



Oakleigh School
& The Early Years Centre

Behaviour Policy

Rationale

We view all behaviour as serving a function, including communication, emotional regulation and/or satisfying a sensory need.

We believe that our children's behaviour is most influenced by the actions of adults they encounter in their lives. This includes the organisation of the curriculum, the child's physical environment, interactions with other children, and the way the adults interact with the children and with each other. There may be factors over which school has little influence (for example medical or physical reasons), although we try, where possible, to work alongside and with significant people in the child's life. We recognise that, at times, some of the families experience challenges, which can have an impact on the child's wellbeing.

Our children are sometimes inconsistent in their responses, due to such things as sensory impairments, difficulty in understanding social skills, changes in staffing and changes in approach.

We believe it is the role of all adults in a child's life to work together to establish reasons behind behaviours and develop strategies to support the child at times when they may be finding situations challenging. For example, it might be necessary to convene a special meeting to discuss what the child's behaviour support needs are following displays of changes in behaviour which are concerning staff.

We work in very close partnership with parents/carers and our aspiration is to share information in a non-judgemental way.

Purposes

To create and maintain an environment and community where there is respect for each individual, free from subjective judgements.

We recognise that a school needs to have an ethos of discipline, which includes self-discipline amongst adults and pupils. In our context, we interpret this in terms of setting clear boundaries within which children can develop.

This policy reflects our beliefs on behaviour and discipline.

It is essential that adults are clear with each other and with the children about what is expected of them in terms of encouraging desired responses from children, including such things as waiting for a child to do something independently.

We expect all adults to be conscious of their own behaviour in relation to children and the people they work with. For example, unhelpful or negative comments, body language, facial expression. At Oakleigh, we aim to work as a whole-school team, which includes all staff working in the school, other professionals and families. We encourage cross-collaboration when necessary, including issues relating to staff needing to support in another class.

We work within the framework of SCERTS, which addresses children's Social Communication and Emotional Regulation needs. The onus is on the adults to get things right to enable the

child to be emotionally regulated and thus develop their social communication skills. This is particularly relevant for children with autism spectrum conditions (ASC)

We recognise that all children and staff have different needs at different times, and as such all people are treated fairly and in accordance with our Equal Opportunities Policy.

For information on appropriate physical contact see the Safeguarding Policy.

We follow Barnet's agreed approach to positive handling (Team Teach) which reinforces the principle that 95% of all behavioural interventions employ non-physical intervention. In other words we try to defuse and de-escalate situations before they become so dangerous that physical support becomes the only option. The only situations where we use physical interventions are where either the child themselves, another person or the physical environment are at serious risk. This falls within the DfE's guidelines on the Use of Reasonable Force. Following the first unexpected situation all necessary physical interventions would be planned for in the child's Behaviour Support Plan, remembering that these are a last resort. We acknowledge that it is unlawful to use reasonable force as a punishment.

Children that may injure themselves or others may require a separate safe and quiet area. In this event, a full assessment will need to be made involving class staff, Leadership Team, Behaviour TLR teacher, parents/carers, EP and any other relevant professionals. Advice and guidance will be drawn from the Isolation and Seclusion Policy (DFE guidance Behaviour and discipline in school, First published:16 July 2013. Last updated:12 September 2014 <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>)

Guidelines

General

Team Teach is Barnet L.A's approved approach to behaviour support (see Barnet Policy on Physical Interventions) and Oakleigh has an ongoing training programme to ensure as many members of staff as possible are trained and updated in this area. Any staff who have either not received any certificated training or for whom their certificate has lapsed may not use any Team Teach 'reasonable force' strategies. Only interventions for which individual members of staff have received training and certification can be used by those individuals.

New staff will receive information about the above as part of their induction.

Bring any important issues/strategies etc. to a Tuesday morning information sharing meeting, unless the situation necessitates an emergency whole-school meeting. Class teacher to inform their Assistant Head that they wish to discuss a child at an information sharing meeting.

If a child is on the floor wait for them to stand up independently unless they are in imminent danger.

Our pupils need close supervision and their safety is of paramount importance when we go offsite – however, our pupils cannot always speak up for themselves and their dignity, and staff respect for that dignity is also of paramount importance. Ideally, we would hold our pupils' hands on educational visits. However, if a child does refuse to hold hands, or becomes distressed when holding hands, or simply presents too high a risk of being able to leave an adult, if only being held by their hand, then we may need to look at alternatives, such as reins, that can be discreetly used, for example ones that attach to backpacks. Each use of reins with a pupil should be looked at on a case by case basis, and permission obtained from parents via the Behaviour Support Plan for that child.

Avoid using 'no' or negative instructions such as 'don't run' say 'walk'

Be specific with praise, eg 'good sitting' as opposed to 'good boy'. Be aware of child's response to praise, and risks of over-use.

Procedures

Emergency procedures

There may be times when an immediate response and support are needed, for example if a new child starts at Oakleigh and the class staff are unsure as to how to support him/her, or if a child's behaviour presents risk that staff feel unsafe with.

- In the event of this happening, staff should know that they can pull the emergency cord, there is one in every classroom and most areas of the school. There is already an established response procedure for this – see Health and Safety Policy. Senior member of staff on duty will co-ordinate what happens
- People need to feel free to ask for support at any time, this may be particularly pertinent with a new child to the school.
- A member of the leadership team should be informed if staff are in need of support that day, and an informal meeting will be called and attended by class staff, assistant head/duty person and behaviour support co-ordinator. At this meeting, immediate short-term strategies will be discussed, and a further plan of action established.
- Parents/carers will be contacted to give information and advice.
- If there has been an incident, follow procedures below.

Recording

Unplanned incident involving physical intervention

- LT on duty to inform person responsible for Behaviour support, and *to set up meeting on same day as the unplanned incident if necessary*. Meeting to involve, where possible, person responsible for Behaviour Support, all staff involved, and LT on duty. *Class teacher or LT on duty to inform parents/carers that day*.
- Fill in the Incident book
- Complete Behaviour Support Plan (see Appendix 2), paying particular attention to unhelpful strategies used by adults, for example where an unfamiliar member of staff's interaction with a child has triggered an incident. *To be completed within a week of the incident, or as soon as possible*. Completed by class staff, person responsible for Behaviour Support and any other relevant staff (eg ASC manager, Arts Therapist(s), Assistant Head, Ed. Psych etc., parents/carers).
- Review of Behaviour Support Plan (see Appendix 2) *within renewal period*. When reviewing a Behaviour Support Plan, use Review of Behaviour Support Plan form, or if necessary draw up a new Behaviour Support Plan

Unplanned incident not involving physical intervention

- Complete 'Record of Behaviour / Incident Sheet' (Appendix 3) and exercise book (for children) / yellow (for adults) book. *Class teacher or LT on duty to inform parents/carers that day*. Give one copy to LT on duty. LT on duty follows up and annotates, then gives to Head. Head puts in child's file
- *Meeting to involve, where possible, person responsible for Behaviour Support, all staff involved, and LT on duty*
- Complete Behaviour Support Plan (Appendix 2), as above, *to be completed within a week of the incident or when possible*.
- Review of Behaviour Support Plan *within renewal period*. When reviewing a Behaviour Support Plan, use Review of Behaviour Support Plan form, or if necessary draw up a new Behaviour Support Plan

Referral for support where there is a cause for concern (ie not necessarily following an incident or requiring physical intervention)

- Speak to person responsible for Behaviour Support or Assistant Head, and they will discuss with you how to proceed

Monitoring

Following a Behaviour Support Plan meeting, it may be appropriate for the class to keep a log using 'Record of Behaviour / Incident Sheet', to inform future support

Post-incident Support

It is important for all involved, ie pupils and adults, to know that they can have the opportunity to have a debrief following any incident, in order to offer support and to assess if any changes to the Behaviour Support Plan. We discuss how best to support our pupils to express their feelings. It is very important for class teams to support each other, and to arrange a debrief with the LT on duty if anyone in their team feels there is a need. Our Arts Therapists are available to offer confidential discussions to any member of staff affected. (Discuss with Jessica)

Parents/carers will be kept informed about behaviour support plans and incidents, with individual families being consulted as to the level of detail they wish to receive on a day to day basis. We are conscious that living with a child that exhibits extreme challenging behaviour can be stressful and we do not wish to add further to this stress, so are sensitive to supporting parents/carers in a positive way.

Complaints Procedure

It is possible that a complaint about a witnessed incident may come from a staff member, a visitor to the school, a parent/carer, or a member of the community. In this instance the school's Complaints Procedure should be implemented.

Appendices

- 1 Behaviour Support Plan
- 2 Review of Behaviour Support Plan
- 3 Record of Behaviour / Incident Sheet

References

- Behaviour and discipline in schools, Advice for headteachers and school staff, February 2014
- Use of reasonable force, Advice for headteachers, staff and governing bodies, July 2013
- Inclusion and Seclusion Policy/ Guidelines