

## Behaviour Policy

Person Responsible: Head Teacher

Date Reviewed: February 2026

Date of next Review: February 2027

### **Rationale**

Oaklands is a school for young people who have severe learning difficulties. Many students have difficulty in social development and can experience difficulty regulating their behaviour as part of their overall special educational needs. Supporting young people to manage their own behaviour is an essential part of education and development.

### **Aims**

At Oaklands we aim to treat students with dignity and respect, to develop positive relationships and to support students in developing independence, self-regulation and autonomy needed to behave appropriately in school, at home and in the community.

#### At Oaklands School we aim:

- To ensure that Oaklands is a safe environment for everyone
- To ensure that all students are treated in a dignified manner, enabling them to make choices and to have control over their own behaviour
- To assist staff in developing skills to support students develop positive behaviour and manage challenging behaviour safely
- To be clear in our philosophy, providing every student with the individual support they need.

### **Objectives**

- To ensure everyone works as a team to support positive behaviour
- To ensure that staff have the skills to recognise the causes of challenging behaviour
- To produce robust plans to de-escalate challenging behaviour before risk increases
- To reinforce positive behaviour
- To provide where it is possible a safe environment where challenging behaviour can be addressed and positive strategies identified
- To enable students to recognise their own state and provide strategies for self-regulation
- To provide opportunities for using positive behaviour in a variety of settings

## **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.

A Positive Handling Plan (PHP) is a behaviour plan which documents known behaviours, the circumstances in which such identified behaviour may occur and positive strategies to de-escalate. The plan may indicate what last resort action, such as the use of physical interventions, may be used.

Where any young person's behaviour may also present a risk of harm to themselves or to others a risk assessment will also be used.

## **Responsibilities**

Behaviour is our shared responsibility at Oaklands.

The class teacher takes the lead in developing a positive behaviour plan and in ensuring that all member of the class and department team, including specialist teachers are aware of individual needs and strategies.

All staff are responsible for ensuring they have read behaviour plans and that they follow agreed strategies to support students.

Assistant Heads are responsible for monitoring behaviour and for reporting behaviour issues to the monthly PCC meeting where decisions may be made for additional actions, training or referrals to other agencies.

Heads of School are responsible for ensuring training needs of staff are met and that training is closely matched to needs of staff and students.

Parents are responsible for communicating with the class team, and for attending any meetings regarding their child and agreeing behaviour strategies needed to support students.

## **Procedures/practice**

Student behaviour is continually assessed by the classroom team. Most students have a Positive Handling Plan followed by all staff who work with them.

At Oaklands staff are trained to use the Team Teach approach.

Team Teach is a training framework used in schools and care settings to help staff support children and young people with distressed or challenging behaviour in a way that is safe, respectful, and focused on relationships.

At its core, Team Teach is about de-escalation first — helping adults recognise triggers, communicate calmly, and use supportive strategies to prevent situations from escalating.

Physical interventions are taught only as a last resort, when there is a risk of harm, and are designed to be proportionate, minimal, and focused on safety rather than control. A key principle of Team Teach is that behaviour is a form of communication. Staff are trained to look beyond the behaviour to understand underlying needs, repair relationships after incidents, and reflect on practice so that future situations can be better supported. The approach is widely used in special schools because it aligns with trauma-informed, relational, and restorative behaviour policies.

### Behaviour Teams

In July 2019 we introduced the use of 'behaviour teams' in school. The approach was designed to address the waiting time for external services once referrals have been made and aims to maintain school places where behaviour has escalated. All members of staff at Oaklands who work with students are part of the behaviour team.

- Students who need support from the behaviour team are initially identified either by: SLT receiving an increased number of incident forms or by class teams asking for extra support. The behaviour team works with students who are not currently being seen by any other professionals such as: PBS, BICS, Educational Psychology or CAHMS.
- The class team are asked to discuss the student's behaviour in a meeting and identify all the behaviours that they are finding challenging. They are then asked to order these and identify which one to work on first.
- A member of SLT will then meet with the team to discuss the behaviours identified
- A member of SLT will carry out an observation of the student
- A behaviour team meeting will be held with the class team and the member of SLT who carried out the observation to discuss strategies for the class team to adopt.
- The behaviour team will meet after 4 weeks to look at recording systems and to discuss the effectiveness of strategies.

### Risk assessment

We are committed to the safety of pupils and staff. All employers have a duty of care to staff and responsibility for providing a safe place of work.

When a pupil's behaviour compromises safety a Risk assessment is produced. 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.

### Use of Physical Interventions

Physical interventions are only appropriate if a failure to do so could result in injury to the student, other students, staff, or significant damage to property. Physical interventions are seen as a last resort, and the majority of incidents will be dealt with using other forms of behaviour management. If physical interventions are used, the parent must also be informed, of the type of intervention, and why and how long it was carried out for.

### Reporting the use of physical interventions

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

If a physical intervention has been used, the incident form for recording physical interventions will be completed. Staff will also complete the Incident book which is kept behind reception. Staff will make every attempt to contact parents to report the use of a physical intervention on the day on which it occurred.

#### After the use of physical intervention

After any incident where a student has required a physical intervention, the priority is to support the student to feel safe, calm, and respected, while repairing relationships and restoring trust. Once the student is regulated and ready, a restorative conversation takes place at a pace appropriate to their communication and emotional needs. This focuses on helping the student understand what happened, express their feelings, and identify safer strategies for the future, rather than assigning blame. Staff involved also reflect on the incident to ensure practice remains supportive, proportionate, and trauma-informed. The relationship between the student and staff is intentionally rebuilt through positive interactions, reassurance, and consistent care, reinforcing that the student remains valued and accepted.

#### What will happen if a pupil's behaviour does not improve?

If this is the case, then this will be discussed with parents and a recommendation made to the young person's Local Authority.

In rare instances it may be necessary to exclude a pupil whose behaviour is causing harm to others.

#### 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. At Oaklands we have four members of staff who are "Team Teach" instructors. There is a designated notice board in the staff area with information regarding Team teach.

#### Exclusion

Oaklands is annually large provision with a large number of young people and staff on site. There may be a minority of pupils for whom the size of school itself is too difficult for them to manage, or whose behaviour presents an immediate risk to others and cannot be managed safely.

Only the Head Teacher, or in her absence the relevant Head of School, can exclude a student. Exclusion will only be considered if allowing the student to remain in school would result in injury to the student, other students or staff.

#### **Cross reference to other policies**

Exclusions policy

Health and safety policy

Safeguarding policy

Keeping Children safe in Education

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.

Signed (chair of Governors) \_\_\_\_\_

Date \_\_\_\_\_

Review date February 2027

## Appendix

### **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
- ◆ Demand avoidance
- ◆ 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)
- ◆ Change in school routine
- ◆ Illness, pain (long/short term)
- ◆ Sensory processing difficulties
- ◆ Changes in medication
- ◆ Onset of puberty
- ◆ Ineffective classroom management
- ◆ A combination of any of the above.