BEHAVIOUR POLICY

Aims

To establish a code of behaviour which; reflects the aims and ethos of the school, the local authority and the current DfES guidelines.

- To create an environment that encourages and reinforces good behaviour.
- To provide the individual with a caring, safe environment in which they can develop and fully achieve their potential.
- To define acceptable standards of behaviour.
- To encourage consistency of response.
- To promote self-esteem and positive relationships.
- To be aware that all pupils will not respond in the same way in any situation.
- To encourage the involvement of home, school and MDT in the implementation of this policy.
- To keep parents and carers involved and informed.

All members of the school community are entitled to:

- Be valued as individuals
- Experience success
- Feel positive about themselves and others
- Grow in knowledge, understanding and skills
- Be part of an environment where inappropriate behaviour does not compromise the learning and welfare of the individuals and community

School Ethos; Standards of Behaviour
In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Woodlawn School has a central role in the pupil's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the pupil's developing ability to conform to our behavioural goals. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

The adults encountered by the pupils at Woodlawn School have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other.

Appropriate Adult Conduct

- To create a positive climate with realistic expectations.
- To have a consistent approach to praise, reward and sanction.
- To emphasise the importance of being valued as an individual within the group.
- To promote, through example, honesty and courtesy.
- To provide a caring and effective learning environment.
- To encourage relationships based on kindness, respect and understanding of the needs of others.
- To ensure fair treatment for all regardless of age, gender, race, ability and disability.
- To show appreciation of the efforts and contribution of all.

Appropriate Pupil Conduct

- To attend school daily, arrive on time and properly equipped for lessons.
- To treat everyone with courtesy and respect.
- To protect the health and safety of others and yourself.
- To behave in a way that gives yourself and the school credit.
- To behave in a way that supports the learning of each individual.
- To respect the school environment.

Appropriate behaviour is rewarded by

- Whole School House Points System
- Positive reward scheme (merit marks, stickers, charts, etc)
- Whole school celebration of achievements at awards assembly.
- Whole school celebration of individuals' work in assembly and on display.
- Achievement certificates.
- Giving positions of responsibility.
- "Good News" texts/phone calls home.
- Class dojo
- Social Media Celebration

Classroom Management
Classroom management and teaching methods have an important influence on pupil's behaviour. The classroom environment gives clear messages to the pupil about the extent to which they and their efforts are valued. Relationships between teacher and pupil, strategies for encouraging good behaviour, arrangements of furniture and access to resources all have a bearing on the way pupils behave.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the pupils to work and socialise in co-operation with others. A behaviour for learning checklist is followed to ensure a consistent approach.

Strategies to Promote Positive Behaviour
Our emphasis is to positively reinforce good behaviour, rather than focus on challenges. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued.

Strategies include;
- Following the Woodlawn Behaviour for learning checklist.
- Following individual behaviour protocols.
- Having appropriate and supported needs based curriculum that enables the individual to achieve success and build self esteem.
- Identifying barriers to learning and strategies to overcome these.
- Having a clear understanding of the individual's needs through regular pastoral meetings, access to pupil profiles, pupil behaviour and care plans and sharing this information with staff.
- Involving pupils in their own target setting.
- Individual and group tutorial programmes.
- Praising and modelling appropriate behaviour.
- Promoting citizenship values throughout the school.
- Working closely with parents.

- Working closely with other stakeholders, e.g. Educational Psychologist, Speech and Language Therapist, Key Workers, Physiotherapists, Primary Mental Health Worker, CAMHS, PBP, Connexions etc.
- Mentoring.
- Raising aspirations and motivation using appropriate incentives.
- Keeping up to date with relevant training and disseminating this information to school staff.

Responses to Behaviour

We manage unacceptable behaviour through a range of appropriate strategies that are known and understood by all staff these will not be appropriate for all pupils because of their different abilities. Staff will need to strike the right balance between rewards and sanctions. Staff should be clear about which sanctions they can apply.

Responses by staff may include the following but should consider individual students – these may be part of a behaviour management plan.

- One-to-one talking to (discussion of their behaviour and expectations)

- Involvement from Lead Learning Mentor

- Removal from the group or the classroom for reflection/calming this could be some time in a small group room or a movement break

- Withdrawal from a particular lesson or peer group

- Withdrawal of break or lunchtime privileges

- carrying out a useful task in the school

- Encouraging students to reflect on the effects of inappropriate behaviour on others in the school community

Responses and consequences need to be monitored and must be used as part of the behaviour management programme of a pupil these can be shared with the Deputy Head teacher and other members of staff at the regular pupil behaviour discussions briefings.

Specific Sanctions

Although positive reinforcement and rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour. It must be clear why the sanction is being applied. It must be made clear what changes in behaviour are required to avoid future punishment. There should be a clear distinction between minor and major offences and it should be the behaviour rather than the person that is punished.

Specific Sanctions include;
- As written in individual behaviour protocols.
- Time out to diffuse situations.
- Liaise with parents via home/school book, telephone, meetings.
- Exclusion (fixed term or permanent) following current DfES guidelines.
- Reporting of any criminal behaviour to the police.

De-escalation techniques
De escalation techniques are used to diffuse the conflict spiral, this includes having good communication skills to talk to the pupil slowly and give simple directions, along side Makaton and Pecs to make language clear. There is an emphasis placed on the importance of body posture and awareness of space. Staff give choices to pupils sometimes allowing an alternative to aggression. All adults understand that building the relationship between pupil and staff member by using praise as soon as the pupil responds positively can divert an incident. The Teamwork of staff is important that they can support each other by introducing a "fresh face". For some pupils the "sensory diet" is intended to give them time to lower escalating tension. Wearing a deep pressure jacket or having a "p and q" stick to chew. These diets will be produced individually to suit a pupils needs. The CALM approach recommended by Team Teach is aimed at calming the pupils down either before physical intervention is necessary or during physical intervention. Communication, Awareness /Assessment, Listening Looking and Learning, and Making safe.

Physical Intervention
It is recognised that physical intervention is only used as a last resort when all other strategies have been exhausted. However with some pupils it is recognised as part of a physical structure which needs to be planned for as part of their behaviour plan. Team teach training is central to the approach of physical intervention in school and in training it stresses the used of de escalating techniques. Team teach recommends help scripts to be used between staff and pupils to offer help and a way out. Woodlawn has agreed phrases to use which staff and students can understand.
When a student is being held another member of staff will come in and offer help by saying:

"I'm here to help?"
"You can help by…."

Challenging Behaviour
At least 95% of incidents should be managed without recourse to physical intervention, it is recognised that when pupils behaviour is challenging that staff may need to use physical intervention.

This must only be used when:

- It is in the best interests of the pupil
- To be employed for the minimum amount of time
- Whenever possible it must be an agreed as the best course of action with parents
- Planned physical intervention must be supported by a risk assessment
- Action is necessary to stop a child hurting themselves or hurting another
- Action to stop significant damage to property
- A pupil is behaving in a way that is compromising good order and discipline and therefore the learning of other pupils

Gradual and graded positive handling techniques are based on providing the maximum amount of care control and therapeutic support for the shortest possible time necessary to ensure the safety of all concerned.

Senior leaders in school are Team Teach trained to assist in physical intervention. School staff are expected to alert SLT to request support if intervention is required.

Woodlawn wants to support staff involved in incidents and recognises that they can be under stress in difficult situations. It is important that colleagues support each other both during the challenging behaviour and afterward when they may need some time to talk about the incident. Incidents will be followed up by discussion and debriefing with senior management.

Pupils and their parents may need de briefing after incidents and this will be carried out by the staff involved and / or senior management. Behaviour management meetings may be called to include parents or information shared with parents/carers via the telephone, home school diary or by sending copies of incident forms, as agreed with individuals. Parents / Carers must be informed that an incident has been recorded and that they can have access to it should they wish.

Behaviour Monitoring
Planning, monitoring or reviewing pupil behaviour involves regular contact with families, pupils and other agencies, behaviour management plans, student tutorial sessions, target sessions, individual mentoring and the annual review meeting.

Behaviour for Learning - Checklist

Classroom:
- Follow the whole school behaviour policy
- Meet and greet the pupils as they enter the classroom.
- Display class rules and ensure staff and pupils know what they are and follow them.
- Ensure the praise/reward/sanction system is adhered to consistently.
- Up to date visual timetable displayed (appropriate size, etc).
- Ensure the classroom is set up ready to start e.g. tables, chairs, etc.
- Have an appropriate seating for learning plan in place.

Pupils:
- Know all of the pupil's names.
- Understand the pupils needs, having read and shared the pupil profiles.
- Ensure pupil profiles are available for visiting adults (where appropriate) and direct them to read them.
- Follow individual pupil behaviour protocols consistently.

Teaching:
- Ensure resources are prepared and available.
- Praise positive behaviour appropriately.
- Differentiate.
- Remain calm.
- Have clear routines for transitions.
- Teach the class and school routines.
- Have high expectations and expect pupils to engage in their learning.

Parents:
- Discuss individual protocols with parents and give feedback as to the effectiveness and any changes.
- Inform parents of positive behaviour, not just negative.
- Be prepared to discuss and provide evidence of pupil progress.