

# Oakfield Lodge School



## **Behaviour Management Policy**

Written by: NR

Reviewed by: NR May 2022

Date of next review: May 2023

## **Introduction**

The discipline of students who have received a permanent exclusion from mainstream Schools is complex and long term. It relies on the fair and firm consistency of a calm and unified staff.

Oakfield Lodge School, requires all staff to follow accepted procedures under our 'Ready, Respectful, Safe' ethos. Staff should 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 students. 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 students. Where possible they should be adapted to suit the incident and hopefully promote a positive outcome without loss of self-esteem for the student. This could also lead to referral for additional intervention if required. Where it is deemed necessary a fixed term exclusion may be issued by a member of the Senior Leadership Team. In this instance the Cheshire East exclusions guidance will be followed. It should be noted that Oakfield has high expectations for student conduct on a par with our partner mainstream settings and we issue half day fixed term exclusions for smoking on school property, verbal abuse towards staff or peers and persistent disruptive behaviour including for example refusal to attend lessons.

A whole School approach to positive behaviour 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 student would thus be minimised, particularly as the exact same expectations will be repeated by other staff in the School.

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

Oakfield Lodge School's aims are:

- Purposeful leadership
- A common policy on student behaviour
- Regular use of rewards
- Promotion of a pleasant working environment
- Effective classroom management techniques
- Close and actively developed Carer/School relationships
- Referral for additional support where possible

## **BEHAVIOUR MANAGEMENT**

### **The Whole School Approach**

1. The 'Ready, Respectful, Safe' system has been implemented to create the ethos and atmosphere of the School; it is the pre-requisite to all guidelines.
2. Positive adult role models are essential. A calm non-threatening approach by all is expected.
3. Standards expected of students are clear and maintained consistently via our lesson monitor system.
4. The ultimate aim is to foster self-regulated student behaviour.
5. Students are expected to behave in a sensible and courteous manner at all times and to treat people, 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 student time, in a calm environment, to reflect on the situation.
7. Where students become more agitated and disruptive 'Team-Teach' methods may be employed to de-escalate.
8. Students should be aware that staff in the School take the main responsibility for decisions, but the feelings and opinions of students are taken into account; they can provide their views on any such intervention that may have taken place.
9. Teachers should reflect on their own feelings when interacting with students and the way in which these may be influencing student behaviour.

### **When Things Go Right**

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

## **BEHAVIOUR MANAGEMENT**

### **Advice to Staff (make sure every area is supervised)**

1. Maintain a calm and consistent approach.
2. Use the 'Ready, Respectful, Safe' directives for student expectations.
3. Work within the School's agreed guidelines, practices and procedures.
4. Ensure students understand the expectations within your lessons.
5. Ensure incidents are documented according to school procedure via CPOMS.
6. Refer to other staff for additional intervention when appropriate.
7. Do not become complacent and over-confident in terms of Teacher/Student relationships.
8. Do not become over-familiar with students i.e. ensure a professional distance is maintained according to teacher standards for good conduct.
9. Give students clear and precise messages that help to create a safe and secure environment with obvious expectations and boundaries.
10. Provide appropriate learning and recreational situations, these should be well planned and organised to meet the needs of the students.
11. Prevent manipulation and ultimately confusing or conflicting situations by ensuring communications between adults are clear and precise.
12. Periodically review and evaluate practices and procedures relating to the management and supervision of students educational and recreational programmes.
13. Develop strategies and techniques that defuse situations and avoid unnecessary physical management of students. Some suggestions are as follows:
  - (a) Always maintain control of self.
  - (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) Develop verbal skills and maintain a calm tone.
  
  - (g) Read situations and use preventative interventions.
  - (f) Refer for additional intervention if required.
  - (g) All rooms in school will have displayed student expectations posters for 'Ready, Respectful, Safe'. These will be frequently referred to when teaching and working with students. Lesson points will be shared with students prior to them leaving the lesson
14. Consider joining a professional association for insurance/legal purposes.

Provisions concerning the use of force to restrain students 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 students 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).

#### 15. 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 annual training in relation to search methodologies from the police.

The general power to discipline, enables a member of staff to confiscate, retain or dispose of a students' 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 act 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 document why the property was confiscated. Staff also have the power to search without consent for prohibited items, including;

- Knives, weapons
- Stolen items
- Tobacco and propellants
- Drugs, alcohol and other stimulants
- 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 (e.g. mobile phones, chewing gum etc.)

Where appropriate, items may be handed to the police.

The Head teacher will decide whether it is appropriate to involve other outside agencies e.g. Social care Team.

Please refer to the Government guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

**ALL STUDENTS MAY REASONABLY EXPECT:**

1. To be treated 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 British culture and to consider their role in its maintenance and development.
5. To have a broad and balanced education that will equip them for entry into the World of work and give them a basis for further learning 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. For the School, to expect their regular attendance, positive attitudes to learning and their wholehearted involvement in all aspects of School life.
13. To enjoy a lead into a healthy, active lifestyle.

## BEHAVIOUR FOR LEARNING REWARDS

The Behaviour for Learning or BfL rewards system is designed to encourage a safe learning environment maximise student learning and operates under our 'Ready, Respectful & Safe' ethos. Getting the basics consistently right contributes hugely to our success and to moving forward positively. We actively encourage all students to take responsibility for themselves, for others and our shared environment.

Points 1-4 are awarded by all teachers every lesson and recorded into SIMS lesson monitor ('4' points representing outstanding conduct and/or helping others and '3' points being expected behaviour. '2' points are used to indicate poor conduct despite teacher intervention or leaving the lesson without permission and '1' point where a student required lesson remove by the teacher). The points are used to indicate progress and potential issues and to promote rewards.

**Expected behaviour is when students are [also refer to our school 'Blue print']:**

- **Ready:** on time and focused on learning objectives
- **Respectful** to themselves, each other and the learning environment.
- **Safe:** Sensible, follow adult direction and be considerate of others.

Staff consistently review these lesson monitor points each day, form tutors will use them to focus pastoral conversations and teachers/LSAs will review academic and behaviour application with the students at the end of each lesson awarding the appropriate point. These are collated for the week every Thursday by the pastoral team.

### Rewards:

- ✓ At the end of a selected day your pastoral mentor will give you a small **daily reward for earning only 3s and 4s in each lesson.**
- ✓ The **head teacher gives a weekly certificate & £5 voucher** to an outstanding student.
- ✓ Every Friday **teachers reward two students with certificates** for being outstanding in their subject in our whole school celebration assembly on Monday morning. Staff will be explicit in outlining these desired behaviours to the assembly.
- ✓ **Three of the best: The top three students for cumulative lesson monitor scores over the week are awarded a £5 voucher.**
- ✓ **Magnificent Seven: The top seven students for cumulative lesson monitor scores, wearing their Oakfield Lodge t-shirt, no negative entries in CPOMS from break and lunch for the week, earn themselves a breakfast excursion on Thursday morning.**
- ✓ The school attendance officer also issues **weekly attendance rewards**

---

### Please note:

Rewards and sanctions are an essential part of a school feedback system; they are one part of the jigsaw – no strategy is universally effective.

- Sanctions must be consistent, proportionate and predictable: the certainty is more important than the severity
- Rewards must be sincere, targeted and proportionate: the best reward is often praise and contact home is key here.

## Guidance: Sanctions requiring Fixed term exclusion/ Isolation

NB: To be used in conjunction with the relevant school policies

Misdemeanour	Duration [if FTE Issued]	Possible Sanction
Failure to hand in mobile phone		Contact home
Smoking on school property	½ day	FTE/ contact home
Persistent disruptive behaviour	½ -1 day	1:1/ tuition/ FTE/ contact home-meeting
Verbal Abuse towards staff or peers	½ -1 day	1:1/ tuition/ FTE/ contact home-meeting
Health & Safety – climbing the fence, fire alarm, forcing fob doors	½ -3 days	1:1/ tuition/ FTE/ contact home-meeting
Bullying	½ -5 days	1:1/ tuition/ FTE/ contact home-meeting
Under the influence of drugs/alcohol	Dependant on need	First aid check/ medical attention/ contact home-meeting/ Police
Incidents of discrimination: Racial, sexual, homophobic etc.	1-3 days	1:1/ tuition/ FTE/ contact home-meeting/ Police
Threats to staff	1-5 days	1:1/ tuition/ FTE/ contact home-meeting/ Police
Unsafe conduct: Offsite/ on the school mini bus	1-5 days	Bus ban for one week/ 1:1/ tuition/ FTE/ contact home/ Police
Theft	1-5 days	FTE/ contact home-meeting / Police
Criminal damage	1-5 days	1:1/ tuition/ FTE/ contact home-meeting/ Police
Fighting	1-5 days	1:1/ tuition/ FTE/ contact home-meeting / Police
Physical assault of another student	1-5 days	1:1/ tuition/ FTE/ contact home-meeting/ Police/ Perm Ex
Possession of drugs	5 days	1:1/ tuition/ FTE/ contact home-meeting / Police/ Perm Ex
Physical assault on an adult	5days	1:1/ tuition/ FTE/ contact home-meeting / Police/ Perm Ex