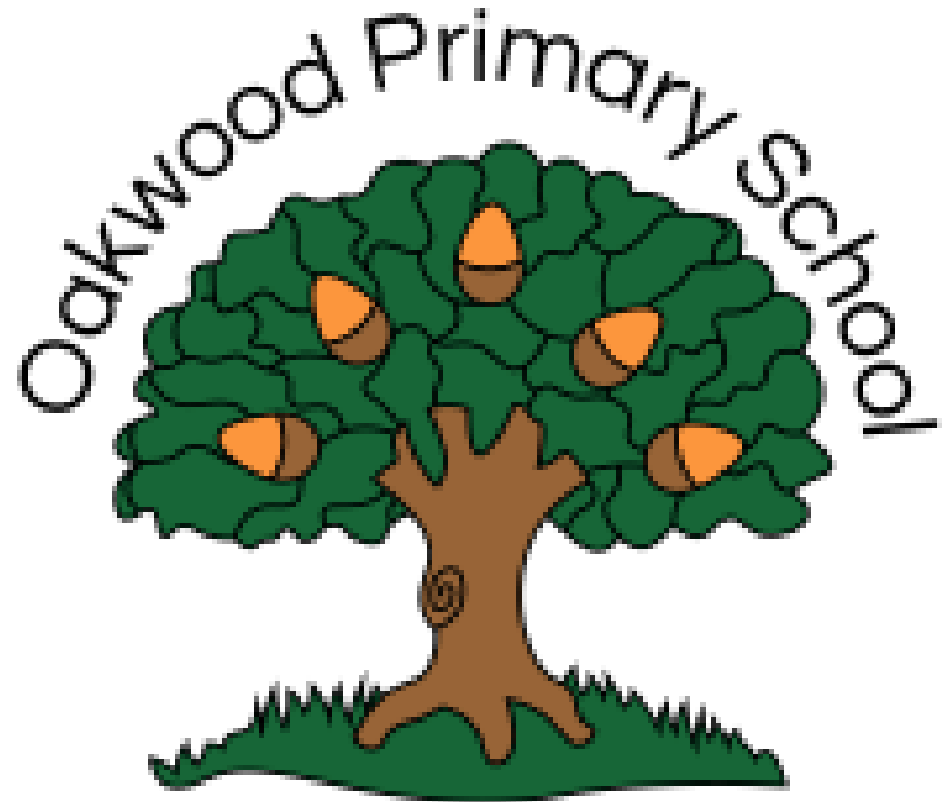




## Communicating about Behaviour

- ▶ Oakwood's Behaviour Policy
- ▶ What to do if you have concerns
- ▶ Actions we may take and actions we can share
- ▶ Using WhatsApp responsibly and in line with our Home School Agreement



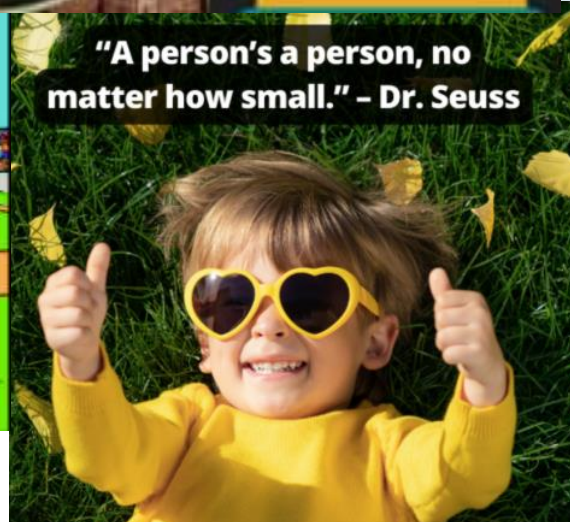
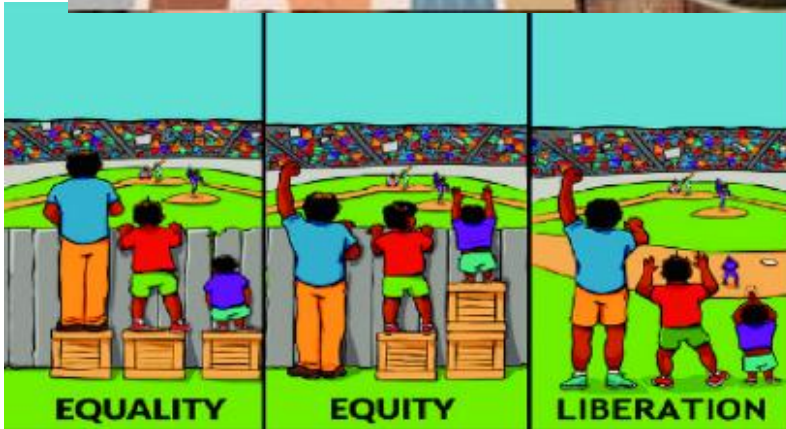


# Behaviour Policy -

We take a supportive approach at Oakwood. It is NOT ok if children are being hurt or feeling threatened. Children whose behaviour leads to others feeling this way need to be educated so that they can change their behaviour. You will not always see this education.



**You can't teach children to behave better by making them feel worse. When children feel better they behave better.**



# What should parents do if they are concerned?



# What were the consequences? Example Case Study 1

## Incident: Jasmine has hurt children and adults

### This is what we might see or do

- ▶ Jasmine has ADHD and a SEND Support Plan is in place
- ▶ As part of this, she has she has daily sensory circuits to manage her sensory needs and a personalised educational programme, with 1:1 support, as well as weekly emotional regulation intervention and 'social stories' to help her understand how to recognise when her emotions are out of control and the impact her actions can have on others [Educational]
- ▶ As Jasmine is hurting others regularly, she also has a Risk Assessment Management Plan (RAMP) this includes what staff should do when Jasmine shows the behaviour we want to see, as well as what staff should do when Jasmine shows the behaviour we do not want to see
- ▶ The RAMP has been agreed at a meeting between Jasmine's parents and senior leaders
- ▶ When it has been evidenced that the steps in the RAMP and Support Plan have been followed, further Tier 4 behaviour has led to a suspension for Jasmine. This was followed by an update to the RAMP and additional meetings with parents.
- ▶ Jasmine may need to spend break times supervised in another area, or supported 1:1 until she learns how to keep herself and others safe [Protective]
- ▶ Jasmine has weekly meetings with one of the senior leaders to talk about her behaviour
- ▶ The team working with Jasmine meet with the SENCo every week

### This is what we can tell parents of other children

- ▶ We are treating this as a Tier 4 incident and appropriate consequences and support are in place
- ▶ The class are having weekly Protective Behaviour sessions including what we can do if someone hurts us

It is unlawful to suspend a child with SEND unless it can be evidenced that the support they need has been put in place first.

# What were the consequences? Example Case Study 2

## Incident: Marco has hurt a child

### This is what we might see or do

- ▶ Marco meets with a senior leader each week to talk about the behaviour policy and what this means. This work includes exploring strategies for emotional regulation [**Educational**]
- ▶ Marco's parents have been contacted and have had meetings with the class teacher
- ▶ The class teacher includes a reference to football and emotions during the weekly class Protective Behaviours assembly
- ▶ Lunchtime staff have been made aware that Marco can have difficulty with emotional regulation, especially during football games. Marco is asked to take time out if he is struggling [**Protective**]
- ▶ If this behaviour continues, Marco's parents will be invited to meet with a senior leader. Marco may be at risk of suspension and his parents will be informed of this

### This is what we can tell parents of other children

- ▶ We are treating this as a Tier 3 incident and appropriate consequences and support are in place
- ▶ The class are having weekly Protective Behaviour sessions including what we can do if we are feeling angry or frustrated

# What were the consequences? Example Case Study 3

## Incident: Isaac has hurt children and adults

### This is what we might see or do

- ▶ Isaac does not have any diagnosis, but presents with needs similar to ADHD and/or autism
- ▶ As part of this, he has daily sensory circuits to manage his sensory needs, social stories and personalised learning opportunities [Educational]
- ▶ As Isaac is hurting others regularly, he also has a Risk Assessment Management Plan (RAMP) this includes what staff should do when Isaac shows the behaviour we want to see, as well as what staff should do when Isaac shows the behaviour we do not want to see
- ▶ The RAMP has been agreed at a meeting between Isaac's parents and senior leaders
- ▶ Sometimes, the safest response to Isaac's behaviour is to move the rest of the class into another location to learn (eg. the cloakroom or the dining hall) [Protective]
- ▶ Subsequent behaviour has led to a fixed term suspension earlier in the term
- ▶ A member of SLT meets with Isaac's parents weekly
- ▶ Isaac has weekly meetings with one of the senior leaders to talk about his behaviour

### This is what we can tell parents of other children

- ▶ We are treating this as a Tier 4 incident and appropriate consequences and support are in place
- ▶ The class are having weekly Protective Behaviour sessions including what we can do if someone hurts us

# Home school agreement - use of WhatsApp

## THE PARENT/CARER

*I will do my best to:*

- make sure my child attends school regularly and on time. I will notify the school if my child will be absent
- make sure my child is dressed in the correct uniform and wears their PE kit to school on the days that they have PE
- support the school to make sure my child maintains a consistently high standard of behaviour
- encourage my child to try their best so they can reach their full potential
- communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn
- make sure communication with the school is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff, usually my child's class teacher
- support the school approach to online safety
- use social media, including WhatsApp, responsibly and not upload any content that could upset or offend any member of the school community
- make sure that my child completes their homework on time, and raise any issues that my child has with their teachers
- read, follow and support the school's policies
- engage in parent meetings and work together with the school in order to achieve the best outcomes for my child
- read all communications sent home by the school and respond where necessary

- ▶ use social media, including WhatsApp, responsibly and not upload any content that could upset or offend any member of the school community (this includes other children, other parents and staff)
- ▶ read, follow and support the school's policies



Please help keep  
our WhatsApp  
groups  
informative and  
helpful