



**Henry David Learning**

**Organisational  
POLICIES & PROCEDURES:**

**Woodfield School**

**Positive Behaviour  
1.20**

**March 2023**



### 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 safe, secure and relaxed environment without fear of the actions of others.

Within the 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 change their behaviour.
- Mistakes are part of the learning process and we recognise that all of our pupils are at different stages of the developmental process.
- All of 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.

### Purpose

- To prevent injury or damage to pupils.
- To prevent injury or damage to staff.
- To provide guidance for staff, parents, governors and other stakeholders on how we keep pupils safe.
- To provide a framework for our collective beliefs around human behaviour as it relates to pupils.
- To provide an inclusive model for our understanding of behavioural needs.
- To underpin our beliefs with evidence-based practice and current research.



## Henry David Learning

### Definitions:

Behaviour	The way in which someone acts or conducts themselves, especially towards others.
Challenging behaviour	Conduct or actions that are demanding, provocative, testing and not recognised as the norm, that may cause harm, injury or distress.
Sanctions	In the context of Woodfield School sanctions are defined as consequences of actions. This may involve a penalty or removal of a privilege in specific circumstances.
Reparations	Actions that repair damage or ease distress caused by challenging behaviour.
Restrictive intervention	Planned or reactive acts that limit an individual's movement, liberty or freedom to act independently.
Physical restraint	A subcategory of restrictive intervention. Direct application of sufficient force to ensure, by physical means alone, that a child or young person does no injury to himself, others or property.

### Roles and Responsibilities:

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

### Procedures:

Procedures are based on our beliefs about behaviour.

### Children and young people want to behave well:

- We believe that children and young people are happy when they behave well and when that good behaviour is recognised by adults and their peers.
- Children and young people are able to behave well when their needs are understood and well met in school, at home and in the community.

### Behaviour and Communication:

- How children and young people behave gives us important information about their needs, and how they are feeling.
- Supporting our pupils to communicate is an essential part of helping them to behave appropriately. Pupils can be supported to develop alternate ways of expressing themselves that may achieve the same purpose, in a more appropriate and safe manner.
- Pupils people with profound and complex needs will need a personalised approach, and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

### Children and young people can learn to improve and change their behaviour:

- Our pupils find learning difficult. Learning new behaviour is a task, just like learning to read or write.
- As adults, we must consider the learning styles and needs of our pupils and we must have realistic expectations about the speed of progress they will have when learning to adapt or develop new behaviours.
- Our pupils learn in small, incremental steps over long periods of time, and this learning is not automatically generalised to different settings or situations.



## Henry David Learning

- Support can be given to teach pupils alternative actions which meet the same function, where necessary.

### **Mistakes are part of the learning process:**

- Mistakes are not judged but we support our pupils to get things right. Pupils are encouraged to 'give it a go', with reassurance and support that things may not go right first time and that they can try again.
- Pupils are supported to reflect on their mistakes, as appropriate, and are an active participant in the learning process.

### **All adults can learn strategies to support children and young people to improve their behaviour.**

- Most adults have evolved ways of responding to pupil behaviour based on a combination of personal and professional experiences, training and experiential learning.
- Within Woodfield School, we encourage all staff to reflect on what may be the underlying issues which drive or trigger behaviour in the pupils they work with, and to think about ways of responding to challenging behaviour in a positive, non-judgmental and supportive way.
- Woodfield School have adopted a consistent approach to working with children and young people who have challenging behaviour.
- We recognise that managing challenging behaviour can be very difficult, particularly if a child or young person is targeting himself or others in a very aggressive way. Within Woodfield School, we support staff to develop their own emotional resilience through professional and peer support. Should a staff member be involved in five physical interventions or incidents, a wellbeing debrief will take place. This is to ensure staff feel supported, and any potential issues can be identified.
- All staff must be committed to developing their practice, reflecting on their own behaviour and sharing their skills and experiences.

### **Adults can support children and young people through:**

- The quality of our relationships with each other. Fostering close team working, acceptance and trust amongst the staff team provides good role models of behaviour for our pupils at all times.
- The quality of our relationships with our pupils. It is essential to build strong, positive relationships with pupils. To succeed with this, we need to:
  1. Actively build trust and rapport – we earn the trust of our pupils.
  2. Have high expectations for all pupils. When we demonstrate our belief in them, it supports them to succeed.
  3. Treat pupils with dignity and respect at all times, e.g. communicating clearly and positively at all times, at an appropriate level, and listening to them with respect.
  4. Reflect on what lies behind the behaviour and why the pupil is behaving in this way. There is always a reason, or function, and a trigger, which need to be identified.
  5. Act consistently and see things through. If there are consequences to behaviours, whether positive or not, they must happen.
  6. Always keep our word. If a commitment to a pupil cannot be honoured, we must communicate clearly and honestly about why this has happened.
  7. Apologise if we make a mistake. This is an excellent model for the pupil and will build trust and respect.
  8. Identify the strengths in the child or young person. These should be identified with them and built upon.



## Henry David Learning

9. Quietly, firmly and consistently set and hold appropriate boundaries for all pupils.
10. Be non-judgmental about the life experiences and backgrounds of our pupils but use the knowledge sensitively to inform planning and intervention.
11. Manage our own emotional reactions to pupil's behaviour and act positively at all times. If we are finding this difficult then support should be sought.
12. Actively seek support from wider professional groups as soon as needed – e.g. CYPS teams.

### The quality of provision:

If we can accurately identify each pupil's needs and meet them, it is likely that challenging behaviour will decrease or stop. To do this we need to:

1. Complete an accurate and thorough assessment of needs.
2. Draw up comprehensive plans to meet needs, which will be specific and personal to the pupil.
3. Support the pupil to be resilient and have good levels of self-esteem so that they believe they can succeed. Praise pupils for specific achievements so that they are clear what they have done well and when.
4. Find positive motivators for all pupils.
5. Deliver personalised learning programmes to match pupil's stage of development.
6. Where possible, include the pupil in target setting, planning and evaluation of outcomes using language and methods appropriate to them.
7. Be clear about progress and what needs to be done to achieve further progress.
8. Actively teach children and young people the behaviour for learning.

### The structure we put in place:

The things we do to support our pupils to manage their own behaviour successfully are key to a positive ethos and environment.

**Rules** support positive behaviour and should be:

1. Few in number,
2. Agreed with pupils as far as possible.
3. Communicated in an appropriate way at a level the pupil can understand, e.g. through visual cues, sign, symbol etc.
4. Positive – things we are going to do.
5. Regularly referred to by everyone involved.
6. Appropriate to the setting, activity and developmental level of the pupils involved.

**Routines** also support children and young people. They should be:

1. Explicitly taught in all situations.
2. Consistent and predictable.
3. Made visually clear.

The **language** we use is part of helping pupils to take responsibility for their behaviour. It can help them to choose the right thing to do and, if appropriate, explain the consequences of their actions. Descriptive praise gives positive feedback, increases self-esteem and supports behaviour for learning.

1. When discussing behaviour with our pupils, consequences are always linked to choices.
2. Descriptive praise is used when pupils are seen to make a good choice. Adults must be vigilant and never miss an opportunity for this to happen. Examples include, *'I liked the way you lined up as soon as I asked', 'Thank you for putting your ball back straight away'*.



## Henry David Learning

3. Positive and consistent communication will increase our pupils' sense of responsibility and remove the struggle for power.

### **Rewards and Consequences/ Sanctions:**

Rewards must be able to be delivered and focus on positive choices and the behaviours we wish to encourage. They may include:

1. Descriptive and specific praise.
2. Symbolic rewards (stars, stickers, etc.)
3. Communication with others to inform them of the behaviour or achievement.
4. Special responsibilities or privileges.
5. Preferred activities which are beyond the scheduled classroom timetable, e.g., sensory room, computer time, outdoor play outside of usual break times.

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 it may be appropriate 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 students to make more positive decisions in the future.

In exceptional circumstances it may be that more concrete consequences are required, for example a bullying situation, where the pupil has not engaged with the support repeatedly offered to them.

Sanctions in this context may include:

1. Losing a preferred activity or privilege.
2. Additional activity or tasks for a specified period of time.

More formal sanctions are not appropriate when it is acknowledged that the pupil was in a highly distressed state. Sanctions must be delivered in a timely manner, as a consequence of the pupil's choices, and must not be harsh or removed from the behaviour we wish to decrease.

The detail of the sanction must be communicated to the pupil and staff team to ensure all involved understand, and the situation can be resolved quickly. As part of our reflective practise adults should consider if anything could have been done differently to give different outcomes, and pupils should have the opportunity to be involved in this also, if appropriate.

### **Reparations:**

We believe that pupils should be given the opportunity to repair relationships following a behavioural incident and that they want to do this.

'Punishment' is not a concept that we feel is positive as it focuses the pupil's mind on the punishment rather than what led to the situation. This can lead to them feeling angry about the punishment rather than thinking about the effect of their behaviour on themselves and others. As such, this is avoided wherever possible (as above).

We cannot make assumptions about what children and young people are feeling. Unresolved difficulties can make them very anxious and lead to further behavioural or habitual behavioural problems.

### **Children and young people with requiring further support**

Many of the children and young people within Woodfield School will respond positively when staff work within the guidelines detailed above. However, some pupils will require additional support to



## Henry David Learning

manage their behaviour in school. This may be due to the pupil presenting with behaviours which are deeply embedded, or factors such as mental health difficulties.

Additional support for these pupils is achieved through:

1. Ensuring that the general principles within this policy are adhered to at all times.
2. Considering the behaviour of the pupils holistically, gathering information in a range of settings and analysing the behaviours demonstrated.
3. Putting in place additional scaffolding and support, which is tailored to the specific needs of each pupil, and is informed by the information gathered in the assessment process above.
4. Drafting a comprehensive Consistent Approach Plan to ensure that all support and strategies are clearly documented and effectively communicated. This will detail the behaviours demonstrated by the pupil, and the responses or strategies agreed, based on how the child or young person is presenting. Risk assessments should also be completed to ensure safety in all situations.
5. Involving pupils in their Consistent Approach Plan wherever possible. This includes collecting their views on what causes them to experience negative feelings (e.g., stress/ anxiety/ anger), what the pupils feel their successful strategies are, what support they would like from staff and possibly an explanation of the function of some of their behaviour (e.g., 'I do this when...'). It is acknowledged that not all
6. pupils will be able to communicate their feelings on this; however, support will be provided to ensure students have the best opportunity to do so, at the level appropriate to their development and abilities.
7. Working closely with parents/carers to gather information and support them to implement strategies. Parents/carers should be involved in writing Consistent Approach Plans, and have opportunities to discuss strategies with key staff.
8. Putting in place additional staff training where needed for working with pupils with specific diagnoses/ difficulties (e.g. Pathological Demand Avoidance or Attachment Disorder)
9. Prompt involvement of external agencies such as mental health practitioners, and psychology and psychiatry teams, where appropriate.
10. Involving medical services to ensure that there is no underlying illness or unresolved pain, where appropriate.
11. Some pupils may require very specific and detailed planning. This could include a shortened school day, off-site education, additional one-to-one support or a period of home-based learning. When such significant adaptations are required these will be planned jointly with all agencies including parents and families, Local Authorities and external support teams.

### **Restrictive Intervention and Restraint:**

Woodfield School acknowledges that physical restraint is not the only type of restrictive intervention, and all subcategories are to be used minimally and for the shortest time possible.

Restrictive interventions which may be used, if necessary, include:

- Physical restraint; direct physical contact to limit movement or move a pupil to a safe space.
- Restricting a pupil's independent actions, including removing auxiliary aids such as their wheelchair or walking supports
- Withdrawal; removing a pupil involuntarily from a situation causing them significant anxiety or distress, and taking them to a safe space.
- Seclusion; supervised confinement of a pupil, away from others, in an area they are prevented from leaving in order to protect them or others from significant harm.



## Henry David Learning

A decision to use any form of restraint with a child or young person is taken to ensure their safety and dignity and that of all concerned, including other children, young people and adults present.

### **Physical Intervention:**

All staff working with pupils who present with significantly challenging behaviour will be trained in MAPA (**Management of Actual or Potential Aggression**)

MAPA teaches very specific methods of physical intervention, which minimise the amount of contact and the risk of harm to the pupil or intervening adults. The following rules apply:

1. Physical intervention and restraint should rarely be used and only after all other interventions have been exhausted. Yearly refresher training is mandatory.
2. It should only be used if the pupil is putting himself or others in danger, and where failure to intervene would result in harm and constitute neglect.
3. Any physical intervention should be as a last resort and should be proportionate, reasonable and necessary.
4. If used, it must be logged (see below) and parents/ carers informed the same day.
5. An individual Consistent Approach Plan and risk assessment must be in place or, in the event of physical intervention needing to be used for the first time, written within the next two days.
6. If a child or young person has been involved in five incidents, their Consistent Approach Plan will be discussed in the staff meeting and will consider what additional strategies or support could be put in place, or what can be changed to reduce frequency of incidents.
7. Staff must reflect on the incident once it is over to determine if anything could have been done to manage it differently and to plan for the future.

### **Deprivation of Liberty (DoL):**

Within school children and young people must **never** be:

1. Locked in a room alone without support or supervision.
2. Deprived of food or drink.
3. Denied access to a toilet.
4. Restrained using a harness where this has not been agreed by all involved, risk assessed and clearly documented.

In exceptional circumstances, a pupil may be secluded in a safe space to reduce the risk to themselves or others. There must always be two adults present, either inside the room if safe or outside the door with visibility if not. A senior member of staff must be notified immediately. Seclusion must be documented as part of the Consistent Approach Plan and agreed as a strategy by all involved. It must be regularly reviewed and plans made as soon as possible to move on to other strategies as appropriate. It is noted that a member of staff outside of an unlocked door may be perceived by the child or young person as preventing them from leaving the space, and so would still be classified as seclusion.

Incidences of seclusion must be logged.

### **Touch:**

Corporal punishment is illegal and will never be used within school.





## Henry David Learning

Contingent touch may be used appropriately in the appropriate context e.g., a pat on the arm or shoulder for reassurance but staff must know how the pupil is likely to react as some may misinterpret this.

Holding (e.g., through arm walking etc.) may only be used as part of MAPA

Children and young people with complex sensory needs may require more direct physical touch and contact e.g. squeezing or deep pressure. This will be documented in appropriate plans.

### **Fixed Term Exclusions:**

Exclusions are not the most effective way to support children and young people with SEND. We will always try to adapt and personalise our provision in order to ensure that all can access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed time but this would always be considered very carefully. These circumstances may include:

1. Incidents where the safety of the pupil or student or that of others is seriously compromised and the occurrence is frequent or increasing in frequency and intensity.
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.

Decisions to exclude children or young people are made on an individual basis and will always be a reasonable, measured and considered response which will have an impact and be a learning opportunity for them.

Exclusions may be managed internally and the child or young person may be removed from class for a fixed period of time.

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

### **Reporting and Recording Incidents:**

Any behavioural incident must be recorded. This must include antecedents to the incident, the behaviour 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. The Deputy Principal will then complete a record of all incidents to identify trends where necessary. Parents/ carers must be informed of any physical intervention necessary on the day this occurs.

### **Monitoring & Review**

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 and monitored as a minimum on a 12-monthly basis, to ensure that it continues to meet the requirements of the School and that it reflects best practice and statutory legislation as appropriate.