Positive Behaviour Policy

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Woodfield School

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1. Introduction

Pupils at Woodfield School may present with a variety of difficulties relating to their behaviour, which frequently stem from their underlying issues with communication. It is the duty of all staff to maintain high levels of care and good control of pupils at all times. All pupils and staff are entitled to learn and work in a calm, safe and supportive environment without fear of the actions of others.

Within Woodfield School we believe that:

- Children and young people want to behave well
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- With the right environment, support and intervention, children and young people can learn to make appropriate behaviour choices
- Mistakes are part of the learning process, and we recognise that all our pupils are at different stages of the developmental process
- All our pupils have special educational needs which may impact on how they learn to behave
- All adults can learn strategies to support pupils to improve their behaviour
- Every child and young person deserve to be understood and supported as an individual.

A consistent, positive, and proactive system of managing behaviour is essential. We believe that we can support the children and young people in our school through:

- The quality of our relationships with them and each other
- The quality of our provision
- A well-informed understanding of their needs
- The scaffolding we put in place to help them learn
- Observation, evidence gathering and analysis so that our interventions are well informed and planned
- Working in close partnership with parents/carers, and the pupils themselves
- Investing time to allow pupils to practise and make mistakes without fear of harsh sanctions.

At Woodfield School, we all follow the **ASK** principles:
We have **ambition** for everyone at Woodfield and we try our best in everything we do.
We **support** each other: we listen, we are respectful and polite.
We show **kindness** in our everyday actions so that everyone feels valued and part of something special – the Woodfield family.

2. Aims

This policy aims to:

- Create a positive, inclusive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school, and which is under-pinned by evidence-based practice and research
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

3. Legislation, statutory requirements, and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

4. Roles and Responsibilities

4.1 Proprietor

The Proprietor is responsible for monitoring this behaviour policy's effectiveness and holding the principal to account for its implementation.

4.2 The Principal

The principal, along with a member of SLT is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training to all staff in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, so that they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

4.3 Teachers and staff

The consistent approach to behaviour is the shared responsibility of all staff working with pupils. Staff work together to ensure they understand the individual needs of each pupil and their targets.

All staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly on Arbor
- Encouraging and supporting pupils to meet the school's expectations.

4.4 Parents and carers

We ask that parents and carers, where possible:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

4.5 Pupils

All pupils are expected to follow Woodfield's ASK principles so that the school is a calm and safe space for everyone.

Pupils will be

- supported to meet the behaviour standards through staff input and visual reminders
- supported to develop an understanding of the school's behaviour policy and wider culture.
- given extra support if their behaviour choices repeatedly do not match those of the school
- asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

Pupils are expected to

Show **ambition** by

- Arriving at school prepared for the day ahead
- Making it possible for all pupils to learn by listening to and respecting all adults and pupils
- 'Show their best' in class and within the school community
- Being an active participant within learning and contributing to wider school life
- Working hard and rising to challenges every day
- Setting short and long-term goals and recognising that success comes from being aspirational and ambitious.

Show **support** by

- Demonstrating empathy and support to all who may need it in any situation
- Welcoming and celebrating differences within our diverse school community
- Understanding what is expected of us and accepting the consequences of our poor choices.

Show **kindness** by

- Treating school buildings and property with respect
- Having kind hands, kind words and kind feet
- Moving quietly and sensibly around school
- Helping others if they would like help

5. Responding to good behaviour – Rewards

At Woodfield School we celebrate our pupils' achievements and demonstration of our ASK Principles with the ASK Awards. Pupils are awarded when they show the key attributes of Ambition, Support and Kindness. They are then awarded a bronze, silver and gold award at the end of each term to commend their achievements.

6. Responding to negative behaviour – Consequences

At Woodfield School the term 'sanctions' refers to the consequences of a behaviour or action, or the decision the pupil has made. The process of considering the consequences of their decision is very useful; however, the detail and focus of the consequences or sanctions will vary dependent on the pupil's needs and the situation.

As part of a debrief discussion with a pupil, we will always encourage them to consider the consequences of their decisions on others around them and on their day. This would always take place as part of a problem-solving discussion, to focus on making changes and supporting pupils to make more positive decisions in the future.

Sanctions will be delivered in a timely manner, and any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour expectations in the future. The detail of the consequence will be communicated to the pupil and staff team to ensure all involved understand, and the situation can be resolved quickly.

7. Reparations

We believe that pupils should be given the opportunity to repair relationships following a behavioural incident, and that they are encouraged and want to do this. Appropriate time will be set aside for this to happen in a supportive manner and without delay as we appreciate that unresolved difficulties can make young people feel very anxious and this may lead to further behavioural or habitual behavioural problems.
We conduct Post incident reflection opportunities and encourage pupils to consider the following questions:

- What happened?
- How did this make you feel?
- How did this make other people feel?
- What could you do to repair the situation?
- What could you do differently next time?

8. Suspensions

At Woodfield, we will always try to adapt and personalise our provision to ensure that all pupils can access education. In exceptional circumstances, however, it may be necessary to suspend a pupil for a fixed period, and this would always be considered very carefully.
The decision to suspend or exclude will be made by a member of the Leadership Team in discussion with the principal, and only as a last resort. The decision to suspend will always be reasonable, fair, and proportionate and used as a learning point for the young person.

These circumstances may include:

1. Incidents where the safety of the pupil, or that of other pupils or staff, is seriously compromised.
2. Incidents of knife crime or use of other weapons
3. Incidents of a sexual nature or sexual violence
4. Incidents of significant damage to property.

If Woodfield School are not able to meet the needs of an individual child or young person, we will work with families and local authorities to identify a suitable placement for a managed transition.

9. Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil.
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

10. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil, including messages or images generated using AI
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

11. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the principal will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions if it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

12. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' they feel it might be.
The school's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally.
- Refer to Early Help
- Refer to Children's Social Care
- Report to the police.

Please refer to our child protection and safeguarding policy for more information.

13. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider the next steps to support the member of staff and the pupil.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider the next steps to support the member of staff and the pupil.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

14. Safety Intervention

All staff working with pupils who present with significantly challenging behaviour will be trained in CPI. CPI teaches very specific methods of intervention, which minimise the amount of contact and the risk of harm to the pupil or intervening adults.

The following rules apply:

1. Safety intervention and restraint should rarely be used and only after all other interventions have been exhausted. All Woodfield staff receive mandatory annual refresher training.
2. Safety intervention should only be used if the pupil is putting him/herself or others in danger, and where failure to intervene would result in harm and constitute neglect.
3. Any safety intervention should be proportionate, reasonable, and necessary.
4. If used, it must be logged on CPOMS and parents/ carers informed.
5. Staff involved in an incident of safety intervention must reflect on whether anything could have been done differently.

In exceptional circumstances, a pupil may be isolated in a safe space to reduce the risk to themselves or others. There must always be two adults present, either inside the room, if it is safe to do so, or outside the door with visibility. A senior member of staff must be notified immediately.

15. Reporting and Recording Incidents

Any behavioural incident must be documented on Arbor with a report detailing the lead up to the event and the behaviours displayed by the pupil, the intervention used and the pupil's response to the intervention. Any injury to pupil, staff or property must also be included. If a physical intervention was required, staff and pupils must be debriefed. Parents/ carers must be informed of any physical intervention necessary on the day this occurs.

16. Monitoring and Review

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusions, and suspensions

- Incidents of searching, screening, and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, and other stakeholders (via anonymous surveys)

The data will be analysed every term by a member of the Leadership team and used to inform practices and staff training.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Overall responsibility for the operation of the policy and procedure lies with the principal. The effectiveness of the policy and procedure will be formally reviewed annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data and to ensure that it continues to meet the requirements of the school and that it reflects best practice and statutory legislation as appropriate.

17. Links with other policies

This behaviour policy is linked to the following policies:

Child protection and safeguarding policy

Anti-bullying policy

Admissions and Exclusions policy

Personal electronic devices policy

Searching, screening and confiscation policy