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 and by the environments they are in. 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 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 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 difficulties, difficulty in understanding social expectations, communication difficulties, changes in staffing, routines, and changes in approach. All children have a Personal Learning Plan (PLP) to support their learning and where necessary an All About Me plan.

We believe it is the role of all adults in a child's life to work together to establish reasons behind behaviours and to develop strategies to support the child at times when they may be finding situations challenging.

All staff are responsible for;

- Adhering to this policy and applying it consistently and fairly.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of SLT up-to-date with any changes in behaviour by recording these accurately

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

Purposes

- To create and maintain an environment and community where there is respect for each individual, free from subjective judgements.
- We aim to promote positive behaviour and mutual respect for all students and staff members.
- We aim to support our pupils to develop coping strategies and resilience to deal with life's challenges.

Due to the nature of the pupils' cognitive needs, we do not believe that any undesirable behaviour directed towards another pupil constitutes bullying.

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

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. Visual timetables and objects of reference and objects cues are used as appropriate to support the children's understanding. Where appropriate, rewards and favourite activities are used to support positive behaviours. Structure and routines aim to promote understanding and positive behaviour, by reducing anxiety and confusion.

We expect all adults to be conscious of their own behaviour in relation to children and the people they work with, including unhelpful or negative comments, body language or 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. Classroom management and consistency of approach are monitored senior managers to promote positive interactions and behaviour across the school.

We work within the framework of SCERTS, which addresses children's Social Communication and Emotional Regulation needs, and Routes for Learning, to support positive outcomes for all students. The onus is on the adults to routines and resources are available, to enable the child to be emotionally regulated and thus develop their social communication and cognitive abilities. This is particularly relevant for children with Autism and other social communication needs.

To help reduce the likelihood of behavioural issues related to SEMH needs, the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are supported to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the Oakleigh curriculum is used to develop pupils' knowledge about health and wellbeing, as appropriate to each unique child

- **Community engagement** – the school proactively engages with parents, outside agencies, including social care and CAMHS and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how the learning difficulties of pupils as well as potentially traumatic adverse childhood experiences, including abuse and neglect, bereavement and disability, can impact on a pupil's mental health, behaviour, and education.

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. 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. As per Team Teach;
"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not necessarily as a failure of professional technique, but a regrettable and infrequent "side effect" of ensuring that the service user remains safe"
This falls within the DfE's guidelines on the Use of Reasonable Force (July 2013), which at present remains under current review.

Following the first unexpected situation, all necessary physical interventions would be planned for in the child's, All About Me plan remembering that these are used only when necessary to keep the child or adults or environment safe. This year we have included an additional area on the All About Me plan which ask staff to detail how to repair their relationships with the child following any incident or breakdown in communication. All responses must be "reasonable, proportionate and necessary". We acknowledge that it is unlawful to use force as a punishment. All About Me plans are written by class teachers and the Deputy Heads and Assistant Head. All plans are then shared and signed by team members and parents. About Me plans are updated as necessary or annually. Class teams monitor behaviour across the day when relevant. Repetitive behaviours are then analysed to inform teaching and learning and to provide the best strategies to support each student throughout the school day and to promote positive behaviour.

Children that may injure themselves or others may require a separate safe and quiet area. In this event, a full assessment will needed to be made involving class staff, Leadership Team, parents/carers, ~~EP~~ and any other relevant professionals. Advice and guidance will be drawn from the Isolation and Seclusion Policy and DFE guidance 'Behaviour and discipline in schools, Advice for headteachers and school staff', February 2024.

Guidelines

General

Team Teach is Barnet LA's approved approach to behaviour support (see Barnet Policy on Physical Interventions) and Oakleigh has an ongoing training programme to ensure that staff 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. Oakleigh has two Team Teach trainers on site, who

are available to discuss strategies to prevent the need for physical intervention or to advice on the best practise needed during any incidents.

New staff will receive information about the above and the school's ethos on behaviour management as part of their induction.

Our pupils need close supervision and their safety is of paramount importance when we go offsite Our pupils cannot always speak up for themselves and their dignity, and staff respect for that dignity is also of paramount importance. All educational visits are risk assessed to ensure the children's safety. 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/carers via the ~~Behaviour Support Plan~~ All About Me plan for that child.

Care is taken to ensure that only positive language and instructions are used with the children, at all times.

All transitions across the school day are supported with visuals (photos or symbols with the written word), object cues or objects of reference.

As children transition to new classes, visits are arranged prior to the move to support the children with change. Class teachers and teams liaise closely to ensure that the children's needs are met and that transition times are managed carefully and appropriately.

Transitions to new schools are well prepared, with visits for the children to their new setting, liaison with class teachers and teams and with parents/carers. Our drama and music therapists support these transitions with group sessions too.

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. These are in every classroom and most areas of the school. There is already an established response procedure for this – see Health and Safety Policy. A senior member of staff on duty will co-ordinate what then happens.
- Radios are available for staff to contact team members or the Leadership Team in cases of emergency, to ask for help and advice, or if they feel they need to take a break.
- Staff are encouraged to ask for help/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 need support that day, and an informal meeting will be called and attended by class staff, Deputy Heads or Assistant head/duty person. 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

Oakleigh school is now using CPOMS to records Behaviour Incidents. Teachers and LSA's have now received training on how to record any behaviour related incident. From January 2025 this training will then roll out to all staff. CPOMS allow the school to centralise all record keeping for each child, so that behaviour can be carefully monitored and planned for, to ensure the best outcomes for each pupil.

- Teachers and LSA's will now log any behaviour incident directly onto CPOMS. They will also alert SLT who can read the incident and respond as necessary.
- All agency staff will continue to be record on an Incident Sheet, and give this to a member of SLT before leaving the premises at the end of the day.
- Any physical interventions used at a time of crisis should be recorded on CPOMS or the Incident Sheet and discussed with ~~a~~ member of SLT
- If necessary, a debrief meeting needs to be held to discuss triggers and strategies, to prevent further incidents.
- If this behaviour is an escalation of previous behaviours or presents as a behaviour that may occur again, an All About Me plan should be written or updated.
- All About Me plans should be written in conjunction with class teachers, Deputy Head and Assistant Heads, and therapists if suitable. These should then be shared with parents/carers before being implemented, to ensure that parents/carers are fully informed at all times.
- Incidents that involve adults being hurt need to also be recorded in the large blue book
- Incidents that involve a child being hurt should also be recorded in the small blue book.
- *All incident sheets and recording books are keep in the Incident recording book above staff pigeon holes*

LOW LEVEL BEHAVIOURS.

- Sometimes our children will have a range of low-level behaviours that do not result in incidents but are an indication that the children are distressed or unable to understand what is expected of them or are unable to communicate their needs.
- These behaviours should be monitored and recorded on the behaviour recording charts.
- Patterns may be evident. These can be shared with the Deputy Heads and Assistant Head and further strategies to support the child can be discussed and implemented.
- Staff will then upload these sheets to CPOMS

Monitoring

Following an All About Me plan meeting, it may be appropriate for the class to use the Behaviour Recording Charts.

Post-incident Support

It is important for all involved, i.e. 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 All About Me plan are needed. We will 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 leadership. Our Arts Therapists are available to offer confidential discussions to any member of staff affected.

Parents/carers will be kept informed about All About Me plan 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 who exhibits extreme and 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. Our Family Support Workers are available to support with strategies at home.

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. All About Me plan
2. Behaviour Recording Chart
3. Record of Behaviour / Incident Sheet

References

Use of Reasonable Force 2013

Special Education needs and Disability Code of Practice 0-25 years

Education and Inspections act 2006 (section 89) Updated 2024

http://www.legislation.gov.uk/ukpga/2006/40/pdfs/ukpga_20060040_en.pdf

Team Teach

https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

Keeping Children Safe in Education September 2025

All About Me

Name:
Class:

Personal Profile: (personal information, family, communication methods, toileting and personal care, eating and drinking, staffing etc. which affect the child's behaviour)
Activities that I am really good at:
Activities I really like to do:
Activities or supports that help me to feel calm and ready to learn:
Things that I find really difficult to cope with:
Things that help me when I'm out in the community:
Medical information

Communication needs and possible behaviours		
Description of my behaviour concerns	**What are my possible triggers?**	**Key strategies or supports that help me feel calm and ready to learn**

Agreed handling strategies, including any agreed Team Teach

Activities that help to repair my relationship with the people around me:

Written By	**Teachers Signature**	**Date**
Parents Name:	**Parents Signature:**	**Date:**

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Team member	**Signature**	**Date**
Leadership	**Signature**	**Date**
Review Date		

Frequently Used Objectives and Transactional Supports from the SCERTS® Curriculum

Student Objectives: SC and ER Objectives Select 4 objectives	**Accommodations: Transactional Supports (TS)** Select 4 supports
Social Partner stage ○ Student will initiate bids for interaction (JA1.2) ○ Student will request desired food or objects (JA4.1) ○ Student will request social games (JA5.2) ○ Student imitates familiar actions when elicited by social partners (SU1.2) ○ Student uses conventional gestures (giving, pointing) (SU4.3) ○ Student will soothe when comforted by partners (MR2.1) ○ Student will choose coping strategies offered by partners (hands-on materials, holding a comforting object, a rocking chair during circle time) (MR2.6) ○ Student shares negative emotion to seek comfort (MR3.1) ○ Student will use behaviours modelled by partners to regulate (SR2.3) ○ Student will use behaviours to self-regulate during transitions (e.g., movement, holding an object from upcoming activity) (SR3.4) **Language Partner stage:** ○ Student will initiate & engage in extended interactions (JA1.3) ○ Student will comment on actions or events (JA6.2) ○ Student will use a variety of relational words (actions, modifiers) (SU5.5) ○ Student will use a variety of word combinations (SU5.6) ○ Student uses words / symbols to express emotion (MR1.2) ○ Student will choose coping strategies offered by partners (MR2.6) ○ Student request help when frustrated (MR3.3) ○ Student uses language to request regulating activities (MR3.6) ○ Student will use language modelled by partners to regulate (SR3.3) ○ Student uses language / pictures to engage productively in an extended activity (following a within-task schedule) (SR3.4) ○ Student uses language / pictures to self-regulate during transitions (SR4.6) **Conversational Partner stage examples:** ○ Student will monitor the attentional focus of a social partner (JA1.1) ○ Student will share intentions for social interaction (e.g., greetings, turn taking, calling attention) (JA3.2) ○ Student provides information about immediate, past, or future events (JA3.3) ○ Student uses appropriate body posture and proximity for the context (SU4.3) ○ Student uses appropriate volume and intonation for the context (SU4.4) ○ Student uses a variety of sentence constructions (SU5.4) ○ Student responds to coping strategies offered by partners (MR2.6) ○ Students asks for help, a break, or coping strategies from others (MR4.3) ○ Student uses socially appropriate behavioural coping strategies (SR2.2) ○ Student uses language modelled by partners to self-regulate (SR3.5) ○ Student identifies and reflects on appropriate coping strategies (SR4.5) ○ Student uses metacognitive strategies to self-regulate during transitions (planning and preparing ahead for routines and changes) (SR5.6) Key: SC – Social Communication JA – Joint Attention SU – Symbol Use ER – Emotional Regulation MR – Mutual Regulation SR – Self-Regulation	**Designing Meaningful & Developmentally Sensible Activities** ○ Ensure functional application is clear (LS4.7) ○ Incorporate student's preferred learning modalities (e.g., visual, hands-on, music, rhythm, movement) (LS4.3) ○ Design activities to be developmentally sensible (LS4.2 & LS4.6) ○ Infuse motivating materials & topics in activities (LS4.7) ○ Adjust social complexity to support interaction (LS4.1) ○ Provide information to support emotional regulation (IS1.6) ○ Respond to student's signals to foster a sense of competence (IS1.3) ○ Provide a balance between initiated and respondent turns (IS2.3) ○ Model appropriate coping strategies (IS7.4) ○ Provide visuals for emotional identification (LS2.3) ○ Provide visuals for regulatory strategy choices (LS2.4) **Establishing Predictability** (LS1, LS2 and LS3) ○ Use visual support to enhance smooth transitions (LS3.3) ○ Define clear beginning and ending to activity (LS1.1) ○ Use support to define steps within a task (LS3.1) ○ Use support to define time for completion (LS3.2) ○ Provide predictable sequence for initiation and extended interaction (partner roles) (LS4.8) ○ Offer repeated learning opportunities (LS1.4) ○ Offer varied learning opportunities (LS1.5) ○ Provide visual supports promote social understanding and expectations (LS2.2) **Fostering Social Communication** **(IS1, IS2, IS5, & IS6)** ○ Provide visuals for expressive communication and generative language (LS2.1) ○ Provide visuals to assist with receptive understanding (LS2.2) ○ Provide visuals to social understanding and expectations (LS2.2) ○ Provide visuals for organizational support (LS3) ○ Respond to student's signals to foster a sense of competence (IS1.3) ○ Waits for & encourages initiations (IS2.2) ○ Provide a balance between initiated and respondent turns (IS2.3) ○ Provide predictable sequence for initiation and extended interaction (partner roles) (LS4.8) ○ Provide guidance for success with peers (IS5.1) ○ Adjust complexity of language models to child's developmental level (IS6.2) **Fostering Smooth Transitions** **(LS3, IS3, & IS7)** ○ Use visual support to enhance smooth transitions (LS3.3) ○ Define clear beginning and ending to activity (LS1.1) ○ Use support to define steps within a task (LS3.1) ○ Use support to define time for completion (LS3.2) ○ Infuse motivating materials & topics in activities (LS4.7) ○ Alternates between movement & sedentary activities as needed (LS4.9) ○ Provide information to support emotional regulation (IS1.6) ○ Provide time for student to make transition on their own (IS3.2) ○ Models appropriate coping strategies (IS7.4) Key: IS – Interpersonal Support LS – Learning Support

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BEHAVIOUR RECORDING CHART

Name of Child:	MONTH YEAR

Behaviour	Record incidents in tally forma
Biting	
Scratching	
Pinching	
Headbutting	
Continued Crying	
Unclear Crying	
Self Stimulating	
Hair Pulling	
Hitting	
Spitting	
Kicking	
Dropping to floor	
Other	

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Incident

Please use this form for any incident caused by the behaviour of another

For example, a scratch, bite, bump on the head caused by being pushed

Name of Child:		**Time:**	
Date:		**Location:**	
Adults Involved:			

Your dynamic risk assessment. (Briefly describe the environment or situation just before the incident occurred)

Describe what actually happened.

Please tick which behaviour caused the incident

☐ Biting	☐ Hitting
☐ Scratching/pinching	☐ Self-harming
☐ Kicking	☐ Head-butting

Were any of the following TEAM TEACH Strategies used?

☐ Distraction/reassurance	☐ Friendly elbow
☐ Waiting time/Take up time	☐ Double elbow

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☐ Sitting with child ☐ Other

OTHER-(Please Record)

Describe what actions were taken after the incident

Give this form to the on- duty person to complete this section

- **Was the child the child hurt?**
  Yes/NO
- **Did a first aider or nurse need to see the child**
  Yes/No
- **Have the parents been informed?**
  Yes/NO
- **Are different strategies needed?**
  Yes/No

- **Was the member of staff hurt?**
  YES/NO
- **Did a first aider at work or nurse need to see the staff member**
  Yes/No
- **Are different strategies needed?**
  Yes/No

Please record this incident

To a child – in the blue book

To an Adult – in the yellow bound book –DO NOT TEAR OUT SHEET

Signed (By adult involved in incident) .....

Dated .....

Comment from duty person

Signed by duty person----------

Date ----------

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