



Behaviour Policy

Behaviour Policy

Introduction

Ocean Lodge Independent School is a learning community where we want everyone, pupils, staff, parents/carers and visitors, to feel welcome and to be valued. We believe each individual is unique and has his/her own special talent which can be developed in a calm, thoughtful and ordered school where there is fairness, understanding, clear rules and boundaries and where the consequences of actions are accepted by all. Many of our pupils have experienced difficulties, trauma and rejection in their previous school life. We offer the stability that is a necessary pre-requisite for reflecting on their experience and gaining insight, emotional literacy, resilience and empathy with others. Our pupils are held accountable for their actions and are given the social and emotional support necessary to make changes when needed. We enable pupils to take responsibility and make restoration when their behaviour has been unhelpful and to gain alternative strategies and actions for the future. Our pupils are provided with opportunities and support to develop self-esteem, interpersonal and social skills as well as to make positive choices in respect of their behaviour both in and out of school in order to become respectable members of society.

Policy Aims

- To provide a positive learning environment for all pupils and a curriculum that encourages them to achieve their full potential
- To provide a safe working environment for all pupils and staff
- To promote self-esteem, self-discipline and personal responsibility
- To promote positive relationships
- To ensure that our expectations and strategies are known and understood by everyone in the school
- To ensure that we work towards standards of behaviour based on principles of honesty, respect and consideration
- To encourage the involvement of pupils in the implementation of this policy
- To ensure that staff are appropriately trained in the management of challenging behaviour
- To ensure that staff are consistent in their approach to behaviour management and are good role models

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Staff Training

Experience and skills in the management of challenging behaviour are key criteria for staff recruitment. As part of the staff induction programme Ocean Lodge Independent School provides staff with one day training in the management of challenging behaviour with refreshers taking place at least annually. Training is conducted by an external training provider, Price training.

Peter Kelly, Educational Psychologist, provides staff with 5p approach training on a monthly basis. Peter Kelly also runs in depth 1 day courses 'introductory 5p approach training' and 'advanced 5p approach training' which staff are encouraged to attend as part of their CPD.

Implementation and Strategies

The components of a positive approach to behaviour management include:

- Written policies and agreements, including Pupil Code of Conduct and Home School Agreements, so that everyone knows what they can expect
- Developing the ability in the pupil and staff to recognise trigger points/ weaknesses and to curb or change what is happening at that time in order to recover equilibrium
- Having graduated de-escalation and diversion strategies to pre-empt or limit the undesirable behaviours
- Keeping clear incident records that allow for discussion, learning and changed practice as a result of the monitoring of incidents in respect of the individual pupil, staff members and good practice in general
- A method of debriefing for all involved that encourages pupils and staff to express their views about incidents and to learn from them
- Keeping parents, carers and relevant professionals involved and informed at all stages from policy development and assessment to monitoring of incidents
- Taking all complaints seriously and being open to external and independent scrutiny
- Regular management review of both individual incidents and patterns of incident and behaviour.

Pupil Code of Conduct

We have set out our expected rules of behaviour and this is called 'The Code of Conduct' which is displayed prominently in each class room and regularly discussed with pupils. Pupils are invited to review The Pupil Code of Conduct and are encouraged to openly discuss any concerns that they may have.

Positive Reward System

A system of praise and rewards for appropriate behaviour will be used consistently in the school.

Commonly used rewards include:

- Social rewards - praise, smiles etc.
- Events - such as playing a game, being asked to do a responsible task, taking part in a chosen activity;
- Consumables – Praise cards, termly certificates etc.

The Praise card reward system is started each term and situated on a display board in the main corridor. Pupils receive a Praise card for the following:

- Work of a consistently high standard
- Work showing sustained effort or achievement
- Work that is significantly above their own potential
- Contributions to the social and non-academic areas of school life
- Good test/assessment results
- Helpfulness in school
- Using taught behaviour management strategies
- Personal and social development.

At the end of each half term every pupil will receive a certificate of achievement relating to their Praise cards and the 'Headteacher's Prize' will be awarded to the pupil with the most Praise cards. All students receive awards dependant on the number of Praise cards they achieve in any given term.

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Pupils also have an individual target sheet situated in their keyworker folder. Targets are set by the pupils/staff and they take responsibility for the design of their target sheet. Examples of targets include:

- No swearing
- Be tolerant of others
- Remain engaged for the whole session
- Be kind to other pupils

It is imperative that once a reward has been granted to a pupil it must never be taken back from them. If the pupil is presenting undesirable behaviour refer to 'sanction guide'.

Sanctions

There is a need for sanctions in order to register the disapproval of unacceptable behaviour. These can be verbal warnings and where matters escalate can lead to a Cause for Concern CfC) The use of sanctions/consequences will be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid further consequences
- It must be the behaviour rather than the pupil that is sanctioned.

Cause for Concerns are issued and tracked. A copy is kept in the student file and it will be discussed/reviewed with the student and key worker as part of their weekly 1-2-1 meeting. If a student accrues numerous CfC's then they will be invited to discuss the reasons for this with the Head Teacher who will suggest alternative ways to improve the student's experience in school.

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Situation	Stage 1	Stage 2	Stage 3
<p>Low level disruptive behaviour</p> <p>Refusal to work, distracting others</p>	<p>Verbal reminders offer a change of work/ comfort break/ change of face/ change of class and an appropriate warning to improve attitude. Withdraw and ignore if behaviour continues and focus praise on students working well.</p>	<p>Warning that they will be asked to work in solitary (garage/sensory room) if no improvement seen. Withdraw and ignore if behaviour continues and focus praise on students working well.</p>	<p>Request student to move to garage/sensory room. Student remains in garage until staff decide that they are ready to return to school. If student refuses to go to the garage then request to leave school as not managing. Inform parent/guardian. Give work to be completed at home (this could be worksheets, or online activity like BKS or National Careers website).</p>
<p>Verbal Abuse</p>	<p>Verbal reminders and an appropriate time warning to improve attitude. Withdraw and ignore if behaviour continues and focus praise on students working well.</p>	<p>Warning that they will be asked to work in solitary (garage/sensory room) if no improvement seen. Withdraw and ignore if behaviour continues and focus praise on students working well.</p>	<p>Request student to move to garage/sensory room. Student remains in garage until staff decide that they are ready to return to school. If student refuses to go to the garage then request to leave school as not managing. Inform parent/guardian. Give work to be completed at home (this could be worksheets, or online activity like BKS or National Careers website).</p>
<p>Physical Abuse</p> <p>Low level showing intent to harm and making</p>	<p>Warning that they will be asked to leave in 5 minutes if no improvement seen. Change of face where possible.</p>	<p>Warning that they will be asked to work in solitary (garage/sensory room) if no improvement seen. Withdraw and ignore if behaviour</p>	<p>Request student to move to garage/sensory room. If student refuses then request to leave school as not managing. Inform parent/guardian. Give work to be</p>

threatening gestures.	Ensure other students are safe.	continues and focus praise on students working well.	completed at home (this could be worksheets, or online activity like BKSB or National Careers website. Reparation meeting with school, guardian and student. TBA as soon as possible.
Physical Abuse Unwanted contact	Warning that they will be asked to leave in 2 minutes if no immediate improvement seen. Change of face where possible. Ensure other students are safe.	Request to leave school as not managing. Inform parent/guardian. Give work to be completed at home this could be worksheets, or online activity like BKSB or National Careers website.	Reparation meeting with school, guardian and student. TBA as soon as possible. Student not allowed back in school until meeting has taken place and agreements drawn up.
Damaging school property Low level – ripping up worksheets, throwing pens (within class)	Verbal reminders offer a change of work/ comfort break/ change of face/ change of class and 5 minute warning to improve attitude. Withdraw and ignore if behaviour continues and focus praise on students working well.	Warning that they will be asked to work in solitary (garage/sensory room) if no improvement seen. Withdraw and ignore if behaviour continues and focus praise on students working well.	Request student to move to garage/sensory room. Student remains in garage until staff decide that they are ready to return to school. If student refuses to go to the garage then request to leave school as not managing. Inform parent/guardian. Give work to be completed at home (this could be worksheets, or online activity like BKSB or National Careers website.
Damaging school property High level Ripping displays, kicking doors (around the school)	Warning that they will be asked to leave in 2 minutes if no immediate improvement seen. Change of face where possible. Ensure other students are safe.	Request to leave school as not managing. Inform parent/guardian. Give work to be completed at home (this could be worksheets, or online activity like BKSB or National Careers website.	Reparation meeting with school, guardian and student. TBA as soon as possible. Student not allowed back in school until meeting has taken place and agreements drawn up.
Student refuses to leave	Advise student that if they do not leave immediately they will have to work from	If after 15 minutes the student still refuses to leave then where possible isolate student	Reparation meeting with school, guardian and student. TBA as soon as possible.

	<p>home on the next school day. Give 5 minutes reflection time but do not engage with student.</p> <p>Put student work/instructions in folder and pass to guardian/cab driver or student.</p> <p>Unlock back door and advise student that exit is clear and they are free to leave.</p>	<p>in one area and allocate staff member (care worker if residential student or school staff if day student) to observe them BUT not engage with them. Move all other students away. Remind student that door is open to leave and that they will not be allowed in school the next working day as a consequence of not leaving immediately.</p>	<p>Student not allowed back in school until meeting has taken place and agreements drawn up.</p>
<p>Refusal to complete work at home</p>	<p>Intervention meeting with school, guardian and student. TBA as soon as possible.</p>	<p>Home school agreement to be signed by student, guardian and school before student allowed back in school.</p>	<p>Disruption meeting with school and social worker.</p>

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Exclusion Procedures

Fixed-Term Exclusion

1. A fixed-term exclusion will normally only be considered for persistent breaches of school discipline inside or outside the classroom after other strategies and sanctions have been exercised without success. A fixed-term exclusion will sometimes, but not always, follow a written warning to parents.
2. The school reserves the right, however, to give a fixed-term exclusion for a more serious breach of school discipline including:
 - Physical aggression towards another pupil, including hitting with the hand and kicking
 - Bullying
 - Sexual harassment of another pupil
 - Possession of illegal substances including alcohol, tobacco or drugs
 - Theft or extortion.
3. It will be for the Head Teacher to determine the length of the fixed-term exclusion (up to 45 days in any one year) on the basis of facts relating to the specific case. A second exclusion for a similar offence may well be for a longer term than the first.
4. It is normally expected that the parents/carers will accompany the pupil to school on the first day back after the exclusion when both will be interviewed by the Head Teacher or his/her representative.

Permanent Exclusion

1. The school regards permanent exclusion as the sanction of last resort.
2. A permanent exclusion will normally only be considered for persistent breaches of school discipline inside or outside the classroom after all other strategies and sanctions, including one, two or (exceptionally) three fixed-term exclusions have been exercised without success and after a written warning has been issued to parents.
3. The school reserves the right, however, to give a permanent exclusion for an offence which involves an exceptionally serious breach of school rules and which puts staff or other pupils at the school at physical risk.
4. Such offences may include:
 - A serious physical assault on a fellow pupil which is premeditated and/or involves the use of an offensive weapon
 - Dealing with drugs
 - Arson
 - Deliberate serious breach of the school's Health and Safety Code.
5. When a pupil is permanently excluded, a formal letter will be sent to the parents/carers informing them of the reason for the exclusion and their right of appeal. The Headteacher will convene a meeting with the Local Authority and the Proprietor to discuss the situation. If it is decided to pursue the permanent exclusion of the pupil then they and their parents/carers will be invited to a meeting with the Headteacher. If the parent/carer chooses not to attend this meeting then a further meeting involving representatives of Ocean Lodge Independent School parent/carer and the Local Authority is scheduled. If the decision to exclude is upheld, a letter will be sent to the parents/carers informing them of the decision and their right of appeal. Parents/carers will then have fifteen days within which to appeal.
6. The appeal will be heard by the Proprietor and a nominated officer of the Local Authority and the decision reached by this hearing will be final.

To be read in-conjunction with:

- Use of Reasonable Force Policy
- Search Policy
- Student Code of Conduct
- Cause for Concern Form
- Ocean Lodge Independent School Rules
- Home School Agreement
- Mobile Phone Policy
- Anti-Bullying Policy
- Staffing and Safer Recruitment Policy

Proprietor signature.....

Date: 01/09/17

