



# Oakgrove School

Together we will succeed

## Behaviour Policy

This Policy was agreed at Teaching & Learning Committee on 7<sup>th</sup> February 2024 and was ratified by the FGB in the Spring Term 2024  
It will be reviewed again in the Spring Term 2025

Chair of Governors - Eloise Scroggie \_\_\_\_\_ Date \_\_\_\_\_

Headteacher – Rob Metcalfe \_\_\_\_\_ Date \_\_\_\_\_

### Vision

By working together, we will succeed in providing a high-quality provision to enable a comprehensive, inclusive and individual education for pupils with Social, Emotional and Mental Health Difficulties in Stockport.

This policy reflects our expectations and aims for the management of behaviour within Oakgrove.

### Philosophy and Aims

All pupils who come to Oakgrove School have experienced difficulty in coping with the demands and expectations of mainstream schools. These difficulties have manifested themselves through inappropriate behaviour which has adversely affected the learning process. At Oakgrove, we create a safe environment in which pupils can develop their emotional resilience so that they can respond more appropriately to challenging situations.

Behaviour is a means of communication. Challenging behaviour communicates unmet needs and as such **all behaviour has a purpose**. It is our responsibility to look beyond the presenting behaviour and seek to understand the message such behaviour conveys.

The term ‘behaviour’ covers a multitude of actions, responses or attitudes in children. Whilst personality or heredity cannot be ignored, behaviour and its development is dependent on place, situation and people. It is the result of interactions between groups or individuals in a variety of circumstances. It follows that children’s behaviour will have developed as a result of, and be affected by, interactions with all those with whom they come in contact – peers, parents/guardians, teachers and others.

Schools, along with the home, have a major part to play in the development of children’s behaviour. However, our responsibilities in school extend beyond this as we have a duty to provide children with access to learning experiences related to academic skills, concepts and knowledge as well as social skills and behaviour. Our ability to provide the best opportunities for all children in school relies upon “good” or appropriate behaviour. The absence of appropriate behaviour will adversely affect the learning process.

As educationalists we recognise the limitations of our role. Through our resourcing and positive behaviour management we can provide our pupils with a high level of educational social opportunity. Members of staff are committed to this and require a similar commitment from the pupils and their parents/guardians. This partnership begins at the admission meeting and is ongoing and integral to the success of the child whilst at Oakgrove.

It is the policy of Oakgrove School to have a shared code of values for all staff and pupils based on:

- **The fulfilment of the individual**
- **Educational progress**
- **Respect for self, others and our school**

In order to achieve these aims we believe that staff, pupils, parents/guardians and school governors need to work together to ensure a consistency in the development of appropriate behaviour through the school behaviour policy. This policy sets out:

1. What we think are the benefits of appropriate behaviour
2. Our expectations in respect of behaviour
3. How we encourage positive behaviour
4. How we discourage inappropriate behaviour

The School Behaviour Policy is an integral part of our work at Oakgrove. At school level it will enhance the function of the school as an organisation by providing clear structure, and effective and consistent organisation which will facilitate the development of other aspects of school life e.g. learning.

All of our pupils are in receipt of an Education, Health and Care Plan (EHCP). This document underpins the support that we dedicate to our learners.

In order to meet the needs of pupils with severe difficulties we may need to work in partnership with other agencies. In situations where we cannot meet the needs of a particular pupil our policy of on-going monitoring and reviewing will recommend a formal Re-assessment of Special Educational Needs.

### **Benefits of Appropriate Behaviour**

At Oakgrove we believe that when staff, pupils and parents value appropriate behaviour,

#### Pupils:

- Learn and understand more
- Achieve more personally
- Enjoy greater success
- Value themselves, their work and the wider environment
- Respect others, their work and their property
- Become better at taking personal responsibility
- Enjoy a happy working atmosphere
- Develop good working relationships with staff and each other

- Value education

#### Staff:

- Teach more effectively
- Are better able to meet individual needs
- Develop better relationships with pupils
- Enjoy a happy working atmosphere
- Experience greater job satisfaction
- Have more opportunity for positive contact with parents/ guardians

#### Parents/Guardians:

- Know that their children will be educated in a caring and happy atmosphere
- Can be confident that their children will achieve their best
- Can be sure that their children will receive appropriate support
- Can be positively involved in their children's progress

### **Our Expectations of Behaviour**

At Oakgrove we have a simple set of "Golden Rules" which cover all aspects of our expectations of members of the school community; pupils, staff, governors and stakeholders.

At Oakgrove:

1. We Are Kind & Helpful
2. We Are Honest
3. We Are Gentle
4. We Look after Our School
5. We Work Hard
6. We Listen to People

These are the rules which we expect all pupils to remember and learn to live by. Through this pupils will be encouraged to take responsibility for their own behaviour.

In addition we have identified three key values; respect, resilience and responsibility.

#### **How we encourage appropriate behaviour:**

The process by which we encourage pupils to develop appropriate behavioural skills is clearly linked to the "Golden Rules", our key values and is designed to enable all possible opportunities of positive behaviour to be recognised and rewarded.

In addition, our three key values of respect, resilience and responsibility are discussed during weekly assemblies and class circles. Though all are a constant focus at all times, we concentrate on one specific value each week and successes are shared during our Friday Celebration Assembly (see below).

The encouragement of appropriate behaviour is also supported through our school's use of the principles associated with **Restorative Approaches**, in particular with the creation of a class charter.

At the start of the academic year, each class will create a charter of expectations that they will 'live by'. It begins with the children answering the question, *What do I need from others to give of my best?* The suggestions given by the children and staff members will be recorded and displayed prominently in the classroom. Subsequent circle sessions will explore the meaning of, and what class members understand by, the suggested comments, completing the class charter.

There are two clear levels at which behaviour is monitored, recorded and rewarded.

### **The Individual Level – Pupil Support Plan**

Pupils have an Education, Health and Care Plan (EHCP) in which objectives are identified. These objectives form the focus of a Behaviour Learning Plan (BLP) which contains specific targets, strategies and relevant interventions used to help the child to achieve success. Our pupils work towards a target, identified on their desk in the classroom. For each successful session in which a pupil meets his / her target and has followed the Golden Rules, a stamp is awarded and displayed on the child's daily task sheet. These stamps contribute to our monitoring of pupil engagement in learning opportunities.

The EHCP is reviewed on an annual basis. PSPs are reviewed termly and weekly targets are changed at the discretion of the class teacher when the child has achieved the target or after half a term, whichever is sooner.

### **The School Wide Level – General Behaviour**

We constantly encourage positive behaviour throughout the school by adopting a range of whole school strategies.

#### **Reward System**

**In class rewards:** could include:

Verbal encouragement

Whole class recognition of achievements

Contacting parents by phone or in the home school book

Star of the Week Award

#### **Whole School**

Time with Headteacher, Deputy Head Teacher or key member of staff to show work or as a reward for real effort.

#### **Oakgrove Celebration Assembly**

This is a whole school celebration of efforts made by individual pupils in both academic and behavioural progress. The weekly awards allow the selected pupils to appear on the Celebration Board and to receive stickers to wear.

Awards are divided into:

Learner of the Week – photo and postcard to take home.

Pupils who have been in class all week.

Class of the Week – Oakgrove Owl to keep for the week, sticker, and class treat.

Gold Award – a golden certificate to take home for any pupil who achieves all of their stamps in a school week.

Respect, Resilience and Responsibility Certificates – awarded to those children who have demonstrated these values consistently throughout the week.

#### **How we discourage inappropriate behaviour:**

This is positively reinforced through a wide range of strategies demonstrating appropriate and inappropriate behaviour.

When a pupil or group of pupils fall short of these expectations we clearly need to respond firmly and consistently. The response from adults will be un-emotive and at all times be reasonable, proportionate, necessary and in the best interests of the pupil.

Therefore, a number of sanctions both within the classroom setting and beyond are applied when necessary to maintain order throughout the school. Initially, all difficulties that arise are managed by the member of staff within the vicinity and many such classroom behaviour management techniques are employed i.e. loss of privileges, break times, additional work to complete etc. In most cases the pupil soon responds to the clear boundaries of the adult involved.

- reminder regarding expectations
- verbal warning by staff, pupils given take up time
- warning and then time out in the classroom
- warning and then time outside the class
- warning and then time in another classroom for identified pupils
- loss of free time to catch up on work missed (playtime, lunch play)
- work sent home for completion
- after school detention\*
- internal suspension
- fixed term suspension#
- permanent suspension

\*Our pupils have learnt that presenting with challenging behaviours results in them being sent home or excluded from school. We believe that school is the best place to learn an alternative response and as such seek to reverse this behaviour pattern. We may consider an after school detention to address this concern if it would be in the child's best interests. A detention would only be enforced with express permission from parents / carers and when transportation arrangements have been confirmed.

# For similar reasons to an after school detention, a fixed-term suspension would only be considered if it were in the child's best interests; that they would learn from the experience. Should an suspension be agreed, school staff will plan for making reasonable adjustments so that on return, we will ensure that our practice will better meet the needs of the child. On their return, the pupil will be brought into school by their parent / carer and take part in a return to school meeting.

The first seven responses are the responsibility of all school staff to employ. The consequences must be used consistently with the main aim to return the pupil back into class as soon as possible. The pupils must be clear why they are receiving such consequences and this should be related to their own personal targets, behaviour and education and be a logical and natural consequence to unwanted behaviours. The pupils should be encouraged to return to learning as soon as possible. Any missed learning time should be made up in the pupil's own time.

Any damage to property, violence to others (staff and pupils) or total refusal to work will result in moving up the levels quickly and this is at the discretion of all school staff. For incidents resulting in significant damage a bill will be sent to parents / carers. This could include damage to doors, windows etc.

### **Guidelines for use of Calming Down spaces**

**Purpose:** to allow child time to settle away from an audience or when a child is a danger to themselves or others.

Time Out, Withdrawal and Seclusion

It is important to make the distinction between these terms and how they are applied in our school.

- Time Out is agreed between the pupil and a member of staff. Its purpose is to allow the child to distance themselves from a situation causing anxiety. A pre-determined time will be agreed, usually five minutes, but this may vary depending on the individual. Time Out can take place in a quiet place within the classroom, on a sofa in the corridor, a work room, the quiet room or another classroom. The pupil may be supported directly by a member of staff or, if they prefer, to be left alone. If the latter is the case, a member of staff will remain close enough to monitor the situation and offer support immediately if required.
- Withdrawal involves assisting a person to move away from a situation they are struggling to cope with to a safer or more comfortable place where they have a better chance of regaining their composure. A sofa, work room or quiet room may be used for this purpose. Again, the pupil may be supported directly by a member of staff or, if they prefer, to be left alone. If the latter is the case, a member of staff will remain close enough to monitor the situation and offer support immediately if required.
- Seclusion is forcing a child to spend time alone against their will. As a general rule, no child will be secluded in our school. Some of our pupils pose a significant risk to others when in a highly aroused state and in these circumstances no member of staff will be directed to remain in, or enter a room where the risk of attack and possible injury exists. Whilst it would not be reasonable to hold a door shut in order to prevent someone leaving who wished to do so, it may be justifiable as a protection against personal attack or if there was good reason to believe that a person would attack someone else if allowed to leave in a highly aroused state. This measure must be exceptional and a result of a risk assessment evident on the child's Positive Handling Plan.

### Procedures:

- Child must be escorted to quiet space e.g. a black sofa, work room, quiet room.
- Leading adult must explain as clearly as possible that the child must remain in the quiet space.
- The child will remain supervised whilst in the calming down space by the leading adult. This could be in the form of direct supervision or, if the child is able to sit calmly, indirect, in the form of a regular 'touching base'.
- In the case of the leading adult having to return to class, then supervision of the child **MUST** be formally handed over to another, available member of staff.

In order for a pupil to be reintegrated into the class room environment, a conversation will take place that provides an opportunity to learn:

Listen: "What happened?"

Link: "How did that make you feel?"

Learn: "What can you do differently the next time you feel like that?"

The pupils support plan will be updated with the learning from this conversation.

**Resolution of conflict** will take place with others affected at an appropriate time later in the day, or the following day, using a restorative approach, when the child has settled and achieved some positive outcomes.

### Use of Physical Intervention

There may be times when pupils' behaviour escalates to such a level that they are no longer able to keep themselves or others safe. In these instances staff members may consider the use of physical intervention when a child is behaving in a way that:

- Is, or is likely to cause harm to themselves or others

- Is, or is likely to cause significant damage to property
- Is causing a significant disruption to learning

At Oakgrove we use the principles of Team Teach. This is a last resort and once again staff aim to move positively out of this situation as soon as it is safe to do so. On these occasions parents will be informed that their child has been held and any report of injuries will be made. One of the following techniques may be used in school to safeguard our pupils:

- C Guide
- C Guide plus
- Friendly guide
- Turn, Gather, Guide
- Half Shield
- Single Elbow
- Figure of Four
- Small person hold

The Half Shield, Single Elbow, Figure of Four and Small person hold techniques will be formally recorded and reported to the Local Authority.

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 the service user remains safe. (George Matthews – Director, Team Teach)

All teachers and members of support staff who work directly with our children are authorised to use reasonable force to control or restrain pupils. The Headteacher can identify people other than teachers whom they wish to authorise to have control or have charge of a pupil to be able to use force if necessary. The Headteacher is responsible for maintaining an up to date list of authorised personnel.

The school adheres to guidance given in the Local Authority’s ‘Care and Control’ document (January 2004, re-issued January 2014, updated January 2018) on the care and control of pupils and the recording and reporting of physical intervention. The school has its own policy based on this document which is available on request.

Please see Oakgrove Care & Control Policy which details our agreed practice including a Complaints procedure.

If an incident has involved the pupil leaving the school site, using violence towards pupils/staff or damaging school property parents will be informed according to the agreed Individual Behaviour Management Plan and in the latter scenario may be asked to contribute to the cost of repairs.

On certain occasions it may be necessary formally to exclude a child for a period of time. Obviously this is kept to the minimum and will require a re-integration meeting with parents/carers depending on the circumstances.

We keep careful records of “incidents” to ensure we are effectively responding to the needs of all children.

Suspension will only be imposed following an evaluation of the incident.

Unacceptable behaviours which may result in fixed term suspension include:

- Physical assault to pupil or staff

- Verbal abuse / threatening behaviour
- Bullying
- Racist abuse / harassment
- Sexual misconduct
- Damage
- Theft
- Drug and alcohol related incidents
- Persistent disruptive behaviour

This is not an exhaustive list and each decision to exclude will be based on an evaluation of the specific incident.

Only the Headteacher, or deputy in his/her absence, can make the decision to exclude a pupil and in making that decision he/she will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on or off the premises which is in breach of the standards of behaviour expected by the school. The decision to exclude a pupil will only be made if it is in the child's best interest and would lead to positive changes in behaviour.

Permanent suspensions will normally be used only as the final step in a process for dealing with disciplinary offences when a wide range of other strategies has been tried without success.

In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a pupil for a first or one off offence e.g.

- Serious actual or threatened violence against another pupil or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well being of the school community.

In making the decision to exclude, the Headteacher will follow the procedures laid out in the guidance produced by the DfE and the Local Authority, and will seek the advice of the Local Authority where necessary. Parents/carers will be informed of the actions taken.

### **Bullying and Harassment**

This school is committed to a whole school approach against bullying and harassment in any form. This includes racial, sexual and homophobic harassment.

Bullying and harassment is not only hurtful but it stops pupils from learning. Pupils are expected to demonstrate care and courtesy towards each other, respect one another and respect difference and diversity.

This school will not tolerate any kind of harassment and bullies or instigators of harassment will be dealt with firmly (see Anti Bullying Policy).

### **Racial Harassment and Hate Incidents**

This school follows the guidance issued by the Local Authority on dealing with racial harassment and racist incidents that occur in school. Racial harassment will not be tolerated and the perpetrator(s) of the harassment or racist abuse will be dealt with firmly and sanctions applied as appropriate. In many cases the parents/carers of the pupil(s) in question will be contacted and may be asked into school to discuss their



child's behaviour. Victims of racist abuse and harassment will be supported both at the time of the incident and following the incident if necessary.

The school will complete a racist incident report form following every racist incident that occurs in school (no information that may identify a perpetrator or victim will be included on this form). This will be returned to the Local Authority who will follow up serious incidents with the school and other appropriate agencies. The member of staff involved will complete the report, which will then be handed to either the Headteacher or Deputy Headteacher, who will forward to the Local Authority. A paper copy will be retained in a file in the main office.

The school will make a termly report to the Governing Board about the number of racist incidents that have taken place and the action taken in response. If no incidents have been recorded, the Governing Board will complete and return a nil return form to the Local Authority.

### **Risk Assessments for Challenging Behaviours**

All pupils at Oakgrove have social, emotional and mental health difficulties. As such, each child could present with challenging behaviours. Each pupil has an individual *My Plan* in order to minimise risks, protect pupils and staff and to exercise the school's 'Duty of Care.'

This plan is linked directly to the six stages of a crisis as identified in the school's Team Teach training. For each stage, potential causes of distress are identified, along with what the pupil and staff members can do to help better manage the situation. The stages are:

1. Anxiety led behaviours
2. Defensive responses/ Escalation in stage 1 behaviours
3. Crisis
4. Recovery
5. Depression
6. Restoration

See also the school's Care and Control Policy.

This will involve assessing the context and probability of risks and the seriousness of any likely outcomes for pupils or staff. If further action or strategies are identified in the risk assessment process the school will take action to implement these in order to safeguard pupils and other members of the school community.

### **Recording and Reporting of Incidents**

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's behaviour policy. The school has clear procedures in place for recording incidents of inappropriate behaviour and conduct which all staff are made aware of and reminded of on a regular basis.

The school has advised staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements. The procedures for recording and reporting incidents are reviewed regularly.

In addition to the schools own reporting procedures, the school also follows the Local Authority's guidance for recording and reporting particular types of incident. The reports that the school sends to the Local Authority are listed:

- **Accident / Incident Report Form** – the school is required to complete a form following every accident of incident that occurs in school, and return a copy to the Health and Safety Team at the Local Authority.

- **Suspension Notification** – notification of an suspension is made to the Local Authority electronically using the ‘One Online System’ (the Local Authority’s Information Management System), who monitors all suspensions, notifies other relevant services of suspensions where appropriate and produces annual statistics on the number of suspensions in the Borough. The Local Authority is also required to inform the DfES of every suspension in the Borough on a termly basis.
- **Hate Incident Report Form** – this report form is completed and returned to the Local Authority’s Inclusion Support Team following every incident of a racist nature that occurs in school. The form does not identify either the victim or the perpetrator of the racist incident.
- **Physical Intervention Reporting Form** – a report form is completed and returned to the Inclusion Support Officer at the Local Authority following every occasion where a member of staff has physically intervened with a pupil.

The school follows the relevant Local Authority guidance which accompanies each of the above reporting procedures / report forms.

The school ensures that completed forms and any photocopies containing personal information and kept secure as required by the Data Protection Act and that only authorised persons and see the information.

### **Monitoring, Evaluation and Review**

The school monitors behaviour incidents in order to identify issues and trends in terms of:

- Type of incident
- Critical days / times in the week
- Critical places within/outside school
- Pupils involved
- Profile of students involved (ethnicity, age, gender, SEN, LAC status)
- Timeliness of response
- Outcomes

Monitoring forms are completed for all pupils on a daily basis. These documents identify the engagement of pupils within taught sessions and record as a percentage, in addition to a record of minutes lost to education as a result of the lack of engagement. These figures are recorded on a monthly basis and are used to inform future planning and support for targeted pupils.

The school evaluates its behaviour policy against key improvement objectives which include:

- Improvement of individual behaviour
- General behaviour patterns
- Balance in the use of rewards and sanctions
- Staff support and training needs
- Curriculum access and academic progress
- Equal opportunities
- Behaviour management trends over time
- Effectiveness of the policy in encouraging positive behaviours

The use of rewards, sanctions, suspensions and referrals to support services will be monitored in relation to ethnicity, gender, SEND, Looked After status, and any patterns revealed will lead to appropriate action.

The school assures appropriate levels of confidentiality within its monitoring and reporting arrangements.

The Governing Board will receive statistical reports on bullying, racist incidents and suspensions on a termly basis. The Behaviour Policy as a whole will be reviewed on a regular basis.

**Feedback and Information Sharing**

The school will report details of the implementation of the behaviour management programme to parents. Staff will receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcomes of referrals. Relevant information is shared with all members of staff and the Governing Board to inform decision making and to assist in meeting the educational needs of all pupils at the school.

