


Policy	Behaviour & Sanctions Policy
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Signed	

This policy has been written with regard to the non-statutory advice: Behaviour and Discipline in schools (2016)

Introduction

This policy should be read in conjunction with the school's safeguarding, internet acceptable use, whistleblowing and staff code of conduct policies.

At Oracle, we aim for the development of the whole child encompassing all learning, including skill acquisition, building relationships with others, developing knowledge, and making progress through a variety of activities. These learning activities can be in the more formal setting of a classroom but should also be promoted in the more informal settings out of the classroom. Learning to socialise, co-operate, negotiate, and collaborate are key skills that young people will need to adopt in order to become good citizens and take their place in society as young adults. Young people should be given the opportunities to promote their understanding of these issues and the teaching and residential care workers have a significant responsibility in this. The school also seeks to actively promote good values such as tolerance, the rule of law, individual liberty and democracy (FBV).

We understand our duties under the Equality Act (2010) including issues related to young people with SEND and how we make reasonable adjustments for these young people.

At Oracle, we endeavour to provide opportunities for young person's growth and development in the above areas, both in and out of the classroom. Personal, social and health education alongside Social, Moral Spiritual and Cultural opportunities provide the backbone of the curriculum and materials are used to empower young people and develop a local and global sense of identity and responsibility.

It is important that the rules in Oracle are adhered to and that young people are encouraged to discuss any problems they may have with a teacher or another adult. The rules are simple and straightforward to ensure understanding by all and are displayed around the building. However, we recognise that young people do not sometimes act within the rules or expectations and on these occasions, staff must respond in a consistent, clear and purposeful way, to ensure that the school environment remains a safe and welcoming place for both staff and young people alike. Under no circumstances is any form of corporal punishment permitted, nor the use of Physical Intervention as a punishment.

COVID update Sept 2020

Oracle has conducted a risk assessment in line with the government requirements. The risk assessment will be kept under constant review and will align to safeguarding policies too. It is important that all staff and students are kept safe and any student that commits a serious offence will be sanctioned by the headteacher according to the behaviour policy. In extreme circumstances this, where the placement of young person is proving to be incompatible with the education of others, an interim annual review will be held. The outcome of this may include transition of the pupil to a more suitable educational establishment. However, Oracle care may also serve notice on the placement to placing authority.

If pupils are unable to follow the school's COVID-19 risk assessment protocol or take part in negative activities such as deliberately spitting then the appropriate sanction will be put in place and the school will request support from their parent, social worker or virtual head if LAC. This may include a move to a bespoke timetable or hybrid learning and will be reviewed fortnightly during the pandemic.

Training

All staff are trained in Therapeutic Parenting and Prevention, Protection, Restoration techniques, Physical Intervention (please see Positive Handling) and how to use this training to positively manage behaviour around the school. Staff are also routinely made aware of the contents of this policy and its aims and objectives in helping young people to manage their behaviour and to receive the best support from staff to achieve this.

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Behaviour Management systems

The points system of rewards is pupil friendly and easy to follow. It is displayed in every classroom. Pupils can earn a maximum of three points for every lesson which are awarded against classroom expectations, such as improving behaviour, displaying a positive attitude in lessons, and social skills. Support staff/teaching staff award points based on their assessment of the pupil during the lesson on cards that the young people carry with them.

Examples could be:

1 point - Settled well and contributed occasionally

2 points - Good work in class and contributed well

3 points - Exceptional attitude to learning

The points are put onto *Engage* by the teacher or the TA and then are calculated daily. The totals can also be added to a reward chart in the pupil's form classrooms. This daily total will go towards an end of week reward (students to decide here). At the end of the term, students will be able, depending on the amount of points they achieve, be able to attend a trip of their choosing.

Exceptional Behaviour and Attitude

A Headteacher's postcard can be issued for those students that have displayed an exceptional attitude to their learning both inside and outside of the classroom. In addition, a postcard can be issued for showing exceptional kindness, thoughtfulness and helpfulness. When a student receives a postcard, they are to show this to the Headteacher to be awarded a prize of their choice. This is worth 10 points towards their positive behaviour total.

Reflection

Reflection is completed at the beginning of the school day and is a valuable tool in building relationships and improving behaviour. It is a one to one meeting with each person's form tutor to look back on the points earned, as well as the positive and negative aspects of the previous

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day. It is used to close/deal with issues so that the next day can begin afresh. The tutor communicates via an email sent to the home/parents/carers to highlight any praise, issues or concerns.

The Scope of Unacceptable Behaviour

Many young people bring with them a range of behavioural issues connected with previous education experiences and social circumstances. Sometimes settling in to school takes time and the behaviour of the young person falls below what is expected within a school environment. There may be significant attachment issues that prevent progress from being made. In this case a slow, phased integration lesson-by-lesson and close working with the home manager and therapeutic team is required, based on a shared knowledge of the young person's behaviour. Progress will be carefully monitored as relationships are established. The school aims to enhance stability and to provide support through individual strategies including adaptations to the timetable to help build positive engagement.

The school has developed a set of clear school rules which will allow learning to take place and these are displayed around the building. (Please see list). These rules are not negotiable and are a basic school requirement, ensuring an orderly environment for the whole school community.

The range of behaviours seen are varied and challenging and differ between young people given their background history. Some of the low level behaviours that are seen include;

- Being unkind
- Leaving the room without permission
- Not completing the appropriate amount of work
- Calling out
- Rudeness to staff
- Unacceptable behaviour towards staff or other young people including spitting, physical threats or intimidation
- Rude or abusive language
- Non-compliance with staff instruction
- Physical assault on peers/adults.
- Behaviour likely to disturb the learning of others
- Behaviour likely to cause damage to property or equipment
- Behaviour where pupils have made malicious accusations against staff

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This list is not exhaustive but provides a framework for evaluating individual issues and approaches. Using the levels will allow assistance of recording correctly on Engage.

Low level disruption issues are minor behaviours, which are recorded on Engage but are dealt with by the class teacher if appropriate, although the Deputy Headteacher can be informed if more support is required.

Serious behaviours will require the intervention of the headteacher or deputy headteacher and usually result in a consequence or meeting to resolve these issues.

These are to be recorded on Engage using the 'Behaviour Incident Form'

In all circumstances, informing the young person's care manager/ Key Worker must be part of the strategy used, including if necessary, seeking an urgent meeting with them. This meeting should occur within **3 working days**. When meeting the care manager or Key Worker the tutor will raise the concerns he/she and the teaching staff have over the continued poor behaviour of the young person and ensure the Head Teacher is kept informed of all developments. The staff team with clear direction from senior school leaders will evaluate on a daily basis how things are progressing with each pupil and the behaviour strategies which are required. Such options may include:

- Catch up,
- After school detention.
- 1:1 working
- "quiet room" (which is used to help pupils reflect and calm down where and when necessary and appropriate after other strategies have been unsuccessful and the young person is becoming a danger to themselves, others or school property).

Persistent breaches of expectations will be fully reviewed in order to modify the young person's PLP and PRP. The aim is to build a consistent approach.

Serious Incident (including physical intervention)

These are to be recorded on Engage using the 'Behaviour Incident Form'. On the form you must select 'Behaviour Incident with Physical Intervention' from the drop down box.

If a serious offence (such as violence, aggression, or a criminal offence in school) occurs, a

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young person can be internally or externally excluded **as a last resort for a fixed period of time.**

The length of exclusion depends on the seriousness of the offence and the risk posed to other young people. An exclusion can start from an afternoon for a one-off offence that does not require police involvement, to a fixed term exclusion of multiple days.

During this time, work will be sent home either in hard copy or email format. Therapeutic input may be required; this may also entail organising home tuition for a period of time until we feel that the young person is ready to return to the school environment. The option of exclusion will only be taken in exceptional circumstances. Should this exclusion option be taken, the Head Teacher will discuss the reasons for the exclusion and make clear the proposed plan to enable the young person to return to school.

Social Workers will be informed at the point of an incident via an immediate telephone call/email. Once complete the Social worker and home will receive an approved copy of the incident or Physical Intervention via email from *Engage*.

Consultation with a young person's care manager must be undertaken to establish any reasons outside school which may have adversely affected the behaviour of the young person and to establish whether alternative action should be taken to support the young person. The following are examples where exclusion may be used, but the decision must take account of the context and any earlier decisions on exclusion:

- Violence or intimidation towards staff and/or other young people including bullying
- Serious vandalism
- Sexual or racial harassment (including electronic communications)
- Possession of, abusing or supplying drugs, alcohol or solvents
- Stealing
- Carrying offensive weapons
- Placing themselves in danger e.g. climbing

A decision must not be made until the Head Teacher is in possession of all the relevant information and the young person's involvement in the incident is clearly established. The exception to this being where there is an immediate safety risk to the young person, other young people or staff. Permanent exclusion will occur if there is persistent repetition of a serious offence.

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At all times staff must have/show:

- Consistency
- High expectations
- Respect to individual needs
- Empower the students
- Verbal encouragement
- Use of the reward system

In addition, staff must also:

- Record all incidents on the MIS
- Take part Restorative Justice practice to encourage reflection
- Record catch ups for any missed work
- Allow for quick reintegration

Return to school

Prior to a young person returning to school following a fixed-term exclusion, the Headteacher and care manager must consider a risk assessment to highlight any necessary changes to the supervision of the young person in school. This may involve individual plans, changes to the timetable to keep the young person away from another young person, or an increase in staffing whilst the young person is at school. On the day of return the young person must have a back to school meeting to explain how the return to school will be managed and to ensure the young person is supported in not repeating the behaviour that required an exclusion in the first place.

Restorative justice is used to ensure any teacher, care staff or pupil has a way forward and the forum to express their views, explain/ understand the impact of their behaviour and where or if necessary apologise for their actions. If damage has occurred then the young person is offered the chance to make reparation. This may include a charge to repair any damage, although this will be no more than 66% from their own monies, as set out in the school's care standards and which can be paid weekly. In very serious cases of extreme damage the school reserves the right to involve the police and will act on the advice provided.

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Reporting of Serious Events

It is important that records of any serious incidents that occur in school resulting in a fixed-term exclusion are recorded on *Engage*. These incidents are printed and reported monthly as part of the Key Performance Indicators report produced by the Headteacher to company directors as part of their governance responsibilities.

A letter will also be written by education staff to the young person's care manager/parents detailing the reasons for the exclusion (and evidence where appropriate/allowed within confidentiality and legal bounds), the response required from the young person (if any), a time-frame for re-inclusion and any stipulations attached to the return to education. In all cases a letter will also be sent to the young person's social worker.

Sanctioning

Where appropriate, sanctions can be imposed on a young person following inappropriate behaviour. It is not possible to provide a list of suitable sanctions as it is imperative that any sanction imposed must be appropriate to the behaviour. In all cases

- sanctions must be recorded:
- discussed with the young person's care team
- appropriate to the reason for applying the sanction
- not unnecessarily severe
- understood by the young person.

If any of these cannot be fulfilled, a full discussion must follow involving the Headteacher.

Retention of rights

In addition to the above action, all staff and young people retain the right, without prejudice, to notify the children's services, the LADO or police authorities following incidents of assault, theft or vandalism to their personal property by another person. (See safeguarding and whistle-blowing policies)

We have a strict policy of no mobile phones, cigarettes, drugs or weapons on the school site. All students are required to hand in the above at the point of entry to the building. Should a young person be suspected of carrying any of the above, staff will request that their bags/pockets may be searched. This will only be carried out with the consent of the young

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person. In the case of any of the above being found, they will be confiscated, and parents/carers advised. Any actions will be undertaken in line with the DfE guidance: Searching, screening and confiscation (2018)

Individual Education Plans and Individual Behaviour Plans are set and reviewed each half-term.

Any behaviour issues identified through this process and which are of concern to staff will be fully considered by members of the SLT in order to ensure that the right approaches are established to assist individual young people.