

**OXFORDSHIRE SCHOOL INCLUSION TEAM (OXSiT)
Checklist to reduce the risk of exclusion for persistent disruptive behaviour.**

This checklist was developed for schools to reflect on provision for learners presenting with challenging behaviour to reduce the risk of exclusion.

3 stage approach to supporting Inclusion of learners presenting with challenging behaviour

<p>1. Monitor Behaviour – report card – contact home.</p>	<p>Use the school behaviour policy and monitor behaviour, attendance and attainment regularly. Work with SENCO to ensure repeated behaviours resulting in sanctions are not a result of unmet need. 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.</p>
<p>2. Inclusion Support Plan ISP The ISP is a helpful alternative to an individual behaviour plan or Pastoral support plan. Try to establish what the child is trying to communicate through their behaviour by reflecting on triggers for disengagement and developing strategies to reengage the learner.</p>	<p>Introduce following internal exclusions or a serious behaviour incident. Review WEEKLY with key adults in school. Work towards agreed outcomes (rather than set targets) to ensure the pupil make progress from where they are currently.</p>
<p>3. Pastoral Support Plan PSP The PSP continues to run as the main framework for supporting school settings to reduce permanent exclusions.</p>	<p>Introduce if the pupil is at risk of PEX. Outline the support offered. Frequently meet with parents to review progress. Set achievable goals towards an acceptable outcome in a period of time.</p>

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

Check the data (attendance / exclusions / behaviour points) Are there 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 Oxfordshire SEN guidance been used to check what the key barriers to engaging in learning are for the pupil?	
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 an EHA in place / Has there ever been a CAF or EHA for this young person?	
Does the CYP have a pupil profile / pupil passport?	

Is the school behaviour policy being used consistently to support the learner (– including any identified reasonable adjustments?)	
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 (eg, sig. family events). Are there any historic issues that may now be affecting the CYP?	
Have you contacted the CAMHS SPA? 01865 902515	

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

Team teach training and de-escalation strategies	
Behaviour assessment to identify inclusion strategies – Boxall, SDQ 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 a bespoke timetable working with the CYP to avoid ‘behaviour hot spots’	
Work with the CYP to RAG rate 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 referral to PCAMHS / CAMHS? Contacted the SPA hotline?	
Would the CYP benefit from seeing a counsellor at this time? Some form of therapy?	
Is support needed for the family? Consider referral to external agencies / partners. Discuss case with the LCSS.	
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.	
How are staff being supported?	
How is the CYP developing independence in managing their emotions? Support for developing emotional literacy and self-regulation strategies.	

At each meeting / review point

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 and the diminishing difference provision map on the OXSIT website.

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)	
Alternative provision	

At each significant incident

Ensure the paperwork is completed and a clear record is maintained. Avoid emotional language and keep it factual.	
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 when they are calm, ready and able to do so.	
Ensure the CYP learns from the behaviour incident and has opportunities to mend relationships and ‘put right’ the situation when they are calm, ready and able to do so.	
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 / carers what happened and the follow up.	