

Behaviour policy and statement of behaviour principles

Oak Field School



Approved by:
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Contents

1.Aims.....	3
2. Legislation and statutory requirements.....	3
3. Definitions.....	4
4. Bullying.....	4
5. Roles and responsibilities.....	5
6. Pupil code of conduct.....	6
7. Rewards and sanctions.....	7
8. Behaviour management.....	8
9. Pupil transition.....	9
10. Training.....	10
11. Monitoring arrangements.....	10
12. Links with other policies.....	10
Appendix 1: written statement of behaviour principles.....	11
Appendix 2: behaviour programme.....	13
Appendix 3: Quick Review Behaviour plan.....	16
Appendix 5: staff training log.....	17

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“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.

1. 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

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#) (published July 2013, Last updated Jan 2016)
- [Searching, screening and confiscation at school](#) (published February 2014, Last updated September 2016)
- [The Equality Act 2010](#) (published February 2013, last updated June 2014)
- [Use of reasonable force in schools](#) (published July 2013)
- [Supporting pupils with medical conditions at school](#) (published September 2014 last updated August 2017)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#) (published June 2014, last updated May 2015)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

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.

Due to the nature of the needs of the students at Oak Field School there can sometimes be occasions where students struggle to maintain good behaviour. As school we believe it is important to consider each of these in context and on an individual basis. Some incidents can be come for example out frustrations around communication. However listed below are some examples of behaviour that we consider need addressing every time they occur.

Misbehaviour

- Hurting another pupil or member of staff.
- Destroying property – either their own or that of others.
- Attempting to abscond.
- Disrupting the learning of others

Serious Misbehaviour

- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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.

5. Roles and responsibilities

5.1 The governing board

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation..

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- 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
- Provide a caring and effective learning environment
- Make positive contacts with parents
- Be receptive to new ideas and suggestions
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents and Carers

Parents and carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Be a good role model to their child
- Feel welcome in school to discuss their child's progress in a positive atmosphere
- Build positive relationships with staff supporting their child in school
- Be receptive to new ideas and suggestions around their child's behaviour
- Feel informed about activities and events in school

6. Pupil code of conduct

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
- Behave in an orderly and self-controlled way
- In class, make it possible for all pupils to learn

7. Rewards and sanctions

7.1 List of rewards and sanctions

Rewards and sanctions 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.

Positive behaviour will be rewarded with:

- 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)

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

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- 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

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

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.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils

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

Rules and procedures should:

- Should be designed to make clear to the children how they can achieve acceptable standards of behaviour.
- 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 community

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Staff in school are trained to use the Approach techniques for restraint (see Physical intervention policy for further details)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic (the 9 protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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. (see appendices 2 and 3)

8.5 Recording and reporting

To help support students in managing their behaviour it can be useful to record and monitor when incidents of 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
- 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 from needs completing. The forms are kept in the main school office. Please see the office manager when collecting a form and ensure the log sheet at the front of the folder is completed when taking a form. For more information on completing the form please see appendix 4.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues is transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

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.

A staff training log can be found in appendix 5.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Head teacher and Governing Body every 2 years. At each review, the policy will be approved by the Head teacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body every 2 years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Physical intervention policy

Appendix 1: written statement of behaviour principles

Oak Field School and Sports College

Governors' written statement of behaviour principles

Reviewed September 2016

To be reviewed September 2018

Rationale and purpose

*This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2014).

* The purpose of the Statement is to provide guidance to the Headteacher and Senior Leadership Team (SLT) in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of all stakeholders in the school; governors, staff, parents and students, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they will always have the Governors' support when following this guidance.

*This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's behaviour policy, though the Headteacher must take account of these principles when formulating this policy. The Headteacher should also take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (Feb 2014).

* The Behaviour Policy is to be published on the school website and shared with all members of staff via INSET and available to all on request.

Principles Oak Field School's Values:

Oak Field School and Sports College is committed to the advancement of inclusive education for all its pupils, through the development of active and creative minds. It supports a broad, balanced, engaging and rich curriculum in core and foundation subjects, such as liberal arts, humanities, physical education and the development of functional and life skills, including Work Related Learning.

Oak Field promotes respect for diversity, promoting our pupils as global citizens. We encourage a sense of compassion and understanding of others, and a deep respect for human worth and dignity. We recognise and respect every member of the school community's ethnicity, cultural and religious values and sexual orientation. We stress the importance of personal development of each child and young person, with reference to their learning, social emotional, physical, spiritual and moral education.

These values are clearly stated in the Behaviour Policy. These set out expected standards of behaviour, and are shared with and explained to all students. The governing body expect the rules to be consistently applied by all staff.

High standards of behaviour: The governing body of Oak Field School believe that high standards of behaviour lie at the heart of a successful school which enables all of its students to make the best possible progress in all aspects of their school

The right to feel safe at all times: All students, staff and visitors have the right to feel safe at all times in school and free from the effects of unacceptable behaviour. There should be mutual respect between all members of the school community and the policy should help to foster this.

Inclusivity:

Oak Field School is an inclusive establishment. All members of the school community should be able to work or study, free from any form of discrimination, harassment or bullying. (As laid down in the Equality Act, 2010). The school must have a clear and comprehensive Anti- bullying policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.

Equality: The school's legal duties under the Equality Act, 2010 in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils should be included in the Behaviour Policy.

Home-School Agreement: Parents/carers are encouraged and helped to support their children's education, just as the students should be helped to understand their responsibilities during their time within the school. The responsibilities of students, parents/carers and school staff with respect to student's behaviour must be covered in the 'Home-School Agreement' which students and parents/carers must be asked to sign when a child joins the school.

Consequences: Sanctions for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied. The range of sanctions should be described in the Behaviour Policy so that students, staff and parents can understand how and when these are applied. The governing body strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort.

The policy should include the following in some detail:

- _Power to use reasonable force or make physical contact: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving). A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained. The governing body expect appropriate staff to be trained in the use of reasonable force and restraint, using the Approach method. An agreement for its implementation in school to be discussed with parents and signed.
- _The authority to search students for prohibited items and to confiscate where necessary, the governing body would expect the Headteacher to inform the relevant authorities when items prohibited by law, weapons, non prescription drugs etc are brought onto the college premises.
- _The power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to misbehaviour and bullying that occurs anywhere off the school premises that is witnessed by a member of staff or reported to the school. This includes any misbehaviour when the student is taking part in any school organised or school related activity.

School Policies should set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff and the pastoral support that school staff should expect to receive if they are accused of misusing their powers.

This written statement of behaviour principles is reviewed and approved by the Governing Body every 2 years

Appendix 2: behaviour programme

Name

Date

List of Behaviours	Frequency of Behaviours

Focused Behaviour

Possible Needs Fulfilled By Behaviour	Alternative Need Fulfilment

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 3: Quick Review Behaviour plan

Insert quick review behaviour plan

Quick review behaviour plan

Name of student:

This is not a definitive set of rules – staff need to use professional judgement based on the context and situation at the time of an incident, but where possible these are the steps to be implemented so that students have a consistent response to their behaviour and clear directions to support them in managing their own behaviour.

Behaviour	Possible triggers	Strategies to prevent behaviour from occurring	Strategies to use should behaviour occur	After incident/follow up strategies to be used
		•	•	
		•	•	
		•	•	
		•	•	
		•	•	

Appendix 4: 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 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.

Appendix 5: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

