



Behaviour Policy

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Signature:			

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1. Aims

This policy aims to:

- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › To offer a positive learning environment in which every individual enjoys their right to access the curriculum
- › To promote a calm and purposeful environment with high expectations of pupil behaviour
- › To build emotional resilience and self esteem, thus enabling a positive attitude in pupils
- › To develop and respond to pupils individualised communication system and ensure it is available at all times
- › To support pupils to learn new skills to regulate and use a range of structured techniques to support this.
- › To enable each child to develop independence and confidence
- › To support pupils using a range of strategies which promote a calm approach to learning and interacting
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

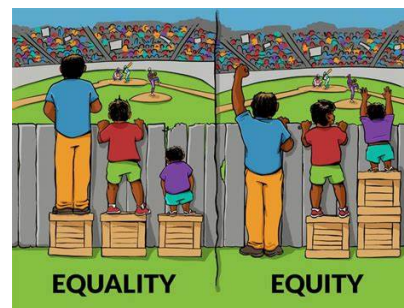
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3 Entitlement

At Wyre Forest School we recognise each child and young persons unique experience. We believe that our pupils need a personalised response to support their personal development and well-being. We recognise that whilst each pupil benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need.

We work hard to understand what is happening for the child/young person, what is behind the behaviour. Our work is relational – we seek to build deep and trusting relationships, we nurture connection and promote resilience to achieve success in the now and hope for the future.

If we truly want the best for our children/young people , we need to ensure that our systems reflect a differentiated and developmentally appropriate response to behaviour by recognising that behaviour represents unmet need. We believe that setting rules of expected behaviour standards, and applying sanctions when rules are broken, will not empower all our learners, but teaching them how to express and respond differently to the challenges they face, will.



4. Recording

Behaviours of concern are recorded on our bespoke recording system. It provides clear categorisation of behaviour and details antecedent, incident and has room to add further actions. The system collates data that allows us to explore and investigate incidents. SLT and ELT are alerted to set events. This allows for immediate action and can also trigger a referral which then sets a process of support for staff and pupils. The ability to analyse and drill into recorded events allows us to be responsive, strategic and thoughtful in our next steps, target setting and action planning.

At WFS we have a clear structure to enable the signposting and responses to behaviour. Our referral process provides a skeleton for discussion for those who know the child/young best. It identifies the behaviour of concern, the severity and frequency. It asks for details of slow and fast triggers. From here we look at the maintaining consequences. By identifying behaviours of concern, considering communication, emotional, physical and sensory issues, addressing mismatches in the environment and focusing on a persons strengths and needs, we design support to teach more effective means of communication, more socially appropriate interactions with others, strategies to cope with overwhelming feelings, a greater tolerance of different

environments and demands which will be encountered in everyday life. A focus not on eliminating behaviour by blocking reinforcing consequences and applying negative ones, but an emphasis instead on teaching alternative and replacement skills.

Serious incidents are defined as:

- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- 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
 - E-cigarettes or vapes
 - 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)

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

At WFS we see all behaviour as a communication and work hard to understand what is happening for those with behaviours of concern. Bullying is a behaviour of concern. Our Pathway curriculum and in particular our PSHE curriculum addresses/teaches bullying and what to do if you are being bullied – including cyber bullying. Staff are skilled and have excellent relationships with pupils in order to pre-empt situations and support when needed. Be this at a Pathway, class or individual level.

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the full governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with behaviours of concern
- Monitoring that the policy is implemented by staff

- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in supporting behaviour, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the child protection and safeguarding policy
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.3 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy
- › Work in partnership with school
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following behaviours of concern (for example, attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural concerns.

6.4 Pupils

Pupils will be made aware of (where appropriate)/ supported within the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › The school's key rules and routines
- › The pastoral support that is available to them to help them.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

7. Responding to behaviour

At WFS we have a clear structure to enable the signposting and responses to behaviour.

Referral: This process provides a skeleton for discussion for those who know the child/young best. It identifies the behaviour of concern, the severity and frequency. It asks for details of slow and fast triggers. From here we look at the maintaining consequences. By identifying behaviours of concern, considering communication, emotional, physical and sensory issues, addressing mismatches in the environment and focusing on a person's strengths and needs, we aim to design support to teach more effective means of communication, more socially appropriate interactions with others, strategies to cope with overwhelming feelings, a greater tolerance of different environments and demands which will be encountered in everyday life. A focus not on eliminating behaviour by blocking reinforcing consequences and applying negative ones, but an emphasis instead on teaching alternative and replacement skills.

7.1 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

See our child protection and safeguarding policy for more information.

7.2 Responding to success

We enjoy celebrating success. Staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Motivating items/activities
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, Headteacher sticker, pencil or special assemblies
- Positions of responsibility, such as pupil voice or being entrusted with a particular decision or project

7.3 Responding to behaviours of concern

At WFS we have clear expectations of staff in terms of supporting behaviours of concern. This can be at a pathway, class or individual level.

A structure of referral and support has been developed to enable staff to journey with our pupils for better outcomes. See appendix 1.

The referral is an opportunity for staff to have detailed discussion and reflection on what is happening for the pupil. Thinking about all the factors that could impact, exacerbate, reinforce and enable the behaviour of concern. This initial in-depth thinking is the first step in addressing and supporting change.

The referrals are added to the Teams shared area. At a weekly meeting AHT for behaviour and AHT for intervention and pupil offer review and allocate a lead practitioner to support each case. The ability to draw on in-house specialists (autism, communication, OT, SPL) for further support is also considered at this time.

A package of support after completing the maintaining consequences with staff is then designed in the form of an action plan, that is then reviewed and evaluated at timely periods to suit need. Other interventions, bespoke timetables and educational psychologist support will also be considered and accessed as part of this offer if recognised as a need.

7.4 Reasonable force

Staff using positive physical intervention will receive the appropriate training. Our focused work for pupils ensuring that everything possible is being done to meet need. In incidents where the use of Team Teach has occurred, the AHT for behaviour is alerted. The staff involved complete a Bromcom entry and all relevant sections in the Bound Book. The pupil will have a RRP which will be reviewed, evaluated and updated post any incident. Parents will be informed that school day. Following an incident of positive handling all staff are offered a debrief. This can also trigger the referral process which will then look to address any unmet need identified through the process.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.5 Confiscation, screening and searching

See Screening, Searching and Confiscation Policy

7.6 Off-site misbehaviour

Risk assessments are written prior to any offsite activity. The risk assessment will be followed in response to behaviours of concern whilst off site. Moving forward the risk assessment will be reviewed and rewritten to reflect any additional support, changes to be made to enable learners to access offsite activities safely.

7.7 Online misbehaviour

We work within Pathways, classes and with individuals to understand why certain online behaviour is inappropriate and potentially can put pupils and others at risk. We work to support the victims in respect of online harm. Esafety is an integral part of our digital learning programme across the school and working in partnership with families.

7.8. Mobile phones

See mobile phone policy

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information and the allegations of abuse against teachers and other staff policy.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

7.12 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our suspension and permanent exclusion policy for more information.

8. Training

As part of their induction process, our staff are provided with regular training on supporting pupils with behaviours of concern.

- The proper use of restraint
- The needs of the pupils at the school
- Communication
- Play
- Relational approaches
- How SEND and mental health needs can impact behaviour

8.1 Monitoring

A weekly TAC meeting attended by the SLT brings together pupils with safeguarding concerns alongside pupils flagging with behaviours of concern, to ensure no pupil is missed. This draws on the weekly meeting between AHT's who use Bromcom data and pupil referral system to identify and action support. A shared area tracks this work. ELT are responsible for monitoring and raising concerns with their pathways, which then sits within the identified structure of support.

9. Links with other policies

This behaviour policy is linked to the following policies

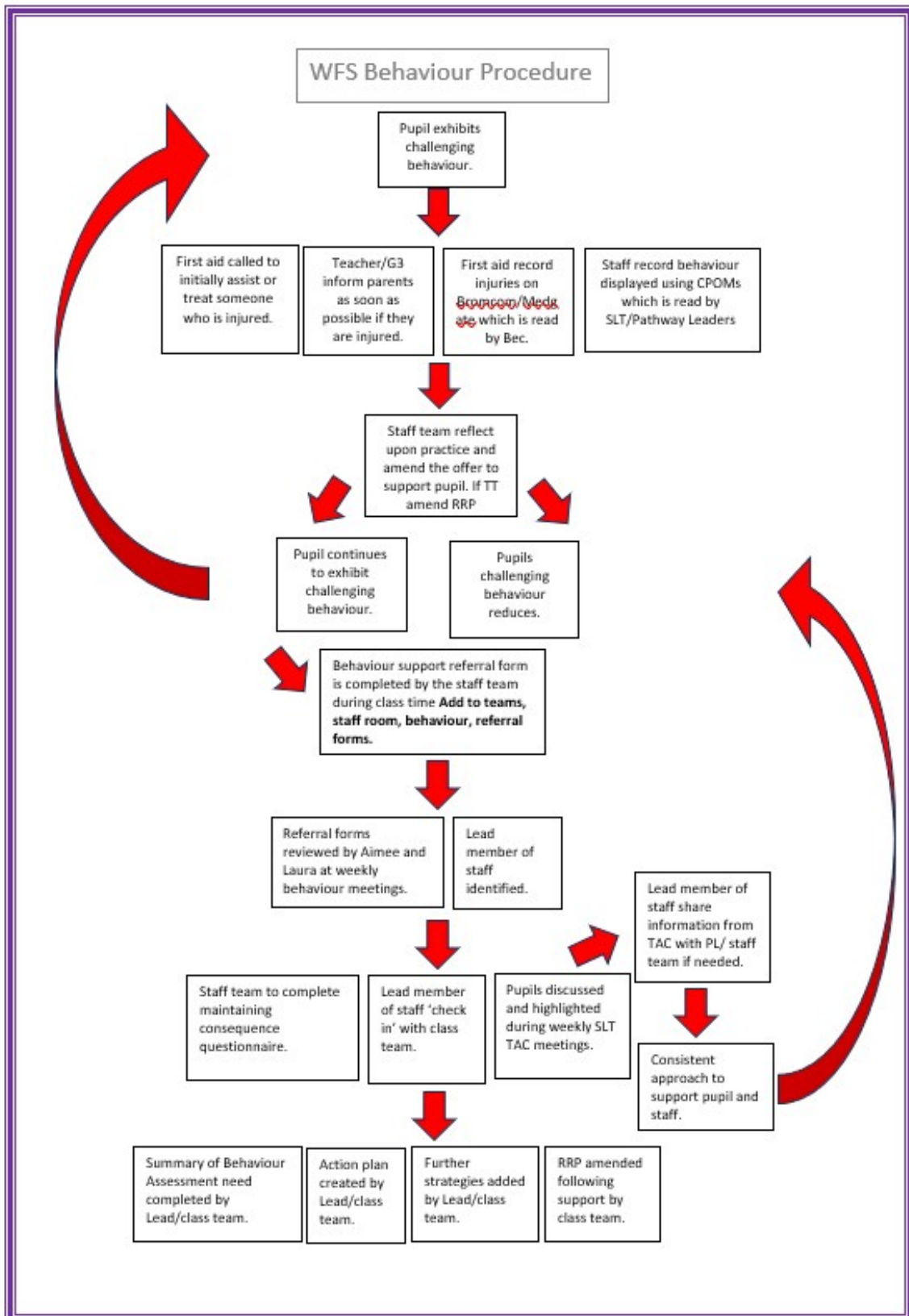
- Suspension and permanent exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Searching, screening and confiscation policy

Appendix 1: written statement of behaviour principles

- Every pupil has the right to feel safe, valued and respected, and to be able to 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/supported by pupils and staff
- The exclusions policy explains that suspension and permanent exclusions policy explains will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of 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 circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body



Behaviour Support Request



Student details

Surname:	First name:	
Date of birth	Age	Class

Behaviour of concern:

(provide details of behaviours – What? Frequency? Severity)

Triggers

Slow Triggers – contributing factors to behaviour of concern	Current Strategies	Further Strategies

Things to think about: Basic needs/hungry/tired/safe, Mental health, Physical health, Emotional health, Staff, Environment, Activities/task (doing or lack of), Times of the day/week

Fast Triggers – factors from which behaviour of concern	Current Strategies	Further Strategies

Things to think about- Basic needs/hungry/tired/safe, Demand, Interrupted, Change in routine, No attention/engaged with, Being told no, Sensory need, Communication

Anything else?

Completed by: _____ Role: _____ Date: _____

Outcome:

Who will support:

Other intervention required Yes/No

Functional Behaviour Assessment



Student details	
Name:	Age:
Pathway:	Class:

Possible Maintaining Consequences							
0-Never	1-Rarely	2-Some of the time	3-Often	4-Always	Behav our 1	Behav our 2	Behav our 3
1. Does the pupil tend to carry out the behaviour when they are on their own?							
2. Does the pupil seem to engage in the behaviour to get your attention?							
3. Does the behaviour tend to occur when you have something the pupil wants?							
4. Does the behaviour tend to happen when the pupil doesn't want to do something?							
5. Is the behaviour about getting other people to interact with the pupil in some way?							
6. Does the behaviour tend to happen when the pupil sees someone else having something s/he wants?							
7. Does the pupil behaviour seem to be saying 'please spend some time with me?'							
8. Does the pupil behaviour seem to be saying 'I want that (activity drink, snack etc)?'							
9. Does the behaviour occur repeatedly where the pupil seems absorbed in what they are doing?							
10. Does the pupil seem to get enjoyment or comfort from engaging in the behaviour?							
11. Does the pupils behaviour seem to be saying 'leave me alone' or 'stop asking me to do that?'							
12. Does the pupil seem to carry out the behaviour to try to get things that they enjoy (e.g. food, drinks, activities)?							
13. Does the behaviour seem to be a way for the pupil to get out of doing things that they do not like?							
14. Does the behaviour seem to be the pupil way of getting others to leave them alone?							
15. Does the pupil appear to do this behaviour to get a reaction, even if this is not always positive?							
16. Is the behaviour likely to happen when the pupil is asked to do a task (e.g. get dressed, help out in the kitchen)?							
17. Does the pupil seem to perform the behaviour when the person is asked to do a task (e.g. get dressed, help our in the kitchen)?							
18. Does the behaviour seem designed to get a response from others?							
19. Does the behaviour seem to make the pupil feel good?							
20. Would the behaviour occur if something the pupil enjoys was taken away for some reason?							

