

**Oswaldtwistle School Behaviour Management Policy**

**And**

**Statement on our Principles of Behaviour**

**December**

**2018-19**

**To be reviewed December 2019**

Statement on our Principles of Behaviour

At Oswaldtwistle we believe that all members of our school; staff, students and parents can make the right choices in the way and manner in which they behave.

Our philosophy towards understanding behaviour is underpinned by “social learning theory” as prescribed by Albert Bandura that is, “*behaviour is learned from the environment through the process of observational learning*”.

It is our understanding that we behave in the manner which is accepted by those around us because that is how we see them behaving. The influence of the positive role model is crucial to our behaviour modification strategy as is the role of power and control within an organised structure.

What is acceptable behaviour for those in a position of authority has to be acceptable behaviour for all who observe it and have to follow its codes.

At Oswaldtwistle each person is a role model who works within the accepted behaviours of our school as defined by our code of conduct. We learn to live within the rules by observing each other interact positively with the rules of our school society.

Behaviour policies can be inherently unfair as they are rules which are imposed upon you, not choices that you make. It is therefore crucial that there is not one rule for one and a different rule for another based on hierarchy. If the head teacher can be held to account for not following the rules then so can everyone else.

We believe in the language of choice, that is that we all choose what we do. By relinquishing the power of choice to the student they will make the right decision based on the environmental factors that surround them. Their experience of the positive role models; students and staff, will provide the intrinsic motivation required to illicit change. Modification through direct challenge and imposition will generally illicit a negative response as a conflict situation is being created, resulting in a spiral of conflict with a negative outcome.

Staff at Oswaldtwistle recognise and understand the spiral of conflict and will act to negate it.

Staff at Oswaldtwistle will address unacceptable student behaviour in as to ignore it is to accept it and through acceptance we normalise it.

We believe that students and staff need to be self-reflective and consider their behaviour and the impact it can have on others. This is done through regular review of behavioural incidents and their outcomes.

Anne Kyle

Headteacher

**THE BEHAVIOURAL MANAGEMENT PLAN OF THE OSWALDTWISTLE SCHOOL**

The Behavioural Management Plan of The Oswaldtwistle School reflects our continuous drive towards creating;

* **A safe and secure environment for staff, students and visitors**
* **An effective teaching and learning environment**
* **Positive climate and good discipline throughout the school**

**MONITORING AND RECORDING OF BEHAVIOUR**

The Oswaldtwistle School use Behaviour watch to record all types of behaviour.

Behaviour Watch is an advanced web-based system which allows schools to centralise their own recording systems and log incidents online, eliminating the need for paper-based reports.

When incidents are logged automatic emails will alert relevant staff and intelligent analysis enables quick identification of areas of concern.

Behaviour watch enables The Oswaldtwistle school to maintain effective communication with parents, schools and external agencies, informing about student progress, behaviour and achievement.

Behaviour watch allows our school to record a detailed chronology of rewards, incident slips and contact information that can be stored in a chronology of a student which will allow for effective assessment of a student’s progress and achievement. It also allows us to provide all relevant materials for a student’s successful reintegration to a mainstream school or alternative provider.

**THE OSWALDTWISTLE SCHOOL - CODE OF CONDUCT**

* Arrive on time to— **BECOME** a good learner
* Remain in class— and **BELIEVE** in yourself
* Engage in learning, complete all work— **ACHIEVE**
* **RESPECT** to all

**Behaviour Management System**

**Classroom**

**1st Verbal Warning**

**No Consequence**

**2nd Verbal Warning**

**Consequences C1 Slip**

**Behaviour modified**

**Time out**

**C2**

**TA takes student out of class**

**BASE monitor remotely the pattern of behaviour in class and if a Consequence Tab is opened will take**

**Pre-emptive action to prevent escalation**

**BASE**

**C3 Slip for rest of lesson**

**No change in behaviour or no work completed**

**Remain in BASE**

**Behaviour is modified and student engages in learning**

**Returns to class.**

If Behaviour continues to escalate **BASE will remove** the student to **prevent disruption to learning.**

**BASE**

**1 lesson**

**Behaviour is not modified.**

**Student remains in BASE**

**DETENTION may occur**

**After 3 consecutive lessons if no change in behaviour a Internal Exclusion, Loss of Privilege or Fixed Term Exclusion FTE will be considered.**

**WARNINGS:**

All student behaviour has to be discussed prior to sanctions(sanctions can include removal from class to BASE, detention, exclusion); students have to be given the opportunity to understand that their behaviour is not conducive to a positive learning environment and to be allowed to make changes to their behaviour. No ‘Consequences’ slip can be given without first discussing the behaviour. Behaviour is a choice and we ask students to think about the choices they are making.

**CONSEQUENCE SLIP**

We use Consequence slips to record allbehaviours. As behaviour escalates the Consequence slip is upgraded; Stage 1, Stage 2 and Stage 3.

Stage 1 – Verbal Warning

Stage 2 – Time out

Stage 3 – Removal to BASE

The slip allows us to record the precedents to the incident and also to add a commentary as an incident develops. As an incident develops the BASE team are automatically notified allowing them to intervene at the appropriate time.

For example if a student is shouting out this may result in an Consequence slip which notifies BASE but the teacher has managed this behaviour and there is no need for intervention, however if 5 minutes later the student is repeating the behaviour the teacher will add to the commentary and this would trigger BASE to go to the class and have a quiet word or remove the student.

Any Consequence slip opened has to be evaluated in terms of the actions the teacher took, the impact of those actions and the response of the student.

**BASE** *(Behavioural and Supportive Environment):*

BASE is a supportive environment, where students can work though their behaviours and they can be addressed through a restorative manner. Students are normally sent to BASE for one lesson, where they will complete their work independently.

The purpose of BASE is to allow for a cooling off period, allowing the child to reset and prepare themselves to normalise their behaviour, reconsider their choices and to function within the classroom in line with the code of conduct.

**REFUSAL TO WORK IN BASE:**

**Detentions after school and exclusions**

Students who refuse to work in BASE will have failed to successfully control their behaviour and follow the expectations of the school. **If this happens across three consecutive lessons, students will be considered for formal exclusion or a detention which may be given for after school**. When there is an issue with transport after the detention then parents will be expected to support school in ensuring that they can guarantee their child can get home after the detention. Although transport is provided to most students for the school day if a student’s behaviour is such that a detention is considered then this normal contract of transport does not apply and it is the parent or carers responsibility to ensure the student is transported home.

**STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING**

All Staff members at The Oswaldtwistle School recognise the following aspects as important in improving student learning and success:

1. Consistently apply the school **Code of Conduct** within lessons and unstructured time.

2. Use the staged approach in managing behaviour with the emphasis on the student making appropriate choices.

3. Individual Education Plans and Behaviour Management Plans for each student are:

* Discussed and negotiated with the student
* Reflective of student needs
* Realistic and achievable
* Recorded and reviewed by staff and students.

4. Reward student successes within a structured and consistent framework applied by all.

5. Staff at The Oswaldtwistle School will listen to and encourage the “Pupil Voice”.

6. Teaching staff are aware of different student learning styles and employ a wide range of teaching styles to engage the learner.

7. Involve the parent(s)/guardians in all aspects of their child's education through open and effective communication by all staff.

8. Provide effective supervision and daily debriefing for all staff.

9. Provide effective supervision for students at The Oswaldtwistle School to support positive behaviour.

**POSITIVE BEHAVIOUR MANAGEMENT AND REWARD SYSTEM**

The Positive Behaviour Management and Reward system at The Oswaldtwistle School acknowledges students achievements in Academic, Behavioural and Social goals. This policy aims to support the overall school's behavioural management policy.

**The key objectives are to:**

1. Acknowledge and Reward student achievement.

2. Encourage students to take responsibility for their own learning and behaviour.

3. Provide opportunities for students to demonstrate success in a wide range of subjects.

4. Use reflective practices.

**The key outcomes are to:**

1. Maintain an integrated Behaviour management and Reward system which supports the overall functioning of the school's discipline code and behavioural management plan.

2. Students will receive rewards for their success in academic, behavioural and social interaction.

**REWARDS SYSTEMS**

**Points**

Rewards, in the form of **points** are given to students for working within the **Code of Conduct;**

* Arrive on time to lessons and settle quickly.
* Put your hand up when answering questions or asking for support.
* Give your best at all times.
* Always be respectful to others.

It is part of standard classroom practice at The Oswaldtwistle School that rewarding pupils for meeting the **Code of Conduct** is performed in each lesson.

We want students to be ready to learn therefore we reward punctuality.

We want students to take turns and listen to others.

We want our students to give their best at all times.

We want our student to respect each other and make positive comments about each other.

The points are accumulated on the BW system and are cashed in at a “tuck shop” ran by the students each Wednesday lunch time. There is therefore a tangible link between behaving well and being rewarded.

We do not take away points earned by a student for negative behaviours. Offsetting positive points with negative points is not the philosophy of the Oswaldtwistle School, **we do not average out student behaviour**.

Points total also inform the student of the week award.

**Green Slips**

Students can earn green slips by performing acts of kindness towards staff and other students; they are not given for work or behaviour. Green slips carry an additional 5 points, equivalent to one lessons full point total. They are also used to inform the student of the week award.

**STRATEGIES FOR DEALING WITH**

**UNACCEPTABLE BEHAVIOUR**

The Oswaldtwistle School staff will follow the School Behavioural Management Plan but on occasions students may not respond to the plan or behave in a dangerous or threatening manner.

Exclusion is not always seen as an appropriate or effective way of dealing with such behaviours. The school prefers to use Restorative Approaches as a means of conflict resolution. In the event that the school is left with little option but to exclude the following strategies are put in place.

**EXCLUSION AT The Oswaldtwistle School**

**Fixed Term exclusion**

Fixed Term Exclusions are an important strategy in helping students when their behaviour has been dangerous, harassing and affects the safety of individuals in The Oswaldtwistle School.

The Behavioural Management Policy and therefore the Exclusion Policy at The Oswaldtwistle School reinforces the important value of a school being a safe and rewarding environment for all. Students may be placed on a short exclusion.

Some students’ behaviour may be unsafe because they have complex SEN needs or mental health issues. Staff at The Oswaldtwistle School are trained to identify these needs and will make, or assist parents/carers, in making appropriate referrals to external agencies including SEN & EPS and ELCAS.

Work must be provided for students who are excluded. This work should be appropriately set and be relevant to the work they will miss in class.

**Permanent Exclusion**

In exceptional circumstances we will use a permanent exclusion if the student’s behaviour is of such danger or concern that to allow them back to school would have a detrimental effect on the other students and staff.

**Return to school**

Prior to returning to school and dependent upon the incident (i.e. physical assault of another student or member of staff) the school may request a risk assessment to ascertain that the return to school of the student will not jeopardise the safety of any individual in the school.

Students, accompanied by their parent(s)/guardians, must have a meeting with a member of the Senior Management Team to resolve the issue that lead to their exclusion. Students must be willing to acknowledge how their behaviour was seen as unacceptable within the school behavioural management plan and to make assurances that they will try to work within the school and classroom rules.

If a student receives a second exclusion they will be required to sign a contract to assure staff of the commitment to following the behavioural management plan used at The Oswaldtwistle School. The contract will be personalised and highlight the areas where the student has been struggling and also illustrate the rewards that the student will receive for making the correct decision and behaving appropriately. The contract will be signed by the student, parent(s)/carer and a member of the Senior Management Team.

If a parent/carer fails to attend this meeting they will instantly be contacted to arrange a new date/time for the meeting to take place. If the student fails to return to school the absence will be recorded as an absence. If a parent/carer is unwilling to attend a meeting the Pupil Support Officer will arrange to see the parent/carer at their home to discuss the need for the meeting and their responsibility to resolve the matter and ensure that their child is being adequately educated.

**High Support**

A student who has committed a serious assault on a member of staff or student, or who has been involved in illegal activities while at school may be eligible for high support. A student may have been given a fixed period exclusion and the Headteacher can then apply to the SMT for high support. High support is normally only accessed in exceptional circumstances. This would involve a student being educated off-site with a teacher and TA for a limited period of time. The aim will be to work with the student to address some of their educational and behavioural difficulties that would eventually allow the student to return to The Oswaldtwistle School and be educated in class with his/her peers (also see Fixed Term Exclusions above).

**Use of Reasonable Force**

**Aims of the Policy**

The aims of this Reasonable Force Policy are to:

·Provide clarification on the use of reasonable force in school

·To enable staff to feel more informed and confident about the use of reasonable force when they believe it to be necessary

·To make clear the responsibilities of Headteachers, senior staff and the management committee in respect of this power.

This policy is drawn from advice contained in the document ‘Use of Reasonable Force – Advice for headteachers, staff and governing bodies’ by the Department for Education (see appendix). This guidance relates to the Education and Inspections Act 2006.

**Key Points**

·School staff have a legal power to use force and lawful use of this power will provide a defence to any related criminal prosecution or other legal action.

·Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

·Senior school leaders should support their staff when they use this power.

**What the Law says**

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

·Committing a criminal offence

·Causing personal injury to themselves or another

·Causing damage to property belonging to them or another, including the school.

·Any behaviour prejudicing the maintenance of good order and discipline in the school.

**Who may use force?**

The staff to which this lawful power is granted is defined in the Act. Through this policy, the head teacher expressly gives authority to:

1. All staff who have control or charge of pupils (including teaching staff, teaching assistants, special needs assistants, midday assistants and supply staff) who work at The Oswaldtwistle School

and

1. The headteacher also gives authorisation to those who do not usually have such control or charge - for example catering staff, and suitable unpaid volunteers such as parents or management committee accompanying pupils on school organised visits – in circumstances where the safety of the child or other children becomes an imperative.

**What is reasonable force?**

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

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.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

‘Reasonable in the circumstances’ means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

**Schools can use reasonable force:**

·In situations where a pupil (including one from another school) is on school premises or elsewhere in the lawful control or charge of a staff member – for example on a school visit.

·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; 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;

·And to restrain a pupil at risk of harming themselves through physical outbursts.

**Schools cannot:**

·use force as a punishment – it is always unlawful to use force as a punishment.

Deciding whether to use force

As a general rule staff should only use force when:

·The potential consequences of not intervening are sufficiently serious to justify it,

·The chance of achieving the desired outcome by other non-physical means are low; and

·The risk associated with not using force outweighs the risk of using it.

·Staff do not require parental consent to apply reasonable force on a pupil.

**Using Force**

·Before using force, staff should - where practicable - tell the pupil to stop misbehaving. Care should be taken to avoid giving the impression that the member of staff is angry or frustrated, or are acting to punish the child. It should be made clear with calm language that as soon as the need for force ceases, it will stop.

·Appropriate use of force will range from physical passive presence in between pupils, to blocking a pupil’s path, ushering them by placing a hand in the centre of the back, leading them by the hand or arm, to in more extreme circumstances using appropriate restraining holds. Particular attention will be given to individuals’ needs which arise from statements of SEN or disability.

·Whilst it is highly desirable that staff should avoid acting in any way which might reasonably be expected to cause an injury, in truly exceptional circumstances it is recognised that it may not always be possible to avoid. Any such injury caused will be properly investigated by the school and will require justification.

**Training for Staff**

Physical restraint is an available option, only to be used when other means of dealing with the situation have failed. Staff are made aware of this policy and have training on child protection and other training that will ensure they are aware of their duties and the law.

**Recording Incidents**

The Oswaldtwistle School will keep a record of each significant incident of the use of force to control and restrain using the form appended. Whether or not an incident is significant will be a matter for the School to decide on a case by case basis. Decisions will include the following considerations:

·The pupil’s behaviour and the level of risk presented at the time

·The degree of force used and whether it was proportionate in relation to the behaviour, together with the effect on the pupil or member of staff.

·The effect on the pupil or member of staff

·The child’s age

The purpose of recording is to ensure that policy guidelines are followed, to inform parents / carers, to inform future planning as part of school improvement processes, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry.

Parents / carers will be informed of the incident.

**Post-incident support**

·If injuries result from the application of reasonable force, medical help should be sought straight away. It is also important to ensure that staff and pupils are given emotional support.

·As soon as possible after the incident parents / carers should be informed and provided with a copy of this policy. If necessary details of the incident will be confirmed in writing.

·When assessing the incident, consideration may be given to involving multi-agency partners to offer support or advice.

·Where a pupil is responsible for injury to another, as well as holding him/her to account and issuing appropriate sanction, the pupil will be given the opportunity to repair the relationships with pupils and staff affected by the incident. The pupil will be offered appropriate support to help develop strategies for avoiding such crisis points in future.

**Other physical contact with pupils**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

·When comforting a distressed pupil;

·When a pupil is being congratulated or praised;

·To demonstrate how to use a musical instrument;

·To demonstrate exercises or techniques during PE lessons or sports coaching;

·To give first aid.

**Conduct outside the school gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.' The school's behaviour policy should set out what the school will do in response to all non-criminal behaviour issues and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the policy, the teacher may discipline for any misbehaviour when the pupil is: Taking part in any school-organised or school-related activity or travelling to or from school or Wearing the school uniform or in some other way identifiable as a pupil at the school. The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that: Could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

It is the policy of this school that misbehaviour outside the school which takes place during school hours will be treated in the same fashion as if it occurred within the school. However misbehaviour outside the school may result in additional punishment such as a withdrawal of the ability to partake in activities out with the school.

Misbehaviour outside of school hours will be considered on a case by case basis.

* If a student is transported home we would consider it the responsibility of the parents to manage behaviour after they have been dropped off.
* If a student makes their own way home we would consider disciplining for misbehaviour prior to their arrival home.
* If misbehaviour takes place in the evenings or weekends we would consider the case on its merits and the evidence presented.

**This is particularly relevant to the use of social media to harass, victimise, discriminate or criticise individuals or the school and its staff. This behaviour will be dealt with as if it has happened within the school and will be susceptible to the same punishment.**

**Powers of search and confiscation**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. **The legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out**.

1. Power to search without consent for 'prohibited items' including:

a. Knives and weapons

b. Alcohol

c. Illegal drugs

d. Stolen items

e. Tobacco and cigarette papers

f. Pornographic images

g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for Weapons and knives and extreme or child pornography must be handed to the Police.

**Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it**

**Complaints and allegations**

If a complaint is made against a member of staff about the use of force the school will follow the guidance set out in Section Eight of the Use of Reasonable Force: Advice for headteachers, staff and governing bodies DfE-000602011 (see appendix)

**No Smoking Policy & Procedure**

Oswaldtwistle School works in line with the requirements of the law and is a NO SMOKING school. Staff, pupils and any visitors are not allowed to smoke on site at any time. This policy includes cigarettes and electronic cigarettes. This policy also applies to pupils who are off site for curriculum activities and when being transported to and from school.

Cigarettes, smoking materials and lighters should not to be brought to school, however if it comes to our attention that a pupil is in possession of cigarettes, smoking materials or lighters then they must be handed in to a member of staff. They will not be returned to the pupil

At break and lunchtime pupils must remain within sight of a member of staff- if a pupil goes out of sight (behind buildings/trees/bushes) it will be treated as a breach of the smoking policy.

At lunchtime Year 11 pupils will continue to be allowed the privilege of going off site to purchase lunch from the shop, however if this is abused by being late back to school then this may be withdrawn.

Pupils are not allowed off sight during morning break. All students must stay on site, **in view** of a member of staff and make sure they attend their period 3 lesson on time.

If a pupil smokes on site or if staff has reason to believe the pupil has been smoking by being out of sight and /or smelling, or if the pupil has been with a group who were smoking then that pupil/group will be excluded for the rest of the day. It is every pupil’s responsibility to make the right choices therefore if you remain with a person/group who is smoking you will be treated as if you too have been smoking.   Parents will be contacted to confirm that they are being excluded.

If a pupil smokes whilst on an organised off site activity then the pupil will no longer be entitled to participate in that activity

Student

Signature:………………………………………………………..Date:………………………………...

Parent/Guardian Signature:…………………………………………..…Date:………………………………