Behaviour Policy

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		Applicable Services:	Education
Contributors	Rob Arrowsmith		
Mandatory Policy	Yes		
Note	This policy must not be amended without prior approval of the Education Director		

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1. Supporting Documents

This policy should be read alongside our:

- Positive Handling and Physical Intervention Policy (EDU.POL.020)
- Safeguarding Children in Education Policy (EDE.POL.002)
- Anti-Bullying Policy (EDU.POL.007)
- Suspension and Permanent Exclusion Policy (EDU.POL.012)
- Searching, Screening and Confiscation Policy (EDU.POL.035)
- Mobile Phone Policy (EDU.POL.040)
- Online Safety Policy (EDU.POL.009)

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- Attendance Policy (EDU.POL.005)
- SEND Policy (EDU.POL.022)

Related policies are held within RADAR in the School's policy folder.

2. Introduction

Oaklands is a special school. Many of our pupils have experienced disruption, trauma or exclusion from previous settings, and their behaviour is often the clearest way they tell us how they are feeling. At Oaklands we treat behaviour as communication, and we respond with warmth, structure and high expectations rather than blame.

This policy sets out how we promote positive behaviour, how we respond when behaviour falls short, and the standards every member of our community can expect. It is built on the belief that pupils behave well when they feel safe, understood and respected, and when the adults around them are calm, consistent and fair.

Our approach is grounded in Keys Connect, our relational and trauma-informed model. At Oaklands we build positive behaviour through strong relationships, a sense of belonging and a curriculum that engages every pupil.

3. Aim & Scope

This policy applies to all staff, pupils, parents and carers, and visitors at Oaklands. It applies in school, on school activities and visits, on the journey to and from school, and to behaviour online or out of school where it affects the school community or another pupil. It aims to:-

- set clear, consistent and high expectations of behaviour which every pupil can understand and meet
- help pupils to develop self-regulation, responsibility and the social skills they need to thrive
- set out a fair, graduated and restorative response to behaviour that falls short of those expectations
- keep pupils and staff safe and make sure any response to behaviour is reasonable, proportionate and the least intrusive option
- meet our duties under the Independent School Standards and current statutory guidance

4. Abbreviations and Definitions

This policy uses the following terms:

- Behaviour curriculum: the routines, expectations and social and emotional skills we teach explicitly so that pupils know how to behave well.
- Restorative practice: a structured conversation that helps a pupil understand the impact of their behaviour, repair harm and put things right.
- Sanction: a reasonable and proportionate consequence applied in response to misbehaviour.

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- Suspension and permanent exclusion: a formal decision to remove a pupil from school for a fixed period or permanently, dealt with under our separate Suspension and Permanent Exclusion Policy (EDU.POL.012).

5. Policy Content

5.1 Principles and Approach

At Oaklands our practice is guided by these principles. All behaviour is communication. We seek to understand the need behind the behaviour, including trauma, attachment, sensory and communication needs, before we respond. Relationships come first. Warm, consistent and predictable relationships are the foundation of good behaviour. Expectations are high and they are the same for everyone, adjusted only where a pupil's needs make that fair. Responses are calm, consistent and the least intrusive that will keep everyone safe. We repair rather than shame. We prefer natural and restorative consequences to punishment that isolates or humiliates. We notice the positive. Strength-based language and genuine praise shape our daily interactions.

5.2 Behaviour in Practice

Behaviour expectations and the behaviour curriculum

At Oaklands we teach behaviour, we do not assume it. We set out clear, simple expectations and we teach the routines, language and social and emotional skills that help pupils meet them. Expectations are shared with pupils, staff and parents, and they apply across the whole school day.

Recognising and rewarding positive behaviour

We recognise positive behaviour far more often than we sanction. Praise, positive contact with home and our recognition systems reinforce the behaviour we want to see. The local detail of our recognition and reward systems is set out in the school-specific annex at Appendix A.

Responding to behaviour that falls short

Our response is graded, calm and consistent. We start with understanding and early intervention, we use de-escalation and time to regulate, and we follow up with a restorative conversation to repair harm. Sanctions are reasonable and proportionate, and we always consider a pupil's needs before we apply them.

A record is kept of the sanctions imposed for serious misbehaviour, as required by paragraph 9 of the Independent School Standards. Sanctions are recorded on Arbor and reviewed by leaders to make sure they are fair and effective.

Behaviour support plans

Where a pupil needs an individual approach, we put a behaviour support plan in place. The plan sets out the pupil's strengths, known triggers, proactive strategies and agreed responses, and it is written with the pupil, the family and relevant professionals and

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reviewed regularly. Schools may use a different name for this document, for example an individual education plan. A template is at Appendix B. Plans are held at Pupil BSP

Mobile phones and electronic devices

At Oaklands we are a mobile-phone-free environment by default. Pupils are not to use mobile phones or personal electronic devices during the school day, including during lessons, the time between lessons, breaktimes and lunchtime.

Where a pupil brings a phone or device to school, it is handed to designated staff at the start of the day, kept securely, and returned at the end of the day. Any agreed exception for a medical or special educational need is documented in the pupil's individual plan.

Misuse of a phone or device, including bullying, sharing inappropriate content or accessing harmful material, is treated seriously and dealt with under this policy and the Safeguarding and Online Safety policies (EDU.POL.009). Staff may search for and confiscate a phone in line with section 7.6 below. This approach reflects the Department for Education guidance on mobile phones in schools and the duty under the Children's Wellbeing and Schools Act 2026 to have regard to that guidance.

Searching, screening and confiscation

Staff authorised by the headteacher may search a pupil or their possessions where they have reasonable grounds to suspect the pupil has a prohibited item, in line with the Department for Education guidance on searching, screening and confiscation. Reasonable force may be used to search only for prohibited items such as knives, weapons, alcohol, illegal drugs or stolen items, never for an item identified only in the school rules. Where a search raises a safeguarding concern, the Designated Safeguarding Lead is informed without delay. Detailed search procedures are set out in our Searching, Screening and Confiscation Policy (EDU.POL.035).

Use of reasonable force and physical intervention

Physical intervention is always a last resort, used only to keep a pupil or others safe, and never as a punishment. How and when reasonable force may be used, the techniques staff are trained in, and how every incident is recorded and reported are set out in full in our Positive Handling and Physical Intervention Policy (EDU.POL.020). The recording and reporting of seclusion and restraint, including the duties under Standards 16A and 32A, is dealt with in that policy and is not duplicated here.

Restrictive practices will be regularly reviewed to ensure they remain lawful, necessary, proportionate and in the pupil's best interests.

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Suspension and exclusion

Any decision to suspend or permanently exclude a pupil is taken by the headteacher under our Suspension and Permanent Exclusion Policy (EDU.POL.012). As an independent school we are not bound by the statutory exclusion process that applies to maintained schools and academies, but we have regard to the principles of fairness in the Department for Education Suspension and Permanent Exclusion guidance. Suspension and exclusion are never used to manage a pupil's needs in place of proper support.

Part-time timetables

At Oaklands a part-time timetable is never used as a behaviour management tool. A reduced timetable is only ever used as a short-term, planned measure to meet a pupil's medical or reintegration needs, agreed with parents and kept under review, in line with attendance guidance and our Attendance Policy (EDU.POL.005).

Behaviour beyond the school gate and online

We may respond to behaviour outside school, including online, where it affects another pupil, a member of staff or the reputation and safe running of the school. Online behaviour, including bullying through phones or social media, is dealt with under this policy alongside our Anti-Bullying and Online Safety policies (EDU.POL.009).

5.3 Recording, Monitoring and Reporting

Behaviour incidents and sanctions are recorded on Arbor (and RADAR if it involves a restrictive physical intervention), including a record of sanctions for serious misbehaviour as required by paragraph 9 of the Independent School Standards. Leaders analyse behaviour data to identify patterns across pupil groups, including pupils with SEND and other vulnerable pupils, and use it to target support and improve practice. Behaviour data and the impact of this policy are reported to the Proprietor and Governors on a regular cycle.

5.4 Equality and Inclusion

At Oaklands this policy is applied fairly and without discrimination, in line with the Equality Act 2010. Many of our pupils have special educational needs or disabilities, and we make reasonable adjustments so that expectations and responses are fair for every pupil. We monitor the impact of this policy on pupils with protected characteristics and adapt our practice to remove disadvantage. Any concern that this policy disadvantages a pupil or group should be raised with the headteacher.

6. Responsibilities

6.1 Pupils

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Follow the behaviour expectations and take part in setting and reviewing them. Reflect on their behaviour and its impact on others, and engage with restorative conversations and support plans.

6.2 Staff

Model warmth, curiosity and consistent boundaries, and build positive relationships with every pupil. Teach the behaviour curriculum and apply expectations and sanctions fairly and consistently. Use de-escalation and co-regulation, and record incidents accurately and promptly on Arbor.

6.3 Leadership

Set and uphold a positive behaviour culture and make sure expectations are applied consistently across the school. Make sure staff are trained and supported, and monitor behaviour data to improve practice. Decide on suspensions and exclusions under the Suspension and Permanent Exclusion Policy (EDU.POL.012).

6.4 Governance

Hold leaders to account for the behaviour culture and review behaviour data and the impact of this policy.

6.5 Parents and carers

Work with the school to reinforce positive behaviour and engage with communication, support plans and reviews.

6.6 Named leads

The named lead for behaviour at Oaklands is Philippa Whipp, Interim Headteacher. The Designated Safeguarding Lead is Philippa Whipp, Interim Headteacher

7. Training Requirements

All staff receive induction and ongoing training in trauma-informed practice, the Keys Connect model and de-escalation. Staff who may need to use physical intervention are trained in an accredited approach, refreshed in line with that accreditation. Our positive handling training is set out in the Positive Handling and Physical Intervention Policy (EDU.POL.020). Training needs are reviewed at least annually and after any significant incident or change in guidance.

8. Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

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9. Sources of Information / References

This policy reflects current legislation and statutory guidance, including:

- The Education (Independent School Standards) Regulations 2014, Part 3, paragraph 9 (a written behaviour policy, implemented effectively, with a record kept of sanctions for serious misbehaviour)
- The Independent School Standards: Guidance for independent schools, Department for Education, April 2026 (paragraph 9, 3.19 to 3.23)
- Behaviour in Schools: advice for headteachers and school staff, Department for Education, February 2024
- The Children's Wellbeing and Schools Act 2026 (the duty to have regard to national guidance on the use of mobile phones in schools)
- Mobile phones in schools, Department for Education, 19 January 2026
- Searching, Screening and Confiscation: advice for schools, Department for Education, July 2022
- Keeping Children Safe in Education 2025, and Keeping Children Safe in Education 2026 from 1 September 2026
- The Equality Act 2010
- Suspension and Permanent Exclusion guidance, Department for Education, July 2026, to which we have regard as good practice

10. Version Control

This document can also be found in the following locations and should be amended in the following (ie. Circle, Nourish, Radar):

This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The next review date and version history are recorded in the control table above. The named owner for review at Oaklands is the headteacher.

11. Appendices

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11.1 Appendix A: School-Specific Behaviour Annex

At Oaklands the following local arrangements apply:

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11.2 Appendix A: School-Specific Behaviour Annex

The headteacher completes this annex with the local detail that makes the policy true for this school. Everything in this annex is school personalisation. At Oaklands the following local arrangements apply:

- Key pastoral and behaviour support roles and how to refer to them: The headteacher is the pastoral lead and behaviour support coordinator.
- Local and specialist agencies we work with, for example educational psychology and CAMHS: Derbyshire CAMHS, Keys Clinical Services, Virtual Schools, Social Workers.

1. School Values / Ethos Related to Behaviour



- Our core values are: Forgiveness, Responsibility, Honesty and commitment
- Pupils see these values displayed around school and we refer to them in our daily vocabulary when talking about our school community. We verbally recognise when pupils show these values. Our Recognition System is rooted in the values.

At Oaklands Manor School, our approach to behaviour reflects a deep understanding of the complex emotional, social and behavioural needs of pupils. Our ethos ensures that pupils are supported to feel safe, regulated, respected and understood, enabling them to engage positively with learning and relationships. Behaviour is recognised as a form of communication, and responses are rooted in trauma-informed, relational and therapeutic practice, rather than punitive systems.

High Expectations and Consistency

Oaklands Manor School maintains high, realistic and developmentally appropriate expectations for behaviour, tailored to pupils' individual needs and circumstances. These expectations are clearly communicated, consistently applied and understood by staff, pupils and parents/ carers.

- Boundaries are clear, predictable and fair
- Expectations are adapted but never lowered
- Behaviour is managed calmly and consistently across the school

This ensures pupils experience stability, safety and trust, which supports engagement and progress.

Respectful, Safe and Orderly Environment

The school environment is structured to promote emotional regulation, security and wellbeing. Pupils feel safe because adults are proactive, responsive and attuned to their needs.

- Routines reduce anxiety and uncertainty
- Transitions are carefully planned and supported

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- Emotional escalation is identified early and addressed supportively

As a result, pupils learn in an environment that is purposeful, calm and well-ordered, even when behaviours are challenging.

- **Positive Behaviour is Taught and Reinforced**

Positive behaviour is explicitly taught, reinforced and modelled daily.

- Social skills, emotional regulation and coping strategies are embedded across the curriculum
- Staff model respectful communication and self-regulation
- Positive behaviour, effort and small steps of progress are consistently recognised

Pupils are supported to understand the impact of their behaviour on themselves and others in ways that are meaningful and accessible to them.

Inclusive and Individualised Behaviour Support

All behaviour support at Oaklands Manor School is individualised, inclusive and rooted in a clear understanding of pupils' needs. We use strategies such as:

- Personalised pupil passports (PPPs) whichh identify triggers, regulation strategies and de-escalation approaches
- Practice which reflects pupils' SEND, SEMH, trauma and attachment needs
- External professionals who are involved where appropriate in additional to a specialised Keys clinical team
- External tutors and instructors who demonstrate excellent trauma informed practice

This ensures pupils are supported to succeed, rather than sanctioned for behaviours beyond their current level of regulation or understanding

Restorative and Reflective Practice

When behaviours of concern occur, responses focus on learning, repair and future success.

- Restorative conversations are used once pupils are emotionally regulated
- Pupils are supported to reflect and rebuild relationships
- Consequences are proportionate, purposeful and never shame-based

This approach develops accountability, emotional awareness and resilience over time

By consequences we mean supporting pupil learning by showing that each action has a natural an logical consequence. Tis can be positive or negative but it is always linked to the behaviour. For example, if a pen is broken on purpose, that pen is no longer available. This is a natural consequence of the action. It would be logical that the teacher might chose the next pen the pupil uses to ensure it is made of safe material, won't splinter and will be a safe choice in terms of it not being breakable.

2. Generic Behaviour Expectations and Routines

At Oaklands Manor School, we provide a highly structured, predictable and supportive environment where pupils feel safe, understood and able to engage positively. Behaviour expectations and routines are designed to promote emotional regulation, consistency and positive relationships, recognising that pupils with SHB require clear structure alongside flexibility and understanding.

All pupils at Oaklands Manor School can expect to be treated with **dignity, respect and fairness**, and are supported to work towards behaviour expectations that are appropriate to their developmental, emotional and cognitive needs.

Pupils are supported to:

- **Feel and remain safe**, physically and emotionally, within the school environment.

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- **Treat others with respect**, including peers, staff and visitors, using appropriate communication and behaviour.
- **Engage positively with learning**, with support and adjustments where needed.
- **Follow adult guidance**, recognising that staff are there to help keep everyone safe.
- **Use strategies for emotional regulation**, with adult support where required.
- **Take responsibility for their actions**, at a level appropriate to their individual needs, and participate in restorative approaches when ready.

Behaviour expectations are **taught, modelled and reinforced consistently**. Pupils are never expected to manage behaviour independently beyond their current capacity, and support is always prioritised over sanction.

Consistent Daily Routines

Clear routines are central to promoting emotional security, reducing anxiety and supporting positive behaviour. Routines are predictable, well-structured and adapted where necessary to meet individual needs.

- **Start of the Day**
- Pupils are welcomed calmly and positively by familiar staff, which includes timetabled 'check in time'.
- Morning routines are visually supported and consistent.
- Time is provided for **emotional check-ins and regulation**, enabling pupils to prepare for learning.
- Expectations for the day are explained clearly and simply.

- **Lessons and Learning Time**
- Lessons follow predictable structures with clear beginnings and endings.
- Expectations for behaviour and engagement are made explicit.
- Staff provide regular reassurance, encouragement and regulation support.
- Movement breaks or sensory regulation opportunities are built into learning as required.

- **Transitions**
- Transitions are recognised as a high-risk time for dysregulation and are carefully managed.
- Transitions are announced in advance and supported with visual prompts or verbal reminders.
- Pupils are supported by adults during movement around the school.
- Flexibility is applied where pupils require additional time or alternative transition arrangements.

- **Breaks and Unstructured Times**
- Break times are structured and supervised to promote safety and positive interaction.
- Activities are planned to support engagement and regulation.
- Staff proactively support pupils to manage social interactions and emotional needs.
- Clear expectations are maintained while offering appropriate choice and support.

- **End of the Day**
- End-of-day routines are calm and predictable.
- Pupils are supported to reflect positively on their day during 'check out' time.

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- A detailed handover is presented to the residential staff and logged on Tutorshare

Consistency and Individualisation
While routines and expectations are consistent across the school, they are adapted to reflect individual needs:

- Personalised pupil passports outline specific strategies and adjustments.
- Staff respond flexibly to pupils' emotional regulation needs while maintaining clear boundaries.
- Expectations are developmentally appropriate and progress-focused.

Purpose and Impact
These behaviour expectations and routines ensure that:

- Pupils feel safe, supported and understood
- Anxiety and behavioural escalation are reduced
- Positive behaviour is developed over time
- Learning time is maximised
- Relationships are strengthened

Through consistent routines and clear expectations, Oaklands Manor School creates an environment where pupils with SHB are supported to make progress socially, emotionally and academically.

3. Recognition System

We recognise the positive learning behaviours that our pupils display and reward them. Where there is a behaviour that requires support, we can amend our system to reflect that but the general premise of the system is to support pupils to **commit** to and take **responsibility** for their learning, **do what is right** and to be **kind**

Oaklands Manor Recognition System
🎯 **LEVEL UP: GREENS = REWARDS**
YOUR TARGET:
Hit 90% Greens each week and earn a £15 Amazon Voucher.

🔥 **EVERY LESSON. EVERY DAY. EVERY WIN COUNTS.**
There are 6 lessons every day.
In each lesson, your teacher scores you against 5 simple targets:
✅ **Ready to Learn – turn up for class**
✅ **Respect Others – listen and respond appropriately**
✅ **Get Involved – Complete your work**
✅ **Follow instructions - without negotiation**
✅ **Make Safe Choices – Follow the School Day protocol**

RAG SYSTEM
🟢 **GREEN = Smashed it!**
🟠 **AMBER = Nearly there, needs improvement**
🔴 **RED = Target not met**
Every Green = 1 Point

💪 **HOW MANY POINTS CAN YOU EARN?**
Per Lesson
🎯 **Up to 5 Greens**

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Per Day
🎯 Up to 30 Greens
Per Week
🎯 Up to 150 Greens

⏳ WEEKLY CHALLENGE
135 GREENS = AMAZON VOUCHER
That's 90% or higher.

Greens	Reward
135-150	🛒 Amazon Voucher
105-134	⭐ Achievement Recognition
Under 105	🎯 New Targets & Support

🚀 POWER UP YOUR POINTS
Your points don't reset.
They keep building all year.
Milestones
🥉 150 Points = Bronze Level
🥈 300 Points = Silver Level
🥇 450 Points = Gold Level
👑 600 Points = YOUR CHOSEN REWARD

🎮 600 POINT REWARDS
Choose something worth working towards:
🎧 Wireless Headphones
👕 Football Shirt
🎬 Cinema Tickets
⚽ Sports Equipment
📚 Books or Manga
🧱 Lego or games
🎨 Art Supplies
🛒 Amazon Voucher
You choose your goal.

REMEMBER
5 TARGETS
6 LESSONS
150 POINTS A WEEK
GREENS = POINTS
POINTS = REWARDS
CONSISTENCY = SUCCESS
💚 GO GREEN. LEVEL UP. GET REWARDED. 💚
"Small wins every lesson lead to big rewards."

Staff Script
At the end of each lesson staff simply ask:
"Did this pupil meet the 5 RAG targets?"
Ready to Learn ✅
Respectful Behaviour ✅
Engagement ✅
Follow instructions ✅
Safe Choices ✅
Greens are recorded, added to the daily total, then transferred into the weekly percentage and cumulative points balance.

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This creates a simple system that:

- Rewards positive behaviour every lesson
- Encourages consistency throughout the week
- Provides an immediate weekly incentive
- Builds towards meaningful personalised rewards
- Is easy for staff to record and track consistently across school.

The points are visually represented through RAG rating

Target	Friday					
	1	2	3	4	5	6
Ready to Learn – turn up for class						
Respect Others – listen and respond appropriately				Abusive language towards other		
Get Involved – Complete your work						
Follow instructions - without negotiation						
Make Safe Choices – Follow the School Day protocol						

Where pupils have presented with behaviours that challenge, the RAG is annotated at the end of the school day with the behaviour so that we can use this for patter n spotting, analysis and monitoring purposes.

Philippa Whipp, Interim Headteacher
Contribution to behaviour and pupil support:

- Provide strategic oversight of behaviour, inclusion and safeguarding.
- Ensure behaviour policies and procedures are implemented consistently.
- Monitor behaviour data, incidents and trends to inform school improvement.
- Liaise with external agencies for high-level or complex cases.

Philippa Whipp, Pastoral Lead / Behaviour Lead
Contribution to behaviour and pupil support:

- Coordinate day-to-day behaviour and pastoral support.
- Lead on individual behaviour support plans and reviews.
- Provide direct support to pupils experiencing emotional or behavioural difficulties.
- Support restorative approaches following incidents and reintegration into learning

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Philippa Whipp, SENCDO (Special Educational Needs Coordinator)
Contribution to behaviour and pupil support:

- Ensure behaviour approaches account for pupils' SEND.
- Oversee individual education plans and behaviour support strategies.
- Advise staff on reasonable adjustments and evidence-based interventions.
- Liaise with external professionals, such as educational psychologists or therapists.

Philippa Whipp, Designated Safeguarding Lead (DSL)
Contribution to behaviour and pupil support:

- Oversee all safeguarding concerns and referrals.
- Consider behavioural incidents through a safeguarding lens.
- Work with staff where behaviour may indicate risk, harm or unmet needs.
- Liaise with external safeguarding agencies as required.

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Class Teachers and Support Staff
Contribution to behaviour and pupil support:

- Implement agreed behaviour expectations and routines consistently.
- Build positive, trusting relationships with pupils.
- Identify early signs of emotional distress or dysregulation.
- Use de-escalation strategies and seek additional support when needed.

Therapeutic / Specialist Staff
Contribution to behaviour and pupil support:

- Provide targeted emotional or therapeutic support.
- Advise staff on trauma-informed and therapeutic approaches.
- Support pupils to develop emotional regulation and coping strategies.

Referral and Support Processes
Internal Referral

- Initial concerns are discussed with the class teacher or pastoral staff.
- Where concerns persist, referrals are made to the Pastoral Lead or SENCO.
- Behaviour support plans are implemented and reviewed as needed.
- Safeguarding concerns must be reported immediately to the DSL.

External Referral

- Where additional support is required, referrals may be made to external agencies such as:
    - Social Care
    - CAMHS
    - Educational Psychology
- Referrals are coordinated by the SLT, SENCO or DSL, in partnership with parents and carers.

Contact and Communication

- Parents and carers should contact the school via the main office in the first instance.
- Identified key staff may act as points of contact for individual pupils.
- Clear communication ensures concerns are addressed promptly and support is coordinated effectively.

Impact
This multi-layered support network ensures behaviour is managed proactively, consistently and compassionately, enabling pupils to feel safe, supported and ready to learn.

5. Links to External Support
Educational Psychology Service (EPS
Role and Support:

- Provides specialist assessment and consultation relating to behaviour, learning and emotional development.
- Supports staff with understanding underlying needs that contribute to behaviour.
- Advises on evidence-based strategies and interventions.

Impact on Behaviour:

- Behaviour support plans are informed by psychological insight.
- Staff confidence and consistency are improved through targeted guidance.
- Pupils receive appropriate, developmentally informed support.

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Child and Adolescent Mental Health Services (CAMHS)
Role and Support:

- Assesses and supports pupils experiencing significant mental health or emotional difficulties.
- Provides therapeutic input, advice and care pathways for pupils with complex needs.
- Works alongside school staff and families to support regulation and wellbeing.

Impact on Behaviour:

- Supports pupils whose behaviour is linked to anxiety, trauma or mental health difficulties.
- Ensures appropriate clinical support is accessed alongside school-based interventions.
- Reduces escalation by addressing underlying emotional needs.

Children's Social Care
Role and Support:

- Supports pupils where safeguarding concerns or family difficulties are present.
- Works with the school on child protection, child in need or early help plans.
- Ensures statutory responsibilities are met.

Impact on Behaviour:

- Ensures behaviour is understood within the wider safeguarding context.
- Supports stability and safety for pupils whose behaviour may reflect external stressors.
- Enables joined-up planning between home, school and services.

Speech and Language Therapy (SaLT)
Role and Support:

- Assesses and supports pupils with communication difficulties.
- Advises staff on strategies to support expressive and receptive language.
- Helps reduce frustration-based behaviours linked to unmet communication needs.

Impact on Behaviour:

- Improves pupils' ability to communicate needs and emotions.
- Reduces behavioural incidents linked to misunderstanding or communication breakdown.

Occupational Therapy (OT) / Sensory Support Services
Role and Support:

- Assesses sensory processing and regulation needs.
- Advises on sensory strategies and environmental adaptations.
- Supports emotional and physical regulation.

Impact on Behaviour:

- Reduces dysregulation and emotional overload.
- Enables pupils to access learning in a calmer, more regulated state.

Independent Advocate
An advocate is an independent person who:

- Listens to the pupil's views, wishes and feelings
- Supports pupils to express themselves, particularly in meetings or reviews
- Helps pupils understand decisions being made about them

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- Ensures that pupils' voices are considered in planning and decision-making

Advocates act independently of the school and other professionals to ensure that the pupil's perspective remains central.

Specialist Advisor – Sexualised Behaviour

Purpose of the Specialist Advisor Role

Oaklands Manor School recognises that some pupils may display developmentally inappropriate or harmful sexualised behaviour, often because of unmet needs, trauma, neurodevelopmental differences, or adverse experiences. Such behaviour is always addressed through a safeguarding and therapeutic lens, never as a disciplinary issue in isolation.

A Specialist Advisor for Sexualised Behaviour (HSB) is engaged where appropriate to provide expert guidance, assessment and support.

Role of the Specialist Advisor

The Specialist Advisor:

- Provides expert consultation to school leaders and staff
- Supports understanding of behaviour within a developmental, trauma-informed safeguarding framework
- Advises on risk assessment, supervision, and safety planning
- Supports the development and review of individualised behaviour and safety plans
- Ensures responses are proportionate, protective and child-centred
- Works alongside the DSL, SENCO and SLT to ensure practice aligns with statutory guidance

The role is advisory and supportive, helping staff respond appropriately while maintaining the dignity and safety of all pupils.

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11.3 Appendix B: Behaviour Support Plan Template

The behaviour support plan helps staff understand, anticipate and respond consistently to a pupil's behaviour. It is written with the pupil, the family and relevant professionals and reviewed regularly. Complete one row for each pupil.

Section	Details
Pupil name	
Year and class	
Date of last review	
Plan author(s)	
Context and the pupil's story	Background, experiences and how these inform behaviour
Strengths and interests	What the pupil enjoys, their strengths and signs of resilience
Known triggers	Situations, environments or interactions that may lead to distress
Proactive strategies	How we prevent escalation, including adaptations and engagement
Response strategies	How staff respond, including de-escalation and agreed support
Linked risk assessments	Any associated risk assessments to read alongside this plan
Targets	Specific, positive behaviour targets framed as learning
Review dates	Schedule for regular review and update
Signatures	Staff and, where appropriate, pupil and parent or carer

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