



Behaviour Policy

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THE WOODLANDS SCHOOL | THE ASPIRE FEDERATION, MILTON KEYNES

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“Where being unique is celebrated”

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** our approach for responding and preventing behaviours that challenge
- Outline **the principles that we expect our students to uphold**
- Give an overview of the **responsibilities and roles** of different people involved with behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

- This policy is based on advice from the Department for Education (DfE) on:
 - [Behaviour in schools 2022](#)
 - [Reducing the need for restraint and restrictive intervention](#)
 - [Use of reasonable force in schools](#)
 - [Searching, screening and confiscation at school](#)
 - [The Equality Act 2010](#)
 - [Supporting pupils with medical conditions at school](#)
 - [Keeping Children Safe in Education](#)
 - [Suspension and Permanent Exclusion from Maintained Schools 2023](#)
- It also uses the:
 - [Special Educational Needs and Disability \(SEND\) code of practice](#).
- 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
- The [2011 Education Act](#) amendments, namely, chapter 2, Part 10, subsection 6. This relates to the searching through digital files on confiscated items and powers granted to school staff to delete files "if the person thinks there is a good reason to do so".
- [Milton Keynes Safeguarding Children Board Restrictive Physical Intervention Policy](#)

3. Definitions

Some autistic people can display challenging behaviour. Below are listed some examples of behaviours however the list is exhaustive and our definition can also include other behaviours if they are having a negative impact on the person, their family, the learning environment, or the school at large.

- Physically aggressive behaviour,
- Self-injurious behaviour
- Physical challenging behaviour such as biting, spitting, hitting and hair pulling
- Pica (eating or mouthing non-edible items)
- Smearing.
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Key principles of behaviour management

- Most children and young people (CYP) with Autism Spectrum Disorder (ASD) experience high levels of anxiety and stress. Providing a therapeutic environment in which students are understood and can develop is at the foundation of our approach.
- We recognise the importance of attending to the needs of the whole person, both physically and emotionally. Finding positive qualities and building relationships in which CYP feel secure is vital.
- Knowledge and understanding of Autism and the areas of difference is crucial. Challenging behaviour is viewed as a lack of skills in the key areas of communication, social interaction, and flexibility of thought. The teaching of new skills and re-enforcing appropriate behaviours is encouraged.
- It is understood that a CYP's sensory processing difficulties or sensitivities may impact substantially on their behaviour these include sensitivity to sound, light, smells, touch and taste. Other environmental conflicts e.g. staff, appropriateness of teaching style, resources, number of students, environment are given careful consideration to minimise difficulty.
- Assessing, analysing and understanding the functions of behaviour is at the core of our approach. Through analysis of incidents, antecedents and triggers, and the collection of data, patterns of behaviour may be established. Incidents can be tracked and monitored, and programmes developed accordingly through the use of Behaviour Watch.
- CYP are given secure boundaries, within which to explore and manage feelings and become self-regulating.
- All CYP at The Walnuts have a right to be treated with dignity and respect in all circumstances, irrespective of any challenging behaviour displayed.
- To create these relationships adults need to be attuned, aware and show empathy to CYP through the appropriate use of voice and tone, and non-verbal means of communication e.g. posture, gesture, movement and touch. **The language used should be non-judgmental and must be kept to a minimum or cut out completely when a CYP is under stress.**
- We aim to encourage, through praise and positive attention, desired behaviour and limit interaction when a CYP is displaying less preferred behaviour. Some behaviour, however, cannot be ignored, aggressive behaviour against oneself, others, or the environment, must be clearly responded to.

- We need to create a safe environment that nurtures real emotional growth. We encourage CYP's to express their feelings within the safe boundaries.
- Staff should ensure that their presence is needed to display well-regulated, calm, and confident. In order to support CYP manage and regulate feelings within well-defined boundaries that are both firm and fair.
- Open communication between staff is an essential element for ensuring consistency for our CYPs. Willingness to share problems and ask for support from colleagues, line managers and SLT is promoted.
- Partnerships with families and carers are crucial to achieve consistent management across all settings. Effective, honest communication is vital to achieve a complete picture in order to enable us to support the CYPs fully.
- We are aware that Staff at The Walnuts School are role models for behaviour within school. We believe in the importance of developing a shared value system. Our value system is based on: respect, empathy, trust, co-operation, taking responsibility, honesty, and promoting happiness.
- We believe that learning there is a consequence for an action is a valuable life skill.
- We also acknowledge that initially many of our CYP use challenging behaviours as a means of communication and also, may not have the ability to understand the cause and effect their behaviour has on others, but as this is such a large part of everyday living we do try to teach these skills and understanding.
- Every CYP has rights and entitlements [AF Written Statement of Behaviour Principles](#) *for examples of these*. We acknowledge that in general, the more positive opportunities that are presented for meeting the needs of the CYP, the less likely violent or disruptive behaviours are to occur. When there is a mis-match between a person's needs and the opportunities and supports available to them, they are likely to become bored, frustrated, angry or simply confused.

5. Roles and responsibilities

5.1 The Governing Board

The Governing board is responsible for reviewing and approving the [written statement of behaviour principles](#) annually. The Governing Board will also review this behaviour policy in conjunction with the Executive Headteacher.

5.2 The Executive Headteacher

The Executive Headteacher is responsible for annual formal review of the behaviour policy, giving due consideration to the school's statement of behaviour principles. The Executive Headteacher will also approve any amendments to the policy made by the Head of School, or the Pastoral Deputy Headteacher. They will also monitor the effectiveness of this policy as well as holding the Executive Headteacher to account for its implementation.

5.3 The Head of School

The Head of School is responsible for ensuring that the behaviour policy is being implemented correctly. They are also responsible for keeping the behaviour policy in line with legislation, DfE guidance and best practice.

5.4 The Pastoral Deputy Head

The Pastoral Deputy Head (PDH) will ensure the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The PDH, alongside the Head of School and Department Heads, monitors all significant incidents recorded on behaviour watch. The PDH will also monitor all behaviour data on behaviour watch.

The PDH leads multi-agency meetings where professionals come to analyse data from behaviour watch in order to provide additional support and strategies to address specific individual needs.

The PDH will lead the Wellbeing Team in supporting class staff to find functions of behaviour and implementing proactive positive behaviour support for behaviours that challenge in order to teach more acceptable ways to address the unmet need.

5.5 All Class Staff

All classroom staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Using appropriate regulation strategies for each pupil e.g. if a pupil responds to oral regulation strategies offer crunchy foods in line with the school's healthy eating policy

The Wellbeing Team and Senior Leadership Team will support staff in responding to behaviour incidents.

5.6 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Training

Pupil facing Staff at The Walnuts School are given a wide range of specialist training in order to support out CYPs. All teaching staff must complete induction training in the following

- Introduction to Autism
- Safeguarding
 - Everybody's business
 - Prevent
 - FMG
- SCERTs (Social-Communication, Emotional Regulation, and Transactional Support)
- PBS (Positive Behaviour Support)
- Using Behaviour Watch to identify patterns of behaviour

Alongside this staff complete a minimum of Positive Behaviour Management Level Two in Team Teach, which covers de-escalation, legal and government guidance, and safe Restrictive Physical Intervention. Inset days are often used to provide future specialist training. However all staff have a duty of care to act in the best needs of the young person so can be involved in a positive handling situation even if they have not yet received the training.

7. Codes of conduct

7.1 Staff:

Our staff are expected to:

- Read and follow the Staff Handbook
- Adhere to the Staff Conduct Policy
- Act respectfully and professionally

7.2 Pupil:

Our students are taught to:

- Wear their uniform with pride;
- Be prepared for learning;
- Communicate politely and effectively with each other, staff, members of our local community and visitors to the school;
- Make sensible choices and take responsibility for their behaviour;
- Avoid behaviour which puts themselves and/or others at risk;
- Respect themselves and others;
- Become positive and effective citizens;
- Support others in the community;
- Play an effective role in teams.
- Self-regulate and engage in mutual regulation

8. Hierarchy of responses within behaviour management

See Behaviour Strategies Appendix 1.

In all instances:

- Classroom management:
 - Calm/low arousal environment
 - Appropriate visual aids
 - Necessary visual structure
- Staff to be familiar with all relevant behaviour and communication paperwork for the pupil under their care
- The language used should be non-judgemental and must be kept to a minimum or cut out completely when a pupil is under stress.
- Respecting and validating a child or young person's means of communication (See Communication Policy.)
- All CYP at The Walnuts have a right to be treated with dignity and respect in all circumstances, irrespective of any challenging behaviour displayed.
- On no occasions do we consider our pupils to be 'naughty', or require 'punishment'. We do however recognise that our pupils need to understand that their behaviour has consequences in order for them to make sense of the world and how their actions impact on this.

Some instances:

- Vacate room of other pupils and/or staff
- Withdrawal to a safe separate space
 - Imposed
 - Autonomous
- Targeted interventions
 - Personalised Zones of Regulation
 - Wellbeing Team
 - Therapy Team
- Behaviour contracts

Extreme Instances:

- Restrictive Physical Intervention
- Fixed Term Exclusion

8.1 Withdrawal

For a pupil who may become out of control the first option to de-escalate is to give space either inside the class or outside in the play areas. (See 'Guidance on the use of Force' section – De-escalation techniques and [Reducing the need for restraint and restrictive intervention](#), 5.15-5.25). If this is not possible, the use of the Quiet Room may be appropriate to ensure the safety of the individual and others around them.

There are some occasions when it is appropriate to escort a pupil to a safe separate space (quiet room/outside space) for de-escalation. On such occasions, the pupil's behaviour may have become too disruptive and dangerous for the safety of other pupils or staff and of the pupil themselves. The use of the imposed withdrawal should be clearly indicated as a reactive strategy in the pupil's Positive Behaviour Support Plan which is shared with parents.

If it is likely that the pupil will not remain in a safe separate space and continues to present significant risk to self or others or property, it may be necessary to prevent them exiting that area. Under no circumstances must doors be locked or bolted. A quiet room form must be completed as a record. In exceptional circumstances the handle may be held for a prolonged period; when this occurs it must be brought to the attention of senior management for further guidance.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Putting themselves at risk e.g. absconding from the school premises

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

Be recorded on Behaviour Watch and reported to parents

Physical restraint can be performed by any member of staff as part of a duty of care to keep a young person safe.

8.3 Classroom management

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

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils 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

8.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate

If an electronic device is confiscated we may need search through its file/data and delete anything deemed inappropriate providing there is sufficient reason to do so using power granted in the Education Act 2011.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.5 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Walking belts may be used as an aid to support individual pupils to access the community. If these are successful in enabling the individual pupil to access the community they will be added as a proactive strategy to their Positive Behaviour Plan which is signed by parents.

9. Rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Individual rewards
- Pupils of the week
- Certificates
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Not gaining a reward
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Phone calls or emails home to parents
- Agreeing a behaviour contract

- A visit from the local community police officer

10. Malicious Allegations

If after an investigation an allegation is found to be malicious in its intent it will be reported on CPOMs and a record will be made on their positive behaviour support plan.

11. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Pastoral Deputy Head will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

12. Bullying

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

Bullying is, therefore:

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

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Aspire federation anti-bullying policy.

13. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

14. Monitoring arrangements

This behaviour policy will be reviewed by the PDH, Head of School, Executive Headteacher and Governing board every year. At each review, the policy will be approved by the Executive Headteacher.

15. Recording Behaviours

All **Significant Behaviour Incidents** should be recorded on Behaviour Watch using the Significant Behaviour form.

- A Significant Behaviour is an incident that **involves a pupil significantly hurting themselves or others which requires a council form to be completed and/or where substantial mark or injury occurs or there is intent.**
- A Significant Behaviour is also an incident involving **restrictive physical intervention or positive handling that is not recorded on the individual pupils' positive behaviour support plan.**
- A Significant Behaviour incident can also be **substantial damage to property or absconding.**

Any questions regarding whether an incident is significant or how to record it should be referred to SLT or a Team Teach Tutor.

Behaviour that is not defined as significant by the above criteria that may need to be recorded for future reference can be recorded using the **Behaviour of Interest** form. These include, but not are limited to:

- Incident in which a student displays a **new behaviour** that may need to be tracked for an agreed amount of time and then added to risk assessments and/or PBS plan.
- Incidents that involve a **student or staff member receiving an injury** that doesn't leave a significant mark, substantial damage to property or require a council form
- Incidents that may need to be referred back to try and establish a **pattern of behaviour** or to record a successful or unsuccessful **behaviour management technique**.
- Incidents involving behaviour that may appear on a PBS plan but are severe enough to record individually.
- Peer on peer incidents (not deemed as significant).

All staff will follow the [Significant Behaviour Formal Process](#) to ensure Significant Behaviour incidents are reported to parents.

All incidents of adult led withdrawal in an outside space, classroom or quiet room should be recorded on behaviour watch using the quiet room form.

Details of how to record behaviour on behaviour watch can be found on the [Staff Intranet](#).

16. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Milton Keynes Safeguarding Children Board Restrictive Physical Intervention Policy

Appendix 1: Behaviour Strategies

Students needing targeted strategies and above will have a positive behaviour support plan.

Universal	Targeted	Specialist
<ul style="list-style-type: none"> ● Structure ● Purposeful environment ● Low arousal environment ● Space ● Regulation strategies ● Distraction ● Reward systems ● Humour ● Removal of people/objects &/or Change of face ● Movement/physical breaks ● Zones of regulation ● Feelings and strategy cards ● Time out offered ● Reassurance ● Processing time & reduce language ● Written requests ● Social stories ● Team teach - 95% de-escalation ● Communication strategies (colourful semantics/visual aids) 	<ul style="list-style-type: none"> ● Sensory breaks/programmes ● Focused work on friendship ● Focused work on sexualised behaviour ● Focused work on inappropriate language ● Focused work on emotional regulation ● Time out directed ● Comic strip conversations ● Therapist interventions ● Horse riding 	<ul style="list-style-type: none"> ● CAMHS ● Educational psychologist ● Social Care ● BILD PBS Functional assessment

<ul style="list-style-type: none">• Sensory strategies• Use of timers• Personal interests		
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Appendix 2: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance.

These principles are reviewed annually by the Governing Board and considered when devising the school policy.