WyreForestSchool

Communication Specialist

Behaviour Policy

Date of last review:	2025	Review period:	Annually
Date of next review:	2026	Written by:	Aimee Pearce
Type of policy:	Statutory	Committee:	FGB
Signature:			

1. Aims

This policy aims to:

› Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

› Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

› Outline the expectations and consequences of behaviour

› Provide a consistent approach to behaviour management that is applied equally to all pupils

› 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 2024

› 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

› Use of reasonable force in schools

› Supporting pupils with medical conditions at school

› Special Educational Needs and Disability (SEND) Code of Practice

> [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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. Definitions

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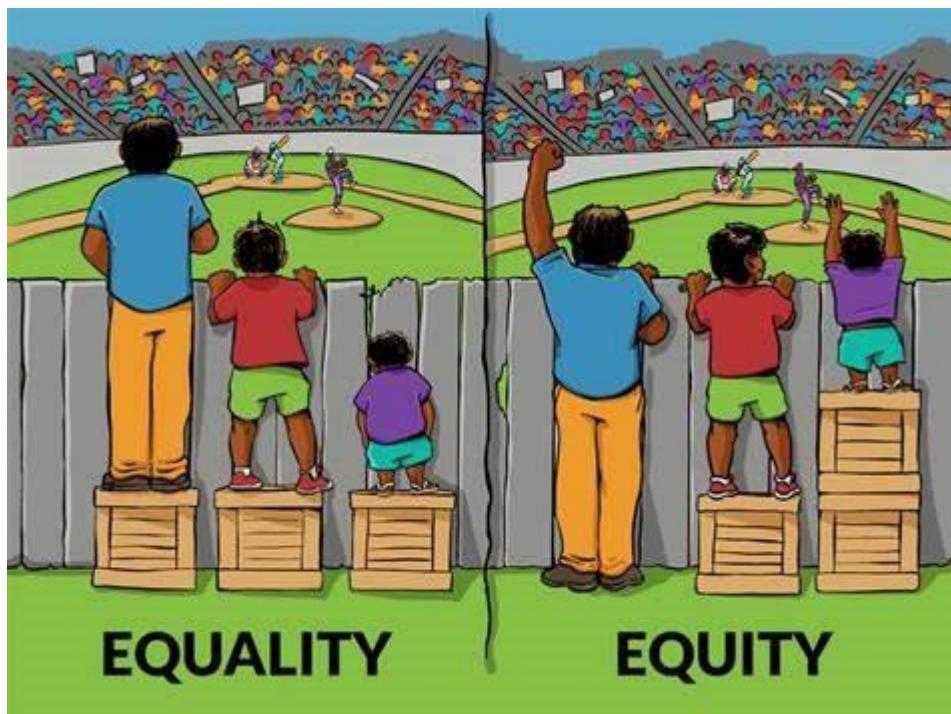
At Wyre Forest School we recognise each child and young persons unique experience. We believe that our pupils need a personalised response to support their personal development and well-being. We recognise that whilst each pupil benefits from a consistent approach, being consistent and fair is not about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

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)

4. 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
Prejudice-based and discriminatory, including: • 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)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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)

Microsoft Word - Anti-Bullying

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 curriculum and in particular our PSHE curriculum address and teaches about bullying and what to do if you are being bullied – including cyber bullying. Staff are skilled and have excellent relationships with pupils, and families, in order to pre-empt situations and provide support where needed. Be this at a Pathway, class or individual level.

5. Roles and responsibilities

5.1 The governing board

The Governing Body 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

5.2 The headteacher

The headteacher is responsible for:

> Reviewing this policy in conjunction with the 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 poor behaviour

> Monitoring that the policy is implemented by staff consistently with all groups of pupils

> 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 behaviour management, 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 safeguarding policy to offer pupils both sanctions and support when necessary

> Ensuring that the behaviour data is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

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 consistently

> 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 (see appendix 3)

> Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

> Get to know the school's behaviour policy and reinforce it at home where appropriate

> Support their child in adhering to the school's behaviour policy

> 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

> 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 issues.

5.5 Pupils

Pupils will be made aware in a variety of ways dependent upon Pathway and need:

> The expected standard of behaviour they should be displaying at school

> The school's key rules and routines

> The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards

> 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.

6. School behaviour curriculum

EARLY YEARS	PATHWAY 1	PATHWAY 2	PATHWAY 3	PATHWAY 4	Post 14	Post 16	Russell House
Early Years, Pre-Formal & Informal Curriculum	Pre-Formal/ Informal Curriculum	Informal Curriculum	Semi-Formal Curriculum	Formal Curriculum	Pre-formal, Informal, Semi-Formal & Formal Curriculum	Pre-formal, Informal, Semi-Formal & Formal Curriculum	Pre-formal, Informal, Semi-Formal & Formal Curriculum
PMLD & SLD	PMLD & SLD	SLD	SLD	MLD & GLD	PMLD, SLD, MLD & GLD	PMLD, SLD, MLD & GLD	PMLD, SLD, MLD & GLD
Year Rec	Year 1 -14	Year 1 -14	Year 1-9	Year 1-9	Year 10-11	Year 12-14	Year 3 -14
Working levels 0-18 months	Working consistently and over time at 0-24 months	Working consistently and overtime at 12-36 months	Working consistently and over time at 36-60 months, including early National Curriculum skills	Working consistently & over time significantly below age related expectations within the National Curriculum	Across a range of Pathway 1-4 working levels	Across a range of Pathway 1-4 working levels	Across a range of Pathway 1-4 working levels
WFS CURRICULUM OVERVIEW							
WFS PS Communication & Interaction Sensory & Physical Cognition & Learning Social, Emotional & Mental Health Independence Play	Communication & Interaction Sensory & Physical Cognition & Learning Social, Emotional & Mental Health	Communication & Interaction Independence Mental Health & Wellbeing Sensory & Physical Play Cognition & Learning Creative Outdoor Learning	Communication & Interaction Independence Mental Health & Wellbeing Physical Wellbeing & Development Play Cognition & Learning The World About Us Creative Outdoor Learning	Communication & Interaction Independence Mental Health & Wellbeing PSHCE, RSE & Citizenship National Curriculum Subjects	WFS PS – Independence Communication & Interaction Mental Health & Wellbeing Physical Wellbeing & Development Online Safety (Cog & Learning Accreditation dependent on pathway Preparation for Adulthood	Learning for Living Curriculum WFS PS – Independence Communication & Interaction Mental Health & Wellbeing Physical Wellbeing & Development Online Safety (Cog & Learning Accreditation dependent on pathway Preparation for Adulthood	WFS PS focusing upon Independence, Communication & MHWB

Everything we do is about preparing our pupils for adulthood, and the way they behave and treat others is a huge part of everything we do. All staff model expectations dependent upon Pathway and from the Early Years through to Post 16, and our residential unit, we are focussing on communication and interaction, mental health & well being and independence. We have to teach expectations, what is right and wrong and for some children this can take many years of practise.

At WFS, we recognise that play underpins learning and many aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and independence skills. Play helps develop relationships and it turn models successful behaviours.

Recognising the impact of SEND on behaviour

As a specialist school we recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND).

We believe that behaviour is a communication.

When incidents of behaviour concern arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of behaviour concern will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of behaviour concern will be made on a case-by-case basis.

When dealing with behaviour concern from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

> Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)

> Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

> If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Some of our approaches to anticipating and removing triggers of behaviour concern maybe

- Short, planned movement breaks

- Adjusting uniform requirements
- SEND training
- Using separate spaces where pupils can regulate their emotions during a moment of sensory overload
- Individualised timetables to pre-empt any misbehaviour
- Clear visuals and communication at the appropriate level
- Excellent relationships

Adapting 'sanctions' for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

> The pupil was unable to understand the rule or instruction

> The pupil was unable to act differently at the time as a result of their SEND

> The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Mobile phones

Following guidance from the DfE 'Mobile Phones in Schools' February 2024, mobile phone usage by pupils is prohibited at Wyre Forest School, this includes the use of smart watches.

The exceptions to this rule are:

1. Pupils who travel independently to school and require a mobile phone to keep them safe whilst in the community.

2. Pupils who use mobile devices whilst on school transport to support self-regulation.

3. Sixth form pupils who are preparing for adulthood and life after school. In these cases, devices must be handed to staff on arrival to school. Class teacher will keep them locked away securely until the end of the school day. In sixth form pathway, pupil's phones will be kept securely in their lockers. At times, sixth form pupils may be allowed to use their phones under the direction and supervision of staff. Phones must be placed face up on the desk in clear view of staff. Phone cameras and social media must not be used.

These pupils must adhere to the school's acceptable use agreement for mobile phone use. Phones must not be taken on off-site visits. The school accepts no responsibility for mobile phones that are lost, damaged or stolen on school premises or transport or while pupils are travelling to and from school.

Sanctions

• If a pupil is in breach of this policy, the phone may be confiscated and kept securely. (Schools are permitted to confiscate phones from pupils under sections 91 and 94 of the Education and Inspections Act 2006).This will be recorded on BROMCOM. Parents will be called by the class teacher to collect the phone.

• If staff have concerns about unsafe use of mobile phones, this must be recorded on CPOMS and referred to SLT or the safeguarding team where appropriate. If there is a report of inappropriate behaviour

or a suspicion of inappropriate content on a phone, SLT may decide to search the phone. The search will be carried out jointly by the Headteacher and DSL, as per our Searching, screening and confiscation policy. Staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation. The DfE guidance allows a search of a pupil's phone if there is reason to believe the phone contains pornographic images, or if it is being/has been used to commit an offence or cause personal injury.

• Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously and will involve the police or other agencies as appropriate. Such conduct includes, but is not limited to:

• Sexting (consensual and non-consensual sharing nude or semi-nude images or videos)

• Upskirting

• Threats of violence or assault

• Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

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 persons 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.

In an emergency a call button can be pressed for support and/or radio response.

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. This is all dependent upon Pathway, the individual class and the individual child – including the SEND needs

They will:

› Create and maintain a stimulating environment that encourages pupils to be engaged

› Develop a positive relationship with pupils, which may include:

   o Greeting pupils in the morning/at the start of lessons

   o Establishing clear routines

   o Communicating expectations of behaviour in ways other than verbally

   o Highlighting and promoting good behaviour

   o Concluding the day positively and starting the next day afresh

   o Having a plan for dealing with low-level disruption

   o Using positive reinforcement

7.2 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 misbehaviour 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.

Please refer to our child protection and safeguarding policy for more information Microsoft Word - 1. Safeguarding Policy

7.3 Responding to success (good behaviour)

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

7.4 Responding to behaviours of concern (misbehaviour)

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 develop to enable staff to journey with our pupils for better outcomes.

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 inhouse 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.

See Appendix 2

7.5 Reasonable force

Staff using positive physical intervention will receive the appropriate training. 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 Risk Reduction Plan (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 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.

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

See policy

7.7 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. Staff are trained in managing offsite visit emergencies and incidents. Following any behaviours of concern 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.

7.8 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.

The school can issue behaviour sanctions to pupils for online misbehaviour when:

> It poses a threat or causes harm to another pupil
> It could have repercussions for the orderly running of the school
> It adversely affects the reputation of the school
> The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

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, a member of the senior leadership will make the report after gaining permission from 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:

  o Manage the incident internally

  o Refer to early help

  o Refer to children's social care

  o Report to the police

Please refer to our child protection and safeguarding policy for more

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.

8. Serious sanctions

8.1 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 exclusions policy for more information [Microsoft Word - Suspension and Permanent Exclusion](#)

9. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

> The proper use of restraint

> The needs of the pupils at the school

> How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

10.1 Monitoring and evaluating behaviour

The school will collect data on the following:

> Behavioural incidents

> Attendance, permanent exclusions and suspensions

> Use of pupil support units, off-site directions and managed moves

> Incidents of searching, screening and confiscation

> Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed every week at an individual level

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

10.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

11. Links with other policies

This behaviour policy is linked to the following policies

> Suspensions & Exclusions policy
> Child protection and safeguarding policy
> Physical restraint policy
> Mobile phone 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 by pupils and staff

> The exclusions policy explains that exclusions 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 and carers 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

Appendix 2

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	Behaviour 1	Behaviour 2	Behaviour 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?			

Behaviour Support Action Plan

Pupil:		Date:		
Action	**By When?**	**By Who?**	**Expected Impact**	**RAG**