



# 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 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, communication difficulties, changes in staffing and changes in approach. All children have a Personal Learning Plan (PLP) to support their learning.

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 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.

We recognise that a 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 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, 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 by the Learning Mentors and the Deputy Head 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 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 and other social communication needs.

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. Behaviour Support Plans are written by class teachers and the Deputy Head and Learning Mentors. These plans are then shared with parents/carers and then with class teams. All Behaviour Support 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 need 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 (DFE guidance Behaviour and discipline in school, First published: 16 July 2013. Last updated: January 2016

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>)

Advice for headteachers, staff and governing bodies July 2013

## **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. Oakleigh has a Team

Teach trainer on site, who is 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 as part of their induction.

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. 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 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, 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.
- 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.
- 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**

- All incidents to be recorded on an Incident Sheet, and given to Duty person.

- Any physical interventions used at a time of crisis should be recorded on the Incident Sheet and discussed with Duty person.
- 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, a Behaviour Support Plan should be written.
- Behaviour Support Plans should be written in conjunction with class teachers, Deputy Head 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 Yellow accident/incident book
- Incidents that involve a child being hurt should also be recorded in the Blue book.

### **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 Head and further strategies to support the child can be discussed and implemented.

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

- Speak to the Deputy 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 use the Behaviour Behaviour Recording Charts .

### **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 are needed. 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. Our Arts Therapists are available to offer confidential discussions to any member of staff affected.

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 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 Behaviour Support Plan

- 2 Behaviour Recording Chart
- 3 Record of Behaviour / Incident Sheet

#### References

*Behaviour and discipline in school*, January 2016

Advice for headteachers, staff and governing bodies July 2013

Education and Inspections act 2006 (section 89)

[http://www.legislation.gov.uk/ukpga/2006/40/pdfs/ukpga\\_20060040\\_en.pdf](http://www.legislation.gov.uk/ukpga/2006/40/pdfs/ukpga_20060040_en.pdf)



# Behaviour Support Plan

Name :

DOB :

Class :

**Personal Profile: (personal information, communication methods, medical information, staffing etc. which affect the child's behaviour)**

**Strengths and Likes (to be used as proactive and calming strategies):**

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## BEHAVIOUR

Description	Triggers	Preferred Supportive Strategies

**Targets to address communication, emotional regulation and sensory needs (link to PLP/SCERTS targets and include mutual and self- regulation strategies.):**

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**Agreed handling strategies, including any agreed Team Teach**

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**Follow up to an incident (calming, care to be provided, debriefing process, recording):**

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Parent/Carer Name(s): .....

Parent/Carer signature(s): .....

Date: ...../...../.....

Teacher's Name: .....

Teacher's Signature: .....

Date: ...../...../.....

Should there be a 'Review' date on this?



Frequently Used Objectives and Transactional Supports from the SCERTS® Curriculum

<b>Student Objectives: SC and ER Objectives</b> Select 4 objectives	<b>Accommodations: Transactional Supports (TS)</b> Select 4 supports
<p><b>Social Partner stage</b></p> <ul style="list-style-type: none"> <li>o Student will initiate bids for interaction (JA1.2)</li> <li>o Student will request desired food or objects (JA4.1)</li> <li>o Student will request social games (JA5.2)</li> <li>o Student imitates familiar actions when elicited by social partners (SU1.2)</li> <li>o Student uses conventional gestures (giving, pointing) (SU4.3)</li> <li>o Student will soothe when comforted by partners (MR2.1)</li> <li>o Student will choose coping strategies offered by partners (hands-on materials, holding a comforting object, a rocking chair during circle time) (MR2.6)</li> <li>o Student shares negative emotion to seek comfort (MR3.1)</li> <li>o Student will use behaviours modelled by partners to regulate (SR2.3)</li> <li>o Student will use behaviours to self-regulate during transitions (e.g., movement, holding an object from upcoming activity) (SR3.4)</li> </ul> <p><b>Language Partner stage:</b></p> <ul style="list-style-type: none"> <li>o Student will initiate &amp; engage in extended interactions (JA1.3)</li> <li>o Student will comment on actions or events (JA6.2)</li> <li>o Student will use a variety of relational words (actions, modifiers) (SU5.5)</li> <li>o Student will use a variety of word combinations (SU5.6)</li> <li>o Student uses words / symbols to express emotion (MR1.2)</li> <li>o Student will choose coping strategies offered by partners (MR2.6)</li> <li>o Student request help when frustrated (MR3.3)</li> <li>o Student uses language to request regulating activities (MR3.6)</li> <li>o Student will use language modelled by partners to regulate (SR3.3)</li> <li>o Student uses language / pictures to engage productively in an extended activity (following a within-task schedule) (SR3.4)</li> <li>o Student uses language / pictures to self-regulate during transitions (SR4.6)</li> </ul> <p><b>Conversational Partner stage examples:</b></p> <ul style="list-style-type: none"> <li>o Student will monitor the attentional focus of a social partner (JA1.1)</li> <li>o Student will share intentions for social interaction (e.g., greetings, turn taking, calling attention) (JA3.2)</li> <li>o Student provides information about immediate, past, or future events (JA3.3)</li> <li>o Student uses appropriate body posture and proximity for the context (SU4.3)</li> <li>o Student uses appropriate volume and intonation for the context (SU4.4)</li> <li>o Student uses a variety of sentence constructions (SU5.4)</li> <li>o Student responds to coping strategies offered by partners (MR2.6)</li> <li>o Students asks for help, a break, or coping strategies from others (MR4.3)</li> <li>o Student uses socially appropriate behavioural coping strategies (SR2.2)</li> <li>o Student uses language modelled by partners to self-regulate (SR3.5)</li> <li>o Student identifies and reflects on appropriate coping strategies (SR4.5)</li> <li>o Student uses metacognitive strategies to self-regulate during transitions (planning and preparing ahead for routines and changes) (SR5.6)</li> </ul> <p>Key:                      SC – Social Communication                      JA – Joint Attention                      SU – Symbol Use                      ER – Emotional Regulation                      MR – Mutual Regulation                      SR – Self-Regulation</p>	<p><b>Designing Meaningful &amp; Developmentally Sensible Activities</b></p> <ul style="list-style-type: none"> <li>o Ensure functional application is clear (LS4.7)</li> <li>o Incorporate student’s preferred learning modalities (e.g., visual, hands-on, music, rhythm, movement) (LS4.3)</li> <li>o Design activities to be developmentally sensible (LS4.2 &amp; LS4.6)</li> <li>o Infuse motivating materials &amp; topics in activities (LS4.7)</li> <li>o Adjust social complexity to support interaction (LS4.1)</li> <li>o Provide information to support emotional regulation (IS1.6)</li> <li>o Respond to student’s signals to foster a sense of competence (IS1.3)</li> <li>o Provide a balance between initiated and respondent turns (IS2.3)</li> <li>o Model appropriate coping strategies (IS7.4)</li> <li>o Provide visuals for emotional identification (LS2.3)</li> <li>o Provide visuals for regulatory strategy choices (LS2.4)</li> </ul> <p><b>Establishing Predictability</b>                      (LS1, LS2 and LS3)</p> <ul style="list-style-type: none"> <li>o Use visual support to enhance smooth transitions (LS3.3)</li> <li>o Define clear beginning and ending to activity (LS1.1)</li> <li>o Use support to define steps within a task (LS3.1)</li> <li>o Use support to define time for completion (LS3.2)</li> <li>o Provide predictable sequence for initiation and extended interaction (partner roles) (LS4.8)</li> <li>o Offer repeated learning opportunities (LS1.4)</li> <li>o Offer varied learning opportunities (LS1.5)</li> <li>o Provide visual supports promote social understanding and expectations (LS2.2)</li> </ul> <p><b>Fostering Social Communication</b>                      (IS1, IS2, IS5, &amp; IS6)</p> <ul style="list-style-type: none"> <li>o Provide visuals for expressive communication and generative language (LS2.1)</li> <li>o Provide visuals to assist with receptive understanding (LS2.2)</li> <li>o Provide visuals to social understanding and expectations (LS2.2)</li> <li>o Provide visuals for organizational support (LS3)</li> <li>o Respond to student’s signals to foster a sense of competence (IS1.3)</li> <li>o Waits for &amp; encourages initiations (IS2.2)</li> <li>o Provide a balance between initiated and respondent turns (IS2.3)</li> <li>o Provide predictable sequence for initiation and extended interaction (partner roles) (LS4.8)</li> <li>o Provide guidance for success with peers (IS5.1)</li> <li>o Adjust complexity of language models to child’s developmental level (IS6.2)</li> </ul> <p><b>Fostering Smooth Transitions</b>                      (LS3, IS3, &amp; IS7)</p> <ul style="list-style-type: none"> <li>o Use visual support to enhance smooth transitions (LS3.3)</li> <li>o Define clear beginning and ending to activity (LS1.1)</li> <li>o Use support to define steps within a task (LS3.1)</li> <li>o Use support to define time for completion (LS3.2)</li> <li>o Infuse motivating materials &amp; topics in activities (LS4.7)</li> <li>o Alternates between movement &amp; sedentary activities as needed (LS4.9)</li> <li>o Provide information to support emotional regulation (IS1.6)</li> <li>o Provide time for student to make transition on their own (IS3.2)</li> <li>o Models appropriate coping strategies (IS7.4)</li> </ul> <p>Key:                      IS – Interpersonal Support                      LS – Learning Support</p>



# Incident/Accident Sheet

Name of Child: .....

Time: .....

Date: .....

Location: .....

Adults Involved: .....

**Dynamic Risk Assessment. (Describe the environment or situation before the incident/Accident.)**

**Describe what actually happened.(Describe the incident/Accident)**

**COMPLETE FOLLOWING SECTIONS IF INCIDENT IS LINKED TO BEHAVIOUR ONLY**

**Tick any behaviours.**

Biting

Hitting

Scratching/pinching

Self-harming

Kicking

Head-butting

**Were any TEAM TEACH Strategies used?**

Distraction/reassurance

Friendly elbow

Waiting time/Take up time

Double elbow

Sitting with child

Wrap

**OTHER-(Please Record)**

**Describe what happened after the incident**

**Give this form to the on- duty person**

- Was the member of staff hurt? YES/NO
- Was the child the child hurt? Yes/NO
- Did a first aider or nurse need to see the child/ Yes/No
- Have the parents/carers been informed? Yes/NO
- Are strategies used appropriate? Yes/No
- Are different strategies needed? Yes/No

**Please record this incident where an injury has occurred**

**To a child – in the blue book**

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

**Signed**

.....

**Dated**

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\\oakleigh-svr01\ho

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	<b>BEHAVIOUR RECORDING CHART</b>												
2	<b>Name of Child:</b>							<b>MONTH</b>		<b>YEAR</b>			
3	<b>Behaviour</b>	<b>Record incidents in tally forma</b>											
4	Biting												
5	Scratching												
6	Pinching												
7	Headbutting												
8	Continued Crying												
9	Unclear Crying												
10	Self Stimulating												
11	Hair Pulling												
12	Hitting												
13	Spitting												
14	Kicking												
15	Dropping to floor												
16	Other												
17													
18													
19													
20													

