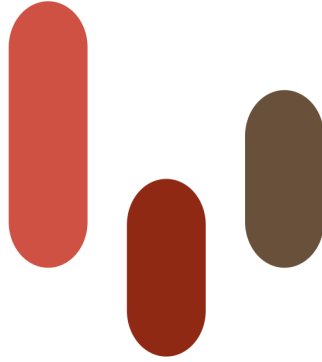




OAKLEA GRANGE

Promoting Good Behaviour Policy

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School Role:	Head of Education & Deputy Head of Education
Date:	08.09.2022

Reviewer:	Austin Bowers
School Role:	Headteacher
Date:	07.07.2026

Next review date:	07.07.2026
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I agree that I have read and understood this policy, and that I am aware of my responsibilities in meeting the expectations stated within this policy.

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Purpose

Oaklea Grange School acknowledges that on occasions, when a pupil feels heightened, anxious or displays emotions, an effective behaviour policy can, at times, help staff support with such situations. The patterns of behaviour that we want in our school must be taught just as thoroughly and as consistently as the rest of the curriculum to promote and teach pro-social behaviour. Oaklea Grange School has a commitment to the health and wellbeing of all our pupils, and as such, our behaviour policy is aligned to meet the needs of all our pupils, through a trauma informed, nurturing and child-led environment all informed from a neurobiological evidence base.

Even in a well-structured home or school there will be times when our pupils will present challenging or aggressive behaviour. Staff need to appreciate and understand that pupils can often feel anxious and distressed, and need to feel accepted and co-regulated, although their behaviour may often disguise this fact. Anxiety can produce anger and aggressive behaviour, and staff need to be aware of these reactions and respond appropriately to the needs of a distressed and unhappy pupil.

Staff teams should aim to limit the need for crisis intervention by anticipating and managing challenging behaviour, wherever possible, by planning and coordinating trauma-informed de-escalation responses in a cohesive and consistent manner.

The pupil's carers and social worker must be kept up to date with any problem behaviour and the responses of the staff involved. Seriously disruptive behaviour from a pupil may cause the staffing ratios to be temporarily re-assessed, to meet the individual needs of the pupil.

When a member of staff has a particular problem relating to a pupil, because of their behaviour, this should not be viewed as failure on their behalf and ways of managing this must be considered in supervision sessions and directly with the pupil. This ensures that staff are thoroughly supported against the counter effects of vicarious trauma and that pupils can update their Individual Learning Plans (ILP's) accordingly to capture pupil voice regarding preferred behaviour response methods.

Subject to the school's behaviour policy, a teacher may discipline a pupil for any misbehaviour when the pupil is:

- Taking part in a school-organised or school-based activity
- Travelling to or from school
- Wearing a school uniform
- In some other way identifiable as a student from the school
- Misbehaving at any time, whether the conditions above apply, in a way that could have repercussions for the orderly running of the school; or posing a threat to another pupil or member of the public and in doing so adversely affecting the reputation of the school

Good behaviour is an essential part of learning. Oaklea Grange School promotes a safe, secure and a well-ordered learning environment in which positive behaviour is acknowledge and rewarded. Anti-social and disruptive behaviour is recognised, challenged appropriately, and corrected. We understand that it is important to understand why our pupils exhibit behaviours, as all behaviour is communication.

Furthermore, management of positive pupil behaviour is aligned from a neurobiological evidence base, due to the trauma most of our pupils will have experienced during childhood, which affects brain development and emotions. Research has shown, that for children who have experienced adverse childhood experiences, can exhibit signs like ADHD or conduct disorder and that this loss could be due to grief, separation, adoption, fostering or abuse; all in which forms an insecure attachment.

In a heightened emotion, a pupil who is responded to with empathy, listening and responding by validating the child's emotions will feel contained and will be helped to calm down. Pupils might often be expected to be in control of their emotional regulation but when something triggers that amygdala part of the brain from a traumatic experience, there is no reason or rationalisation and no ability to regulate in that moment. Therefore, staff responses to pupil behaviour are to utilise relationships and appropriate strategies to regulate the pupil's brain state from the primitive 'fight or flight' brain to the rational cerebral cortex, where the pupil can then begin to rationalise, interact approbatively, understand social norms, and utilise cause and effect thinking.



Practice Checklist:

This below checklist provides a brief outline of action which staff may wish to take when responding to escalating behaviour. However, this is not intended to replace either training or the development of a consistent team approach. It may be a basis for discussion amongst team members or supervision.

- Challenging behaviour is invariably a symptom of underlying emotions which need to be addressed and is often a trauma response where pupils need to support to co-regulate
- All behaviour is communication from the pupil

- It is normal for pupils to challenge adults
- Do not label any pupil as a problem – the label itself can become the problem
- Base practice on mutual respect
- Use rewards for good behaviour because when these are offered regularly, disapproval has more impact. Oaklea Grange School adopts a reward point system linked to our points model - Attendance, Attitude and Work. Promoting the values of HOPE- Honesty, opportunity, Progression and Empowerment, enabling the pupil to feel part of something.
- Ensure pupils understand what behaviour is acceptable and what is not and what their rights and responsibilities are
- Regularly involve pupils in discussing their plans so issues can be resolved before they develop into a crisis
- Involve pupils in the production of their Independent Learning Plan, to capture pupil voice and preferred support methods
- Know what works best for each individual pupil and communicate this regularly with the wider multi-disciplinary staff team to ensure a consistent approach
- Know what works best for you, exploring this through regular team meetings, supervisions, and reflective practise settings
- Seeking help and support when need is a strength not a weakness. We are here to meet the needs of the pupil
- Be aware of the warning signals/ triggers. Communicate this with other staff so placement plans/ risk assessments/ ILPs can be updated
- Make sure any criticism/ discussion focuses on the pupil's behaviour and does not insult them personally
- Do not insult or humiliate the pupil
- Do not patronise or talk down to the pupil
- Use humour but take care not to humiliate
- Address the pupil by name
- Make your expectations clear, use clear simple language – no jargon
- Check that the pupil has understood what you have said
- Lower your voice
- Keep calm and be aware of body language and eye contact
- Do not engage in any angry argument, avoiding the conflict cycle
- Be aware of your own feelings
- Allow the pupil some space and manage the environment
- Allow the pupil some thinking time. Utilise time-away space where appropriate
Do not be afraid to step back when appropriate
- Do not be afraid to admit you are not the best person to deal with the situation, be prepared to ask someone else to step in if appropriate
- If necessary, divert attention from the problem until you are better able or equipped to deal with the behaviour
- When a group is proving difficult, identify individuals, and separate the individual from the group or the group from the individual

If a Situation Escalates:

- Remain calm
- Appear relaxed, in control
- Do not adopt a confrontational stance
- Do not cower or appear threatened, the pupils need to feel that you can keep them safe

- Do not make threats
- Remember challenging behaviour is sometimes best discussed when events have calmed down
- Do not allow yourself to be drawn into a confrontation (conflict cycle)
- Sometimes turning away or sitting down during face-to-face confrontation can diffuse a situation
- Ensure that the environment is managed effectively. Discretely remove any articles and objects that can cause harm and ensure that any doorways are not blocked by objects people. Always ensure there is a clear and unrestricted entry in and out of the room

After an Incident of Challenging Behaviour:

- Remember these incidents are stressful for everyone involved
- After an outburst, it is unrealistic to expect a pupil to return to individual baseline behaviour immediately
- Once the situation calms, a reflective practise discussion should be arranged with the pupil. This should be with the staff member involved if appropriate to restore the relationship
- Be aware of the best environment to utilise reflective practise discussions. Sometimes, the classroom environment can seem too formal, so relationship restoration may be best suited to outdoor spaces, like going for a walk or completing an activity such as colouring or cooking together
- Staff involved should talk through what happened with a colleague or line manager.
- Appropriate detailed recording of the incident should be completed as soon as possible by the member of staff and the pupil
- Staff and pupils should be given the opportunity to discuss the events when appropriate and record this on the debrief form.

Promoting Good Behaviour Amongst Pupils:

In all instances the following documentation and associated links have been used as guidance in creating this policy:

- Welsh Government Guidance 097/2013 Safe and effective intervention – use of reasonable force and searching for weapons (March 2013)
- Welsh Assembly Framework for Restrictive Physical Intervention Policy and Practice (March 2005)
- Welsh assembly government 'Practical Approaches to Behaviour Management in the Classroom'- A handbook for classroom teachers in secondary schools (August 2010)

Oaklea Grange aims to provide a mentally healthy school culture and curriculum to support and develop pupils emotionally and socially; facilitate belonging; achieve high educational outcomes; close educational gaps; meet individual needs; and celebrate differences and achievements; for pupils to make positive transitions and become independent, successful members of society. We aim to prepare our pupils for adulthood through the teaching of skills and attitudes which will enable them to participate fully in society and give

them the foundations to become lifelong learners and pro-social individuals. To achieve this:

1. The school provides a climate in which each pupil is able and willing to learn
2. Teaching in the school is of a high quality and staff are trauma informed
3. The staff of the schoolwork together as a team
4. The school has adequate resource and an efficient administration
5. The staff provide individualised, trauma-informed, personalised planning for all pupils, underpinned by a robust assessment process and ILP targets to fully support an inclusive and accessible education

The purpose of this policy is to clarify the expectations the school has for the behaviour and conduct of all members of the school community

Positive behaviour is a matter of concern for all pupils, ensuring that they experience a safe and positive learning environment

Pupils are directly involved in formulating and monitoring behaviour policies and can be involved in a variety of ways – e.g., through:

- consultations, suggestion boxes and school council meetings
- schemes to promote and implement positive behaviour – e.g., peer mentors' systems
- involvement in revision and monitoring of a whole-school behaviour policy
- development of codes of conduct at class levels such as classroom contracts; and
- implementation of rewards

Standards of Behaviour:

At Oaklea Grange School, we understand and believe that behaviour is a form of communication. Different people communicate different messages through various behaviours.

The messages communicate several underlying needs. This policy should be read in conjunction with other relevant Young Foundations policies:

- Additional Learning Needs Policy
- Anti-bullying Policy
- Diversity and Equality Policy
- Safeguarding and Child Protection Policy
- Foundations for Safer Care Policy

Since all our pupils have experienced trauma, pupils feel an overwhelming feeling of loss of control (Perry & Szalavitz, 2006). Thus, pupils may seek to protect themselves by trying to maintain control. Simply being told by a teacher to sit down can call forth the need to stay in control. This is seen as pupils arguing, partially following instructions in their own way or time, or refusing to follow them at all. For example, when told to sit down, the child may sit down halfway or walk around the room before arriving at her seat.

It is our aim to listen closely to the messages communicated and to meet the various and complex needs of our pupils. We endeavour to provide an atmosphere of mutual trust in which this aim can be met, without partaking in the conflict cycle.

We all have specific roles and responsibilities that should ensure trust is encouraged throughout the school. When trust is built up and embedded, respect will follow.

Well planned and engaging lessons are important in motivating pupils and lessening the likelihood of disruptive behaviour. Ultimately, fostering positive and respectful relationships between all members of the school community is seen as crucial to ensuring high standards of behaviour.

Rules and Expectations:

We are all accountable for our behaviour and must always consider the effect our actions may have on others, pupils, and staff alike. At Oaklea Grange School we all must accept that things are fundamentally right about the way we treat each other, both within and out of the classroom.

As a school we must be aware of the effect our behaviour has on others, as it is the responsibility of each member of our school community to protect and respect the rights of all. For this to happen, Oaklea Grange School has rules and expectations in place as a safeguard, protecting the rights of all.

Oaklea Grange School will ensure that the rules and expectations in place concerning pupils will:

- Be kept to a necessary minimum
- Be positively stated and shared
- Actively encourage all involved to take part in their development
- Have a clear rationale and be made explicit to all
- Be consistently applied for the best interest of the pupil and wider school community
- Promote the value that every member of the school has responsibilities towards the school community

At Oaklea Grange School, we support a democratic society and promote pupil voice in all aspects of their provision where possible and appropriate. The school council ensure that pupil voice is captured and heard, and this includes capturing experiences on behaviour, changes in culture and positive rewards in the school community.

Responsibilities:

All staff are responsible for applying the school's Behaviour Policy and procedures fairly and consistently. As role models for pupils, staff model high standards; being punctual, dressing smart, preparing lessons and resources thoroughly and remaining professional in their dealings with pupils, colleagues, parents, and other members of the school community.

Pupils are responsible for their own behaviour and for adhering to our school's expectations. They are expected to be polite and respectful to all staff and pupils. Pupils are expected to wear their school uniform correctly; to arrive in lessons ready to learn; and to treat all property and surroundings with respect. Parents/ carers are responsible for supporting the good behaviour and high expectations of the school. They are encouraged to always work in partnership with the school to share and implement rules and expectations and to ensure the best possible outcomes for all pupils.

Additional Learning Needs and Challenging Behaviour:

Persistent mental health difficulties may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

A learner has ALN if they have a learning difficulty or disability which calls for additional learning provision. A child of compulsory school age or person over that age has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than many others of the same age,
- or
- (b) have a disability for the purposes of the Equality Act 2010 which prevents or hinders them from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

A child under compulsory school age has a learning difficulty or disability if they are likely to (or would be likely to if no ALP were made) have significantly greater difficulty in learning than most of their peers when they reach compulsory school age.

**Taken from "The Additional Learning Needs Transformation Programme - Frequently Asked Questions (February 2019)". See section 2 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018.*

A wide range of mental health needs might require special provision to be made. These could manifest as difficulties such as problems managing behaviours and mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained.

Where Oaklea Grange School has identified that a pupil needs extra support to learn, this means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the setting or require the involvement of specialist staff or support services.

Where more specialist provision is required, Oaklea Grange School have support from local health partners and other organisations such as CAMH's and other tier 4 mental health provisions.

All staff at Oaklea Grange School are to be trained in Mental Health First Aid- Led by Conwy Mind. (training 25th-26th November 2024) to support pupils ongoing mental health needs within the classroom environment.

All Oaklea Grange School, most pupils have an IDP/EHCP or will have needs that need to be met in an alternative education provision. As such, all pupils have an Independent Learning Plan (produced in collaboration with the pupil and all agencies central to them).

The pupils are encouraged to and given access wherever possible to be involved with:

- their own learning
- setting targets (including behavioural ones)
- celebrating success, making choices, and maintaining self esteem
- aspirations/interests, reviews and the IDP plan process

The Use of Reasonable Force and Restraint

Young Foundations has researched several models of positive and protective handling strategies for young people and feel that the most appropriate model to use in relation to the young people that will be placed at Oaklea Grange School is the "Foundations for Safer Care" model. Please refer to Foundations for Safer Care Policy for further details.

It cannot be stated too often that when working with challenging behaviour, interventions of any nature should be in the best interests of the child, reasonable, proportionate, and necessary.

As part of the assessment and planning process for all pupils, consideration must be given to whether the pupil is likely to behave in ways which may place the individual or others at risk of injury or may cause damage to property.

If such risks exist, consideration must be given to the strategies that will be adopted to prevent or reduce the risk. These strategies may include physical intervention.

Where physical intervention may be necessary, for example, if it has been used recently or there is an indication from a risk assessment that it may be necessary, the circumstances that give rise to it and the strategies for managing it should be outlined in the child's placement plan.

In developing such a plan, consideration must be given to whether there are any medical conditions which might place the child at risk should techniques or methods of physical intervention be used. If so, any health care professional currently involved with the child, should approve strategies and this must be drawn to the attention of those working with or looking after the child and it must be stated in the placement plan. If in doubt, medical advice must be sought.

Definition of Physical Interventions

There are four broad categories of Physical Intervention.

1. **Restraint:** Defined as the positive application of force with the intention of overpowering a child. Practically, this means any measure or technique designed to completely restrict a child's mobility or prevent a child from leaving, for example:
 - Any technique which involves a child being held
 - Any technique involving the child being held by two or more people
 - Any technique involving a child being held by one person if the balance of power is so great that the child is effectively overpowered, e.g., where a child under the age of ten is held firmly by an adult

The significant distinction between the first category, Restraint, and the others (Holding, Touch and Presence), is that Restraint is defined as the positive application of force with the intention of overpowering a child. The intention is to overpower the child, completely restricting the child's mobility. The other categories of Physical Intervention provide the child with varying degrees of freedom and mobility.

2. **Holding:** This includes any measure or technique which involves the child being held firmly by one person, so long as the child retains a degree of mobility and can leave if determined enough.
3. **Touching:** This includes minimum contact to lead, guide, usher or block a child; applied in a manner which permits the child quite a lot of freedom and mobility.
4. **Presence:** A form of control using no contact, such as standing in front of a child or obstructing a doorway to negotiate with a child; but allowing the child the freedom to leave if they wish.

Who may use Physical Interventions?

Young Foundations believes that the purpose of physical intervention should be to provide the minimum necessary external controls to ensure the safety of the pupils, staff, and property.

Physical interventions should never be used to discipline or punish. Each pupil will have a positive behaviour support plan with guidelines and advice to assist in behaviour management, when physically intervening, staff must give thought to the pupils age and understanding, capacity for understanding risks e.g., no concept of road or community dangers, history of placing themselves or others at risk, any force used must be reasonable in the circumstances, necessary and proportionate to the situation.

The individual positive behaviour support plan will identify which restrictive physical intervention techniques from the Foundations for Safer Care programme have been identified as appropriate for use with each pupil.

It is not appropriate to use other techniques unless the judgement of the staff involved was that it was necessary to do so to maintain safety and not to do so would have resulted in greater harm to the pupil, the staff team, or others. Where this is the case, the use of other techniques should be immediately reviewed by the head of education and registered manager and discussed at the next MDT meeting.

Wherever there is an injury to a pupil a member of staff, then immediate medical attention proportionate with the injury will be sought.

Staff may only use techniques that are approved by Young Foundations; such techniques should comply with the following principles:

- a. Not impede the process of breathing - the use of 'prone facedown' techniques must never be used
- b. Not be used in a way which may be interpreted as sexual
- c. Not intentionally inflict pain or injury or threaten to do so
- d. Avoid vulnerable parts of the body, e.g., the neck, chest, and intimate areas
- e. Avoid hyperextension, hyper flexion, and pressure on or across the joints
- f. Not employ potentially dangerous positions

Staff Training and Criteria for using Physical Interventions

Accreditation by British Institute for Learning Disabilities (BILD), and the Restraint Reduction Network (RRN); the Foundations for Safer Care is a four-day programme, and all new starters engage in the learning as soon as possible. Thereafter, all staff will undertake a two-day refresher programme every twelve months.

All staff must be trained in methods of behaviour management, including the use of physical intervention and restraint that are agreed by the registered manager and head of education.

This training must ensure that staff are able to:

- Manage their own feelings and responses to the emotions and behaviours presented by pupils and understand how past experiences and present emotions are communicated through behaviour
- Manage their responses and feelings arising from working with pupils, particularly where pupils display challenging behaviour or have difficult emotional issues
- Understand how pupils' previous experiences can manifest in challenging behaviour
- Use methods to de-escalate confrontations or potentially violent behaviour to avoid the use of physical intervention and restraint

Monitoring Incidents, Use of Reasonable Force and Restraint.

All incidents of use of reasonable force and restraint are logged via Sleuth and transferred onto a weekly tracking sheet.

Records should:

- Be completed after everyone has recovered but within 24 hours
- Use the systems, structure and pro forma identified
- Be factual and objective
- Be signed and dated (electronically)
- Inform ILP's and Risk Assessments for relevance to strategies
- Debriefs will be held if anyone is injured, pupils or adult requests one
- In all incidents of restraint, the pupil should be given the opportunity to go through the incident with a staff member and/or keyworker
- Restraints are monitored weekly by Head of Education/Senior Staff member and termly by the governors.
- The DoS is consulted where the use of restraint becomes a concern

A separate log of physical interventions is recorded which details:

- ✓ the type of restraint
- ✓ who was involved in the restraint?
- ✓ the reason(s) for the use of restraint
- ✓ where and when the restraint was used
- ✓ the length of the restraint
- ✓ the impact on the child, including any injuries
- ✓ any risks to their physical or mental wellbeing
- ✓ the protected characteristics of the child (including age, sex, disability – broken down by impairment type – and race)
- ✓ the outcome of any incident review, including any measures that will be taken to avoid or minimise restraint and the risk of harm in future
- ✓ the pupil's involvement in the review
- ✓ was the young person's social worker informed?

Taken from: Restraint in schools' inquiry: using meaningful data to protect children's rights, Equality and Human Right Commission (2021)

All records are archived along with current policy and guidance.

Sanctions

UNACCEPTABLE BEHAVIOUR AND SANCTIONS

- Positive verbal reminders and prompting of points scheme and/or natural consequences to behaviour
- A written record of serious incidents and sanctions is kept as a requirement of the Independent School Standards (Behaviour/Incidents Books)
- As of September 2025 - no serious sanctions or incidents recorded.
- Issuing of 'Catch-up' work- this should be used to make up work missed through non-engagement or lateness to lessons (where appropriate)
- Pupils have a time-window to attend lessons; if this is exceeded pupils will partake in catch up work to ensure learning opportunities are not missed
- Pupils have access to a time-away area to manage escalating behaviour appropriately by the means of accessing a quieter space, with limited sensory input. Teachers may prompt pupils to access this space when required. Pupils stay in this space depending on individual needs; however, this space is not used to miss whole lessons

- Exclusions Pupils – Where exclusion is seriously being considered as a major option, the following factors are always considered very carefully:
 1. The severity of the behaviour in terms of the safety of other children, staff, and other adults and the individual child themselves.
 2. Significant damage to property and/or fire setting
 3. Specific background factors, frequency etc. (referring to any appropriate records)

The Headteacher can exclude a child for:

1. A fixed period exclusion of 5 school days or fewer in one term
2. A fixed period exclusion of more than 5 and up to and including 15 school days in total in one term – the Headteacher will arrange off site education for the child from the 6th day if necessary
3. A fixed period exclusion of more than 15 school days in total in one term
4. A permanent exclusion

Challenging behaviour - if a pupil displays challenging behaviour for a period of time, then it would be discussed via MTD meeting and a follow-up with the relevant social worker if required.

A follow-up with the pupil will also be held to explore alternative behaviours discussed and update ILP accordingly.

Incidents of Bullying – staff would follow the school's policy for anti-bullying and if there was concern regarding the use of bullying using ICT then a pupil would be asked to show any digital devices to staff for checking

Prohibited Sanctions

The following sanctions are those prohibited by law and may never be used on any child in the School:

- 1) Corporal Punishment – Regulation 8 (2) (a)
- 2) Deprivation of Food and Drink – Regulation 8 (2) (b)
- 3) Restriction or refusal of visits/communication from family and/or external authorities – regulation 8 (2) (c) and 8 (3) (d)
- 4) Requirement to wear distinctive or inappropriate clothes – Regulation 8 (2) (d)
- 5) Withholding or Use of Medication – Regulation 8 (2) (d)
- 6) Restriction of Liberty of children in care

The Children secure Accommodation Regulations 1991 defines secure accommodation as 'accommodation provided for the purpose of restricting the liberty of children'. Under this

- 7) regulation the Secretary of States approval is required before accommodation may be used for the restriction of a child's liberty

Oaklea Grange School has no such approval and therefore the following are not permitted:

- The locking of a pupil in a single room at any time, even when accompanied by a responsible adult or adults
- The locking of internal doors to confine a pupil in certain sections, even when accompanied by adult or adults; (locking of external doors to provide safety for the pupils and prevent unauthorised persons from accessing the building is permitted)
- Intimate physical searches – Regulation 8 (2) (h)
- Seclusion is 'forcing a person to spend time alone'. At Oaklea Grange School no child is forced to spend time alone because of challenging behaviour or as a punishment.

In addition to these sanctions proscribed by law, the school itself prohibits the use of the following:

- Threats of unacceptable punishments
- Any verbal abuse intended to humiliate or degraded a child, his/her family or other important person – whether in relation to race, sex religion or any other respect
- Removal of curriculum entitlement for any reason other than health and safety
- Removal of rewards that have already been earned
- The whole group being sanctioned as the result of individual's behaviour
- We **do not** use the removal of break time for bad behaviour as this can cause stigmatisation and can constitute bullying

Permitted Sanctions and Consequences

Agreed sanctions are routinely used by staff teams to promote appropriate behaviour, and to help individual children accept responsibility for their actions. Staff teams should regularly review the use of sanctions for individual children to ensure that they are helping them to learn and become more responsible. If a sanction is not appropriate or effective, it should not be used.

Although a consequence may stop a behaviour temporarily there is no evidence that consequences are sufficient in themselves to produce lasting good behaviour. Behaviour improves largely through the development and rewarding of desirable behaviour rather than through the suppression and sanctioning of undesirable behaviour. Our aim is to deal with any poor behaviour in a way that stops it immediately and effectively but then return to positive support and encouragement of good behaviour as soon as possible.

Guidance on the Use of Sanctions

Sanctions should:

- Fit the inappropriate behaviour
- Be seen to be fair in the eyes of children and discussed with them so that they know clearly what sanctions are and are not permitted
- Not to be seen as revenge or getting even
- Be for a specific period where applicable
- Be used with thought/consideration
- Be tailored to the individual

- Be discussed with the staff team
- Be applied as soon after the event as possible
- Be reviewed periodically, if seen to be unworkable other methods applied

Pupils are more likely to take responsibility for their behaviours and accept the consequences if they see that there is a natural connection between the two.

Consequences used include:

1. Vehicle ban following dangerous behaviour in a vehicle
2. Attend class workshop; to catch up on missed schoolwork or address issue of aggressive behaviour in class (this may be recorded as a sanction depending on its use)
3. Not being allowed to use specific pieces of equipment following their misuse e.g., computer ban or attend a particular activity following inappropriate or dangerous behaviour
4. Time away from the group or activity. It is school's policy that pupils will be included in any educational or planned activity outside of school if they are safe and able to do so – these things are not withdrawn as part of a particular sanction. If a child being part of a regular activity does not fit with appropriate boundaries or treatment programme for the pupil, it will be discussed by the MDT and may be withdrawn or change following appropriate discussion with the pupil.
5. It is important that the rules in Oaklea Grange School are adhered to and that pupils are encouraged to discuss any problems they may have with a teacher. However, we recognise that sometimes pupils do not 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 pupils and staff alike.

When a pupil presents changes in behaviour which are concerning this must be addressed immediately by the staff team involving the social worker and clinical team. Co-ordinated methods of managing the behaviour should be decided and/ or changes made to their Care Plan to meet the needs of the pupil more effectively. In these situations, the staff team need to understand the underlying causes of the behaviour and be clear on the approach which it has been decided upon to manage this.

Behaviour Points

Across research pieces and studies, a common theme arises no matter the age of the students or type of educational establishment; pupils clearly react positively to being *treated* positively, which creates an environment that encourages sustained positive behaviour.

Pupils are much more likely to keep up the positive behaviour if the reward is also continually given for their good behaviour.

At Oaklea Grange School, we have proven methods of improving behaviour in the classroom, to include:

- Celebrating achievements and positive behaviour in tutorial, rewards days etc.
- 'Oaklea Grange Bank Account' - introducing a points system, with a reward for good behaviour
- Positive reinforcement for completing homework on time and 100% attendance
- Certificates to reward behaviour & sending letters home to prompt positive reinforcement both at home and in the classroom
- Reward trips for the pupils with both good behaviour and high levels of attendance
- Fresh fruit and water available during the day
- Self-sooth boxes.

All Teaching Staff must read: Fecser, M.E (2015), *Classroom Strategies for Traumatized, Oppositional Students in Reclaiming Children and Youth*, Spring 2015, Volume 24, Number 1 [electronically accessed from <https://gershowitzliteracyassociates.com/wp-content/uploads/2021/03/Classroom-Strategies-for-Traumatized-Oppositional-Students.pdf> June, 2022]

Managing Oppositional Behaviour

Traditional teacher responses to oppositional behaviour include repeating the direction more firmly, threatening consequences, lecturing, loss of privileges, moving down on card charts, or exclusion. However, these methods seldom result in more positive behaviour, but often escalate the Conflict Cycle, creating the fight/flight response and reinforcing the student's belief that this is indeed a punishing and dangerous world leading to a greater need to be in control.

We are better able to manage behaviour if we first understand the student's motivations. The ability to fathom the traumatized pupil's view of the world informs attempts to build a safe and predictable environment that maximizes learning.

	<u>Signature</u>	<u>Date</u>
Policy Reviewed By:	N. Moore	12.09.2023
Next Review Date:		12.09.2024
Review Comments: NM added additional measures to promoting good behaviour.		
Policy Reviewed By:	N. Moore	12.09.2024
Next Review Date:		12.09.2025
Interim Review Comments: - HOPE values added - MHFA Training added - No serious sanctions for 23-24.		
Policy Reviewed By:	D. Gilmour	29.09.2025
Next Review Date:		29.09.2026
Interim Review Comments: - As of September 2025 - no serious sanctions or incidents recorded		
Policy Reviewed By:	Austin Bowers	07.07.2026
Next Review Date:		07.07.2027
Interim Review Comments: Updated staffing. Adapted points model.		