



Positive Behaviour Policy

Document Control	
Date Policy Finalised	Version Number
04-07-22	V3
Review Period	Next Review
1yr	04-07-23
People involved in writing/reviewing this policy	Responsible Person
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Statutory	Published to Web-site
Yes	Compulsory
Approved by (position)	Print name
Chair of Teaching, Learning & safeguarding Committee	Liz Hobson
Signature	Date Approved
L Hobson	18-07-22
A paper copy of this document is filed alphabetically under:	An electronic copy of this document can be found at:
10. Behaviour	SharePoint> Information Sharing> Policies & Guidance>10. Behaviour

This document forms part of our commitment to promoting emotional wellbeing and mental health. It has been reviewed and updated to be sure it



- is consistent with our vision and strategy
- protects and promotes emotional wellbeing and mental health

This Positive Behaviour Policy has been created using a template titled “Statutory behaviour policy and Statement of behaviour principles” (updated 29-07-21) from:



Approved by **forbessolicitors.**

Developed with **NAHT**
FOR LEADERS, FOR LEARNERS

Introduction

The Woodlands Academy follows all the legal aspects detailed below, however it is our *Relational Behaviour Guidance (appendix 2)* which informs our practice and should be read in conjunction with this policy.

Our Positive behaviour policy promotes a move away from traditional behaviour management approaches, which place a huge emphasis on rewards and punishments linked to behaviour, towards a more humanist, relational and universal approach, which is inclusive for all, and can benefit the whole school community. We believe that all behaviour is a form of communication and leads to learning. The importance of relationships are key: the maintaining of clear and high boundaries alongside unconditional regard help to support children and young people to feel safe.

The Woodlands Academy incorporates Attachment and Trauma aware principles alongside “Thrive” to support the emotional regulation and positive behaviours of the children and young people that make the community. In doing so it ensures that the Positive Behaviour Policy translates into whole school practice. It acknowledges the responsibility held by all stake holders within, for looking after the well-being of all members of the school community.

Aims

Our Behaviour principles are based on the following:

- To create a whole school inclusive environment which promotes a culture of mutual respect, consideration and care for others, ensuring everyone feels safe
- Due to many difficulties, such as Attachment, Trauma, Adverse Childhood experiences and the range of cognitive abilities of our pupils a ‘one size fits all’ approach to sanctions and consequences is not prescribed. As such, being ‘fair’ is not about everyone getting the same (equality) but everyone getting what they need (equality).
- Behaviour is a form of communication. The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) -which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties –helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.
- Children and young people (CYP) with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
- Taking a non-judgmental, curious and empathic attitude towards behaviour, we encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

Legislation and statutory requirements

The school is aware of suggested advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Definitions

By the nature of pupils with SEND, there are times when pupils find it difficult to regulate their behaviour and will be different for each pupil. We therefore do not define what '**misbehaviour**' is, however dysregulation by pupils can disrupt learning. The range of behaviours presented when a pupil dysregulates can include;

- › Physical and verbal aggression, directed at pupils or staff.
- › Self-injury
- › Physical assault, this can include sexual assault.
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- › Compromising their own safety and that of others.
- › Any form of bullying
- › Damaging property
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can be:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/ bi-phobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Kindness (anti-bullying) Policy

The governing board:

- Will appoint one or more Behaviour Governor/s
- Will ensure that expectations are clear and non-discriminatory (ethnic or national origin, culture, religion, gender, disability or sexuality)
- Will support the aim of maintaining high standards of behaviour by monitoring behaviour strategies implemented in school
- The Teaching, learning & Safeguarding Committee will:
 - Review and approve this policy and appendix 1 – Behaviour Principles
 - Monitor its effectiveness
 - Hold the Headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Academies behaviour lead and Teaching Learning and Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher and chair of governors will also approve this policy.

The Headteacher and senior leadership team will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviour of concern, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently (being both appropriate and proportional).

Review of behaviours of concerns and incidents will be reviewed each term by the Behaviour lead and shared with all staff and governors, reinforcing the view that all behaviour is communication and leads to learning.

Staff

Staff are responsible for:

- Implementing the Positive behaviour policy consistently
 - Modelling positive behaviour
 - Providing a personalised approach for pupils based on the principles of the Relational Policy.
 - Recording behaviour incidents through NAPPI and updating parents.
 - The senior leadership team will support staff as required.
 - show unconditional positive regard for all pupils
 - isolate the behaviour from the child and view all behaviours as communication
 - consider behaviours of concern and challenge as a learning opportunity and encourage reflection helping to lead to improved understanding and outcomes
 - develop our pupils' self-esteem and enable them to enjoy the challenge of developing their abilities to the full
 - ensure appropriate and proportionate consequences are used, this may be as simple as the disapproval of a Key Adult, restorative sessions or "shining a light on behaviours (Thrive)
 - where ever possible and appropriate use a relational and none punitive behaviour management approach
 - monitor and record all behaviours
 - understand and implement the academy's Kindness Policy
 - apply the NAPPI Positive Behaviour Scale to all pupils
- <http://www.nappiuk.com/resources/NAPPIPolicy2016.pdf>

- utilise the rewards systems in a consistent and fair manner
- refer to Behaviour and Discipline in Schools publication
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- By implementing the 6 principles of Nurture, that children's learning is understood developmentally, the classroom offers a safe base, the importance of Nurture for the development of wellbeing, language is a vital means of communication, All behaviour is communication and the importance of transition in children's lives.

Parents

Parents are expected to:

- Support their child.
- Inform the school of any changes in circumstances that may affect their child.
- Discuss any behavioural concerns with the class teacher or Head of Department promptly.
- Support the school in its positive behaviour policy
- Sign a Home/School Agreement, which sets out our expectations
- Talk to their children about schools expectations of learning and behaviour
- Give specific praise when their children do well at school and share with us any achievements outside school
- Take part in opportunities to celebrate success, such as assemblies and community events
- Work with school if there are any concerns about their child's behaviour in school
- Encourage children to discuss problems and accept help when needed
- Attend parent's evenings and any other meeting with school that will help your child
- Tell school of any concerns, including medical concerns or issues which may affect your child's learning or behaviour
- Ensure that your child attend school regularly and on time, always informing the academy of any absence
- Support wider policies that can impact on behaviour e.g. Anti-bullying and cyberbullying policy, Code of Conduct and Child Protection Policy

Pupil code of conduct

We expect all our pupils to conduct themselves at all times as best they can.

- treat everyone within the community with respect and consider their rights, both as learners, teachers, adults and children
- be polite, co-operative and show a positive attitude to learning
- accept support when needed
- make the right choices and understand that adults in the school are considering the best interests and rights of all the children
- attend every day, arrive on time and enter the school ready to learn
- participate and play an active role within the school
- follow the rules agreed by the academy
- be considerate and respectful of others
- share their views and opinions through their school council representative

Rewards and sanctions

The Use of “rewards” to reinforce is based on the concept of actively acknowledging CYP efforts to make positive choices. These should be: purposeful and proportional, being clearly linked to specific actions. The use of praise while effective needs to be measured to avoid being disingenuous or the CYP.

- Recognising success with acknowledgement shown through verbal, written and tangible praise and rewards by *all* staff both in *and* out of lessons.
- Classroom and corridor display showing students’ work – celebrating achievement of all student groups.
- Certificates of recognition (Class cup, baker of the week, head teachers award)
- Texts/emails and phone calls home to share pupil successes.
- Motivational target setting between students and staff. (PLIMs)
- Annual whole school celebration of achievement events (end of summer)
- Termly Tutor Group/KS awards.
- Stamp based reward systems- linked to vouchers
- Termly raffle prize draws to reward attitude to learning- school council
- Termly reward trips for positive attitude to learning, staff shout outs and attendance.

Sexual harassment, sexual violence and malicious allegations

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children’s social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Behaviour management

The school's approach to supporting positive behaviour is that of developing self-regulation and resilience, this is based on an in-depth understanding of each pupil. Considering their respective starting points (SEND/Socioeconomic, Emotional understanding, ACE's, trauma and medical needs). These are based on a relational approach underpinned by whole school training in both NAPPI and Thrive alongside a coaching centred approach. Our relationships with each other are supported and developed by our Staff Code of Conduct. They provide a framework to help us to provide good models of behaviour at all times for our learners and each other. High quality relationships with our CYP are crucial. All pupils have PBS (positive behaviour support plan) and are based on the Lalemand behaviour scales.

Positive Behaviour Scale (PBS)

Class staff, supported by Senior Leadership, are responsible for populating a Positive Behaviour Support Plan for each child and reviewing on a termly basis. This will be further informed by a collaborative approach involving parents and the child or young person where possible. In addition, any behaviours highlighted in the NAPPI incident reporting system including incidents of bullying.

The green behaviour scale is populated by activity that represents quality of life. An understanding of the impact of such quality (and the absence thereof) is essential to fully understand the individual and any associated escalation of behaviour. This is our primary prevention strategy.

CARING COMMUNITY	PRODUCTIVITY	HIGH QUALITY RELAXATION	STRESS FACTORS
I belong	I can...	Life's Good	Understand ME
Work in Partnership Model Behaviour	Be a Person of Influence Recognise Contribution	Create Opportunities Build on Strengths	Staff Team Responses

Secondary prevention strategies most closely relate to the levels of the Lalemand red behaviour scale. The red behaviour scale is an assessment tool to assess the level of challenging behaviour and can be populated with a wide range of behaviour, from slight changes to facial expression perhaps, to extremely assaultive presentations.

AGITATED	DISRUPTIVE	DESTRUCTIVE	DANGEROUS	THREAT OF LETHAL
I'm distressed	Pay attention	Losing control	Lost control	Stop me!
Recognise cause Relieve distress	Stop the action Set limits 360 view	Keep everyone safe	Keep everyone safe Follow policies and procedures	DON'T DO IT Keep everyone safe Follow policies and procedures

Restrictive Physical Intervention

The use of any physical intervention will be to ensure the safety / wellbeing of the pupil, others in the school community or to protect the fabric of the building from serious damage which could cause a risk. All physical interventions are carried out by trained staff and are recorded using the rigorous incident recording systems. Parents, carers will always be informed of any physical intervention. Staff will always debrief and reflect on their practice and on the care / behaviour plan for that individual. For more information about the ethos and practice used at Woodlands please visit: nappi.url.htm

Physical restraint

Staff are annually trained to use reasonable force, by NAPPI (Non-abusive Physical and Psychological intervention) and will use these techniques as a last resort, to restrain pupils to prevent them from hurting themselves or others; causing disorder and damaging property. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Safeguarding

The school recognises that changes in behaviour regulation may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour regulation may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy. All staff conduct training as part of their induction and on an annual basis as part of the Academies CPD

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) in the summer term. In addition, staff members hold transition meetings to discuss pupil needs and share relevant information including Positive behaviour support plans, Thrive and Boxall actions plans and pupil specific resources and visuals to support positive behaviours.

Training

Our staff are provided with training on Behaviour regulation; attachment awareness; emotion coaching. Thrive and nurture approach. In addition additional course are run for staff on CBT awareness, emotional regulation, teenage brain pupil wellbeing; ASC; and NAPPI. In addition to this many staff have specialist expertise and other relevant qualifications.

Links with other documents

This behaviour policy is linked to the following documents:

- Behaviour regulation guidance
- Kindness (anti-bullying) Policy
- Exclusions policy
- Child protection and safeguarding policy

Related Guidance and documents

- SEND code of practice 2015 available from:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- Reducing the need for Physical restraint and restrictive intervention (2019)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf
- Positive environments where children can flourish (Ofsted via GOV.UK downloaded 2022) <https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish>

Appendix 1: written statement of behaviour principles

The Woodlands Academy is committed to the emotional mental health and well-being of its staff, pupil, and parents/carers. We work towards this in all aspects of school life and provide an ethos, environment and curriculum which supports the social, emotional and mental health of the whole school community.

Key principles of our approach:

- To create an environment which in which all pupils and feel safe, helping to create a whole school inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Due to wide range of needs and cognitive abilities, including Attachment, Trauma and Adverse childhood experiences of our pupils a “one size fits all” approach to sanctions and consequences is not prescribes. As such being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication. The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) -which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties –helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.
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