



Title	B4 Behaviour Policy
Purpose	To ensure Trustees, Local Governors and all staff follow a behaviour policy that enables the school to be a safe and supportive environment for all staff and students.
Relevant to	Trustees, Local Governors, All Staff, Students, Families.
Responsible Officer	Assistant Head Teacher (Teaching and Learning)
Introduced	10/2006
Modification History	03/2008
Related Policies	A2 Accessibility Plan, A10 Equality and Diversity, A11 Exclusion of Pupils, B3 Assessment, Recording and Reporting, B10 Physical Intervention Policy.
Date due for review	06/2018
Relevant Governors' subcommittee for review	Curriculum Committee
Agreed at full meeting of Governors on	7/7/2015
Filed as	B4 Behaviour Policy Vs4a 0615

1.0 Rationale

1.1 At Oak Lodge School, we recognise that all forms of behaviour should be interpreted as an act of communication. Form tutors, subject teachers and teaching assistants will work together with the school counsellor, pastoral manager and senior leaders, linking with families, the wider community and multidisciplinary support services, to provide the best possible guidance and support for the students in our care.

1.2 We are guided by the National Autistic Society's SPELL philosophy (**S**tructure **P**ositive **E**mpathy **L**ow Arousal **L**inks). We aim to support individual needs and provide opportunities for all students to increase their independence, develop communication and reduce anxiety, whilst maintaining a calm, safe environment for all.

1.3 The school understands that, because of their special educational needs or disabilities, some students may act in ways that can be socially inappropriate, disruptive or dangerous. A young person with an Autistic Spectrum Condition may not have developed Theory of Mind and therefore is unlikely to manipulate situations, lie or have intent or empathy. For such a young person, challenging behaviour should not routinely be interpreted through intuition based on understanding of 'typical development'. Analysis of behaviours and incidents should always be carried out using the STAR Approach.

1.4 The Star Approach: *To analyse aspects of the behaviour or incident.*

Settings	<i>Environmental</i>	<i>Personal</i>
	<ul style="list-style-type: none">• The physical aspects• The social interactions• The activity being undertaken	<ul style="list-style-type: none">• The student's well being• The student's psychological state• The student's thoughts and moods
Triggers	Triggers occur just before the action. They are signals that 'set off' the specific actions.	
Actions	Actions are the observable behaviours. The STAR approach starts by describing the behaviour <u>accurately</u> .	
Results	Results follow an action. This is where we try to understand why the action occurred and where we intervene. Results influence the chance of a pupil repeating that action on other occasions. If a result was not successful we may have to re-analyse it in order to intervene affectively.	

2.0 Monitoring and Recording Strategies to Support Positive Behaviour

2.1 To enable consistent, personalised behaviour strategies for students as they develop cognitively, emotionally and socially, the school has an established system of documentation. Record documents provide the structure for all staff to support a calm and safe environment through reflection, analysis and collaborative planning that promotes positive behaviour modification.

2.2 Personalised Learning Plan (PLP)

All students will have a Personalised Learning Plan. This informs individualised approaches and provides all staff with key background information and strategies to reduce anxiety and support learning. PLPs are attached to a student's SchoolPod profile so that all staff are able to access.

2.3 Behaviour Management Plan

A Behaviour Management Plan will be established following a risk assessment by staff for any student where positive handling strategies may be required. This is drawn up in discussion with parents. For those students who exhibit exceptional challenging behaviour consistently, specialist advice is available from Key Stage Co-ordinators, Assistant Heads and the Pastoral Manager. Further advice may be sought from the Barnet High Incidence Support Team (HIS) or Educational Psychology (EP) Service. Staff at Oak Lodge will receive training in de-escalation and positive handling strategies in line with Barnet Policy. BMPs are attached to a student's SchoolPod profile so that all staff are able to access.

2.4 SchoolPod System

The school has invested in a web-based system for recording both positive and negative behaviour of students. SchoolPod provides a tool for both recording and analysing behavioural patterns. All members of staff have access to the SchoolPod system through a password protected user account. This means that no confidential or personal information relating to behaviour need be stored on any personal computer or device, as SchoolPod is a cloud-based application.

3 types of report slip are available to staff using SchoolPod:

File Note: This slip is used to describe a significant incident of negative or disruptive behaviour. Drop down menus are included to speed the process of recording student(s), staff, victim (if any), date, time and location.

There is also a box to complete a description of the incident. Additional sections provide tickboxes to enable categorisation and monitoring of behaviour type, antecedents, contributing factors and teacher action. There is also a section to record student comments if appropriate.

PI Slip: Where an incident has had to be managed using positive handling techniques, a PI (Physical Intervention) Slip is recorded rather than a File Note. It follows a similar layout to a File Note, but with additional sections to record the type of staff interventions and physical holds used to manage the incident. Behaviour Management Plans (BMP) exist to advise staff on appropriate positive handling procedures to be used with individual students. PI slips will be reviewed in relation to each associated BMP in order to recognise any changes that maybe required to achieve best practice results.

Reward: Used to record incidents of significantly positive behaviour, that will have usually resulted in the award of a merit in the home/school diary, or other form of positive report home. As with other slip types, there are drop-down menus and tick box sections to categorise the positive behaviours recorded and staff actions taken in terms of reward.

Tools built in to the SchoolPod system enable staff to undertake sophisticated monitoring and analysis of behavioural patterns of individuals or groups in order to continuously review and improve practice, or to provide advice on further intervention.

2.5 Rewards

Merit award systems continue to be used in the school, whether in the form of merit stickers in a home/school diary, charts within the classroom or other forms of reward such as healthy snacks or classroom choice. The application of any reward structure will be appropriate to the cognitive understanding and needs of the individual or class group.

3.0 Other measures to support a positive behavioural environment

3.1 Professionals' Meeting

A professionals' meeting may be arranged when staff have on-going concerns about a student's behaviour that may indicate a general loss of wellbeing, or the onset of mental health concerns. The meeting may include the form tutor, Pastoral Manager or Assistant Head, school counsellor or therapist, educational psychologist or social worker. A clinical psychologist may attend where a referral has been made to Child and Adolescent Mental Health Services (CAMHS). The meeting will aim to provide the student and family with support to promote positive behavioural outcomes and may result in further referrals or re-assessments to health, social or educational support services. For some students, serious concerns about the appropriateness of the school placement due to increasing challenging behaviour will be discussed in liaison with the Local Authority Principal Educational Psychologist.

3.2 Internal Exclusion

An internal exclusion may be applied when a student's capacity to self-regulate their behaviour is compromised and their presence in the classroom becomes temporarily incompatible with the education of others. Parents should be informed of such a measure being undertaken. Learning activities will be provided for the student, who will be supervised by one or more members of staff according to the level of risk presented.

3.3 External Exclusion

Formal fixed term exclusion may be imposed, where a student has exhibited persistent challenging behavior over a period of time, resulting in a serious health and safety risk to the school community. It is usual that a high frequency of contact will have been established with the student's family prior to such a measure being imposed. However, the school will comply with existing statutory regulation and ensure that a formal letter is sent home, detailing the reason for

external exclusion and provide learning activities that may be undertaken in the home. During the period of exclusion, the team who works with the student is offered time to establish the basis for a successful re-integration into the school environment.

3.4 Permanent Exclusion

The school does not wish to permanently exclude any young person with a Special Educational Need and will work with the student's Local Authority to seek a planned move to an alternative placement, where it believes it has exhausted the range of behavioural support strategies that can be made within the limit of available resources. Nevertheless, the school's right to permanently exclude will be applied in the most extreme circumstances, where agreement cannot be reached with a Local Authority, in order to protect the health and safety of all school users and to maintain a positive environment for learning.