. There are also further opportunities to support staff dealing with pressure and stress through:

- opportunities for staff social occasions;
- tea and coffee provided free of charge for all staff;
- monthly opportunity for voluntary supervision from SLT or school counsellor;
- as part of the well-being approach, all staff leave school at 3.00 pm on Fridays;
- further training opportunities identified through school development planning and individual needs analysis e.g. behaviour management, assertiveness training, restraint training/updates.

Incidents where malicious accusations against school staff have been made will be investigated and appropriate action taken.

Support Systems for Parents

In addition to involving our Parents/Carers at all stages in their child's education and in particular gaining their support for effective positive behaviour teaching and learning. Parents/Carers may also benefit from the opportunities listed below:

- Parenting Support Programmes and other voluntary parenting skills courses;
- Half termly Parent forum;
- Family Learning Days.

If a pupil or parent feels that the measures in the behaviour policy are unfair or have been unfairly applied, then they can lodge a complaint through the school's complaint procedure.

Appendix 1.

Behaviour Reflection

OAKWOOD
COMMUNITY SCHOOL

Name: _____   Class: _____   Date: _____

You have made a choice to do something that means you need to stop and think about the following things

1. What was my behaviour? (what did you do?)

   _____
   _____
   _____
   _____

2. What were the reasons for me to behave like this?

   _____
   _____
   _____
   _____

3. Who did my behaviour affect? How did it affect them?

   _____
   _____
   _____
   _____

4. How I will improve my behaviour in the future?

   _____
   _____
   _____
   _____

These are my targets to improve my behaviour

1.
2.
Date to review the targets:

Student: _____   Member of staff: _____