



Oscott Manor School

Ready. Respectful. Safe.

Good Behaviour and Discipline Policy (statutory)

Ratified by:	Full Governing Board
Date Ratified:	3rd November 2022
Person responsible for Review:	Headteacher
Review Date:	2nd November 2023

Oscott Manor School Good Behaviour and Discipline Policy

Oscott Manor School is a community special school for pupils with autism spectrum conditions. We have a happy, safe and encouraging environment and teach our pupils self-discipline, tolerance and understanding of others and the world around them through everything we do.

All members of the school community have rights and responsibilities. The fundamental rights of the child can be found at <https://www.unicef.org.uk/rights-respecting-schools>, but are based on the United Nations Convention on the Rights of the Child. The following articles in the UN convention on the Rights of the Child are especially relevant to this policy:

Article 3 - The best interests of the child must be a top priority in all things that affect children

Article 28 – Discipline in schools must respect children’s dignity

1. Introduction

This policy sets out measures to promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete work and regulate the conduct of pupils.

The policy sets out clearly what sanctions can be applied if a pupil misbehaves. This policy is available to staff, pupils, parents and other stakeholders on the school website. Paper copies are available on request.

At Oscott Manor School, we expect that all staff, pupils and parents/carers will share high expectations for social and learning behaviour and that mutual respect and courtesy will be evident in all areas of the school. Through education we aim to equip pupils with the social and learning behaviours, attributes and resilience necessary for success in adult life.

2. Policy

As staff, we recognise that there is an underlying reason for all behaviour and that behaviour is a method of communication. We will make our expectations clear through explicit written and visual rules, role modelling the behaviours we expect from others, teaching good behaviour through the curriculum and through structured and unstructured social activities.

We recognise that the quality of teaching and inclusion support has an impact on the behaviour of our pupils and will ensure that lessons are well planned, engaging, differentiated and meet the needs of individual pupils.

All pupils are expected to follow the rules and will be supported to do so and change and improve behaviour over time if necessary. Support strategies may be different depending on pupil need. We will make decisions in line with this policy with the best interests of all our pupils as our priority.

For individuals or groups with particular needs we will make sure there is sustained improvement in pupils' behaviour over time. Our policy prioritises

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support and reparation over sanctions in recognition of the social and communication challenges faced by our pupil cohort, many of whom are likely to have persistent differences with social interaction, social communication, or understanding emotions.

3. Rules:

- Ready
- Respectful
- Safe

4. Responsibilities:

Pupils

- Follow the rules
- Communicate with staff at school about any worries or concerns you might have
- Allow staff and parents to help you solve problems at school

Parents/Carers

- Know what the rules are, reinforce them at home and support your child to follow them at school
- Role model positive behaviours to your child
- Help staff at school to understand your child's unique differences, character and needs in order that school can support them in a positive way to keep to the rules
- Work in partnership with staff at school to solve any problems that may occur

All staff

- Follow the guidance set out in this policy
- Role model the behaviour expected from pupils and promote respect, courtesy and good manners as the norm
- Take responsibility for managing behaviour and adopt a positive and solution focused approach to behaviour management
- Respond appropriately to behaviour; positive and negative
- Look beyond the behaviour to see the child
- Understand that the unique differences and circumstances of each pupil may influence their behaviour
- Listen to pupil's concerns and look for opportunities to reduce anxiety
- Understand that all behaviour is a method of communication and actively seek ways to respond in an empathic way
- De-personalise negative behaviours

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- Demonstrate through their actions that they share an understanding that children cannot be taught to behave better by being made to feel worse
- Report and record behavioural incidents in a timely manner
- Communicate with and support others to ensure a consistent team approach
- Always tackle the use of derogatory or aggressive language and challenge stereotyping and prejudice
- Be vigilant and monitor behaviour as pupils move around the school and enquire or intervene if they think a pupil may be the victim of bullying or harassment
- Can provide a clear rationale for their actions aligned to the whole school ethos, policies and procedures and will be able to explain this to pupils, parents and other staff or professionals and seek advice from others where appropriate

All classroom based staff

- Know the names and roles of other adults in the classroom
- Meet and greet pupils when they arrive
- Display rules in the classroom
- Ensure all resources are prepared in advance
- Praise the behaviour you want to see more of
- Use parallel praise – praise pupils doing the right thing more than criticising those doing the wrong thing
- Stay calm and don't shout
- Monitor the use of safe spaces to ensure all children are protected and accounted for
- Have clear routines and teach children routines
- Give appropriate, honest and de-personalised feedback to other staff and parents/carers about pupil behaviour
- Work in partnership with parents/carers to solve problems that may occur

All teaching staff

- Ensure lessons are planned to engage pupils and take account of their individual needs, medical needs, care plans, interests and behaviour response plans
- Regularly review and update risk assessments and behaviour response plans and share with parents and carers
- Take responsibility for managing behaviour in line with the professional standards for teachers.

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Key worker

- Liaise with other staff or professionals for advice/support about specific pupils
- Track behavioural progress/regression over time using incident reports and behaviour response plans as evidence and then plan for supported improvement
- Negotiate with parents about the frequency and method of communicating with them about their child
- Share appropriate information with other staff, parents and professionals in order to develop a consistent and unified approach
- Meet with other staff, parents and pupils to be part of restoration meetings to resolve issues
- Have a clear behaviour response plan in place for pupils who may misbehave and ensure all other adults know the plan
- Collate feedback from other staff and share feedback with parents about their child's behaviour, letting them know about good days as well as bad ones

Pastoral Manager

- Ensures that individual risk assessments are in place for every pupil and accessible to all staff who may teach them
- Conduct restoration meetings where issues have occurred or after a fixed term exclusion
- Analyse patterns of behaviour and trends and provide behaviour updates termly to the Governing Board and wider Leadership Team
- Support the staff team to recognise that for some pupils, behavioural improvements may be gradual and pupils must be encouraged to develop self-discipline over time and be praised and recognised for small steps
- Ensure structured activities are in place for break and lunchtimes to promote positive social conduct and good order
- Monitor the completion and review of behaviour response plans for pupils termly as a minimum
- Check and quality assure behaviour response plans across the school
- Respond to recorded behavioural incidents and give feedback to staff where appropriate
- Plan and deliver staff training on behaviour and relate it to specific pupils, ensuring staff understand pupils' special needs
- Ensures that relevant and up to date information (including individual risk assessment and medical care plan) is shared in advance with other staff in the event that a pupil is placed in a different class or room

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- Take rapid and appropriate action to address pupil, staff or parent concerns about behaviour and document actions
- Makes Headteacher/Inclusion Team aware of pupils who are not successfully accessing education due to behaviour or are at risk of exclusion
- Supports and advises other staff on behaviour
- Quality assures the responses to recorded behavioural incidents and provides feedback to other leaders

Inclusion Leaders

- Reviews behavioural incidents, responses and plans with inclusion team and Pastoral manager
- Ensures that the school has considered strategies and approaches in line with the SEND Code of Practice
- Liaises with Headteacher to plan and arrange the delivery of whole school training in line with identified needs
- Supports staff to conduct job roles effectively
- Analyses behavioural trends and provides information to staff and governors
- Makes Headteacher aware of pupils who are not successfully accessing education due to behaviour or are at risk of exclusion
- Provides termly reports to the Headteacher and Governing Board

Headteacher

- Considers all requests for fixed term exclusion and make appropriate decisions based on review of a range of available information
- Reviews all exclusions and isolations to ensure processes are adhered to, robust and fit for purpose
- Takes rapid and appropriate action to address pupil, staff or parent concerns about behaviour and documents actions
- Reviews the case files of pupils who are not successfully accessing education due to behaviour or are at risk of exclusion with other school leaders in order to ensure effective exclusion prevention measures are in place
- Liaises with other leaders to plan and arrange the delivery of whole school training in line with identified needs

Governing board

- Reviews termly reports and acts as critical friend, asking challenging questions and driving improvements over time
- Reviews school behaviour information in meetings and acts as a critical friend, escalating actions if necessary

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- Reviews parental challenges to fixed term exclusions and shares findings with the leadership team
- Conducts review meetings with parents/carers after any permanent exclusion and shares findings with the leadership team

5. Rewards and Sanctions

Restorative approaches

As a specialist provision for pupils with autism spectrum conditions, we recognise that some of our pupils may have difficulties with social interactions that may lead to behaviours that challenge the norm. We aim to teach our pupils how to interact with others and the school environment in a way that is safe and respectful. We adopt restorative approaches at all times to promote positive outcomes for all young people. Restorative approaches may include:

- Listening to the pupil and allowing them to express their worries or concerns
- Explaining how others may feel
- Scripted interventions
- Encouraging structured reflection
- Exploring consequences
- Linking actions and consequences
- Reassurance
- Conflict resolution
- Supported peer mediation
- Exploring “how to seek help”
- Encouraging and supporting reflection on “when things go well”
- Encouraging and supporting reflection on “what went wrong”
- Identifying own strengths and limitations
- Pupil involvement in devising and reviewing own plans and strategies
- Identification of suitable sanctions
- Accepting responsibility

Appropriate rewards

Any member of staff	Class Teacher/Key Worker
Verbal praise	Positive phone call home
Awarding dojos	Positive emails home
Positive note in planner	Positive letters home

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Commendation to class teacher Message to parents on class dojo	Positive messages to parents on class dojo Nomination for achiever of the week
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Dojos

At Oscott Manor, dojos are awarded in recognition of behaviour that is ready, respectful and safe and also in recognition of individual AET targets having been met. Parents, staff and pupils can access the record of dojos so that they can keep up with and celebrate personal success.

Achiever of the day

Each day, the pupil in each class with the greatest number of dojos collected will be awarded a gold coin and will be able to use it to get a book from the school's book vending machine.

Achiever of the week

Each week class teachers will be asked to nominate an achiever of the week from each class. This will be a pupil who can be commended for their academic or personal progress, behaviour or speech, language and communication development. The pupil of the week will receive a praise postcard with specific detail about their personal achievement. The praise postcard will be posted home so that the parents and carers are also aware. If appropriate, this can be awarded in assembly or other group events or celebrations. Staff will encourage pupils to be proud of their achievements and the achievements of others within the school.

De-escalation

All classroom-based staff will use a range of de-escalation techniques to manage pupil behaviour positively and keep serious behavioural incidents to a minimum. De-escalation techniques may include:

- Verbal advice and support
- Firm, clear directions
- Negotiation
- Limited choices
- Distraction
- Diversion
- Reassurance
- Planned ignoring
- Calm talking
- Calm stance
- Patience
- Withdrawal offered
- Withdrawal directed
- Swap adult
- Reminders about consequences
- Success reminders
- Restorative conversations
- Humour

Sanctions

All staff will share responsibility for taking rapid and appropriate action to address any behavioural concerns. They will involve pupils and parents in discussions about poor behaviour and sanctions wherever possible. Concerns will be recorded. These will be available for parents and carers on request.

The purpose of a sanction is to teach good behaviour, address misbehaviour and help pupils to take responsibility for their own behaviour and improve it over time.

Sanctions must be proportionate, reasonable and in line with this behaviour policy and should take into account any special educational needs or disability that the child may have. Staff should always consider whether continuing disruptive behaviour could be due to the child having other unmet needs.

Appropriate sanctions

Any member of staff	Class Teacher/Key Worker	Leader/Pastoral Manager	Headteacher
Reminder Warning Last chance Direct to safe space Repair and restoration	Phone calls home Emails home Letters home Meeting with parent/carer Loss of break time (pupil must be given time to get water and visit the toilet)	Remove or restrict internet access Loss of privileges Parking pupil in another class Withdrawal Search or confiscation Requesting payment for damage to property Mandatory participation in tailored intervention programmes including school based community service	Fixed term or permanent exclusion

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Restoration meetings

If a pupil has been abusive or aggressive towards another person or caused damage to property, a restoration meeting must take place afterwards. Some pupils may not be able to take part in this immediately so this should be completed within one school day following the incident or when they return to school if a fixed term exclusion has been imposed. The restoration meeting should be facilitated by an appropriate adult such as a member of the leadership team or Pastoral Manager. The aim of the restoration meeting is to address any issues and enable all involved to take steps to move on in a positive way. In extreme cases, for example where there is police involvement, this may not be appropriate.

A restoration meeting will take place after every fixed-term exclusion with the pupil and Pastoral Manager/school leader as a minimum. Parents/carers will be involved if possible.

Safe Spaces

At Oscott Manor School, safe space is a recognised and widely used strategy. If identified as a suitable support, the pupil will have details of their strategy recorded on their individual behaviour response plans. This will include the length of time permitted and the designated place for safe space. Designated places will be suitable and safe. This means that they will be places where a staff member can observe pupils from a suitable distance and maintain regular visual checks. Pupils will be encouraged to recognise when they need to use safe space and self-manage this strategy by choosing when to use it. Safe space will not be used as a way of excluding pupils from the classroom environment. If a pupil is spending in excess of their agreed time out of a lesson this should be reviewed by the class teacher, class team and school leaders with the aim of identifying underlying causes and addressing them so that the pupil can access learning.

Withdrawal

In circumstances where there is evidence that conflict between pupils cannot be resolved swiftly or pupils need time away from each other to recover from an incident; they may be withdrawn from their class. This decision will be made by a school leader or Pastoral Manager following a review of all available information. The safety and well-being of all pupils will be taken into account and leaders will consider how best to ensure that learning is not disrupted. Withdrawal may involve being placed into a different class or taken to a different part of the school where they will be safe and can engage in learning. Pupils will never be locked in a room at any time as a sanction.

Withdrawal should only be used in exceptional circumstances where the child is posing a significant risk to others around them. Health and safety

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considerations for the child must be paramount and a member of staff should be situated within sight of the child and maintain visual contact. School Leaders or the Pastoral Manager will ensure that parents are always informed the same day by email, letter or phone call if their child has been withdrawn. This will also be documented and records will be available for parents and carers on request.

Paying for damage

If a pupil wilfully damages school property and the school faces a cost for repairs, their parent or carer will be asked to pay the cost. If the bill is over £5, parents and carers will have the option of paying in instalments. In these circumstances, a member of the leadership team will write to the parent/carers, including a copy of the repair bill. The school must never profit. Receipts will be issued for all payments received. For episodes of criminal damage or refusal to pay for repairs, police involvement may be necessary.

6. Suspension and Exclusion

- The Headteacher can exclude a pupil for serious incidents of misbehaviour in or outside of school. Pupils will only be excluded for incidents that have happened outside of school in exceptional circumstances or where the impact has continued into the school day.
- The school may suspend a pupil for one incident of serious misbehaviour or repeated incidents of less serious behaviour.
- If a pupil is suspended, the parent, carer will be informed as soon as possible. They will receive a letter explaining why the child has been suspended and how long they have been suspended for. The letter will also tell them how to challenge the suspension should they wish to.
- It is the parent or carer's responsibility to ensure that their child is not in a public place during school hours whilst they are suspended from school.
- A parent or carer can challenge suspension if it is longer than five days or if their suspension means they will miss a public examination.

There are two types of suspension/exclusion:

Suspension (previously referred to as fixed term exclusion)

A suspension is where the child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.

If a child has been suspended for a fixed period, the school will set and mark work for the first 5 school days.

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If the suspension is longer than 5 school days, the school will arrange suitable full-time education from the sixth school day.

Permanent exclusion

The school may permanently exclude a child if they pose a significant and unmanageable risk to others. The school will write to parents or carers giving full details of the reasons for exclusion.

At Oscott Manor School permanent exclusions will only be used as a last resort after all other resolutions have been exhausted. The school will work with parents and other professionals to avoid permanent exclusions wherever possible. The governing body must review all permanent exclusions.

Governing Body Review of Exclusion

The parents or carers will be invited to a review meeting with the school's governors if their child has been permanently excluded. This will happen within 15 school days. If the governors do not overturn the exclusion, they can ask for an independent review. This can be done by putting a request in writing to the Chair of Governors at the school's address.

Use of part time timetables

Part time timetables will not be used as a behaviour management tool. Every young person is legally entitled to a full-time education and we are committed to securing this entitlement for every pupil.

7. Searches

Non-contact searches

The school does not need a child's consent to search a pupil if they think the child has prohibited items, including:

- Weapons, e.g. knives
- Alcohol
- Illegal drugs
- Stolen goods
- Tobacco products, e.g. cigarettes
- Pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- Fireworks
- Anything that has been, or is likely to be, used to cause injury or commit an offence

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A search will only be carried out if it is believed that a child has a prohibited item from the list above. The items listed above can be confiscated by any member of the school leadership team following the process set out below.

Oscott Manor School process for searching pupils

- There will be two members of staff present during the search – a member of the leadership team and another staff member. Searches will be done by staff who are the same gender as the child wherever possible
- The child must not be asked to remove clothes, other than outer clothing like a coat
- The pupil will be asked to accompany a staff member to a room where they cannot be seen or watched by other pupils
- The school leader must explain to the pupil why they are intending to carry out the search
- The school leader should provide a tray or box and ask the pupil to empty their bag/pockets/belongings into the tray or box. The leader should view but not touch the pupil's personal items. The leader may ask a pupil to show them inside a pocket/case/bag or turn it inside out

If a pupil refuses to take part in a search, the school leader should explain calmly why they are being asked to do so and explain the rules relating to searches. They should explain calmly to the pupil what will happen if they do not participate (police will be called and asked to search the pupil if it is believed that they have brought illegal items to school) and then give them up to five minutes to quietly reflect on their decision before further action is taken. If there is immediate risk to the safety of others and this risk cannot be contained, the police can be called straightaway.

If the search relates to a non-illegal item and the pupil refuses to allow the search, the parent or carer will be contacted.

Parents or carers will be informed the same day if their child has been asked to take part in a search. This will also be logged as an incident. Copies of incident reports can be made available to parents or carers on request.

8. Physical Intervention

Physical intervention will never be used as a sanction. The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative pro-active strategies wherever possible in order to prevent the need for physical intervention.

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Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk

At Oscott Manor School, we offer Team Teach training provided by our in house trainers. Most staff are trained in the use of Team Teach as the approved method of physical intervention. 95% of the Team Teach approach is geared towards de-escalation and risk reduction strategies with an emphasis on minimising the need for restrictive physical interventions. Any physical interventions that are used are always guided by the paramount principle of being in the best interests of the child and employing the minimum amount of force or the minimum amount of time. Team Teach staff convey the message that “we hold you safely because we care too much to let you be out of control”.

Team Teach aims to support teaching, learning and caring by increasing staff confidence and competence in responding to behaviours that challenge, whilst promoting and protecting positive relationships. It will involve the use of de-escalation strategies as well as being used on rare occasions to physically intervene or restrain a child.

Physical intervention (holding) or restraint will only be used if the pupil is likely to hurt themselves or others or cause physical damage to property. Physical intervention will only be used by staff trained in its use unless there are exceptional circumstances, which place a pupil or staff member at risk of imminent harm.

If Team Teach is used for holding or physical restraint, this will be appropriately recorded and the parent or carer will be informed the same day. Following the incident a de-brief will be held with the pupil if possible and recorded. If the pupil attempted to, or hurt another person, they will be asked to take part in a restoration meeting if they are able to.

All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned. Actions should always depend on the individual circumstances and take into account pupils personalised support plans, individual risk assessments and any special educational needs and disabilities.

9. Anti-Bullying and Anti-Harassment for Pupils

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

Bullying is defined as any behaviour that is deliberately intended to hurt, threaten, or frighten another person or group of people. It is usually unprovoked, persistent and can continue over a long period of time. It always reflects abuse of power.

Harassment is defined as any kind of unreasonable behaviour, which alarms, distresses or torments someone else.

Bullying/ harassment may include:

- Physical aggression, such as hitting, kicking, taking or damaging possessions;
- Verbal aggression such as name-calling, homophobic language, threatening comments, insults, racist remarks, teasing, nasty notes or nuisance phone calls or text messages;
- Cyber bullying such as sending inappropriate emails or messages, recording incidents on mobile phones etc.;
- Indirect social exclusion, such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or about their family

No member of staff will ever ignore or dismiss reported or suspected bullying/ harassment and staff will record all incidents. Incidents will be reported to parents or carers and other professionals working with victims and alleged perpetrators if this is appropriate. Any communications with parents and carers will be recorded.

Anti-bullying approaches will be promoted through the curriculum and the hidden curriculum. Pupils will learn about all forms of bullying including online and prejudiced based bullying. Pupils will know who they can talk to if they have a concern and be reminded of this in tutor time, in lessons, on displays in school and through pupil surveys.

Oscott Manor School has a trained team of anti-bullying ambassadors in school who have completed the Diana Award anti-bullying ambassador training.

In serious incidents, parents and carers will be actively encouraged to report such incidents to the Police for appropriate action to be taken. Serious incidents may include theft or violent assault.

We recognise that because some of our pupils may have persistent difficulties with social interaction, social communication and understanding emotions, peer difficulties may be more prevalent in this setting. We will tackle all issues of alleged bullying taking into account the additional needs of our pupil

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cohort and working closely with parents and other professionals to provide appropriate interventions to protect all our pupils.