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Behaviour Policy

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Oak View School Behaviour policies include:

- Challenging behaviour
- Autism and behaviour
- Recording behaviour
- Positive Interaction
- Anti-bullying policy

Rationale

These policies relate to

- the promotion and maintenance of positive and appropriate behaviours;
- the understanding and managing of challenging behaviours while supporting and protecting staff and other students;
- the recording of behaviours
- to fulfil statutory requirements,
- to support multi agency working
- to enable the analysis of behaviours
- to identify appropriate strategies to manage behaviour.
- to show progress

At Oak View School:

- Staff are encouraged to reward positive behaviours. Where sanctions are issued they should be tailored to the individual.
- Behaviours are considered in context i.e. Are they situationally appropriate? Is there a more appropriate functional equivalent?
- Challenging behaviours are viewed as communicative and their function is analysed to aid prevention. Detailed recording is essential in order to understand behaviours, to change or prevent them and to show where progress has been made.

At Oak View School it is our policy to:

- Treat students with respect.
- Use an analytical approach to behaviour.
- View challenging behaviour as functional and communicative.

Our Aims

- Through following this policy at Oak View we also aim to:
- Promote good behaviour and maintain positive expectations.
- Promote mutual respect by providing good role models.
- Ensure the safety of students and staff at all times.
- Create a supportive atmosphere that is conducive to learning for everyone.
- Promote, reward and celebrate socially acceptable behaviour.

- Deal with inappropriate behaviour consistently, in order to provide security
- Demonstrate, promote and communicate the school's intolerance of bullying, racial harassment and sexual harassment.
- Assess pupils' and students' abilities to emotionally self-regulate (through the use of SCERTS) and plan interventions to improve this ability
- Teach acceptable behaviours with the support of positive behaviour management programs.
- Apply rules and boundaries fairly and without prejudice.
- Work in partnership with each other, students, parents and other professionals.

In order to prevent challenging behaviour we:

- Report and record behaviours which cause concern.
- Draw up behaviour plans using Emotional regulation plans in conjunction with provision leaders, senior leadership team and other professionals where appropriate.
- Share plans with staff and parents or carers, and ensure all staff follow behaviour plans.
- Determine when there are issues of health, discomfort, anxiety, environment, staffing, students' groupings that may affect behaviour.
- Investigate the communicative function of behaviours.
- Assess pupils' and students' abilities to emotionally self regulate through SCERTS and plan strategies to develop these abilities.
- Develop augmentative communication (PECS / Makaton etc).
- Investigate and teach functionally equivalent more appropriate behaviours, (behaviours which have the same outcome for the student).
- To record behaviours of concern rigorously.
- Record incidents using Safeguard software.
- Use physical restraint as a last resort, in line with Essex Steps training (see restraint policy)
- Record all incidents of bullying, intentional / unintentional (see Anti-Bullying policy)
- Provide students with autism with a calm, but stimulating, structured, autism friendly environment.
- Provide good quality accessible differentiated and stimulating activities.
- Have high expectations of students.
- Reward positive behaviour.
- Set up systems where students can share in their behaviour targets, learn to control their own behaviour and work towards a reward.
- Use sanctions sparingly, fairly and as consistently as possible (in person, in diary, over the phone.)

We protect staff and students by:

- Providing induction in behaviour management for all new staff.
- Providing in service training on behaviour management and physical restraint
- Providing PRICE/Essex Steps training for the majority of staff. All class based staff – training takes place annually ie. Staff will be trained within one year.

Behaviour and Autism

- Students with autism may use very challenging behaviour.
- It is very important not to view students with autism as “naughty children”.
- Life is very difficult and stressful for people with autism.
- It can be very difficult for them to communicate their needs.
- They may have very intense sensory experiences different from ours.
- They are very reliant on structure and routine.
- They find it extremely hard to empathise with other people.
- Challenging behaviour is communicative and functional.
- Students may withdraw due to sensory overload and stress.
- Students often develop ritualistic behaviours due to stress.
- Students may use behaviours to stimulate themselves that we view as disruptive or harmful.
- Students may use self injurious behaviours.

In order to understand

- New staff will have induction training in autism provision.
- Staff will have ongoing training in providing an appropriate environment for students with autism and managing challenging behaviour.
- Behaviour plans and risk assessments should be used where a student presents challenging behaviour.
- Behaviours will be monitored, see school behaviour policy.

Students with autism generally respond well to:

- Prevention rather than response (identify behaviour, monitor, record, analyze records, establish function of the behaviour, draw up behaviour plan including communication strategies and functionally equivalent activities, see below).
- Augmentative Communication – another way to express themselves devised in collaboration with Speech Therapists. (PECS Makaton etc).
- Structure and routine (TEACCH style schedules)
- Visual information (pictures, symbols). Some need tactile or spoken information.
- Clear simple language.
- Time to process information.
- Activities and instructions being presented visually with clear language and the intended outcome of the activity being demonstrated.

- Rewards clearly communicated to them as soon as they finish a given task.
- Regular monitoring of rewards to check they are still motivating.
- Being warned about any changes even if they seem small.
- Being reassured that the rest of their day will be predictable.
- Continuity of approach : continuity of staff.
- Being introduced to changes gradually (never a new thing in a new place with a new person).
- An autism appropriate environment where sensory issues have been considered including levels of noise, distraction, light, proximity of others, smells and textures.

Recording Behaviour

All serious incidents (Incidents causing injury or damage, incidents involving intentional verbal abuse or where restraint has been used) should be recorded using designated software within 24 hours.

Behaviours that disrupt learning should be recorded using the designated software.

Class teams should discuss behaviours and incidents in their fortnightly meetings with the aim of analysing behaviours i.e. identifying triggers, communicative intent, more appropriate alternative behaviours, strategies etc. The TPP framework supports this process, as does the Essex Steps/PRICE Roots and Fruits process. Discussion should be minuted including any decision to update or create a Behaviour plan.

All staff will have training in completing behavior reports using the designated software.

Where there are persistent and/ or serious challenging behaviours teachers should carry out functional analysis. Functional analysis is based on the premise that all behaviours serve a purpose (predominantly communicative.) In order to analyse the behaviour teachers should:

Collect a full description of the behaviour (Use 5P/PRICE-TPP framework to support this process)

- What did you see
- Describe the start and finish, is there a sudden start of stop, or a slow build up / cool down.
- The frequency, durations
- What might be possible causes
- Was there injury, damage, disruption
- What had to be done to control the incident was restraint used – what kind, how many adults responded.
- How long has this behaviour been going on.
- Environmental factors (including outside school).
- The antecedents: what happened before the behaviour.

- What happened after the behaviour.
- What was the activity they were engaged in (eg. Listening – but possibly not understanding.)
- What demands were put on them (eg. Waiting.)

When all this information has been collected for several incidents (possibly over a few weeks – or even months) what patterns can be seen.

Where there is a clear communicative element of the behaviour consider how the student could communicate this more effectively e.g using alternative and augmentative communication. E.g using a go away symbol rather than kicking.

Where the behaviour is inappropriate due to context, can a more appropriate context be found rather than banning the behaviour. E.g spitting in a tissue rather than on the floor, biting a cushion rather than a person.

Teachers should also consider asking for support from the SLT, and from external agencies.

Definition of Serious Incidents

An incident where there is injury or the serious threat of injury, intentional verbal abuse (eg bullying, sexist, racist, homophobic.)

NB all incidents of bullying should be reported to the Head Teacher.

Social Understanding – ASD

- For students with ASD, behaviours should be considered in the context of
- Understanding – does the student understand what is expected of them in every context – students with autism have significant difficulties generalising the positive appropriate behaviours they have learnt in one context to another.
- Communication – do students have a more appropriate way to communicate than using challenging or contextually inappropriate behaviours.

Staff should use the following approaches with student:

- Structure predictability and routine.
- “Working Towards” cards and schedules, so that students are motivated to work towards a reward.
- Social stories to help students understand social expectations / rules etc.

Reinforcing Good Behaviour

At Oak View we believe in using a range of rewards based on the premise that rewards are more effective than sanctions and should therefore be used more regularly. We will use a variety of rewards, as appropriate to each individual – these will include:

1. Praise and positive comments
2. Merits / Certificates and Awards.

3. Special mention at celebration Assembly.
4. Praise from significant other adults – Senior staff or friends.
5. Star charts.
6. Letters or messages to Parents / Carers.
7. Special jobs or errands.
8. Choice of an enjoyable or rewarding activity.
9. Presentation of 'Helper' award.
10. Using tangible reward systems for some students where it is appropriate and as part of an agreed individual interaction strategy.

At Oak View we agree to:

- Reward good behaviour, as well as good work.
- Use rewards to build positive self esteem and show approval of desired behaviour.
- Give immediate feedback on good behaviour and to reward evenly and fairly across the school as appropriate.
- Connect rewards to the School Community Code and reinforce the teaching of these rules as appropriate through all situations in school.
- Draw up and implement in conjunction with support from the class team and the wider team members a positive interaction strategy before a crisis is created.
- Value every member of the school population.

Preventing Negative Behaviour

ASD Focus

- We will help students to form positive relationships with staff and each other.
- We will ensure there is a clear structure of the day and the order of events is explained in the most appropriate way to each student.
- We will make sure that lessons have clear beginnings that describe teacher expectations and endings that encourage self evaluation opportunities as appropriate to different populations within the school.
- We will plan lessons carefully so that there is clear structure.
- We will differentiate lessons according to individual needs.
- We will be sensitive to the individual learning style of each student.
- We will make functional communication including AAC a vital part of each lesson.
- We will actively teach and model the behaviours we require. We will communicate what we want the students to do rather than just what we don't want them to do.
- We will ensure there are positive rewards for good work and / or behaviour which are used consistently and fairly.

Defining Boundaries

The following behaviours are not allowed and we try to make these boundaries explicit to all students as appropriate either by consistent strategies of behaviour modification or, with others through reason, explanation and discussion.

At Oak View we will not accept:

- Hindering and disrupting other students and staff.
- Physical abuse directed at either students or staff.
- Verbal abuse directed at either students or staff.
- Shouting and use of loud noises intended to disrupt others.
- Making unkind remarks.
- Throwing objects of any kind.
- Bullying
- Deliberately damaging property.
- Undressing in an inappropriate place.
- Masturbating.
- Inappropriate touching.
- Racist remarks or acts and / or harassment.
- Sexist remarks and / or harassment.

Sanctions and their purpose

We accept that however much we emphasise the positive nature of our philosophy it remains likely that we will need to at times use a range of sanctions:

1. To modify future behaviour to bring it within socially acceptable standards.
2. To reinforce the need to remain within set boundaries.
3. To allow others to work within an atmosphere conducive to learning.
4. To maintain consistency by not tolerating unacceptable behaviour.
5. To maintain the safety of the individual, other students and staff.

Our basic principles for using sanctions

- Sanctions must be used as part of a consistent strategy and hold no surprises for our students in the way they are applied.
- A sanction of any kind when implemented must be related to the behaviour and not the child.
- Sanctions must be linked to the Code of Conduct
- A sanction promised must always be implemented.
- Must be workable and in proportion to the undesirable behaviour.
- Must not be inadvertently self rewarding.
- Must not be harmful to the student.
- Must not be degrading or humiliating.
- Account should be taken of each student's level of understanding.
- Exclusion from a lesson must not be used repetitively.

- Every situation is a fresh start.
- Students must not at any part of the day feel frightened or fearful because of the use of a sanction.
- Each member of staff must be trusted and empowered to apply the agreed sanctions.

Minimal Reinforcement

1. At times the behaviour of our students can be to gain attention at all costs and it is at these times that we must make a concerted effort not to reinforce this type of behaviour by giving lots of our attention. At times it can be sufficiently rewarding to make good eye contact or to give verbal feedback. Equally it can be impossible to completely ignore attention seeking behaviour, therefore the most effective sanction is to only minimally reinforce an undesirable behaviour. This may require the adult to resist the temptation to speak or give eye contact and it may be more successful to give a physical or visual prompt – take the student by the hand and guide them back to their seat. The adult must then find the earliest opportunity to give that student both praise and eye contact for behaving well.

Careful and considered use of reprimand

2. A verbal reprimand may at times be the most appropriate sanction: However, this must both be carefully considered and executed, particularly as this may in itself be inadvertently rewarding. In giving a reprimand the adult will where possible try to make the reprimand:
 - Private rather than public so that it is less embarrassing, less likely to damage self esteem and less disruptive.
 - Quiet but firm: less disruptive, less stressful and often more effective than loud reprimands. Be clear and brief about the behaviour that you disprove of and tell them how you expect them to behave.
 - When using a reprimand it is important that we label the behaviour and not the student as this will protect their self esteem and gives the student the opportunity to save face and apologize.
 - It is also important to give the student acknowledgement of good behavior that they have demonstrated before the end of the session.

3. Other Sanctions

These may be used with certain students, in certain circumstances.

- Time out from the activity.
- Loss of privilege.
- Words from the Head or Deputy – unless this in itself is self rewarding.

Severe and Challenging Behaviour

In some instances it may be considered necessary to write an Individual Behaviour Plan (5P Plan)and distribute it to everyone coming into regular contact with the student for maximum effectiveness and consistency. Parents will be given a copy and their permission will be sought by the school if the Educational Psychologist is to be contacted for involvement. The strategies detailed in the 5P Behaviour Plan will be followed.

Consistency is the key when implementing a Behaviour Plan otherwise the student will spend endless time 'testing the boundaries' with each adult individually, and will try to play one off against the other.

Upon implementation of a specific Behaviour Plan it is likely that the behaviour will get worse before it gets better and may take some considerable time to show improvement. Therefore it is best to take a long term approach to changing behaviour.

These are some sanctions that will not be used at Oak View:

- Denial of food at lunch times.
- Repeated denial of access to a Curriculum area.
- Any sanction which humiliates or denies a student respect.

Staff Training

All staff will have access to training during their Induction process which will be reviewed annually through inset training. Essex Steps /PRICE -TPP training will be ongoing and regular in accordance with the training guidelines.

Resources

Each class will identify the most appropriate reward / merit system for their children / students dependent on their needs and motivations