

MY OASIS

Therapeutic Alternative Provision

Behaviour Policy 2024/2025

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Date of Next review: June 2025



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Policy overview

My Oasis are specialists in working with students with social, emotional and mental health difficulties (SEMH), as well as young people who may have an Education, Health & Care Plan (EHCP), learning difficulties, as well as who, for various reasons, may have difficulties engaging in education. Our Therapeutic Alternative Provision (TAP) has a staff team consisting of and having access to; a Head of Provision, Subject Specialist Teachers, Art Wellbeing Practitioners, Sports Coaches, Psychotherapists (CAMHS Specialists), School Nurses, Learning Assistants and Pastoral Mentors, Wellbeing practitioners, as well as linking with external providers such as Speech and Language Therapy services.

Behavioural difficulties describe a continuum of behaviour ranging from social maladaptation (i.e. challenging, but with expected bounds) to serious mental health difficulties. Social, Emotional and Mental Health difficulties is an overarching term to describe children who demonstrate difficulties with emotional regulation, social interaction and/or are experiencing mental health problems. The difficulties experienced by students referred to My Oasis will already be persistent, however they are not necessarily permanent. Behaviours may be complex and manifest themselves in many different forms and severities. For example, they may become apparent a student presenting as withdrawn, depressive, aggressive or displaying self-injurious tendencies, they may have single or several contributory causes ranging from the family context, the social environment, school, their learning need, as well as because of physical or sensory impairment. Often the young people referred to us present with complex issues, which is why staff are trained to work to a trauma-informed approach.

Purpose of a Behaviour Policy

The purpose of this policy is to provide a simple, practical framework on how we manage challenging behaviour at My Oasis. Staff are committed to creating a learning environment whereby positive working relationships between students and staff are based on mutual respect, ensuring the social, emotional and academic needs for each young person are met.

Definitions

Students with SEMH are usually distinguished by the unusual or the extreme nature of their behavioural responses to a variety of social, personal, emotional or physical circumstances. As mentioned above, My Oasis staff work towards a trauma- informed approach to manage behaviour, recognising the need to build strong relationships with the young people we support in order to recognise their complex needs and provide bespoke packages of interventions to help them.

On a personal level, challenging behaviour may present itself through low self-esteem, anxiety, depression, resentment, vindictiveness or defiance.

On a verbal level this may present itself through silence, threats, interruption, argumentativeness, or profuse abusiveness.

On a non-verbal level this may present itself through clinginess, truancy, failure to observe rules, disruptiveness, aggression or violence.

On the academic level this may present through inability or unwillingness to carry out schoolwork, or work without direct supervision, concentrate, complete tasks or follow instructions. Young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties them displaying may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive, or disturbing behaviour. Many young people who experience mental health difficulties present with behavioural issues as well, are often their behaviours are a way of communicating how they are feeling.

Vulnerabilities / Risk Factors

There is no automatic link between SEMH issues and any one social factor, but research shows that the prevalence of such difficulties varies according to sex, age, health, ethnicity, class and domicile.

Often young people with SEMH difficulties lack skills in certain areas which may cause problems for them within an educational environment as it makes it difficult for them to 'fit' or cope within a mainstream school. Research has shown these rates are likely to be higher in inner cities, socially deprived families, boys rather than girls, young people with other learning, health or development difficulties and adolescents rather than younger children. While many young people cope well with adverse circumstances and events, higher rates of behavioural, emotional and social difficulty are also likely to feature for example, where there is or has been parental discord or divorce, mental health problems in other family members, neglect, or significant parental coldness or irritability towards their child.

Areas of Common Behavioural challenges Faced

Common behaviour themes that will fall under this policy are:

- Child-on-child abuse – young people targeting other young people does happen and can include (but is not limited to) the following:
 - Bullying (including cyberbullying and peer on peer abuse)
 - Sexual violence
 - Sexual harassment
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

- Sexting and initiating/hazing type violence and rituals
- Upskirting

Bullying – In order to be considered bullying, the behaviour will often include an imbalance of power, with young people who bully frequently using their ‘power’ – such as physical strength, access to embarrassing information, or popularity – to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people. Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose. Please refer to our separate ‘Child on child’ abuse policy for more details on our policies and procedures around this.

Misbehaviour – can include (but is not limited to) the following:

- Persistent disruption
- Non-compliance with school requirements
- Poor attitude

Serious Misbehaviour – can include (but is not limited to) the following:

- Repeated acts of misbehaviour (see above)
- Bullying (see above)
- Any act perceived to be criminal in nature
- Concerns of a safeguarding nature
- Discriminatory behaviour

- Possession of prohibited items such as.
 - Drugs or alcohol, including so called 'legal highs'
 - The use or possession of weapons
 - Inappropriate media use
 - Accessing or sharing pornographic media
- Malicious allegations towards staff/volunteers or other students

Aims and Objectives

At an organisational level, the policy seeks to ensure that we provide a safe, healthy and calm atmosphere in which students feel safe and secure and have the opportunity to learn.

On an individual basis, the policy seeks to provide students with a structure, which will encourage them to reflect on their behaviours and, where appropriate, to adopt behaviour strategies to facilitate the development of skills in emotional regulation, effective communication and social skills, as well as problem solving skills. The Assessment of Lagging Skills and Unresolved Problems is a one of the behavioural tools used to assess key skills a student might be struggling with, which can then be developed to help them cope better within a school environment.

The policy also seeks to provide clarity to staff, students, parents and guardians of the reporting mechanisms, safeguards and actions that can and will be taken where necessary.

Legal Framework

Students attending My Oasis often present with complex needs and have become disengaged in education for various reasons. They all have, to a greater or lesser extent, learning disabilities and/or social and emotional difficulties. 'Learning disability' is defined as; "A child who has a significantly greater difficulty in learning than the majority of children of his/her age or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of his/her age in schools within the area of the Local Authority".

Students are defined as having learning difficulties if they are facing barriers which cause them to have significantly greater difficulty in learning than most of their peers (Equality Act, Section 6). These impediments affect their achievement and sometimes that of others.

Human Givens Approach

At My Oasis staff work to the 'Human Givens Approach', which provides a holistic and scientific framework for understanding the way that individuals and society work. The framework encompasses the latest scientific understandings from neurobiology and psychology, as well as ancient wisdom and original new insights. At its core is the idea that all human beings come into this world with a set of needs, and if these needs are met appropriately, it will allow young people to thrive in all areas of their lives and help to prevent the development of mental health struggles.

The main principles behind the 'Human Givens' model followed include:

- Security- providing a safe environment to allow each young person to develop fully.
- Attention- giving as well as receiving appropriate attention from others.
- Control- for students to feel a sense of autonomy and control in their lives and decisions that are made.
- Community- for students to feel connected to their wider community.
- Intimacy- Somebody who accepts us warts and all

- Achievement- A sense of our competence and abilities
- Privacy- Opportunity to reflect and consolidate experience
- Status- Sense of status within social grouping

Background

We make five requests of all students, which are held as being fundamental to My Oasis and the maintenance of a well-ordered learning environment. Students are expected to be:

1. Courteous and respectful to all adults
2. Courteous and respectful towards other students
3. Careful and considerate in their use of school property
4. Respectful towards themselves
5. Respectful of the local community.

The behaviour and the separate anti-bullying policy draws extensively on the training from many behavioural theorists. Although we do highlight the behaviourist approach and recognise that challenging behaviour can often be learnt, we focus more so on a trauma-informed approach to managing behaviour alongside helping teach them more effective skills around emotional expression.

As previously mentioned, at My Oasis we recognize that challenging behaviour can occur in mainstream schools when a young person is lacking the skills required of them in certain situation. Based on this premise, we therefore believe that by helping a student develop the skills needed, we can hopefully prevent the recurrence of challenging behaviour in the future.

We place emphasis on the introduction of alternative behaviours, which are better reinforced than inappropriate behaviours. This also requires the reduction of those enforcers, which have sustained the inappropriate behaviours. The establishment of clear, observable individual or group objectives, which give definition to desired behaviour, is an important element in behavioural programs. At My Oasis all students referred to the programmes receive comprehensive assessments around both their mental health and any behavioural challenges.

All students referred to My Oasis are offered a comprehensive mental health and behavioural assessment to explore which skills may need to be developed, as well as highlight where any support may be required.

Behaviour management in practice

The principal task in managing and understanding the behaviour of students is to establish effective external 'control' whilst at the same time encouraging students towards the development of self-regulation, problem-solving and self-control. We have designed a set of strategies that are mechanisms to prevent permanent exclusions, as some young people sent to us have been excluded from their previous mainstream schools or have failed to be successful in large environments. We believe that this does not help to solve our young people's behavioural issues; we believe this makes them worse and leads to feelings of rejection. At My Oasis, we have an idea of needing to build and develop skills in young people rather than penalise them. This is why one of our overall aims is to prevent the need for Alternative Provisions in the first place by offering our Tier 1 & 2 Support Services.

Parents, guardians, and professionals are kept informed at all stages throughout the process using regular progress reviews. This helps to keep all parties concerned fully informed of what issues we are experiencing (if any) and what we are doing to support our students with these difficulties. Students are involved in this process as much as possible and this is why 'collaboration' is one of our core values, ensuring families, schools and services work in partnership to meet the needs of each and every student.

Roles and responsibilities

My Oasis believe that improved behaviour can only be achieved if it is viewed as a shared responsibility of the referring school or agency, referring school governors, parents/guardians, students, as well as the wider My Oasis community.

My Oasis Senior and Wider Leadership Team will:

- Ensure that the importance and value of good behaviour is promoted to students and their parents/guardians.
- Annually review the Behaviour Policy and ensure the required resources are available to fully implement the policy.
- Monitor the TAPs behaviour through the Tap's System Management System and related issues through termly reporting at review meetings.
 - Ensure that the Head of the provision leads on behaviour.
- Ensure that the TAP has clear systems to report, record and monitor behaviour and any incidents which occur, updating a student's risk assessment in line with this.
- Monitor the behaviour of all students and produce a half termly report which highlights positive behaviour as well as any causes for concern.
- Provide staff development opportunities in relation to behaviour and classroom management, encouraging the attendance of CPD training opportunities whenever available.

My Oasis Head of Provision will:

- Actively promote the importance and value of positive behaviour to students and their parents/guardians.
- Form positive relationships with students, parents and guardians to promote emotional, social and academic development.
- Ensure that there is a whole-school approach which reinforces positive behaviour; with excellent teaching and learning experiences that encourage all students to attend and to behave in a positive manner towards their peers, staff and external visitors.
- Monitor the implementation of the Behaviour Policy and ensure that the policy is reviewed annually (sooner if required).
- Ensure that all staff are aware of the Behaviour Policy and are adequately trained to address behaviour concerns, following the same sanctions where needed to ensure consistency in the support provided at My Oasis in supporting young people's behavioural challenges.
- Return behaviour data to the referring school/agency, as well keep parents and guardians informed as and when required.
 - Report any behavioural concerns to SLT through termly reporting and staff meetings.
- Ensure that systems to report, record and monitor the behaviour of all students are implemented and updated regularly
- Ensure that behavioural data is collected and analysed frequently to identify any causes and patterns of negative behaviours as soon as possible.
 - Interpret the data to devise solutions and to evaluate the effectiveness of interventions.

- Develop a multi-agency response to improve behaviour and support students and their families through the half term reviews.

Referring school/agency staff will:

- Provide detailed information on a student's behaviour on referral to My Oasis.
- Support our team with behaviour management through actively implementing the Behaviour and Anti-Bullying Policy.
- Keep us abreast of any changes in circumstances that could impact on a student's behaviour.

My Oasis staff will:

- Actively promote the importance and value of positive behaviour to students and their parents or guardians.
- Form positive relationships with students, as well as their parents or guardians.
- Contribute to a whole-school approach which reinforces positive behaviour; with excellent teaching and learning experiences that encourage all students to attend and to always display positive behaviours both in and outside of My Oasis.
- Utilise systems to report, record and monitor the behaviour of all students.
- Analyse behaviour data to identify causes and patterns of concern.
- Contribute to the evaluation of strategies and interventions used within the school, updating and adapting these where necessary to meet all students' needs.

- Work with external agencies where required to improve behaviour and support students and their families.
- Make use of internal and external training opportunities in dealing with behavioural issues, attending any CPD training that becomes available.
 - Complete the behaviour monitoring forms where required and in an objective manner.
- Make telephone calls home to parents or guardians on a regular basis keeping them informed about their child's behaviours. This would more so be the case when a student is or has been presenting with any challenging behaviours at My Oasis.
- During unstructured activities (breaks & lunches) stand around the common area and observe for any negative behaviours that may occur and deal with them in a calm and therapeutic manner.
- Use reflective behavioural sheets to encourage young people to explore what might have caused them to react a certain way and look into how they could possibly prevent the same behaviour from occurring in the future.
- Complete an incident form detailing all negative behaviours displayed by students and report any such behaviour to the Head of My Oasis within the same working day. Report this to the Centre Manager if Charlotte Lowe is unavailable.

In the event of a student behaving aggressively, staff at My Oasis will use de-escalation techniques and any reasonable amount of force to remove a student should they be a danger to themselves or anyone else. If reasonable force is not sufficient, it is protocol to ensure the safety of others and call the police to remove the students where this is absolutely necessary to do so.

We request that parents/guardians will:

- Talk to their child about school and My Oasis and what goes on there. Take a positive interest in their child's work and educational progress.
 - Instil the value of education and positive behaviour at school within the home environment.
- Encourage their child to look to the future, aspire and set personal goals for them to work towards.
 - Attend any reviews scheduled for their child in which their contribution will be recorded.
 - Inform My Oasis of any change in circumstances that may impact on their child's behaviour
- Support My Oasis by; taking every opportunity to get involved in their child's education, forming a positive relationship with staff at My Oasis and acknowledge the importance of their children receiving the same messages from both school and home.
- Encourage routine at home, for example, bed- times, preparing bag and clothing the evening before.

Where parent/guardians repeatedly undermine school and/or do not support the policies and procedures, a new school placement may have to be sought and/or the young person will have to return to their mainstream school on a full-time basis.

Students will:

- Sign a contract on admission agreeing to abide by My Oasis rules and regulations – this highlights the Three R's – Resilience, Responsibility and Reward.
- Always wear seat belts when traveling in a vehicle and behave appropriately to ensure they do not distract the driver.

- No smoking or vaping anywhere on My Oasis premises or in any vehicles at any time. My Oasis staff have the right to confiscate these off students if they are found to be smoking or vaping.
 - Follow all instructions that are issued to them by My Oasis staff and staff working at any external providers we use.
 - Refrain from swearing, shouting or using of any form of bad language to staff or peers.
 - Do not bring offensive weapons into the My Oasis building.
 - Refrain from the usage of drugs or alcohol before, after or during the school day.
 - Not display any racist, abusive, homophobic or prejudice behaviours.
- It is important that you treat everybody with respect.**
- Not run within or around the building at My Oasis or any of the external provisions we use for trips.
 - Not bully, intimidate or threaten other students or staff.
 - Complete all work required before participating in any off- site activities.
 - Not lay disrespectful behaviour or language towards My Oasis staff or members of the local community.
 - Not steal from My Oasis or any location, especially if on an educational visit with the TAP.
 - Do not seek permission from My Oasis staff to log onto any websites not already approved. Failure to do so will result in an immediate ban from accessing any My Oasis electronic equipment.
 - Leave the My Oasis building in an orderly fashion and return at agreed times.

Students must never leave the building on their own without a My Oasis staff member.

- Respectfully not cause damage to oneself, staff, and peers or to My Oasis property.
- Not use any external fire exit door unless during a fire evacuation procedure.
- Not throw any projectiles within the My Oasis building or whilst travelling in any vehicle.
- Not be allowed into certain offices within buildings unless invited by a staff member
- Complete a behaviour reflection sheet after any behavioural incident occurs.
- Leave personal electronics at home or comply with the rules and hand them in when asked by My Oasis staff members.

We do not currently enforce students to wear a uniform, however, students are expected to wear appropriate clothing when attending the provision.

This means:

- No inappropriate slogans/logos/pictures/graphics.
- No unnecessary skin on show.
- No high/inappropriate footwear (stilettos, strappy sandals etc.).
- Minimal jewellery and accessories.
- Appropriate outer clothing for the weather. If staff believe a student is inappropriately dressed for My Oasis and/or the activities to be undertaken that day, they have the right to send them home to get changed or request that certain clothing is covered up. If inappropriate clothing is worn repeatedly, staff will liaise with parents or guardians to discuss what clothing must be worn to My Oasis as part of their moving forward.

Mobile Phones

- Students are expected to hand their mobile phones in on arrival at My Oasis, unless exceptional circumstances apply. These are outlined in the Mobile Phone policy.
- Mobile phones/electronic devices will be returned to the student during breaks and lunchtime but will need to be handed back at the end of those periods.
- On occasion, mobiles/electronic devices may be used during lesson times. Staff will make the students aware of this and will hand out and collect the device in at the beginning and end of lessons.
- If a student refuses to hand in their mobile phones/electronic device, they may be sent home with work for the rest of the day. Their parent/guardian will be contacted and at times students.
- If any student uses a mobile phone/electronic device during lessons they will be required to hand in phone to a member of staff. The mobile phones/electronic device will be returned to the student at the end of the day.
- If a student continues to ignore My Oasis' policy around the use of mobile phones/electronic device, then their placement with us could potentially come to an end.
- Students and parents/guardians will be informed that authorised staff have the power to search and confiscate students' phones.

Dealing with misbehaviour within the classroom

Removal from the classroom may be necessary at times.

The student will be directed to a designed room in which they will be supervised by a member of staff. This is with the aim to allow the student to become calm and reflect on the situation, which in turn facilitates their return to the classroom.

SEND Considerations

My Oasis understands the impact special education needs or disabilities (SEND) can have on behaviour and so take this into account when a student misbehaves. Taking into consideration whether it may be appropriate for the special needs co-ordinator (SENCO) to evaluate a student exhibiting challenging behaviour and is suspected of having an unidentified SEND.

Support and advice may be sought from specialist teachers, an educational psychologist, and/or medical practitioners if necessary to aid in identifying and supporting their specific needs. Once the student's needs have been identified, we will liaise with external agencies to create appropriate support programmes for their needs. We will work with parents/guardians to create the plan and review it on a regular basis.

Suspension

Staff are supportive of the use of suspensions, which is consistent and supports the maintenance of adequate discipline and safety within the provision. However, these will only be issued where warranted and all will be done at My Oasis to try and prevent this from happening.

It is our view that individual circumstances should be taken into consideration when suspension may be required. However, every instance where a member of My Oasis staff or student is assaulted (both verbally and physically) will be taken as extremely serious and will almost always result in suspension, pending possible termination of their placement at My Oasis. Where suspension is deemed necessary, suspension will be based upon the nature of the behaviour. Usually, one day's suspension will suffice to reinforce positive behaviours within the provision. The effective use of suspension indicates that the likelihood of successful rehabilitation increases the shorter the period of absence.

Parents or guardians are normally expected to accompany the student on their return to the reintegration meeting held with the Head of the provision. They who will conclude the suspension and complete a behaviour reflection sheet with the student and/or their family to look at how to prevent this behaviour from re-occurring in the future. An additional behaviour contract may also be requested to be signed by all those present at the meeting. At the reintegration meeting, the student's personalised learning plan (PLP) can be updated to reflect any new targets set by parents or guardians, referring agents/schools, external support agencies, the student, as well as staff from My Oasis.

We have the right to suspend any student from My Oasis if any of the following negative behaviours have occurred or if we are investigating allegations of the same nature. Please note that this list is not exhaustive:

- Violent and/or disruptive behaviours
- Criminal behaviour of any sort
- Damage to My Oasis or other people's property
- Not following instructions from a member of staff (non-compliance)
- Bullying of staff or other students (including cyber-bullying and Child on Child abuse)
- Offensive conduct
- Violation of the Equal Opportunity Policy
- Violation of the Health and Safety Policy
- Being under the influence of drugs and/or alcohol

- Having drugs and/or alcohol or related paraphernalia on your person
- Theft of My Oasis property or property of other students/staff/visitors
- Inappropriate behaviour whilst representing My Oasis in the local community
- Inappropriate use of technology or social media

If a student is suspended, parents or guardians will be informed by telephone and an explanation of the suspension will be given. Parents or guardians will also receive written confirmation no longer than 24 hours after the suspension has been imposed. Incident reports will be completed for any violation of any of the above rules for evidence purposes.

From time to time, a student may display behaviours that requires them to be sent home for the rest of the day (and receive no further suspension) on the grounds of a health & safety risk to other students, staff, or the wider community. Students may be driven home by a staff member to ensure they get home safely, and no further risk occur.

When a student is sent home for the rest of the day, a telephone call is made to parents or guardians informing them of the situation and why their child is being sent home on the grounds of health & safety. Any subsequent conversations are recorded in the student call log as evidence. A 'remainder of the day' suspension letter will also be sent home. An incident report will be completed by a member of staff at My Oasis and brought to the attention to the head of the provision. On the next occasion when the student returns to My Oasis, they must have a discussion with the head of the provision to discuss the reasoning behind being sent home and to set targets to avoid repeat offences, using collaborative problem-solving approaches.

Positive behaviour

At My Oasis, we believe in recognising and rewarding positive actions/behaviour whenever possible.

Accidental and wilful damage

We recognise that there are occasions when accidents occur. However with in the provision these are likely to be relatively minor incidents.

Most of the damage caused at My Oasis is avoidable and if students frequently ignore the advice or cautions given by My Oasis staff, the result is often that something will be broken or damaged.

Students must learn that their own actions have consequences and there is a cost to their carelessness. It is policy that students should make full restitution of the actual replacement cost of anything damaged or participate in restorative justice. This will be done in conjunction with parents or guardians.

In exceptional circumstances, some students may maliciously and wilfully cause damage to My Oasis property or the property of others. This is criminal conduct that can or will be referred to the Police.

It is policy that a complaint will be logged and reported and if necessary, the cost of repair will be recovered through a criminal compensation order or sought through the small claims court. If this is the case, it is more than likely that the student will not be allowed back on the premises.

Arrangements for damage payments

Parents or guardians will be informed as soon as it is known that damage has unnecessarily been caused. An approximation of likely cost will be given followed by an invoice for full quoted works. Parents or guardians will be encouraged to ensure students pay in person directly to My Oasis. Given that most repair/replacement costs are relatively significant sums, payment by instalments can be negotiated. It is hoped that the learning, associated with the repeated payments, drives home the reality of the true costs and consequences of the students' poor behaviour.

Some parents or guardians may prefer to pay the replacement costs in one lump sum. They will be encouraged to recover this sum from their child's personal allowance, but this is a matter for the individual families. Parents or guardians can expect to receive a copy of any invoices received for the restoration of damage. Where staff can undertake repair work, their time will be costed at £15 per hour. Time will be charged by the quarter hour. It may be appropriate that a parent or guardian will offer to restore the damage him/herself, provided that the standard of repair is equal to that of a professional or standard set by the Head of the provision, this offer will be an acceptable means by which repairs can be carried out.

Where monetary repayment is not possible, there may be occasions to arrange for the student to give back to My Oasis by other means. This may include manual labour such as redecorating, tidying etc. (Restorative Justice).

Liaising with the Police

There are occasions where the local police force may attend the My Oasis site in search of a student. If the police have a warrant for an arrest, they will inform the Head of the provision before making the arrest.

If the police have come to or approached My Oasis in search of information relating to an incident, staff will ensure the police have a standard section 28/section 29(3) forms (Request for personal data, in accordance with guidance issued by the Association of Chief Police Officers (ACPO)). However, the Data Protection Act includes exemptions which allow personal data to be disclosed to law enforcement agencies without the consent of the individual who is the subject of the data, and regardless of the purpose for which the data were originally gathered.

Personal data may be released if:

- The information is required for safeguarding national security (Data Protection Act section 28); or

- Failure to provide the data would prejudice the prevention or detection of crime, the apprehension or prosecution of offenders, or the assessment or collection of any tax or duty (Data Protection Act section 29(3)).

Personal data may also be disclosed without contravening the Data Protection Act where the disclosure is required by law.

If the police have been called by a member of staff due to, for example, criminal behaviour in the school or missing episode, the staff will have to inform them of basic student details so parents or guardians can be contacted in line with their rights.

Staff also reserve the right to confiscate items that are illegal or that contain evidence of criminal activity. These items/evidence may also be handed to the police.

Use of reasonable force – positive handling

In rare circumstance, My Oasis staff may need to use reasonable force to restrain a student and prevent them from harming themselves or others.

The definition of restraint is:

“To keep in check or under control or within bounds, confine, imprison”.

Any action that removes a person’s liberty (their freedom to go about their lawful business, to do as they please, make their own choices and move about freely without restriction) is a form of restraint.

Incidents of reasonable force must:

- Always be used as a last resort following appropriate de-escalation techniques.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.

- Be recorded and reported as appropriate (staff must debrief with the Senior Leadership Team after any use of restraint that involved beings hands on with a student).

Where restraint has been used and there has been an injury, the relevant medical assistance will be provided, and consideration will need to be made as to informing the student of the restraint of their rights under other procedures such as complaints procedures/safeguarding procedures/management of allegations procedures.

Absconding

If a student absconds from school their parent or guardian will be called immediately.

Where it is safe to do so, a member of staff may follow the student from a distance and encourage them to return to school site. They will only be able to do this when it is safe to leave other students also at My Oasis.

Parents or guardians may choose to take over and contact the student themselves or wait for them at home.

If parents, guardians or any other emergency contact cannot be contacted, the student will be reported as missing to the Police on 101. The student's mainstream school will also be informed as soon as possible.

If a student is deemed high risk, they will be reported to the Police on 999 to safeguard them. Staff will be mindful of individual arrangements. Some students have specific risk assessments in the event of absconding based on their individual need.

Associated documents

- Working together to safeguard children (HM Government)
 - Keeping children safe in education (DfE)
 - Revised Prevent Duty (HM Government)
 - Channel Duty Guidance (HM Government)
- Inspecting safeguarding in early years, education and skills settings (Ofsted)
- The Education (Independent School Standards) Regulations 2014
 - Use of Reasonable Force in Schools (DfE)
 - The Equality Act 2010
 - The Human Rights Act
 - Searching, screening and confiscation in schools (DfE)