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 behavioural logs 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 Charter (Appendix A)
- follow the Oak Lodge Communication Charter (Appendix B)

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 D for further strategies to promote positive behavior

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.

Informal Reward:
- Positive comments written on work
- Use of stickers/stamps
- Public recognition in lessons
- Placing students work on display
- Positive comments in Communication Diary for parents
- Senior staff visiting classes to praise students' work and effort
- Positive recognition (thumbs up, smile)

Physical Rewards Programme: See Appendix C for year 7-11 Programme
- Merits
- Personal Learning Targets achievement Staff signatures
- Jack Petchey Award
- Attendance Certificates for 100% attendance
- Acts of Kindness: Anti Bullying Certificates
- Uniform Team Award: Bi monthly award for the pastoral group collecting the most points
- Maths, English and Science Star of the week
- Skills for Life and My learning Postcards

Sixth Form Reward Programme: see Appendix C for 6th Form Programme
Physical Awards
- Pre Vocational Pathway: Employability Skills Recognition
- Jacky Petchey Term Award
- Residential Award Trip
- TWI: Personal Learning Target Award

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.

Whole School Prize giving:
Certificates, cups and prizes are awarded annually to pupils for outstanding effort and achievement, attendance and punctuality. This is a whole school event for pupils across Key Stages 3, 4 & 5 event with parents/guardians, Governors and Guest Speakers invited.

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

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.
- **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**: Behaviour Logs and Child Welfare forms to be completed and all records kept.
- **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. *6th Form students will discuss appropriate peer support during pastoral and PSHE lessons.*
- **Exclusion:** in some cases, in may be necessary to exclude a pupil/student who persistently bullies and in extreme cases this may result in a permanent exclusion.

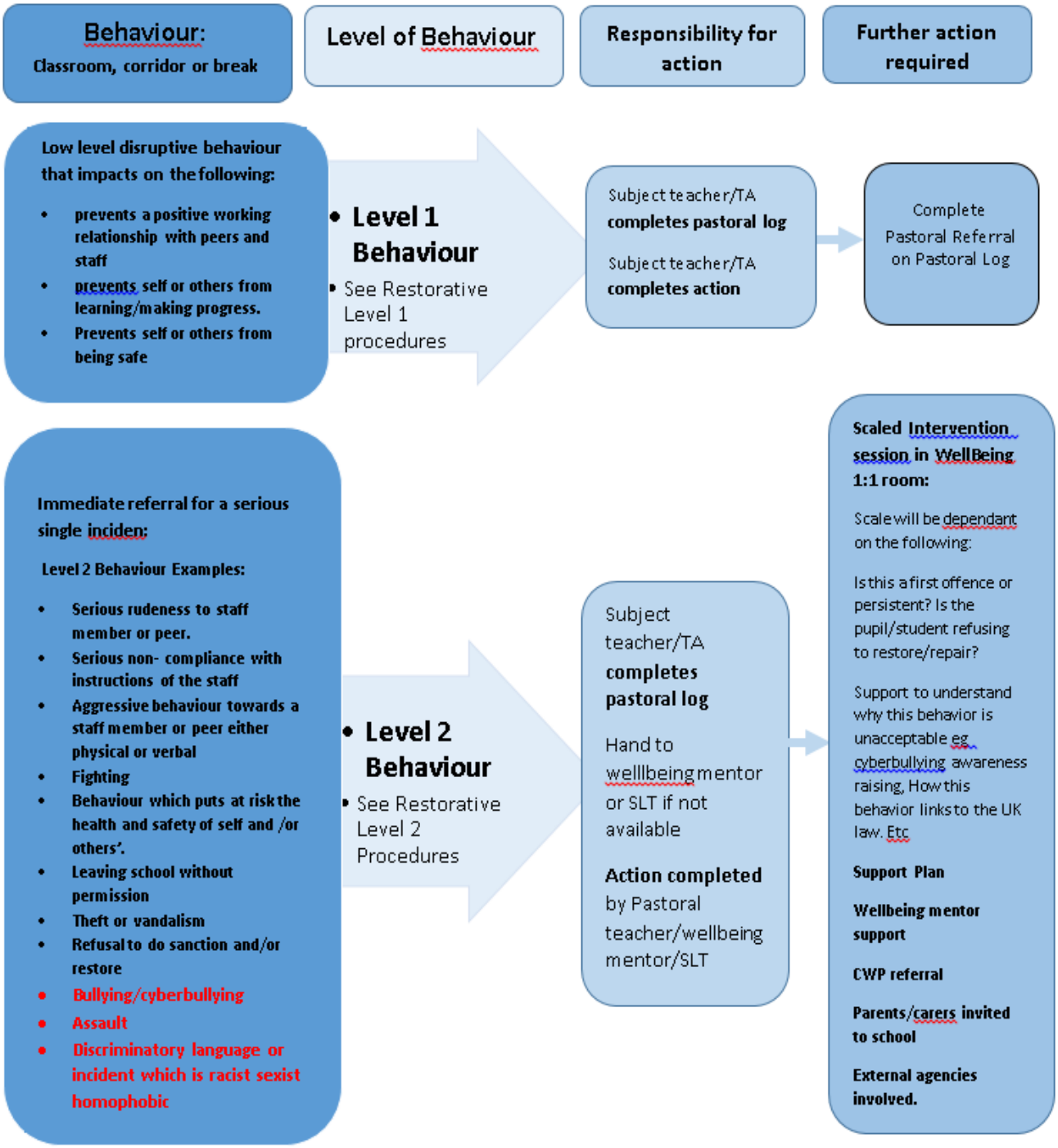
Cyber bullying
Using any technology to bully others will be treated in the same way as other non-physical bullying incidents and the above implementations will be followed. In school and residential we incorporate web-site filters and all pupils/students sign the ICT Acceptable Users Policy agreeing 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.

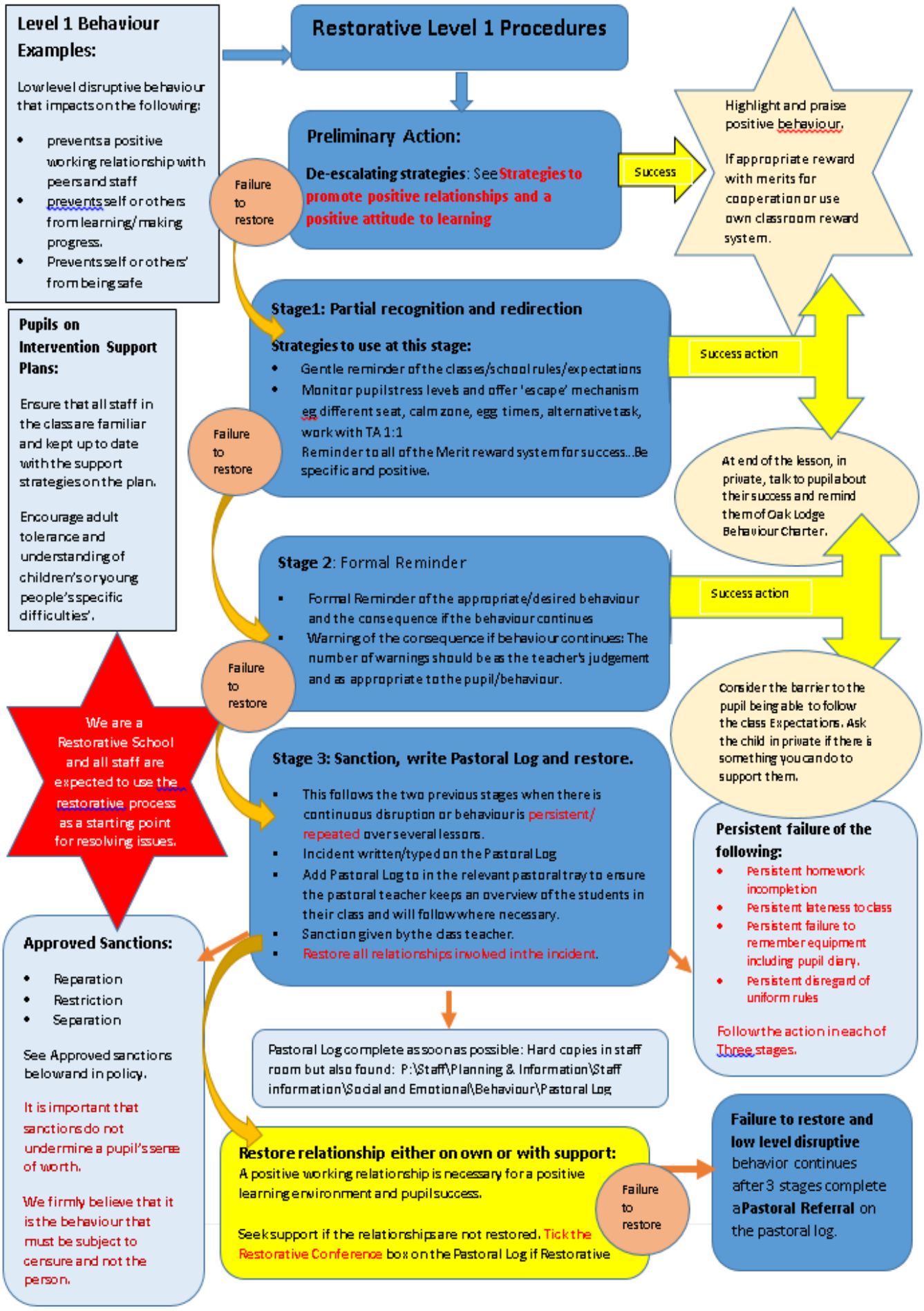
Restorative Procedures following Level 1 and Level 2 behaviours incidents

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:

Overview of Relationship and Behaviour Procedures:



Restorative Procedures Level1: Flow Chart



Restorative Level 2 Procedures

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**

Immediate referral for a serious single incident:

Stage 1: Escort pupil to Well Being room or SLT if Well Being mentor is not there. Seek support if student is non-compliant

action

Depending on situation the pupil may be:

- removed from the class for a period…cool down time.
- stage one of restorative conversation when ready.
- Initial intervention session immediately. To gauge pupil understanding.
- Time will be dependent on incident and all facts known

Stage 2: Write Pastoral Log as soon as possible and hand to Wellbeing mentor.

It is necessary to have all the facts written down and investigation carried out before sanction is given.

P:\Staff\Planning & Information\Staff information\Social and Emotional\Behaviour\Pastoral Log

Stage 3: Sanction: Restriction

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

action

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.

Stage 4: Repair, restore &/or intervention

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' eg 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. (eg 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 Behaivour

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 eg 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: Support Plan, Wellbeing mentor support, CWP referral, parents invited to school, external agencies involved.

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

Behaviour and Well Being Support for pupils/students

The Welfare and Wellbeing Team meet weekly to do the following:

- analyse the weekly Behaviour Logs, Child Welfare Reports, Attendance summary, and other Child Protection issues arising.
- Monitor and evaluate the impact of counselling and intervention programmes, ALPs provision

Here is a list of current Prevention and Intervention support on offer:

Prevention:
Pastoral teacher meet with pupils every Monday, Tuesday, Wednesday and Friday Moring and any issues or concerns that pupils have are discussed at this time.

Intervention:
1:1 Additional Learning Support
A team of staff within the school provide 1:1 session to support and encourage pupils/students who require support, including the support of the Learning Mentor. (Note this provision can also be provided to support the following needs: emotional, mental health, language, communication, etc.)

Involvement of the National Deaf Child Adolescent and Mental Health Service (NDCAMHS)
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 service at Old Church.

In-House SignHealth and Talk and Draw Therapy Counselling sessions

Behaviour Contracts and Intervention sessions
Pupils/students may be given personalised behaviour contracts to address specific concerns for a specified period of time.

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:

DfE: Exclusion from maintained schools, Academies and pupil referral units in England – A guide for those with legal responsibilities in relation to 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

See **Oak Lodge Medical Policy and Behaviour Procedure Guidelines** for further guidance**.**

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.

Use of Reasonable Force

An effective behaviour and discipline policy should secure an orderly and purposeful atmosphere in which activities and learning can take place. However there maybe rare occasions when staff will need to use 'reasonable force' in order to control or restrain children or young people for safety reasons.

School staff have the right to use physical force to control and restrain students. This is a power that must be used with due caution and consideration. The key issue is that the use of physical force must be proportionate and reasonable – if it is not, then the use of force could be considered illegal.
This power should only be used to achieve an outcome in the best interests of a student or students, where their behaviour is of immediate concern and the safety of staff and/or students is at risk.
Every effort should be made to avoid the escalation of a situation by using the school's systems and procedures. Our guidance is that staff should try not to engage in actions which may lead to a physical confrontation between a member of staff and a student, for example standing too close to a student, or causing a sense of physical intimidation to a student, but there will be times when the prevention of an incident or harm to a student will take priority.
Should physical intervention be necessary, it must be proportionate to the incident in progress. This could be on the school premises, or off the premises during an authorised school activity, and would be likely to be in the following situations:

- where a criminal offence is being committed
- in self-defence where risk of injury is imminent
- where students may injure themselves or others, or damage property
- where the good order and discipline of the school are being compromised

Physical intervention can take a number of forms:

- physically standing in between students
- standing in a student's path when this may be necessary to defuse a situation, or prevent a further escalation, or to ensure that a student complies with a reasonable request by a member of staff
- holding, pushing or pulling, with the minimum amount of force required by the situation
- leading a student away from an incident by the hand, or by gentle pressure on the centre of the back
- in serious cases, a more restrictive hold could be used, for example to prevent a student causing serious damage

While all members of staff may use physical force to restrain a student, this is a right which must be exercised with caution and professional judgment, in accordance with Trade Union advice and with Local Authority Guidance. Where members of staff perceive that there may be a serious situation, threat or danger, they must send for another colleague, and how this is done will depend on the situation. Where there is the possibility that a situation will develop beyond the school's control, the police will be called. Written statements should be provided after the incident from staff involved in using a restrictive hold and from any students who may provide relevant witness statements.

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 must 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.

Reviewed and updated: Annually
Approved by Governors:
Next Review Date: June 2018

Appendix A

Oak Lodge Behaviour Charter

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

• Organised

Be in the right place at the right time.	Follow the school dress code.	Remember to hand in quality homework on time.	Bring out diary and equipment at the start of the lesson.

• Ready to Learn

Stay engaged and focussed throughout the lesson.	When learning is a challenge, keep trying and ask for help.	Follow instructions and ask questions. Look for ways to improve your work.	Accept and give encouragement and praise.

• Respect everyone and ourselves

Show positive facial expression and language.	Follow the Positive Communication Charter.	Cooperate with others.

• Safe and Calm

Look after the building, equipment and displays.	Self-manage strong feelings.	Eat and drink only in appropriate places.	Follow *My Digital Promise.*

Appendix B

Positive Communication Code

Put your hand up.

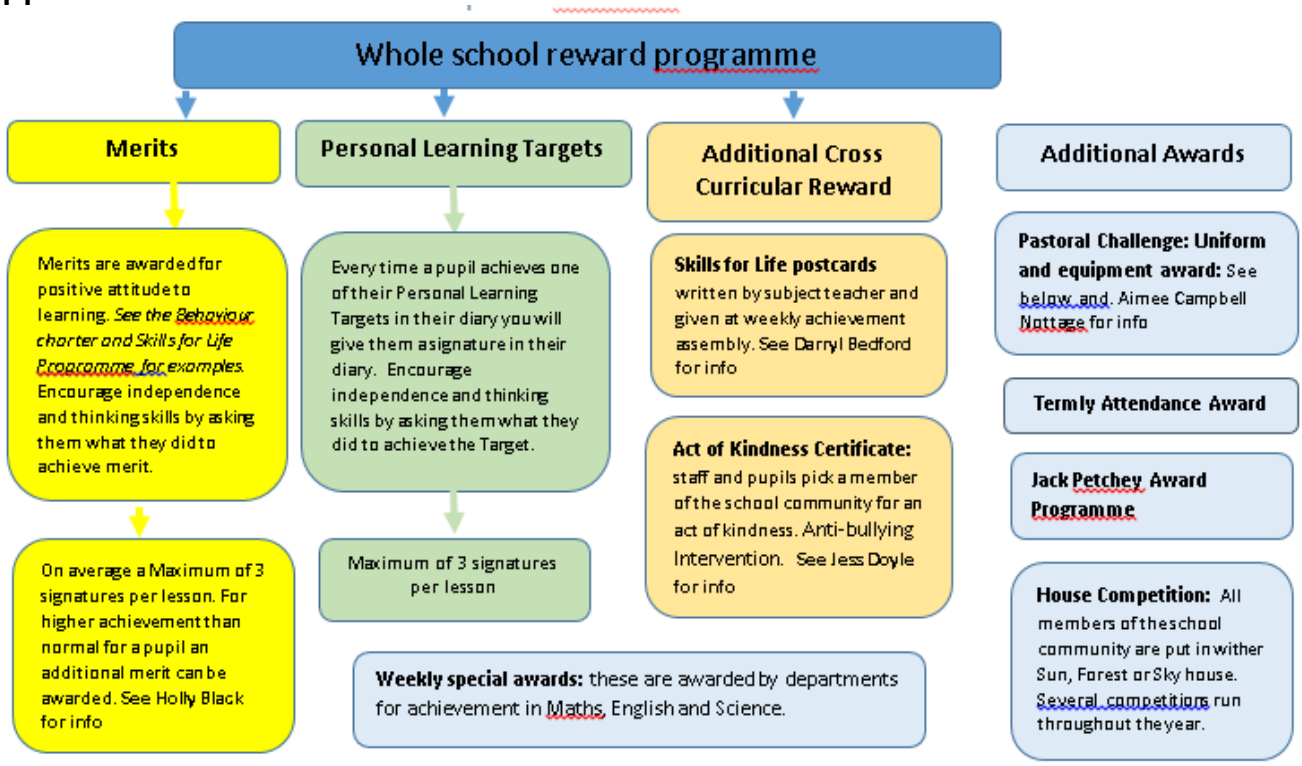
Make sure everyone is watching.

Sign and/or speak clearly.

Take turns.

Respect all of our communication needs!

Appendix C



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.
	Personal Learning Targets	I have 3 personalised targets: communication, Maths and pastoral. I can achieve 3 signatures per lesson.	A signature in communication diary every time you achieved a target.
Weekly	**Merit Certificates**	Top 8 students who have been awarded the most merits for the week	Weekly Celebration of Achievement assembly. Whole school recognition of success. Text home to family
	Weekly Special Awards:	Maths, English and Science Star of the Week **Act of Kindness: (anti bulling)**	
	Uniform Reward	Bi Monthly Uniform award for the pastoral group that achieves the most points for the correct uniform	
Half Term	**Personal Learning Targets**	Top 8 students who have been awarded the most signatures in the half term	A pizza lunch and game time.
	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	Whole school recognition at the 'Celebration of Achievement Assembly.' Text home to family. Reward trip in final week.
	Personal learning Targets: Reward Trip	Top 8 students who have been awarded the most signatures for the term	
	End of term disco and Tuck Shop	Over 400 merits at the end of the term.	End of term: Disco and tuck shop
	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	
	Jack Petchey	Three Achievement winners attend the Wandsworth Celebration of Achievement Award evening	End of each term pupil is awarded the Jack Petchey prize at assembly.

Year 7-11 Reward and Recognition Programme		
Award	**Reason**	**Reward**
Merits (Maximum of 3 merits per single lesson)	Awarded for Positive attitude to learning, exceptional effort, and achievement of My Learning or Skills for Life targets in lessons.	Added to pupil communication diary each lesson.
Merit Certificates	Top 8 students who have been awarded the most merits for the week	Whole school recognition at weekly whole school 'Celebration of Achievement Assembly.' Text home to family
Merits Reward Trip	Top 8 students who have been awarded the most merits for the term	End of term whole school recognition at weekly whole school 'Celebration of Achievement Assembly.' Text home to family. Reward trip in final week.
Merits Free time and end of term disco	For all pupils who have been awarded over 200 merits at the half term and over 400 merits at the end of the term.	Half term: Free time games End of term: Disco
Annual Merit Award 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.	At the annual Prize Giving with parents/carers and whole school community in attendance the wining house is announced an all members are rewarded with a day trip.
Personal Learning Targets	All pupils have personalised targets for English, Maths and their personal statements. Which is agreed with each pupil by their pastoral teacher.	At the end of every lesson pupils independently ask teachers for their signatures every time they achieved a target.
Half term: Personal Learning Targets	Top 8 students who have been awarded the most signatures in the half term	A pizza lunch and game time.
Personal learning Targets: Award Trip	Top 8 students who have been awarded the most signatures for the term	End of term whole school recognition at weekly whole school 'Celebration of Achievement Assembly.' Text home to family. Reward trip in final week.
Weekly Special Awards:	Maths, English and Science Star of the Week Act of Kindness: (anti bulling) Best attitude towards Homework	Public recognition at the weekly whole school 'Celebration of Achievement Assembly.' Certificate Text home to family
Uniform Reward	Bi Monthly Uniform award for the pastoral group that achieves the most points for the correct uniform	BI monthly own clothes for the pastoral group with the most points and letter home.
Skills for life/My Learning award	Weekly Recognition by subject teachers for pupils who have demonstrated exceptional progress or attainment in their Skills for Life/My learning	Postcard home
Attendance	Recognition of 100% attendance and punctuality to lessons	Certificates and special breakfast at the end of each term
Jack Petchey Termly award	Special Contribution to the school community	End of each term pupil is awarded the Jack Petchey prize at assembly. They will also attend the Wandsworth Celebration of Achievement Award evening.

6th Form Reward and Recognition Programme		
Award	**Reason**	**Reward**
Employability Skills	Pupils are awarded staff signatures to recognise their achievement towards developing their employability skills.	At the end of every session students independently ask teachers for their signatures every time they achieved an employability skill.
Jack Petchey Term Award	Awarded for developing their employability skills and attendance	Rewards and incentives are determined by the students themselves.
Residential Trip	6th form students who have consistently achieved 95% attendance and displayed exemplar behaviour	Participate in a residential trip during the summer term. Parental
TWI: Personal Learning Targets Award	Each session TWI pupils are awarded with tokens as recognition for achieving their personal learning targets	Half temly reward trip to those pupils who have achieved the target number of tokens. Pupil voice will decide the trip.

Appendix D: Strategies to promote positive behaviour

A positive environment

A warm welcome.
An activity to start with as pupils arrive – ideally.
An attractive room/space (remembering other colleagues' use of the space).
Humour.

Clear boundaries

As we know, having clear boundaries encourages pupils to feel safe, with less need for anxious, 'testing-out' behaviour. Consistency is often hard, yet vital. Pupils could be involved in constructing a limited list of class 'rules' which are displayed and can be referred to.

Acknowledging feelings

Young people can misbehave because they are upset, perhaps wanting to attract attention to their feelings. Acknowledging feelings can pre-empt the negative behaviour and decrease the chance that the adult may be a target for the brunt of the pupil's feelings.

Public praise, private criticism

Public acknowledgement of positive behaviour can reinforce the boundaries set and increase the desire of others for praise. Public criticism can also reinforce boundaries and expectations, but if used as an initial response it can also provide an audience for further negative behaviour and make others feel criticised as well.

Giving choice

Being given a choice about an action increases a pupil's understanding of their responsibility for choosing the best way of working, particularly if the consequences of their choice are clear.

Talk about work, not behaviour

If possible a response to inappropriate behaviour is better if it's translated in to a comment about the work e.g. 'Where are you up to with that design?' rather than, 'Stop
messing about'.

Catch them being good

It may be hard for some pupils, but it is probably more important for them that you can say something positive about what they are doing, even if it's acknowledging that they are going in the right direction, 'You've started that – good'.

Increase contact with pupils who have low attention spans

Commenting on what a pupil has achieved, and then reminding them of the next step, can break up tasks and give pupils access to positive teacher response.

Avoid dealing with secondary behaviours.

It's sometimes easy to begin a dialogue about poor behaviour and then load on other things e.g. 'And you're in the wrong shoes and you are chewing!' The other things you have noticed can be sorted out after the initial concern has been dealt with. Otherwise confrontation builds up and it becomes less easy to address the concern you first had.

Remember positive facial expressions and gestures: Smiles, thumbs up . . .

Self awareness

We take ourselves with us! It may be worth thinking about tone of voice, facial expression/body language. Where we stand can also impact on how included pupils feel and how much our authority is spread around the room/space. (Some argue that the interactive whiteboard can stop teachers from moving around).

Using the language of mutual respect

This can be a challenge in situations where we do not have the time for reflection, and need to make snap decisions and judgements. However we know that it models positive responses. It might be helpful to think about:

- The language of choice: 'If you choose to . . . then . . .'
- Partial agreement: 'I appreciate that . . . but . . .'
- Rule reminders: ' OK but we agreed that . . .'
- Using names ('you' can be taken as confrontational).
- Thank you: 'Thank you for

Appendix E Pastoral Log

Pastoral Log **Name of staff recording log:**

	Name of pupil:		**Date:**		**Time:**	
	Behaviour	Initial	**Action Taken**	Initial	**Location**	Initial
Level 1 Behaviour	Wellbeing Concern		Discussed with pupil e.g. restorative approach		Bus	
	Refusal to learn					
	Refusal to let others learn		Subject Detention		To/From school	
	Negative attitude towards learning		Parental Contact- Diary		Between classes	
	Refusal to follow instructions –		Parental Contact- telephone		At play – Football	
	Inappropriate communication		Pastoral Referral		At play – general	
	Leaving class without permission		**Pastoral Teacher Action**		Dining room	
	Verbal Abuse – Pupil		Restorative conference		Detention	
	Verbal abuse – Staff					
	Physical contact- push/hit low level					
	Bullying/Cyber bullying: Isolated incident		Pastoral Action eg Detention, loss of privilege		Quiet room	
	Damage to property: low level					
	Uniform / Jewellery etc. – Persistent					
	Homework incomplete: persistent		Parents informed Letter		Office	
	Late to lesson		Parents invited to school		Hall	
	Inappropriate use of mobile devices		Outside agencies involved		End of day	
	Missed detention		Behaviour Contract		Toilets	
	Leaving school without permission					
Level 2 Behaviour: Hand recorded Behaviour Log to Learning Mentor Referred to Pastoral and/or SLT for action	Bringing prohibited items to school		Learning Mentor		Reception	
	Bullying/Cyber bullying : – repeated attacks over a period of time		ALP's referral		Outside school grounds	
	Fighting		CWP referral			
	Assault- pupil		**SLT Action**		Foyer	
	Assault- staff		SLT detention		In corridor	
	Threatening Behaviour-staff		PSP Referral		Classroom	
	Threatening Behaviour-pupil		Temporary Exclusion		Dining room	
	Damage – property: high level		Internal Exclusion		Medical Room	
	Theft		Permanent Exclusion			
	Racist/homophobic/religious incident		**Further action**:			
	Smoking					
	Illicit substance					
	Restorative conference needed?					
	Yes:	**No:**				

Turn over to record an accurate description of the behaviour or Wellbeing Concern you have seen:
Level 1 Behaviours and Wellbeing Concerns: Place Behaviour Log in the pupils Pastoral Tray in staff room
Level 2 Behaviours: Hand Behaviour Log immediately completed with full description of incident to Learning Mentor or SLT (HB)

Description of the behaviour: Action Taken:

Pastoral Lead Name:	Signature:

Final Step:

When Behaviour Log and All Action is complete: Original copy to Learning Mentor to record to SIMS and copy added to pastoral tray

Turn over to record an accurate description of the behaviour you have seen
Level 1 Behaviours: Place Behaviour Log in the pupils Pastoral Tray in staff room
Level 2 Behaviours: Hand Behaviour Log immediately completed with full description of incident to Learning Mentor or SLT (HB)

Procedures for completing Behaviour Log

Behaviour Log

Ideally, Electronically complete or hand write the Behaviour Log

- P:\Staff\Planning & Information\Social and Emotional\Behaviour\Behaviour Log Template

1. Complete the Front page by adding your **initials** in the Behaviour Type, B1 or B2.
2. Add your initials to the **Action Taken,** all staff can complete this white section. Only Pastoral Staff can complete **Pastoral Teacher Action** and only SLT can complete the **SLT Action**
3. Turn over Write a factual, unbiased **Description of the Behaviour**.
4. Log your **Action Taken**, your response to the behaviour. Add your name and sign
5. Place Copy in the Pastoral Teachers Tray
6. If required Pastoral Teacher completes **Further Recommendations Required**
7. Place Completed copy in the Learning Mentor Tray
8. Learning Mentor records all action on **SIMS**

SLT and learning mentor will check patterns of behaviour from SIMS and will put in place some long term intervention strategies. Eg pastoral themes, assemblies, Target setting