

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. If the behaviour escalates into a tantrum, 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.
6. Put in place a behaviour support plan (for pupils requiring on-going support)
7. Physical Intervention/Team Teach (See separate policy)
8. 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.
- For those children that present with severe challenging behaviour a referral to the SMT may be necessary and the implementation of the guidelines for the management of pupils with severe challenging behaviour implemented.

- **Amendments for the period of COVID 19 Protocols**

Despite every effort being made to implement social distancing within the classroom for a significant number of children such a measure cannot be used. Many children in Oakwood are unable to understand such an abstract construct, furthermore, given the nature of some of the conditions that our children have they are likely to display problematic behaviour at times. In addition, many children in Oakwood have difficulty with hand washing and elements of more usual measures to contain the spread of germs such as coughing into an elbow, using a tissue. This means that our staff may have to intervene physically.

Classroom staff are advised to wear a face covering at all times and must don PPE when providing for intimate or personal care.

For some children it may be necessary for staff to wear a visor to protect from saliva and other bodily fluids. A full risk assessment will be carried out for children who may pose additional risks to staff.

Staff must sanitise or wash their hands frequently and especially when having intervened physically with a child before engaging with anyone else.

PPE must be donned / doffed in accordance with the protocols provided in line with their training.