

# **Woodside School Behaviour Management Policy**



**Reviewed: October 2018**

**Updated: February 2019**

## **Introduction**

The school's behaviour management policy will be the focus of continuing development to reflect staff training, changes in legislation and Local Authority Policy. All school staff must have a good understanding of the policy, ownership of it and, above all, a commitment to it. The policy will be reviewed regularly.

## **Rationale**

Woodside School places a high emphasis on positive behaviour management. The behaviour and social development of our pupils is a key factor in their acceptance in the community, their continuing development and the quality of their lives. We recognise that successful management of behaviour is dependent upon the school ethos. There is a need for the school as a whole to reinforce good behaviour, for staff to maintain a positive regard towards students, young people and colleagues and to offer appropriate role models.

All staff should demonstrate a commitment to (explicitly and implicitly) high values and principles, e.g. teaching right from wrong, honesty and fairness, respect for others, the importance of getting on with people and establishing positive relationships, self-discipline, self-management of behaviour and a sense of responsibility for positive behaviour.

Pupil behaviour, both appropriate and inappropriate, should be managed with sensitivity and professionalism. Staff need to constantly re-examine and reflect upon their own values, attitudes and behaviours in order to appreciate the messages that they are giving students and young people. They also need to be familiar with clear guidelines and strategies e.g. Additional Support Plans to help with maintain positive behaviour and to discourage undesirable behaviours when it occurs. Regular, high quality in-service training can do much to help staff achieve better understanding of children and young people's behaviour. School staff should be aware of recent legislation, research, relevant literature, local guidelines and successful practices elsewhere related to the field of behaviour.

We recognise that challenging behaviour, however it manifests itself, is often a means of communication for a students to obtain desired outcomes, e.g. to opt out, to get social reinforcement, to get something etc. Challenging

behaviour is usually an impediment to learning and positive behaviour is a necessary pre-requisite to effective teaching and learning. The school recognises the importance of a whole school approach to positive behaviour management ensuring that all teams work together to create inclusivity. We have a whole school approach to managing behaviour and pride ourselves on being proactive rather than reactive.

## **BEHAVIOUR POLICY AND GUIDELINES POLICY**

This policy sets out how good behaviour is to be promoted along with respect for all school members, leading to effective education in a setting which supports student well-being.

### **The Governing Body Statement of Principles**

The governing body believes that good behaviour is at the centre of effective teaching and learning. Good behaviour is achieved by having high expectations of all students, an ethos which fosters mutual respect between pupils and between staff and pupils and by setting clear standards of behaviour which are maintained consistently and fairly.

Every child and young person understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

Good behaviour at Woodside School is promoted by:

- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Staff and volunteers set an excellent example to pupils at all times  
Rewards, sanctions and positive handling are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Having a culture where the focus is on good behaviour which is rewarded and in which all children and young people can achieve
- Being clear about what children and young people need to do to behave well and what will happen when behaviour is poor or challenging. Students will feel secure when this happens consistently and fairly, contributing to their well-being
- Putting structures in place to allow children and young people to manage their own behaviour where possible
- Teaching consideration and respect for others and self by lesson content and by modelling this behaviour
- Ensuring equality and fairness of response for all

- Recognising that how a student behaves gives us important information about how they are feeling and supporting communication effectively is important in supporting good behaviour;
- Having defined strategies to support children and young people requiring assistance through use of an Additional Support Plan
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and procedures. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the Full Governing Body every year.

## **Aims**

At Woodside School we aim:

- To create a school culture where positive behaviour promotes learning.
- To create a school culture which has respect for the child and young person at its centre
- To create a an atmosphere of calm and good order using the 6 basic nurture principles
- To create sound systems and procedures to encourage and maintain positive behaviour, with a range of strategies to help prevent and respond to challenging behaviour
- To provide training, structures and support for all, including parents who benefit from them
- To monitor children and young people's stress levels and offering suitable and appropriate escape mechanisms
- To teach children and young people self-management strategies
- To convey expectations clearly and providing consistent feedback
- To incorporate aspects of positive behaviour across the curriculum, for example through P.C.C and emotional literacy work

## **Teaching and Learning approaches**

The role of teaching and learning in positive behaviour management is to present to children and young people a positive image of themselves. The emphasis is on giving pupils plenty of opportunities to become more effective communicators, enabling them to monitor and regulate their own behaviour

wherever possible, and help them establish consistency in their relationships and in their interaction with the learning environment.

Staff place great emphasis on proactive, preventative measures in the management of challenging behaviour. This policy recognises four major approaches that are key in the prevention or reduction of challenging behaviour:-

#### 1. The adopting and use of a child-centred approach

- Focusing on the child's individual needs in relation to the timetable, and considering the access to a wide range of activities
- Creating a balance between individual and group needs
- Ensuring minimal conflict between curriculum requirements and individual needs
- The development, implementation and evaluation of PLG's (Personal Learning Goals) which are SMART – Specific, Measurable, Appropriate, Realistic and Time –framed
- Responding to and acknowledging children's communications
- Developing positive relationships with others through interactive teaching approaches.
- Finding people and situations to which the child responds positively

#### 2. Pupils being enabled to develop autonomy and self-control

- Expanding opportunities for making choices, and having those choices respected.
- Seeking to encourage pupils to be responsible for their own behaviour.
- Staff to maintain clear boundaries for behaviour, so pupils have security and consistency.
- Being given responsibility and independence during the daily class routine.
- Having achievable rewards

#### 4. Developing a positive home-school link with parents/carers

5. The use of a structured teaching approach for pupils with ASD (Autistic Spectrum Disorders) which can be found in the Woodside School ASD handbook.

## **Nurture Principles**

We aim to base all of our behaviour/emotional and learning support in the 6 basic nurture principles.

At Woodside School we try to ensure our behaviour systems/policy are based around the 6 nurture principles as follows:

### **1. Learning is understood developmentally**

Staff respond to children not in terms of arbitrary expectations about 'attainment levels' but in terms of the children's developmental progress assessed through PIVATS Assessment system, specifically focussing on the PSED strand. The response to the individual child is 'as they are' underpinned by a non-judgemental and accepting attitude of stage not age. We work as part of a Transdisciplinary Approach. This is an approach to curriculum integration which dissolves the boundaries between the conventional disciplines and organizes teaching and learning around the construction of meaning in the context of real-world problems or themes.

### **2. Nurture is important for the development of well-being**

Nurture involves listening and responding. At Woodside School 'everything is verbalised' with an emphasis on the adults engaging with the children in reciprocal shared activities e.g. play/meals/reading/talking about events and feelings. Children respond to being valued and thought about as individuals, so in practice this involves noticing and praising small achievements; 'nothing is hurried'.

### **3. All Behaviour is communication**

This principle underlies the adult response to the children's often challenging or difficult behaviour. 'Given what I know about this child and their development what is this child trying to tell me?' Understanding what a child is communicating through behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged. If the child can sense that their feelings are understood this can help to diffuse difficult situations. The adult makes the link between the external/internal worlds of the child.

### **4. The classroom/school/home offers a safe base**

The organisation of the environment and the way groups of children and young people is managed contains anxiety. Classrooms offer a balance of educational and domestic experiences aimed at supporting the development of the children's relationship with each other and with the staff. Days are organised around a structured approach with predictable routines. Great attention is paid to detail; with adults who are reliable and consistent in their approach to our children and young people. Woodside School pride ourselves on being an educational provision who make the important link between emotional containment and cognitive learning.

### **5. Language is understood as a vital means of communication**

Language is more than a skill to be learnt, it is the way of putting feelings into words. Children/young people often 'act out' their feelings as they lack the vocabulary to 'name' how they feel. We offer informal opportunities for talking and sharing e.g. welcoming the children and young people into the

classroom or having snack time together are as important as the more formal lessons teaching language skills. Words, whatever our 'voice', are used instead of actions to express feelings and opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others

## **6. Transitions are significant in the lives of children**

At Woodside School we together with our transport system and parents to support our children and young people in making the difficult transition from home to school. However, on a daily basis there are numerous transitions the child makes e.g. between sessions and classes and between different adults. Changes in routine are invariably difficult for children and young people with autism and need to be carefully managed with preparation and support. All staff have access to the Woodside School ASD Handbook for strategies to support in aiding all children and young people manage difficult timings throughout each day. We work as part of a Multi-disciplinary team with on-site support from SaLT, O.T and a dedicated Behaviour Team. A multidisciplinary team is a group of health care workers who are members of different disciplines each providing specific services to the child/young person. This co-ordinates their services and gets the team working together towards a specific set of goals.

## **Support Systems**

The school has a number of support techniques & strategies for supporting behaviour management and discipline. All staff are to These are:

- A clear Behaviour System giving clarity and expectations to staff and being clear where children and young people are placed within that system the system also provides guidance on the type and level of support to be provided for pupils at higher levels including outside agency support.
- Individual behaviour/additional support plans for all children and young people
- School staff acting as role models
- Appropriate communication strategies used for all pupils as a means of reducing frustration
- Adult language used tempered to the level of the pupils' language or is in line with the individual additional support plan. (Too much talk can exacerbate a situation; verbal intervention at the wrong time can also lead to escalation when particular behaviour was just beginning to settle. Avoidance of negative reinforcement by staff is important e.g. attention, procrastinating).
- Staff gradual use of prompts e.g. by using visual, verbal, gestured prompts, touch and physical prompts appropriate to the pupil and the circumstance, allowing pupils time to respond
- Staff appropriate use of eye contact, facial expression, gesture, tone of voice, body language, reprimand

- Distraction & ignoring
- Appropriately timed praise, or praising others to promote good behaviour and avoiding over praising
- Symbol support, symbol timetables, now and then boards
- Earning reward time/ credit points
- Time warnings & Counting down/Amazing awareness bands – promoting “it’s good to be green”
- Deployment of additional staff/ including some 1:1 support to give adequate support

## **Observation, Analysis and Assessment**

Staff are familiar with looking at ways of understanding children and young people’s behaviour. In particular trying to find the functions that he challenging behaviour may serve for the individual and the contexts in which it is likely to happen. Observation of the pupil plays an important part in providing baselines of pupil behaviour.

## **Additional Support Plans**

All children and young people at Woodside School have an Additional Support Plan in place. A.S.P’s are a structured, systematic and intensive approach to focussing on the person as an individual and identify pupil’s means of communication, preferred learning style and sensory need. Individual programmes are intended to have positive outcomes which need to be carefully evaluated. It is essential that all staff coming in to contact with a child or young person can demonstrate understanding and familiarity with the content of each individual’s Additional Support Plan (A.S.P) It is also important that staff are regularly and properly supervised when involved in support plans. Where appropriate, it is desired for the student and young person to be involved in the content of and agreeing to additional support plans.

For some of our children and young people, all parts of the additional support plan will be required to be completed and regularly updated. There is a real focus on reflection and repair with a section dedicated to Post Incident Strategies. At Woodside School, we value the importance of reflecting after events (staff and pupils) and also the need to ‘repair’ relationships after incidents. Reflective practice should be used to constantly update Additional Support plans as well as refining best practice. ‘Repair’ is very student specific and may range from an in depth sensitive discussion with a more able student to a hand massage for a child or young person working at

early developmental levels.  
*See appendix A*

## **Behaviour Level Descriptors and Strategies**

Woodside School adhere to level descriptors as a tool in recognising behaviours and suitable sanctions. We recognised that all children and young people are individuals and that one size will not fit all. Level descriptors are used to highlight actions required for particular behaviours and to further identify adults responsible for managing these behaviours. Although children are encouraged and rewarded for good behaviour, there are times when their behaviour becomes a negative influence on their own and other children's learning. In these cases the following are a guideline for procedures to be followed: \*If a child's behaviour is a danger to themselves, others or property then a physical restraint may need to be used. Additional Support Plans should be adhered to at all times, with content regularly and appropriately updated. Most children and young people operate within levels 1 + 2 with this being the general expectation for all. For those children and young people who demonstrate behaviours of concern and fall between levels 3-5- the priority would be given to the development of skills and strategies in order to support them in moving down to level 2 or 1.  
*See appendix B*

## **Behaviour Intervention**

Behaviour Intervention is an early intervention system that supports particular students in recognising antecedents to their behaviours. Behaviour mentors work 1:1 with students on a weekly basis using EHCP's and Annual Review content to set personal targets. They are supported to recognise antecedents to their behaviour and to develop strategies to aid in managing behaviours and responses to difficult situations which may include transitions/environment's/challenges/friendship issues.

## **Behaviour Contract**

For some of our young people, further input is required in order to better meet their needs and in recognising that bespoke sanctions are required. Contracts are written collaboratively with class student, parent/carer, class teacher, a Behaviour Mentor and the Deputy Head with a lead for Behaviour and Pastoral Needs to identify particular behaviours, the possible reasons behind the behaviour and actions that will be put in place following named behaviours. Behaviour Contracts are reviewed after 15 school days.  
*See appendix C*

## **Use of Positive Physical Intervention**

- There are times when positive physical intervention is required for example to prevent another pupil or a staff member being hurt, or to prevent a pupil from harming themselves such as by running into the road
- Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from :
  - a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil ) ;
  - b. causing personal injury to , or damage to the property of, any person (including the pupil himself ) ; or
  - c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

School staff are trained in TEAM-TEACH which is endorsed by the Institute of Conflict Management and emphasises that positive physical intervention must only be used as a last resort. All positive physical intervention (PPI) used is to be recorded on the school's online reporting software and in the 'Bound and Numbered' book which is kept in the Behaviour Mentor room or in Deputy Head Behaviour Lead office.

It is our policy to inform parents whenever PPI is used, either face to face upon collection or over the telephone on the day of the incident.

## **Team Teach**

Team Teach is the holistic approach we use at Woodside School to support students and young adults who may exhibit behaviour concerns. The approach is based on a risk reduction approach, involving de-escalation strategies, diversion and as a last resort physical intervention including restraint. Team Teach is one of the largest worldwide training providers in behaviour support and management including safer handling interventions. It is built on the ethos of 95% de-escalation skills with intensive work on diversion, diffusion and de-escalation work. In essence, Team Teach allows staff to be strong with their presence but gentle with their touch. Staff receive a 12 hour training course which is refreshed every two years in addition to regular follow up support. Further information can be found on their website: [www.teamteach.co.uk](http://www.teamteach.co.uk)

## Safer Handling

Incidents in recent years have heightened national and local concern about some more 'aversive' methods of behaviour management in schools and residential homes. This has resulted in new legislation, new guidelines and a much sharper focus upon accepted forms of behaviour support.

Safer handling should ONLY BE USED:

- Rarely and as a last resort
- As part of a total response to the pupil
- When all possible alternatives have been considered
- As part of a structured, systematic individual behaviour support programme that links directly to individual Additional Support Plans (A.S.P's)
- When the purpose of safer handling is to restore safety
- When it can be justified as being in the paramount interests of the child or young person
- When the child or young person is considered to be in immediate danger of harming self or others
- When it can be justified as a reasonable and responsible way of responding to a child or young person's severe challenging behaviour
- When its implementation is fully recorded by staff who have been fully trained in positive handling techniques and who are conforming to the guidance set in the school behaviour policy

Safer handling interventions must always be recorded using our software tool for tracking pupil behaviour and development; **Sleuth**.

Sleuth tracking is a 3-stage process involving the recording of data about incidents, events and observations which is then analysed to produce purposeful information that can inform our decisions and understanding of what's going on.

*Sleuth* promotes a proactive, evidence-based approach where instant access to high quality targeted information allows for staff to develop effective practice that makes a measurable difference to pupil outcomes.

## Calming Rooms

Any use of restraint must be reasonable according to the individual circumstances of the law. Reasonable, in law, means proportionate and necessary. British Institute Learning Difficulties was established in 1971 as a service championing the human rights of people with disabilities. BILD forms the basis of the Team Teach definition of 'Seclusion'. The term 'Seclusion' is defined as; *The supervised confinement and isolation of a person, away from other users of services, in an area from which the person is prevented from*

*leaving'*

(Department of Health, Para 87 P and P 2014)

Woodside School use behaviour support rooms known as 'Calming Rooms'. These rooms are used as an additional area that pupils can use when exhibiting dangerous and hazardous behaviours **only**. Dangerous and hazardous behaviours may be referred to as a student being in **crisis**.

Seclusion should only be used when all other de-escalation strategies have been exhausted, physical interventions have proved unsuccessful and the student/young adult has proved to be placing themselves and/or others at risk of injury or the physical environment becomes unsafe due to damage that could cause further injury or structural damage. An individual who has been withdrawn to a safer place after exhibiting hazardous behaviour should be supported and closely supervised; as a result a student must always be supervised by a minimum of one member of staff when using the green room, if deemed safe, a staff member must remain in the room or outside the door with the pupil in view at all times in order that pupils can be evacuated in case of fire. This is an absolute requirement for the use of the room. When seclusion is being used, the aim should be for the minimal amount of time whilst a further dynamic risk assessment is being carried out.

Where seclusion involves restricting a person's freedom of movement, it is considered a physical intervention. Under the Children's Act (1989) where a child is prevented from leaving a room and building of their own free will this may be considered a 'deprivation of liberty'. If someone is subject to that level of supervision, and is not free to leave, then it is likely that they are being deprived of their liberty. The right to liberty and personal freedom is covered by article 5 of the human Rights Act 1998 and protected by criminal and civil law. Therefore the use of seclusion should only be considered in 'exceptional circumstances' and should always be proportional to the risk presented by the student/young adult.

These rooms **are not** to be used as time out spaces, a space for students to use when presenting negative behaviours or as a punishment for negative behaviours. Furthermore, the room should be organised with a range of de-escalation resources and the requirement of use of the room should be clearly written into individual student's ASP.

## **Sanctions**

Sanctions must be employed with due regard to the purpose, short term and long-term implications. Sanctions must not undermine a child or young person's sense of worth, nor compromise their sense of dignity. Woodside School firmly believe that it is the behaviour that can be criticised, not the individual. We can insist that a penalty is paid, whilst at the same time re-

assuring the child or young person that he/she is liked and wanted. Sanctions should be explained fully and sensitively to the child or young person – to include reasons for the sanctions using whatever means of communication required in order to reach the individual.

Sanctions should be relevant to the age, understanding and general aims for the child or young person. They should be realistic and sensitive and contemporaneous i.e: applied as soon as possible after the behaviour. Where practical, sanctions should not be disruptive to other children or young people.

Sanctions should be applied when positive rewards systems have failed, and it is necessary in the circumstances to demonstrate to children and young people that a serious breach against school policy has resulted. This may be for inappropriate physical, verbal, sexual and emotional acts towards others or within the environment. At its mildest level exclusion will demonstrate to children and young people our disapproval of their action/s.

Exclusions will always lead to our consideration of further support and strategies that need to be put in place. All staff must seek to ensure that sanctions are proportionate to the incident, and should enable pupils to make reparation where possible. As far as possible the sanction applied should be as constructive as possible and consideration is given on how the pupil can “make good” (restorative justice approach). Sanctions used must be legal, enforceable, fair and realistic and carried through.

The approved sanctions allowed by the Governing Body are:

- ‘Being told off’ – a pupil can be told off and/or taken to another member of staff for further words. No child or young person shall be shouted at. It may be deemed as appropriate for a message to be shared with home regarding behaviour
- Reparation –(making up/good) for work or property destroyed. A child or young person may be asked to do a task to compensate for their misbehaviour. The task should be relevant to the situation and appropriate to the pupil. Such tasks should be not be demeaning or futile and should usually benefit the school community rather than an individual
- Restriction – a child or young person may be ‘kept in’ for a reasonable period or not allowed out for playtimes/break times unsupervised, or he/she may experience temporary removal of privileges
- Separation - a child or young person may be separated with discreet supervision within the room or within another area of the classroom (where the child/young person can be seen at all times)for a short time in order to restore calm
- Withholding participation in lunchtime or after school activities

- Missing break times to make up work not completed in lessons
- Lunchtime detention to make up work not completed in lessons
- Charging parents a nominal amount for destruction of property
- Internal exclusion for ½ or a whole day working away from peers.
- Fixed exclusions which may in rare circumstances lead to permanent exclusions, are given to pupils for serious breaches of behaviour.  
Permanent
- Exclusions may result when there have been serious breaches to the schools behaviour policy and where the school feels it has fully met the requirements of the statement and cannot make any further reasonable adjustments. Should it be required the school will work hard to undertake a managed move in liaison with the Local Authority.  
(Guidance from Exclusion from maintained schools academies and pupil referral units in England 2012 )

### **Forbidden Sanctions**

The following sanctions towards Woodside School children and young people are prohibited, either on or off of the school premises:

- Corporal (i.e: Physical) punishment in any form, including that of rough handling
- Deprivation of food or drink
- Restriction or refusal of parental contact or contact with friends except where it is an agreed plan or for protection
- Wearing of distinctive or inappropriate clothing as a punishment
- Use or withholding medication or medical or dental treatment
- Prolonged isolation without adult supervision

### **Rewards**

Staff are expected to use the agreed reward systems of the school.

The rewards used by the school are:

- Pupil of the week
- Dojo points
- Credit point system in the secondary phase
- Individual motivators and targeted reward systems
- Recognising & celebrating success in achievement assemblies
- Achievement awards –Jack Petchey, Annual awards

