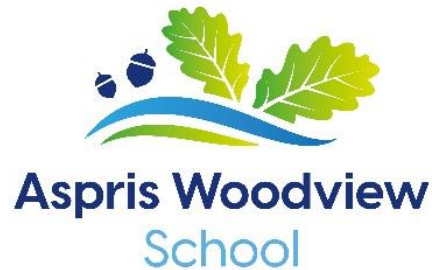


Aspris



Woodview School

Behaviour Local Procedure

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aspris.com

Aspris Woodview School, Crockenhill Road, Orpington, Bromley, BR5 4EP
Headteacher: Nicola Craig nicolacraig@aspriscs.co.uk

Behaviour Procedure Education

This Behaviour Policy outlines the expectations, values, procedures, and systems that underpin behaviour management and regulate the use of mobile phones and smart technology across the school. It is designed to ensure compliance with statutory duties relating to safeguarding, welfare, and discipline, and to create a safe, calm, and focused learning environment for all members of the school community.

This policy is underpinned by the Education and Inspections Act 2006, Education Act 2002, Equality Act 2010, and Keeping Children Safe in Education (KCSIE), which collectively require schools to promote positive behaviour, safeguard pupils, and ensure non-discrimination. This policy places emphasis on a safe, inclusive and respectful school culture.

This policy aligns with the school's core values: **Ready, Safe, Kind**, and the community's shared set of expectations known as **The Woodview Way**, using a structured intervention system referred to as the **3 Strike Approach** linked to a reflective and restorative approach. Positive behaviour is recognised by two systems of daily reward called '**Class Dojo**' and '**Your Time**', which can be achieved at the end of each day.

Aims

At Woodview School, we believe that positive behaviour is essential to create a safe, calm, and supportive learning environment in which all pupils can thrive. We promote a culture of mutual respect, high expectations, and inclusivity. We seek to foster pupils' self-regulation, resilience, and responsibility for their actions.

This procedure reflects our belief in fairness, consistency and for students to have direct involvement in the development of effectively managing their own behaviour. The school use a number of strategies in the management of pupil behaviour and recognise that there are several preventative measures that can be taken to reduce the likelihood of situations arising where positive handling may be necessary. These include:

- Creating a calm, orderly and supportive school environment that minimises the risk and threat of challenging behaviours of any kind.
- Developing positive and supportive relationships between staff and between staff and the pupils.
- Using a whole school behaviour management system implemented consistently and sets out clear expectations and boundaries.
- Adopting a whole school approach to developing the pupils' social and emotional skills.
- Providing staff development opportunities that enable all staff to develop skills of positive behaviour management.
- Using de-escalation and diversion techniques to defuse challenging behaviours.

- Managing individual incidents by communicating calmly with pupils using non-threatening verbal and body language and wherever possible ensuring that pupils can see a way out of a situation through the use of positive choices.
- Specialist intervention and individual strategies delivered during reflection relevant to the individual child.
- Clearly set out risk assessments agreed with parents/carers (see procedure guide section).

Procedure

The basic principles that all staff will:

- Adhere to the reward system of Class Dojo points earned for positive behaviour choices.
- Be clear and consistent with their expectations throughout a lesson/session so that students earn 'Your Time' or receive additional support at the end of the day.
- Use rewards and praise.
- Speak to all students in a positive way in every lesson.
- Consistently use the system of '3 strikes' before a reflective activity for minor physical and verbal aggression.
- Apply a longer and more comprehensive reflection for the remainder of the day for threatening physical and verbal aggression towards peers or adults.
- Use the restorative social story to encourage students to reflect on their behaviour that has been challenging.
- 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 profile and/or 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 making good choices leads to positive outcomes.
- Always acknowledge and apologise when they have made a mistake and rectify it in an assertive, but sensitive manner.
- Honour commitments and 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, we are:

- **Ready** – Be prepared for learning, punctual, and appropriately equipped.
- **Safe** – Behave in a way that ensures the safety of self and others.
- **Kind** – Display respect, empathy and consideration for others in all interactions.

Our students were supported by adults to create a shared whole school charter 'The Woodview Way':

We respect, look after, and care for our environment, equipment, resources, teachers, and each other.

We treat others how we would want to be treated.

We try our best even when things are challenging.

We know who to ask for help when we need it.

We are kind to others; use respectful language; never resort to violence.

We are proud of our achievements no matter how big or small and celebrate other's achievements.
We are learning how to understand our emotions.
We will check on others if they are on their own and give time and space to those who need it.
We believe in ourselves and others.
We encourage those who may doubt themselves.

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 to earn 'Your Time' at the end of each day. Students maintain a 3-point average across each lesson by following the 'Woodview Way'.
- When pupils exceed expectations in the classroom and around the school building, they can earn additional points. These equate to Dojos. Dojos can be earned throughout the school day, including unstructured times such as break and lunch time. Dojo points can be earned for following the 'Woodview Way – Ready, Safe, Kind', working towards their EHCP outcomes and for going above and beyond with their learning and behaviour. At the end of the week a student's points are totalled.
- Each Dojo point is representative of 5 pence; therefore, students can earn up to £2.50 per week. Students can earn an additional 50 pence per week for 100% attendance. The student will receive their reward money, which can be spent or saved each term, in the form of the Woodview Bank. Students will also have a visual reminder of their total amount of reward money. Each student's weekly earnings are recorded on a spreadsheet by the behaviour team, so an accurate accumulation of money earned is kept.
- Students have the option of spending their rewards money in various ways:
- Students can ask for an item to be ordered online.
- We do not send 'real' money or vouchers home with students.

- We believe in creating a system that supports and encourages everyone to manage their learning and behaviour. Within this system there will always be some flexibility to meet the individual needs of the students through a variety of reflection options.
- Provision plan targets are in interventions folders in the classroom and assessed by teaching staff every term. Need and outcomes as set out in the EHCP are taken into account when considering behaviours and making plans to manage them.
- In weekly mentor meetings, students are encouraged to reflect on their academic progress and emotional wellbeing with their teachers.

Reflection

Consequences in the shape of reflections are deployed consistently across the school to help students understand their behaviours. The aim of reflections is for the good of the Woodview School Community, and to prepare our young people for adulthood and life within the community.

Students are encouraged to reflect upon their actions and resolve issues with their peers at the time of an incident and/or during their weekly key working/welfare meetings with their teacher or TA. The use of Restorative Practice is strongly encouraged at Woodview School. Restorative Practice will take place after an incident has occurred in order 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. At Woodview School we promote positive behaviour choices by a combination of reflection, incentives and celebrating achievement.

Some behaviours can result in a suspension. Please refer to Woodview School's Suspensions and Ending Placement Procedure for more information.

Student behaviour is logged and tracked on Engage and on 'Your Time' spreadsheets. These reports are monitored by the PBS team and logged on behaviour support plans and reflected in risk assessments.

SLT collaborate with parents to ensure that they are aware of behaviours. Careful and concise monitoring of undesirable behaviours, combined with strong parent support, ensures that our students have a clear understanding of acceptable and unacceptable behaviours and are given the strategies to support future choices.

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. All staff are Team Teach trained. 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 RPI 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.
- SLT 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.

Mobile Phones

Mobile phones and other personal electronic devices should not be brought into school by pupils unless they need to have a mobile phone for the journey to and from school. In this case, it must be handed in to the reception office immediately upon arrival, where it will be stored securely for the duration of the school day. Devices will be returned to pupils at the end of the school day. Any mobile phone found in a pupil's possession during the school day will be confiscated and returned to parents at the end of the day. This approach is intended to minimise disruption, safeguard pupils, and support a focused and respectful learning environment and is in line with the Department for Education's statutory guidance.

This policy follows research and data (DfE, Statutory Guidance, mobile phones in schools updated June 2026) that reflects clear and consistent evidence that unrestricted access to mobile phones can undermine

pupils' learning, behaviour, safety, and wellbeing. Establishing a mobile phone-free school day is a key strategy in creating safe, focused, and high-performing school environment.

Woodview's Ethos

Our overall aim for each student is to provide a restorative/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. Students will learn to recognise and manage 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.



Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
29/06/2026	Karen Humberstone	Review of policy Update re mobile phones in school