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| **OXFORDSHIRE SCHOOL INCLUSION TEAM (OXSIT) / CLOSING THE GAP** |

**Checklist – Supporting individual learners to improve behaviour.**

* In line with the SEN Code of Practice we encourage settings to use outcomes as opposed to targets in supporting learners to engage and improve behaviour for learning.
* The ISP **Inclusion Support Plan** has been introduced to replace the individual behaviour plan.
* The PSP continues to run as the main framework for supporting school settings to reduced permanent exclusions however we are looking to review this with the Education Inclusion team.
* OCC encourages settings to work together with the exclusion and reintegration officers to improve attendance and reduce exclusion. We advocate finding creative local solutions to meet the needs of the children and young people in our County.
* The Closing the Gap team provide a traded service to support schools to develop systems and structures in school to ensure early intervention is in place to support learners. This checklist was developed to help settings develop their provision r in school and to identify the next steps for development.
* The new Closing the Gap audit tool supplements the new Equity and Excellence strategy (currently in draft) developed by OCC and is available on the OXSIT website.

**3 step approach to supporting Inclusion of learners with challenging behaviour**

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| Monitor Behaviour – report card – contact home | Use the school behaviour policy and monitor behaviour, attendance and attainment regularly.Work with SENCO to ensure behaviour is not a result of unmet needs.Ensure CYP is being planned for at the right level of challenge. Work with parents to ensure home school partnership towards improved engagement with school and learning |
| Inclusion Support Plan ISP | Introduce following internal exclusions or serious behaviour incidentReview WEEKLY with key adult in school |
| Pastoral Support Plan PSP | Introduce after the ISP if child at risk of PEX |

**When thinking about next steps for the learner – consider the following questions**

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| Check the data (attendance / exclusions / behaviour points) Are there are any themes? |  |
| Can you identify any triggers for behaviour through the patterns? |  |
| Does the CYP file highlight a history of need? |  |
| Has the CYP been identified with any SEN? |  |
| Has the SEN guidance been used to check what the key barriers are for the learner? |  |
| Have any diagnostic assessments been used to identify any needs or areas for development? |  |
| Is the CYP in a group vulnerable to underachievement? (LAC/SEN/EAL/CIN) |  |
| Is there a CAF in place / Has there been a CAF?  |  |
| Does the CYP have a pupil profile? |  |
| Is the school behaviour policy being used consistently to support the learner? |  |
| Is the school reward system being used in a way that is equitable to the CYPs needs? |  |
| What external issues may be affecting the learner at this time (sig. family events. Are there any historic issues that may now be affecting the CYP? |  |

**Provision for the learner. Have you engaged with or considered the following?**

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| Team teach training and strategies |  |
| Behaviour assessment to identify inclusion strategies – Boxhall or QCA assessments |  |
| Is there a Risk Assessment in place for staff, other CYPs, the CYP themselves? |  |
| Have you considered an Ed Psych referral and assessment? |  |
| Have you tried an alternative timetable working with the CYP to avoid ‘behaviour hot spots’ |  |
| Work with the CYP to colour code their timetable and put in support to eliminate red and reduce amber |  |
| What incentives are meaningful and relevant to the CYP. |  |
| Is a reduced timetable a useful tool at this time (Ensure all guidelines are followed for safeguarding reasons) |  |
| What nurture interventions are available that would benefit the CYP? |  |
| Have you considered a PCAMHS / CAMHS? |  |
| Would the CYP benefit from seeing a counsellor at this time? |  |
| Is support needed for the family? Consider referral to external agencies / partners if no one in school is trained to do this work. |  |
| Is there a key adult for the CYP– to advocate and support them each day, rewarding where success and progress has been made and communicate with home and other adults in school? |  |
| Is there a need for restorative justice to move a relationship forward? |  |
| Is there a time line of incidents that supports the CYP to begin to understand and manage their behaviours. |  |

**At each meeting / review point**

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| What is the data telling us now? |  |
| What are the views of the child? |  |
| What are the views of the Parents / staff / support team / external agencies? |  |
| How will I ensure the meeting is professional and managed well so all views can be heard and it is a positive process for all moving the situation forward? |  |

**Seeking additional support – look at Oxfordshire’s SEN local offer online**

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| Oxfordshire School Inclusion Team |  |
| Education and Reintegration officer – Education Inclusion team. |  |
| Team teach training |  |
| Ed Psych team |  |
| SENSS if appropriate |  |
| Special School outreach workers |  |
| Charity providers |  |
| SEN IASS (formally Parent Partnership) |  |

**At each significant incident**

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| Ensure the paperwork is completed  |  |
| Ensure all parties share what happened so that an accurate account is recorded in an impartial manner. |  |
| Ensure the CYP has supported time to reflect and learn from what went wrong using appropriate tools. |  |
| Ensure the CYP learns from the behaviour incident and has opportunities to mend relationships and ‘put right’ the situation when they are ready |  |
| Ensure staff who were involved have time to follow up with the CYP to move on from the incident when the time is appropriate |  |
| Ensure students who were involved in the incident have the appropriate follow up  |  |
| For all CYPs involved communicate clearly with parents what happened and the follow up. |  |