



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	Deputy Head Teacher (T&L)
Introduced	10/2006
Modification History	03/2008, 06/2015, 06/2018/, 6/2021, 11/2022
Related Policies	A2 Accessibility Plan A11 Exclusion of Pupils A18 Relationships and Sex Education Policy, A22 Special Needs Policy, B3 Assessment, Recording and Reporting, BSET Pol.17 Supporting Medical Conditions BSET Pol.20 Health and Safety Policy BSET Pol.21 Equality Policy BSET Pol.25 Physical Intervention Policy BSET Pol.32 Safeguarding.
Date due for review	11/2025
Relevant subcommittee for review	Local Governing Body
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## Key Principles and Philosophy

This Policy reflects our whole school commitment to valuing and respecting everyone, students and staff, whilst at the same time taking a proactive response to behaviour.

Our Policy recognises that students at Oak Lodge School require a highly personalised approach to their specific needs. In many cases, this will mean that sanctions and rewards are not the most appropriate means of responding to or changing unconventional behaviour, therefore other low arousal programmes of intervention and support should be used, in conjunction with external agencies such as the Barnet Educational Psychology Service.

We prioritise the health safety and well-being of any individual at Oak Lodge school both students and staff. Our interventions are ethical and draw on evidence-based practices and the most recent government guidance with an increased focus on safeguarding.

We aim to ensure a culture across the Trust where staff and students can thrive with safety and confidence.

We recognise that for most of our students, they do not intentionally misbehave, their special educational needs and associated communication difficulties are a major factor that may result in them exhibiting behaviour that presents a challenge. A delay in expressive language for example, means students are limited in ways they communicate their needs or express frustration.

The [Equality Act 2010](#) makes a clear statement that schools must make reasonable adjustments to ensure children with a disability are not disadvantaged in any way. This is particularly relevant in a behaviour policy to ensure students are not discriminated against as an impact of the school's disciplinary protocol. Schools do, however, have duties (for example, over safety) not just to the individual students, but also to the other students and to staff. These are imperative; however, the law requires flexibility where a student's special educational needs (SEN) contribute to the behaviour, reasonable adjustments should be made and all policy and practice should include training for staff in understanding conditions and implementing essential supports to minimise risk and promote positive wellbeing.

## Behaviour Policy Aims

These draw on the main principles within the [Disability Discrimination Act](#). Staff have a key role to play to ensure these aims are met to create an environment built on positive interactions.

- To create a positive culture whereby the staff and students work in a calm safe and supportive environment
- To promote an ethos that values individual needs and respect between staff and students
- To provide a curriculum framework that enables all students to learn about appropriate and respectful relationships and recognise risk and know how to seek help and support (linked to child-on-child abuse)
- To raise students' self-esteem and promote positive self-identity
- To ensure students are confident of their right to be treated equally and fairly
- To ensure staff acknowledge that responding to instances of dysregulated behaviour and ensuring students safety and well-being is a shared responsibility
- To use physical interventions appropriately and adhere to principles in the [BSET 25 Physical Intervention Policy](#)
- To have a clear system of recording and reporting incidents
- To develop students' self-regulation to prepare them to take care of themselves, their environment and show respect and care for others
- To promote consistency of approach across home and school and share that consistent approach with all external agencies.
- To ensure the policy is fully shared, understood and is consistently implemented throughout the learning environment.
- To ensure all staff are aware of their responsibilities as role models and are acutely aware of student's abilities in social communication, self-regulation and emotional control, with support plans being implemented consistently.

## Legislation and Statutory Requirements

This year the Department for Education released new guidance on 'Behaviour in Schools' which has substantial changes from the previous guidance from 2016, we refer to 'some' statutory items in our policy, however significant adjustments must be made for those with special educational needs, our students cannot meet the same expectations.

Whilst the focus of the old guidance was on disciplinary measures and appropriate sanctions, the new guidance moves more towards whole school culture, a whole school approach to understanding behaviour.

As a Special Academy we draw on evidenced based practices for SEN, given our students very different neurology. A whole school approach means everything that pervades in school life, the culture the ethos and values of the school. There is a clear recommendation that the school leadership team make sure 'all staff are inducted clearly into the school's behaviour policy' to ensure 'all staff understand how they participate in creating the culture of the school'. Schools should also consider aligning any training with the [Early Career Framework \(ECF\)](#) for teachers, where appropriate.

The 2022 guidance has a new, stronger focus on support and interventions for students who need it. Within the new guidance there is an evident increased focus on safeguarding, specifically child-on-child sexual abuse, online behaviour incidents, and mobile phones.

It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance [Part 1 of Keeping children safe in education \(KCSIE\)](#).

#### Oak Lodge Behaviour Approach

We value individual needs and where students express distress in physically harmful ways, we teach more alternative ways to communicate and regulate, to ensure each young person can cope using supports derived from our principles around SPELL and SCERTS.

We aim to offer each student control over their space in the least restrictive environment. However, when appropriate and where a student places themselves or others in immediate risk of harm, we must use reasonable interventions including physical intervention, to prevent harm to the student or others.

Our approach is based on changing the environment to avoid risk. Students who exhibit physically harmful behaviour, towards others are communicating something is making them anxious, angry or that their needs are not being met. There may be many triggers for a single behaviour, such as being hungry, scared, hurt, tired, bored, sad or angry.

Some students, therefore, may engage in behaviour that seems destructive, physically, emotionally, or socially. Sometimes children feel unsafe or out of control, so they take inappropriate action over the things they can control, like being able to kick someone. A child who has tried several times to communicate about what s/he needs, but whose needs remain unmet, will often use physical means as a way of sending a very loud message; for some, negative attention may be better than no attention.

Please reference the [BSET Physical Intervention Policy](#) for clear explanation and guide on the ethical practices.

Staff will receive on-going training on de-escalating arousal and stress, this will be based on principles that fall under the 'Oak Lodge Behaviour Approach' underpinned by the SCERTS Framework.

We do recognise there is a need, reflected in common law, to physically intervene when there is an obvious risk to the safety of children, staff and property. Staff should view physical intervention with a child as a 'last resort' and for the purposes of maintaining a safe environment. We have developed our own positive handling policy, [BSET Physical Intervention Policy](#) which has regard to, this best practice summary and draws on DfE and Department of Health (2017) Guidance ['Reducing the need for Restraint and Restrictive Intervention for Children and Young People with Learning Disabilities, Autistic Spectrum Disorder and Mental Health Difficulties'](#)

Our duty of care applies as much to what we *don't do* in practice. We are very cautious about using restrictive physical intervention where there are no immediate concerns about possible injury or exceptional damage to property.

This policy is consistent with the DfE guidance [Use of Reasonable Force](#). We review our policies on positive handling regularly and ensure that staff, and parents are aware of those policies. We have in place a range of transactional supports which will reduce the likelihood of the need for positive handling to be used.

For example:

- Allow the child/young person to express verbally what the difficulty is from their point of view. You can encourage them to do this by using standard phrases such as, "(Child's Name) I am here to help." Or, "Talk and I'll listen.
- Accept the validity of any expression of feelings or emotions. Use phrases such as, "(Child's Name) I can see you are upset."
- Be aware of your own body language. You should adopt a non-threatening calm manner and avoid invading the child's/young person's personal space.
- Be aware of the volume, intonation and inflexion in your voice and use positive listening skills so that the child/young person can see that you are listening to what they say

- Be calm and supportive in your tone. It might not be unusual to be faced with a continuous stream of abuse or obscenities. Ignore these and address the issue that caused the upset
- Respond to one issue at a time. Do not get drawn into arguments.
- Use distraction, e.g. "Can you come and help me for a moment." Mentioning a favourite object or activity may be enough to distract the student out of his/her current level of distress.
- Using humour can sometimes prove a good way to reduce tension and re-direct.
- A change of task may also distract the student towards alternative behaviour.
- Allowing another member of staff to take over may also defuse the situation. Staff should be able to offer and receive help in a professional manner that does not undermine the authority of members of staff.
- Bear in mind that when a student has got into a highly agitated state adrenalin will have been released generating a fight or flight response and its effects can last for 20 to 30 minutes. Take your time
- Seek adult support at this stage. If the situation escalates quickly you may not have a chance to get support at a later stage.
- Remember **Sanctions** can have an inhibiting effect on behaviour, so if you are going to provide students with clear boundaries regarding what is acceptable behaviour, choose an appropriate time. Try to enable students to acquire their own value system and focus on maintaining a relationship based on the reciprocity of your relationship rather than use power.
- Any strategies should be taken from the **Behaviour Support Plan** and not thought up on the spot, as sanctions may be ineffective and actually escalate a situation in high levels of anxiety.

### Low Arousal Approaches

All Low Arousal Approaches emphasise a range of strategies that focus on the reduction of stress, fear and frustration within the development of trusting relationships. These strategies are put in place to prevent dysregulation and avoid crisis situations. A low arousal approach seeks to understand the role of the 'situation' by identifying triggers and using low intensity solutions to avoid reactive consequences for individuals with additional needs that can have a traumatic effect on them for many years.

Physiological arousal can be strongly linked to the construct of stress (McDonnell et al, 2014) and arousal and stress are important in the regulation of emotion. In a dysregulated classroom, where stress can be significant, arousal states of everyone (staff and students) will be high.

We recognise that a low arousal and positive approach, based on our relationship with the individual is an approach that is more likely to succeed. A low arousal approach focuses on the reduction of stress and fear, finding low intensity solutions rather than sanctions of consequences.

We therefore ask staff to understand that whilst it may be in relatively few cases sanctions will be needed, the emphasis should be on preventative work that builds mutual trust and allows for the student's own sense of agency so that personal growth takes place. This process may take time to achieve with patience and empathy.

### SPELL

We are therefore guided by the [National Autistic Society's SPELL philosophy](#) (**Structure Positive Empathy Low Arousal Links**).

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. The values of the SPELL philosophy are central to our ethos to ensure we adopt a low arousal positive and non-confrontational approach, with empathy for and understanding of each young person as an individual.

*Structure (and Routines)*. Consistent class and activity routines support our students to understand expectations, manage anxiety and therefore mentally and physically prepare themselves for their day.

*Low arousal* is the cornerstone of any behaviour program including those for specific positive handling techniques. Some people may perceive a low



arousal approach as allowing control, or giving in, **however in crisis our goal is to reduce distress and not teach a lesson.**

Since the school has a high percentage of autistic students it is important that all staff are aware of the various needs that arise from the diagnosis.

For example, staff should have a clear understanding that their presence alone, along with other aspects of the environment, can influence the way an autistic student interacts, communicates, and visualises his or her surroundings. Staff should also be aware of student's sensory sensitivities and the effect this can have on a student's behaviour.

Staff training should cover <sup>1</sup>*Sensory Integration* in addition understanding how to provide communication support and social assistance, as they are essential elements to use when working through any de-escalation.

All students at Oak Lodge have learning disability and therefore have associated delays in many areas of learning and development, impacting on social communication and interaction and in many cases social reasoning.

Autistic students are unlikely to manipulate situations they often experience difficulties with the sub context of social situations, they will often be unaware of normative or typical expectations to be 'socially appropriate' and often interpret the actions of others differently. These are important considerations to make, so any **Behaviour Support Plan** reflects the positive ethos and support that the school promotes.

It is important to remember that for many autistic individuals, being in a school environment is likely to bring many challenges that generates anxiety. Distressed behaviour may be a reaction to anxiety or an attempt to control a situation or person that is unpredictable. It may also be an attempt to regulate emotions or communicate fear or frustration.

It is not uncommon for our students' behavioural responses to be learned through a history of negative previous school experiences and therefore may take some time to change. Sensory sensitivities, such as reaction to noise, account for a significant proportion of autistic distress which can adversely impact, on their quality of life and well-being.

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<sup>1</sup> With some students, particularly autistic students, the processing of sensory experience may be disorganised or delayed. The slightest change or difficulty with processing such information can influence how they manage social interactions and being in a busy school environment. **Sensory integration dysfunction can influence self-regulation, attention and arousal levels.**

It is for this reason we should aim to understand the underlying triggers are environmental and not within the child or young person. Our students often experience 'fight or flight' responses which are often wrongly misinterpreted as challenging behaviour or intentionally manipulative.

### SCERTS

Our approach is underpinned by the concept that behaviour is driven by each student's specific support needs and the environmental adaptations needed to help them regulate in their space. We therefore subscribe to the **Social Communication Emotional Regulation Transactional Support (SCERTS)**® Model Prizant, Wetherby, Rubin & Laurent, (2007) as an approach that requires us to be proactive when planning each students support needs. The philosophy behind SCERTS with a focus on building trusting relationships, provides us with a holistic way to focus on teaching **Emotional Regulation** to support our students to regulate arousal and maintain a calm-alert state.

We seek to reduce the likelihood of stress and the subsequent reactions to that stress by providing each student with a functional communication system and adjust our own communication and strategies, keeping our expectations appropriate to student's developmental stage.

We seek to sensitively and imaginatively adapt the environment to reduce sources of stress. We will establish programs that seek to reduce or remove the source of sensory over stimulation that may increase anxiety. We aim to recognize the signs of emotional dysregulation and respond by providing essential **Transactional Supports**.

Each student will need highly personalised tools, with a commitment to providing equity (individuals getting what they need to regulate) over equality (everybody having the same).

The following table offers a clear outline of the positive consequences and actions to help staff work to policy and agreed practice.

<p><b>Transactional Supports for promoting emotional regulation.</b> This is the optimum arousal level where students are well regulated and engaged.</p>	<p><b>Intensive Interaction:</b> support communication build trust to develop between students and staff. Respect child's developmental level, communicate at that level. Respond to bids for communication. <b>Repetition and structure-</b> use visual systems to support communication and understanding and predictability.</p>
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	<p><b>Promote intrinsic control-</b> through teaching and learning.  <u>Educational / Curriculum Supports</u>  Social Stories, Cartoon Conversations, Lego Therapy, Zones of Regulation (where appropriate) scripts, social scenarios, modelling.</p>
<p><b>Responding to Dysregulation -</b></p>	<p><b>Transitions-</b> Planned daily transitions using visual systems,</p> <p><b>Visual supports-</b> for communication and information.</p> <p><b>Sensory supports,</b> fidget toys, chewy items, conditioned relaxation techniques, face of face, change of space, guiding or escorting.</p> <p><i>As well as all of the above educational supports to maintain high levels of engagement.</i></p>
<p><b>Responding to a crisis,</b> where physical risk is imminent</p>	<p><b>Physical intervention</b> may be used when all other strategies have failed, and therefore only as a <b>last resort.</b></p> <p>Focus on <b>promoting a positive and proactive approach</b> to including de-escalation techniques (appropriate to the student).</p> <p><b>Consider the impact of restrictive intervention</b> on the mental health and wellbeing of young people and take into consideration previous experience and trauma.</p> <p>Follow <b>Physical Intervention Policy</b> <a href="#">BSET Pol.25 Physical Intervention Policy vs2_1220.pdf</a></p>

	<p>Call for support if necessary  <b>Protective Consequences;</b></p> <p>Extra support</p> <p>Separate transition/areas for activity</p> <p>Meeting with parents – SLT</p>
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Transition of Students in and out of School

All students should be visited by Oak Lodge staff in their prior setting, staff follow this up by holding mutual discussions around key documents which are shared between senior leaders prior to the student’s arrival, in particular any behaviour and safeguarding records.

Once transition is agreed staff should then be well-prepared to plan for the student arriving at Oak Lodge and set up any provision necessary for the impact transition or change can have on a young person with additional needs, this may require a series of observations of the young person in their current setting where there is a behaviour support plan in place.

For students transferring out of the school the same protocols apply with the school ensuring that the new placement is fully informed about the student, including all behavioural support plans and safeguarding records. In most cases this process can be made more secure using the CPOMS system for the transfer of any Child Protection files and information.



Responsibility

Preventing harm or risk of harm and ensuring immediate physical and emotional safety is the first priority of any education setting and remembering emotional bullying can often be more damaging than physical. Any behaviour changes that are observed in a student that present as a cause for concern listed in the BSET Safeguarding Policy should be reported and acted upon in line with protocol.

The Designated Safeguarding Lead and members of the Leadership Team with designated safeguarding roles, should make their own judgements about each specific case and should use this policy guidance to help.

However, it is the responsibility of all school staff to report any breach of the school's behaviour policy or safeguarding policy using the systems set out in this policy and the Safeguarding Policy for recording and reporting. See also [BSET Safeguarding Policy](#)

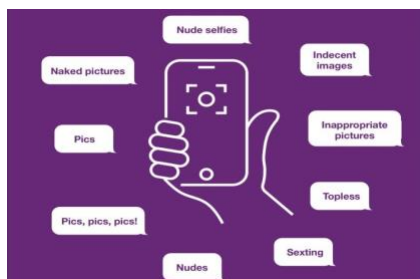
Bullying (including Online Bullying)

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school takes a very serious approach to bullying. See [A5 Anti-Bullying Policy](#)

We take a preventative approach to bullying we do not tolerate it. We understand that many of our students will understand how their actions impacts others, or even be experienced as bullying. Nevertheless, bullying should never be ignored as it can have a devastating impact on our student's well-being. Our students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Engaging in inappropriate behaviour online, including bullying, the use of inappropriate language, the sharing of <sup>2</sup>nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.



[Keeping Children Safe in Education \(KCSIE\)](#), states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of child-on-child abuse and sets out how allegations of child-on-child abuse will be investigated and dealt with'. It also emphasises that the voice of the child must be heard.

*'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are considered when determining what action to take and what services to provide'*

We have a clear objective to incorporate student voice in all our work and give this a high priority across the curriculum, students daily experiences and throughout all reviews of a young persons EHCP. Systems should be in place for students to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the student.

All staff should be aware of updated safeguarding policy. Child on child abuse is referenced in the [BSET Safeguarding and Child Protection Policy](#) this is because the sensitive nature and specific issues involved with child-on-child abuse necessitate separate policy guidance. Child on Child Abuse policy and procedural guidance should be responded to immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

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<sup>2</sup> <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people#sec2>

### Guidance on Specific Behaviours

**Child on child abuse** is behaviour by an individual or group, intending to hurt others physically, sexually or emotionally. All staff should recognise that children can abuse their peers.

Following any report of child-on-child sexual violence or sexual harassment offline or online, schools should follow the general safeguarding principles set out in [Keeping children safe in education \(KCSIE\)](#) especially Part 5.

The Designated Safeguarding Lead Elham Seyedi- Yazdi or Deputy, Ashley Seymour or any of the Designated Safeguarding members of the Leadership Team are the most appropriate to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

Staff should **NEVER** normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent abusive and/or violent behaviour in the future.

Part 5 of [KCSIE](#) provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

### Support for Staff (including post incident support)

Our students often make great demands on individual members of staff. It is crucial that we maintain our climate of support and understanding both for the student and the members of staff involved with them.

If any member of staff is involved in an incident that required physical intervention with a student, immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded as staff first aid on SchoolPod.

It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this.

There are often no quick fixes only time and patience are needed. This can be draining on the staff most directly in contact with students, our systems of support that include our Educational Psychology Service help to mitigate those extremely difficult circumstances.

It is important that all staff have good working relationships with each other to ensure that consistent, well-informed, skilled and mutually supportive approaches are agreed and captured within behaviour support plans.

Where a student has an individual **Behaviour Support Plan**, which includes the use of physical intervention, we ensure that such staff receive appropriate training and support in the correct behaviour support that includes physical intervention. We consider staff and children's physical and emotional health when we make these plans and consult with the child's parents/guardians.

We recognise that there may be some students within our school who find physical contact in general particularly unwelcome as a consequence of their disability or prior experiences, for whom such contact is troubling as a result of their personal history, in particular of abuse. We have systems to alert staff discreetly to such issues so that we can plan accordingly to meet individual needs (CPOMS, Cause for Concern).

We expect a mutually supportive model of classroom practice whereby teachers and support staff help each other in developing consistency when responding to student's needs.

We draw from as many different viewpoints as possible when we anticipate that student may require physical intervention. We also involve the support of external professionals (such as Educational Psychologists and colleagues from the Child and Adolescent Mental Health Services). We record the outcomes of any planning meetings and seek parental signature to confirm their consent of our planned approach.

It is important to know any staff unable, for their own medical reasons, to participate in physical interventions, should inform a member of SLT. They are advised to call for help in this case.



There is planned protected time for discussion at the end of each day to share and develop ideas and agree expectations between teachers and support staff following bus-line duty at the end of the day.

If staff feel they need to discuss issues arising from a major incident the pastoral team who are also senior leaders will be available in either of their offices to offer a quiet and confidential space to debrief.

Senior Leaders will ensure induction and training procedures are followed for all new staff, that includes all protocol and practices around de-escalation and positive handling, but also ensures staff have full access to information and opportunities to observe more experienced staff working with students who present with exceptionally high support needs.

Teaching support staff attached to more than one class should have access to all student information and records in the form of a **One Page Personal Snapshot** prior to working with students.



There is a designated staff resource and training area on SCIO the staff information and learning platform on Sharepoint where staff will also find access to students [Behaviour Support Plans](#).

#### Behaviour Support Plans

A **Behaviour Support 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 physically harmful behaviour that presents a health and safety risk, specialist advice is available from members of the Leadership Team with relevant specialisms. Further advice may be sought from the Barnet Educational Psychology (EP) Service. There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard students. Detailed advice is available in the [BSET Pol.25 Physical Intervention Policy](#)

#### 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 and an appropriate member of the Leadership Team, school 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 aims to provide the student and family with support to promote positive 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 incidents that present a breach of the Health and Safety Policy will be discussed in liaison with the Local Authority Principal Educational Psychologist

Amanda Ryzman our link EP provides a range of systemic work for both students and their families and staff, this is particularly helpful for cases where there are a range of external agencies involved. Staff at Oak Lodge will receive training in de-escalation and positive handling strategies in line with [\*\*BSET Pol.25 Physical Intervention Policy\*\*](#).

The school has invested in a web-based system for recording behaviour of students; this system also serves to recommend a student for a merit for particular effort in their work and attitude to learning. **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.



### Recording and reporting Incidents

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

**File Note:** This slip is used to describe a significant incident of 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

tick boxes 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.

A recent addition to the file note system on Schoolpod is the 'transactional supports' category. It is essential that this is completed, as in most cases behaviour will escalate in the absence of essential 'transactional supports' as it is likely the student will have few regulatory strategies without them. By failing to provide essential supports we are limiting the strategies that a student has to return to and maintain a well-regulated state of arousal. For example, if a student is not able to predict a change and we have not provided a schedule (SCERTS task engagement board/ folder) then they may have a delayed reaction to that change. Another example might be that a student does not have a system to understand how to breathe and calm himself down so without someone explicitly teaching and showing in a visual way. Our students may continue to exhibit extreme anxiety and hit out at staff.

**PI Slip:** Where an incident has had to be managed using positive handling techniques, a PI (Physical Intervention See [BSET Pol.25 Physical Intervention Policy](#)) 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 Support Plans (BSP's) 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 BSP in order to review any changes that maybe required.

Tools built in to the SchoolPod system enable staff to undertake sophisticated monitoring and analysis of how situations are responded to, ongoing behavioural patterns of individuals or groups. These analyses allow us to continuously review and improve practice, or to provide advice on further intervention from outside agencies or multi-disciplinary teams.

Merit award systems continue to be used in the school, usually in the form of merit stickers in a home/school diary. The application of any reward system should be appropriate to the cognitive understanding and needs of the individual or class group.

The use of rewards to shape or modify behaviour as a method of reinforcing positive behaviour, using extrinsic rewards, is known to generate anxiety for many students. What happens for example when a student is close to receiving a major reward only to 'fail' at the last moment?

Because of their SEN, students are often not able to regulate arousal or inhibit negative responses when the control is external to them.

External control that we may impose for example, losing preferred activities or time, suppresses appropriate emotional expression and leads to the student trying to establish more control. Many of our students do not easily link actions and consequence, their pattern of behaviour may be so entrenched that they continue to repeat it even though they dislike the resulting consequence. There should be careful discussion between home and school around the use of sanctions for unconventional behaviour, particularly as we are all working to build trust.

Students should not have sanctions imposed at home for incidents that occur in school. Similarly, students' diaries should not be used as a threat to share information with home or other actions such as threatening to phone home.

Students should have access to their special interests, that may also serve as transactional supports. These supports should be available and part of their regular daily routine and not be given contingent on good behaviour.

There may be occasion to risk assess a student's safety or level of arousal prior to engagement in a curriculum activity that presents more risk, for example an off-site activity. A change of plan and activity for that student may be necessary to minimise risk to the student, for example when there is a planned off-site trip. This should not be viewed as a sanction, or removal of a preferred activity, it is only where a risk assessment deems there to be more risk to engage in the activity should a student become dysregulated.

All students will have a one page 'Personal Snapshot' of their Special Educational needs and provision.

The **One Page Snapshot** provides quick summary of individualised approaches and provides all staff with key background information and strategies including students likes and dislikes alongside strategies to reduce anxiety and support learning. These individual plans should be attached to a student's SchoolPod profile so that all staff can access them. Hard copies for each student should be kept in a folder in each classroom and shared with staff **before** they begin working alongside that student, so they are clear on the current support plan and there is consistency of approach. We do not have internal exclusions. We do have a system of reverse inclusion where a student is not 'ready' for group learning.

### Adjustments to the Provision

Where a student's capacity to self-regulate in a group situation is compromised and their presence in the classroom becomes temporarily incompatible with the effective education of others.

If it becomes necessary to withdraw a student to work in a separate space for a period of time as part of an intervention or strategy, 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.

### External Exclusion

The decision to implement an external exclusion will be made by senior leaders. Where internal exclusion is necessary to safeguard the well-being of the school community, parents and carers will be informed setting out the reasons and the plan for the period of exclusion.

Formal fixed term exclusion may be imposed, where a student has exhibited a persistent risk 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 and contact made with the school link Educational Psychologist. 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 where appropriate.

### 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 and reasonable adjustments 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.

## Annual Review Process




Any changes in the students' needs that are persistent that require a higher level of support or a change to the provision that includes a change of timetable, this should be recorded and shared with parents. Any 'new needs' should be discussed at the young person's next annual review. Where a student has input from a Child and Adolescent Mental Health (CAMHS) team school should seek the recommendation for agreement across the professional network to input on discussion around provision for a young person whilst they are experiencing a loss of wellbeing. At the Annual Review a time limited plan with a high level of support or changes to the provision should be agreed by all in the team around the child.

This formal process is the route to adjusting provision around the needs of students and allocating required resourcing to ensure 'holistic' needs are appropriately met.

## **APPENDIX**

### Behaviour Support Plan

Example/ template

 	<b>Behaviour Support Plan</b>		 Insert photo here	
	<b>Name:</b>			Communication stage : CP SP- LP- CP
	<b>Date of Birth:</b>			
	<b>Class</b>			
<b>Plan Date</b>		<b>This plan must be agreed and signed by Parents / Carers.</b>		
<b>Predisposing Factors ( a brief statement of needs, including medical needs which may affect the students behaviour such as epilepsy)</b>  				
<b>Trigger</b>	<b>Topography of Behaviour</b>	<b>Preferred Supportive Strategies to manage risk (Transactional Supports)</b>		
<b>Preferred Handling Strategies (Describe the preferred staff responses / holds that can be used)</b>  				