Behaviour Support Policy

Oxlow Bridge School

Partnership Learning

Approved by: Full Governing Body
Reviewed and evaluated: October 2026
Ratified by Governors: November 2026
Next Review date: November 2027

Aims

This policy and associated procedures give an overview of our values and approaches to behaviour support and discipline. The school follow the '*Therapeutic Thinking*' positive behaviour support approach which involves all staff making sound judgements within a climate of mutual respect where every member of the school community is supported to achieve their potential.

Objectives

Oxlow Bridge aims to use person centred approaches and positive behaviour support to create and maintain an environment which is designed to support pupils to:

- Be happy
- Manage their lives and learn effectively
- Develop their full potential within the school and community
- Develop positive relationships

Introduction

Our pupils show a range of behaviours that need to be addressed. We believe there are reasons why our pupils display these behaviours. Our approach is to try and discover when and why pupils show these behaviours. We then work with teams and families to try to prevent the behaviours happening in the first place and to plan how to respond when they do.

Behaviour Support

The Therapeutic Thinking approach and philosophy underpins the whole school ethos, values, policies and curriculum; class teaching, environment, expectations and routines; and individual education, behaviour support plans and intervention.

From January 2026, all school staff will receive training in this including annual updates. Our lead for behaviour is accredited by the Therapeutic Thinking organisation.

As far as possible pupils in the school are supported to manage their own behaviour through individual positive support strategies, which are planned jointly with input from class teams, multidisciplinary staff, parents and carers. Pro-active and active strategies are devised to support individual pupils, appropriate to their needs.

Physical Support

There may be some occasions where it will be necessary to give our pupils physical support to manage their behaviours and, in this case, we use the physical interventions recommended by Therapeutic Thinking. No intervention will used unless it demonstrably considers the welfare of the pupil, is in their best interest, is proportionate and balances the rights of both the staff and pupils.

These strategies are positive measures to support pupils to manage their lives. Guidance on specific procedures for individual pupils are sought from trained Therapeutic Thinking instructors. Staff teams receive training in any physical intervention they are required to undertake.

Staff are aware of the difference between positive behaviour support and restraint.

Recording of Incidents

Class staff keep records of all behaviour support programmes and these are monitored by the senior leadership team. Incident sheets are completed after any significant event and families are informed as soon as possible.

A restraint log is kept in the school office.

Staff hold whole school and individual team meetings regularly where on-going monitoring and review of behaviour support plans takes place. Additional time is made available for this as and when required.

Responsibilities – School and Staff

Oxlow Bridge School recognises its responsibility for the safety and wellbeing of their staff. Risk assessments and training are carried out for all activities and for specific pupils. The school offers support to staff and pupils in managing behaviour including:

- recognising pupil's achievements in a positive way
- Informing parents of any concerns they may have about a pupil's behaviour and working with them to promote positive change
- Supporting staff in the maintenance of good classroom management skills.
- Adopting a programme of positive behaviour support in which pupils are given a clear expectation of appropriate behaviour including attention to the effects of the physical environment and teaching strategies.
- Monitoring and maintaining records of incidents of physical support for pupils
- Training all staff in attitudes and approaches to behaviour support in line with Therapeutic Thinking approach.
- Staff will act as models for acceptable behaviour, thus promoting clear expectations of pupil behaviour
- Staff do not participate in physical intervention or support unless it is to avert serious injury or danger in the most exceptional circumstance.

Responsibilities – Working with Parents and Carers

We recognise the vital role that parents and carers play in the promotion of appropriate interaction in the school and the importance of positive home/school liaison. We actively encourage opportunities to discuss pupil's individual needs with carers.

The school expects parents and carers to:

- inform the school of behavioural concerns they experience at home
- Inform the school of any health issues or medication that might affect a pupil's behaviour
- Inform the school of any trauma that might affect a pupil's performance or behaviour.
- Inform the school if they seek external advice or support for behavioural difficulties