



**Woodlane High School**

achieving success in a nurturing environment

# Positive Behaviour Policy

**Updated:** December 2021

**Next Update:** December 2024

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Woodlane High School seeks to create a happy, secure and stimulating environment in which all can experience success and realise their unique potential.

We feel it is important that pupils are aware of their rights and responsibilities within the school environment. Rights are shared with pupils through the school mission statement and reinforced by staff actions, reactions, interventions and interactions every day.

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
- Work together to enhance everyone's self-esteem

It is our aim to promote positive behaviour in our pupils to:

- Establish a stable and safe social and learning environment
- Develop the self-discipline and resilience of our pupils by encouraging them to be responsible for their own behaviour and understand that their actions have consequences
- Show appropriate respect for the school environment, its resources and involve pupils in discussing their behaviour

### **Statutory Responsibilities:**

This Policy is written with due regard to fulfilling our statutory responsibilities as laid out in the:

Education Act 2011

Equality Act 2010

National Curriculum

SEN Code of Practice 2015

### **Roles and Responsibilities:**

#### **1. Governors**

The Governing Body will ensure that there is a Positive Behaviour Policy in place and review its implementation annually.

#### **2. Headteacher**

The Headteacher will oversee the implementation of the Positive Behaviour Policy, evaluate its success periodically with staff, and report to Governors termly on its implementation.

#### **3. Deputy Headteacher**

The Deputy Headteacher responsible for behaviour will monitor behaviour termly, through scrutiny of behaviour logs/incident forms/playground incidents/violent incidents etc.

#### **4. Senior Leadership Team**

Members of the Senior Leadership Team will ensure that:

- The Positive Behaviour Policy is active and that areas of concern are shared with their staff
- Staff are supported in implementing strategies to support pupils
- Positive Behaviour Targets (PBTs) are in place for pupils needing extra support
- The PBTs are regularly monitored and evaluated
- Training is offered and up to date for all staff

## **5. Whole School Staff**

All school staff will work together to implement the Positive Behaviour Policy, using a consistent approach and acting as positive role models. This policy has been put together in consultation with all school staff and parents who have all had the opportunity to share ideas, strategies and best practice.

### **The Learner's Code (School Rules)**

At Woodlane, our Learner's Code is consistent with our Behaviour Policy. This has been devised in consultation with the Governors, school staff, pupils and parents. The code sets out positive expectations as to how our children should behave at school.

Its purpose is to share with pupils a simple CODE OF CONDUCT which reminds them of expected behaviour and the '*way we do things at woodlane*' in a low level and non-threatening way.

The Learner's Code is displayed in various areas around the school, it says:

#### **I want my school to be a safe and happy place where I can succeed in learning**

In lessons:

**I work hard and do my best**

**I follow adult instructions**

**I help others when I can**

**I wait my turn quietly and put my hand up when I want to speak**

**I listen carefully when someone else is talking**

**I am kind, gentle and honest**

Around school:

**I walk in the corridors**

**I don't fight or tease others**

**I follow school routines at break and lunch**

**I look after property**

**I put litter in the bins**

Outside school:

**I show consideration towards others and behave responsibly and safely in line with our school's Journey Code (see Appendix 1).**

The Learner's Code is non-negotiable. It is written in a positive way to help guide a pupil towards the kind of behaviour expected in school.

## **Teaching and Learning – Behaviour for Learning**

### **Prevention:**

At Woodlane High School we believe that pupils need to learn positive behaviours and take an active role in being responsible for how they behave and their actions. Every available opportunity is made to teach, model and promote positive behaviour, raise confidence, resilience, self-esteem and develop personal and social skills. Preventative planning and intervention at an organisational, classroom and individual level can help alleviate situations by allowing pupils to remain composed, maintain their self-esteem and continue their activities in a positive way.

Opportunities are intentionally planned and delivered through both the formal and informal school curriculum.

- **Positive role modelling:** Building positive relationships with staff and pupils. Modelling and rewarding good behaviour.
- **PSCHE:** Whole school termly topics following the Social Emotional Aspects of Learning, New Beginnings, Relationships, Changes. There is also a focus on anti-bullying, e-safety, developing and maintain positive relationships, this is achieved with support from outside agencies.
- **Assemblies:** Whole school assembly occur every Monday, Wednesday and Thursday. Awards, Certificates, Megs and other achievements are celebrated in assemblies. Pupils take an active part in assemblies, role modelling participation and good behaviour.
- **Structure and routines:** Whole school/class and individual routines are clear and consistent to promote and improve positive attitudes to learning. This is achieved through imaginative planning that takes into account engagement, different learning styles and visual support strategies. Class and individual visual timetables are used to support our pupils throughout the school day.
- **Break and lunch times:** Split Key Stage 3/4 lunch promote and develop calm lunch breaks, it also helps reduce sensory overload for ASD pupils. Staff model good sitting and listening skills. Staff support pupils in using playground equipment and games etc. A yellow and red card system is used to support pupils to manage their behaviour.
- **PE curriculum:** Inclusive PE and sport sessions are delivered by specialist teachers across the whole school. Emphasis is placed on developing confidence, resilience, core skills, partner work, team games/building. This happens through intra and inter school opportunities, links with local mainstream and special schools, opportunities for team competitions and festivals, sports days and celebrations.
- **Clubs:** A variety of break, lunch time and after school clubs are offered to pupils.
- **TRIPS/residential holidays:** Pupils have the opportunity for regular class visits linked with curriculum topic areas. In addition to this, visitors and speakers are regularly invited to come and present to our pupils e.g. school nurse, local police. Pupils in Y9 have the opportunity to attend a residential trip to Blackland Farm in the Summer Term each year.

### Specific Support:

At Woodlane High School we recognise that some pupils require extra support/differentiated opportunities in order for their specific needs to be met.

- **Managing transition:** Some of our pupils find transition times difficult (e.g. arriving at/leaving school, lunch times/moving between lessons etc.) Support can be put in place through the use of visual timetables and adult support. These strategies help pupils to cope with these transitional times more successfully during the school day.
- **Visual support:** Individual or class visual timetables are used to support pupils in class. Positive behaviour reminders, merits and megas can also be used. A variety of Speech, Language and Communication strategies are used.
- **Sensory support:** Many of our pupils have sensory needs which can sometimes result in them being unsettled or displaying challenging behaviour. It is important for staff to work together to recognise the difference between sensory issues and challenging behaviour - a sensory profile can be completed by the school OT to identify a pupils sensory needs and from this a targeted sensory support plan can be written to support the pupil.
- **Zones of regulation:** Is based around the use of four colours to help children self-identify how they are feeling and categorise it based on colour. It helps children better understand their emotions, sensory needs and thinking patterns and use specific strategies to aid emotional regulation.
- **Social stories:** Where necessary, some pupils have specific visual reminders made for them that model expected behaviour.

- **Protective behaviours:** Specialist provision in Protective Behaviours is planned and delivered to ensure pupils know how to keep themselves safe and seek support if needed. Targeted support is provided for individual or small groups of pupils to support understanding and the recognition of their feelings and the feelings of others. Support is provided by outside agencies i.e. Respond, Anna Freud, MIND, SaLT Team etc.
- **Use of staff/targeted support:** Staffing provision allows for 1:1 support in lessons, transition and play times where necessary.
- **Positive behaviour plans:** These are produced in consultation with the class teacher, teaching assistants, parents and pupils if appropriate.
- **Intensive interaction:** A specialised approach is used to teach the fundamentals of communication to pupils with Autism, MLD or multiple learning difficulties, Speech Language and Communication needs etc. This supports pupils who may be socially withdrawn by allowing trust to develop between them and staff.
- **Therapies:** At Woodlane High School we are able to offer pupils 1:1 sessions in Respond Art Therapy, Anna Freud Therapy, Drawing and Talking, Sensory Room Time, Anger Management, ELSA sessions and TEACCH space time etc.
- **Time outs:** A strategy whereby a pupil can take time out of a lesson to calm and refocus so they are able to return to learning.
- **Self-referrals:** A strategy whereby pupils identify their behaviour and self-refer to the office to have quiet time, calm and refocus, so they may return to the lesson.
- **Office referral system:** At Woodlane pupils are sent to the office after 3 warnings in a lesson, where SMT support to pupils to regulate their behaviour.

### **Strategies, Praise and Rewards**

At Woodlane High School we recognise positive behaviour through praise, affirmation and modelling. Positive behaviour is never taken for granted but is actively taught and reinforced. A range of rewards are consistently applied throughout the school and staff, pupils and parents are clear on what behaviour is acceptable and the consequences that will follow. Rewards include:

- Positive behaviour trips (whole class or school)
- Merits
- Megas
- Prefects
- Verbal praise
- Awards
- Choosing time

### **Celebrating success in learning – the merit system**

The core aim of the merit system is to signal acceptable and appropriate behaviour and/or acknowledge/celebrate success in completing a specific task. Merits should be used thoughtfully and for a specific focused activity/event.

Merits can be used to:

- Reinforce positive behaviour
- Celebrate a pupil achieving a target
- Recognise progress in learning

The merit system is a cumulative one. 10 merits earn a pupil a 'Mega' certificate and they can then be collected and exchanged for a range of prizes (1x Mega = £1.00). The more Megas collected the more valuable the prize. Pupils may request a certain prize to be purchased and will be told how many Megas they need to collect to gain the prize.

Pupils may also be awarded a Head Special Merit (x3 Merits) for exceptional school work or behaviour.

### **Celebrating success in learning - individualised rewards**

Individualised rewards can be used to recognise a pupil's achievement relating to a specific target set to improve to behaviour or learning (Note, Teachers/Form Tutors and TAs may set up rewards with individual pupils, however, they must discuss the reasons behind it with the SMT. It is the Form Tutor's responsibility to monitor the implementation of such a reward and ensure that it's in line with both class and school rules and routines.)

### **Celebrating success in learning – phone calls/letters home**

Where a pupil has achieved significant progress in a specific area for development, a phone call from the Headteacher/Deputy to parents will be made, which has a positive impact on both pupil and parent.

Any written correspondence by subject teacher or form tutor must be checked by the Head or Senior Leadership team before sending communications home, and on school letterhead.

### **Responding to inappropriate behaviour**

The next section outlines the support structures available to you when relationships in the classroom, despite the use of positive strategies and pre-planning, break down and effective learning is undermined. Where behaviour intervention strategies, including 'time out' has not achieved the goal of establishing behaviour conducive to learning, a Warning system is used:

Warning One – Pupils are given a clear formal warning describing the primary unacceptable behaviour. 'Take-up' time is given for the pupils to follow advice and look for any signs of improving or more appropriate behaviour.

Warning Two – If the unacceptable behaviour continues a pupil will receive a second and final warning, again advice is given on what they need to do to improve. In addition pupils are clearly told that failure to address the unacceptable behaviour will result in an 'office referral' (use these words, rather than '*sent to the office*'). Again 'take-up' time is given and if there is no improvement, exclusion from the lesson is given with no second chances.

Warning Three – Office Referral (supported to regulate at the office by SMT)

### **Detentions**

Are used to resolve issues without disturbing the lesson or to allow pupils the opportunity to catch up on work they were unable to complete within the lesson. Detentions are most effective when time is spent with the pupil to discuss their behaviour and to re visit expectations for the pupil's behaviour.

### **Procedures for behaviour support**

If a pupil is consistently displaying behaviour that is of a concern to staff or referred to the office, a behaviour review will take place. This trigger will generally happen if a child has been sent to the office 3 times in a day, or more than 5 times in a week.

- **Positive behaviour plans:** This is put in place to support identified behaviour(s) of concern with agreed strategies/rewards/sanctions as appropriate. This is shared with all staff working with the pupil and the pupil's parents (if appropriate).
- **Review of positive behaviour plans:** Plans are to be monitored and reviewed on a half termly/termly basis (or as necessary).

## Internal Exclusion

*“Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.”*

(Behaviour and discipline in schools: Advice for headteachers and school staff - January 2016)

Internal Exclusions are used when positive behaviour interventions have failed, they are imposed for serious and/or persistent breaches of the pupil code of conduct. These may include:

- Physical violence and/or inciting physical violence towards their peers or staff
- Bullying
- Verbal abuse that is prejudiced (e.g. racist, homophobic or sexist etc.) and/or abusive in nature towards their peers or staff
- Damage to property
- In situations where pupils, because of their actions or unwillingness to comply with reasonable requests, place themselves and/or others at serious risk

The aim of Internal Exclusion at Woodlane is to:

- Keep the pupil, their peers and staff safe
- To support the pupil to address/regulate their behaviour and progress back into their classroom; being a positive member of the school community
- To reduce the need for External Exclusion

Internal exclusions take place in our ‘Reset Room’. The Reset Room is an enclosed space, with a comfortable sofa, rug, work space, internal window etc. We are not seeking for pupils to be uncomfortable when in this room, we are aiming to support them positively back to their school community when the time is right. Pupils will remain in the Reset Room no longer than is necessary, typically for half a day/a whole day, but no longer than two days. Two days Internal Exclusion is only used in highly exceptional circumstances and only where the pupil, their peers or staff remain at risk. If a further intervention is required External Exclusion will be considered at this point. The decision will be made by the headteacher or deputy headteacher.

Senior managers will remain present until it is deemed safe for a teaching assistant to support the pupil. When it is safe to do so, pupils will be:

- Provided with work by their subject teachers
- Supported by the teaching assistant to complete the task if required
- Provided with all the necessary equipment to complete work such as pens, pencils, rulers, paper etc.
- Supported using other strategies e.g. sensory support, sensory equipment, emotion coaching, movement breaks etc.
- Any other reasonable adjustments to minimise anxiety and support the pupil

Typically, as detailed above a pupil receiving an internal exclusion will receive additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary.

If a pupil receives an Internal Exclusion:

- It will be logged on SIMS
- An incident form will be completed
- Parents will be verbally notified

### **Fixed Term Exclusions**

A fixed term exclusion is when a pupil is excluded from school and must remain home for a fixed amount of time. A pupil may be **excluded** for one or more **fixed** periods, typically 2-3 days and no longer than 5 school days.

It is the aim of the school to limit the use of fixed-term exclusions and are used as a last resort, when positive behaviour interventions and internal exclusions have failed. They are imposed for serious and/or persistent breaches of the pupil code of conduct.

These may include:

- Physical violence and/or inciting physical violence towards their peers or staff
- Bullying
- Verbal abuse that is prejudiced (e.g. racist, homophobic or sexist etc.) and/or abusive in nature towards their peers or staff
- Damage to property
- In situations where pupils, because of their actions or unwillingness to comply with reasonable requests, place themselves and/or others at serious risk

If a pupil receives a Fixed Term Exclusion:

- It will be logged on SIMS
- An incident form will be completed
- Parents will be notified verbally and in writing with the reasons for the exclusion and the date and time of the pupils reintegration meeting
- The chair of governors will be notified in writing

### **Emergency Annual Review**

The aim of the review is to bring a range of professionals together to discuss concerns, any additional resources required and explore the suitability of the placement.

### **Positive Physical Contact**

At Woodlane we recognise the importance of positive physical contact for some of our pupils and is done so in consultation with the school OT. Staff and adults should, however, always be aware of sensitivities of any form of physical contact with children/pupils and ensure that they are never in a situation where they are alone with a pupil. However, contact between children and adults might be appropriate for a variety of reasons, including:

- Calming/reassuring/comforting contact with a child that upset or injured
- Guiding a pupil/child away from a situation or location
- Supporting a pupil in PE

*Any physical contact has to be managed in order to make sure that it is appropriate and leaves neither party vulnerable.* Factors to consider might include:



- Knowledge of the child, e.g. history/background
- Age (and age difference) – of child and adult
- Context – where, when, why
- Relationship between staff member and child
- Gender

#### **Planned physical intervention:**

Can be viewed as positive, because it is committed to keeping children and adults safe in a variety of settings.

On some occasions there may be a need to physically intervene/support pupils in order to keep them safe or where there is a clear risk, for example:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

If a pupil requires regular physical intervention, questions would be raised to the suitability of that pupil's placement at Woodlane High School due to the compatibility of education with other pupils.

Senior Managers and selected staff are trained in **Team Teach**. Staff have an initial one/two day training course that covers behaviour management and supportive guiding techniques. Where there is an identified need, further physical intervention training. All trained staff are required to attend an annual refresher.

#### **Recording of Incidents.**

All incidents are recorded in the Behaviour Log book in order to identify, monitor, track and provide evidence of pupil behaviour. More serious incidents are recorded on a School Incident Report form. Physical interventions are recorded in CPOMS. All staff are made aware through induction and training of the correct procedure for the reporting and recording of incidents.

#### **SEE APPENDICES FOR INCIDENT REPORTING AND RECORDING**

#### **Support and Training for all Staff**

Staff are taught behaviour management strategies. However, additional support and training can be offered as necessary to support staff in dealing with challenging pupils. This can be either delivered in house or outside of school, for example: sharing best practice, staff meetings, observing other teachers/staff or attending a course of specific behaviours.

#### **Bullying and Harassment**

At Woodlane we strive to ensure that our pupils feel safe and happy at school. Woodlane High School is committed to working with staff, pupils, parents and carers to create and maintain a school community where bullying is not tolerated and positive behaviour is promoted. At Woodlane School we believe that bullying is hurtful behaviour. We do not condone unkind or cruel behaviour in our school but recognise not all hurtful behaviour is bullying.

#### **Raising Concerns**

**Parents/Carers:**

At Woodlane we are committed to ensuring that our pupils feel safe and happy at school. If you are concerned about an incident involving your child or another child please contact the school to speak to a member of the Senior Leadership Team as soon as possible.

## **Appendix 1: Our Journey Code - part of our Learner's Code**

I recognise that when I leave the school site to go out on a school journey (either locally or further afield) I am still taking part in the school day.

I understand that I will be expected to continue to follow the Learner's Code and represent my school in an appropriate responsible way.

I will:

- listen to, and follow, all instructions given by the teacher and/or learning support assistant
- behave responsibly on transport and, in the street follow the Highway Code
- walk with the teacher and/or learning support assistant as directed
- be courteous towards other members of the public
- use appropriate language at all times
- help others when I can
- be positive towards other pupils and treat them with respect

I realise that if I do not follow the Journey Code the teacher will give me only ONE reminder/warning.

Should I continue to ignore the code, my actions may result in the trip being abandoned and the group returning to school.

## Appendix 2: Incident Report Form

<b><u>School Incident Report</u></b>		<b>Previous/similar incidents</b>
<b><u>Date:</u></b>		
<b><u>Pupil Name &amp; year group:</u></b>		
<b><u>Time/Period:</u></b>		
<b><u>Location:</u></b>		
<b><u>Reported by:</u></b>		
<b><u>Nature of Incident</u></b> please underline form of incident  Refusal to co-operate Disrupting other pupils Little or no work completed Damaging work/property Child protection/anxiety issues  <b><u>Harrassment</u></b> , may need LA monitoring form completed Verbal abuse Written abuse Physical abuse  Racist incidents must be reported in racist incident log to be referred on to LA and Governors		<b>Actions taken by staff</b>  Spoke to pupil in class TA support Time out Spoke to pupil outside class other
<b><u>Details of concern/incident</u></b> Please be specific & include context and precursor behaviour		<b>Management Action</b>  Spoke to pupil Detention Parental involvement Internal exclusion External agency support External exclusion