



## Oak Lodge School

### Relationships and Behaviour Policy

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## Ethos and Introduction

We are committed to ensuring that all individuals within the Oak Lodge School Community expects and actively promotes positive behaviour which allows all its members to learn and work together in an environment where everyone feels safe, secure and valued. Oak Lodge fosters a culture of high expectations in behaviour, personal development and academic/vocational success. Celebration of personal achievement and the achievement of others is at the core of our ethos and our approach to behaviour.

Behaviour management at Oak Lodge is centred on promoting and reinforcing positive behaviour through praise, recognition and encouragement whilst discouraging inappropriate behaviour through de-escalation strategies, the use of Restorative Approaches and a variety of suitable sanctions. Good teaching depends on developing and managing relationships through articulating clear expectations, thorough lesson planning and effective feedback, all of which are critical factors on successful classroom management. All staff are expected to have a good knowledge of their students, especially their individual learning, social and emotional needs. Lessons should be appropriately differentiated to enable all students to access and engage with the learning.

Achieving good relationships in school depends on every staff member understanding: that adults need to model the behaviour they wish to see from pupils, that good behaviour needs to be taught as much as academic content, that lapses in behaviour can be a learning opportunity for students to develop their emotional literacy and that positive relationships are at the heart of learning. We are a Restorative School and all staff are expected to use restorative process as a starting point for resolving issues.

## Aims

- ❖ To support the ethos of the school in promoting positive relationships, fostering equal opportunity and raising attainment for all.
- ❖ To provide a safe environment; free from disruption, violence, bullying and any form of harassment.
- ❖ To develop an understanding of how good behaviour and positive attitudes contribute to school life, adult life and work.
- ❖ To ensure that Restorative Processes are the starting point for resolving all conflict.
- ❖ To provide a framework for rewards and sanctions that is communicated and is consistently applied across the Oak Lodge Community
- ❖ To encourage positive relationships with parents/carers in order to develop a collaborative approach to good behaviour and attitudes.
- ❖ To use data from behaviour recorded systems to inform early interventions.

## Ensuring a positive learning community: Responsibilities

### **Governors and School Responsibility**

- Ensure the whole service community has access to and follows the Behaviour Policy which establishes and communicates measures to ensure good order, respect and discipline
- Promote the Equalities Policy to ensure no one is discriminated on the grounds of race, gender disability or sexual orientation, and that it promotes good relations between different communities
- Ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies
- Support, praise and reward students' good behaviour
- Apply sanctions fairly, consistently, proportionately and reasonably – taking into account SEN, disability and the needs of vulnerable children and offering support as appropriate
- Take all reasonable measures to protect the safety and wellbeing of staff and students including preventing all forms of bullying and dealing effectively with reports and complaints about bullying
- Ensure staff are professional at all times and follow the code of conduct.
- Promote positive behaviour through active development of students' social, emotional and behavioural skills
- Keep pastoral teachers informed of student's behaviour
- Support a culture of respect by supporting their staff's authority to sanction inappropriate or dangerous conduct by pupils
- Ensure Governors and head teacher follow the Wandsworth Guidelines to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation
- Develop staff skills in managing behaviour through CPD opportunities as needed

### **Students' Responsibility**

Students will be expected to:

- attend school regularly

- arrive on time to lessons
- be good role models on and off-site
- wear the correct uniform, except in Sixth Form where students are expected to dress appropriately for the educational setting they are in.
- show respect and care to all school staff, pupils, students, school property and the school environment
- bring the right equipment for lessons
- complete all class work and homework to the best of their abilities and submit it on time
- follow the **Oak Lodge Behaviour Agreement (Appendix 6)**

### **Staff Responsibility**

All staff are at the heart of the behaviour management systems.

Staff will be expected to:

- arrive on time and fully prepared to their lessons
- promote and reinforce positive behaviour in the classroom adapting their approach to meet the needs of all
- deliver a suitably planned and structured lesson which meets all needs
- deal with incidents of inappropriate behaviour by following the Behaviour Policy
- Follow the Restorative Approach to Behaviour
- Create and or uphold classroom guidelines.
- Follow the Professional Code of Conduct

### **Parents/Guardians Responsibility**

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour
- ensure their child attends school regularly throughout term time and inform the school of any absences
- ensure that as far as possible medical and dental appointments are made out of school hours
- avoid taking their child on holiday during term time
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure pupils/students come to school correctly equipped and prepared to work
- support the completion of homework by ensuring time space and resources are made available to pupils/students

## **Readiness and Approaches**

- a) **Our relationships with each other** are supported by our Code of Conduct. This provides a framework to help us to provide good models of behaviour at all times for our children and young people.
- b) **The quality of our relationships with our children and young people.** These relationships are crucial. Each adult is a significant adult for our children and young people. To foster successful, enabling relationships we:
  - Actively build trust and rapport
  - Have high expectations for all children and young people

- Treat children and young people with dignity and respect at all times
- Listen respectfully to the child or young person
- Invest in your relationships with the children and have fun together
- Identify the strengths in the child or young person – identify these with the child and build on it.
- Name and manage your own emotional reactions to children and young people’s behaviour, i.e. demonstrate emotionally intelligent behaviour.
- Seek help if you are finding it difficult to manage your feelings about a child or young person
- Quietly but firmly hold appropriate boundaries for the children and young people
- Seek support from wider professional networks to problem-solve challenging behavior as soon as it is presented.

**Classroom Practice** see Appendix 7 for De-escalation strategies

Good work, good behaviour and attendance by the students are recognised and rewarded. Teaching staff will employ a variety of techniques to promote good behaviour. These include:

- Proximity praise
- Modelling
- Rewards
- Differentiated curriculum
- Individual contracts
- Sensitivity to seating arrangements
- Considering whether classroom door should remain open or closed
- Staff are informed about relevant student issues in morning briefing
- Asking for learning mentor support on particular occasions

### Equal opportunities

Under the Equality Act the Oak Lodge Community acknowledges their legal duty to make ‘reasonable adjustments’ to practice and policy for children with SEND/EAL. The Equality Act 2010 is clear that schools must make reasonable adjustments to ensure SEND/EAL children are not placed at a substantial disadvantage. This includes making reasonable adjustments in the application of a behaviour policy, to ensure discipline procedures do not discriminate against students who may have a condition that impacts upon their behaviour, such as autism, ADHD etc. It also means ensuring staff working with SEND/EAL students have appropriate training to adjust their practice.

Teachers should seek to identify the underlying cause of behaviour (for example an unmet educational need) and put in place measures to address the cause, to prevent the behaviour from re-occurring. This allows ‘triggers’ for challenging behaviour to be identified and avoided, prevents challenging behaviour persisting or worsening and ensures that students who are displaying challenging behaviour because of an underlying educational need are not discriminated against

### Rewards and Recognition

At the centre of our student rewards system is the firm belief that any ‘reward’ that is given is a sign of recognition for a students’ effort, contribution to learning and progress, aligned with our school ethos. This approach is based on developing students’ desire to learn. Pupils are encouraged to suggest their own rewards and incentives through Pastoral feedback, the School Council and Sports Council.

Year 7 - 6th Form Reward Programme:

It is important that achievement and positive learning behaviours are recognised and praised. However it is key that we do not create a 'one size fits all approach'. Each subject teacher and pastoral teacher is encouraged to develop their own reward systems according to individual pupil needs. It is also important to note that some pupils can find the concept of celebrating their successes publicly upsetting or patronising and so individual approach is necessary.

## Whole school reward programme (Appendix 5)

**Merits**

- Merits are awarded for positive attitude to learning. *These are recorded on class 'Dojo'.*
- On average a Maximum of 3 'dojo's per lesson. For higher achievement than normal for a pupil, an additional merit can be awarded.

**Personal Learning Targets**

- An increase of greater 80% towards next B squared level in one academic year will be certificated for 'Outstanding Academic Achievement'
- Remarkable progress in EHCP short-term targets will be certificated for 'Outstanding Personal Achievement'

**Additional Awards**

- **Jack Petchey Award Programme**
- **House Competition:** All members of the school community are put in wither Sun, Forest or Sky house. Several competitions run throughout the year.

Celebration of Self and Others Achievement Reward Programme			
Frequency	Award	Reason	Reward
Every lesson	Merits	Awarded every time you show a Positive attitude to your learning, exceptional effort, and achievement.	Added to communication diary each lesson.
Weekly	Merit Certificates	Top 8 students who have been awarded the most merits for the week	Weekly Celebration of Achievement presented in assembly.  Whole school recognition of success.  Text home to family
Half Term	Merits	For all pupils who have shown a positive attitude to their learning	Free Time Afternoon
Each term	Merits Reward Trip	Top 8 students who have been awarded the most merits for the term. (COVID dependant)	Whole school recognition at the 'Celebration of Achievement Assembly.' Text home to family. Reward trip in final week.
	End of term disco	Over 400 merits at the end of the term.	End of term: Disco
	Attendance	Recognition of 99%- 100% attendance and punctuality to lessons	Certificates and special breakfast at the end of each term
	Jack Petchey Award	Special Contribution to the school community	A pupil is awarded the Jack Petchey prize outstanding achievement.
Annual	House Competition	To develop team work and social skills all pupils and staff belong to one of three houses: Sky, Sun and Forest. Every merit a pupil is awarded goes towards the house merit total.	Prize Giving afternoon with whole school community.  Winning house will attend a reward trip to celebrate
	Prize Giving	Annual Awards for Achievement across the year	

### Phoenix House Residential Rewards and Incentives

Students are encouraged to be involved in deciding appropriate rewards for achievements. These are reviewed annually. They are displayed in the communal areas and include:

- Student of the half term - £10 voucher awarded to the student who displays behaviour that promotes supportive, good role modelling, responsibility and has a varied active life while in residence
- Completion of Free Walk Reward – Students are awarded with a free trip of their choice (within reason) for 2
- Achieving AQA awards – Students are awarded with £5 voucher of their choice on completion of their termly AQA's
- Prizegiving – Students have the opportunity to win 2 cups. The Aspire, Believe, Achieve Cup and the Making Progress Cup
- End of Year Trip – All students get the opportunity to come together for the end of year trip to a venue of their choice.

## Respectful Touch

### Respectful Touch

Respectful touch is important for behaviour, safeguarding and communication.

### Deaf Pupils/Staff

Unlike hearing people, the attention of many deaf people cannot be gained by calling their name. Acceptable ways of attracting the attention of individual or groups of deaf people include:

- lightly tapping the table in front of the individual(s)
- standing in front of the individual(s) in question and waiting for them to look up
- waving
- flashing the lights ONCE (*repeated flashing can temporarily 'blind' pupils with Usher Syndrome or other significant VI needs*)
- gently tapping the individual on the top of the shoulder, or upper arm, once or twice with the flat of your fingertips (*note: the shoulder is considered as a 'public' body zone – but only for communication reasons - in deaf and deafblind people*)
- initiating a 'tapping chain' to gain the attention of all individuals in a group
- stamping on the floor to create vibrations to attract the attention of a large, scattered group of individuals, e.g. in the Hall
- in an emergency, it is acceptable to quickly and firmly place your hand with the flat of the palm downwards on an individual's shoulder (this is the touch equivalent of calling out loudly) to convey urgency

Some pupils may arrive at Oak Lodge with misconceptions about acceptable touch for gaining attention. In order to keep such misunderstandings to a minimum, the ways in which attention is gained are shared with, and explained, to pupils soon after their first arrival at Oak Lodge School.

### **Deafblind or Visually Impaired Pupils/Staff**

Pupils who are deafblind or multi-sensory impaired (MSI) have a broad spectrum of needs depending upon their levels of residual hearing and vision and the complex interaction of their other needs with these. For this reason each pupil's perception of, and use of touch, is likely to be very individual. The onus is on those around these pupils to treat Touch as a potentially vital access tool for a deafblind student and be respectful in their use of this sensory mode with such students.

Deafblind people have unique learning, mobility and communication challenges, due to their dual sensory loss. They may use touch in idiosyncratic ways to explore objects and the environment, to perceive feelings and to act and communicate. Deafblind or visually impaired pupils may use touch in order to access and comprehend their environment and to ensure their safety.

### Learning

It is through the sense of touch that we process the tactile information of our environment developing our tactile perception and tactile cognition - everything we do, including sitting, walking, and feeling pain, depends on touch. Touch helps us to feel sensations and emotions, perceive our world and communicate.

### Mobility

Moving around safely and getting to where you want to go can be challenging to a deafblind person. For example, partially sighted people who travel independently rely on their hearing. But with further hearing loss, hazards increase. Deafblind people may require support e.g. mobility aids, Intervenor support or a sighted guide. Advice from a specialist in mobility for deafblind students would be very helpful.

There is a 'best-practice' way of guiding a deafblind person for those requiring a sighted guide:

- The deafblind person takes hold of your arm just above the elbow, four fingers on the inside, thumb on the outside; the grip should be firm.
- You should keep your arm relaxed and close to the side of your body.
- You should remain half a step ahead of the person you are guiding.
- Give brief but clear verbal instructions/signs or touch cues if necessary, mention appropriate hazards and say if there are steps or kerbs up or down.
- If you have to leave the person you're guiding at any time, let them know and leave them in contact with a solid object, such as a wall.

### Communication

Communication presents a unique challenge to the deafblind individual, family, friends, and all involved in that person's life. People who are deafblind may use many different methods of communication including 'Hand under Hand' signing and the use of objects of reference, etc. The method chosen will depend upon the amount of residual sight and hearing, the age of onset for the vision and hearing loss and the specific needs of the individual child.

**Relationship and Behaviour Development: Restorative Practice**

### **A brief introduction to Restorative Practice**

Restorative Process (RP) is based on the principles of restorative justice (RJ), which is a way of repairing harm that has its roots in a number of ancient cultures including Native American, Maori, Aboriginal and Anglo-Saxon.

In the school context there is growing recognition of the importance of building and maintaining positive relationships in order that effective learning can take place.

A key restorative principle is that where an event causes harm to any member of a community, a way needs to be found to repair that harm; in order to do so, those affected need an opportunity to express their needs, and those who perpetrated the harm need an opportunity to make amends.

Cameron and Thorsborne (2001) explain this well in relation to education:

*'Restorative justice in the school setting views misconduct, not as school-rule-breaking and therefore a violation of the institution, but as a violation against people and relationships in the school and in the wider school community. Restorative justice means that the harm done to people and relationships needs to be explored and that harm needs to be repaired.'*

Incidents in schools that are dealt with restoratively provide opportunities for harm to be repaired. The process takes place when all parties are in agreement that they want to address the harm in this way and in particular, it is important that the person causing harm accepts that s/he has done so, is ready to be held accountable and wants to repair the wrong-doing. This is a different perspective to the simple application of sanctions, but it does not preclude their use as part of an overall restorative behaviour management system.

Where possible, restorative process brings together those harmed and those who cause harm who, through the restorative process, are faced with the impact of their actions. The judgement of staff involved as to the readiness of the person causing harm and the sensitive and supportive management of the resulting shame are important elements of the process, which can bring genuine changes in attitude and future behaviour. At the same time those who have been harmed have an opportunity to express themselves and to have a say in how the matter is resolved – part of their healing process. An agreement is formed by all parties, with the commitment of all present and includes a shared understanding of the consequences of any breach of this agreement.

If it is not possible to bring together harmed and harmer, restorative processes can also enable the harm, and ways of repairing it, to be explored. Many processes are based on a simple series of questions which can be used in a variety of settings, from small-scale conversations in corridors or classrooms to large conferences involving families and community members, or with whole classes.

- *What has happened?*
- *What were you thinking/feeling at the time? And now?*
- *Who has been affected by what happened? How have they been affected?*
- *What is needed to make this right?*
- *How can we make sure this doesn't happen again?*

(Adapted from) Lewisham Restorative Approaches Partnership- Evaluative Review September 2005

### **Restorative Procedures following Level 2 behaviours incidents**

For all Key Stages, 3-5, the first response for all staff is to use proactive de-escalation strategies to combat a behaviour problem before it occurs. These strategies create a sound routine, clear expectations and coping strategies designed to reduce frustration and outbursts. Strategic planning is key to proactive interventions rather than having to react to the behaviour problem. Proactive

behaviour management is the foundation of good behaviour however, reactive techniques are also at times necessary:

It is the responsibility of teachers and teaching assistants to manage minor incidents in the following ways

**Refer to the following appendixes for additional information.**

[Appendix 2 'Restorative Level 2 Procedures'](#)

[Appendix 3 'Level 2 behaviour stages and procedures'](#)

[Appendix 7 'De-escalation strategies'](#)

### **Wellbeing Team, Senior Management and Senior Leadership Teams Intervention and Support**

In the first instance of Level 2 Behaviours escort pupil to the [Wellbeing Room](#), however if pupils behaviour is causing greater or immediate concern get a teaching assistant to get a [Wellbeing mentor](#) or members of the Senior Management and Senior Leadership teams

Depending upon the situation the pupil/student may be:

- removed from the class for a period of time
- given an intervention session: time dependent on incident
- given a fixed-term exclusion\* see below
- permanently excluded\* see below

\*Note that exclusion is an extreme sanction and is only administered by the Head teacher or, in the absence of the Head teacher, the Deputy Head who is acting in that role.

#### **All Staff**

All members of staff are available to support colleagues during a crisis situation with a pupil.

[All staff are required to record any behaviour or safeguarding incidents on My Concern.](#)

The Safeguarding Team will monitor and review behaviour/wellbeing incidents on a daily basis. These will then be discussed at the weekly [Safeguarding and Wellbeing Team meetings](#).

The Learning Mentor will keep records up-to-date and refer upwards as necessary.  
See Appendix

**Rachel to update**

### **Phoenix House Restorative Approaches/Sanction Procedure**

#### Introduction

At Phoenix House, we aim to assist students to improve their behaviour, but also to understand what triggers the behaviour. In addition to this, we look at educating the students



to develop strategies for managing behaviour in the future. For lower level behaviour, we use restorative approaches with the students, but for more serious behaviour, we use a student agreed sanction, as well as the restorative approach.

Strategy

Low Level Behaviour
1. One member of staff meets with all the students 1-1.
2. Use the 5 questions (see separate sheet), adjust language to meet the ability of the students.
3. Bring all the students together and discuss, use 5 questions again, if needed. Create resources if needed.
4. Film feedback from student(s)
5. Copy the video and any resources into G: Residential/Restorative Approaches and Sanctions. Create a folder with the date, and students involved e.g. "MAA Red Night 18.10.16"

High Level Behaviour
1. One member of staff meets with all the students 1-1.
2. Use the 5 questions (see separate sheet), adjust language to meet the ability of the students.
3. Bring all the students together and discuss, use 5 questions again, if needed.
4. Ask student what sanction they think is appropriate. Agree sanction with student(s) e.g. red night, missing activity, no computer/ps4 for a week
5. Assist student to make resources to help them manage behaviour better in the future
6. Film feedback from student(s)
7. Copy the video and any resources into G: Residential/Restorative Approaches and Sanctions. Create a folder with the date, and students involved e.g. "MAA Red Night 18.10.16"
8. Record in the 'Restorative Approaches and Sanctions' book

<b>Social Emotional Mental Health Provision</b>
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**Wellbeing and Behaviour:**

- The Safeguarding and Wellbeing Team meet on a weekly basis to monitor and analyse reports recorded on My Concern. They also monitor and evaluate the impact of therapy and intervention programmes,
- Wellbeing and Sensory room to support pupils' social and emotional regulation in school.
- Wellbeing mentors provide 1:1 personalised support for pupils with ASD / ADHD/ PDA.
- Students with complex SEMH needs are given a Positive Behaviour Plan and adapted curriculums.

- We follow a restorative approach to behavioural incidents, ensuring that a good student-staff relationship is maintained.
- Online Safety and Anti-bullying week projects and awareness for all pupils.

#### **Mental Health:**

- Talk and Draw therapy to support pupils with complex communication needs.
- Pupils/Students requiring specialist mental health support may be referred to the NDCAMHS for assessment and support. Students over 18 can be referred to the adult services.
- Mental Health awareness week and workshops for pupils

#### **Family Support:**

- Royal Association for the Deaf (RAD) outreach family support worker available for vulnerable families.
- Family Signing Classes and termly parenting workshops.
- Links with the deaf community – Remark deaf play schemes, youth clubs and NDCS projects

#### **Residential:**

- Providing full-time or part-time respite care to accommodate students.
- Promoting independence and life skills.
- Develop social skills with other peers including activities on-site and off-site/trips.
- Staff providing 1-1 support and personalised support plans

### **Anti-Bullying and Cyberbullying: Guidance and Intervention**

All children, young people and adults have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying.

#### **What is Bullying?**

Bullying is behaviour which can be defined as **repeated attacks**, physical, psychological, or verbal, by others on an individual with the conscious and intentional purpose of causing distress for their own gain or gratification. These series of hostile acts will be planned and systematic.

Bullying is as an action which makes a person feel uncomfortable, insecure or threatened. It is a serious offence and is completely unacceptable.

Bullying is not **occasional** disagreements between peers, arguments or fighting. It would not include isolated outbursts by individuals who lack the cognitive ability to appreciate the full nature of the hurt caused.

Pupils/students are made aware of what bullying is and how and where to get support through Anti-bullying week, pastoral sessions and Emotions lessons.

#### **Intervention**

Each case will be treated individually and, depending on the circumstances, the following strategies will be implemented:

- **Restorative 1:1 Conversation:** with all the pupils/students involved plus any witnesses. This information is recorded and logged. Using the 5 restorative questions. (adapted where necessary)

- **Parents/Carers:** staff will inform the parents/carers of both the harmed and the harmer by telephone, home school diary or letter and may invite them to a meeting.
- **Additional Learning Support:** pupils/students who are known to be using bullying techniques within the school are referred for additional support where they receive 1:1 work – setting targets, aims and expectations. **The Wellbeing Team will create Positive Behaviour Plans for identified students.**
- **Mentoring and support:** pupils/students who have been harmed by bullying have an option to receive mentoring from 1:1 staff or external agency.
- **Outside agencies:** when appropriate involve other agencies on behalf of the harmed or the harmer.
- **Behaviour and Child Welfare system:** **Wellbeing Team and Safeguarding Team to monitor reports recorded on My Concern.**
- **Follow up:** regular follow up with harmed to check on their well-being by e.g. Pastoral Teacher, Residential Staff and teacher responsible for Child Welfare and Protection
- **Peers support:** pupils/students who have been harmed by bullying will be offered a variety of peer support for example playground buddies, organised supervised play, circle of friends. *6<sup>th</sup> Form students will discuss appropriate peer support during pastoral and PSHE lessons.* Pupils will also access support from Prefects.
- **Exclusion:** in some cases, it may be necessary to exclude a pupil/student who persistently bullies and in extreme cases this may result in a permanent exclusion.

### Cyber bullying

Using any technology to bully others will be treated in the same way as other non-physical bullying incidents and the above implementations will be followed. In school and residential we incorporate web-site filters and all pupils/students sign the ICT Acceptable Users Policy agreeing to use ICT appropriately with sanctions for misuse. The use of social networking sites is not allowed on school computers and these sites have been blocked. Pupils found using these sites will be sanctioned and referred to the E Safety team for 1:1 support.

If cyber bullying of pupils occurs outside of school or residential, parents will be informed and the above behaviour and support implementations will be enforced. Where appropriate, network providers and the police would be informed.

### Fixed Term and Permanent Exclusions

Exclusion is an extreme sanction and is only administered by the Head teacher or, in the absence of the Head teacher, the Deputy Head who is acting in that role.

#### Exclusion procedure

Oak Lodge School will follow the guidance below in relation to Exclusion:

#### Wandsworth Council and Exclusions

All state schools must follow the Department for Education's 'Exclusion from maintained schools, academies and pupil referral units in England' (Statutory guidance for those with legal responsibilities in relation to exclusion), September 2017.

This is the statutory guidance Wandsworth Council and all other agencies/solicitors will expect the school to follow. The Headteacher's and School Governors statutory duties and obligations are

explained in the guidance and parties can expect challenge in the event of any departure from the provisions of this guidance.

This document provides some basic advice on the processes which follow a Headteacher's /Principal's decision to permanently exclude and which is not necessarily covered within the guidance. So, for example, the advice given relates to the representations/documents to be included in the Headteacher's pack and presented at the Disciplinary Committee's meeting. It offers some advice and guidance about procedures at the meeting and identifies some of the areas of the permanent exclusion decision that the Governor's should be scrutinising. It is *not legal* or exhaustive advice but attempts to identify some key areas for consideration. Procedural exclusion advice (not legal advice) can be obtained from the Pupil Services Team and in the first instance, from Brian Bew and Andrew Blakely on 020 8871 8017/8084 respectively. But before a permanent decision is made, please see below;

*Note : For the latest Government advice with regard to Exclusion meetings and COVID restrictions, please see the information at the following link:*

<https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>

### **Exclusion - a last resort - before the permanent exclusion decision.**

When pupils are identified as being at risk of exclusion early intervention can be sought by contacting the PRUs to discuss the possibility of a temporary dual registration to address behaviour concerns. If issues persist wherever possible, and in the interests of all parties concerned, an alternative to permanent exclusion should be sought. In this regard, Wandsworth do request that in all cases where consideration is being given to making a permanent exclusion decision, the Headteacher/ Principal contact the relevant Pupil Referral Unit for help and advice. For ease of reference, the contact details for the Pupil Referral Units are as follows;

<b>Victoria Drive , Primary PRU</b> 78 Victoria Drive, SW19 6HR Telephone: 020 8780 2360 Headteacher: Mrs Eileen Shannon	<b>Secondary Pupil Referral Unit</b> <b>Francis Barber PRU</b> Franciscan Road SW17 8HE Telephone : 020 8672 0771 Headteacher: Ms Jackie Addison
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### **Pupils with Education, Health and Care Plans (EHCP) or under statutory assessment**

Where a permanent exclusion decision is being considered for a pupil with an Education, Health and Care Plan (EHCP), or under statutory assessment, the Headteacher/Principal, must contact the relevant borough's Special Needs Assessment Team for advice and to arrange an emergency review (if not already convened) .

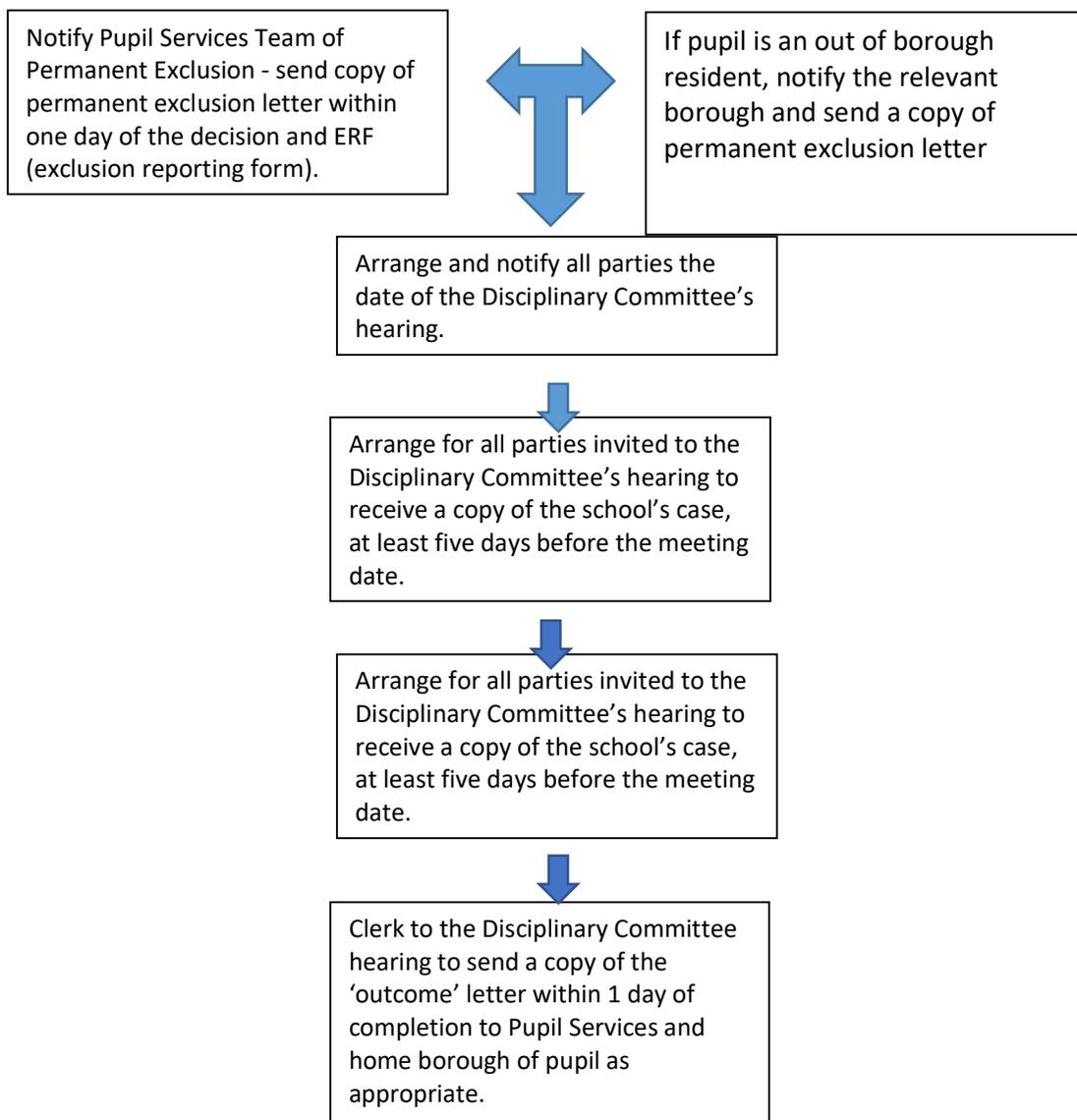
Wandsworth's Special Needs Assessment Team can be contacted on 020 8871 8061(Ask for the case manager who works with your school)

**Some guidance for when a permanent exclusion has been made** - to be read in conjunction with the DfE guidance "Exclusion from maintained schools, academies and pupil referral

units in England” – Statutory guidance for those with legal responsibilities in relation to exclusion, September 2017).

If no alternative to permanent exclusion can be found and once a decision to permanently exclude a pupil has been taken and arrangements are being made for the Governors Disciplinary Committee to consider the reinstatement of the pupil at the statutory hearing, the following guidance may be helpful.

For Wandsworth resident pupils who have been permanently excluded, it is vital that the Pupil Services Team are informed within one day of this decision. The reason for this is that Pupil Services facilitate the pupil’s referral for 6<sup>th</sup> day educational provision to the Pupil Referral Units. Any delay in receiving the notification of the permanent exclusion can mean a failure of the local authority to meet their statutory obligation to provide education provision from the 6<sup>th</sup> day of the exclusion.



The exclusion procedure applies to day and residential pupils and students. A residential pupil will be excluded from both the school and residential during a fixed-term exclusion.

It is the responsibility of the parent/carer to ensure that the pupil returns to school at the end of the fixed-term exclusion.

Exclusion, whether fixed term or permanent **may** be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the School's Behaviour Policy:

- Verbal abuse to Staff and others
- Verbal abuse to students
- Physical abuse to/attack on Staff
- Physical abuse to/attack on students
- Indecent behaviour
- Damage to property
- Drug related incidents\*
- Misuse of other substances
- Smoking on site
- Theft
- Serious actual or threatened violence against another person
- Sexual abuse or assault
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour.

This is **not** an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

\*Drug related incidents include being in possession of any amount of drugs, selling or passing of illegal or controlled/prescribed drugs to others, using drugs

### Screening and searching pupils DFE guidance

The advice below is intended to explain schools' powers of screening and searching pupils so that school staff members have the confidence to use them. In particular, it explains the use of the power to search pupils without consent. It also explains the powers schools have to seize and then confiscate items found during a search. It includes statutory guidance which schools must have regard to.

**See link for more detailed advice:** [Searching, screening and confiscation Advice for headteachers, school staff and governing bodies February 2014](#)

#### **Searching**

School staff can search a pupil for any item if the pupil agrees\*. (\*The ability to give consent may be influenced by the child's age or other factors). Due to the vulnerability of our students SLT would be contacted immediately if there is a need to search students. Staff should be the same sex as the pupil being searched and there should be a witness, also a staff member.

We are aware that Headteachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

**Prohibited items are:**

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- laser pens/lights
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We are aware and in emergency situations Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

**Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

**Parents**

Parents will always be informed of a search has taken place.

**Physical Restraint and Use of Reasonable Force Policy**

**Oak Lodge School fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.**

**This policy is a whole school policy and applies to all pupils including boarders. Care and consideration will be given to the age of the child when following the guidance in this policy.**

**This policy applies to all staff, volunteers and contractors, paid and unpaid, working in the school including governors.**

This policy has been written using advice taken from Use of Reasonable Force, Advice for Headteachers, staff and Governing Bodies DfE 2013

The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND). Equality Act 2010, SEN and Disability Code of Practice 0-25 years 2015.

**Definition of Terms:**

**Handling** – refers to any physical intervention applied by a member of staff where it necessary to make physical contact with a student in order to manage their conduct or ensure their own or others safety. Handling strategies may be restrictive or non-restrictive and include shepherding, guiding, supporting, blocking, confining, holding and, in the most extreme cases, restraining.

**Use of Reasonable Force** – is the application of appropriate and proportionate force required to achieve the required outcome from the handling strategy employed (see above) without further endangering the student, member of staff or others present at the time of physical intervention.

**Restraint** - is the positive application of force in order to actively prevent a child from causing significant injury\* to him/herself or others or seriously damaging property. \*Significant Injury would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning.

It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, significant injury would have followed.

#### **Who can use Reasonable Force?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school.
- It can also apply to people whom the Head has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- The decision on whether or not to physically intervene is **down to the professional judgement** of the staff member concerned and should always depend on the individual circumstances.

#### **When can Reasonable Force be used?**

Reasonable force can be used:

- to prevent pupils from hurting themselves or others, from damaging property, from committing an offence, or from causing disorder;
- to control pupils or to restrain them;
- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- to restrain a pupil at risk of harming themselves through physical outbursts;

#### **Minimising the need for Physical Intervention**

In most circumstances Physical Intervention must be a last resort or an emergency action.

**Therefore, all staff should:**

- endeavour to create a calm environment which will minimise the risk of incidents where the use of physical intervention may be required;
- endeavour to teach pupils how to manage strong emotions and conflict through opportunities for SMSC and wider aspects of the school curriculum;
- Undertake a functional analysis to establish effective support plans. (Page 2 training document)

#### **When can Reasonable Force NOT be used?**

Reasonable force can never be used as a form of punishment.

## **Guidelines for the Use of Physical Restraint**

**Professional judgement should be used in circumstances where the use of physical restraint and reasonable force is needed.**

- Staff should not hesitate to act in an emergency provided they follow the guidelines in this policy.
- Staff should always satisfy themselves that the action they take would be considered justifiable by a wider audience of professional colleagues.
- In any application of physical restraint, the minimum reasonable force should be used to calm down the situation.
- Help should be summoned from colleagues; pupils should never be involved in restraint.

**What to do in circumstances when the use of physical restraint and reasonable force is needed**

- Approach the pupil calmly but firmly.
- Where possible, the consequences of refusing to stop the behaviour should be explained and it should be communicated to the pupil that physical contact or restraint will stop as soon as it ceases to be necessary.
- A calm and measured approach is required by staff throughout.
- Follow de-escalation approaches and training provided.
- Where required call for a change of face.

**Training and Development at Oak Lodge School.**

- Identified staff will undertake **Positive Behaviour management Pro – Care staff full Course Child Programme Restraint training – 3 day course – provided by Positive Response Training & Consultancy. RRN approved and BiLD association edified Training.**
- **A few Senior staff will undertake**
- **All staff will undertake in house behaviour management training and de-escalation provided by our Behaviour Lead.**

### **Method of Restraint**

The method of restraint employed must use the minimum force for the minimum time and must observe the following:

#### **Restraint must not:**

- Involve hurting the pupil
- Involve deliberately inflicting pain on the pupil
- Restrict the pupil's breathing
- Involve contact with sexually sensitive areas
- Involve locking the pupil in a room

#### **During any incident the person restraining should:**

- Offer verbal / signed BSL reassurance to the pupil
- Cause the minimum level of restriction of movement
- Reduce the danger of any accidental injury
- Cease the restraint if there are any signs of physical distress in the pupil such as sudden change in colour, difficulty breathing or vomiting

**Physical restraint can be:**

- Partial – restricting and preventing particular movements
- Total – as in the case of immobilisation

**Physical intervention can take several forms and may involve staff:**

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back
- Following trained restrictive holds

**Do:**

Summon help immediately. A pupil can be sent to get another adult.

Ensure a free passage of air through airways

Be aware of any feelings of anger

Continue to talk to the pupil in a calm way

Provide a soft surface if possible

Be aware of any accessories worn by you or the pupil that could cause injury

Monitor the pupil's respiration, circulation and state of consciousness

**Don't:**

Try to manage on your own

Stop talking, even if the pupil does not reply

Straddle the pupil

Push their arms up their back

Touch the pupil near the throat or head

Put pressure on joints or on arterial pressure points (inside of upper arm, groin, neck)

Use facedown holds

**Recording Incidents**

Minor or everyday use of reasonable force does not need to be recorded. For example, very young children running off in the playground and being guided back to the line by the teacher or assistant.

All serious incidents involving the use of physical restraint **must** be recorded following the incident in the bound & Numbered book and reported to the Headteacher and the Head of Care if Headteacher off site then Deputy Headteacher / Head of 6<sup>th</sup> Form. These are located in Residential Head of Care Office, Head of 6<sup>th</sup> form office and Main school office. The Head teacher must be provided with the Bound and Numbered book to sign off in a timely manner.

**Telling parents when force has been used on their child**

In a serious incident where a member of staff has had to physically restrain a pupil, the parent will be informed on the day and the conversation must be followed up in writing to the parent.

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties. DES 2003 Reference number: LEA/0264/2003

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 DES July 2002 Ref: LEA/0242/2002

Legal Framework

An employee may have lawful excuse for the use of positive handling if:

- preventing a child or young person causing harm to themselves
- preventing a child or young person committing a criminal offence
- preventing the child or young person causing harm to another person, this may include other staff, adults, volunteers or members of the public.

**Or in school setting:**

preventing any behaviour which is prejudicial to the maintenance of good order and discipline.  
(section 93 Education and Inspections Act 2006)

**Authorised staff:** In respect of schools, the Education Act 1996 allows teachers to use reasonable force to control or restrain pupils. It also allows other people to do so, in the same way as teachers, provided they have been authorised by the Headteacher to have control or charge of pupils. Those might include teaching assistants, primary helpers, midday meal supervisors, education welfare officers, escorts, premises officers or voluntary helpers.

Those exercising the power to use reasonable force must take proper account of any special educational need (SEN) and / or disability that a young person might have. Under the Disability Discrimination Act 1995 Children's Services have two key duties:

1. not to treat a disabled child less favourably, for a reason relating to his or her disability, than someone to whom that reason does not apply, without justification
2. to take reasonable steps to avoid putting disabled children and young people at a substantial disadvantage to those who are not disabled.

Reasonable force may also be used by staff in schools in exercising the statutory power (section 45 violent crime reduction act.2006) to search young people without their consent for weapons, where there are reasonable grounds for suspecting the young person is in possession of a weapon. A second person is required to be present at the time of the search.

However services are advised not to search young people where resistance is expected, but rather to call the police.

Emergency physical interventions - on occasion it may be judged by a member of staff or team that the use of a physical intervention may be appropriate given a level of relative risk in a situation that could be described as unforeseeable. Staff remain responsible and accountable for their actions or inaction and must still act within current legislation and guidance.

**What happens if a pupil complains when force is used on them?**

Complaints received from service users or their advocates that they have suffered inappropriate, excessive or unlawful Physical Intervention will be investigated under the WSCB's Procedures for Managing Allegations against Staff. If evidence is found of such an offence, action will be taken under the Disciplinary Code. In cases of serious abuse, assault, maltreatment or violent/dangerous/reckless behaviour, this may lead to dismissal. It is therefore, essential to read and follow these guidelines closely.

**Risk assessment**

In order to ensure the health, safety and wellbeing of children, young people and staff, it is essential that a risk assessment are in place for any potential or following an extreme incident requiring restraint a risk assessment is in place for all physical interventions. **See Appendix 10**

When assessing risk the following must be considered:

- the environmental context of risk
- personal vulnerability factors affecting individual children and young people
- the probability of emerging risk and the seriousness of potential outcomes
- how preventative and proactive measures may affect the level of risk
- the potential outcomes of not intervening

Individual risk assessments will be needed where it is known that a child has difficulties or additional needs or disabilities that either increase the risk of challenging or risk taking behaviours or make them particularly vulnerable to interventions:

- communication impairments that make the child less responsive to verbal communication
- physical difficulties and / or sensory impairments
- conditions that make the child fragile, such as haemophilia, brittle bone syndrome or epilepsy
- dependence on equipment such as wheelchairs, breathing or feeding tubes

There may be occasions when a member of staff should not intervene in an incident without help, unless it is an emergency. Communication systems should be in place to enable a member of staff to summon assistance when necessary, and agreements made that in certain circumstances steps should be taken to remove other children potentially at risk and assistance summoned either from within the staff group or, in extreme cases, the police.

Insurance

Wandsworth's Insurance Manager advises that the school or service need to contact him / her for any claims made against the school / service / Council and/or their staff alleging inappropriate physical restraint. In the event that a claim situation arises, the service manager must immediately forward all information and letters of claim to the Council's Insurance Manager at the Town Hall who will then advise the service concerning response to the claim. The Council's Liability Insurer will make decisions on whether the Council are legally liable in terms of compensation. This is subject to service establishments operating within these guidelines.

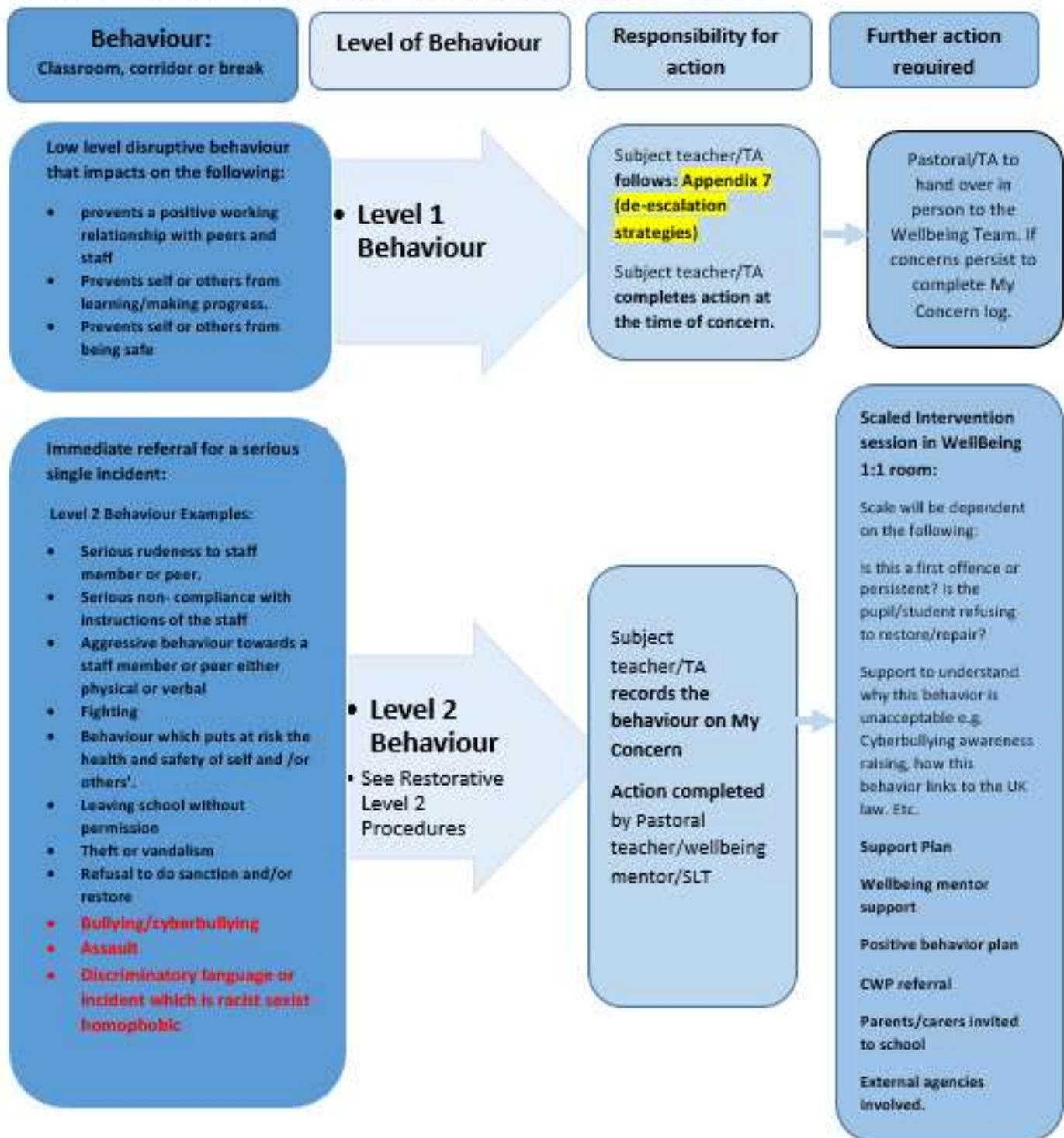
### **Allegations of abuse against staff**

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

The allegation will be reported to the Local Authority Designated Officer (LADO) who will then be involved from the initial phase of the allegation through to the conclusion of the case.

If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher should consider whether any disciplinary action is appropriate against the pupil/student who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, including if he or she was not a pupil.. In September 2010 the Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997. In the event of the member of staff being found to have been subject of a malicious allegation a procedure of supervision and counselling support is to be put in place for the member of staff and the pupil at the earliest opportunity.

## Overview of Relationship and Behaviour Procedures **Appendix 1**



## Restorative Level 2 Procedures (Appendix 2)

See Appendix 1 for examples of Level 2 behaviours.

See Appendix 8 for information about Pupils on Positive behaviour plans. This will support staff in managing the procedures for individual children.



### Preliminary Action:

- See Appendix 7 for Strategies to promote positive relationships and a positive attitude to learning

### Approved Sanctions:

- Reparation
- Restriction
- Separation

See Approved sanctions below and in policy. Appendix 4

It is important that sanctions do not undermine a pupil's sense of worth.

We firmly believe that it is the behaviour that must be subject to censure and not the person.

### Stage 1: Recognition and redirection Strategies to use at this stage:

- Gentle reminder of the classes/school rules/expectations
- Monitor pupil stress levels and offer 'escape' mechanism eg different seat, calm zone, egg timers, alternative task, work with TA 1:1
- Reminder to all of the Merit reward system for success...**Be specific and positive.**

### Stage 2: Restorative session, outcome agreed (including actions)

#### Level 2 behaviours

- Stage 2: Restorative session, outcome agreed (including actions)
- This follows the two previous stages when there is continuous disruption or behaviour is **persistent/ repeated** over several lessons.
- Incident recorded on My concern
- My Concern admin team to task and add Pastoral Teachers/TA's into the concerns for information sharing.
- Sanction to be agreed during the restorative discussion.
- **Restore all relationships involved in the incident.**



### Restore relationship either on own or with support:

A positive working relationship is necessary for a positive learning environment and pupil success. Seek support if the relationships are not restored.

### Failure to restore and low level disruptive behavior

continues after 3 stages complete a My Concern report and SLT will action the concern.

## Level 2 behaviour stages and procedures (Appendix 3)

### Level 2 behaviour stages

#### Stage 1

- Remove from the class for a period of time "cool down".
- Accompany the pupil to the Wellbeing Room (if appropriate)
- Stage on of restorative conversation when ready
- Initial intervention session immediately to engage the pupil.

#### Stage 2

Record on My Concern.

#### Stage 3

Lunchtime with SMT to bring all parties together to restore and repair.

#### Stage 4

Repair, restore &/or intervention and consequences

#### Level 2 Behaviour Examples:

- Serious rudeness to staff member or peer.
- Serious non-compliance with instructions of the staff
- Aggressive behaviour towards a staff member or peer either physical or verbal
- Fighting
- Behaviour which puts at risk the health and safety of self and /or others'.
- Leaving school without permission
- Theft or vandalism
- Refusal to do sanction and/or restore
- **Bullying/cyberbullying**
- **Assault**
- **Discriminatory language or incident which is racist sexist homophobic**
- **Failure to restore and repair**

#### Stage 3

This time should include a constructive conversation, based on the restorative questions with all parties with the aim that students understand the harm caused. With the outcome of restoring the relationship and reparation actioned.

### Approved sanctions:

#### Reparation, restriction and/or separation.

Discussion with pupil using restorative techniques. Staff to pupil or Pupil to pupil.

**Reparation-** a pupil might be asked to undertake a task to compensate for poor behaviour (for example cleaning up an area that has been deliberately disrupted) This should be relevant to the situation and appropriate to the pupil. Tasks should not be demeaning or futile.

**Restriction-**a pupil may be 'kept in' e.g. from play time) for a reasonable period, or he/she may experience temporary removal of privileges. Again emphasis here is on 'temporary' and appropriate to the circumstances. (E.g. catching up on missed work/homework, or to discuss the impact of their behaviour

**Separation-**a pupil may be separated with discreet supervision within the room or within a separate area for an appropriate period of time in order to receive no rewards or feedback. Time to think

#### Intervention Session in Wellbeing 1:1 room:

- Bullying
- Cyberbullying
- Assault
- Racist/homophobic/religious incident
- Unable to restore or repair
- Persistent Level 1 Behaviour

#### Scale will be dependent on the following:

Is this a first offence or persistent? Is the pupil/student refusing to restore/repair?

**Support** to understand why this behavior is unacceptable e.g. cyberbullying requires awareness raising, How this behavior links to the UK law. Etc.

Some of the following may be necessary to get student back on track: Positive behavior Plan, Wellbeing mentor support, CWP referral, parents invited to school, external agencies involved.

#### Restorative Process Questions:

What happened? What were you thinking/Feeling at the time? And now?

Who has been affected by what happened? How have they been affected?

What is needed to make this right?

How can we make sure that this doesn't happen again?

**All questions can be adapted to suit the needs of the pupil. E.g. pictorial, simplified language**

Remember we are trying to repair the harm caused and rebuild the relationship. The perpetrator needs an opportunity to repair the harm caused.

## Whole school reward programme (Appendix 5)

Merits	Personal Learning Targets	Additional Awards
<ul style="list-style-type: none"> <li>• Merits are awarded for positive attitude to learning. <i>These are recorded on class 'Dojo'.</i></li> <li>• On average a Maximum of 3 'dojo's per lesson. For higher achievement than normal for a pupil, an additional merit can be awarded.</li> </ul>	<ul style="list-style-type: none"> <li>• An increase of greater 80% towards next Bsquared level in one academic year will be certificated for 'Outstanding Academic Achievement'</li> <li>• Remarkable progress in EHCP short-term targets will be certificated for 'Outstanding Personal Achievement'</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jack Petchey Award Programme</b></li> <li>• <b>House Competition:</b> All members of the school community are put in wither Sun, Forest or Sky house. Several competitions run throughout the year.</li> </ul>

Celebration of Self and Others Achievement Reward Programme			
Frequency	Award	Reason	Reward
Every lesson	Merits	Awarded every time you show a Positive attitude to your learning, exceptional effort, and achievement.	Added to communication diary each lesson.
	Weekly	Merit Certificates	Top 8 students who have been awarded the most merits for the week
Half Term	Merits	For all pupils who have shown a positive attitude to their learning	Free Time Afternoon
Each term	Merits Reward Trip	Top 8 students who have been awarded the most merits for the term. (COVID dependant)	Whole school recognition at the 'Celebration of Achievement Assembly.' Text home to family. Reward trip in final week.
	End of term disco	Over 400 merits at the end of the term.	End of term: Disco
	Attendance	Recognition of 99%- 100% attendance and punctuality to lessons	Certificates and special breakfast at the end of each term
	Jack Petchey Award	Special Contribution to the school community	A pupil is awarded the Jack Petchey prize outstanding achievement.
Annual	House Competition	To develop team work and social skills all pupils and staff belong to one of three houses: Sky, Sun and Forest. Every merit a pupil is awarded goes towards the house merit total.	Prize Giving afternoon with whole school community.  Winning house will attend a reward trip to celebrate
	Prize Giving	Annual Awards for Achievement across the year	

## Oak Lodge Behaviour Agreement (Appendix 6)

**We are organised and ready to learn.  
We respect everyone and ourselves.  
We are safe and calm.**

### • Organised

I can arrive to my lessons on time

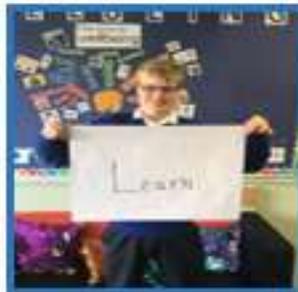
I can get my diary out and have my pens or pencils ready to start my lesson.

I can remember to give homework to teachers on time



### • Ready to Learn

I can stay focussed through my lessons



I can learn my lesson aims and ask questions

I can be helpful to others

I can give others encouragement and praise

### • Respect everyone and ourselves

I can show positive facial expressions and language

I can follow the Positive Communication Rules



### • Safe and Calm



I can control my emotions

I can only eat and drink in allowed places

I can look after the building, equipment and school displays

## STRATEGIES TO DE-ESCALATE PEER-VS.-PEER CONFLICT AMONGST STUDENTS WITH EMOTIONAL AND SOCIAL DIFFICULTIES

**1. Modelling** → The key strategy for managing minor conflict within the classroom is for the teacher to model positive conflict resolution behaviour. If a teacher uses sarcasm, overuses shouting, always responds punitively to minor infringements, holds a grievance over a number of lessons etc. then the students will view this as the 'rules of engagement' in the classroom and act accordingly.

**2. Seating Arrangements** → Carefully consider your seating arrangements. A U-shaped seating arrangement or group tables may foster positive group work but may also lead to negative interactions because they force students with emotional and social difficulties to sit looking directly at one another.

**3. Safe Territories** → Students with social difficulties are often resistant to change and become aggressive in response to uncertainty. They will often prefer a set seat and table (a 'territory') in the classroom. Avoid frequent, abrupt changes in seating plans.

**4. Team Spirit** → Encourage students to take on responsibilities for the running and upkeep of the classroom – such as taking the register, handing out and taking in books, handing out writing equipment, writing the date on the board etc, praising each other's work. Always encourage and reward students who help another student.

**5. Use of Language** → Use constructive language when advising students on their interactions with one another, "Please speak politely to each other," rather than "Don't call each other names." For some students with concentration and receptive language difficulties, using the negative means they automatically focus on the negative – and then tend to act impulsively on this thought.

**6. Red Lines** → Read the 'emotional climate' of social interactions – classroom humour and light-hearted banter will go a long way in helping relax the students and make for a better learning environment, but left unchecked it can escalate quickly as students with social difficulties will often take jokes too far. Discuss what the 'red lines' are with students and consistently remind them.

**7. Triggers** → Try to spot 'hidden' triggers amongst the students who regularly engage in conflict – especially discreet comments (often seemingly harmless single words), leading questions, sly nudges and throwing etc that some students will use to provoke confrontation whilst avoiding unwanted teacher attention / classroom sanctions. If possible, ask a colleague to come and 'help out' in a lesson with the aim of spotting these triggers and those students involved.

**8. Soap Opera Switch Off** → Try to distinguish between real anger and acted anger. Some students will deliberately over-react as a way of diverting attention from the work, gain adult attention and to try 'score points' against a student they are in conflict with. This may not be something they think through consciously but will habitually resort to. In these situations, it is crucial not to get caught up in the drama and to respond quickly, calmly and matter-of-factly in addressing the issue – then switching straight back to discussing learning.

**9. Solution-Focused** → If students are in constant conflict, remove either individually or together from the classroom audience to discuss the issue. Move away from the typical 'who started it' discussion and direct them towards 'moving on'. Students with social difficulties are likely to have a deeply embedded view that the only way of ending a conflict is by 'winning' the argument and will need repeatedly coaching in 'letting go'.

**10. Slow Motion Repeats** → Some students fall into a habit of 'quick responding' – they will misread situations and rapidly respond defensively / aggressively. On talking through a conflict, try to break it down into steps to raise their awareness of how the conflict emerged. Where appropriate, it can be useful to have another adult sit in and explain what happened as a 'neutral'. It is important during this process, that the language 'taking responsibility' and 'putting things right' is focused upon rather than 'blame' and 'punishment'.

**11. Action Replays** → Where you have trust with a student and they are receptive to your advice, it can be useful to repeat verbatim the insults they have used in a matter-of-fact way (this takes away the taboo / perceived power of such insults) and even 'play act' their responses. This can prove a very effective tool in raising self awareness. In extreme situations, a temporary CCTV camera could be placed in the room to playback behaviour to students involved in constant conflict.

**12. Diversion Tactics** → Following conflict, ask the student/s involved either going with another member of staff to do a job for 5 – 10mins or if you can trust them, running an errand. This will help provide 'cool off' time and distract their attention from the previous issue.

**13. Bully Spotting** → If there is repeated conflict between particular students or if there is a complaint made, then it is important to follow it up with an investigation – with support from pastoral staff. Sometimes students may claim that a conflict is a two-way argument when in fact it is being instigated and perpetuated by them as the more dominant, aggressive side.

**14. Time Out** → Where there are repeated issues of conflict, a protocol – organised in cooperation with dept. colleagues or pastoral staff – may be required to allow particularly volatile students to take limited 'cool off' time in another classroom or office area.

## (Appendix 8)

Please refer to separate 'Information Sheet' – PDF – Positive Behaviour Support Planning: Part 3

### Positive Behaviour Support

Positive Behaviour Support (PBS) is an approach that is used to support behaviour change in a child or adult with a learning disability. The focus is not on “fixing” the person or the challenging behaviour itself and never uses punishment as a strategy for dealing with challenging behaviour. PBS is based upon the principle that if you can teach someone more effective and more acceptable behaviour than the challenging one, the challenging behaviour will reduce.

PBS suggests challenging behaviours are learned, and so are open to being changed. PBS teaches alternative behaviour and changes the environment to support the person well. There is nothing wrong with wanting attention, to escape from a difficult situation, wanting certain items, or displaying behaviours, which just feel good. PBS helps people get the life they need by increasing the number of ways of achieving things: for example, by developing communication skills.

PBS helps our young people to learn new skills, so they can use these skills regularly and these are in turn more effective than the challenging behaviour they display. We aim to make this happen by understanding the reasons pupils display challenging behaviour, and by making sure the new behaviours we want to teach are reinforced the same way.

### Defining Challenging Behaviour.

- The behaviour itself or its severity is inappropriate given a person’s age or level of development
- The behaviour is dangerous either to the person or to others
- The behaviour constitutes a significant additional handicap for the person by interfering with the learning of new skills or by excluding the person from important learning opportunities
- The behaviour causes significant stress to those who live and work with the person and impairs the quality of their lives to a significant degree
- The behaviour is contrary to social norms’

(Zarkowska and Clements, 1996)

**Use of Behavioural Interventions with Children**

**Conduct Disorder**

- Person-centred approach
- Functional Assessment
- Behavioural contracting
- Contingency management
- CBT

**Children & Young People with Autism**

- Functional behavioural assessment clearly identified target behaviour
- a focus on outcomes that are linked to quality of life
- assessment and modification of environmental factors that may contribute to initiating or maintaining the behaviour
- a clearly defined intervention strategy that takes into account the developmental level and coexisting problems of the child or young person a specified timescale to meet intervention goals (to promote modification of intervention strategies that do not lead to change within a specified time)
- a systematic measure of the target behaviour taken before and after the intervention to ascertain whether the agreed outcomes are being met
- consistent application in all areas of the child or young person's environment (for example, at home and at school)
- agreement among parents, carers and professionals in all settings about how to implement the intervention

**Children with learning disabilities who challenge**

- Functional Assessment
- ABA
- Positive Behavioural Support

**Families Positive Behavior Support**  
A Guide for Families of Children with Autism  
By Pamela L. Foxworth, Ph.D. and Michael W. Smith, Ph.D.

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### **Wellbeing and Behaviour:**

- Wellbeing and Sensory room to support pupils' social and emotional regulation in school.
- Wellbeing mentors provide 1:1 personalised support for pupils with ASD / ADHD/ PDA.
- Students with complex SEMH needs are given a Positive Behaviour Plan and adapted curriculums.
- We follow a restorative approach to behavioural incidents, ensuring that a good student-staff relationship is maintained.
- Online Safety and Anti-bullying week projects and awareness for all pupils.

### **Mental Health:**

- Talk and Draw therapy to support pupils with complex communication needs.
- External support from Deaf CAMHS and CAMHS.
- Mental Health awareness week and workshops for pupils

### **Family Support:**

- Royal Association for the Deaf (RAD) outreach family support worker available for vulnerable families.
- Family Signing Classes and termly parenting workshops.
- Links with the deaf community – Remark deaf play schemes, youth clubs and NDCS projects

### **Residential:**

- Providing full-time or part-time respite care to accommodate students.
- Promoting independence and life skills.
- Develop social skills with other peers including activities on-site and off-site/trips.
- Staff providing 1-1 support and personalised support plans.

(Appendix 10) Positive Response 9restraint Risk Assessment.

### Positive Response Risk Assessment

Factors to consider	Actions to be agreed and planned.	Review / update / comments following incident.
Behaviours of Concern		
Who might be at risk and how		
Specify the conditions under which the probability of the behaviour occurring is increased		
Specify what primary preventions / strategies should be employed		
Early behavioural indicators of challenging behaviour		
Secondary prevention strategies		
Record any physical interventions that may be required		
Record any unmanaged risks		
Specify any post-incident procedures.		
How will the plan be used to maintain quality of life?		
How will the plan be monitored and reviewed & timescales		
Agreed By:		
Signed off by Head of Behaviour or Head of care		
Signed off by Headteacher		
Review date:		

### A B C D Chart

	Antecedent (what happened before the behaviour/what triggered the behaviour)	Behaviour (what did it look like)	Consequence (what happened immediately after/ as a result of the behaviour)	Consequence of Consequence (what happened next)
E.g. Date: <u>11/12/14</u> Time: <u>2:30pm</u> Person Recording: <u>Dan</u>	<ul style="list-style-type: none"> <li>Everyone had just finished eating dinner</li> <li>Dan asked Sam to help to do the washing up</li> </ul>	<i>Sam threw the dishes on the floor, stamped feet and yelled at Dan for one minute.</i>	<i>Sam was told by Dan to leave the kitchen</i>	<i>Sam went to his room whilst everyone else cleared up. Sam later came back downstairs and watched TV and apologised to Dan.</i>
Date: _____ Time: _____ Person Recording: _____ People Present: _____				
Date: _____ Time: _____ Person Recording: _____ People Present: _____				

# Positive Behaviour Support Plan



XXXXXXXXXX

My difficult situations	Behaviours I might display
<p><b>During lesson times, especially when:</b></p> <ul style="list-style-type: none"> <li>I have to listen for a long time</li> <li>I have to read for a long time</li> <li>I am around lots of people</li> <li>I have to work in pairs</li> <li>I am feeling anxious</li> <li>I am confuse about my work</li> <li>I am feeling restless</li> <li>I am feeling tired</li> </ul> <p>• During afternoon periods I am less able to focus.</p>	<p><b>Early warning signs :</b></p> <ul style="list-style-type: none"> <li>Tense mouth</li> <li>Face looks tense</li> <li>I will ignore you if you try to talk to me</li> <li>I will start to refuse to go to lessons.</li> </ul> <p><b>If the early warning signs are not noticed I may:</b></p> <ul style="list-style-type: none"> <li>will start screaming</li> <li>will turn chairs over</li> <li>will kick things</li> <li>will start shouting at people around me</li> <li>will go and hide somewhere</li> </ul>
<p><b>What can you do to avoid this difficult situation?</b></p> <ul style="list-style-type: none"> <li>Make sure I know exactly what we are doing and how long for</li> <li>Give me a picture/symbol card of what we are doing now and how to look at it to remind myself</li> <li>Slowly talk me through what will happen during the lesson. First we will go look at the royal time lines...</li> <li>Provide a running commentary of the lesson, e.g. "we will first be in group of two then... and now we will..."</li> <li>If something happens to change the route of the lesson please talk me through this too</li> <li>Please support me in taking regular breaks by having time out options are on my behaviour plan forward</li> </ul>	<p><b>What can you do if I display challenging behaviour?</b></p> <p><b>When I am showing early warning signs:</b></p> <ul style="list-style-type: none"> <li>Remind me where we are going</li> <li>Make sure I have hold of my picture card to remind me where we're going</li> <li>Play my favourite music</li> <li>Tell me about the fun things we are going to do when we get to our destination</li> </ul> <p><b>If the situation has escalated:</b></p> <ul style="list-style-type: none"> <li>Talk to a calm voice</li> <li>Don't use too many words</li> <li>Please give me space to calm down and provide information on what I can do to help me</li> <li>Help reminding me of my options for calm places and safe ways to help me to express the feelings using the emotion cards</li> </ul> <p><b>Afterwards:</b></p> <ul style="list-style-type: none"> <li>Give me some space with very low sensory stimulus (low light, silence, soft beanbag) for 15 minutes. I can then return to work with regular sensory breaks.</li> </ul>

I feel good
  I am starting to struggle
  I Can't Cope
  I am starting to go back to feeling good

## Appendix 13: Behaviour Risk Assessment

<b>Reason for completing this risk assessment</b>																																													
Schools are asked to complete this risk assessment if they have concerns regarding behaviour or safeguarding risks posed to other pupils and adults.																																													
<b>Pupil Details</b>																																													
Name of pupil:	DOB: xx/0x/200x	School: Oak Lodge School Class: xxx																																											
EHCP review date of last review:	Does the pupil have a social worker?: No	Is the pupil FSM / ever 6?: No																																											
Aggressive or non-aggressive behaviour that causes increased risk to pupil and others	COVID 19 risk to pupil and others  <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2" rowspan="2"></th> <th colspan="5">Likelihood</th> </tr> <tr> <th>1 Rare</th> <th>2 Unlikely</th> <th>3 Possible</th> <th>4 Likely</th> <th>5 Almost Certain</th> </tr> </thead> <tbody> <tr> <th rowspan="5" style="writing-mode: vertical-rl; transform: rotate(180deg);">Consequences</th> <th>5 Catastrophic</th> <td style="background-color: #ffc107;">5 Moderate</td> <td style="background-color: #fd7e14;">10 High</td> <td style="background-color: #dc3545;">15 Extreme</td> <td style="background-color: #dc3545;">20 Extreme</td> <td style="background-color: #dc3545;">25 Extreme</td> </tr> <tr> <th>4 Major</th> <td style="background-color: #ffc107;">4 Moderate</td> <td style="background-color: #fd7e14;">8 High</td> <td style="background-color: #dc3545;">12 High</td> <td style="background-color: #dc3545;">16 Extreme</td> <td style="background-color: #dc3545;">20 Extreme</td> </tr> <tr> <th>3 Moderate</th> <td style="background-color: #28a745;">3 Low</td> <td style="background-color: #ffc107;">6 Moderate</td> <td style="background-color: #fd7e14;">9 High</td> <td style="background-color: #dc3545;">12 High</td> <td style="background-color: #dc3545;">15 Extreme</td> </tr> <tr> <th>2 Minor</th> <td style="background-color: #28a745;">2 Low</td> <td style="background-color: #ffc107;">2 Moderate</td> <td style="background-color: #fd7e14;">6 Moderate</td> <td style="background-color: #fd7e14;">8 High</td> <td style="background-color: #fd7e14;">10 High</td> </tr> <tr> <th>1 Negligible</th> <td style="background-color: #28a745;">1 Low</td> <td style="background-color: #28a745;">2 Low</td> <td style="background-color: #28a745;">3 Low</td> <td style="background-color: #ffc107;">4 Moderate</td> <td style="background-color: #ffc107;">5 Moderate</td> </tr> </tbody> </table>			Likelihood					1 Rare	2 Unlikely	3 Possible	4 Likely	5 Almost Certain	Consequences	5 Catastrophic	5 Moderate	10 High	15 Extreme	20 Extreme	25 Extreme	4 Major	4 Moderate	8 High	12 High	16 Extreme	20 Extreme	3 Moderate	3 Low	6 Moderate	9 High	12 High	15 Extreme	2 Minor	2 Low	2 Moderate	6 Moderate	8 High	10 High	1 Negligible	1 Low	2 Low	3 Low	4 Moderate	5 Moderate	Control Measures
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Behaviour which impacts	inability to socially distance	<p>An inconsistent inability to socially distance increases the risk of airborne droplet transmission due to close contact.</p> <p><b><u>RISK BEFORE CONTROLS</u></b>  Likelihood: 4 Likely  Consequences: 2 Minor  Risk score of 8: High</p>	<p>Xxxx will be given a system of rewards for maintaining social distancing, with a reward of his choosing from a favourite's board. If Xxxx is proving to have difficulty maintaining social distance, an alternative location for his learning must be found.</p> <p><b><u>RISK AFTER CONTROLS</u></b>  Likelihood: 2 Unlikely  Consequences: 2 Minor  Risk score of: 4 Moderate</p>
	<i>Xxxx will physically grab and hit other students (and particular staff) if he cannot regulate his emotions.</i>	<p>Physical contact coupled with a propensity to mouth objects and his hands results in a high risk of viral transmission.</p> <p><b><u>RISK BEFORE CONTROLS</u></b>  Likelihood: 2 Unlikely  Consequences: 3 Moderate  Risk score of 6: Moderate</p>	<p>Xxxx will sign a behaviour agreement ensuring his understanding of the rules and that any breakage will result in his school privileges being revoked. All students and adults to be removed from classroom to maintain safety until Xxxx has regulated his behaviour. Parents will be informed and provision for Xxxx will be re-evaluated. Parents of the child who was involved will be contacted. If this is persistent, Xxxx will be sent home with a warning letter issued to parents. This risk assessment will then be re-evaluated which may result in temporary exclusion.</p> <p><b><u>RISK AFTER CONTROLS</u></b>  Likelihood: 2 Unlikely  Consequences: 1 Negligible  Risk score of: 3 Low</p>
	<i>Xxxx will attempt to leave the classroom without warning</i>	<p>An inability to remain in class.</p> <p><b><u>RISK BEFORE CONTROLS</u></b>  Likelihood: 3 Possible  Consequences: 2 Minor  Risk score of: 6 Moderate</p>	<p>Rewards will be similar to above, with Xxxx receiving a reward for remaining in an appropriate location in each lesson. Should absconding be persistent, Should this become persistent, a behaviour risk assessment will be undertaken which may indicate that it would not be safe for the child to be in school.</p> <p><b><u>RISK AFTER CONTROLS</u></b>  Likelihood: 1 Rare  Consequences: 1 Negligible  Risk score of: 2 Low</p>

Conclusion of behaviour risk assessment: The pupil is safe at school		
Brief rationale: Xxxx has the capability to understand the seriousness of the current COVID19 pandemic and its importance in regards to safety. Xxxx has taken responsibility previously for ensuring all students and staff use hand sanitiser and clean surfaces appropriately. While these new changes will be difficult for Xxxx and ask him to accept a lot, by having a robust system of rewards, consistency, a range of activity options and clear consequences for breaching protocols he should be able to follow them without issue.		
Monitoring and Liaison Arrangements while the child is at home: Daily conversations will be had between JG, BG and AGG's mother and/or father, either via Zoom or in person at school collection time.		
Risk Assessment Review statement (This may be a suitable date of review, coupled with a commitment to review considering new information): To be reviewed Spring Halfterm		
Monitoring arrangements while child is at home: Daily via Zoom and email		
Liaison plan while child is at home: Pastoral Staff (JG, BG) will be in daily liaison with AGG throughout home learning and will be monitoring for any changes in behaviour and/or demeanour. A good relationship between parents and school will help facilitate this.		
<b>Risk assessment completed by (signature)</b>	<b>Name &amp; Job role</b>	<b>Date</b>
John Greive	John Greive (Head of Behaviour and Personal Development)	04/01/2021
<b>Risk assessment quality assured by</b>	<b>Name &amp; Job role</b>	<b>Date</b>
John Greive	John Greive (Head of Behaviour and Personal Development)	06/01/2021
Headteacher		Date

- Placed on pupil file SIMS & My Concern
- Placed on File EHCP.
- Copy sent to SENCO –

