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| Name of Policy: | Behaviour for Life and Learning |
| Author/s: | Chris Carter |
| Date: | September 2023 |
| Review date: | System review taking place during 2023-24 |
| Links with other policies: | Governor's Behaviour Statement, Positive Handling, Exclusions, Calming Rooms, Anti-Bullying. |
| Links to procedures: | Behaviour management, behaviour and achievement recording and monitoring, Team Teach and PHP protocol. |
| Approval: | Governor Policy Group 2/10/23 |

Woodlands Meed Equalities Statement is available at www.woodlandsmeed.co.uk under Policies.

Principles:

All pupils across Woodlands Meed have the right to learn in a calm, purposeful, happy and safe environment.

All young people can experience difficulties managing their emotions as they learn to navigate the social world, and our pupils often need specific support learning to regulate their feelings and managing their own behaviour. Staff at Woodlands Meed are committed to promoting and developing pupils' self-regulation skills to help all learners enjoy a positive and productive school career, and to provide them the skills and behaviours to support them throughout their lives.

All behaviour support, including rewards, consequences, interventions and strategies should be implemented and reviewed with the best interest of the pupils at the core of all considerations. All staff are responsible for managing behaviour.

Our 'Golden Rules', implemented across the whole school and college, can be found in Appendix 1: Woodlands Meed Behaviour Code.

Supporting Positive Behaviour: Skills for Life and Learning

Woodlands Meed aims to promote positive behaviour, as well as supporting pupils in the event of dysregulation that can lead to challenging behaviours.

At Woodlands Meed we promote 8 key skills, the development of which support pupils in successful learning and in later life in terms of personal development, independence and future employment. The 8 key skills are distilled from guidance and advice from employers and educators regarding optimal behaviours for working life.

Skills

for Life and Learning



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|  | Perseverance Trying, coping, overcoming problems, resilience, keeping going, determination, completing something. | <i>Example</i> I finished a piece of work I find hard |
|  | Respect Being kind, helpful, consideration, honesty, taking turns, doing favours, punctuality, positive attitudes. | <i>Example</i> I took turns in a game |
|  | Adaptability Flexibility, problem solving, trying new things, changing your mind, coping with change, managing transitions. | <i>Example</i> I tried a new fruit at snack time |
|  | Communication Making choices, listening well, focusing attention, giving opinions, presenting, interaction. | <i>Example</i> I told staff when I was worried |
|  | Teamwork Joining in, sharing activities, helping out, working with others, sportsmanship, good manners, sharing. | <i>Example</i> I worked with another pupil |
|  | Independence Self-occupying, working unaided, developing self-care, starting a task, continuing a task, developing life skills. | <i>Example</i> I wrote a sentence on my own |
|  | Creativity Showing initiative, realising something needs doing, new ideas, improvising, making something beautiful. | <i>Example</i> I tidied up without being asked |
|  | Emotional Regulation Resilience, coping with feelings, recognising feelings, sharing feelings, labelling emotions, using strategies. | <i>Example</i> I kept calm when I was worried |

Our aim is that all pupils will be supported in understanding these behaviours and encouraged to demonstrate them at an appropriate level. Each skill relates not only to engagement in learning during school time, but also to a pupil's engagement in the wider world, and in their personal development and endeavours upon leaving Woodlands Meed as young adults.

We also aim to support pupils in understanding what skills and behaviours are being rewarded and celebrated, why these skills are important, and how they will help a pupil at school and in later life. It is important that pupils understand as much as possible which skills that they are showing are being rewarded, though this will vary from class to class, pupil to pupil and by age and need.

Supporting Challenging Behaviour

In supporting our pupils to regulate their emotions and behaviours, we use a combination of clear rewards and consequences, appropriate to each pupil's developmental level, as well as other strategies and interventions that help cultivate positive behaviour, for example-distraction.

Rewards and Consequences

Rewards and consequences vary from pupil to pupil, to ensure that responses to positive behaviour and challenging behaviour are meaningful and relevant to a child, given their specific needs. Whilst we try to ensure fairness in supporting behaviour, we must acknowledge that our pupils often require specific support to help them understand, and this will vary considerably between pupils. Some examples of rewards might include:

- Praise and acknowledgement on an on-going basis in class and around the school / college tailored to the individual child.
- Reward time or 'choosing time'.
- Star of the Week and Celebration Assemblies.
- Tuck shop vouchers.
- Headteacher's stickers, and a small chocolate or fruit 'treat'.
- Golden Time where the pupil has some choice over their activity.
- Reward charts/stickers/stamps for each day or each lesson.
- Publicising achievements in the half termly newsletter.
- Logging achievements on SIMS
- House Team Points and celebratory Team events
- Contacting parents about good behaviour, work or personal progress.
- Reward trips or activities for groups or classes.

Equally, consequences are put in place in the event of challenging, unsafe or unacceptable behaviour, and these too may vary considerably according to a pupil's developmental level to ensure they are meaningful and appropriate. It is important we ensure pupils understand as much as possible why a behaviour is not acceptable, and support them in reducing such behaviours. We also aim, where possible, to help our pupils understand that behaviour has consequences for everyone, whether in school, outside of school in the wider world, and particularly in the future, when they have moved on from education.

Woodlands Meed aims to ensure that consequences for challenging behaviour are gradual and graded; some examples might include:

- Distraction or sensory support.
- Supportive advice and reminders from staff to reduce or stop the unwanted behaviour.
- Withdrawal of a 'tick' or time towards Golden Time or Choosing time.
- Referral to SMT or Leadership.
- Restorative Justice plans- where the pupil makes amends for their actions and makes an effort to improve the relationships with any perceived victims of their behaviour.
- Taking the pupil away from the situation until they are more regulated- usually to a wellbeing leader or senior leader, and always with supervision.
- Informing parents of behaviour concerns or episodes.
- Break time or after school detentions can be appropriate for some older pupils but after school sanctions are only used in exceptional circumstances, in agreement with families.
- Internal exclusion, where a learner works away from other learners, for a period of time, with staff supervision.
- Fixed period exclusion is only used in extreme cases, and guidelines from the Local Authority are followed. This can only be authorised by the Head Teacher or Deputies.
- Permanent exclusion, in exceptional circumstances.

De-Escalation and Team Teach

Woodlands Meed School endorses Team Teach, a behaviour support programme which guides decisions for behaviour interventions. 95% of behaviour responses are based around de-escalation: distraction, humour, change of scene or face, modifying the triggers for anxiety, frustration or distress to reduce and remove the likelihood of higher risk behaviours.

Approximately 5% of behaviour responses require physical intervention from staff. In the event of higher risk behaviours, where a pupil poses a risk to themselves, others or,

in some instances, property, a physical intervention can be employed to keep the pupils and staff safe, or to avoid serious damage. These physical interventions can vary, from a supportive, guiding arm to comfort a child whilst steering them away from a high risk situation, to removal from a room or a restrictive physical intervention (RPI) where a pupil is safely restrained to keep themselves or others safe. In these exceptional instances, RPIs must always be proportionate and justified, and carried out precisely according to Team Teach protocol.

All class staff are trained in the de-escalation and physical aspects of Team Teach and attend regular refresher sessions. Specific pupils have Positive Handling Plans (PHPs) which identify the safest, most supportive means of de-escalating distress or challenging behaviours, or the RPIs that most safely support a pupil exhibiting high-risk behaviours.

Team Teach is endorsed as a safe, low-risk means of keeping pupils safe when in crisis, however it is possible that pupils could experience discomfort during an RPI. If a pupil experiences discomfort during an RPI, every effort is made to ensure the pupil is safe from pain or discomfort, whilst still ensuring that the pupil is safely contained and prevented from hurting themselves or others. RPIs will usually be performed by two staff, or less commonly by one with a second monitoring. In exceptional circumstances more staff can be requested to support and monitor. This is to ensure the safety of all involved, and to protect staff and pupils from any spurious allegations of inappropriate handling that could arise when a pupil is heightened or dysregulated.

If any kind of allegation is made by a pupil or an adult, this will always be investigated and followed up by a senior member of staff. If an allegation is proven to have been made falsely, either intentionally or not, work must be conducted at an appropriate level to support the pupil's understanding about the consequences of making allegations, with an appropriate sanction for their developmental level that ensures their safety and the safety of staff members. Staff will also be supported and reassured throughout this process, especially where evidence suggests an allegation is false.

Emotional and sensory regulation

At Woodlands Meed we recognise that some behaviours are triggered when pupils feel dysregulated or overwhelmed by emotions. We aim to teach pupils to recognise and understand their emotions at appropriate developmental levels. All our staff have undertaken regulation training and understand different states of alertness and readiness to learn, though support and practices for self-regulation and co-regulation vary between classes and pupils depending on need.

Equally, we recognise that the sensory demands of the environment can trigger feelings of dysregulation and behaviours in many pupils. At Woodlands Meed we take care to ensure our environments are calm and supportive to pupils with a range of sensory needs, and that opportunities to regulate via sensory strategies are available to pupils throughout the day. Again, all staff are trained in providing sensory support

for pupils, and we have a number of specialist staff with additional skills and expertise who can provide further advice, resources or strategies to support more complex sensory needs.

Our aim is that all pupils are supported when emotionally dysregulated with appropriate strategies to support their wellbeing and ensure they can resume learning as soon as appropriate.

Family Partnership

We aim to work in partnership with parents and carers to support all pupils' positive behaviour, and to work together in the instance of challenging or unsafe conduct. We always inform families about any episodes of concern, especially when they result in an RPI, or if any pupil or staff member were to be injured. We are also able to offer some support in managing behaviour at home, in terms of strategies, advice or sometimes resources to maintain positive behaviour; this usually happens via class teams or our Wellbeing Team.

Bullying

Bullying is not acceptable, and is not tolerated at Woodlands Meed. In the instance of a report of bullying, class teams follow our behaviour support procedures and work with pupils and families to prevent any further episodes. Again, there is a graded response in terms of consequences and sanctions to ensure that follow-up work is meaningful and appropriate for a learner's developmental level of understanding. See also our Anti-Bullying Policy.

Reporting, recording and monitoring.

Instances of positive behaviour as well as challenging behaviour are recorded on Bromcom and are monitored, analysed and discussed by SMT and the Wellbeing Team. This analysis also includes use of Calming Rooms and RPIs. Where there are trends emerging, such as increased use of calming rooms, class teams will look to make changes as necessary. Some pupils may have an Individual Risk Assessment or a Positive Handling Plan if their need is such that they are prone to recurring difficulties with behaviour. These documents help staff formalise a practical, consistent and supportive response to a child's distress, anxiety or episodes of aggression, and these are updated and agreed with families regularly.

The Wellbeing Teams monitor recording of any more serious behaviour incidents through ABC records (Antecedent-Behaviour-Consequence tracking) and all staff involved in resolving these incidents read and sign each record. In some instances these will include a communication component, where we analyse what a child's behaviour may be telling us (ABCCs).

School leaders report to the Governors' Learning and Wellbeing committee where behaviour incidents are reviewed and discussed. It is the duty of the class teacher and team on duty that day to record incidents as part of the debriefing process. The

debriefing process is part of the Team Teach approach and class teams should feel comfortable to draw in other key staff as critical/crucial friends. Referring to Positive Handling Plans is also seen as good practice when debriefing and recording.

Positive behaviours are also recorded and reviewed by governors, and Skills for Life and Learning achievements, our positive behaviour records, will be celebrated within class and shared with families.

Woodlands Meed Behaviour Code



Everyone at Woodlands Meed has the right

- to learn
- to work
- to feel safe
- to enjoy themselves
- to achieve their full potential

Remembering these 6 rules will help us make this possible:

1. Respect others
2. Be kind and helpful
3. Look after each other
4. Be polite
5. Be honest
6. Look after our School and College

Each Class or Key Stage will consider our behaviour code and make their own agreed version for display