

Each pupil at Woodcroft should be treated with dignity and respect; inherent in this is their entitlement to a secure, safe and stimulating environment within which they can achieve to the best of their abilities. Pupils are able to achieve through appropriate behaviours. Staff encourage and reward these behaviours and seek to reshape unacceptable behaviours into positive alternatives.

This policy reflects the overall positive approach we have at Woodcroft School to all aspects of pupils' learning and development. Woodcroft aims to promote, to an extent appropriate to each pupil's understanding, the ownership and acceptance of responsibility for their behaviour leading to the management of their own behaviour so that it facilitates learning and is acceptable within school, at home and in the wider community.

The school affirms its commitment to the promotion of the welfare of all in the school community acknowledging their right to be safe and their need to flourish in an atmosphere of trust. Every member of staff will endeavour to promote this by personally contributing towards a safe, calm and supportive environment by showing respect for, and appreciation of, each other and for all pupils as individuals. They will further develop this by fostering the same spirit between pupil to pupil, pupil to staff and staff to staff.

## Principles and practice

### 1. Being positive towards others

The school's ethos is underpinned by the principle that we should be positive towards others. Everyone should find being a member of Woodcroft a positive experience. In order to achieve this:

- Management styles and structures must be positive.
- Adults in the school should be positive role models and take opportunities to teach pupils about appropriate behaviour.
- Everyone should try to see the best in each other and try to build up positive relationships.
- Efforts to succeed should be recognised and praised.
- All staff and parents should work in partnership to build on the positive qualities of pupils.
- Sanctions, or consequences, should be in proportion to the nature of the incident and the needs of the pupil.
- All visitors to the school should be made welcome and assisted.

#### Acceptable behaviour

For the purposes of this policy a list of acceptable behaviour will be found in Appendix A. This list is not exhaustive. Positive and acceptable behaviours, which are to be reinforced, are implicit in this policy, as pupils are encouraged to keep rules, develop respect for themselves and others and to form positive relationships.

#### The school's view of discipline

The school believes that discipline is guiding, supporting, encouraging and teaching pupils within a framework of rights, responsibilities and rules.

## 2. Creating a safe and pleasant environment

Woodcroft School believes in the principle that it should create a safe and pleasant environment. All members of Woodcroft have a right to feel safe and a responsibility to act safely. Therefore all pupils and staff should:

- Listen to and respond to instructions given by the person in charge of a situation.
- Follow the classroom safety rules.
- Move around the school in an orderly and safe manner.
- Respond quietly and responsibly to practiced safety drills.
- Show respect for all work displayed around the school.

### Pupils' rights

Pupils have a right to:

- Feel safe and secure at school.
- Learn to the best of their ability, with the maximum help and support.
- Be treated with dignity and respect even when they are being corrected.

### Pupils' code of behaviour

Pupils should be encouraged to follow simple, basic rules in order to protect their rights and encourage responsibility. The rules relate to the following areas:

- Communication
- Teaching and learning
- Movement
- Good manners
- Problem solving
- Safety

The rule about *communication* covers the way pupils speak to each other – kindly and with respect. It also covers taking turns and listening to others.

The rule about *teaching and learning* applies to the way pupils work in class. It encourages them to take turns and to co-operate with others as well as working quietly and seeking help appropriately.

The *movement* rule relates to quietly and calmly moving around the classroom and school.

Punctuality is fostered and appropriate behaviour on school visits is promoted.

*Good manners* between pupils are encouraged, as is kind and fair treatment of their peers.

The rule about *problem solving* is about the way pupils are supported in working things out for themselves and asking for help appropriately, when they find this difficult.

The rule about *safety* is important. It covers safe behaviour and the safe use of equipment in the classroom, in the playground and on trips out of school.

The school firmly believes that each pupil should be afforded dignity and respect whilst at the same time learning to appreciate the same needs of others.

## 3. Feeling respected

Woodcroft School supports the principle that everyone should feel respected. All members of Woodcroft have the right to be respected and a responsibility to respect others. We will achieve this by:

- Offering a curriculum which respects differing needs and learning and behaviour styles, such as those associated with ASD.
- Respecting each other's cultural differences.
- Speaking to each other in an appropriate way.
- Demonstrating appropriate body language.

## 4. Feeling supported

Woodcroft School endorses the principle that makes everyone feel supported. All members of Woodcroft have the right to be supported and a responsibility to support and accept support from others. We will achieve this by:

- Pupils being encouraged to co-operate with staff by concentrating during lessons and not disrupting the learning of others.
- Staff offering support to pupils to help them access the curriculum.
- Pupils seeking help or support and using the support offered.
- Those persons responsible for group sessions working hard to create a supportive environment where everyone feels they have a right to belong.
- Forming a supportive partnership with parents.

### The pupil's perspective

Pupils are encouraged to understand that everybody has responsibility to care about themselves, other pupils, staff, parents, their belongings, the school and its equipment. Some examples of pupils' responsibilities are to:

- Listen
- Help
- Look after each other
- Try and understand each other
- To wait for or to share attention, time and equipment
- Make time for others
- Be honest
- Do their best
- Co-operate
- Take part
- Respect others

The three elements of rights, rules and responsibilities running throughout this document form the basis of the school's approach towards promoting a caring and supportive school environment.

## Application of behaviour management strategies

The school seeks to actively promote, teach and support positive behaviour. When pupils are behaving well this should be acknowledged. Staff should seek to develop a positive working environment, establishing clear rules and routines. There should be both verbal and non-verbal reinforcement to encourage appropriate behaviour. When relevant there can be public reward of good or improved behaviour, e.g. stars, stickers, certificates or a letter of praise sent home. (See *Appendix B*) When correction is necessary, the emphasis can also be upon the positive, rather than the negative, e.g. focus on the behaviour expected rather than the disruptive behaviour; and negatives can be rephrased when possible ('Do ...' rather than 'Do not ...').

## Respect for others

Respect for others is an integral part of the school's practice. This is reinforced by:

- Understanding and empathising with the pupil's individual needs/diagnosis.
- Recognising individual pupil's sensory needs.
- Separating the behaviour from the person.
- Using private rather than public reprimands where possible.
- Re-directing pupils to help them focus on what they should be doing.
- Re-establishing a relationship after correction.

## Interventions

Interventions should be given as low a profile as possible. This can be done by:

- Keeping directions brief.
- Taking pupils to work away from the class group.
- Keeping the focus on the main issue.
- Avoiding arguments.
- Tactically ignoring non-verbal secondary behaviour.
- Using a different member of staff as a ‘fresh face’.

## Rules

Rules relevant to each class group will be clarified and established in line with school rules.

(See *Pupils' code of behaviour*) These rules should:

- Be expressed positively and should be few in number.
- Be owned by all staff and pupils.
- Set reasonable limits to pupils' behaviour and make expectations clear in advance.
- Be displayed in a format suitable to age or ability level in the classrooms.
- Be consistent throughout the school.
- Involve parents and pupils where possible.

## Class routines

Class routines and the structure of the learning environment both support positive behaviour. Consideration of the following elements can help to provide conditions which make negative behaviours less likely. This underpinning structure is essential for supporting pupils with Autistic Spectrum Disorders.

### 1. The classroom environment

Structured teaching areas and activity areas give pupils cues as to the expected behaviour.

- The learning environment should be organised and distraction free.
- There should be a preferred form of room organisation, with seating arrangements which promote easy access for all.
- The grouping of pupils should promote a positive work ethos.
- Staff support and supervision should be able to function adequately.
- The staff/pupil ratio should be appropriate to meet the needs of the pupils.
- There should be interesting, age-appropriate items and materials for all.

### 2. Class activities

Class activities should be:

- Organised so that pupils participate in a range of activities.
- Useful, meaningful and relevant.
- Suitable for stressful times of the day/week, e.g. last thing on a Friday.

There must be a practical and supportive wet day plan and there should be:

- A carefully planned changeover of activities.
- A balance of quiet activities and group activities.
- A clear routine for completed work.
- Clearly defined beginnings and endings.

### 3. Class timetables

- These should be structured and displayed to inform pupils about the daily routines. Easily accessible visual schedules should also be displayed in all the classrooms.
- Pupils should be able to identify what they are doing and when.
- Pupils should also be informed of any changes which may occur, e.g. what is not happening and what is replacing this activity.
- There should be opportunities for choice in terms of what they can do at specific times.
- The routines of the day can be used to lead the pupils to gain situational understanding.

#### 4. Communication in class

- Positive communication should be responded to and rewarded.
- Alternative means of communication should be provided.
- The pupil's first name should be used before giving instructions, directions or correction.
- The pupils should always be given time to process information.
- Distractions should be kept to a minimum so that pupils have less difficulty in maintaining attention.

### Unacceptable behaviour

The following list describes some of the behaviour which the school deems unacceptable for the purposes of this policy and which may be seen as breaches of school discipline.

The list is not exhaustive.

- Bullying (See *Anti-bullying policy*)
- Actual or threatened physical attacks on other persons *hitting, kicking, spitting, butting, placing hands around neck, pushing, poking, touching genital or other delicate area, striking at or aiming of objects or furniture*
- Verbal abuse towards self or other persons *discriminatory harassment, swearing, violent threats, shouting*
- Damage to property including own, school and public *breakage of windows, furniture, equipment or other objects by throwing, kicking, hitting or striking; damaging plants*
- Absconding from school, off-site activities or to prohibited areas *out of school boundaries, on to private property, roofs, flowerbeds, garden out of season*

### De-escalation techniques

Staff can seek to reshape unacceptable behaviours into positive alternatives. Staff may also seek to intervene in a positive way to distract a pupil and de-escalate a potentially negative behaviour.

- The adoption of a relaxed non-threatening stance, a friendly facial expression and a quiet tone of voice.
- A verbal 'help me' request.
- Asking a pupil questions.
- Use of positive, good-natured humour.
- A discussion of the problem.
- A reminder of rules/rights/responsibilities; the desired behaviour; limits; and the skills already gained in dealing with difficult situations.
- Redirection to a different activity.
- Effective use of space or changing the location.
- Introducing a 'fresh face' by allowing another member of staff to take over.

### Consequences

Consequences should be planned, related, reasonable and certain rather than severe in order to teach pupils that behaviour has outcomes. (See *Appendix C*) Consequences may include:

- Sitting away from others for a short time.
- Working away from others by relocating the pupil within the room.
- 'Taking a break' within the room.
- A 'calm-down' time away from the room or activity.

The application of this consequence should be:

- Certain rather than severe.
- Calm and brief.

- Without discussion or bargaining.
- Without arguments.
- With clear procedures for supported exit.
- With dignity and without public shaming.
- Enabling return without recrimination.

For consequences of bullying please see the *anti-bullying policy*.

### The 'calm-down' period

The reasons for having a 'calm-down' period are:

- To protect pupils' /staff rights threatened in the preceding incident, e.g. when pupils lash out, hit, kick, spit or push furniture over; or for any aggressive behaviour towards others, including verbal abuse; or for persistent behaviour which interferes with others' right to learn.
- As a consequence (and not used as a punishment or threat) of badly handled frustration, anger or aggression; or of acting in an unsafe way.

Options for the management of a 'calm-down' period:

- Five minutes in a set area, which could be an area set aside in the classroom with table and chairs (possibly screened).
- Five minutes supported, outside the room, if this is practical.
- Five minutes in a quiet room or area, with sensitive support.
- When in the playground, five minutes to sit away from the others on a bench.

In circumstances where a pupil refuses to leave, the rest of the class should move, a member of staff remaining with the disruptive pupil. Pupils should not be carried except in situations where safety is compromised (this will then be recorded on the pupil's risk assessment).

## Behaviour Plans

Behaviour plans are devised as an intervention which supports self-discipline or enforced discipline. All behaviour interventions must be: planned, agreed, written, monitored and reviewed at regular intervals. These plans are all supported by individual risk assessments and can operate at various levels.

### Level 1

Behaviour *pupils are generally co-operative and self-controlled*

Action *positive reinforcement of behaviour and specific feedback*

Support *from other pupils, staff and parents to celebrate achievements*

### Level 2

Behaviour *some difficulties e.g. low concentration levels, a degree of frustration, upsetting others*

Action *reinforce success, agree strategies with pupil and parents (details recorded on pupil's behaviour support plan and risk assessment)*

Support *from all staff and parents*

### Level 3

Behaviour *persistent problems, poor attitude to learning, verbally abusive and unresponsive*

Action *'take a break' or 'calm-down' times for short periods in quiet areas, documentation of all incidents, de-escalation techniques, regular reviews*

Support *specified support detailed on pupil's behaviour support plan and risk assessment*

### Level 4

Behaviour *regular and serious infringements of the rights of others, e.g. verbal or physical assault, vandalism, defiance and deterioration in behaviour, bullying*

Action *identify approved physical intervention techniques, de-escalation techniques, detailed documentation including risk assessments, 'calm-down' periods, daily behaviour reports*

Support *senior management, parents, LA, details recorded on pupil's behaviour support plan and risk assessment*

## Level 5

Behaviour *seriously impinges upon the rights/safety of others, dangerous and uncooperative, bullying*  
Action *refer to head teacher, discussion with LA and parents, detailed documentation including incident book and risk assessments*

Support *head teacher, senior management, LA; and all reports and plans circulated to all agencies (See Appendix E – Removal from school)*

Behaviour support plans are formulated on a multi-disciplinary basis, including parents. Each pupil has an individual behaviour support plan, which is updated regularly at class behaviour support meetings and followed by staff and parents, encouraging consistent handling at home and at school. These plans form the main means of co-ordinating a unified approach to encouraging positive and changing negative behaviour. Each plan lists, where appropriate: acceptable and unacceptable behaviours and methods of responding to them; records the pupil's receptiveness to communication; acceptable and unacceptable methods of communication and ways of responding to them; and general comments. The plans are kept in relevant files and are in the classrooms making them easily accessible for reference throughout the day.

Realistic behavioural objectives, involving staff and parents are set for all pupils in their IEP. The class teacher translates these into targets, and wherever possible pupils are consulted and made aware of what these objectives are.

## Corporal punishment

In law, corporal punishment, which is defined as the intentional application of force or rough handling as punishment, is forbidden in all schools.

**None the less it is a stated policy that in their management of pupils no member of staff, visiting student or voluntary assistant shall use corporal punishment, such as hitting or unduly firm physical handling. Handling of pupils must be conducted according to approved guidelines as detailed on individual pupils behaviour support plan and risk assessment. No pupil should be left unsupervised at any time.**

## Documentation

The *Behaviour management policy* will be supported by the use of all relevant means of record keeping. All accidents/incidents, physical interventions and positive handling of potential incidents are recorded in the relevant book. Written reports of accidents/incidents are sent home to parents on the day they occur. The school's record system includes:

- Fact-finding, observation and data collection sheets, computer software
- Behaviour plans
- Physical intervention book
- Accident/incident book
- Risk assessments

(See the *Physical intervention policy* and *Accidents/incidents policy* for further information)

## Staff training and support

This policy will be available to all staff. Staff will be able to access training in positive handling and review and refresher courses will be available as appropriate. Related in-service sessions will also be arranged. External support, on a consultative basis, will be engaged when necessary. Weekly staff, behaviour support plan and focus team meetings will be utilised to address current issues.

Staff are asked to take the opportunity to debrief or request time and space following a significant incident. Line managers and identified staff will be available to give staff support. Support following significant incidents will be monitored. A significant incident is defined as a staff member having suffered extreme verbal and/or physical abuse, incidents which have continued for a long period of time and incidents which have occurred off-site.

## **Monitoring and reviews**

This policy will be monitored annually taking into account environmental and social factors and the school's curriculum.

The annual evaluation, co-ordinated by the head teacher, will include input from staff, pupils (where appropriate) and parents.

## **Appendix A – acceptable behaviour**

Our aims are for pupils to develop acceptable behaviour in terms of keeping to rules and routines, developing respect for self, others and for work and for establishing positive relationships. Each of the following categories is divided into smaller targets. These may form the basis of a behaviour plan. This list is not exhaustive.

### **Keeping to rules and routines**

- Arrives punctually
- Enters the room in an orderly manner
- Settles quickly
- Sits properly in seat
- Follows classroom rules
- Follows adult's direction
- Conforms to adult's request
- Can adapt to changes in routine
- Appears calm in new situations
- Leaves room in an orderly manner

### **Developing respect for self**

- Takes responsibility for own behaviour
- Shows interest and enthusiasm
- Expresses feelings
- Uses eye contact appropriately
- Keeps away from distractions
- Is aware of strengths and weaknesses
- Appears confident
- Makes a good attempt at tasks
- Shows determination when tasks are difficult
- Shows pride in achievements
- Recognises own wrong doings
- Makes genuine apology

### **Showing increasing respect for work**

- Starts work promptly
- Has correct equipment
- Uses and maintains equipment properly
- Makes good use of time
- Concentrates on work
- Remains on task
- Works with support
- Works independently
- Presents work tidily

### **Showing increasing respect for adults**

- Responds promptly to adult's request
- Listens when spoken to individually by an adult
- Listens when adult addresses a larger group

- Allows others to finish speaking
- Accepts correction from an adult
- Requests help when needed

#### **Showing increasing respect for other pupils**

- Co-operates in group work
- Is aware of effect of own behaviour on peers
- Requests help from peers appropriately
- Keeps hands and feet away from peers and their work
- Shares belongings and resources
- Takes care of school's and other people's property

#### **Is improving in establishing positive relationships**

- Interacts verbally with peers in a positive way
- Takes turns
- Can accept criticism from peers
- Offers to help others
- Keeps hands and feet to self when playing
- Enjoys mixing with other children
- Is confident in social situations
- Borrows and returns items properly
- Speaks truthfully when required
- Converses with adults
- Stands up for self appropriately
- Can disagree without an argument developing

## **Appendix B – rewards**

A reward is something which, when it consistently follows a particular kind of behaviour, tends to make that behaviour happen more often. We can choose rewards by observing what the child does or by asking the child. Positive reinforcement is part of daily school practice using the 'I am working for' system. Rewards can be put into a hierarchy:

- Self motivation
- Knowing you did it right
- Attention/praise
- Activity
- Tokens
- Things to eat

Rewards should be given in fairly small amounts. They should be compatible with the pupil's programme and their use should be explicit in the pupil's behaviour plan. The pupil must be clear what they have to do to obtain the reward and the choice of reward must be systematic. This list is not exhaustive.

#### **Material rewards**

- Getting a sticker, 'well done' stamp or smiley face etc.
- Getting stars for a star chart
- Getting a badge to wear
- Being allowed to use special materials, e.g. art materials
- Small snacks
- Small prize

### **Recognition of success by adults**

- Special signals between adults and pupil, recognising acceptable behaviour, e.g. thumbs up
- Good work shown to other teacher
- Sent to authority figure for praise
- Praise for pupil's attempt at acceptable behaviour/change of behaviour
- Adult shows how well pupil has done, e.g. smiles, says 'Well done' etc.
- Pupil's work is put on display
- Adult writes positive comments on pupil's work
- Pupil is given a certificate in assembly
- A note is sent home to parents
- Teacher stops activity to draw attention to acceptable behaviour

### **Approval of peers**

- Using pupil's peers to praise
- The pupil is allowed to help another child
- The class/group are allowed to share a favourite activity

### **Independence**

- Time given to work on own preferred activity
- Choice of who to sit with
- Choice of break time activity

### **Activity rewards**

- Helping staff during or after lessons
- Giving out or collecting class materials
- Listening to music or a story tape
- Time with a special toy or game
- Colouring activity
- Given responsibility for certain things

### **Home based rewards**

- Extra time to read/look at books
- Favourite food for tea
- Having a friend to the house
- Allowed to watch special tv programme
- Allowed weekend treat

## **Appendix C – consequences**

These must be used as appropriate to form part of a behaviour plan to teach a pupil that behaviour has outcomes.

- Giving non-verbal messages of disapproval, e.g. facial expressions and looks
- Using the pupil's peer group to influence behaviour
- Asking the pupil to sit on the 'take a break' chair
- Instructing the pupil to make good any damage
- Separating the pupil from the surroundings – a 'cool-off' or 'calm down' time
- Removing a pupil from a difficult situation to work in another classroom
- Referring the pupil to an authority figure
- Agreeing a formal contract of behaviour
- Recording the behaviour on the pupil's behaviour chart
- Tactical ignoring negative behaviour
- Indicating to pupils that making choices about behaviour can have consequences

## Appendix D – physical intervention

The aims of this policy are to:

- Safeguard the pupils and staff at Woodcroft
- Meet the statutory reporting requirements

### Physical intervention

Physical intervention must only take place in order to prevent a pupil from harming himself; harming others; or from damaging property.

This *Physical intervention policy* demands that any physical intervention should involve the minimum of reasonable force; always seek to avoid injury; and not be attempted if the intervener is putting himself at risk.

The first method all staff follow prior to any physical intervention is that of avoidance and then de-escalation of confrontational situations.

### Documentation

When a physical intervention occurs it is recorded by the member of staff who carried out the physical intervention in the school's physical intervention book. This documents the intervention in full, recording: the names of all parties involved; the date and time the intervention began and its duration; the location of the intervention; what intervention was used; a description of the intervention covering the period before, during and after; injuries or possible injuries sustained by the pupil; and signatures from the staff member involved, a witness or corroborator and the head teacher. The physical intervention books are kept in the head teacher's office and issued daily.

The parents are informed of the physical intervention that day. The head teacher signs the physical intervention books on a daily basis and they, and data, are updated weekly.

The completed pages of the physical intervention book provide all the necessary information in the case of a complaint from a parent alleging abuse or injury as the result of a physical intervention.

All physical interventions are recorded whether or not observable injury occurs.

### Physical intervention techniques

As part of our inset schedule, physical intervention techniques are demonstrated by a competent person trained in these techniques/methods, and a register is kept of these demonstrations. New staff receive training before handling pupils and all members of staff receive termly refresher training.

*Note*

- *Each pupil has a behaviour support plan.*
- *Woodcroft follows the Strategies for Crisis Intervention and Prevention (SCIP) techniques and has members of staff who are registered SCIP trainers. Our trainers are trained to the British Institute for Learning Difficulties accredited code of practice standards.*

## Appendix E – removal from school

### Reasons for removal from school

Some forms of extreme disruptive behaviour may require preventative measures such as physical intervention or temporary or permanent removal from class or school. Such extreme behaviours include those breaches of discipline causing serious risks to the welfare of pupils themselves or others, serious damage to property or severe disruption of learning. The use of physical intervention is discussed in *Appendix D* above.

#### 1. Emergency removal

The head teacher or nominated deputy may for the above reasons require the emergency removal of a pupil from the school pending further action. Parents will be contacted by telephone if possible, and/or by letter to inform them of the removal and the circumstances. The board of directors is informed of the decision as soon as possible.

#### 2. Temporary or permanent removal

Following consultation with: the senior management team; sending authority; parents; and the pupil (where appropriate), the head teacher may decide to remove a pupil temporarily or permanently from the school or reinstate the pupil. Parents will be contacted by telephone if possible, and/or by letter to inform them of the circumstances and duration of any removal, and the procedures for a review of the decision. The board of directors is informed of the decision as soon as possible.

##### Temporary removal

The head teacher may require temporary removal or part time education for a fixed period in some situations; for example where for the benefit of the pupil, other pupils and staff a ‘cooling off’ period is required, or where time is needed to ensure the return to an appropriate classroom situation is achievable.

##### Reinstatement

A meeting with the parents will be arranged prior to a pupil’s return to discuss the issues raised, and develop clear aims and strategies for improvement. Reinstatement is at the discretion of the head teacher.

##### Permanent removal

In extreme circumstances the head teacher may require the permanent removal of a pupil; where for example a pupil’s placement at the school is no longer appropriate or there is serious concern for the welfare of the pupil or others.

#### 3. Review

Sometimes, if discussions with the head teacher cannot resolve parents’ concerns about the fairness of a decision, a review of a decision to temporarily or permanently remove a pupil may be desired. At the request of parents, a review will be made by a disciplinary subcommittee of the board of directors. Requests for such a review should be made in writing to the board of directors within five working days of the parents being informed of the removal. The views of the pupil (where appropriate) and parents will be taken into consideration by the subcommittee and the parents will be informed in writing of the outcome within ten working days of the request. The subcommittee may uphold the decision or refer the matter back to the head teacher to reconsider the matters raised during the review.