Behaviour Policy
Woodbury School

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Contents

1. Scope

This policy sets out the expectations of behaviour at our school. Staff, parents/carers, and pupils seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. It also sets out the consequences for inappropriate behaviour, should it occur, and reflects guidance provided by the Department for Education.

A school's behaviour and attendance policy should be seen as an integral part of its curriculum, for all schools teach values as well as knowledge and skills. It must be based on clear values – such as respect, fairness, and inclusion – that will also be reflected in the school's overall aims and its social, moral, and religious education programmes.

'Advice on Whole School Behaviour and Attendance Policy' DfES, 2003

2. Vision

Whilst it is recognised that a comprehensive list of rules is valuable to ensure expectations of behaviour are met, it has also been noted that staff and pupils can find these overwhelming and over complicated. As a tenet for a whole school vision, the focus will be on ensuring students are able to:

- Be happy, healthy, and safe
- Take advantage of the exciting things the world has to offer
- Make good choices
- Respect all others

Our behaviour policy is designed to help pupils work towards these goals.

What the law says:

The headteacher must set out measures in the Behaviour Policy which aim to:

- Promote good behaviour, self-discipline, and respect.
- Prevent bullying.
- Ensure that pupils complete assigned work.
- Regulate the conduct of pupils.

'Behaviour and discipline in schools: Advice for head teachers and school staff' (DfE, Jan 2016)

3. Aims

Our aim is to develop an environment that promotes and recognises positive, socially acceptable behaviour.

Whilst the school has high expectations for all its pupils, it recognises that not all pupils will be able to achieve these expectations immediately due to the complexity of their behavioural difficulties.

In partnership with parents/carers and outside agencies, as appropriate, the school will offer support and guidance, whilst recognising the individual needs of all its pupils.

To this end we strive to:

- Create a welcoming, happy environment that sets realistic expectations for all.
- Work in partnership with parents/carers to promote acceptable behaviour in school.
- Provide a safe, caring, and effective learning environment with a stimulating and relevant curriculum differentiated to meet the needs of all.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of a person's protected characteristics.
- Show appreciation of the efforts and contribution of all.
- Ensure all pupils, parents/carers and staff are clear about the expectations regarding behaviour.

4. Rationale

The school aims to educate its pupils within a moral, spiritual, and cultural context which promotes respect for others.

Staff and pupils have a clear sense of what is important, what will be valued and what will not be tolerated. In seeking to define acceptable standards of behaviour it is acknowledged that these goals are ideals to be worked towards.

Pupils bring to school a wide variety of experiences based on differences in home values, attitudes and parenting approach and our aim is to work towards standards of behaviour based on the principles of honesty, respect for ourselves and others, respect for property, consideration, and personal responsibility.

To this end we aim to ensure that everyone is clear about the kind of behaviour that is expected of them and how they can expect others to behave towards them.

The following principles underpin the strategies for behaviour at the school:

- Positive behaviour is recognised and continually reinforced; individual and whole class achievement is celebrated and rewarded.
- Parents/carers' support and contribution is valued and respected. The schoolwork's in partnership with parents/carers to promote positive behaviour within school.
- Pupils are encouraged to take responsibility for their behaviour by seeing the natural consequences for their actions. This is supported by plans to support pupils to understand actions and consequences.
- Staff continuously demonstrate appropriate behaviour and responses in their interactions with pupils and each other.
- Pupils are given clear explanations of acceptable behaviour.
- Pupils are given consistent boundaries, and this is reflected in the rewards system, school notices and continued behaviour management actions.
- Pupils are recognised as individuals. The school's structures and systems recognise the need for some pupils to follow individual behaviour programmes which allow the pupils to learn to manage their own behaviour whilst being part of a school community.

- Staff understand that emotional issues can impact on behaviour, however, they will not be recognised as an excuse for poor behaviour. Individual behaviour plans will be developed with appropriate guidance on behaviour systems to implement with a pupil.
- Staff will show disapproval of the behaviour the pupil displays, but never of the pupil themselves.
- Staff recognise that pupils respond best to environments that are happy, fair, and equitable to all.

5. Code of conduct

This code has been agreed by all staff and pupils and is communicated to parents, on admission.

We want everyone to behave in a way that makes all of us feel safe in all parts of the school and when we travel to and from school.

- We will respect and care for others.
- We have the right to be happy.
- We respect that everybody has the right to come to school and learn without being disturbed by others.
- We will take care of our school and the property of others.

6. The Non-Negotiables

The school has drawn a list of non-negotiables. These are a list of behaviours that are expected of all students, and failure to meet these will always result in a consequence. The non-negotiables are displayed around the school and pupils are reminded of them each day in assemblies.

The non-negotiables are:
- Do not assault
- Do not damage property
- Do not endanger yourself or others
- Respect- Including not swearing
- Have a positive attitude towards learning.

7. Roles and responsibilities

7.1 Headteacher and Horizon Senior Leaders

The Managing Director and the Education Operations Director has the responsibility for agreeing the principles and guidelines underlying the standards of discipline and behaviour in the school and reviewing their effectiveness.

The Headteacher has day to day responsibility for implementing the school's behaviour policy but may seek advice and guidance from the Managing Director, Operations Director about specific disciplinary issues.

It is the responsibility of the Headteacher to monitor the consistent implementation of the policy and to report to Director of Education Operations and Managing Director of Education on its effectiveness.

The Headteacher is responsible for keeping records of reported serious incidents and has the responsibility to contact the Managing Director to decide upon exclusions. It is the responsibility of the Headteacher to notify the parents/carers and the Local Authority on these occasions in accordance with Local Authority guidelines.

For very serious acts of anti-social behaviour, the Headteacher, in consultation with Managing Director and Director of Operations, may permanently exclude a pupil.

The Headteacher and staff are responsible for ensuring that all aspects of the school's behaviour policy and its application promote equality for all pupils.

7.2   Deputy Headteacher

To support the headteacher in the day-to-day implementation of the school's behaviour policy.

To support staff with maintaining promoting good behaviour within the school.

To provide necessary mentoring and training to staff in the use of positive behaviour management strategies.

Alongside the pastoral lead, monitor overall behavioural trends within the school.

7.3   Curriculum lead

To work with staff to develop an engaging curriculum.

To monitor lesson delivery to ensure that lessons are structured and delivered in a way which promotes positive behaviour.

7.4   Pastoral manager

To liaise with parents, carers, and other outside agencies.

To support staff during the day with challenging behaviours.

To help develop and encourage positive relationships between pupils and staff.

To monitor behavioural data for highlight trends, concerns, and positive progress.

7.5 Staff

Classroom management and teaching methods have a significant influence on pupils' behaviour as pupils need a calm and purposeful classroom environment. Relationships between staff and pupils are paramount in developing mutual respect and trust and in developing a pupil's self-esteem and feeling of self-worth.

The pastoral team provide support for all pupils, develop, and maintain relationships with parents/carers and assist with any behaviour plans that have been put in place in liaison with teachers. In addition, teaching assistants provide valuable insight into pupils' behaviour, assisting in the monitoring of individual pupil behaviour as well as providing stability throughout the day.

The role of staff in implementing behaviour strategies and supporting pupils is recognised as being at the heart of the behaviour management systems at the school. Staff will aim to ensure that in the classroom setting:

- Pupils are aware of classroom procedures.
- Using a non-confrontational approach.
- Explanations are clear and concise.
- Work requirements are clearly explained, and progress is carefully monitored.

Appropriate strategies are deployed to de-escalate inappropriate behaviour.
- Work is set appropriate to pupils' abilities.
- Well-paced lessons start and end on time.
- Classrooms are suited to a particular activity.
- External interruptions are minimised whenever possible.
- Appropriate and sufficient resources are available.
- Utilising the support of colleagues.
- Marking and record keeping is a supportive activity providing feedback to the pupils on their achievements and helping them to plan the next learning steps.
- Promoting and supporting positive behaviour through rewards.

7.6   Woodbury School Pledges

Woodbury School Pledges to:

- Put you first
- Celebrate your achievements, big and small
- Pick you up when you fall
- Do all we can to keep you safe
- Be forgiving and understanding
- Broaden your horizons and inspire you to achieve.

7.7 Parents/Carers

The school believes in working in partnership with parents and carers as they have a vital role to play in fostering positive behaviour. Young people benefit from parent/carer encouragement and support to participate fully and positively in both their schoolwork and in the wider community. The school aims to build a supportive dialogue between home and school and will inform parents/carers of any concerns about their child's welfare or behaviour.

Expectations for pupil behaviour are set out in detail on admission to the school. Parents/carers and pupils are asked to show their agreement to the expectations laid out in the 'Behaviour Guidelines'.

The school develops a positive working partnership with parents/carers through the provision of:

- A welcoming environment for parents/carers and an 'open door' policy
- The school prospectus, newsletter, behaviour guidelines booklet, home-school agreement etc.
- Home-school liaison, contact via home / schoolbooks or by telephone, text, email, or letters. • Parents/carer meetings, statutory and transitional review meetings, open evenings
- Invitations for parents/carers to attend special events.
- The hosting of multi-agency meetings for external agencies and parents/carers.
- Support offered to parents/carers around EHCP reviews, behaviour management within the home etc.

7.8 Pupils

The pupils have a central role in shaping and promoting the school's Behaviour Guidelines and in supporting the staff and other pupils. Unacceptable behaviour can be changed through the concerted actions of all pupils, staff, and parents/carers and through pupils taking responsibility for their own actions. Awareness that it is the responsibility of the individual to show self-discipline comes with maturity and time; staff continually reinforce this with pupils.

Incidents of inappropriate behaviour are managed by staff with pupils being given the opportunity to discuss and reflect on their behaviour and its consequences as well as being given the opportunity to resolve and find alternatives to conflict. To this end the staff strive to ensure that pupils have a clear understanding of what is expected of them as a group and individually.

Staff believe that pupils should experience consistent and predictable approaches to their personal and social development. This is reflected in PSHE lessons, 1 to 1 mentoring and all lessons.

8. Rewards

8.1 Positive behaviour management

The school operates a Positive Behaviour Management system. Pupils are reminded of the agreed expectations and encouraged to make the 'right choice' to follow the expectations knowing that there will be a known consequence for continued inappropriate behaviour.

Each key stage group has a specific plan for managing the behaviour of its pupils in the classroom, lunchtime, and playtime. These plans have been drawn up by the staff and have the approval of the Headteacher and the Senior Leadership Team

Pupils are informed of the rewards, sanctions, and expected behaviours in school at the start of each academic year and receive continual updates on its implementation and successes.

Pupils receive a copy of the school's rewards system during their induction.

8.2 Behaviour guidelines for pupils KS2

Overall Expectations

-
  - To follow the schools' rights and responsibilities.
  - To show consideration and respect for others.
  - To show 'good listening' and follow instructions.
  - To walk when moving around school.
  - To ask permission to leave the classroom.
  - To line up when requested (if applicable).
  - To take turns and share with others.
  - To acknowledge adults in an appropriate manner and show respect.
    To take care of their environment and respect other people's property.
  - To adopt good work habits.
  - To be responsible for their own possessions and not trade or swop possessions.
  - To work quietly to complete tasks and allowing others to complete theirs.
  - To put things away when they have finished using them.
  - To use the communal toilet appropriately.

These expectations will be communicated to all pupils throughout the week but especially via school assemblies and PSHE lessons.

Classroom Expectations

The following classroom expectations have been agreed by the pupils:

- Be kind to others - do not hurt anyone.
- Talk respectfully, no swearing or using words that upset people.
- Take care of the school, do not break, or throw things.
- Listen to and follow instructions.
- Arrive on time to lesson.
- Be polite - don't interrupt when others are talking.
- Look after your own property and respect that of others.
- Ask permission if you need to leave the classroom.
- Verbal praise.
- Positive praise through class-wide rewards such as sticker charts, merit awards, certificates and points may be used in addition to individual rewards.
- Reinforcement by another adult.
- Being given the opportunity to choose an activity.
- Certificates and awards given in special assemblies.
- Daily reward points recorded by teacher.

8.3 Behaviour guidelines for pupils KS3,4 & 5

Overall Expectations

- To follow the school's rights and responsibilities.
- To behave in such a way as to enable teaching, learning and social integration to take place.
- To be in school on time and ready to work in lessons.
- To be dressed appropriately and adhere to school uniform policy.
- To show consideration for others.
- To have respect for others' well-being and safety.
- To have verbal and physical respect for everyone.
- To walk around the school.
- To show 'good listening' and follow instructions.
- To look after your own possessions and not to take or interfere with those belonging to others.
- To ensure that all mobile phones and electronic equipment are handed in at the start of the day.
- To help to keep the school clean and tidy.
- To show appreciation for cultural and gender differences and individual needs.

These expectations will be communicated to all pupils throughout the week but especially via school assemblies and PSHE lessons.

Classroom Expectations

The following classroom rules have been agreed by pupils:

- Enter the room and go quietly to your place, when invited.
- Listen to and follow instructions.
- Put your hand up or ask to speak in an appropriate manner. (In informal situations the teacher may tell you that this rule does not apply).
- Speak without shouting and use appropriate language.

- Leave other people and their belongings alone.
- Ask permission to enter or leave the classrooms.
- Arrive punctually for each lesson. Be ready to work.
- Walk carefully in the corridors.
- No chewing gum in school.
- Daily reward points recorded by Teacher.
- Reinforcement by another adult.
- Positive praise through class-wide rewards such as merit awards, certificates may be used in addition to individual rewards.
- Verbal praise.

All pupils will know when their behaviour is acceptable by:

- A smile, a nod, a 'thumbs up'.
- Verbal positive praise.
- Written positive praise.
- Awarding of spends
- Daily celebration event
- Points are used to gain participation in gold reward trip at end of half term.
- Daily reward points displayed.
- Gaining of incentives

Good behaviour is also celebrated through weekly:

- Celebration assemblies.
- Work being displayed around the school.
- Star of the Day.
- Gold Award Events

8.4 Reward schemes at Woodbury School

At Woodbury School we have several rewards schemes-

- Pupils can earn points for their conduct, behaviour, and engagement around school These points are given as tokens and are kept by the Class teacher and counted at the end of the school day. These tokens are then put into a draw and 3 winners are picked out each week by random. This allows students that may find it difficult to achieve a number of green days needed for a reward the opportunity to have their good choices rewarded.
- Green day rewards. At the end of each day staff rate pupil's behaviour green, amber or red. Guidance on what constitutes a red, amber, or green day can be found in appendix 4. Pupils can receive rewards based on the number of green days they receive.

  - 5 green days - Treat from shop £3 limit
  - 15 green days - Meal out £8 limit
  - 30 green days - Trip of choice / Voucher (as some students would rather have voucher) £15 limit

9. Sanctions

Staff will always promote a positive working atmosphere. With the onset of undesirable behaviour staff will deploy diversionary tactics, for example highlight a pupil who is displaying the correct behaviour and praise them accordingly. Sometimes this will be sufficient to initiate the desired behaviour.

If measures are not successful, the behaviours and consequences guideline will be followed. These consequences of negative behaviours cover:
- Proper regard to a pupil's welfare and educational needs
- Interventional measures that are most likely to prevent future breaches of school policy on behaviour
- Be proportional to the seriousness and persistence of the breach of school policy

We as a school also need to factor in the following as well as the special needs of an individual, when applying a consequence to negative behaviours:

- The nature of the behaviour
- The severity of the behaviour
- The frequency of the behaviour
- The duration of the behaviour
  The generality of the behaviour

See Woodbury School behaviours and consequences guideline for a breakdown of negative behaviours and the possible consequences, appendix 3.

1:1 room (Safe Space)

There are occasions when a pupil's behaviour puts themselves at risk and necessitates the use of withdrawal to a 1:1 room, with minimal stimulation and no audience, where pupils can calm down and regain control of their behaviour and emotions. 1:1 room are operated on an 'open door' policy.

The safe space may be offered to a pupil by a member of staff, or a pupil may be directed to go there. In either case the aim is to allow the opportunity for the young person to regain control.

There are a variety of 1:1 room at Woodbury school. There are two sensory rooms, library, reading room, 1:1 classroom as well as a de-escalation room (for pupils who may damage or struggle to return to baseline in the other rooms). The room which is used is based on the needs of the individual child in the moment.

Pupils are always accompanied to the 1:1 room. If a pupil is displaying aggressive or threatening behaviour or is putting themselves and others at risk, it may be necessary to provide a guided escort using one of the approved Sherwood techniques.

Use of 1:1 room will be recorded on behaviour incident and physical intervention logs.

When in the safe space, pupils can be monitored by staff. Depending on individual circumstances, staff will undertake an observational risk assessment to determine when the pupil is calm and able to take responsibility for his / her own emotions. On some occasions it may be necessary for staff to use physical intervention strategies in the room, for example, when a pupil's challenging and violent behaviour is putting themselves or staff at risk. This is used as a last resort.

Once a pupil is felt to be calm, the pupil may be moved to another quiet place to work or more generally taken back to class.

10. PACE

During induction staff are introduced the PACE approach, developed by Dan Hughes. PACE is key to how we interact with young people, especially those who are showing challenging or difficult behaviours.

PACE stands for playfulness (when appropriate), acceptance (of how the young person is feeling), curiosity (as to what may have triggered the behaviour) and empathy.

Further details of PACE can be found in appendix 4.

11. Playground

The following rules have been agreed by staff and pupils:

Primary

- Use kind words (no swearing or unkind words or gestures. Be polite and respectful to your friends and adults).
- Be kind (no hurting, kicking, biting, pushing, hitting, spitting, and pinching).
- Stay on the playground. Ask if you need to leave.
- Walk along the paths and the corridors.
- Use the play equipment safely.
- No play fighting.

- Follow end of playtime arrangements.

End of Breaktime Arrangements:

The members of staff on duty will announce that break time is over, and the appropriate staff member will collect pupils for the next class.

Secondary

- Be polite to your friends and adults - no swearing or name calling.
- Play safely and kindly - no rough play fighting or bullying.
- Stay on the playground areas - ask an adult if you need to leave.
- Walk along paths and corridors.
- Use the patio area for sitting, walking, and talking.
- Keep the football in the ball cage.
- Follow all adult requests or instructions.
- Follow end of playtime arrangements.

12. Recording and reporting

Incident and physical intervention forms are used by staff to monitor and track positive and negative behaviour incidents at school. All positive and negative incidents are logged electronically. Physical intervention forms are completed by the relevant staff member/s and then are uploaded once signed off by an SLT member.

Negative and positive incidents are recorded and feed directly into the school's reward system.

Parental/carers are contacted following an incident, this may be by telephone, text, or email. Class teachers will ensure that any relevant information about a behavioural incident is communicated promptly.

Incidents are monitored by the Headteacher to identify and target persistent behavioural issues. Individual programmes may be implemented to address these. Pupils causing concern are discussed on a weekly basis during Leadership meeting time.

13. Monitoring

Behavioural data will be monitored by the Deputy Headteacher and Pastoral lead. Monitoring will be carried out using the reports recorded on Engage as well as the behavioural data collated through the Red, Amber, and green ratings collected at briefing.

The data collected will be used to:

- Identify and address trends in behaviour

- Recognise quickly when a pupil's behaviour has become worse, so that appropriate investigation and support can take place.

- Evaluate strategies in place to support students' behaviour

14. Special cases

The sanctions outlined offer a framework for most pupils. However, rigid sanctions for some pupils can be counter-productive and in these situations an individualised approach is required. individual plans will be devised. These plans will be shared with other staff via staff meetings and will be documented for parents/carers.

For persistent inappropriate behaviour, parents/carers will be informed, and a meeting will be requested in order to develop a Behaviour Support Plan for the pupil.

15. Emergency procedure

Extreme behaviour will be referred directly to a member of the leadership team.

In the event of a child endangering themselves or others, the child will be escorted using Sherwood positive handling techniques, and if necessary, additional staff will be called to assist using the staff walkie talkies.

16. Physical restrictive intervention

Should a pupil's behaviour be so challenging that it can no longer be managed solely by the school's behaviour management and de-escalation strategies, it may be necessary to use restrictive interventions.

Physical interventions will be deployed as the last option when staff have attempted all other interventions or when a pupil's behaviour is putting themselves, other pupils, staff, or others at risk.

The school's policy on restrictive interventions is framed by guidance from the DfE, 'Use of Reasonable Force' Behaviour and Discipline in Schools and Keeping Children Safe in Education and uses Sherwood's positive handling techniques and strategies.

Whilst it is recognised that some pupils in Key Stage 2 will need to be escorted, it is envisaged that only in exceptional circumstances would pupils in Key Stages 3 and 4 require restrictive strategies. In the majority of cases, it is safe for pupils to run into safe spaces to avoid the need for restrictive interventions. The positive use of touch is considered a beneficial strategy, e.g., help hug, guided walk, reassuring touch.

Physical interventions may be considered necessary in the following situations:

- When a pupil's behaviour is putting other pupils, staff, or others in danger of physical harm, for example, if a pupil is attacking another person.
- When a pupil is at risk of harming themselves or putting themselves in danger, for example, running into the road or when two pupils are fighting causing the risk of injury.
- When a pupil's behaviour is causing disruption to the extent that good order and discipline is being seriously affected, for example, if a pupil is causing or is at risk of causing injury or damage, by accident, by rough play, or by the misuse of dangerous materials or objects.
- When a pupil is causing or is on the verge of causing deliberate damage to property.
- When it is beneficial for staff to establish firm and consistent boundaries with younger pupils in order to reinforce pupil safety and the necessary behaviours and attitudes to sustain the pupils' school placement.
- When it is necessary to prevent a pupil from leaving the classroom were allowing the pupil to leave would risk their safety or lead to behaviour that disrupts others.
- When a pupil is behaving in a way that seriously disrupts a school sporting event or school visit. (As part of the preparation for off-site visits risk assessments are undertaken. It may be deemed unsafe or inappropriate to take a child on an activity where there is a significant likelihood of a need for physical intervention).
  When a pupil persistently refuses to follow an instruction to leave a classroom. (It is recognised that in this instance the refusal of a pupil to remain in a particular place is not enough on its own to justify the use of force). However, it may be justifiable where a pupil remaining in a classroom or leaving would entail serious risks to the pupil's safety, (taking into account the pupil's age and level of understanding), to the safety of other pupils, staff or others, or of damage to property; or Lead to behaviour that prejudices good order and discipline, such as disrupting other classes.

Should restrictive intervention be necessary the well-being of the pupil will be of paramount concern and the physical intervention used "will be proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result." Often it may be assessed that a prompt, guided escort away from a situation may prevent the need for a more robust intervention.

The child's welfare remains our paramount concern. However, any occasion when physical restraint is used carries some risk. The following statement has been adopted into this policy and reflects the working realities and possible consequences when individuals are involved in an incident when physical restraint may need to be used.

It must be noted that during and physical intervention scratches, bruises and red marks may occur this does not mean that the procedure has been administered incorrectly but is an occurrence with physical contact.

See additional advice in Horizon Education and Care Restrictive Physical Intervention Policy.

For pupils for whom physical interventions are likely to be required due to their specific needs, a Behaviour Intervention Plan based on Sherwood advice will be devised. This plan will be drawn up in conjunction with parents and carers and where appropriate, with pupils.

All staff are trained in Sherwood Positive Intervention and receive refresher courses to ensure the updating of knowledge. Horizon employs a team of Sherwood PI instructors that are always available for advice on guidance.

Although it would be envisaged that restrictive interventions would be used in situations where a plan had been it is important to recognise that there will be times when circumstances dictate immediate responses to a situation in order to keep the pupil, other pupils, staff and others safe. At these times it is assumed that staff will act in good faith and that their responses will be proportionate to the consequences that they are intending to prevent. Pupils running off and leaving the school premises causes significant anxiety for staff. Staff should share that responsibility by informing Office Staff and Site Managers. Once it is established that a pupil has left the school site then a dynamic risk assessment will be carried out to ensure parents or carers and if necessary, police are informed. A timeline will be maintained to ensure all parties have accurate information and the situation will be monitored by a member of the SLT. Following an incident of a pupil absconding from school behaviour plans will be amended to include this identified risk.

Following an intervention where positive physical restraint has been necessary, the incident will be recorded on an incident form.

In the event of an incident involving an injury to a member of staff then the staff member should also complete the school's accident book.

All PIs are reported to Horizon SLT and are checked against historical data to ensure overuse of PI's trends and mis use.

Following a physical intervention, it is vital that the student is debriefed when it is appropriate to do so. The pupil must be made aware of what has happened and why and given the chance to raise any concerns they have. The debrief time is also an opportunity to attempt to rebuild the relationship with the staff member which may have been affected by the intervention. The debrief may usually be carried out by a staff member involved, or by a neutral party.

Being involved in a physical intervention may also be upsetting for staff involved and they should also be offered the chance to debrief with a more senior staff member. The staff debrief is also an opportunity to reflect on how the incident was handled, and how things may be done differently next time.

17. Truancy

Regular attendance is always encouraged, as outlined in the Attendance Policy.

Because of the strong home/school links and transportation to school, truancy is an unusual occurrence. All unsatisfactory patterns of attendance will be dealt with through the structures outlined in the Attendance Policy.

18. Bullying

Bullying can take many forms, but it usually includes the following four types of behaviour:

- Physical – hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack.
- Damage to or taking someone else's belongings may also constitute as physical bullying.
- Verbal – Name-calling, insulting, making racist, sexist or homophobic jokes, remarks, or teasing, using sexually suggestive or abusive language, offensive remarks. This is the most common form of bullying.
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.
- Cyber – any type of bullying that is carried out by electronic medium.

For further information see the school's Anti-Bullying Policy in line with Section 89 of the Education and Inspections Act 2006.

19. External support services

The advice and assistance of external services is highly valued in dealing with pupils' behaviour and supporting staff training. Practically this may mean involvement in one or more of the following:

- Education Welfare Office and Educational Psychologist
- Regular Continuing Professional Development (CPD) for staff on behaviour related topics
- Social services / respite care
- Local community services
- Youth Offending Team (YOT), Children and Adolescent Mental Health Services (CAMHS), Minority Groups

Additional support available to parents/carers includes:

- 'Open Door' policy at the school
- Parent/carer workshops
- Signposting to other agencies
- Advice and guidance from school staff.

20. Review

This policy will be reviewed annually. Key elements will be brought to the attention of staff at the beginning of the Autumn Term, and through a rolling programme of inset on a need driven basis.

Protocols for all Staff following a Serious Incident involving aggressive behaviour towards Staffing the event of a Serious Incident involving an injury to a member of staff:

- Remove pupil from the incident.
- Reassure the other pupils and ensure all other pupils are safe. Get back to normal lessons as quickly as possible.
- Offer support to the member of staff and take them away from the scene of the incident.
- Inform a member of the Leadership Team (SLT) who will assess the situation and take the following steps, as necessary,
- Offer the member of staff medical assistance and make a First Aider available to see them.
- Ensure any injuries are recorded in the Staff Accident Book.
- Provide the member of staff with a quiet space to go and offer colleague support. Arrange cover as required.
- Following the First Aider assessment and in consultation with the member of staff ascertain whether further medical assistance or support is required. If this is required, arrange for appropriate transport to hospital.
- Organise for a Serious Incident Form to be completed and take witness statements from other staff and if required, other pupils.
- Take a statement from the pupil when calm. This may not be possible immediately and may need to be done at a later date.
- In consultation with Assistant Heads / Head Teacher decide whether the pupil should go home. This will be based on the information gathered and individual circumstances.
- Inform the pupil's parents/carers of the incident and any decisions that have been made. If it is required, arrange for the pupil to go home.
- Leadership Team to collate witness statements and staff account before making a decision about further sanctions.
- Head Teacher to inform relevant staff of any decisions that have been made and this to be cascaded.
- Head Teacher /Deputy Head to inform parents/carers of these decisions.

Follow Up

- Individual Behaviour Plan for the pupil to be written or amended in consultation with the Class/Form Teacher and Behaviour Team and shared.
- A Risk Assessment to be completed if required.
- Restorative Justice to be offered and facilitated where appropriate and relevant.
- In the light of long-term absence, a staff buddy will maintain regular contact.
- Staff member to be offered contact details of the confidential staff counselling service and guided to the supported services for staff booklet.

<u>Woodbury School Behaviours</u> & Consequences Guidelines

All consequences will be challenged by staff and any incidents will be reported to parents and carers by the Pastoral Team where appropriate.

As well as the issues below, pupils can be given a consequence that relates to their actions.

These should be logged onto RM Integris and recorded on the appropriate form by the end of the day.

These will be discussed during daily debrief and follow up actions will be identified.

These are expected behaviours of pupils and positive encouragement following school rules should be used.

Issues	Expectations	Consequences/Action
Prohibited items	Pupils should not bring **any** personal belongings into school including: mobile phones, headphones, smart watches, money, aerosols	Encourage the pupil to hand in the items and if they do no further consequence Reported to parents/carers if continued Behaviour points not earned Individual work with a member of the pastoral team if continued
Prohibited items	Pupils should not bring items of food or drink into school with the exception of water.	Encourage the pupil to hand in the items and if they do no further consequence Reported to parents/carers if continued Behaviour points not earned
Absconding	Pupils to remain under supervision and in site of staff	Pupil will receive an offsite ban (short or long-term depending on severity of incident) Behaviour points not earned Individual work with a member of the pastoral team Possible Police action Meeting with parents/carers

Respect	Pupils to treat everyone with respect, both staff and pupils.	Verbal apology to be made Letter of apology Individual work with a member of the pastoral team Behaviour points not earned Reported to parents/carers if continued
Discrimination	Pupils to not use words or actions which show discrimination or prejudice against others.	Reported to parents/carers and meeting held if continued. Meeting with Deputy Headteacher and/or Headteacher Behaviour points not earned Reported to local authority and / or police dependent on severity of incident

Lateness / Punctuality	Pupils to be in school for 09:00 Pupils to be on time for all lessons	Pupil to work 1:1 with support until their next lesson Pupil to complete catch up work
Smoking	Pupils are prohibited from smoking on or near the school premises during school hours	Parents and/or carers will be notified Behaviour points not earned Possible offsite 1:1 inclusion lessons Referral to outside agencies for stop smoking support
Drugs / drugs paraphernalia	Drug taking / being under the influence of drugs or bringing drugs onto the premises is strictly prohibited and is a criminal offence	Police will be called Parents / carers will be called Meeting with Deputy Headteacher and/or Headteacher Exclusion (fixed term / permanent depending on severity) Referral to outside agencies for support
Cigarettes / Lighters	Pupils are prohibited from bringing smoking items onto the school premises	Parents /carers will be called Items to be handed in Work to be completed based around fire safety (if necessary) Referral to outside agencies for stop smoking support Possible offsite 1:1 inclusion lessons
Fire setting	Fire setting is not tolerated	Possible emergency services dependent upon seriousness Meeting with Deputy Headteacher and/or Headteacher Work to be completed based around fire safety Parents/carers will be called Possible offsite 1-1 inclusion lessons Possible exclusion

Lesson refusal	Pupils are expected to attend all lessons	Give pupils time limit to turn around refusal Behaviour / engagement points will not be earned Send work home at the end of the day Catch up missed work during Friday catch up session (if applicable) Possible intervention plan to be put in place if persists
Damage to property	Pupils are expected to respect **all** school property (building, resources, outdoors) Damage to school property including graffiti is not acceptable	Pupils to be invoiced an amount agreed by Deputy Headteacher and/or Headteacher Pupils can pay damage by various jobs around the school agreed by pastoral team Pupils to fix the property damaged in their own time (after school/lunch time) Parents and/or carers to support this Behaviour points not earned Possible exclusion Possible police action
Failure to be respectful of the school environment	Pupils are expected to tidy up after themselves in both classrooms, dining room and communal areas.	Pupil given opportunity to correct their behaviour Reminder of school rules and responsibilities Behaviour points not earned Dining room ban (if applicable)
Bullying	Bullying is not tolerated in school	Individual sessions with pastoral team

		PSHE, assembly, restorative justice meeting, Follow bullying procedure meetings at school. Possible off-site education Possible on-site 1-1 inclusion lessons Meeting with parents/carers Behaviour points not earned Enforce positive behaviour and anti-bullying policies Possible exclusion Possible police involvement
Safety in cars including seat belts	Pupils to follow all car safety rules	Reported to parents/carers Individual sessions based around car safety Allocated seats during travel Public transport to be used Car ban for a period of time for activities / public transport to be used

Kitchen	Pupils to follow kitchen safety rules at all times	Reported to parents/carers Individual sessions based around kitchen safety Ban from the kitchen including practical food technology Theory lessons to replace practical lessons
Refusal to leave area/classroom/office	Pupils are expected to follow instructions at all times Pupils to be mindful of health and safety	Give pupils time limit to turn around refusal Behaviour / engagement points will not be earned Possible intervention plan to be put in place if persists Reward other pupils for ignoring negative behaviour Reported to parents/carers
Climbing	Pupils are expected to keep themselves safe and follow instructions at all times	Encouraged to come down safely Planned ignoring Reported to parents/carers Behaviour points will not be earned Individual sessions with pastoral team around keeping safe Adaption of IBSP / RA to provide alternative when pupil is in distress / flight
Inappropriate language	Pupils are expected to be respectful and not use abusive language	Reminder of school rules and responsibilities Apology from pupil (verbal/written) Behaviour points will not be earned
Assault	Pupils to understand assaults are not permitted (either on pupils/staff)	Reported to parents/carers Possible emergency services dependent upon seriousness Meeting with Deputy Headteacher and/or Headteacher Reminder of school rules and responsibilities Behaviour points will not be earned Possible off-site education Possible on-site 1:1 inclusion lessons
		Possible physical intervention Letter of apology/verbal apology Restorative meeting Possible exclusion
Unacceptable behaviour in public	Pupils to be made aware of what is acceptable behaviour in public	Reminder of school rules and responsibilities On next trip, in that particular lesson pupils to stay on site Possible intervention programme put into place Behaviour points not earned

Uniform	Correct school uniform must be worn all the time Prohibited items of jewellery cannot be worn	Reported to parents/carers Reminder of school rules and responsibilities Letter to be sent to remind parents/carers of uniform policy Parents to bring in uniform
Hoods and Caps	Hood and caps are not allowed to be worn during the school day.	Reminder and loss of behaviour points unless a valid reason. i.e. sensory/security issues Reported to parents/carers Reminder of school rules and responsibilities Letter to be sent to remind parents/carers of uniform policy Parents to bring in uniform

Appendix 3: RAG rating

	Red	Amber	Green
What does it look like?	Significant damage. Bullying and intimidation. No engagement or attendance in the majority of lessons. Assault, either in or out of a PI. Targeting behaviour towards staff	Repeatedly not following staff instructions. Disrupting lessons. Instigating poor behaviour in others. Repeated use of bad language. Refusal to complete work or attend some lessons. Leaving lessons without permission.	All lessons attended. Work completed in each lesson. Positive behaviour around the school. Only minor encouragement from staff needed to correct any behaviour. Made use of their individual behaviour strategies.

A PI will not result in an immediate red. The pupil may have been triggered by something outside of their control and be held to keep themselves and others safe.

RAG ratings are individual based on each student. The amount of work completed, language used and time to follow instructions may vary. Regardless of the student the behaviours above will be classed as red, regardless of the student.

TA and form tutor to decide on the RAG rating for the day.

Appendix 4: PACE

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

- **Playfulness** involves spontaneity, openness, and exploration; have fun and share enjoyment with the child. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the child is less likely to respond with anger or defensiveness.
- Acceptance involves unconditional positive regard for the child's inner experience without judgement and make sense of why the child is behaving in a certain way. Acceptance does not mean accepting negative behaviours but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the child.
- **Curiosity** involves wondering about the reasons behind the behaviours, rather than being angry. This shows the child that you care and helps them make sense of their behaviour, feelings, and experiences. Use phrases like "I wonder if you are feeling like this because… "to open up discussions with the child.
- **Empathy** involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the child's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support the .

For more information about the PACE approach please refer to literature by Dan Hughes.

https://ddpnetwork.org/about-ddp/meant-pace/