

Woodview School

Behaviour Procedure

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Behaviour Procedure Education

AIMS

The purpose of this procedure is to create an atmosphere that is conducive for effective teaching so that learning can take place. Woodview School recognises that clear, fair and consistent rules, boundaries and expectations play a vital part in aiding the educational, social, emotional, mental and physical development of students.

At Woodview School we believe in an ethos that creates a positive learning culture through encouragement, praise and a consistent behaviour structure. This procedure reflects that we believe in fairness, consistency and for students to have direct involvement in the development of effectively managing their own behaviour.

STAFF EXPECTATIONS

The basic principles that all staff will:

- Adhere to the reward system of points earned for positive behaviour choices.
- Be clear and consistent with their expectations throughout a lesson/session.
- Use rewards and praise.
- Speak to all students in a positive way in every lesson.
- To remain calm and not display behaviours that would indicate anger towards a student such as shouting and aggressive gesticulating.
- Always address the behaviour of the student rather than the student him/herself.
- Always keep things in perspective and ensure that consequences implemented reflect the nature of the incident and the understanding of each student.
- Inform parents/carers of behaviour incidents that have occurred during the school day, on the day.
- Enter incident onto the MIS, Engage, on the day.
- Use the strategies as outlined in a student's behaviour scale and positive behaviour support plan to effectively support a student to achieve positive behaviour.

Role-Modelling

Staff members at Woodview School are expected to be effective role models for the students. School staff members are with the students for over 5 hours a day for 5 days a week during term time. It is vital that adults always conduct themselves in a professional manner as they play a pivotal role in the personal and social development of the students. All students at Woodview School deserve to experience positive role-models in the form of predictable, reliable, consistent, and caring adults, especially as this is something that many of the students may not have previously experienced.

Staff members will:

- Model to students, encouraging them to make appropriate choices.
- Put positive choices into action so that the students can see that doing the right thing has positive outcomes.
- Apologise when they have made a mistake and rectify it in an assertive, but sensitive manner.
- Make sure that they honour commitments and are reliable to demonstrate that self-discipline is an important facet in life. Students expect staff to do what they say.
- Be respectful to property and to others.

- Be polite and use appropriate language at all times, listen intently, dress appropriately and arrive to lessons at the correct times.
- Treat each student as an individual and compensate for students' inflexibility whilst they are learning.

Woodview School Charter

The Woodview Way

Ready, Safe, Kind

- We respect and care for our school and everyone in it.
- We ask for help when we need it.
- We understand that we all need different things at different times to achieve – Equity.

Ready, Safe, Kind

- We are learning how to understand our emotions.
- We support our peers.
- We will use Zones of Regulation to try to communicate our needs.

Ready, Safe, Kind

- We are kind to others with our words and actions – as agreed in the signed contract.
- We are proud of our achievements and celebrate each other.
- We believe in ourselves and others.

REWARDS

Woodview School believes that all students can achieve. Their positive behaviour, efforts and achievements will be recognised, celebrated, and rewarded. Rewards are open to all and are not exclusive, however, they must be earned and not used to appease students or situations. Woodview School uses rewards to encourage the frequency of positive behaviours in order to increase self-esteem and ingrain behaviour that will improve students' experiences and enabling them to fully engage with their learning and therefore make progress. Teachers are expected to congratulate and praise students as required and follow the rewards system with their individual classes.

Woodview School Reward Scheme

Student's behaviour and lesson engagement is tracked during their lessons throughout the school day, to include unstructured times such as break and lunch time.

Students must follow the 'Woodview Way' to achieve 3 points in each lesson by listening to input, complete their personalised task, check work with the teacher.

- If students do not attend lessons, engage in learning or are disrupting the learning of others they not achieve the 3 points. Students will spend the 20 minutes 'Your Time' at the end of the day with their teacher to complete outstanding tasks or have a reflective conversation.

- If students create an outstanding piece of work or behave in a way that exceeds the expectations of their teachers, they will achieve Class Dojos.

Class Dojos are awarded by teachers and all staff around the school to recognise positive behaviour and choices. Students can be awarded up to 10 Dojos each day. Students can earn up to £2.50 each week for positive behaviour. Parents have a Class Dojo account and can see the pictures of their young people throughout the day. They can see points allocated and have a weekly update on their young person's progress. Each student's weekly earnings are recorded on a spreadsheet by the behaviour team, so an accurate accumulation of money earned is kept.

Students can ask for an item to be ordered online once enough money is saved. Please note we are unable to send 'real' money home with students.

We believe in creating a system that supports and encourages each individual to manage their learning and behaviour. Within this system there will always be some flexibility to meet the individual needs of the students. Provision Plan targets are discussed at the beginning of the week, ensuring each student is aware of their targets from which they can take some ownership. Throughout the school day, students are encouraged to reflect on their progress and points earned with their tutor at lunch time registration and during the end of the day review and reflection session.

CONSEQUENCES

Consequences are deployed to help the student change their behaviour and for the good of the Woodview School Community, preparing them for living within the community. Students are encouraged to reflect upon their actions and resolve their issues with their peers at the time of an incident and/or during their weekly key working/welfare meetings with their teacher or LSA.

The use of Restorative Practice is strongly encouraged at Woodview School. Restorative Practice will take place after an incident has occurred in order to help to build and maintain positive healthy relationships, resolve difficulties and repair harm where there has been conflict. Restorative Practice will always take place with a member of the behaviour team.

The behaviour system and consequences are in place to instil within students the recognition that in all areas of society there is a requirement for boundaries and acceptable behaviours. However, the ethos at Woodview School is to promote achievement and positive behaviour by a combination of incentives and achievement. That said, some behaviours can result in a suspension. Please refer to Woodview School's Suspensions and Ending Placement Procedure for more information.

Student behaviour is tracked, and the behaviour tracking system recognises the most undesirable of behaviours:

- Bullying
- Damage to property.
- Homophobic and/or transphobic language
- Racism
- Refusing to attend lessons
- Sexually explicit or inappropriate language
- Violence, towards staff or students. (we encourage a 'hands off' policy that discourages 'play fighting').

If there are occurrences of these behaviours during the day, if appropriate to do so, they are addressed with the student immediately. If not appropriate at the time, they are addressed during the student's review and reflect

session and the end of the school day. Careful and concise monitoring of undesirable behaviours are totalled at the end of each week. This data informs the student's progress profile grid targets for the following week.

Behaviour incidents are entered onto Woodview School's MIS called Engage. These incidents are reviewed by a member of the Senior Leadership Team and an analysis of the incident and behaviours exhibited are undertaken. This will result in any further action being taken and decisions made as to how best support a student to develop positive behaviour strategies and thus inform a student's positive behaviour support plan.

Restrictive Physical Intervention

Restrictive Physical Intervention is not used as a means to 'punish' students for negative behaviour nor used as a 'threat' within behaviour management strategies. However, there are circumstances when behaviour warrants the use of a physical intervention:

Restrictive Physical Interventions will be used in the following circumstances:

- To stop a student placing themselves at significant risk of harm
- To stop a student from causing harm to others (staff, students and public)
- To stop a student from causing significant/costly damage
- To guide a student away from a situation where their presence places either themselves or others at risk.

Expectations upon Staff:

- Only staff who have received (and is in date) Team Teach Training can use Restrictive Physical Intervention.
- Staff will only use Team Teach as a last resort when all other means to diffuse a situation have been tried.
- Staff will record all RPI's accurately onto Engage on the day of the RPI.
- Staff will telephone parents/carers to inform them that an RPI has taken place that day and stating as to why it was necessary.
- Staff will ensure a welfare check is provided for the student post hold.
- In the unlikely event of an 'unconventional' hold and/or a student has sustained an injury as a result of the hold, staff will record this accurately and with transparency as well as informing their line manager.
- Injuries as a result of the RPI will be recorded as per the accident book procedure.

Woodview's Ethos

Our overall aim for each student is to provide a reward based, not punitive approach to developing positive behaviour choices. This ensures students can experience recognition for their positive behaviours and undesirable behaviours are reflected upon with the student to enable them to learn how to manage their negative feelings and as a result, negative behaviours, in a more socially appropriate and positive way. With social skills and emotional literacy lessons incorporated into the curriculum for every student; this is further reinforced as a whole school approach, not just when negative behaviours are exhibited.