



The Oaktree School

Wellbeing (Behaviour) Policy

April 2021

School name: The Oaktree School
Policy owner: Headteacher
Date: April 2021
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Date shared with LGC: May 2021
Date shared with staff: May 2021

The Wellbeing (Behaviour) Policy must be published and circulated to all, parents and staff at least once a year.

1. Philosophy (We believe that...)

- By promoting children's emotional wellbeing we can make the biggest impact on children's behaviour and support them to regulate their own behaviour in school and out in the community.
- The majority of challenging behaviour across the school is rooted in anxiety and in order to support children effectively staff should understand all the possible reasons for and make sure their reaction to the behaviour is appropriate.
- Strong relationships between staff and children, characterised by staff knowing the children very well and children being secure in the absolute trust that they have in staff, is a crucial feature of emotional wellbeing and effective behaviour management.
- Staff attitudes and behaviour affects every child's attitudes and behaviour.
- Learning about communication, independence and social understanding is pivotal to developing each child and successfully promoting their emotional wellbeing.
- It is vital to develop a wide range of strategies to enable children to regulate their behaviour in different situations and in particular help provide children with the best opportunities to manage and improve their own behaviour.
- We are committed to ensuring equality and the welfare of all children without discrimination. Bullying, in the traditional sense of the word, is not a prominent feature of what happens in our school. However, we do have some children who, have high levels of anxiety, which can lead to them trying to control situations which can be misinterpreted as bullying.
- All key stakeholders should be consulted and informed of the emotional Wellbeing (behaviour) Policy of the school.

Principles (We therefore intend to...)

- Create an environment in which emotional wellbeing is promoted throughout each day. (e.g. relaxation, playtime, 1:1 tutorials, mindfulness, sensory circuits, physical exercise, forest schools and gardening)
- Ensure staff focus upon getting to know each child and build trusting relationships to provide the foundations for effective behaviour management.
- Use proven strategies to develop communication skills (Time for Talk, PECS, Intensive Interaction), independence (ELSA groups, TEACCH) and social understanding (Comic Strip Conversations, Social Stories, Attention Bucket, 1-1 ELSA sessions, Feelings Art Book, SEAL, Life Skills, emotional coaching)

- Develop a consistent approach to behaviour management which encompasses: teaching and learning, school leadership, classroom management, rewards, behaviour strategies and the teaching of socially acceptable behaviour, staff development and support, child support systems, liaison with parents and other agencies, managing child transition, organisation and facilities.
- Recognise that children with high anxiety can seek opportunities for control. Work with these individuals to understand that this is not a socially acceptable approach to managing their anxiety and support them in learning alternative strategies which will help them to manage their high levels of anxiety in other ways.
- Raise a child's self-esteem and help them to develop a positive self-image.

Procedures (This will be managed by...)

- Creating an environment that is able to offer individual activities that will promote and support emotional wellbeing.
- Always using the emotional coaching approach.
- Given that we believe that child behaviour always has an underlying cause, we will use the restorative approach. When an incident occurs, the first member of staff on the scene will speak with both parties involved in the incident having an opportunity to discuss the incidents from their point of view. This discussion will -
 - Establish the facts of the incident
 - Give each party the opportunity to say how they feel
 - Provide the opportunity to decide what will happen next time to ensure that this does not happen again

If a child is too emotionally upset to discuss the incident; reassure the child, give them reflection time and then go back to them when they are calm and talk to them privately about the incident. If the class teacher is not present, the incident will be reported to the class teachers.

A CPOMS report will be uploaded and SLT and relevant teachers and support staff alerted of report.

Class teachers will follow up this conversation during the day to see if they now feel confident that the incident will not happen again. They will report on CPOMS alerting the SLT and relevant staff if further action is required.

This supports children's behaviour by -

- Teaching the children using the restorative approach.
- Explicitly teaching the children the Ready, Respectful, Safe rules.
- Teaching children communication, independence and social understanding strategies to support them.

- Promoting and rewarding socially acceptable behaviour through the use of praise, class reward systems (stickers, bubbles and certificates) and rewards that are very specifically determined by what is motivational to individual children. This could lead to children choosing their reward prior to starting their task / lesson.
- Helps children to understand the impact of their behaviour and that it is not socially unacceptable (when this is appropriate for the child) particularly where this would break criminal law in society.
- It is not our policy to exclude children from learning opportunities as a result of behaviour unless this is due to health and safety concerns. Additional strategies should be considered to make the activity happen successfully.
- Work with the child to develop strategies by using emotional coaching to manage their own behaviour and promote positive control of their actions leading to socially acceptable behaviour. Support other children to understand what acceptable behaviour is.
- At The Oaktree School, some children use motivating activities such as Now and Next and rewards to help them manage their day and their anxiety and behaviour. Socially acceptable behaviour is reinforced by working towards motivating activities.
- Child behaviour should be managed proactively on an individual basis.
- It is recognised that the most effective way of managing challenging behaviour is through proactive strategies. Verbal language should always be kept to a minimum for all children and visuals should be used to reinforce any instruction/communication to a child with additional needs. It is not appropriate to use any verbal reprimands that are derogatory at The Oaktree School.
- Reasons for this particular behaviour and the individual circumstances need to be considered and planned action taken to avoid/minimise the triggers.

Staff are supported by being –

- Trained in emotional wellbeing and behaviour management skills.
- Liaising closely with parents/carers to raise their awareness of the importance of positive approaches and rewards by receiving feedback about socially acceptable behaviour at home.
- The class teacher discussing concerns about individual children with classroom staff and Year Group Leader, involving the Inclusion Leader and ELSA Leader, when appropriate.
- Any behaviour that constitutes bullying of another child will be reported to the Headteacher, Deputy or Inclusion Leader who will provide support to the class team, where necessary.

- Positive touch is a fundamental part of many of the proactive strategies that we use both to assist with managing behaviour and to support learning (prompting gently to reinforce a request to stand or roll over, or assisting a child with writing etc in the early stages). This will make up the vast majority of the physical interventions that we will use.
- MAPA trained staff available to support when required.
- Staff are trained to use the behaviour management system CPOMS to record incidents/concerns.
- The behaviour management system CPOMS is used to track and analyse behaviour by Year Group Leaders and SLT.
- Staffing may be increased at specific times (e.g. transitions) at which challenging behaviour may occur.
- Behaviour Risk Assessment (BRA) will be written by Class Teachers for children with severe behaviour concerns. This is with the support of the SENCO and ELSA. These are designed to ensure that early interventions are used to address the behaviour(s). This helps all those working with the child to be consistent in their principles, but flexible in the approach which is often the key to developing understanding.
- Developing very detailed Behaviour Risk Assessment (BRAs) that support the children who have them to learn how to manage their challenging behaviour and make the right choices – assessing risks, detailing long-term aims, strategies to achieve these and interim interventions that may be needed in the meantime.
- Where Behaviour Risk Assessment (BRAs) indicate that restrictive physical interventions may be required, as a last resort we will also plan to reduce their use. Please see the Physical Intervention Policy.
- Making referrals to additional professionals, if necessary.

Performance (We can monitor performance by...)

- Senior Leadership Team will monitor classroom teaching, recording and judge the effective use of communication and positive behavioural strategies and analysing, reviewing and reporting upon the CPOMS data.
- Recording evidence of and celebrating socially acceptable behaviour through the award of stickers, celebration assemblies, displays of certificates etc.

- Monitoring of the School Development Plan by The Local Governing Committee, particularly those responsible for the priority need and communication targets.
- Monitoring children's annual review targets.
- Monitoring Individual Support Plan (ISP) targets and forwarding them to the parents for their comments.
- SSAP (SEND Support Arrangement Plan) completed for SEND Support children.
- One Page Profiles for identified children.
- BSR for identified children.
- Reports to The Local Governing Committee.
- School self-evaluation strategies.
- Reviewing of the Behaviour Risk Assessment (BRA).

Associated Policies

Safeguarding Policy

Physical Intervention Policy

PSHE Policy

Relationships and Health Education Policy

Addendum – Protocol for Sexually Inappropriate Behaviour.

We intend to focus upon positive and proactive teaching around friends and relationships. However, we do recognise that, at times, we are likely to have children who exhibit sexually inappropriate behaviours.

We are defining sexually inappropriate behaviour as any sexually based behaviours which are either witnessed by, or involve touching of, other child or member of staff. If these were to occur, we want to ensure that the relevant staff teams are aware of the appropriate steps to take in order to get the advice and support needed. Therefore, in these circumstances:

- Incidents should be recorded and reported on CPOMS the safeguard software. This will inform senior leaders and DSL staff.
- Seek advice from ACT and/or RESPOND as appropriate.
- Discuss, with the Deputy Headteacher or Headteacher, the processes for informing parents of the perpetrator and the parents of other children depending on the circumstances.
- Consider the ways in which the BRA and PIP need to be amended.

