

## Oakwood School & Assessment Centre

### Discipline Policy

Oakwood School seeks to create a happy, secure and stimulating environment where the children can experience success.

#### We aim to:

- Raise the children's self-esteem, so that they can make the most of their abilities and talents.
- Foster their sense of curiosity and love of learning.
- Work in partnership with parents, other schools, professionals and the wider community.
- Promote the children's emotional and spiritual growth.
- To work together in a safe, secure and nurturing environment.
- Develop the children's mutual respect for themselves and each other and their school.

At Oakwood School, every opportunity is made to teach, model and promote positive behaviour, raise confidence and self-esteem and develop personal and social skills. Pupils are clear on what behaviour is accepted and staff members use a consistent approach.

Preventative planning and intervention at an organisational level, classroom and individual level can help alleviate situations and keep the pupil calm, maintain their self-esteem and learn in a positive way.

We use structures and routines which are clear and consistent to promote and improve positive attitudes to learning.

This is achieved through careful classroom planning of the school day, using:

- Visual support strategies e.g. Super Symbols and PECS
- Managing transitions through using visual timetables e.g. TEACCH
- Social Stories
- 1-1 staff support when required
- Intensive interaction
- Individual behaviour programmes when required

At Oakwood, we constantly recognise and reward positive behaviour through praise and modelling. Positive behaviour is actively taught and reinforced and it is never taken for granted. It is rewarded in the following ways:

- Verbal praise
- Stickers
- Offering preferred activities
- Awards and certificates
- Celebrating successes in Assembly

### Behaviour Management

Behaviour management and the use of clear consequences aid pupils to behave appropriately. It also helps them to access their learning in a positive way.

The following graded approach is used throughout the school and clearly explained to the pupils. If a child begins to display challenging behaviour these steps should be followed.

1. Early intervention e.g. distraction and diffusion.
2. Behaviour reminders e.g. use of Super Symbols, tone of voice and adult support if required.
3. Planned ignoring with attention seeking behaviour.
4. Social stories.
5. Time out/Quiet time, this should be timed and supervised by staff in the classroom or out of the class if necessary. (see guidelines for the use of stimulus free areas.)
6. If the behaviour escalates ensure the child is safe, other children are safe, clear the immediate area and allow tantrum to continue. When the child calms offer the original activity or transition card. If the child complies, no matter how fleeting, reward the good behaviour.
7. Put in place a behaviour support plan (for pupils requiring on-going support)
8. Physical Intervention/Team Teach ( See separate policy)
9. Suspension & Exclusion ( see EA Belfast Region policy )

### Record Keeping, Monitoring Evaluation and Review (see relevant pro forma)

- An initial observation stage, using the Antecedent, Behaviour and Consequence model.
- Recording behaviours, what they are, when and where they happen and how frequently.
- A review of this observation period by the class team to identify behaviours of concern.
- Create a behaviour support plan, highlighting behaviours of concern and use of strategies and rewards. This is shared with all staff, to ensure a clear and consistent approach.
- Individual risk assessment.
- Review of Behaviour Support Plan.
- Referral to in school Behaviour Support.
- Referral to other support, EA Belfast Region Educational Psychologist and / or BHST Behaviour support team.

All incidents should be recorded to provide evidence of pupil behaviour when necessary.

There is on-going support and training for all staff in behaviour management. Training is provided through access to external courses and inset days and through the direction of the teacher within the classroom, sharing best practice with their staff.

We have Team Teach training which is updated every two years.

In the implementation of this policy it is vitally important that teachers,

- Engage and build good relationships with children, parents, staff and other agencies
- Work holistically and effectively with parents to help the pupil
- Provide information and strategies to the parents, including relevant support services
- Provide visual supports and resources for parents to use at home to encourage their child's good behaviour.