



Behaviour Policy

Number	Last Reviewed	Review Date	Responsible
2	April 2023	April 2024	SD



Behaviour Policy

1. Behaviour principles

1.1 Wooddeaton Manor School promotes a caring and supportive environment. We aim to promote positive behaviour, mental health and wellbeing for everyone by using both universal, whole school approaches and specialised, targeted support.

1.2 We endeavour to enable all members of the School community to feel safe and happy in order to promote positive behaviour and wellbeing in all areas of School life. Our school promotes a reflective, open and compassionate culture whereby everyone in the school community feels valued and able to approach each other for support and guidance.

1.3 At Wooddeaton Manor School, we recognise the vulnerability of our learners and that every learner has a need for security and stable caring relationships within a dependable, consistent environment. Our Wellbeing and Behaviour Policy helps us to create a caring, stimulating and secure environment in which staff and learners can work and socialise safely, and we encourage the involvement of parents/carers in the development of their child.

1.4 We strive to nurture self-confidence in all our learners, combined with sensitivity and respect towards others, through an understanding of rights and responsibilities. We recognise that this cannot be done in isolation, however we believe it is pivotal in making a huge difference to the lives of our learners. Therefore, we expect all members of the Wooddeaton Manor School community to celebrate learners' success and achievements and to recognise the importance of positive shared values about behaviour.

2. Aims of the Policy

2.1 The policy aims for staff are to:

- Promote positive behaviour, mental health and wellbeing through creating and sustaining a safe and happy environment where young people are encouraged to learn together.
- Increase the understanding and awareness of behaviours presented by pupils linked to specific needs and how to respond to these appropriately.
- Alert staff to early warning signs of mental ill health.
- Provide training and support to staff working with young people with specific needs or mental health issues.
- To ensure effective mechanisms are in place for the monitoring and evaluating of behaviour and wellbeing.

2.2 The policy aims for pupils are to:

- To raise learners' self-esteem.
- To promote/develop empathy and respect for self and others.
- To develop in learners a sense of self-discipline and an acceptance of responsibility for their own actions.
- To ensure regular attendance.
- To encourage learners to value the learning environment and its routines.



- To acknowledge that the maintaining of good behaviour at Wooddeaton Manor School is a shared responsibility.
- To ensure that positive behaviour is always recognised.
- To work with a positive, proactive and reflective approach to behaviour for learning.
- To ensure the rights and responsibilities of all members of the community are upheld and valued.

3. Positive behaviours from Staff and Pupils

3.1 Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Develop a positive relationship with students, which may include:
 - greeting students in the morning/at the start of lessons*
 - establishing clear routines; communicating expectations of behaviour in ways other than verbally*
 - highlighting and promoting good behaviour; concluding the day positively and starting the next day afresh*
 - having a plan for dealing with low-level disruption; using positive reinforcement.*
- Demonstrate to young people courteous, considerate, polite, and appropriate behaviour at all times, and never use any form of abusive or humiliating remarks.
- Always aim to manage behaviour positively and especially when dealing with challenging behaviour, help the student to maintain dignity and be able to make a fresh start.
- Staff with up-to-date training may use restraint in lawful circumstances, for example to prevent a student from hurting themselves or others.
- Ensure they update their understanding and skills in managing behaviour effectively by taking regular advantage of relevant professional development opportunities.

3.2 The positive behaviours students are expected to demonstrate are:

- To show respect to themselves, their peers and members of staff
- To be kind to themselves and to others
- To make it possible for all students to learn
- To move sensibly around the school
- To treat the school buildings, school property and the property of pupils and adults with respect
- To help to keep the school site clear of litter
- To wear the correct uniform
- To accept consequences when given
- Follow their individual timetable and attend lessons/activities
- To read, co-sign and adhere to the home school agreement.
- To hand in their mobile phones/devices for the duration of the school day (8.30am-2.30pm)

4. Code of Conduct

The Wooddeaton Way - Student Code of Conduct

While attending school during regular hours or during off site activities, students are expected to follow these basic rules, procedures, and expectations:



- Arrive at school on time wearing the correct uniform
- Be in the right place at the right time ready to learn.
- Be polite and respectful to everyone at all times, including students, teachers, administrators, support staff, and visitors.
- Follow individual staff instructions, class rules, and expectations at all times.
- Bullying is not acceptable. If you see someone being bullied, tell a member of staff.
- Give every other student the opportunity to maximize their potential without distraction.
- Participation in class is an essential part of the educational process.
- Take advantage of the opportunities you have at school. They will help you be successful throughout your life.

5. Celebrating positive behaviour and wellbeing

5.1 Wooddeaton Manor School has agreed to recognise and highlight good behaviour as it occurs, thereby constantly reinforcing appropriate behaviours.

5.2 We also encourage pupils to be responsible for their own behaviour by giving them opportunities to discuss their behaviour with adults and their peers, and by promoting positive role models.

5.3 Reward systems are in place to further recognise and encourage positive behaviours:

- Peer / staff praise during Circle Time
- Point system
- Praise postcards, letters and phone calls home
- Reward visits and trips
- Certificates
- Prizes

5.4 At Wooddeaton Manor School good behaviour will always be recognised, as everyone thrives on praise and encouragement.

6. Educational Visits

6.1 Loss of entitlement to curriculum education visits should not be used as a consequence. However, prior to any educational visit a risk assessment should be undertaken for all pupils who are expected to participate on the educational visit.

6.2 Participation in reward trips, if directly related to positive behaviours, should have clear expected behaviour criteria for participation given in advance of the trip. Pupils who do not meet expected criteria may be excluded from the reward trip, if this is appropriate.

7. Curriculum, Teaching and Learning Personalised programmes of support



7.1 Pupils at Woodeaton Manor School often have co-existing diagnoses. At any point, pupils can experience a period of crisis and require a more intensive support package to enable them to engage in their curriculum.

7.2 Senior Leaders will work with staff, pupils, parents/carers and other professionals to ensure that the pupil is able to access an adapted and personalised curriculum, where appropriate, to meet their needs. This is often designed to be a short-term arrangement which provides the pupils with more intensive support for a period of time.

7.3 Personalised timetables, when implemented, are reviewed at regular intervals and amended or updated as required.

8. Teaching about Mental Health

8.1 The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE curriculum.

8.2 The specific content of lessons will be determined by the specific needs of the cohort being taught but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

8.3 We will follow the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

9. Responding to Behaviour and wellbeing

9.1 In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to mental health and wellbeing needs.

9.2 By developing and implementing practical, relevant and effective responses and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly, by mental health and wellbeing needs.

9.3 It is important to note, however, that there may be some incidences where the pupil requires more specific and intensive support than the School is able to offer. In such cases, a meeting with parents/carers and relevant support professionals, will be held to discuss a suitable alternative to allow the pupil to access the support they need.

9.4 Targeted Monitoring meetings are held by members of the Senior Leadership Team, key teachers, key Teaching Assistant staff to discuss individual pupils and produce a plan of action.

9.5 Staff can refer pupils to the Monitoring meeting if they feel they require additional support to manage their emotions, wellbeing or behaviours, by raising them in Team Meetings.

9.6 Following discussions at the Monitoring meeting, suitable support will be identified and communicated to staff. This support will be reviewed on at least a half-termly basis.



9.7 The aim of the meeting is to ensure that the right level of support is identified based on the need of the pupil at the time.

9.8 School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the Senior Leadership Team.

9.9 Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to, or absence from, school or an increase in lateness or absenteeism
- Repeated physical pain or nausea with no evident cause

9.10 If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding Lead.

9.11 If the student presents a medical emergency, the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

9.12 Where a referral to CAMHS is appropriate, this will be led and managed by Anne Peake, the School's Educational Psychologist.

9.13 If the concern is related to a member of staff, then the Headteacher should be informed.

9.14 If the concern relates to a member of the pupil's family, a member of the Safeguarding team should be informed.

10. Signposting

10.1 We will ensure that staff, students and parents/carers are aware of sources of support within school and in the local community through the Local Offer.

10.2 Parents/carers are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents/carers we will:

- Highlight sources of information and support about common behavioural or mental health issues on our school website



- Ensure that all parents are aware of who to talk to, and how to get this, if they have concerns about their own child or a friend of their child
- Share ideas about how parents can support positive wellbeing in their children
- Keep parents informed about the wellbeing topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

10.3 We will display relevant sources of support in areas around the school and will highlight sources of support to students and parents within relevant parts of the curriculum.

10.4 We will aim to support students and their families to know:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

10.5 Where a pupil experiences a crisis, support can be provided by staff who know the pupil and who have relevant training and experience regarding the individual circumstances.

11. Home and School Communication

11.1 Parents and carers have a vital role in promoting good behaviour at Woodeaton Manor School and so effective liaison between home and school is very important.

11.2 Woodeaton Manor School requires that parents and carers give their full support in dealing with their young person's behaviour.

11.3 Woodeaton Manor School requests that parents and carers:

- Keep the School informed of behaviour difficulties they might be experiencing at home
- Inform the School of any events/experiences that may affect their young person's performance or behaviour at school e.g. a bereavement
- Inform School about their young person's health and any absences connected with it
- Support the implementation of an agreed Positive Handling programme

11.4 Woodeaton Manor School will endeavour to achieve effective liaison between home and school by:

- Promoting a welcoming environment within Woodeaton Manor School
- Giving parents/carers regular constructive and positive comment on their young person's work and behaviour weekly through Form Tutor contact
- Encouraging parents/carers to come into Woodeaton Manor School on occasions such as annual reviews, parents' evenings, information sharing events etc
- Keeping parents/carers informed of Woodeaton Manor School activities by parent mail, telephone calls and through the school website
- Involving parents/carers at an early stage in any behaviour or academic needs relating to their child



12. Recording and reporting

12.1 It is important that consequences for not demonstrating positive behaviours are used fairly and proportionately, and for teachers and other staff to make it very clear to the pupil why a consequence is being applied.

12.2 Wood Eaton Manor School utilises a stepped approach to support pupils with demonstrating positive behaviours for learning (Appendix 1).

12.3 Incidents are categorised into and logged on CPOMS as:

- Level 1 incidents (lowest level incidents)
- Level 2 incidents (low / medium level incidents)
- Level 3 incidents (medium level incidents)
- Level 4 incidents (high level incidents)
- Level 4R incidents (high level incidents requiring positive handling)

12.4 For incidents categorised as Level 1, the pupil should be supported to understand the incident and expected behaviour through a restorative conversation with the staff member reporting the incident. Parents/carers will not be notified about these incidents unless this is considered appropriate to do so by the Form Tutor or the Senior Leadership Team.

12.5 For incidents categorised as Level 2, the pupil should be supported to understand the incident and expected behaviour through a restorative conversation with the staff member reporting the incident, and this should be followed-up with a conversation with their Form Tutor. Parents should be advised of the behaviour incident during the weekly telephone call home.

12.6 For incidents categorised as Level 3, the pupil should be supported to understand the incident and expected behaviour through a restorative conversation with the staff member reporting the incident, if appropriate. This category of incident may be escalated to the appropriate Assistant Headteacher, if required, and a more formal reparation meeting undertaken. The Form Tutor or Assistant Headteacher should call parents on the day of the incident.

12.7 For incidents categorised as Level 4, the pupil should be supported to understand the incident and expected behaviour. Parents/Carers will be informed of the incident. Discussions will form part of a formal reparation meeting with a member of the Senior Leadership Team and their Form Tutor.

12.8 For incidents categorised as Level 4R, the pupil should be supported to understand the incident and expected behaviour. Parents/Carers will be informed of the incident. Discussions will form part of a formal reparation meeting with a member of the Senior Leadership Team and their Form Tutor in the first instance.

12.9 For Level 4 and Level 4R incidents that occur more frequently or are very serious, i.e. deliberate injury to another pupil or staff member, the consequences flow diagram should be followed, if appropriate:



A reparation meeting between the pupil, Assistant Headteacher and Form Tutor, and telephone call to parents/carers



A reparation meeting with the Deputy Headteacher or Headteacher, and a telephone call to parents/carers



A day(s) of reflection at home with support from parents/carers, and a parent/carer and pupil meeting with the Deputy Headteacher or Headteacher upon return to school



An exclusion from school for an appropriate length of time and a parent/carer and pupil meeting with the Headteacher upon return to school

13. Risk Assessments

13.1 All pupils at Woodeaton Manor School have a risk assessment and where significant risk is identified a Positive Behaviour Plan will be put in place.

13.2 In all instances, we will work closely with parents and other agencies, e.g. CAMHS, to ensure that the risk assessment is accurate and regularly updated, and to ensure that the pupil is supported in developing self-regulation strategies.

13.3 The completed risk assessment will be made available to all staff and a copy should be provided to parents / carers.

13.4 The risk assessment should be reviewed at least once a term.

14. The use of Positive Touch

14.1 Many of the pupils who require emotional support from school may have been subject to adverse childhood experiences, or distress or may not have had a positive start in life. It is with this in mind that staff seek to respond to pupils' developmental needs by using appropriate safe touch.

14.2 We have adopted an informed, evidence-based decision to allow safe touch as a developmentally appropriate intervention that will aid healthy growth and learning. This approach rests on the belief that every member of staff needs to know the difference between appropriate and inappropriate touch. Hence, staff need to demonstrate a clear understanding of the difference.

14.3 There are four different types of touch and physical contact that may be used, these are:

1. *Casual / informal / incidental touch*

Staff use touch with pupils as part of a normal relationship, for example comforting a child, giving reassurance and congratulating. This might include taking a child by the hand, patting on



the back or putting an arm around the shoulders. The benefit of this action is often proactive and can prevent a situation from escalating.

2. *General reparative touch*

This is used by staff working with children who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a frightened, angry or sad child. Touch used to regulate a child's emotions triggers the release of the calming chemical oxytocin in the body. Reparative touch may include stroking a back or an arm, rocking gently or brief cuddle.

3. *Contact/interactive Play*

Contact play is used by staff adopting a role similar to a parent in a healthy child-parent relationship. This will only take place when the child has developed a trusting relationship with the adult and when they feel completely comfortable and at ease with this type of contact. Contact play may include an adult chasing and catching the child or an adult and child playing a game of building towers with their hands. This sort of play releases the following chemicals in the brain:

Opioids - to calm and soothe and give pleasure;

Dopamine - to focus, be alert and concentrate;

BDNF (Brain Derived Neurotrophic Factor) - a brain 'fertiliser' that encourages growth.

4. *Positive handling (calming a dysregulating child)*

The techniques used should be familiar to the staff involved, and they should be appropriately trained and be able to use them safely. A child who is in a state of dysregulation and has no mechanism for self-calming or regulating their strong emotional reactions may be physically contained by staff. Staff should work tirelessly to ensure they form positive relationships with all pupils. This will support staff to ensure any negative behaviour is eradicated and prevented. Staff have appropriate training where emphasis is on de-escalating behaviour before it results in any form of physical Intervention.

14.4 When an incident has occurred that has required a physical intervention staff must inform a member of the Senior Leadership Team and either a member of SLT or the class tutor will then make contact with parents and carers to inform them that a physical intervention has taken place. The incident will be recorded on CPOMs.

14.6 Physical intervention data is reviewed termly by the leadership team.

14.7 We recognise that incidents where physical intervention has been required can be distressing and impact on the wellbeing of all involved. Debrief opportunities will be available for staff in order to: -

- Reflect on the incidents that have taken place
- Discuss what went well and possible opportunities for improvement
- Future strategies to try and prevent the incident from happening again.

Debriefing documentation should be completed and uploaded to the school system to be referred to when required.

15. Early Annual Reviews

15.1 If a situation arises where a pupil is not making progress towards improving their behaviour and engagement as a result of an extensive behaviour plan and support then an early annual review may be deemed appropriate.



15.2 An early annual review will provide Woodeaton Manor School, parents and other professionals the opportunity to discuss the suitability of the setting in relation to the needs of the pupil.

16. Confiscation of Inappropriate Items

16.1 If a member of staff deems and has sufficient evidence to support that a pupil has an item that can cause considerable harm or is a prohibited item, they have the right to confiscate the item.

16.2 Once this item is confiscated it must be handed to a member of senior management and collected by parents in a formal setting.

16.3 Staff in school have the power to search a pupil if there is evidence to suggest they have the following items:

- Knives
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/Cigarettes
- Fireworks
- Pornographic images
- Mobile phones
- Or other items that may cause considerable harm to our School community

16.4 At Woodeaton Manor School, we pride ourselves on our understanding of our pupils and this good understanding should be used to support any judgements made regarding the intent of a pupil using items for inappropriate use or in order to cause harm to others.

16.5 For any pupil that may display behaviour that could result in the use of items inappropriately or for the use to harm, these behaviours will be added to their risk assessment in order to minimise risk to themselves and others.

16.6 Weapons, knives and extreme or child pornography will be handed over to the police.

16.7 Occasionally, and, not as punishment, a search of pupils' clothing or possessions may be necessary if there are reasonable grounds to suspect the concealment of weapons or any item that might endanger the pupil or others. If it is suspected that a pupil has concealed drugs on his/her person, then the police should be notified.

17. Bullying

17.1 Bullying is an extremely rare occurrence at Woodeaton Manor School but any suspicion of such an incident is thoroughly investigated, reported and monitored.



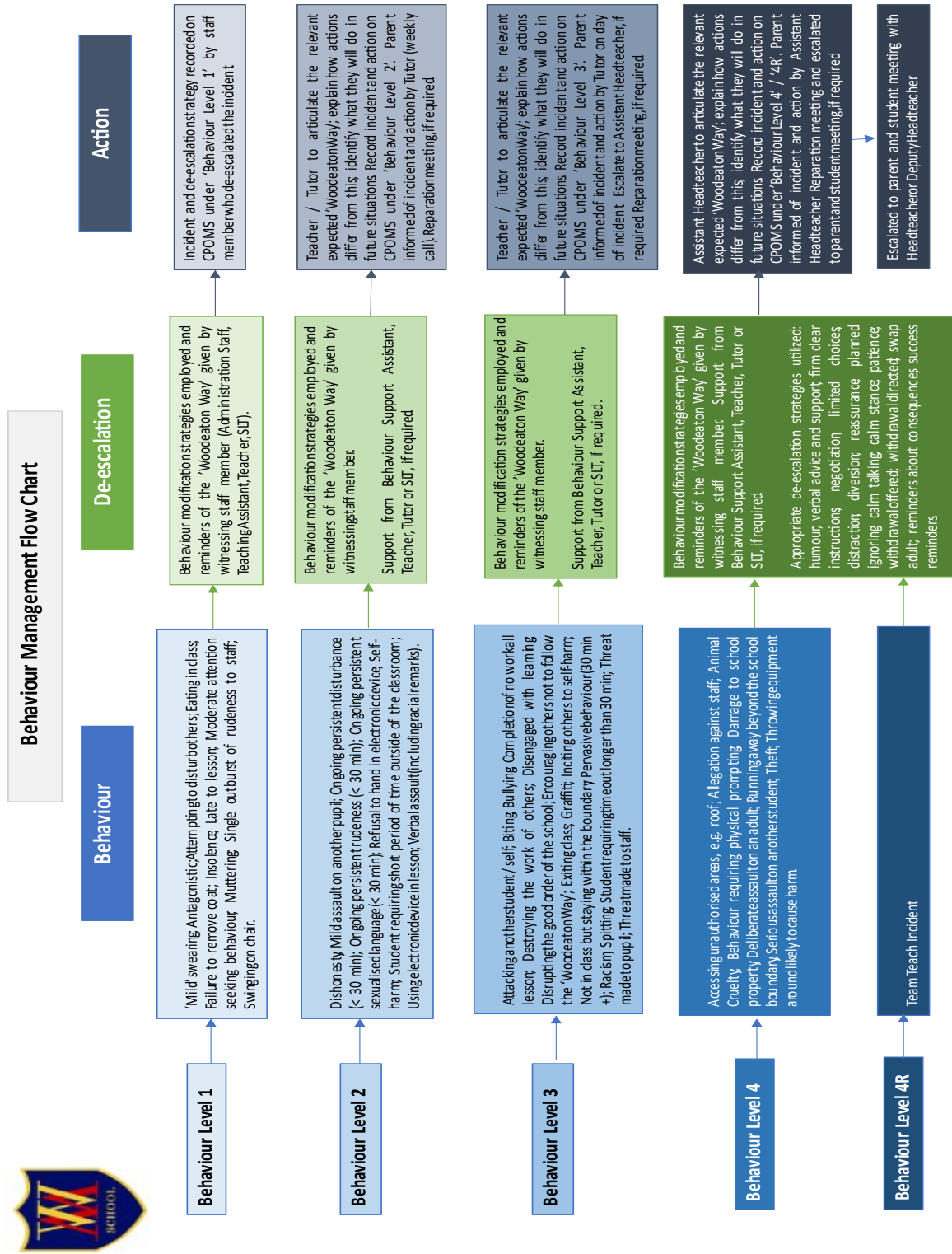
Wooddeaton Manor School

17.2 A restorative approach will be taken with support and guidance given to all young people involved.

17.3 The topic of bullying is included as part of the citizenship programme within PSHE during Tutor Times and during Circle Times.

This policy should be read in conjunction with:

Risk Assessment form
Positive Behaviour Plan
Anti-Bullying Policy





Wooddeaton Manor School
