

Oakfield Lodge School



Behaviour Management Policy

Written by: GB

Reviewed by: IS

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Introduction

The discipline of pupils who have had a permanent exclusion is complex and long term. It relies on the fair and firm consistency of a united Staff. It is, therefore, important for all staff to adopt a uniform approach where possible, using the "Behaviour Management Guidelines" of the School.

Oakfield Lodge School, therefore, requires all Staff to follow accepted procedures and to recognise that only by their personal example will they gain the respect necessary to effectively maintain good discipline. Behaviour management depends on the fostering of good personal and professional relationships between Staff and pupils. It is only through such relationships that conditions can be created to enable effective personal development and educational practice to flourish, as well as improving self-image.

Sanctions where necessary, must take into account all mitigating circumstances and be explained to the pupils. Where possible they should be adapted to suit the incident and hopefully promote a positive outcome without loss of self-esteem for the pupil. This could also lead to referral for additional intervention if required.

In the rare and extreme occasion where it is deemed necessary a fixed term exclusion may be issued by the Head Teacher. In these instances the Cheshire East exclusions guidance will be followed.

A whole School approach to behaviour management is an essential pre-requisite to a well ordered School. At Oakfield Lodge all Staff make a commitment to the implementation and effectiveness of acceptable codes of conduct. This creates a stable environment in which each student knows what is expected of them and in which they can feel secure.

Individual confrontation and its associated stress for staff and pupil would thus be minimised, particularly as the exact same expectations will be repeated by other Staff in the School. Oakfield Lodge School believes that a "Team" approach is effective.

Guidelines for Staff

Appropriate behaviour is a necessary condition for effective teaching and learning to take place.

The School, like any other complex social organisation requires generally accepted codes of conduct and rules of procedure which are routinely followed.

Oakfield Lodge School continually strives to develop and strengthen the diversity of roles and responsibilities of its Staff. Central to the measure of success achieved by all Staff is the pupil/staff inter-relationship factor.

The Headteacher and Staff continually strive to achieve a calm, comfortable and learning atmosphere, presenting clear boundaries of what is acceptable and non-acceptable behaviour.

Adelaide School's aims are:

- Purposeful leadership by the S.L.T.
- Common policies on pupil behaviour
- Regular use of rewards
- Promotion of a pleasant working environment
- Effective classroom management techniques
- Close and actively developed Parent/School relationships
- Referral for additional support where possible

BEHAVIOUR MANAGEMENT

The Whole School Approach

1. The ethos and atmosphere of the School, created by the Staff is pre-requisite to all guidelines.
2. Good example is essential. A calm non-threatening attitude is most effective.
3. Standards expected of pupils should be clear and maintained as consistently as possible.
4. The ultimate aim is self-controlled pupil behaviour. Pupils should be therefore encouraged to take responsibility for themselves
5. Pupils are expected to behave in a sensible and courteous manner at all times and to treat property and equipment with care and respect.
6. Specific guidance and direction will be given by members of staff to students behaving inappropriately. Giving the pupil time to calm and reflex on the situation.
7. Where pupils become more agitated and disruptive TeamTeach methods may be employed to defuse the situation.
8. Pupils should be aware that Staff in the School take the main responsibility for decisions, but the feelings and opinions of pupils are taken into account, and they can provide their views on any such intervention that may have taken place.

9. Teachers should reflect their own feelings and interactions with pupils and the way in which these may be influencing pupil behaviour.

When Things Go Right

Staff and pupils work together and create a calm working environment where all are valued. Rewards are used throughout the school to recognise good learning behaviours and a positive contribution to the school community. Much of the positive behaviour in school is created by encouraging all pupils to develop the intrinsic desire to improve.

BEHAVIOUR MANAGEMENT

Advice to Staff (make sure every area is supervised)

1. Maintain a confident and consistent approach.
2. Work within the School's agreed practices and procedures.
3. Pupils understand the expectations of lessons.
4. Ensure incidents are documented according to school procedures (CPOMS).
5. Refer for additional intervention when appropriate.
6. Do not become complacent and over-confident in terms of Teacher/Pupil relationships.
7. Do not become over-familiar with pupils ensure a professional distance is maintained. This is often misleading and confusing for them.
8. Give pupils clear and precise messages that help to create a safe and secure environment with obvious expectations and boundaries.
9. Provide appropriate learning and recreational situations, that are well planned and organised to meet the needs of the pupils.
10. Prevent manipulation and ultimately confusing & conflicting situations by ensuring communications between adults are clear and precise.
11. Periodically review and evaluate practices and procedures relating to the management and supervision of pupils educational and recreational programmes.
12. Develop strategies and techniques that defuse situations and avoid unnecessary physical management of pupils. Some suggestions are as follows:
 - (a) Always maintain control of self and temper.

- (b) Always adopt a non-threatening and calm stance.
- (c) Use humour constructively and appropriately.
- (d) Adopt a low key approach, do not become a catalyst in any situation.
- (e) Improve own verbal skills, maintaining a calm tone of voice.
- (g) Read situations use preventative interventions.
- (f) Referral for additional intervention when required.
- (g) All rooms in school will have displayed the staff and student expectations posters. These will be frequently referred to when teaching and working with students.

13. Consider joining a professional association for insurance/legal purposes.

Provisions concerning the use of force to restrain pupils can be found section 550(A) of the **Education Act 1996**, as inserted by section 4 of the **Education Act 1997**. This provision was extended to include all schools by section 131 of the **School Standards and Framework Act 1998**.

Teachers, and all paid employees, have the statutory authority to discipline pupils whose behaviour is unacceptable; who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspection Act 2006).

14. Confiscation of Inappropriate Items:

All students undergo daily search procedures on arrival at school. This process is well understood by students and enables the school to have a calm and orderly start to the day. It also ensures that students are safe and focused on learning during the school day. Staff receive regular training in relation to search from the police.

The general power to discipline, enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully. Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned, at which time, the member of staff will why the property was confiscated. Staff also have the power to search without consent for prohibited items, including;

- Knives, weapons
- Stolen items
- Cigarettes, lighters, matches (incl lighter fuel and propellants)
- Drugs, alcohol
- Fireworks

- Pornographic material
- Any article that could be used to commit an offence, damage property or cause injury to self or another person
- Any item banned by the school rules (eg mobile phones)

Where appropriate, items may be handed to the police.

The Headteacher will decide whether it is appropriate to involve other outside agencies eg Social care Team.

Oakfield Lodge School

ALL STUDENTS MAY REASONABLY EXPECT:

1. To be treated with respect and to treat others with respect.
2. To enjoy the benefits of equal opportunity and equal access to learning experiences.
3. To be prepared for a full life in their communities, through the whole curriculum, skills and experience of the School.
4. To acquire an understanding of their cultural heritage and to consider their role in its maintenance and development.
5. To have a general education that will equip them for entry into the World of Work and give them a basis for further education and training.
6. To be given an awareness of spiritual values, to gain knowledge of religious beliefs and to examine their significance for daily living.
7. To receive an impartial political education appropriate to participation in the life of a democratic society.
8. To be treated as responsible partners in their own education.
9. To be treated with understanding and compassion as individuals, receiving impartial counselling and guidance.
10. To receive regular reports on progress.
11. To be educated in safe, clean, comfortable and well-maintained buildings and to be supported by appropriate human and material resources.

12. That the School in turn, will expect their regular attendance, positive attitudes to learning and their wholehearted involvement in all aspects of the life of the School as a community.
13. To live a healthy lifestyle.