



# OAKLANDS SCHOOL

## Behaviour Policy Oaklands School October 2016

This policy is in accordance with the school aims, all other policies at Oaklands School and in the Borough of Hounslow. Particularly those of Equal opportunities, the policy on the use of Restraint, Health and Safety and the policy for Personal Social Health Education and Citizenship.

### Definition

Challenging Behaviour may be defined as any behaviour, which is verbally or physically aggressive, disruptive, destructive, self-injurious, or uncooperative. It includes any behaviour, which interferes with learning and may result in an inability to make and/or sustain positive relationships.

### Equal access

Students at Oaklands School have the right

- ◆ To be listened to
- ◆ To privacy, confidentiality, dignity and self-respect.
- ◆ To develop independence, personal autonomy, and the right to make informed choices.
- ◆ To form relationships
- ◆ To be free from any emotional, physical abuse.
- ◆ To equality of access to all resources and provision.
- ◆ To access a range of appropriate activities according to individual needs and taking into account age and developmental level.
- ◆ To have their religion and cultural beliefs valued and respected.
- ◆ To have opinions and to have these represented accurately and impartially.

### At Oaklands School we aim:

- ◆ To develop “ownership” of challenging behaviour
- ◆ To assist staff in developing skills to deal with student behaviour
- ◆ To maintain commitment to staff support and communication
- ◆ To ensure that all students are treated in a dignified manner, enabling them to make choices and to have control over their own behaviour wherever possible
- ◆ To be clear in our philosophy, to provide a consistent approach and to give staff a procedure to follow to deal effectively with challenging behaviour.

### Factors which may affect student behaviour

In order to have a greater understanding of student behaviour and to effect long-term change, it is important to consider factors, which may affect student behaviours.

(The list is not exhaustive, or in any particular order)

- ◆ Physical needs not met (hunger, thirst )
- ◆ Lack of motivation (intrinsic/extrinsic)
- ◆ Communication difficulties
- ◆ Students “stuck” at a developmental level
- ◆ The inability to respond appropriately to environmental change (staffing, activity etc)
- ◆ Changes in the domestic situation (birth, death, divorce, etc)
- ◆ Illness, pain (long/short term)
- ◆ Sensory processing difficulties
- ◆ Changes in medication
- ◆ Onset of puberty
- ◆ Ineffective classroom management
- ◆ A combination of any of the above.

### **Strategies**

- ◆ A consistent approach by staff
- ◆ An emphasis on communication
- ◆ An emphasis on choice
- ◆ We are non confrontational
- ◆ Working on strengths
- ◆ Building relationships
- ◆ Working with parents
- ◆ Liaison with multidisciplinary team
- ◆ Giving feedback on behaviour
- ◆ Setting appropriate targets
- ◆ We model appropriate behaviour
- ◆ Positive reinforcement

### **Sanctions**

Any sanctions will be fair and consistent, taking account of individual needs and circumstances and within the context of positive reinforcement. However, where sanctions are applied they should,

- ◆ Be explained fully and sensitively. Students should be made aware of the reasons for the sanction and its nature.
- ◆ Be relevant to the age and understanding of the student.
- ◆ Be applied as soon after the behaviour as possible.
- ◆ Not be disruptive to other students.
- ◆ Be regularly reviewed.

### **Sanctions should not involve**

- ◆ Withdrawal from essential curriculum.
- ◆ Depriving students of food or drink
- ◆ Any actions which might be deemed humiliating.
- ◆ Corporal punishment of any description

## **Restraint**

Physical restraint and the use of “holding” is only appropriate if a failure to do so could result in injury to the student, other students, staff, or significant damage to property. Physical restraint is seen as a last resort, and the majority of incidents will be dealt with using other forms of behaviour management. If physical restraint is used, the parent must also be informed, of the type of restraint, and why and how long it was carried out for. See also attached document “Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties.”

## **Reporting the use of restraint**

All incidents of significant challenging behaviour will be reported using an incident form (Yellow form). This will be done as soon as practical, ideally on the same day and always within 24 hours.

If restraint has been used, the incident form for recording restraint will be used. Staff will also complete the Incident book in the staffroom.

Staff will make every attempt to contact parents to report the use of restraint on the day on which it occurred.

## **Individual behaviour management plans**

Decisions regarding individual behaviour strategies will be discussed in class teams in the first instance, and then communicated to the SMT. The Headteacher may make referral to other professionals for further advice where appropriate, e.g. Educational psychologist. Parents/carers will also be consulted, final decisions will be recorded, and a copy placed in the student’s file and in their Pupil Information file on the school network on the teacher server. All strategies will be regularly reviewed, and discussed at staff/student update meetings where appropriate.

## **Risk assessment**

When a pupil’s behaviour is causing concern it may be necessary to complete a Risk assessment. The process for completing this using the recommended Health and Safety Matrix is kept in the Risk assessment folder on the Teacher server. These Risk assessments should be also copied into the pupil’s individual files.

## **Professional Development**

Opportunities for professional development are available for staff to further develop skills in this area. Staff will receive regular training in “Team Teach” which is a technique for managing anger and aggression safely. The Deputy Head Teacher and Assistant Head Teacher are both “Team Teach” instructors.

## **Use of the Safe Space**

Oaklands School has a safe space facility which can be used to contain a student in specific circumstances (see appendix) The safe space is currently fitted in a separate room on the A corridor. The safe space will usually only be used as a response to challenging behaviour where this is identified in the student’s behaviour management plan and with the agreement of their parent. It might be used to deal with an emergency. All use of the safe space will be recorded in the record book stored in the classroom where the safe space is situated.

**It should be noted that the safe space can be used as, and its main use is, as a positive play and sensory environment.**

### **Exclusion**

Only the Head teacher can exclude a student. This will only be considered if a range of alternative strategies have been tried. Exclusion will also be considered if allowing the student to remain in school would result in injury to the student, other students or staff. Head teachers may exclude students for up to 45 days in a school year. Individual exclusions should be for the shortest time necessary. A student will only be excluded permanently when all other strategies have been tried. The DfE document Circular 10/99 Annex D states clearly the steps taken before exclusion of a student. This document is kept in the Head teacher's office. Procedures for appeal against the exclusion by parents/carers may be found in the school brochure.

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