

# Oak Bank School Policy

## Behaviour Policy



**Prepared By: Rachael Freer**

Review and Amendment						
<b>By</b>	PC	RF	RF			
<b>Date</b>	06/15	09/16	08/17			
<b>Signed</b>						
<b>Governor</b>	JH					
<b>Date</b>	22/06/ 15					
<b>Signed</b>						

## **Behaviour Policy**

This policy follows guidance under the Equality act 2010 in respect of safeguarding and students with SEN.

**This policy should be read in conjunction with the following policies:**

- Behaviour management Handbook (which provides a comprehensive guide to the procedures within school to support the development of good behaviour.
- Positive Handling
- Code of Conduct for all adults
- Use of Electronic and Mobile phones
- Teaching and Learning
- WhistleBlowing
- Anti-Bullying
- Search and confiscation
- Equality
- Anti-Radicalisation
- Attendance
- Dealing with Offensive Weapons and Knives
- Exclusions
- Offensive weapons
- Child Protection and Safeguarding Policy

### **Introduction**

Oak Bank School believes that all students, regardless of race, gender, religion, sexual orientation, ability and disability, have the right to learn in a safe, caring, nurturing and supportive environment.

The school has high regard for its students' spiritual, moral, social, emotional and cultural wellbeing and all staff endeavour to provide a caring and creative environment. We work hard to promote the right for students to speak out and seek help in all aspects of their wellbeing.

The School fosters an environment in which everyone feels safe, secure and respected, where high standards of behaviour, self-discipline are promoted. We have an ethos where all members of the school are valued as individuals.

At Oak Bank, a great emphasis is placed on positive reinforcement of behavioural standards through de-escalation, positive modelling from staff and praise. Students' confidence and self-esteem are developed through encouragement, praise, positive modelling and rewards, both verbal and written.

All staff (unless it is deemed inappropriate) at Oak Bank are trained in 'Team Teach'.

<http://www.teamteach.co.uk/about-team-teach>

Team Teach sets out its aim: through the promotion of 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.

Team Teach advocates that services should include in their policy a statement that reflects the working realities and likely consequences when individuals are involved in an incident involving use of force.

**“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe”. (George Matthews - Director)**

This policy sets out the expectations of behaviour where staff, students and parents/carers/families and other professionals, seeks to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes.

In addition, it sets out the consequences for poor behaviour, should it arise.

### **School Values**

Our School **Values** of Respect, Determination, Friendship, Caring, Courage, Excellence, Equality, and Inspiration demonstrate the personal qualities that we are trying to encourage our students to develop. Assemblies are focused on these values each week and students are nominated for displaying the ‘Value of the Month’. Nominations are celebrated during Friday assembly.

Some examples of positive behaviour are listed below:

- Respectful language
- Active listening
- Respect for the environment
- Turn taking
- Willingly following appropriate instructions
- Acting on recognised etiquette
- Respect for self and others.
- Taking personal responsibility for one’s own actions,
- Acting considerately towards others,
- Respecting the rights and property of others,
- Encouraging self-discipline,
- Encouraging tolerance,
- Helping those less fortunate and weaker than oneself,
- Telling the truth,
- Keeping promises and honouring commitments,
- Challenging and reporting anti-social behaviour.

## **Through implementation of the behaviour policy, we aim to:**

- create a caring, stimulating and secure environment in which everyone can work and play safely
- promote good behaviour and accept that it is everyone's responsibility
- have high expectations of positive behaviour through modelling, coaching and effective implementation of appropriate and understood consequences
- encourage students to value the school environment and its routines
- empower all staff to expect and receive appropriate behaviour from, and for, everyone
- ensure that good behaviour is recognised and rewarded
- raise student's self-esteem and promote empathy and respect for self and others
- develop a culture in which we accept the child but not the behaviour
- ensure that the policy and values are understood, consistently implemented throughout the school, and that effective mechanisms are in place for the monitoring and evaluation of this policy. Sound professional judgement from staff is needed.
- Support the students that arrive at Oak Bank with a variety of complex needs. It is important therefore that the school identifies the best support for the student in order for them to achieve. This may involve internal support e.g. Literacy, BSW and Well-being teams, or external support e.g. Assessment and Monitoring, Police, external provision, social services, Youth offending team, CAMHs etc.
- ensure that the School's expectations and strategies are widely known and understood by all stakeholders;
- ensure that every member of the School's community behaves in a considerate way towards others, both on school site and off site including the local community.

## **How we will achieve our aims:**

- By establishing a set of School rules that students know and understand;
- By having adults who lead by example and model good practice; praise, relationships and reward are key to creating a positive atmosphere where students have the opportunity to succeed;
- Through close monitoring of every student on a lesson by lesson basis throughout the day.
- Pastoral Support Plans are established for ALL our students in conjunction with Statements and EHCP documents. These must be read by all staff so that absolute consistency is used around the management of each child's behaviour.
- That both the student and parents/carers are made aware of the Pastoral Support Plan and what strategies will be used to deal with negative behaviour and promote positive behaviour. This includes de-escalation techniques and the use of Physical Interventions, where necessary (see Use of Positive Handling policy).

## **The Curriculum and Learning**

We believe that an appropriately structured curriculum that facilitates effective learning contributes to Outstanding behaviour. Thorough planning for the personalisation around the students primary need, the active involvement of students in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. Lessons must have clear objectives that are clearly understood by the student, and be differentiated to meet the primary needs of students with social, emotional and mental health needs.

Marking and record keeping will be used both as a supportive activity, providing feedback to students on their progress and achievements, and as an indicator that the student's efforts are valued and that progress is important.

## **Classroom Management**

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the student about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour.

Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of each individual's contribution and, overall, the classroom should provide a welcoming environment.

Teaching methods will encourage enthusiasm and active participation for all. Lessons will aim to develop the skills, knowledge and understanding which will enable students to work and play in cooperation with each other.

Praise should be used to encourage good behaviour as well as good work.

## **Rewards**

Our approach to creating a positive ethos within the School is to treat students positively, by praising them, offering them encouragement and acknowledging their achievements. We will ensure that students know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards:

- Vivo's system
- Certificates
- Nominations for school values
- Praise in class, in assembly or by the Leadership team for good work or behaviour.

- Share good work with another class or member of staff.
- Parents informed of good work through phone calls or text messages home.

### **All recorded positives earn pupils points**

All classes will have the rewards displayed in the classroom. As well as acknowledging and celebrating the individual efforts and successes, students are encouraged to work collaboratively as a team.

## **Consequences and Disciplinary Sanctions**

### **Students' conduct outside the school gates**

Students' conduct outside the school gates will be managed in line with the school behaviour policy. The school will respond to misbehaviour when the students are:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school.

### **In all cases of misbehaviour the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member**

When we discuss inappropriate behaviour, we will encourage students to consider alternative choices they could have made which would have resulted in a more positive outcome.

Consequences of inappropriate behaviour may be:

- Use of Criteria that relate to the inappropriate behaviour.
- Having time to reflect on their behaviour and discuss the decisions they made; thinking about what other choices are available to ensure positive responses/behaviour in the future.
- A sanction imposed on off-site activities.
- A student's parents/carers informed or invited in.
- A student may be sent to another class/neutral room for "time" to reflect upon their behaviour
- The student may be spoken to by a member of SLT
- Detention or Catch-up will be in available during either lunchtime or during the afternoon enrichment (14:25 to 15:00).
- The student may have a conversation with Key worker or a member of SLT

- A meeting may be arranged with the Head of school
- A period of time may be spent in the RESET (Internal Exclusion) Room, where work and support will be provided, but the student will be isolated from all peers (see behaviour management handbook).
- A student may be Fixed Term Excluded from School (this would only occur following a serious breach of School rules where the school deems that there is no other immediate response to maintain the safety of the student or staff).

When issues arise, the student involved will have the opportunity to offer an explanation. We will always be fair.

**Staff who always work within the School Code of Conduct and within the Behaviour Management Handbook will:**

- Provide a consistent approach across the whole School.
- Model appropriate behaviour, promoting honesty and courtesy by example.
- Provide a caring and effective learning environment and deliver an appropriate curriculum
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contributions of all within the School.
- Ensure fair treatment of each individual, regardless of age, gender, race, sexual orientation, ability and disability.
- Follow the agreed Behaviour Policy and support each other in doing so.
- Make use of the School's Whistle Blowing policy if it is felt that staff are not according with the School's ethos, procedures or standards.

**Students will be encouraged at all times by staff to:**

- Treat others as they would like to be treated.
- Respect others, regardless of age, gender, gender orientation, race, sexual orientation, ability and disability.
- Accept responsibility for their choices.
- Demonstrate good manners.
- Take care of their personal appearance, school environment and belongings.
- Work collectively within their classes and key stages

**Key Workers will:**

- Analyse the student's daily data and be the key pastoral link for that student in school. It is essential that they form positive and trusting relationships with all of their assigned students.
- Determine a personal target from their EHCP each week and set them a personal target. Each week, students and Key Workers complete a tracking booklet in order to do this accurately. Students are encouraged to reflect on their week during this time.

- Be responsible for completing a Pastoral Support Plan for the student, where longer term targets are set and reviewed each term.
- Analyse half termly data to formally identify and record patterns of behaviour. The identified data will be used to update Positive Handling Plans, Behavioural Interventions to support the promotion of positive behaviour.

**We will encourage parents, carers and families to:**

- Support the School so that students receive consistent messages about how to behave both at home and at the School.
- Support and encourage their child's learning.
- Inform the class teacher/ Key worker/ DSL/ Senco /SLT member should any concerns arise about behaviour at home.

**The Head and Leadership Team will:**

- Implement the School Behaviour Policy consistently throughout the School.
- Regularly analyse whole school trends and consequently to ensure the school is moving forward together.
- Ensure the health, safety and welfare of all students in the School.
- Celebrate examples of exemplary behaviour with the whole School.
- Support the staff in implementing the Behaviour Policy.
- Keep detailed records of all reports of incidents of serious misconduct, physical intervention etc., together with details of the action taken.
- Deal with serious, unacceptable behaviour.

**Monitoring procedures**

Behaviour Watch is the main form of monitoring. It is used as a diagnostic tool by the school to support the development of every student, in addition to recording serious incidents. On induction every member of staff receives training in how to record strategies and incidents on Behaviour Watch. This information is regularly reviewed by staff as a means of supporting staff as means of developing positive behaviours.

**Monitoring of the policy:**

This policy should be consistently updated and modified as practice within the school progresses. A behaviour management handbook amongst other policies should be read alongside this policy. It is the responsibility of the Governing Body to review this document at least once a year. See below for dates of ratification and review.

**Conclusion:**

Teachers have the right to teach and students have the right to learn without unnecessary disruption. Good order does not just happen; it needs to be worked for.

A positive approach will ensure that appropriate behaviour is rewarded and that inappropriate behaviour has consequences. Students will not follow a set of rules just because they exist, or are posted on a classroom wall. All staff must take time to teach students appropriate behaviour by:

- Setting high expectations
- Not ignoring poor behaviour

This policy and guidelines must be followed by all staff to ensure a consistent and corporate approach to managing behaviour at Oak Bank School.

This policy will be reviewed annually.