



Behaviour Policy

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1. Introduction

At Wyre Forest School, we recognise our legal and moral duty of care to protect our pupils and our staff in the event that any risk is posed due to pupils' negative behaviour, and we recognise that providing a safe environment where positive behaviour is promoted is paramount. This is achieved by ensuring that the safety and wellbeing of our pupils' remains a priority for staff at all times and by "providing a safe, happy environment in which all pupils can develop and achieve" (taken from the Wyre Forest School "mission statement").

The Equality Act 2010 acknowledges that the Governing Body has a duty in respect of safeguarding and supporting pupils with SEN.

We recognise that due to the needs of our pupils we will require a more sensitive and differentiated approach.

This also promotes our school values:

Enthusiasm
Resilience
Honesty
Teamwork
Trust

We display our school rules within the classrooms and residential common rooms at Wyre Forest School. These are:

- S** – Stay where you are supposed to be
- A** – Always keep your hands, feet and other objects to yourself
- F** – Follow instructions
- E** – Everyone deserves respect

These rules have been adapted according to pupil need in the different phases (see below) but more importantly is the approach and consistency of staff when working with all of our pupils. As a result of this staff adopt the following approach to manage and address behaviour in school:

- S** – Supportive
- P** – Playful
- A** – Accepting
- C** – Compassionate
- E** – Empathetic

In essence, we want pupils, staff and visitors to know that Wyre Forest School is a **SAFE SPACE**.

The Governing Body, Headteacher and SLT promote good behaviour and actively support this policy.

2. Behaviour as Communication

The Wyre Forest School behaviour culture is founded on the understanding that ALL behaviour is a method of communicating emotions and feelings. We believe that feelings are closely linked to behaviour and emotions are key to the learning process.

EMOTIONAL READINESS IS FUNDAMENTAL TO ACADEMIC READINESS

Our school and residential curriculum also supports the development of emotional readiness with a comprehensive personal development programme being the catalyst for this. In addition, our commitment to British values highlights the importance of respect for each other and the importance of 'the law' in regards of 'challenging' and positive behaviour.

Our pupils are now much more complex than ever before and will display behaviours linked to complex neurodevelopment and neuropsychiatric disorders, comorbid developmental disorders and significant attachment and complex conduct disorders. We pride our work in this area and are continually reviewing and developing our practice to support our pupils with these new and highly complex disorders.

3. Supporting Pupils to be Emotionally Ready

Wyre Forest School use four waves of intervention for behaviour to support pupils at differing levels of complexity of behaviour: Classroom Culture, Small Group Intervention, Individual Intervention and a Specialised THRIVE Classroom. These are outlined in the table below:

Wave Number	What is it?	Examples
1	Classroom Culture	The class teacher manages the class in an empathetic way, addressing pupils' emotional needs. Pastoral Support used when low level dysregulation occurs.
2	Small Group Intervention	Pupils identified as requiring behaviour interventions are referred to the weekly therapists meeting and appropriate interventions planned. At this stage, a pupil will receive a THRIVE assessment. Interventions include: Pastoral Team Support, Counselling, Art Therapy, Music Therapy, THRIVE Intervention, Physical Support Work.
3	Individual Intervention	
4	Classroom Based Around a WFS Therapeutic Model of Immersion	Pupils who are not accessing learning within a classroom environment as a result of significant emotional interruptions, will receive intensive support within a THRIVE inspired emotional support hub.
THE PRIMARY AIM OF ALL OF THESE WAVES OF INTERVENTION IS TO ALLOW A PUPIL TO BE "LEARNING READY" THROUGH PROVIDING ADDITIONAL SUPPORT FOR EMOTIONAL DIFFICULTIES.		

4. Communicating Positive Behaviour

All phases of Wyre Forest School (including Russell House) use clear and visual systems for recognising positive and challenging behaviours. These systems serve to embed what is “acceptable” behaviour and what is not and also encourage pupils to view positive behaviour as the norm. We passionately believe that ‘noticing’ and ‘responding’ to positive behaviour is equally as important as focusing on the negative behaviour and each phase has systems in place to support the recognition of positive behaviour. It is vitally important that our pupils are recognised for behaving well and receiving affirmation that their behaviour is the expected and approved way.

Positive Reinforcement

Each phase uses a variety of “Positive Reinforcement Strategies” that are highlighted below:

Early Years:

- Verbal praise and identification of positive behaviour (catch me being good). Staff to ensure that behaviour is labelled.
- Close liaison with parents and families to reinforce and develop positive models of behaviour.

Dependent on the level of understanding of pupils in the Early Years, teachers may use a simplified “Zone Board” approach where pupils will be recognised for working well (by being placed in “green”) and needing to work better (by being placed in “red”). This enables our pupils to begin to recognise the boundaries for behaving and working well from a very young age. As pupils move through this phase staff may progress to including more colours on the Zone Board.

Lower School:

- Zone Board and 'gold coin' reward system.
- Verbal praise and identification of positive behaviour (catch me being good).
- Affirmation from parents/carers.

The Primary School classes use a Zone Board to allow pupils to visually recognise their level of behaviour. This helps our pupils to understand the progressive school behaviour management system and links into the Secondary model. Colours for the Zone Board are as follows:

Gold Coin	Pupils have behaved in a way that deserves recognition above and beyond the norm and receive a token to place in the Deputy Headteachers' 'token jar' and receive a small reward. For exceptional pieces of work pupils can also be referred to the Headteacher for a Headteachers' Award.
Green	Pupils always start the day at green and from this point can be moved up and/or down dependent on behaviour in class.

Pink (To Think)	If a pupil does not conform to class rules then a warning will be given. If this is not adhered to then the pupil will be moved to pink on the Zone Board.
Red	If the behaviour persists within the pink zone OR the behaviour is a significant negative (see Red Card Behaviours) then a pupil will be warned and then moved into red. The consequence of this will mean that the pupil will then have to stay in the classroom at breaktime (class detention) and parents/carers will be made aware of the behaviour that has resulted in the pupil being moved into the red zone unless the pupil has a separate agreed Behaviour Plan detailing a different strategy.

The Zone Boards are to be used as a fluid system of monitoring and visually representing behaviour as a lesson progresses and NOT as a summative assessment of behaviour. It is expected that pupils will move between the zones when required but should never be placed in a colour and left there without recognising the positive or negative behaviour that has resulted in them being moved.

Middle and Upper School:

- Verbal praise and identification of positive behaviour (catch me being good).
- Affirmation from parents/carers including ACE Awards.
- Superstar of the Week Award – where staff members nominate a pupil and a postcard is sent home to celebrate this.

Pupils will work to achieve a weekly Attendance, Conduct and Engagement Award that will be earned if a pupil has 100% attendance, no 'red behaviours' and good engagement in sessions. This award will be issued weekly by the Pastoral Team and pupils who earn one ACE Award for every week in the term will receive a 'Star Badge' at the end of the term. Pupils can then work to receive three Star Badges to earn an end of year award for Outstanding ACE.

In certain circumstances, a teacher may decide that the Zone Board (Lower School) system is a more appropriate system for rewarding behaviour. This decision will be made in conjunction with the Phase Leader and PDBW Deputy Headteacher.

Sixth Form:

Pupils are expected to be at a stage where they can self-regulate their behaviour as they enter the Sixth Form. Pupils work collaboratively with staff, families and other agencies to set targets that they will work towards and these will include wider behavioural targets relating to school and the wider community.

Russell House:

Pupils are supported to receive rewards at Russell House based around their personal likes. For exceptional performance pupils can be referred to the Headteacher who will present them with a Headteachers' Award. In all situations where a reward is given to a Russell House pupil this must be recorded in the Rewards Booklet and saved on CPOMS as a positive behaviour.

5. Behaviour Support – Positive Pupil Engagement

In addition to the school systems for managing behaviours, Wyre Forest School also has a number of support mechanisms to enable pupils to self-regulate and develop awareness of their emotions. These include:

The Base – this is a safe space staffed by our Pastoral Team and is an accepted 'go to' destination for pupils who require a 'timeout' or 'parking' (staff directed timeout). The Base also hosts breaktime and lunchtime detentions and will also respond to emergency alarms and requests from staff for support with a pupil.

School Therapists – Wyre Forest School are proud to have access to a team of therapists that staff, parents/carers or pupils can complete a referral for and are also available for advice and discussions about pupil behaviours.

THRIVE Trained Staff – all staff have an awareness of THRIVE and the need to attune, empathise, contain and regulate pupils. In addition, we have a number of THRIVE Lead Practitioners that support THRIVE activities within the school and can support class teams in producing individual and group action plans.

Pupil Support meetings happen on a weekly basis and allow a class teacher to share behaviour concerns with a team of specialists and plan a response to behaviours and interventions to support the class in addressing the behaviours. This is attended by the class teacher, Deputy Headteacher for behaviour, classroom behaviour specialist, Pupil and Family Support Worker and other specialists will also be invited dependent on the need of the pupil.

6. Providing Clear Boundaries to Challenging Behaviour

Recognising and rewarding positive behaviour is vitally important but Wyre Forest School also recognise that pupils also require boundaries and limits to their behaviour in order to provide containment and security. It is important that pupils who intentionally contravene school rules or are persistent in displaying challenging behaviours have a clear system in place that serves to provide a boundary to this behaviour. It is important to recognise that due to the complexities of Wyre Forest School pupils, this approach has to be personalised from pupil to pupil but will ALWAYS be shared with the pupil prior to a situation happening so that pupils are fully aware of a given consequence. In addition, an important aspect of this process is the reflection time following an incident and the need to 'shine a light' on the behaviour to look at what could be done better in preparation for the situation occurring again. This is our simplified restorative approach.

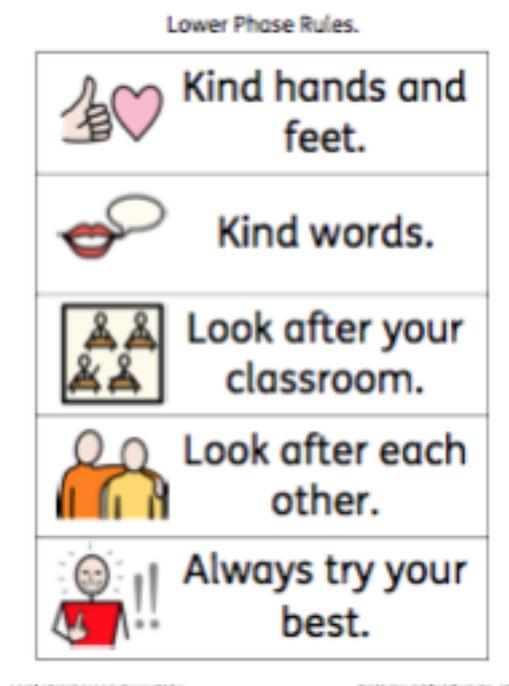
The visual systems for recognising behaviours within each phase at Wyre Forest School are as follows:

Early Years:

Simplified Zone Boards using green and red plus reinforcement of facial expression and key language (dependent on cognitive ability of pupils). At this early developmental stage staff will adopt a restorative approach to introduce the concept of consequence to pupils.

Lower School:

Zone board (as described above) and repetition and reinforcement of school rules. Lower School have adapted the school rules to make them easier to understand by pupils but staff still adopt the 'SPACE' approach as highlighted earlier. It is important that pupils who are not contained by these rules have Individual Behaviour Plans produced that stipulate the individualised approach to addressing their particular behaviours.



Middle and Upper School:

If a pupil displays challenging behaviour a teacher will record this behaviour on CPOMS. The teacher will decide if the behaviour is low level or alternatively fits into one of the following categories. This will lead to a lunchtime detention totalling 50% of their allocated time (Wyre Forest School believe that structured physical exercise is an important tool to assist regulation for all pupils). Pupils may occasionally display significant negative behaviours (see table below for significant negative behaviours) and this will result in a red behaviour being issued. Detentions happen in The Base and are supported by our Pastoral Team. In situations where a pupils' consequential understanding is limited the personalisation of this policy within the phase will be supported by a clear Individual Behaviour Plan. The purpose of this is to allow the

pupils to reflect on their behaviour and use this period to be supported in 'shining a light' on the behaviour and completing any restorative tasks.

On rare occasions, some pupils may exhibit dangerous behaviours and this can result in a short-term exclusion. This will take place internally except in very serious situations where a pupil is at risk of being criminally dangerous and then an external short-term exclusion will occur.

Sixth Form:

By the time our pupils reach the Wyre Forest School Sixth Form, we expect them to display qualities of being an adult and the behaviour code is much more focused on self-regulation. This helps our Sixth Form pupils to prepare for adult life outside of school and encourages them to independently regulate their emotions. On the rare occasions when a behaviour is so significant that a consequence is required, a "strike warning" can be issued or in extreme situations a "full strike" can be issued. Each pupil is allocated three "strikes" per year and if these are used up then a pupil will be supported in accessing a different provision that better meets their needs more appropriately.

Russell House:

Wyre Forest School and Russell House work together to ensure consistency of approach across both settings. Residents may lose privileges and/or access to activities as a consequence of displaying negative behaviour. In rare cases of extreme behaviour it may be necessary to issue a short-term exclusion from Russell House or in cases where personal safety is compromised a resident's care package can be reviewed. All negative behaviours should be recorded on CPOMS and also in the Consequence Book before the end of the shift.

7. Recording Behaviour

Wyre Forest School recognises that it is imperative that both positive and negative behaviour is recorded:

Positive behaviour is recorded on each pupils' profile on our CPOMS Management Information System and can be used to produce an accurate picture of our pupils that can inform appropriate interventions and ensure that behaviour is positive. Over time, this also demonstrates the progress that our pupils are making towards regulating their emotions and moods in order to behave appropriately.

Challenging behaviour is also recorded in detail on each pupils' profile on our CPOMS Management Information System. As much detail as possible must be recorded including:

- any "antecedents" or "triggers";
- the nature of the behaviour and any effect that it has had (such as any injury or damage caused);
- the time and duration of the incident;

- the staff present and any witnesses;
- any consequence following the incident;
- the details of any debriefing offered to the pupil with details;
- the name of the staff member completing the form.

This information must be recorded within 24 hours of the behavioural incident occurring.

This information is automatically shared with Pastoral Team members and staff can also include other key people into the incident report to share pertinent information.

Russell House staff must also complete the following records **in addition to CPOMS** following a significant incident with a resident:

- Daily Log;
- Running Log;
- Message Book;
- Consequence Book.

Risk Reduction Plans and Positive Handling

All staff employed at Wyre Forest School will receive Team Teach training and, in accordance with the Positive Handling Policy and Team Teach guidance, staff may have to use positive handling to keep pupils safe. In the event that any positive handling has been used, the staff member involved in the positive handling must complete all sections within an incident report in the “Bound and Numbered Book”. This is a legally binding record of the incident and response and must be complete within 24 hours of the incident occurring. The “Bound Book” is located in the main office at Wyre Forest School and also within the residential provision staff office. Any pupil that has been positively handled will need to have a Risk Reduction Plan produced immediately and this needs to be shared and agreed by parents/carers. All pupils who are at Russell House **MUST** have a Risk Reduction Plan completed before they can start their residential provision there.

Individual Behaviour Plans

Individual Behaviour Plans are produced for pupils who require a different approach to behaviour management than the phase specific strategy. In addition, pupils who exhibit significant negative behaviour on a regular basis, i.e. at least one significant incident per week. IBPs serve to put the pupil at the centre of the behaviour and assert what we can do as staff to support that pupil in the most appropriate way possible. This will chart the move from being regulated to include dis-regulation and then also the importance of the debrief following an incident. IBPs will be monitored on a half-termly basis as minimum by a member of the Pastoral Team and it is imperative that these plans are reviewed, dated and amended as the pupil’s behaviour changes. In addition, parents/carers need to sign and agree the IBPs.

Communication with Parents/Carers and Other Agencies

It is imperative that we maintain regular and positive communication with parents/carers and other agencies, e.g. Social Services, RRP and IBPs will be shared, agreed and signed by parents/carers when they are produced and/or updated and pupil and parental views gained throughout this process. When significant behaviours occur, it is the responsibility of the class team to ensure that parents/carers and any other agencies are informed.

Reviewing Behaviour Documentation

Wyre Forest School will review a pupils RRP following every significant incident. This may indicate that a review of IBP is required too. As a minimum every pupils RRP and IBP will be reviewed termly via a TaC meeting and this will be recorded and parents/carers informed. Pupils at Russell House must have termly TaC meetings involving Russell House staff, school staff and a member of the Pastoral Team.

Priority Pupils

Each half term we will identify a number of priority pupils. These will be pupils who are demonstrating a high number of increasingly challenging behaviours and a more detailed and thorough analysis of behaviour will be actioned (see Behaviour Observation Proforma). Due to the high number of incidents that these pupils exhibit staff will record behaviours on the Behaviour Observation Proforma and then, at the end of each day, log onto CPOMS with the total number of incidents for that day. The Deputy Headteacher and Pastoral Team will then receive a copy of the Behaviour Observation Proforma and review this on a weekly basis (minimum).

8. Post-Incident Support (Debriefing)

Wyre Forest School recognises that with incidents of challenging behaviour come some difficult feelings and/or emotions both within our pupils and our staff. Without recognising the impact of such incidents on emotional wellbeing, pupils and staff alike can be left feeling neglected by those who are in a position to support them. For pupils, this may impact on their work within the classroom and for staff this can impact on their attendance in extreme cases. Therefore, our pupils and staff alike are offered debriefing and/or support following all incidents of severe challenging behaviour that occur both in the school and within the residential facility. Where possible, this is completed on the same working day or the following morning.

For Staff:

This can be accessed for staff by visiting our School Counsellor within regular breaktime sessions or through direct contact with a Line Manager or senior member of staff. This may include a discussion about the incident if it is known that this will not re-traumatise the staff member or where the staff member chooses to talk about this. This meeting is confidential and a record that it has occurred (or been offered) is retained by the school. In some cases, the meeting and its content may be recorded in confidential staff supervision notes (within the residential provision).

For Pupils:

This is completed following the de-escalation of the incident and how this is delivered is dependent on the individual's emotional needs. This may be carried out within a quiet area of the classroom by a class member or staff who has a supportive relationship with the individual or by another member of staff whom the pupil has a good relationship with. The post-incident support might involve a discussion about the behaviour if it is known that this will not re-escalate the behaviour or re-traumatise the individual. The purpose of this meeting is to support the pupil emotionally and not necessarily to deliver any consequence or sanction relating to the incident although, in many cases, the pupil may know what the consequence may be through consistent boundaries and any possible historic events. Staff may use the 'think, feel, decide and act' format or alternatively the THRIVE 'shine a light' document.

Other Considerations:

As well as severe challenging behaviour, it is important to ensure that appropriate post-incident support is offered/given following a range of other events which may include (this list is not exhaustive):

For Staff:

- The witnessing of a significant event or incident.
- An incident involving aggressive confrontation with another person.
- An incident of a disclosure of abuse being made by a pupil.

For staff in the residential provision, post-incident support is also offered as part of the regular supervision process and there are set times that staff are able to discuss key concerns with their Line Manager as part of the agenda of this meeting.

For Pupils:

- The witnessing of a significant event or incident.
- The witnessing of a significant accident or injury involving another person.
- An event that has made the pupil sufficiently scared or upset that it has caused a degree of trauma.
- Bullying.

9. Monitoring of Behaviour

Wyre Forest School values the importance of careful monitoring of pupils' behaviour. This is a multi-layered approach and includes the use of a variety of measures to demonstrate improvements in behaviour. In addition to the measurement of a reduction or increase in positive and/or negative incidents, Wyre Forest School will also use impact on positive handling incidents, changes to a pupil's THRIVE assessment and also qualitative feedback from staff, parents/carers and other key adults involved with the young person. On occasions where we do not see improvements in behaviour this will trigger a TaC (Team Around the Child) review and alternative strategies discussed. It is at this point that external referrals will be

actioned, including CAMHS, Early Help, Social Services, Educational Psychologists and even the Police.

The Pastoral Team oversee behaviour on a daily basis along with the PBDW Deputy Headteacher. On a weekly basis the Pastoral Team and therapists will meet to monitor progress of pupils accessing therapy and the Deputy Headteacher will meet with all therapists individually every half term. Finally, for pupils who are demonstrating a high frequency or intensity of behaviours, they will be discussed at a Pupil Support Meeting and reviewed weekly. In addition to this the Governing Body monitor behaviour on a half-termly basis via the Headteacher's Report and we also have a termly visit from the Positive Behaviour Team to address any behavioural issues as well as behaviour featuring on the agenda during our in-school MAD (Monitoring and Development) weeks. Russell House incidents will be reviewed weekly by the Head of Care and Wyre Forest School Pastoral Lead.

Please refer to the following policies in support of this policy:

- Allegations of Abuse Against Teachers and Other Staff
- Anti-Bullying
- Positive Handling (including Use of Reasonable Force)
- Searching, Screening and Confiscating