

Oak Field School Behaviour Policy

Reviewed and updated: July 2015 Next review to take place: July 2016

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Reviewed October 2016

PUPILS AND STUDENTS, HAPPINESS AND GOOD BEHAVIOUR

“Good Behaviour is a necessary condition for effective learning to take place”
(Education Observed 5 –DES 1987)

Introduction

At Oak Field School we aim to provide a happy work environment which is both stimulating, and challenging to the individual. We aim to provide opportunities for pupils to work and play together, to discover new things and to behave well towards each other, their teachers and their parents; at home, school and within the wider community.

Aims

At Oak Field School we like to work alongside parents and carers to encourage pupils to develop as fully as possible. We want to help them to:

- grow socially
- grow personally
- grow academically

We are particularly concerned with good behaviour. We believe that good behaviour needs to be carefully developed, it is too important to be left to chance. We think that everyone learns best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it. It is important for there to be a consistent approach to behaviour management from everyone involved in working with our pupils. This policy is about how we aim to do this.

It sets out:

- what we think are the benefits of good behaviour
- what we mean by good behaviour
- how we encourage good behaviour in our school
- how we discourage inappropriate behaviour.

Expectations

At the Oak Field School we believe that because staff, pupils, parents and carers value good social behaviours

Pupils are expected to:

- learn what good behaviour means and looks like
- learn to use appropriate social behaviour and skills
- learn to care for one another
- learn to respect themselves and others
- learn to co-operate with others
- learn that their behaviour affects others
- learn that good manners make life pleasant for us all
- learn to feel good about themselves
- develop self-confidence
- respect the property of others

All staff are expected to:

- provide pupils with a good role model
- ensure fair treatment of all regardless of age, gender, race, ability and disability
- aim to promote and boost pupils' self-esteem
- respect and support one another and pupils
- meet the needs of individual pupils
- provide a caring and effective learning environment
- make positive contacts with parents
- be receptive to new ideas and suggestions

Parents and carers are expected to:

- be a good role model to their child
- feel welcome in school to discuss their child's progress in a positive atmosphere
- be informed about behaviour strategies and be given an opportunity to discuss aspects of their child's behaviour in school
- build positive relationships with staff supporting their child in school
- be receptive to new ideas and suggestions around their child's behaviour
- feel able to share concerns
- feel informed about activities and events in school

Governors are expected to:

- publish a written statement of behaviour principles
- support the Head teacher and staff in the implementation of this policy
- monitor and challenge the school in the implementation of the policy

WHAT WE MEAN BY GOOD BEHAVIOUR

We believe that good behaviour means that everyone in school:

- is polite and friendly
- is caring and considerate
- should behave appropriately towards each other
- values the contributions made by others

These behaviours are encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times.

Behaviour management strategies used in the school, where the pupils' ages range from 2 – 19 years, will be diverse, to suit the needs of the pupils, but the underlying principles will be the same. The main aim is to support pupils to find ways to manage and change their own behaviours. Some pupils may need more support than others, they will have individual behaviour plans in place, which should be consistently applied by all staff who come into contact with those pupils. Behaviour plans are reviewed and changed according to changing needs, but as a minimum twice a year.

HOW WE ENCOURAGE GOOD SOCIAL BEHAVIOUR

It is much better to prevent inappropriate behaviour occurring than to deal with it afterwards, therefore a range of strategies will be used to encourage positive behaviour.

Everyone at Oak Field School will try to implement preventative strategies to include:

- delivering suitable sessions with appropriate challenges and expectations
- recognising and respecting the needs of others
- being consistent in their approach
- having high expectations of standards of behaviour
- recognise and highlight good behaviour as it occurs
- ensure that children are praised for behaving well
- encourage children to be responsible for their own behaviour
- encourage children to be responsible for their own belongings and respect those of others

We believe that good behaviour should be recognised and might be rewarded by:-

- rewards occurring naturally in the classroom environment (e.g. praise, positive feedback of success)
- tangible rewards (e.g. a favourite item)
- privileges (e.g. choosing a favourite activity, responsibility)
- social rewards (e.g. public recognition of work, sharing through good work assemblies)
- token rewards (e.g. smiley face chart, badge)

NB : Classes design specific reward systems linked in to class or individual student interests and that are age appropriate, that help to remind students of expectations and celebrate good behaviour.

Stopping and redirecting inappropriate or negative behaviours

On occasions, our aims for good behaviour might be forgotten. Consequences of negative or inappropriate behaviour should be appropriate to the age, developmental level, and particular needs of the pupils. Pupils with individual behaviour plans will have specific strategies identified within them and these should be followed consistently by all staff.

When supporting students to manage their behaviour it may be necessary to use sanctions such as:

- giving effective reminders of appropriate behaviour using verbal or symbol cues
- providing appropriate levels of support especially at transition times, or during less structured sessions such as lunch and break times
- separating the pupil within the class
- removing privileges
- reinforcing acceptable behaviour
- sharing concerns with parents and carers
- devising an individual behaviour programme
- using positive handling techniques – only if a pupil is in danger of injuring themselves or others, damaging property or severely disrupting good order and discipline. Staff receive training in Physical intervention using the Team Teach approach. Please refer to separate physical intervention policy for more details.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures should:

- be kept to a necessary minimum
- be positively stated, telling the children what to do rather than what not to do
- actively encourage everyone involved to take part in their development
- have a clear rationale, made explicit to all
- be consistently applied and enforced
- promote the idea that every member of the school has responsibilities towards the whole

Staff development and support

All staff need to be confident about using the required skills and techniques to keep pupils on task and learning appropriately. Staff must be fully aware of pupils needs and use appropriate behaviour management styles to engage pupils and encourage them to take part fully in lessons.

Staff undertake Approach training which aims to promote de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships.

Staff meetings also support the development of strategies to manage behaviour. Circle of adult meetings take place to support staff in working with individual students whose behaviour may be causing concern.

Involving parents/carers

We are committed to involve parents in all aspects of their child's education including supporting developing appropriate behaviour

- it is important to gain the early involvement of parents or carers to demonstrate to the student that school and home are working together to help them learn ways to manage their behaviour and help to provide consistency .
- staff are encouraged to make good links with home through regular contact and communication, however we may invite parents in if there has been
 - an isolated but relatively serious incident that has happened in school or on the way to or from school.

or to

- discuss an increasing concern about the level of disruptive and/or un-cooperative behaviour.

Behaviour Programmes and Positive Handling Plans

Occasionally disruptive behaviours do not improve and in these cases additional specialist help and advice can be available from the Educational Psychologists, as well as help and advice from the health and therapy teams. This possibility should be discussed with the Behaviour Co-ordinator and the Head Teacher.

Behaviour programmes can also be used see format Appendix I.

School use the Approach technique in any incident where physical intervention is required – please see separate policy on Physical Intervention in relation to this.

Recording and reporting

To help support students in managing their behaviour it can be useful to record and monitor when incidents of challenging behaviour occur. This helps to see if there are patterns or triggers to behaviour, which can then be reviewed and addressed. One example of recording can be to use a blank copy of a timetable with a colour code to highlight green - when students were calm, settled and engaged in sessions, yellow - when they

were requiring more direction and struggling to stay on task, and red - when they were showing challenging behaviour/weren't engaged in sessions.

If during an incident of challenging behaviour either a student or a member of staff is injured, a violence to staff/pupil staff form needs completing. The forms are kept in the main school office. Please complete the log at the front of the folder when taking a form. For more information on completing the form please see appendix 2.

Bullying, racist behaviour and sexual harassment

The school as a community will not tolerate bullying, racist behaviour or any form of harassment under any circumstances. All staff have responsibility for monitoring any evidence of such behaviour and dealing promptly with incidents. Instances of such behaviour must always be referred to the Senior Leadership Team without undue delay.

Bullying rarely occurs in this school because pupils are closely supervised with a high level of support. There is an ethos of tolerance and respect which underpins all relationships.

If bullying happens, staff will intervene immediately. Staff should reassure the victim and reassure them of their future safety. The pupil who has bullied needs to be made aware of the hurt and upset they have caused and that it is unacceptable if this is within their level of understanding. Work can be done to promote reconciliation between victim and bully. Bullying is addressed in the PSHE curriculum.

Complaints procedures

Any complaints or concerns around behaviour of students or the management of it by staff will be dealt with through the schools usual complaints procedures. Any concerns should be raised with the safeguarding lead in school immediately.

Behaviour and safeguarding

The school has legal duties under the Equality Act 2010 that are acknowledge and addressed through this policy. The policy should also be read in conjunction with the physical intervention policy and the safeguarding policy.

There are two Appendices

Appendix 1 Behaviour Programme – pages 7- 10

Appendix 2 Violence to staff/pupil forms - page 10

Appendix 1

Name

Date

List of Behaviours	Frequency of Behaviours

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Focused Behaviour

Possible Needs Fulfilled By Behaviour	Alternative Need Fulfilment

Guidelines for Dealing with Behaviour

Number	1. Could this behaviour be averted by altering the preceding chain of events?

2. Does the behaviour occur with everyone?

3. What is the difference? Could the same approach be used by others?

4. What has worked in the past? Could these approaches be used again?

5. What has not been successful in eliminating the behaviour?

Main techniques for averting behaviour

Main technique for dealing with behaviour when it occurs

Main technique for responding after behaviour has subsided

Appendix 2

Violence to staff/pupil forms

If whilst dealing with an incident of challenging behaviour an injury is sustained either by a member of staff or a pupil the relevant form should be filled in.

These forms can be obtained from the office. It is important to make sure that the log sheet at front of the folder is completed when the form is collected – please see office manager to obtain the form.

The injured person, or member of staff on behalf of a pupil, should complete the first part of the form as soon as possible following an incident and pass it on to their line manager (usually the teacher in charge of the session the incident occurred in). If an incident occurs during a lunch break the form should be completed and passed to the class teacher of the class the student is based in.

The line manager should complete their investigation in to the incident within 24 hours of receiving the form if possible, and within a maximum of 48 hours. This should ensure that any interventions or adjustments that need to be put in place happen quickly to minimise the chances of a reoccurrence of the incident. The line manager needs to feedback to staff involved in the incident, and to alert the behaviour co-ordinator if updates are required to either behaviour or positive handling plans.

Once completed the form then needs to be passed on the phase leader, or assistant head of the key stage the student is in to be reviewed. The phase leader needs to review and return the form to the office within 72

hours of receiving it so that it can be uploaded to the city reporting system if required, or to return it to the line manager if further information is required. If the phase leader/assistant head feels any further interventions are required they should be added to the form and fed back to the line manager and class team as soon as possible. Any queries or questions about the process please see the behaviour and physical intervention co-ordinator.