Woodsetton School

Promoting Positive Behaviour Policy

This policy was reviewed and updated in September 2023

The next anticipated review date will be September 2024

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This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools Advice for headteachers and school staff – July 2022
- Searching, screening and confiscation at school – January 2018
- The Equality Act 2010
- Use of reasonable force in schools – July 2013
- Supporting pupils with medical conditions at school -December 2015

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice 2014.

In addition, this policy also relates to:

- 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 should publish their behaviour policy online
- DFE 'Keeping Children Safe in Education 2023'
- DFE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England' - July 2022

1   Aims, expectations and purpose

'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally'.

Behaviour in Schools Advice for headteachers and school staff – July 2022

Introduction

Woodsetton School is a happy, secure, caring and inclusive community which believes that everyone should feel valued, respected and treated fairly and well. We seek to create an environment in the school which encourages and reinforces good behaviour and helps pupils grow in a safe and secure environment which supports pupils to become responsible and increasingly independent members of the school community.

The school positive behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy is adopted in order to assist in endeavouring to create such an environment.

We believe that all behaviour both positive and negative, is a form of communication. Endeavouring to understand this communication is essential if we are to meet the needs of our pupils. We are aware that many of our children have a language or communication delay

and some of our children experience sensory issues that may result in unpredictable actions or behavioural challenges. At Woodsetton we follow a programme called MAPA. (CPI)

MAPA – The **M**anagement of **A**ctual or **P**otential **A**ggression

MAPA is a behaviour management system that teaches skills for assessing, managing, and responding to behaviour. This programme has been embraced worldwide for its highly effective approaches for preventing and managing incidents and risk behaviours. Staff work with pupils and their families to develop and implement positive behaviour management plans and strategies, to help support and improve behaviour, so that teaching and learning can take place.

The Governors and staff believe that all members of the school community should:

- Show respect for one another
- Avoid confrontation by approaching conflict and challenging behaviour constructively and positively
- Work together to enhance everyone's self esteem

Aims & Values

It is our aim to promote positive behaviour and ensure school is a happy and secure environment for all those who work in or visit it. As well as the school's aims stated on the website, we believe that it is important:

a   For the happiness and smooth running of our school, that we foster positive caring attitudes to one another and the environment.

b   To acknowledge that each and every person who joins the community has an important part to play and each person's talents will be valued and enjoyed.

c   To listen with care to the views and opinions of one another, value them and ensure everyone is treated fairly regardless of age, gender, race, ability or sexual orientation.

d   To develop self-discipline of our pupils by encouraging them to be responsible for their own behaviour and understand that their actions have consequences., this is done through involving pupils in discussing their behaviour and providing time and space for reflection and restorative practice.

e   That we respond in a polite, thoughtful manner to one another and promote honesty and courtesy.

f   That we each fulfil our responsibilities whether as pupil, teacher or helper, with regard to:

   i   Punctuality

   ii   Completing tasks to the best of our ability

| iii | Taking responsibility for our buildings and equipment |
| iv | Co-operation with other school members |

Aims of this Policy

- To promote consistent standards of positive behaviour throughout the school.
- To foster mutual respect for all pupils, staff and visitors in school with the intention to keep everyone safe, in a caring and nurturing environment.
- To sustain a high quality of learning and teaching for all pupils through simple, clear guidelines that encourage positive behaviour.
- To operate a whole school approach to the management and provision of support, based on outcomes outlined in EHC plans.
- To create a positive learning ethos where pupils are acknowledged through praise or reward for making correct choices.
- To strengthen emotional literacy and increase sense of self-worth, promoting self-discipline and positive relationships.
- Encourage pupils to develop a sense of responsibility for the choices they make by increasing understanding between actions and consequences.
- To support pupils in understanding that actions have consequences.
- To work in partnership with parents/carers and pupils to promote high standards of positive behaviour.
- To create a learning environment that can encourage and reinforce positive behaviour.
- To work alongside our comprehensive Anti-Bullying programme to minimise the risk of bullying behaviours and protect pupils from any form of bullying.
- To encourage consistency of response to both acceptable and unacceptable behaviour whilst also taking into account the needs of individual pupils.
- To ensure that the school's expectations and strategies are widely known and understood by pupils, staff, parents and governors.
- Ensure the recording and monitoring of behavioural incidents are monitored effectively with measures put in place (CPOMS).

Equal Opportunities/Inclusion

All pupils will be treated equally and fairly regardless of age, gender, race, ability or sexual orientation.

Standards of Behaviour

Pupils bring to school a wide variety of behaviour patterns. We work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. Acceptable standards of behaviour are those which reflect these principles.

Rewards & Sanctions

Woodsetton School has a range of reward systems in place to reinforce and praise good behaviour.

- Certificates/stickers, class based tokens and golden time
- Letters/postcards and phone calls home
- Positive behaviour displays showing pupil rights and celebrations
- 'Help' Scripts or prompt cards
- Special responsibilities/privileges and/or choice of preferred activities

We hold weekly 'Celebration' assemblies where children's work and behaviour is recognised. The school acknowledges all the efforts and achievements of children, including any exceptional behaviour or work.

We also have clear sanctions for those who display risk behaviours or do not comply with the school's behaviour policy. These will be proportionate and fair responses that will vary depending on age, developmental stage and any other circumstances that may affect the pupil.

- Verbal reminders of expected behaviour
- A verbal warning with Makaton sign (if appropriate)
- Loss of privilege
- Missing playtime/golden time
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a positive behaviour plan pupil and their family
- Extra work or repeating unsatisfactory work

Due to the individual needs of our pupils, consequences for inappropriate behaviour is personalised and agreed with parents in a positive individual behaviour plan, where appropriate.

Staff liaise with parents and carers in a variety of ways. Each child has a 'home school diary' which parents are encouraged to write in daily or when they have a message to pass on. Parents and carers are also invited to ring school if they prefer to discuss any issues with their child's teacher. Meetings in school are also regular throughout the year to discuss progress, behaviour and any other issues arising.

Behaviour structures

- If a pupil is disruptive in class, the teacher will adopt a supportive approach and redirect the child to the task/activity in hand. If a pupil continues to be disruptive, s/he is often directed to sit at a 'time-out' space/table for a short period to reflect and regulate behaviours, usually with the support of a familiar adult. This allows time for staff to analyse the situation, try to identify what has caused the behaviour and consider what the pupil is trying to communicate. Out-of-class support is given by a member of the Senior Leadership Team (SLT) if behaviours continue to escalate.

- If a child displays increasingly challenging or risk behaviours, staff will assess the situation following the Crisis Developmental Model and will respond quickly and

appropriately to de-escalate behaviours. A member of the SLT is informed and will intervene as/when deemed appropriate.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and immediate action is taken. The child is usually separated from the group, this may mean all other pupils are asked to move to a room/space of safety or the child showing risk behaviour is guided to a room/space in school where they can calm and reflect, returning to their classroom when the supporting adult deems appropriate.

- If a pupil hurts another pupil, immediate action is taken to prevent further harm. Adults will use strategies and techniques taught and demonstrated during MAPA training. This may involve disengagements or holds ensuring the best interests and welfare of the child is prioritised. A member of SLT is informed and supports as appropriate. A member of SLT will communicate all actions with the child's parent/carer. Following consultation with the class teacher, support staff and parents/carers a positive behaviour plan is created and reviewed on a regular basis.

Underpinning Values and Philosophy of MAPA

<u>Care</u>
Demonstrating respect, dignity, and empathy;
Providing support and non-judgemental and person-centred way.
<u>Welfare</u>
Providing emotional and physical support;
Acting in the person's best interests in order to promote independence, choice and well-being.
<u>Safety</u>
Protecting rights, safeguarding, reducing or managing risk to minimise injury or harm.
<u>Security</u>
Maintaining safe, effective, harmonious and therapeutic relationships that rely on collaboration.

Staff Training - Continuing Professional Development

All staff are trained in MAPA following 10 units. Training enables staff to:
- Identify potentially escalating behaviour and demonstrate range of strategies which prevent, decelerate and de-escalate aggressive behaviour in order to reduce the use of physical interventions.
- Make evidence based decisions when using physical interventions as a last resort to manage aggressive and violent behaviour that present a risk to individuals or others.
- Identify post-crisis approaches for individual and organisational support and learning.

UNIT 1 The Crisis Development Model
UNIT 2 Non-Verbal Communication

UNIT 3 Paraverbal Communication
UNIT 4 Verbal Intervention
UNIT 5 Precipitating Factors
UNIT 6 Fear and Anxiety
UNIT 7 Decision Making
UNIT 8 Risk Behaviours – Disengagements
UNIT 9 Risk Behaviour – Holding Skills
Unit 10 Restorative Approaches

Note: the DfE does not advocate a non-contact policy.

The programme aims to teach concepts and skills to a high standard and also to facilitate a process where we learn from our own experiences, maintaining the best care and welfare, whilst maintaining safety and security of everyone. The programme follows *The Crisis Development Model*. This model helps to reflect on our own practice, not only to what our pupils may display, but also to the responses we give. Adult responses should be based on relationship, consistency and certainty, to enable behavioural escalation and to minimise risk.

Individual Behaviour Plans

At Woodsetton all pupils have an 'All About Me' document which summarises the information contained in individual EHC plans. This includes information about a pupil's social emotional and mental health including possible behaviour triggers and provision that should be in place on a daily basis.

When a pupil's behaviour can no longer be managed pro-actively within the classroom environment, presents a risk of harm to themselves, staff or peers or where additional support is required on a regular basis from SLT, then a Behaviour Support Plan is put into place. Strategies are agreed with parents and other professionals if needed. Behaviour Support Plans are used as working documents and reviewed at least termly. A copy is kept on individual pupil clipboards in class.

Reporting and Recording

Woodsetton School uses the CPOMs system to record incidents of challenging behaviour. The following behaviour tiers are used to decide on the level of recording and reporting.

Tier 1 (No compulsory requirement to report) - Known behaviours documented within All About Me and managed pro-actively within the class environment and class staffing capacity. Behaviours documented here do not present a risk of harm to the pupil, their peers or the staff supporting them.

Tier 2 - Known behaviours documented on a Behaviour Support Plan and managed pro-actively within the school environment and school staffing capacity with support from SLT and outside agencies. This may include planned use of physical intervention, agreed in consultation with the HT and parents.

Tier 3 - Unknown behaviour managed by a reactive response. This may include the emergency use of physical intervention where there was a significant risk of harm to self, others or property.

Reasonable Force / Restraint:

'There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Behaviour in Schools Advice for headteachers and school staff – July 2022

Any use of physical intervention is documented on CPOMs and in the bound and numbered book situated in the Business Managers Office.

When recording incidents the following information must be included:
- Description of event including antecedent, behaviour, consequence, communication
- Behaviour Category
- Location
- Activity
- Time of Day
- Behaviour Tier
- Class Lead
- Behaviour Response
- Physical Intervention Details (When applicable)
- Physical Intervention Bound and Numbered Record

Behaviours are carefully monitored on at least a monthly basis, and regularly reviewed with the Behaviour Lead/SLT. Incidents recorded in the bound and numbered book are shared with the Chair/Vice chair of governors.

Bullying

Woodsetton does not tolerate bullying or 'child on child abuse' of any kind including sexual violence or harassment (refer to Anti-Bullying Policy). If we discover that an act of intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. The high pupil / staff ratio is maintained at playtime and lunch time to ensure positive behaviour on the playground. While it is very difficult to eradicate all bullying, we do everything in our power to ensure that all pupils attend school are free from fear. If such an act takes place, pupils involved receive on-going support appropriate to the type of bullying experienced. The child accused of bullying will also receive help and guidance. We may refer to the Respectful School Communities Toolkit to support at this point. It is essential that all

children feel reassured that they will be supported, kept safe and are being taken seriously, regardless of how long it has taken them to come forward.

Behaviour Incidents online

Negative interactions online can threaten to damage the culture in school and could lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. However, at Woodsetton School we are clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the sharing of inappropriate images and videos will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. For this purpose, the Designated Safeguarding Lead for the school is Mrs Sarah Allen (Deputy Head Teacher), the Deputy Safeguarding Leads are Mrs Becky Cook and Mrs Nicola Morris. Mr Dave Stanton is also DSL trained.

Mobile Phones:

Woodsetton School have made the decision that Mobile Phones will not be used during the school day in the presence of children. Pupils are not allowed mobile phones or personal devices such as an ipad, tablet in school. Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. The use of mobile phones is discussed as part of PSHE and E-Safety lessons in order to support the development of skills.

The use of mobile phones and social media for such purposes could result in exclusion, both fixed term and permanent.

Adults should not use personal mobile 'phones for recording or filming purposes but use school equipment instead.

The school will adopt E-Safe practices in line with Dudley guidance and policy.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the pupils in their class behave in a responsible manner during lesson time. The class teachers' have high expectations of the children in terms of behaviour. The class teacher treats each child fairly and ensures that the classroom rules are adhered to in an atmosphere of mutual respect.

At the start of each year, the class teacher discusses appropriate behaviour with the class. Each class then sets their own class rules, which are agreed by the children and staff and are displayed on the wall of the classroom using positive language. E.g. "Walk around the classroom" as opposed to "Do not run in the classroom".

These are reviewed regularly and always revisited when a new pupil joins the class. During this transition time, new pupils will be given additional support and encouragement to actively follow the class rules and be reminded more regularly about consequences/sanctions for inappropriate behaviour. This ensures that every child in the school knows the standard of behaviour that is expected in our school.

The Role of the executive Headteacher

It is the responsibility of the executive Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the executive Headteacher to ensure the health, safety and welfare of all children in the school. The executive Headteacher supports the staff by implementing the behaviour policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. Records of all reported serious incidents of misbehaviour are kept on CPOMS.

The executive Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the executive Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The Role of Parents/Carers

The school works collaboratively with parents/carers, ensuring that children receive consistent messages about how to behave at home and at school. We explain the school requirements in the school prospectus, and we expect parents to read these and support them. We attempt to build a supportive dialogue between home and school, and we inform parents/carers of positive behaviour as well as sharing concerns about their child's welfare or behaviour.

Parents/carers are asked to support the actions of the school so to ensure a joint approach. If parents/carers have any concerns they should initially contact the class teacher. If the issue cannot be resolved, then it will be shared with the executive Headteacher. If the concern still remains, then the school governors need to be contacted and the complaints procedure will be followed.

The Role of Governing Body

The Governing Body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the executive Headteacher in carrying out these guidelines. The executive Headteacher has the day-to-day authority to implement the school behaviour and discipline policy. Governors may give advice to the executive Headteacher about particular disciplinary issues. The executive Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and Permanent Exclusions

Only the executive Headteacher has the power to exclude a pupil from school. The Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The executive Headteacher may also exclude a pupil permanently. It is also possible for the executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the executive Headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. The executive Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Following any exclusion, a reintegration meeting will be held prior to the pupil re-joining their class. This is to ensure any necessary actions take place so that a similar incident does not re-occur.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the executive Headteacher. The Governing Body has a discipline committee, which is made up of three members. This committee considers any permanent exclusion on behalf of the governors. If the committee uphold the executive Headteacher's decision to exclude, parents will be informed of the process for appeal. An appeal would be heard by an Independent Review Panel (IRP). When an IRP meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and establish whether the committee should reconsider their original decision. The IRP does not have the power to direct the school to reinstate the pupil.

Monitoring

The executive Headteacher monitors the implementation and effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of inappropriate behaviour and these are recorded on CPOMS.

The executive Headteacher keeps a record of any pupil who is excluded for a fixed-term or permanently. It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The Governing Body reviews this policy annually.