



Woodend Farm school

Kindness comes in many forms

Promoting Positive Behaviour

Version: October 2023 V1.1

Original Issued: August 2022

Author: Gemma Quantrill & Nicola Overland



Kindness



Belonging



Believing



Achieving

RECORD OF POLICY AMENDMENT / HISTORY

Version / Issue	Updated by	Date	Reviewed/ Approved By Governors	Reason for Change
V1.0 – initial draft	Gemma Quantrill	13/08/2022	26/01/2023	New policy
V1.1	Nicola Overland	31/10/2023	08/11/2023	Annual edits and updates



Kindness



Belonging



Believing



Achieving

Contents

2. Equal Opportunities	4
3. Code of Conduct	4
4. Support Attitudes to Good Behaviour.....	5
5. Expectations	5
6. Understanding Behaviour	5
7. Pastoral Support	7
8. Parental Contribution.....	7
9. Parental Involvement.....	7
10. Working with Other Agencies	8
11. Staff.....	8
12. Recording Pupils Behaviour.....	8
13. Exclusions.....	9
14. Documentation to Support Positive Behaviour	9
15. Learning Consequences.....	9
16. Procedures and practice.....	10
18. School Rules	13
19. Incident Reporting.....	13
20. Training	14
21. Physical Intervention	14
21.1 Introduction	14
21.2 Intended Outcomes	14
21.3 Responsibilities	15
21.4 Working Realities	15
APPENDIX A.....	16
APPENDIX B: ESSEX HEALTH & SAFETY INCIDENT FORM	17



Kindness



Belonging



Believing



Achieving

1. Our Aim

At Woodend Farm School we promote high expectations of behaviour and personal achievement for all of our pupils. By creating a safe, caring and stimulating environment, we seek to promote the principle that Woodend Farm school is a community within which all members share a mutual responsibility for the care and wellbeing of others. We believe that all individuals are worthy of respect and that actions and behaviour must recognise the dignity and safety of others. We are committed to ensuring that a positive way forward may be found for individuals who may experience difficulties with personal behaviours, relationships and attitudes. We are committed to developing skills within Woodend Farm School that enable all pupils to be independent, self-regulate and have self-control, are safe, happy and have respect when out in the wider community. A wide variety of behaviours are tolerated but not accepted as inevitable and unchangeable.

We believe that good behaviour promotes effective learning. It is essential that staff, parents & pupils ensure that this is understood and maintained.

This policy is used in conjunction with:

- > Child protection Policy
- > Anti-bullying policy
- > Code of conduct

2. Equal Opportunities

All pupils and staff should have the same expectations for their behaviour, whilst considering and recognising each child's individual needs. The system is there to support the school's community and ensure clear boundaries are established that benefit everyone and make the community feel safe.

3. Code of Conduct

The Code of Conduct for the school is promoted and helps to contribute to the positive ethos throughout Woodend Farm School. The code sets out the values that everyone within the school is expected to behave with:

- > Kindness - "In a world where you can be anything, be kind"
- > Belonging - "Those who have a strong sense of love and belonging have the courage to be imperfect."
- > Believing - "Everything is possible if you believe"
- > Achieving – "All great achievements require time"



Kindness



Belonging



Believing



Achieving

4. Support Attitudes to Good Behaviour

The development of the whole pupil is important to us and as a result, we endeavour to fulfil the Woodend Farm Schools core belief that “**success is built upon belief**”. In class we encourage positive behaviour by recognising and issuing ‘tokens’ when a pupil displays one of our 4 values – Kindness, Belonging, Believing or Achieving. Pupils can be given these tokens by any member of staff within the school and pupils can also nominate one another for a token. These are then shared in our celebration assemblies. In conjunction with these, class teachers and learning facilitators can also issue ‘tickets’ to celebrate efforts and achievements in learning. Pupils can then select what to ‘spend’ their tickets on each half term as a treat and recognition of their efforts.

5. Expectations

In order to promote positive behaviours, it is expected that staff will provide:

- > Effective presence/supervision/time keeping by all staff
 - > Consistent application of rules
 - > Supportive yet firm approach/style
 - > Focused attention
 - > High expectation
 - > Effective match of curriculum to the individual
 - > Effective use of positive attitudes, language and rewarding in the moment
 - > Team responsibility
 - > Good organisation of space/resources/timetable
 - > Appropriate forms of communication – verbal and non-verbal including signs/symbols >
- Use of Vital relation function (VRFs)

6. Understanding Behaviour

Woodend Farm School staff are trained in supporting good behaviour for learning through the Thrive approach and Essex steps.

The Thrive approach works to meet unmet developmental needs as a foundation to learning, supporting social and emotional development, staff use the Vital relational functions (VRFs) to help pupils to regulate behaviour, the VRFs are:

- > Attune
- > Validate
- > Containment
- > Regulation

Staff will also support a child by maintaining an attitude of PACE, maintaining this stance will develop trusting relationships and help a child to feel safe.



Kindness



Belonging



Believing



Achieving

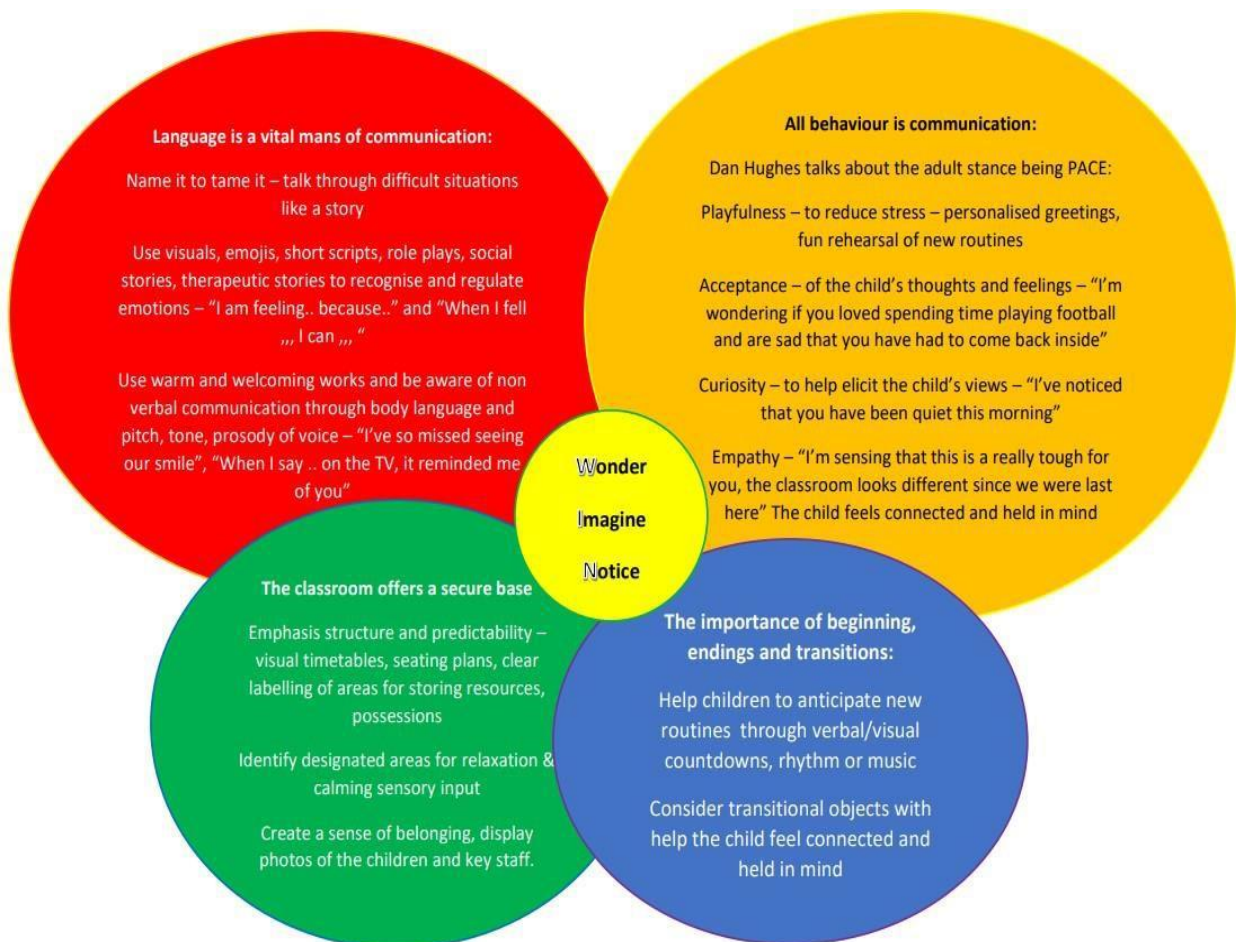
- > Playful
- > Acceptance
- > Curiosity
- > Empathy

We separate the child from the behaviour, we make it clear to the child that while their behaviour is unacceptable, we continue to care about them and are committed to maintaining the relationship with them.

Essex Step training which includes:

- > The use of Roots and Fruits, Anxiety mapping and Risk Management Plans (RMP)
- > The use of positive behaviour strategies >
 - De – escalation
- > The use of physical intervention (PI)
- > The use of restrictive physical intervention (RPI)

Key point to remember when working with children with complex social and emotional needs



Kindness



Belonging



Believing



Achieving

7. Pastoral Support

At Woodend Farm School it is important to us that communication between home and school is effective and supportive. This is undertaken by all staff with class teams taking responsibility for:

- > Regular liaison with parents/carers
- > Working in partnership with other agencies with the support of the Designated safeguarding lead (DSL)
- > Supporting pupils with behaviour
- > Supporting pupils one-to-one with home/school issues

Thrive mentors will support parents with establishing thrive plans at home and delivering family thrive training so that school and home can be working collaboratively to meet the pupils social and emotional needs.

8. Parental Contribution

Parents/carers play a crucial role in shaping the attitudes, which produce good behaviour in Woodend Farm School. Parents/carers need to provide their children with firm guidance and positive models through their own behaviour and attitudes, School acknowledges that not all parents have the capacity to do this and our Thrive mentors, senior leaders and class teams will work with them to develop strategies. The school acknowledges its duty to accept responsibility for the care and welfare of pupils during the school day.

Parents can expect:

- > Their children to be in a safe environment
- > That their child will be treated in a manner that reflects the behaviour policy
- > To be informed first of the significant problem or difficulties that may be affecting their child.
- > To be informed in the first instance when a Restrictive Physical Intervention (RPI) has had to be used for their child and when a new behaviour requires a RPI
- > To be informed of instances where their child's behaviour has deserved congratulations

Woodend Farm School can expect parents/carers:

- > To trust and respect the work of the staff on behalf of their children
- > To support school in enabling children to develop and progress
- > To support and encourage their child to be a positive member of the school community

9. Parental Involvement

Parents will be asked to support the policy for behaviour by:



Kindness



Belonging



Believing



Achieving

- > Attending relevant meetings throughout the year
- > Attending the Thrive parental training where appropriate
- > Communicating with staff appropriately through home School contact (Home School contact is agreed with parents/carers and the class teacher. This will be through email, text or verbal communication)

10. Working with Other Agencies

Woodend Farm School will work closely with external services and make appropriate referrals when required.

11. Staff

The aim of our behaviour system is to allow pupils to be praised for their progress irrespective of their ability, the ultimate long-term goal is that pupils will be intrinsically regarded as they mature and will not need external rewards. Staff need to praise pupils when they '**catch the pupil getting it right**' e.g. a pupil comes into the room and sits nicely without any prompts or, for another pupil, it might be working for 10 mins without distracting others. If a pupil has a Risk Intervention Plan (RIP) staff will follow the strategies on it and not deviate from the plan.

12. Recording Pupils Behaviour

If a pupil behaviour continually disrupts their own and other pupils' learning, causes offence or upsets others, Staff need to:

- > Record the behaviour on CPOMS
- > Contact the parent or guardian and inform them of the behaviour and how we are going to help the pupil learn how to behave appropriately.
- > Complete a Roots and Fruits Chart with staff team
- > Complete anxiety maps and predict and prevent

If a pupil continuously disrupts learning, behaves in a manner likely to cause harm to themselves or others or damage to property Staff need to:

- > Record the incident on CPOMS
- > Phone the parent/ guardian to arrange a meeting with class teacher and senior leader either at school or at home
- > Write or amend a RIP with support from Essex Steps lead or DSL
- > Ensure copies of the previous, current and new RMP's are kept and saved in the pupil's folder on the shared drive

If a pupil targets or continually causes offence or upset to another pupil, record this on CPOMS under peer on peer and follow the process set out in the anti-bullying policy.



Kindness



Belonging



Believing



Achieving

If a pupil needs time out a team member needs to take the pupil to a designated area for a set time and monitor them. Exclusion from the classroom needs to be supervised by the class team and should only occur if the safety of others is at risk.

If a pupil is finding it hard to engage with their adapted learning, continues to become anxious, disrupt others and can't focus on tasks then other interventions need to be considered, behaviour is a communication, and we must look at how we can meet pupils individual and reduce anxieties.

13. Exclusions

Woodend Farm School will only ever use exclusion as a last resort after every other option has been exhausted.

14. Documentation to Support Positive Behaviour

Where a pupil's behaviour is a risk to themselves, others or property, a risk assessment will be carried out.

The paperwork includes:

- > Roots and Fruits
- > Anxiety map
- > Conscience and unconscious behaviours
- > Predict and prevent
- > Risk assessments
- > Log of pupil's behaviour by staff on CPOMS
- > RMP's
- > Accident forms

15. Learning Consequences

Setting high expectations for behaviour throughout the school means that learning consequences will be used in order to allow pupils to learn how to meet the behaviour expectations which are set.

Learning consequences used in Woodend Farm School may include:

- > Using parts of break times/lunch times for learning
- > Removal of pupil from peers
- > Removal from own class for learning and then return
- > Time out
- > Thrive intervention
- > Logical consequence linked to behaviour displayed e.g. tidying up, you break it you fix it, working with members of staff
- > Reporting to parents/guardians
- > Missed work to be completed in their own time



Kindness



Belonging



Believing



Achieving

- > Visuals
- > Zones of regulation

Wherever possible 'logical' consequences for behaviours will be employed. This will support and encourage pupils to learn how to behave in a proactive manner and reflect on how a more positive approach can be sustained.

Staff will always shine a light on behaviour, this is our key strategy that we use to support children whose behaviour is causing difficulties to themselves and others around them.

Should behaviour be deemed to be more serious, and time is needed to put in place protective consequence then a more formal sanctions would be used.

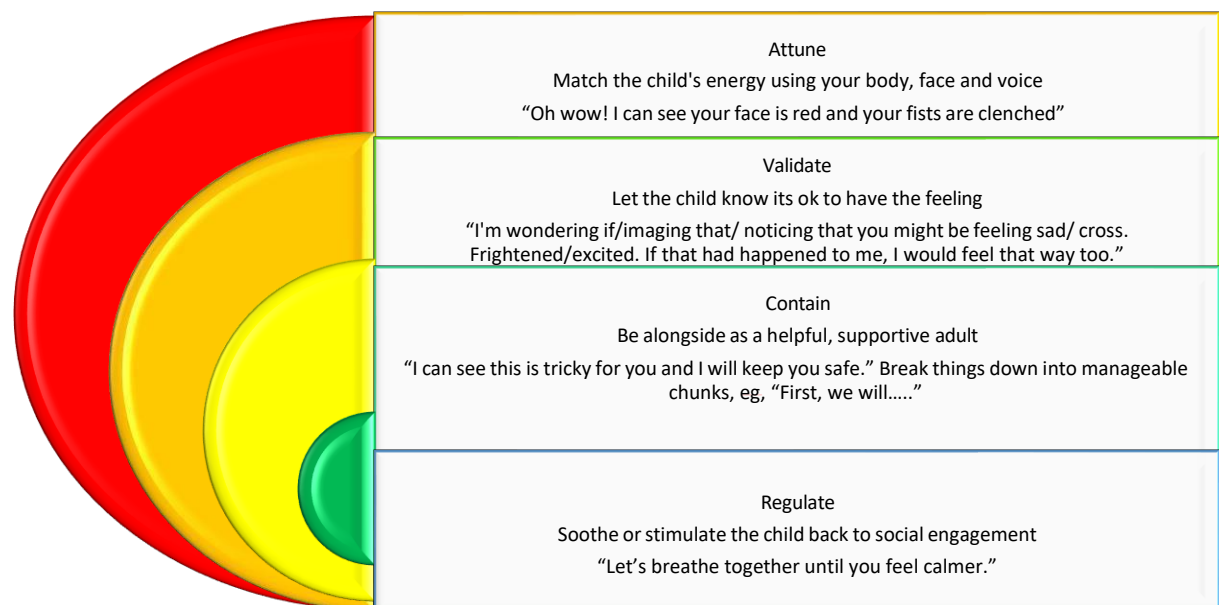
These may include:

- > Request to parents to pick up their child (fixed term exclusion)
- > Internal exclusion

16. Procedures and practice

When unacceptable behaviour is displayed in the school staff will use the following procedure to ensure a consistent and well managed approach is adopted. There is an expectation that all staff will deal with behaviours and follow through with learning consequences to ensure that pupils experience consistency and have the opportunity to learn how to get it right.

Woodend Farms 4 steps of communicating in times of crisis and conflict



Kindness



Belonging



Believing



Achieving

WOODEND FARM SCHOOLS MODEL FOR BEHAVIOUR MANAGEMENT – unacceptable behaviour

IN CLASS STRATEGIES – Delt with by Class team

Identify situation causing difficulty

- > VRF's >
PACE
- > Differentiate the task set / support given to task
- > Warning systems / cards
- > Tactical ignoring / distract / redirect
- > Redeploy human resources
- > Support from external provisions
- > Learning consequences to be carried out at an appropriate time
- > Set up / follow plans / RMP
- > Sensory diet implemented and followed
- > Contact with parents / carers
- > Support requested when a pupil reaches or is likely to reach crisis

OUT OF CLASS LEARNING CONSEQUENCES STRATEGIES - dealt with by Class team and thrive mentors

- > Parents / Guardians informed
- > Time out
- > Movement breaks
- > Sensory room
- > Thrive intervention
- > Shining a light
- > Captain thinking
- > RMP
- > Individual workstation
- > Identified activities to help pupils learning
- > Appropriate areas for pupils identified during break times



Kindness



Belonging



Believing



Achieving

REMOVAL FROM CLASS / SITUATION – this behaviour is dealt with by SLT and supported by Thrive mentors

Behaviours that are:

- > Dangerous
- > Causing significant disruption to learning
- > Effecting other pupils' well-being

Will result in pupil being removed from class/ situation, support is requested from thrive mentors or senior leaders.

Removal

- > Pupils is removed to small garden where specific learning will take place, pupils will only return to class once this learning has been completed and staff feel they are safe to return
- > Parents informed
- > Meeting set up with parents/careers either at school or home
- > Behaviour logged on CPOMS
- > Situation should be followed up with a review / setting up of an RIP / monitoring of behaviour more closely

17. Statement on the use of safe touch and physical intervention

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- > to comfort a pupils in distress (so long as this is appropriate to their age).
- > to gently direct a pupil.
- > for curricular reasons (for example in PE, Drama etc.).
- > in an emergency to avert danger to the pupil or pupils.

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- > the pupils age and level of understanding.
- > the pupils individual characteristics and history.
- > the location where the contact takes place (it should not take place in private without others present).

Within Woodend Farm school this means that a member of staff may physically guide, touch, or prompt pupils in appropriate ways at appropriate times. It is extremely important that you have read and understood all the relevant policy to appreciate the reasons why we may choose to use physical intervention or restrictive physical intervention with pupils and the appropriate ways in which we do so.



Kindness



Belonging



Believing



Achieving

18. School Rules

On admission to Woodend Farm School pupils will be provided with a uniform and will be expected to wear this to school.

The rules are as follows:

- > Uniform is to be worn. It is the responsibility of home to inform the school if there are issues with this. Home / school liaison should take place if there are issues with uniform.
- > One pair of earrings can be worn for school, but it needs to be removed for PE lessons.
- > Pupils are not allowed to bring any of the following into school premises or grounds: alcohol, drugs, sharp or pointed objects, cigarettes, matches, lighters or any other object or material that might be considered a risk to the safety or welfare of others.
- > If pupils choose to bring MP3 players, electronic games or mobile phones to school they should be handed to class teacher who will lock them away until the end of the day. Mobile phones are not allowed during the school day.
- > Pupils are not allowed to leave the school premises or grounds without a member of staff.

Pupil's rules that are to be followed to promote positive behaviour for learning:

- > Listen to others.
- > We keep our hands / feet to ourselves.
- > Respect each other.
- > Respect other people's property.

- > Use kind words.
- > Tidy the classroom when we have finished working
- > Take pride in our school

19. Incident Reporting

Any incidents which cause concern should be reported and written up by the appropriate member of staff on CPOMS.

Incidents which should be recorded include:

- > Peer on peer
- > Stealing
- > Sexual incidents
- > Verbal aggressive behaviour
- > Disruptive behaviour
- > Physical harm to pupils or staff
- > Concern over time of repeated inappropriate behaviours
- > Change in pupils behaviour over time causing concern
- > Unusual emotional outbursts
- > Destruction of property
- > To be informed in the first instance when a RPI has had to be used on their child and when a new behaviour requires an RPI



Kindness



Belonging



Believing



Achieving

- > Where a person's behaviour has led to inclusion in the accident book
- > Leaving the School premises without permission
- > Racial abuse
- > Bullying - refer to schools Anti-Bullying Policy

(This list is not exhaustive, individual staff may wish to record other incidents) Purpose of reporting system:

- > To alert staff to possible risks
- > To analyse behaviour and develop appropriate support strategies for pupils
- > To inform risk assessment and positive handling plans
- > Better communication between staff
- > To help develop a consistent approach to particular types of incidents
- > To help staff to develop a consistent approach to individual pupils
- > To help staff and pupils avoid and prevent reportable incidents
- > To provide on-going documentation with which to support action
- > To provide evidence should it be required at any time in the future

20. Training

We train all our staff in Essex Steps primarily to support with de-escalation techniques. All staff members receive six hours of basic training. Following this, refresher training is carried out every twelve months to ensure that people hold a current, valid certificate. Training provided covers the use of physical intervention and in techniques of behaviour management which help reduce the need for such interventions. Guidance will be given where needed for carrying out physical intervention on an on-going basis.

All staff are trained to use physical interventions.

All staff are also trained in PACE (playful, accepting, curious and empathetic) and VRF's to support in de-escalation and positive behaviour management.

21. Physical Intervention

21.1 Introduction

Woodend Farm School follows Essex County Councils guidance on physical intervention. [Understanding and Supporting Behaviour - Safe Practice for Schools - Spring 2021.pdf \(essex.gov.uk\)](#). It is the responsibility of all staff to be aware of the content of this guidance.

21.2 Intended Outcomes

To provide an environment:

- > that is safe for the whole community
- > where we care enough about our pupils to not allow them to be out of control, causing harm to themselves, others or significant damage to property
- > where challenging, aggressive and violent behaviour is prevented wherever possible.



Kindness



Belonging



Believing



Achieving

- > where staff members are clear about when physical intervention is appropriate and are empowered to use it within a clear framework

21.3 Responsibilities

Woodend Farm School is committed to providing Essex Steps training and endeavouring to reduce any situation where staff members encounter violence in the course of their work. All members of the school are expected to treat people with dignity, courtesy, and respect.

Woodend Farm School also recommends that where possible there are two members of staff either to be involved in a physical intervention, or to be able to witness any physical intervention that takes place.

21.4 Working Realities

All stakeholders must be aware of the working realities and likely consequences when individuals are involved in an incident involving the use of force. The following systems are endorsed by Woodend Farm School:

In order to minimise risk to staff and pupils, manage challenging behaviour and help pupils learn it is the policy to:

- > Record serious incidents on CPOMS.
- > Complete a RIP with the Essex steps lead or senior leader when a pupil demonstrates behaviour that may or has caused risk to themselves, others or property. This should happen as soon after the event as possible. Pupils requiring a Risk Assessment may also become identified through incident reporting, Staff & SLT will identify which pupils require this. Whenever there is a change to a pupil's behaviour the risk assessment or RIP should be amended (see Appendix A)
- > Where a physical intervention has taken place all documentation should be completed as soon as possible after the event has taken place (maximum of 24 hours), but having allowed everyone involved in the situation time to calm down. Wherever possible this should occur before the member of staff goes home. If the written paperwork is not able to be completed staff involved must, at the very least, inform a senior leader of what has occurred.
- > After a serious incident has occurred a pupil must be offered an opportunity for debrief. It should be remembered that the minimum amount of time for anyone to calm down after an adrenaline rush is deemed to be at least 45 minutes but for some pupils it could be longer, two hours plus. This must be taken into account of when planning the time of the debriefing. Visual systems must be made available for those pupils who require this support to aid understanding and communicate effectively.
- > If a member of staff or pupil is injured as a result of any incident a Health and Safety Incident Form needs to be completed. (Appendix B)
- > All documentation relating to the behaviour policy and relating incidents will be kept for 35 years.



Kindness



Belonging



Believing



Achieving

APPENDIX A: Risk Reduction Plan

Name	DOB	Date	Review Date
-------------	------------	-------------	--------------------

Photo	Risk reduction measures and differentiated measures (to respond to triggers)
--------------	---

Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond



Kindness



Belonging



Believing



Achieving

Post incident recovery and debrief measures

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

APPENDIX B: ESSEX HEALTH & SAFETY INCIDENT FORM

School and College:	Woodend Farm School		
About the incident:			
Accident	Work Related Ill-Health	Near Miss	Violence
Date incident occurred:	Date:	Time (24hr clock):	
Date incident reported:	Date:	Time (24hr clock):	
Where incident happened?			
How the incident happened?			
What do you consider was the cause of the incident? (bite, kick, fall etc.)			
Where was the injury located?			
What was the nature of harm?			
Was the person taken directly to hospital	YES / NO		



Kindness



Belonging



Believing



Achieving

Was the incident reportable under RIDDOR	YES / NO
--	----------

About the person affected by the incident:

Name			
Employed by ECC and position employee holds	YES / NO	Position Held if appropriate	

Follow up by the manager after the incident: (to be completed by Manager)

Additional supervision	Modifying existing systems of work	No further action
Review Maintenance procedures	Training	Review Risk Assessment

Additional information for acts of violence:

Name of assailant		Relationship to ECC i.e. pupil	
What was the type of assault	Attack by an animal Sexual Use of a weapon	Intimidating behaviour Threatening behaviour Verbal abuse	Physical injury Racial

Was the incident reported to the police?	YES / NO
--	----------

Has support been given to the employee following the incident?	YES / NO
--	----------

Use of physical intervention:

Was it necessary to use physical intervention?	YES / NO
--	----------

What type of technique was used?	
----------------------------------	--

Does the assailant have an individual risk assessment or care plan?	YES / NO
---	----------



Kindness



Belonging



Believing



Achieving

Was the physical intervention technique used in accordance with it?	YES / NO
Had all the employees who used Restrictive Physical Intervention been trained?	YES / NO

PLEASE TURN OVER

Witness to the incident	Witness to the incident
Name & Address	Name & Address

Additional Information

Large empty rectangular area for providing additional information.

Signature of Health & Safety Manager		Date	
---	--	-------------	--



Kindness



Belonging



Believing



Achieving

Comments for Health & Safety Manager if necessary

End of Document



Kindness



Belonging



Believing



Achieving