[](http://www.acorncare.co.uk/)**Promoting Good Behaviour & Discipline Policy**

**Policy Document**

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| **Signed by:** |  |

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1. **Statement of Principles, Values, Aims and Objectives**

At Oakfield House School we aim to promote positive social, emotional and behavioural change in our pupils through a supportive and consistent approach across education and care based on the needs of our pupils. Our Behaviour Management Strategy is based on holistic approaches and the therapeutic belief that all people have the capacity for growth and development no matter what their ages or life experiences and that behaviour can change.

Oakfield House School admits vulnerable pupils who experience social, emotional, communication difficulties and associated challenging behaviours. Many of our pupil’s exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of our holistic strategies is to overcome these barriers. We aim to provide a consistent and well supervised environment where pupils feel safe and secure and reach their potential through positive relationships.

1. **Principles and Values that Underpin this Policy**

The policy, practice and procedures aim to reflect and demonstrate the importance of the school’s commitment to promoting the entitlement of pupils to the highest quality of education, care, health and therapy. The philosophy and ethos of the school reflects acceptance and respect for all pupils irrespective of their age, sex, religion, disability, ethnicity, sexual orientation, gender identity and gender re-assignment or immigration status and includes a clear set of values that are seen to be important within the school and wider community, they are as follows:-

* To value each other and our community
* To listen to each other and ask for help when we need it
* The promotion of mutual respect, acceptance, trust and honesty
* To develop and encourage self-confidence, self-worth, self-discipline and ultimately independence
* To proactively manage and de-escalate challenging and unacceptable behaviours
* To implement holistic, integrative and consistent approaches which promote positive behaviour, develop children and young people’s understanding and manage behaviour fairly, effectively and encourage young people to achieve their potential
* To establish and consistently apply clear and obvious boundaries, to ensure children and young people’s safety, security and well-being
* To work in partnership with all stakeholders, to promote good behavior
* To apply rules reasonably and fairly, to use sanctions effectively and proportionately in relation to the age, needs and ability of the child or young person, or any religious requirements affecting them
* To develop and reinforce the principles of good citizenship, including the fundamentals of British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance for of those with different faiths and beliefs
* Corporal punishment is illegal in all circumstances

1. **The Objectives of this Policy**

* To set out clearly how our principles and values can be translated into effective everyday actions
* To provide clear guidance and support to all staff
* For staff to provide leadership and positive role models to pupils
* To promote good behavior and make positive change for our pupils, setting them clear and achievable goals
* To expect the highest standards of educational attainment and achievement, through the development of acceptable standards of behavior and conduct
* Pupils should be assisted to show respect, tolerance, empathy and understanding and to demonstrate through their daily actions, a clear understanding of what is right and wrong
* To help pupils to work with the knowledge of their rights, and be encouraged to recognise and respond to their responsibilities
* To develop and implement, co-ordinated and cohesive practices and procedures between home and school
* To regulate the behavior and conduct of pupils
* To prevent bullying
* To comply with the Independent School Standards 2012

This statement should be read alongside key policies;

* Curriculum
* Teaching and learning, including SMSC
* Safeguarding
* Anti-bullying
* Equality and diversity
* Managing allegations against professional staff
* Health and Safety, e.g. risk assessments, first aid and educational visits
* E Safety
* Exclusion Policy

**3.1 Review**

This policy is subject to annual review.

1. **Headteacher Responsibilities and the Legislative Framework**

The Head of School at Oakfield House School will set out measures in this Good Behaviour and Discipline Policy, which take into account the principles, values and objectives identified above and act within the legislative framework. The Headteacher must decide on the standards of behaviour expected and strategies to teach good behaviour, and determine the rules and any disciplinary penalties for breaking them. The Head of School will also consider measures and strategies to manage the following:

* Pupils behaviour, attitude and conduct outside of school, e.g. transport and educational visits
* The screening and searching of pupils
* The power to use reasonable force and other physical contact
* When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
* To have in place an effective Safeguarding policy and procedures
* To have in place an effective anti-bullying policy
* To publish annually the Good Behaviour and Discipline Policy to Parents and Staff
* Support and pastoral care for staff accused of misconduct
* Clear guidance to all staff with regards their responsibilities to manage pupils positively and have the power to discipline where pupils misbehave either in or outside school

The legislative framework, Headteachers are required to consider:

* Education and Inspection Act 2006
* The Education Act 2002, Section 175
* Education (Independent School Standards) (England) Regulations 2010 (Amended) (England) Regulations 2012
* EU Convention on the Rights of the Child 1989
* Equality Act 2010
* The Human Rights Act (1998)
* Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders July 2002
* OFSTED Summary Report – Managing Challenging Behaviour (2005)
* DfES Guidance The Use of Force to Control or Restrain Pupils 2007
* DfES Guidance on Use of Reasonable Force (July 2013)
* DfE Advice to Headteachers and School Staff; Behaviour & Discipline (2014)

1. **Creating a Positive and Structured Environment**

The principle function of Oakfield House School is to provide a safe, secure and caring environment where expectations and achievements are high and pupils realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence. In order to create an environment in which pupils feel safe and secure, where there is an ethos of achievement through endeavoring, it is essential that there is nurture, care and support balanced with good order and discipline. Pupils through the School Council should play an active part in the review of the Promoting Good Behaviour & Discipline Policy.

We aim to promote politeness, courtesy and respect between all members of the Oakfield House School community, adults and children.

Whilst the principles and procedures contained in this policy document will be applied equally to all pupils, each pupil at Oakfield House School is an individual and will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use rewards, consequences and behaviour programmes as appropriate to the unique individual needs of each pupil. This reflects the whole ethos of the school in treating pupils as individuals and tailoring our work to meet individual needs through Individual Education/Behaviour Plans.

The main emphasis at Oakfield House School is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place, they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the pupils, or are related to consideration for themselves and others.

Staff will intervene and apply consequences or sanctions in circumstances where a young person’s behaviour is likely to prejudice a positive teaching and learning environment, the health and safety of the pupils and adults, or show lack of consideration for others and impact on their learning.

The school primarily seeks to create a warm and caring environment where pupils learn to trust adults. In order to provide security for individuals and the school to promote personal development, pupils need to develop an appreciation of the limits on their behaviour set by society and their community.

Pupils need to understand the implications for breaching these limits. A clear framework of authority facilitates the development of inner self-discipline and maturity. As maturity or responses develops a greater diversity of trust, independence and autonomy should be possible. Informed choices are more probable. A carefully structured environment is fundamental in bringing this about.

Well planned teaching and learning should encourage acceptable behaviour within a formal learning situation, facilitating achievement and raising pupils’ self-esteem and self-confidence.

1. **Relationships**

The principle reward and encouragement for any pupil is the positive attention and frequent expression of approval and support by the adults around them. The progress and development of pupils principally relies on the positive relationships they develop with significant adults in their lives. Oakfield House School encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

Pupils will test and challenge relationships, therefore adults responsible for them require the ability to sensitively, firmly and confidently manage the adult/pupil relationship. Empathy, trust and consistency are all important in building relationships and influencing pupils in making appropriate choices about their life and development.

Equally important is the expectations adults have of pupils, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development.

Target setting is a useful tool to involve the pupil, develop their understanding and facilitate positive engagement. Adults need to assess and evaluate the developmental phase the pupil is functioning at to communicate, rationalise and provide guidance through the relationship to move the pupil on in developing social responsibility.

1. **Challenging Behaviour and Pupils with Social, Emotional and Communication Difficulties**

Pupil’s social, emotional and communication needs are statistically more likely to exhibit behaviours which challenge those around them and the settings which educate and care for them. One of the reasons for this is that these pupils generally experience much greater difficulty in expressing their feelings, needs and choices.

Oakfield House adopts the following general approaches to reduce the likelihood of such behaviours occurring or developing:

* Teaching and learning that is outstanding or at least consistently good
* Teaching and learning that is relevant, differentiated to meet the needs, aptitudes and abilities of the pupils
* The opportunity to make meaningful choices
* Careful attention to physical and emotional needs
* Experiences and activities which are appropriately stimulating
* Consistent and careful management of the environment, including the setting conditions and triggers for behaviours
* Warm and caring relationships with adults and their influence and impact
* Structure, predictability and consistency in daily routines
* Clear and explicit boundaries and rules within the learning environment
* Regular explanation of the rules and expectations
* Clear warnings to pupils that their behaviour is a cause of concern
* Rewards and sanctions consistently and fairly applied in line with the policy

Pupils and staff are supported in managing and reducing challenging behaviour by the Behaviour Support Team. The work of the staff team is co-ordinated through the Senior Leadership Team, and is subject to regular review and monitoring.

1. **Pastoral Support**

The School endeavours to provide support for pupil that enables them to achieve academically, socially and personally. Systems of support include Teachers, SENCO, Family Liaison, Learning Support Assistants and members of the Pupil Support team. Pastoral support can also take the shape of home/school agreements or specific behavioural contracts, with a clear focus on improving particular aspects of a pupil’s behaviour. Home/school liaison is a key feature in promoting consistency of approaches, parental support and agreed actions.

Where identified individual support is provided consistently by experienced Teaching Assistants and SENCO. The staff team will meet to consider and incorporate all professional views from within the school, before revising targets and actions.

When the school considers whether the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. Where this may be the case, the school staff should follow the schools’ safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

1. **The Use of Restrictive Physical Intervention (RPI) at Oakfield House School (Care and Control)**

Many of the pupils at Oakfield House School display a variety of challenging behaviours which result in a range of strategies, including RPI being used in order to reduce risk. Staff are encouraged to adopt different methods of de-escalation via appropriate training and the promotion of positive relationships throughout the school. By doing this we wish to create an environment whereby all parties are kept safe but that also encourages pupils to be involved in the process of being reflective about their behaviours.

The use of physical intervention must take account of the pupil’s own best interests, sensitivities and sensibilities; his/her own likely perceptions of situations, his/her emotional state and levels of understanding. Physical intervention, including withdrawal, should never be used as a punishment and must only be used in line with agreed criteria and procedures. The school’s staged approach to positive handling appears in Annex 1. Staff should also read the public liability/employers’ liability statement in Annex 7.

“Physical intervention” is defined, in accordance with Section 93 of the Education and Inspection Act 2006 as, the application by an authorised member of staff to use reasonable force in relation to a pupil for the purpose of preventing him/her from doing any of the following:

The organisation (Options Autism) uses ‘SI (Safety Intervention) as a preferred method of RPI. SI training is delivered by the Crisis Prevention Institute which is regulated by BILD-ACT under the Restraint Reduction Training Standards. Members of staff have the power to use reasonable force to prevent pupils from:

* Committing an offence;
* Causing personal injury to themselves or others, or the likelihood of such an occurrence;
* Significant damage to property, or the likelihood of such an occurrence;
* Engaging in any behaviour prejudicial to the maintenance of the good order of the school environment which, if unaddressed, may incite anger or disrupt their peers.

RPI involves a proportionate degree of force where a pupil is showing an increased level of risk to themselves or others. At Oakfield House School the use of RPI is always used as a last resort where other means of de-escalation are unsuccessful and where the degree of risk has been appropriately assessed. The use of RPI as a strategy in the event of a situation that involves elevated risk will always be determined in reference to:

* The seriousness of the incident
* The relative risks arising from using a physical intervention compared to an alternative strategy.
* The age, needs, culture, background, gender, stature and medical history of the pupil
* The application of increasing or decreasing force in response to the pupil’s behaviour.

All of the above would be considered through Risk Assessment and Behaviour Planning, and subject to regular review and monitoring.

“Withdrawal” involves removing a young person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to return to their usual activities.

“Restraint” or “Restrictive Physical Intervention” involves the positive application of force with the intention of overpowering the client. The school interprets this to be, the positive application of force to prevent a child from acting in a particular way against their will or to make them do something they do not wish to do.

The school recognises that the use of force is only lawful if the circumstances of the particular incident warrant it i.e. that it is both necessary and in the best interest of the child. Further, it recognises that the degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be reasonable and the minimum needed to achieve the desired result.

Clearly, it is important that when staff are dealing with potentially dangerous situations involving especially difficult pupils, dynamic risk assessments will be undertaken to ensure their own safety and that of all the pupils for whom they are responsible.

Only those members of staff who have been trained in the use of agreed techniques, i.e. ‘SI’ (Safety Intervention), should, in the main, carry out the positive handling of pupils but the school acknowledges that everyone has a right to feel safe and as a result, in emergency situations, individuals who have not received the appropriate training may use reasonable responses to protect themselves from harm. The school ensures that it has access to qualified trainers and that regular training sessions are provided with the support of other qualified trainers. In addition, any technique used should be in line with information contained in the pupils’ Positive Handling Plan.

Note:

* All staff receive an initial SI training programme during induction. Further training, usually within 6 – 8 weeks of appointment, means all staff will normally hold a 12-hour training certificate.
* The school will operate a programme of training updates where significant changes to the SI strategies occur. In addition, the school will operate a cycle of holding a full 6-hour refresher course for all staff each year.
* The school maintains a register of staff who have completed the SI on their Management Information System, Cascade and training matrix
* The current SI instructors are Mr G.Carter and Ms. N.Grayshon

The training of staff in dealing with behaviour management should be in line with the recommendations of ‘SI’ and includes:

* Building and maintaining good relationships

1. Managing good behaviour through the interpretation of verbal and non-verbal cues, and conflict management techniques
2. De-escalation
3. The use of physical intervention.

Before using physical interventions, the following key points should be considered in relation to any given situation:

1. It is essential that the use of physical intervention is seen as a last resort. Every effort must be made to look for effective ways of working with pupils that do not involve using them. Pupils’ Positive Handling Plans should set out clearly strategies which should be followed;
2. The circumstances in which the use of force is appropriate can include those where it is imperative that pupils comply with instructions - for example to stop hitting another pupil or damaging property, or not leaving the room when repeatedly asked to do so, for their own safety;
3. In the overwhelming majority of cases, staff should first give pupils a warning, a clear direction and the opportunity to comply. The issue is not about whether staff can ever enforce compliance but rather in which circumstances it would be reasonable to do so;
4. It is not acceptable or justifiable to use force to obtain compliance because other strategies will not work or the issue is not serious enough to warrant it.

Whilst the use of physical intervention is generally deemed to be the last resort there are circumstances where this will not apply. Records of incidents involving particular pupils will sometimes show that there are set patterns to their behaviour which, if unchecked, will lead to it becoming dangerous or exceptionally disruptive. In these circumstances, it could be reasonable to exercise a mild degree of physical intervention at a relatively early stage. To ensure that this early intervention is only ever used when justified, records of incidents are regularly reviewed and used to inform the management strategies of the pupils concerned. Such use of force may include staff physically preventing a young child from running out onto a busy road.

All incidents of physical intervention are recorded and monitored rigorously. The school keeps detailed, contemporaneous, written reports of all interventions where any form of restrictive positive handling is used. Where incidents occur that result in a pupil having a restrictive hold being applied, on the same day of the incident, the pupil will be seen by a member of the SLT, a detailed report is submitted by a key members of staff involved in the incident and the parents/carers are informed of the incident one the same day or at the earliest possible time following. Thereafter, a post incident review is undertaken to support the pupil, the staff involved, rebuild relationships and ensure that lessons are learnt from the incident.

Full details of:

* Approaches to the positive handling of pupils and how these are monitored appear in Annex 1,
* How a positive handling situation is recorded appear in Annex 2,
* The description of how to fill a PIF form appears in Annex 2A,
* Annex 2B is the prompt sheet for the Pupil Post-incident review and reflection.
* Annex 2C is the prompt sheet for the Staff Post-incident review and reflection.
* The school’s Serious Incident Log and Sanctions Log procedures appear in Annex 3,
* The use of a Positive Handling Plan (PHP), an example of a PHP and the review document for a PHP appear in Annex 4.

1. **Rewards and Sanctions Statement**

Rewards and Sanctions form part of the School’s Behaviour Policy practices and procedures. Rewards should reinforce positive behaviour or recognise a good achievement across all learning environments. Sanctions should be consistently applied and explained to deter unacceptable behaviour.

**REWARDING SUCCESS**

Staff should adopt a positive approach to improving pupil behaviour. Such an approach must focus on rewarding effort, developing positive relationships and to help build pupil’s self-esteem. At Oakfield House, staff help to create an ethos of “Positive Achievement” in the following ways:

1. Personal praise and reward
2. Celebrating success in school assemblies
3. Displaying pupil’s work – classroom, school displays, website
4. Informing parents and carers of an individual’s success
5. Celebrating individual achievement of learning and behavioural targets
6. Pupil’s keeping personal records of achievement
7. The school will also reward pupils who are striving to improve their performance by rewarding “the pupil of the week”
8. Through the use of ‘class dojo’ (the system in which all points are logged, parents too have access to this) and bonus points

In addition, pupils are able to earn points during the school day issued by all education staff.

**How does the Point System work?**

* A Maximum of 10 points can be earned during the course of the lesson. The points are separated into three different sections and are awarded on the effort, the behaviour and the attainment of the personal target.

**Work**

4 points – Completion of extension work/activity

3 points – Fully completing the work/activity

2 points – Completing half of the work/activity

1 point – Attempting the work/activity

0 points – No participation in task/activity

**Behaviour**

5 points – excellent behaviour

4 points – very good behaviour

3 points – good behaviour

2 points –fair behaviour

0 points – removal/poor behaviour

**Personal Targets**

1 – Target met

0 – Target not met

* Points are discussed with each pupil at the end of each lesson.
* Bonus points are also awarded for exceptional levels of behaviour and/or achievement.
* Points are a logged by LSA’s and every week pupils with the following points will gain the following weekly activities:

292-350 = first choice

275-291 = second choice

260-274 = third choice

Below 259 = will complete missed work/restorative work.

* The reward trips generally include trips to the park, swimming and a number of other activities..
* Certificates will be awarded at the end of the week for the ‘Pupil of the Week’ and ‘Runner up’, ‘Congratulations’, Friendship Award’ and ‘Achievement’. This is determined in the staff morning briefing whereby a general consensus is agreed.
* Other rewards include school residential trips and also an end of year school trip.

**11.Unacceptable Behaviours and Sanctions**

**UNACCEPTABLE BEHAVIOUR includes:**

* Physical assaults
* Verbal abuse
* Play fighting
* Bullying and intimidation
* Discrimination and prejudice towards age, ability, gender and gender identity, race, sexual orientation or religion
* Smoking is NOT permitted and will be treated as a serious breach of the school code of conduct.
* Alcohol and the use of prohibited drugs will also be treated as a serious breach of the school’s rules.
* The intentional disruption of lessons will not be tolerated. All pupils are entitled to learn in their lessons; pupils preventing learning will face consequences.
* The use of mobile phones is prohibited in school; all phones should be kept at home or handed in to the pupil folders in the morning

**CONSEQUENCES & SANCTIONS**

The age, needs and abilities of the young person should be considered when applying sanctions. Staff must act reasonably, fairly, consistently and proportionately when administering a sanction. Staff should also evaluate the risks or special circumstances when administering a sanction.

The school will apply the following sanctions for breaches of the school’s standards of expected behaviour and for displaying any of the unacceptable behaviours listed below. The school will always consult parent/carers and local authority representative if any of the following may have to be considered and will attempt to be as supportive as possible during the exclusion process including regular communication with parents/carers and providing appropriate work for the young person.

**In class sanctions**

* Reminder
* Break time minutes
* Loss of points
* Removal (if pupil continues to be disruptive)

**Behaviours that lead to loss of break**

* Receiving 4 or more lost points in a lesson
* Verbal/physical aggression towards another person
* Spending a considerable amount of time out of class
* Racism

**Loss of Class Points**

* Loss of 5 points = 5 minutes loss of break
* Loss of 6/7 points = 10 minutes loss of break
* Loss of more than 8 points = full break lost

**If a pupil is physically aggressive to another pupil/member of staff, this is an automatic loss of the pupil’s next three breaktimes.**

**Offsite Bans**

* Persistent absconding
* Inappropriate behaviour in school vehicles (Refusal to wear seat belts etc.)

**Consideration of Fixed Term/Permanent Exclusion**

The school (Head of school/Head of Behaviour) will consider applying fixed term exclusions for continuous breaches of the following unacceptable behaviours:

* Violent physical assault on another individual that causes actual bodily harm
* Persistent Bullying, Racism, Sexism, Homophobic behaviour, Intimidation
* Persistent health and safety issues e.g. unsafe travel in transport to and from school, unsafe behaviour off site during the school day
* Use of alcohol or prohibited drugs
* Knowingly bring weapons onto the school site

**Considerations of police involvement**

The Senior Leadership Team only are permitted to sanction police involvement on the site of the school. Staff are entitled to consider police involvement but should inform and consult with the SLT before pursuing such action.

The school monitors sanctions for effectiveness of use and seeks pupil comment through sanctions records. A record of all serious sanctions is kept on the school’s behaviour tracking sheets

**Support after exclusion or concerning behaviours:**

An Individual Behaviour Plan and Reintegration Behaviour Contract is an agreement to monitor concerns after a period of exclusion or concerning behaviour. We initiate a meeting between school, pupil, and the pupil's parents/carers that sets limits for pupil behaviour, rewards good choices, and outlines consequences for poor choices.

The meeting should discuss ways of avoiding further exclusions. For some pupils setting up a Pastoral Support Programme may be suggested (see below). A parenting contract with support for you may also be suggested (see below).

We focus on 1-3 particular behaviours that we would like to see change. Our aim is to take steps toward improvement so that it feels more "do-able" to the pupil. We emphasise that the parent, pupil, and school are all part of the same team. The method to be used on a daily basis for monitoring pupil behaviour includes a contract signed by all parties that will state rewards and consequences that correlate with behaviour choices. Good school-to-home communication helps significantly with progress with pupils. The pupil is asked for input which encourages him to connect into the process even further.

Teachers are consistent with the pupil in the classroom, adhering to the wording of the behaviour contract agreement, emphasising the positives that come along with good behaviour choices and encouraging the pupil to get used to new habits of good behaviour.

The school will make every attempt to promote positive behaviour. The school hopes that by promoting positive behaviour all pupils will access the wide range of rewards and incentives available.

**Alternatives to exclusion**

Exclusion should not be used if there are possible alternative solutions available. Examples of alternatives to exclusion schools may want to try include:

a) Using a restorative justice process, which enables an offender to redress the harm that has been done to a ‘victim’, and enables all parties with a stake in the outcome to participate fully in the process. This has been used successfully to resolve situations that could otherwise lead to exclusion.

b) Internal exclusion (also known as internal seclusion), which can be used to diffuse situations that occur in school that require a pupil to be removed from class but may not require exclusion from the school premises. The exclusion could be to a designated area within the school, with appropriate support, or to another class on a temporary basis, and may continue during break periods.

c) A managed move. If a school feels that it can no longer manage the behaviour of a particular pupil, the school may ask another school to take over his or her education. This should only be done with the full knowledge and co-operation of all parties involved, including the parents and the LEA, and in circumstances where it is in the best interests of the pupil concerned. Parents should never be pressured into removing their child from school under threat of a permanent exclusion, nor should pupils be deleted from the school roll to encourage them to find another school place. Section 9 of the Education (Pupil Registration) Regulations 1995 details the only lawful grounds for deleting a pupil's name from the school roll.

**12 Expected Standards of Pupil Behaviour;**

Oakfield House School will provide clear behaviour guidelines to Pupils and Parents, with regards the Schools expectations. The school sets high standards of behaviour from pupils both in and out of school, the following is a code of conduct for pupils;

* Pupils are expected to be polite, respectful and use appropriate language at all times with staff, other pupils and visitors
* Pupils are expected to cooperate and comply with staff requests and instructions at all times
* Pupils are expected to engage positively in all lessons, completing set work and requesting support appropriately
* Pupils are expected to achieve their potential and apply themselves across all aspects of the curriculum
* Pupils are expected to cooperate and comply with Health and Safety requirements e.g. the wearing of protective clothing in Science, Art and DFT lessons
* Pupils are expected to cooperate and comply with the school’s policies and procedures on mobile phones, smoking (Oakfield House is a ‘no smoking’ school), the use of the internet, weapons and drugs
* Pupils are expected to uphold the good reputation of the school
* Pupils are expected to behave appropriately and engage with staff and the active positively during unstructured times of the day and educational visits
* Pupils are expected to refrain from any acts of intimidation, threats or acts of aggression towards other pupils, visitors, members of the public and staff
* Pupils are expected to cooperate and comply with the Equality and Diversity Act 2010, which stipulates that all members of the school community respect SEN, religious faith and beliefs, race/ethnicity, sexual orientation, gender and immigration status

Every pupil will be expected to follow the classroom expectations as set out below:

**Classroom Expectations**

1. Pay attention and follow instructions.
2. Respect others, their space and their belongings.
3. Treat everyone equally.
4. Use positive language and remember – ‘please’, ‘thank-you’, an ‘excuse me’.
5. Be honest.

**Annex 1**

**Positive Handling of Pupils**

The school accepts that despite our philosophy, ethos and experience, pupils may on occasion be unable to responsibly control their own actions. All parties must agree that, for the pupils’ own welfare, there is the need for Positive handling in some circumstances and set procedures; relating to this that must be followed. Presented below are the procedures adopted by our school, which include:

Stage 1. De-escalation and Avoidance tactics.

Stage 2. When positive handling may be required,

Stage 3. Agreed methods of positive handling.

Stage 4. Recording a positive handling incident.

Stage 5. Systems for further action.

Stage 1. Avoidance Tactics.

The positive handling of a pupil is not desirable and should be avoided whenever possible. Aspects of effective de-escalation and avoidance tactics include:

1. Staff recognising the signs displayed by individuals prior to a difficult situation occurring
2. The use of extensive and varied de-escalation techniques, such as change of staff or environment and distraction
3. The use of a variety of responses by staff in order to defuse a situation or reduce the risk of a situation escalating
4. The use of the information gathered at the referral, the interview and at the home visit in the form of a Pupil Summary Report to ensure all staff are aware of each individual pupil’s potential difficulties.

**Stage 2. When positive handling may be required.**

Positive handling will be used in the following circumstances and, normally, only when all other practical options have been exhausted. It is important that staff attempt all possible methods outlined in Stage 1 before proceeding to Stage 2.

Positive handling may be required when pupils are involved in: -

* Committing an offence;
* Causing personal injury to themselves or others, or the likelihood of such an occurrence;
* Significant damage to property, or the likelihood of such an occurrence;
* Engaging in any behaviour prejudicial to the maintenance of the good order of the school environment which, if unaddressed, may incite, anger or disrupt their peers.

**Stage 3. Agreed Methods of Positive Handling.**

Where possible the positive handling of pupils is always avoided, however if pupils who are identified in Stage 2 of this procedure refuse to respond to verbal requests then all staff will use the graded and gradual approach to physical intervention as set out by SI and in which all staff are trained.

When using SI there are six basic principles;

1. The safety of the child and staff member is of paramount importance,
2. The minimum of physical force is used for the minimal amount of time,
3. The purpose of the interaction is to limit the harm the pupil can do to themselves or others and property,
4. The positive handling is employed to contain the situation until the pupils’ self-control is regained,
5. The staff must retain control in a positive handling situation,
6. The security and safety of all children in the school is of paramount importance.

The following is an example of a typical basic sequential format. It is unlikely that once the positive handling of a pupil becomes unavoidable that this sequence will be adequate for all situations and therefore must be looked upon as a general indication as to what methods are acceptable.

**Note:** In exceptional circumstances, where:

* The intensity and duration of a pupils behaviour is deemed excessive, and/or
* There is a clear health and safety risk to staff and/or other pupils, and/or
* A criminal offence has been, or is likely to be, committed, the police may be called to deal with the incident.

Option 1.

Where possible do not actually physically hold the pupil. Try the following techniques:

1. If the pupil is sitting then hold the arm of the chair and stand close to the pupil,
2. Allow the pupil to stay in a corner of a room in his/her own space, or
3. In a withdrawal room, put yourself between the pupil and the exit.

Option 2.

To be used in conjunction with option 1 but to be moved on to if staff feel it is necessary to hold the pupil. This should initially only be a minimum token of physical control, for example gently guiding a child using ‘friendly hold’ or ‘low level SI’. From this point as soon as possible revert to option 1. (These actions must be recorded in the agreed manner.)

Option 3.

From this point the situation must be fully recorded on a PIF form at the appropriate level. This is when more obvious control of the pupil is required, for example the use of two-person response eg. ‘Medium Level SI Seated’. Alternatively, when responding with smaller pupils it is often more appropriate to hold the upper body and arms as in the ‘SI small person hold’ technique. Care needs to be taken to ensure the child does not kick or head butt.

**The approaches learned from INSET delivered by SI instructors must be followed at all times.**

Negotiation.

During any of these options staff should continually talk to the pupil, explaining what is happening and why, while always providing an option of a way out of the situation. If a pupil is unwilling to negotiate with a member of staff, then a different member of staff should negotiate with the pupil. Replacement staff should also take over if/when the presence of an individual member of staff is thought inflammatory.

Pupils will return to programmes as soon as they are judged fit to do so by the school behaviour support managers. This decision will be made as part of a process of negotiation and will relate to the pupils’ verbal and non-verbal responses**.** An appropriate return to programme will be agreed**.**

Stage 4. All positive handling situations will be recorded, as appropriate, in:

1. Physical Intervention Log
2. Physical Intervention Form on Sleuth
3. the Serious Incident Log

The PIF forms will be completed using the procedures set out in Annex 2.

Stage 5 Serious Incident Log and Sanctions Log

The Serious Incident Log holds details of all physical interventions, injuries to pupils, absconsions, serious incidents, and any other events considered appropriate by the Senior Leadership Team.

The Sanctions Log holds details of all loss of breaks and is reviewed at regular meetings between the Head of School and the Pupil Support Team, where issues and concerns are raised and discussed.

The monitoring of physical interventions

All physical interventions at any level are recorded on the Sleuth system.

The information recorded in the log allows incidents relating to specific pupils to be tracked. This data can then be used to review approaches to the management of particular pupil’s behaviour and new Positive Handling Plans to be developed.

The positive handling log is stored on the school’s server.

It is the responsibility of the Head of School to review all records and to raise any issues with the appropriate person i.e.

* Pupil
* Member of staff
* Safeguarding Officer
* Parent/carer
* Regional Director

The Head of School may decide to raise such issues with:

* Local Authority representatives
* Social Care representatives or
* Any other agency involved.

A daily management team meeting is held, during which any incident of physical management may be discussed. Fortnightly whole staff meetings are held where ongoing concerns can be addressed and PHP reviewed. The Head of School regularly reviews the Physical Intervention Log and takes any necessary action.

## Annex 2

**Recording a positive handling situation**

Oakfield House School accepts the definition of restrictive physical intervention as “the positive application of force with the intention of overpowering the client.” (DOH “Permissible Forms of Control” 4/93…Section 5.2). The school will record all incidents where force is used to control the pupil. There are, however, occasions where it is necessary to use physical interventions that do not require the “overpowering” of the pupil e.g. in incidents that use prompts and guides. These incidents will not routinely be recorded unless there is a cause for concern.

**Annex 2A**

Completing the PIF

Staff are responsible for informing the Behaviour Support Team of any incident they are involved with. The Behaviour Support Team will agree from the list of staff involved with the intervention which person will be responsible for completing the appropriate sections of the form. The RPI form on Sleuth MUST be completed on the same day the incident occurs. The pupil will be interviewed by a member of the SLT and the parent/carer will be informed of the incident. The member of the SLT who interviewed the pupil will read the submitted report within 24 hours to determine if there is a safeguarding concern. Part C of the form will be completed within 48 hours of the incident occurring. Part G will be included into the pupil’s file and a body map, if the pupil receives any injuries, will also be completed and filed both in the incident record and the pupil’s file.

Note: All sections of the form must be completed.

If the senior manager is dissatisfied with the completion of the form the member of staff involved will be asked to discuss the matter and ensure all aspects of the form are completed appropriately.

**Annex 2B**

**Prompt sheet for Pupil Post-incident Review and Reflection**

To maximise the support given to the pupil, the post-incident review should take place before the member of the Senior Leadership Team responsible for evaluating the incident receives the staff report.

* Ask the pupil for their version of events
* Ask whether the pupil has sustained any actual/potential injuries
* Discuss any triggers and attempt to get the pupil to reflect on how the incident could have been avoided
* Does the pupil think that the staff responses were reasonable and proportionate to the behaviours being displayed? If not, record their reasons
* Does the pupil wish to make a complaint about how the incident was managed? If yes, the intervention is to be recorded at level 2.
* Make a judgement whether a staff-pupil relationship is damaged and make plans to repair this relationship
* Explain to pupil that this review will be shared with members of staff involved in the incident
* Agreed follow-up actions

**Annex 2C**

**Prompt sheet for Staff Post-Incident Review and Reflection**

This post-incident review is to take place by the member of the Senior Leadership Team responsible for evaluating the incident after the Pupil Post-Incident Review and Reflection.

* Clarify any points for discussion from the incident report.

Pointers

* + - Was a two-person response used? If not, why?
    - Get staff to discuss the trigger and how this was identified and managed.
    - Was pupil managed in-line with their PHP?
    - Were graded and gradual responses used?
    - Was the invention necessary, reasonable and in the best interest of the child?
* Did the member of staff receive any injures?
* Reflection of the incident
  + - How could the incident be managed differently?
    - Share the pupil’s view with the member of staff
* Implications for the Pupil’s PHP?
* Agreed follow-up actions

**Annex 3**

**The Serious Incident Log and the Sanctions Log**

The school will keep up to date records of serious incidents and sanctions. The Behaviour Support Team is responsible for the daily tracking of pupils’ loss of breaks, missed lessons, physical intervention and pupils invited on reward trips. The log is stored electronically on the school server and is accessed by the Senior Management Team and The Pupil Support Team.

In addition, members of staff record any of the following incidents, onto SLEUTH –

* Sexual Harassment & Inappropriate Sexual Comments
* Racist Comments
* Bullying Incidents
* Cause of Concerns
* Serious Incidents.

The Pupil Support Manager and Designated Safeguarding lead respond to these incidents accordingly.

**Annex 4**

**Using the Positive Handling Plan**

**Guidelines**

1. PHPs to be produced following:
2. An assessment of information gathered from the pupil referral, the school based interview and home visit which indicates that there is a risk of physical intervention being required,
3. Following a series of physical interventions which are concentrated over a relatively short period of time.
4. Following any serious incident
5. PHPs to be reviewed half-termly.
6. Pupils to be consulted when drawing up and reviewing PHPs.
7. A register of pupils with PHPs and copies of current PHPs and to be kept centrally.
8. Copies of PHPs to be kept by appropriate staff and in pupil’s files.
9. All staff to be aware of contents of PHPs for health and safety purposes.



Positive Handling Plan

**My Positive Handling Plan**

Pupil Name

**My Circle of Support** (the people who are important to me, my friends and the people who help and support me)

**Primary Preventative Interventions**

What is important to me? What works for me? What keeps me active and engaged?

What doesn’t work for me? What do I find unpleasant or distressing?

**Triggers/Background Factors (Triggers that cause my behaviour to escalate)**

**Secondary Preventive Interventions (what helps me to manage my triggers/de-escalate my risk behaviours)**

**Anxiety Level Supportive Approaches**

**Defensive Level Directive Approaches**

**Risk or Crisis Behaviour (Crisis behaviour which is likely to cause harm to self or other)**

**Risk Behaviours:**

**Preferred Strategies:**

**Necessary restrictive interventions staff may need to use:**

**To minimise distress during physical interventions staff should:**

**Post-Crisis Support (how to help manage my emotions after a crisis event)**

**Tension Reduction Therapeutic Rapport**

**Reviewed September 2021**