

FOX WOOD SCHOOL



BEHAVIOUR POLICY

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1. **INTRODUCTION**

‘Behaviour is a means of communication and has a cause and a purpose. Behaviour that challenges may signal a need for support and it is essential to understand its underlying causes. It may, for example, be the result of a medical condition or sensory impairment, previous trauma or neglect, or be exacerbated by an unmet need or undiagnosed medical condition. It may reflect the challenges of communication, or the frustrations faced by children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties, who may also have little choice and control over their lives. These factors may result in behaviours that are challenging. Behaviours that challenge may reflect the impact on a child or young person of being exposed to challenging environments which they do not understand or where positive social interactions are lacking or personal choices are limited. These children and young people need support to have their needs met in different ways and to develop alternative ways of expressing themselves that achieve the same purpose but are more appropriate. Behaviour support plans, drawn up with the involvement of the children, parents and young people, help to understand better a child or young person’s experiences and behaviour and the steps that should be taken to meet their needs’ Reducing the need for restraint and restrictive intervention June 2019.’

At Fox Wood School it is recognised that there is no single strategy or technique for managing behaviour that can meet all the pupils needs.

Appropriate behaviour is vital in the school situation in order that learning opportunities can be maximised and it is vital in the wider environments at home and in the community. It is therefore very important that the school is able to address issues related to pupils behaviour effectively. This policy seeks to support an ethos in which:

- Pupils are valued and respected
- Emphasis is placed on pupils recognising and controlling own behaviour reducing the need for restrictive intervention.
- Pupils are encouraged to develop high self-esteem.
- There is a partnership between home, school and external agencies
- Non-aversive approaches to managing challenging behaviour are adopted.

2. **AIMS AND EXPECTATIONS**

Our aim is to promote appropriate behaviour of all pupils in varied settings and to deal effectively with inappropriate behaviour using a wide range of strategies according to the individual’s needs in a positive environment. At Fox Wood we have developed our own ‘I Matter Code’ to recognise the value of all pupils and to promote positive strategies to be used. (See Appendix 1). The I Matter Code enhances pupil voice, is displayed in each classroom and is available at reception.

Appropriate behaviours include:

- Following instructions
- Showing respect for themselves and others
- Taking care of property
- Working to the best of their ability
- Responding appropriately to a situation
- Following social rules and conventions
- Adapting behaviour in different situations eg. in a café, in assembly
- Speaking/vocalising at appropriate volume
- Demonstrating 'good manners'
- Being helpful and kind
- Respecting people's personal space.
- Recognising own feelings and responding in appropriate manner.

Behavioural difficulties may emerge for numerous and complex reasons and may take a variety of forms from loud disruptive behaviour to passive withdrawal.

Such difficulties include:

- Unable to communicate effectively with listeners
- Non compliance with instructions
- Demanding attention inappropriately
- Loud, or disruptive behaviour
- Unacceptable language
- Verbally/physically aggressive
- Disregarding rules or social norms
- Poor concentration or lack of engagement in tasks
- Non-responsive
- Appearing deeply unhappy/distressed
- Over anxious
- Lack of confidence, low self esteem
- Lack of friendship/social skills
- Self harm
- Withdrawing selves from situations
- Targeting others for a specific or unknown reason

The school recognises that all behaviour has a function and carries meaning.

Some pupils will test the boundaries and require a consistent environment in which expectations and consequences are clear. Many of our pupils respond very quickly to low level de-escalation and behaviour management techniques.

Some of our pupils display more challenging behaviour and in these cases a much broader, longer term framework will be needed to help these pupils to progress. For these pupils it is vital that the function of the behaviour is analysed and an Individual Behaviour Programme (IBP) or a Behaviour Profile is drawn up.

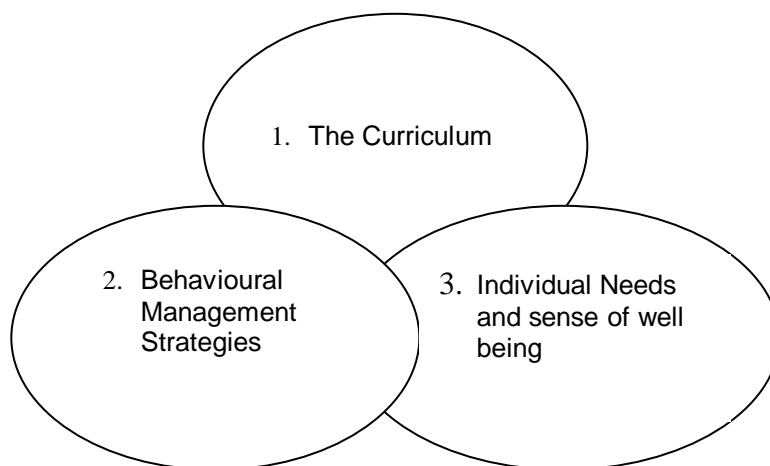
The IBP or BP will be drawn up by the pupil support manager, behaviour team and class staff during termly IBP meetings. The document will be shared with the senior leadership team, signed by the behaviour team, class staff and will be shared with parents to read and sign if agreed. Parents are welcome to meet with the class staff and behaviour team to discuss the plan if required.

Behaviour support plans should be based on a shared understanding of the reasons for a child or young person's behaviour and:

- identify proactive strategies designed to improve the child or young person's quality of life and seek to remove the conditions likely to promote behaviour that challenges, including changing the environment (for example, reducing noise and increasing predictability) and promoting active engagement through structured and personalised activities;
- Identify adaptations to a child or young person's environment or routine and help them to develop alternatives to behaviour that challenges to achieve their goals, for example improved communication, emotional regulation or social interaction;
- Identify preventative strategies to calm the child or young person when they begin to show early signs of distress, such as relaxation techniques and diversion into activities they find enjoyable and rewarding;
- Identify reactive strategies to manage behaviours that are not preventable, including how family members, staff or carers should respond if a child or young person's agitation escalates and there is a significant risk of harm to themselves and/or others;
- be reviewed frequently – particularly if behaviour that challenges or use of restrictive interventions increases or quality of life deteriorates;

3. **FOX WOOD SCHOOLS' APPROACH**

When considering how to manage behaviour it is important to embrace three inter related factors and their impact on the pupil.



1. An interesting, relevant, differentiated and well planned curriculum can minimise disruption/disturbance.
2. Clear behavioural management strategies can provide structure, stability and continuity.
3. Consideration of individual needs and quality of life will help to identify the function of a behaviour and changes that may affect that behaviour.

Different levels of analysis of the behaviour and response will be needed depending on if the behaviour is:

- a) low level: responds to basic strategies
- b) challenging: persistent and resistant to change

a) **Low Level Behaviours**

These are behaviours which, though disruptive at the time, do respond to management techniques commonly employed by staff. In such cases class teams meet together and discuss the function the behaviour is serving and seek to find their own solutions.

Antecedents – what comes before the behaviour occurs

Behaviour – describe any behaviour accurately

Consequences – how do people respond, what does the pupil get out of the behaviour?

Pupils who consistently demonstrate low level behaviours may require a Behaviour Plan Overview

b) **Challenging behaviour**

These behaviours are established patterns of behaviour that severely affect the individual's quality of life and access to learning and experiences. The behaviour adversely affects the individual's development. The level of challenge presented may be related to the frequency, intensity or duration of a particular behaviour.

In these cases a much more in depth, detailed approach is likely to be needed and a Behaviour Support Plan will be written and implemented. (This will consist of an Individual Behaviour Plan, a Positive Handling Plan and a Risk Assessment)

Information will be collected regarding the individual's strengths, preferences, needs and skills along with suggestions as to the possible function and early warning signs. The resulting behaviour support plan will detail suggested environmental and life style changes, early intervention strategies and crisis intervention techniques. This process is reviewed and evaluated termly or sooner if necessary as the roots of challenging behaviour are usually complex and multifaceted.

4. **STRATEGIES**

The term positive behavioural support is used here to describe a framework to better understand, and so reduce, behaviour that challenges among children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties. It is based on an assessment of the context in which behaviour occurs and uses that information to develop interventions to support children and young people. These may include practice changes such as changing their environment, developing their skills, providing focused support and developing reactive strategies for use where necessary.

Evidence has shown that approaches using such a framework can: Reducing the Need for Restraint and Restrictive Intervention

- Build skills – for example communication skills, so that a child may learn a sign for 'finished' rather than throwing a cup, or resilience skills to gradually learn to cope with demands which were once too much for them;
- Enhance quality of life – for example, by identifying pain and enabling medical intervention for an earache which is causing a child to bang their head on the wall or by

changing the environment so that a child that needs to run around a lot is taken outdoors regularly, reducing the need for them to run away; and

- Reduce the likelihood of behaviours that challenge – development of proactive strategies such as avoiding sensory overload for a child where this is known to increase anxiety by allowing them to move to the next session a few minutes before others, will reduce the need for reactive strategies such as trying to intervene in an incident in a crowded corridor when anxiety levels are high. 'Reducing the need for restraint and restrictive intervention June 2019.'

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. At Fox Wood School we use a range of diffusion and de-escalation strategies to support pupils. Where unacceptable behaviour threatens good order and discipline and provokes intervention, Physical Intervention may then be used to support the individual following the guidance of 'Reducing the need for restraint and restrictive intervention June 2019.' And Team Teach – 'Is It in the best interest of the young person.'

Training in physical interventions given to staff includes sections on the current legal framework, background, theory and rationale behind the Team-Teach Approach as well as an understanding of personal space, body language and a personal safety curriculum before any physical techniques are taught.

a) Low Level Strategies, Reactions, Rewards and Consequences

Clear rewards and consequences can underpin many of the behavioural strategies used in school.

Within the school the emphasis is on recognising and rewarding appropriate behaviour. Desirable behaviour, improvement and achievement is celebrated as part of the school routine.

Appropriate rewards may include:

Praise
Stickers/certificates
Letter/phone call home
Work displayed/shown
Visit to Headteacher/ Chose SLT members
Preferred or choice of activity
Food item – where appropriate
Favoured 'job'
Visit or outing
Online journal
Acts of kindness display
Celebration assembly

Spending time with friends in other classes for key activities.
Class celebrations.

The level of reward should be motivating to the specific pupil, particularly when working with pupils with ASD, and in proportion to the level of improvement/achievement.

Sometimes consequences may be appropriate. Such consequences should be age/development level appropriate, clearly defined, time limited and of the lowest level that is effective eg. removal of favoured object. Staff should always respect the pupils' rights and dignity and should always make it clear how the pupil may move back to behaving appropriately and gaining approval.

Sanctions that involve depriving pupils of a basic right or need are **never** appropriate and should never be used. Eg. snack at snack time.

Possible consequence based techniques include:

I. **Planned Ignoring**

'Telling off' or appearing angry can be a reward in itself. Passing no comment on minor misbehaviours but praising a return to acceptable behaviour may be appropriate. There is a danger of the pupil's behaviour escalating to a level where you cannot ignore it so the technique may need to be adapted e.g. ignore and redirect i.e. instead of saying 'Don't throw' try 'Let's do some painting' or 'kind hands/ hands down'

Ignore and praise another pupil who is behaving appropriately. Remove the reinforcement of the 'audience' by moving the pupil or moving the group.

II. **Withdrawal**

It may be necessary to remove the pupil for a brief time either in the classroom, another room or quiet space. This needs to be carried out in a calm manner, comments if required at all should be neutral in tone but clear and positive eg. 'feet down'. Supervision must be maintained and the removal should enable the pupil to compose themselves and self regulate. If the pupil behaviour displays an intent to hurt others and staff feel it is a last resort and in the best interest of the pupil. The door will be closed and the pupil will be constantly monitored through the toughened glass panel with a written timed observation noted. Staff would ensure this was for the minimum amount of time possible.

III. **Reprimand**

Telling a pupil to 'stop' can be effective in some situations. It is most likely to work if the pupil is usually compliant, the behaviour has just started and if the pupil understands the level of language used. It is not usually appropriate for severely challenging behaviour. It is best done in a calm, firm voice, a change of tone to the person's usual tone of voice, but it is **NOT** raising the voice or shouting at an individual. If the instruction needs to be constantly repeated another strategy is required.

IV. Removal of an activity

This will be situation specific. It may help to give a warning 'if you hit, there will be no computer/labelling etc'. Always make it clear to the pupil why the activity is being removed. For pupils with some reasoning skills it may be appropriate to negotiate a return to the activity.

V. Alternative activities/Distractions

Give the pupil another activity as an alternative to the undesirable action. This can work well for repetitive behaviours. Use a variation of this technique to distract a pupil who is becoming anxious or distressed. Use your knowledge of their preferences and interests.

VI. Negotiation/Removal of Privileges

Pupils who have a reasonable understanding of the sequence of events and of language/symbols/reasoning may be ready for simple negotiations. Most of our pupils will need to link this to a fairly immediate set of events eg. if you do then you can play with or if you do then there will be no This can be implemented either verbally or with the use of symbols/photos and first and then boards. This should be the most appropriate for pupils and success reminders should continue to be in place even when consequences are in place.

VII. Contracts/Incentive Plan

These can work with pupils who have some reasoning skills and can work for a delayed tangible reward.

Define a target that clearly states the behaviour that is to be worked on. If possible discuss and negotiate this with the pupil. Identify a special treat based on the pupils preferences and interests. This reward is dependent on the target behaviour only. Divide the day/time period into manageable sessions and award a star/stickers etc if the pupil achieves the target in that session. State the number of stars/stickers etc that are needed to gain the special treat and allow some room for failure. Eg. 3 / 4 stars = treat.

Review the contract frequently and make the target progressively more difficult.

b) Strategies for Managing Challenging Behaviour

'All settings should aim to develop proactive strategies which help reduce the likelihood of behaviours that challenge, leading to the use of restrictive interventions and focus on improving the safety and well-being of children and young people. Such strategies should be based on a good understanding of learning disabilities, autistic spectrum conditions and mental health difficulties and of how children and young people affected by them are at heightened risk of displaying behaviours that challenge.' Reducing the need for restraint and restrictive intervention June 2019.'

There is overlap between what might be considered low level behaviour and challenging behaviour and different people may have differing definitions. However, within Fox Wood School some pupils may display behaviour which is limiting and affects the learning environment and does not seem to respond to the low level strategies. Effective responses to challenging behaviour rely less on responding to a crisis/incident but far more on understanding why that event happened at all, this is particularly pertinent for pupils with ASD who may experience sensory difficulties or difficulties with flexibility, where this is the case further advice should be sought with regard to appropriate ASD specific strategies.

Firstly it is essential to generate an Individual Behaviour Plan. This will be in consultation with the Pupil Support Team and will include strategies specific to the pupil.

I. Consideration of Broad Themes

Challenging behaviours can be more likely when:

- There are difficulties with positive reciprocal social engagement.
- There are difficulties in communicating effectively
- There is lack in overall sense of well being
- The overall quality of life is poor.

II. Social Relationships

Behaviours linked to difficulties in forming and maintaining appropriate relationships may be reflected in:

- A drive to control, either to achieve personal ends, or have control of the situation.
- An intolerance to requests/denials
- Withdrawal, self distracting activities
- Absence of initiation

Interventions may include:

- Building co operation
- Sharing experiences that pupils will enjoy
- Intensive Interaction strategies
- Setting limits, protecting rights and safety
- Provide 'safe' place/area
- Develop knowledge of social roles
- Social skills/understanding development eg social stories

III. Communication

Behaviours linked to difficulties in communication may be reflected in:

- Pupil's expectations not matching demands
- Misunderstanding/not knowing what is going to happen next.
- An inability to bring our attention to issue of importance/need.
- An inability to make sense of a situation

Interventions may include:

- Quality visual material of the right level of schedules, choice boards, photos, symbols
- Improved adult communication skills, use of clear language, signs, gestures
- Use of a consistent communication system eg. Symbols/PECS, objects of reference/photos.
- Allow more time for pupils to process communication.
- Try to ensure understanding
- Look for possible communicating function in a behaviour (even if not easily read)

IV. Well Being

Behaviours linked to problems in an individual's sense of well being may include one or more of the following:

- Mood swings.
- Arousal level, unusually heightened
- Biorhythmic phase, often difficulties in early morning and late afternoon
- Physical discomfort
- Medication side effects
- Life events
- Mental health

Interventions may be short term or long term

Short term:

- Develop a plan for "low points" in the day eg. have a snack, exercise, music, relaxation
- Actively manage pain, seek medical advice
- Distract with activity
- Manage the atmosphere and environmental conditions
- Become aware of signs of mood etc and have a response planned.

- Actively teach self calming techniques
- Encourage pupils to use sensory app
- Individual or bespoke timetables – reviewed and amended regularly.

Long term:

- Seek advice and tackle Health issues
- Promote physical fitness
- Increase daily access to experience of positive well being, non contingent reinforcement, relaxation, laughter, pleasurable experience
- Adjust demand levels
- Promote positive future thinking – optimism
- Build up positive memory banks, supported with pictures, photos, objects, video etc.
- Sensory steps/ programme
- Individual or bespoke timetable – reviewed and amended as required.

Positive Handling

Sometimes all attempts to focus analysis and intervention at the setting conditions, triggers, and/or early intervention stage fail and a physical intervention may need to be used. It is important to map out such procedures before an incident occurs and to include such procedures in the Behaviour Support Plan. All staff working with the pupil should be made aware of these procedures. It will also be necessary to seek opinions from other agencies and signed agreement from the parents/carers.

The Behaviour Support Plan will detail actions to be taken, when additional support/personnel will be called in, how the pupil is to be supported until calmer and what debrief should happen. Serious incidents that require restrictive physical intervention to be used **must** be recorded on Behaviour Watch.

The Positive Handling Policy must be followed. Serious incidents are investigated by the Pupil Support Manager who meets with the class team so that the incident can be discussed and so that the needs of the pupil and staff can be addressed.

Parents/Carers will be informed of the incident via telephone call and/or in writing whereby they can discuss the incident with the teacher. The pupil is also checked by a first aider.

Exclusions

Fox Wood School follows the statutory guidance from the Department for Education with regard to exclusions. The following should be noted:

Authorising and recording exclusions

Pupils can be excluded permanently, or for one or more fixed periods up to a maximum of 45 days per academic year. Only the Headteacher can authorise exclusions. All exclusions, however short in duration, must be formally recorded. 'Internal Exclusion' where pupils are removed from class but not the school site, is legal and does not count as a formal exclusion, so does not need to be recorded.

Deciding whether to exclude a pupil

A pupil should be excluded when he/she has breached agreed school policies seriously or persistently, **and** where allowing him/her to remain in school would seriously harm the education or welfare of the pupil or others in the school. It is illegal to exclude a pupil for non-disciplinary reasons such as the actions of his/her parents or his/her academic ability.

When deciding whether to exclude a pupil, the Headteacher will consider the responsibility of Fox Wood under The Equality Act 2010. All pupils at Fox Wood have an Education, Health and Care Plan or a Statement of special educational need and it is recognised that they are especially vulnerable to the impact of exclusion. Pupils of Fox Wood would only ever be excluded as an absolute last resort and this would be in careful liaison with home and the Local Authority. It is recognised that it is illegal to exclude a pupil simply because the school is not able to meet his/her needs, and that excluding a pupil for behaviour that is due to his/her special educational needs may constitute discrimination. However the Headteacher will act as required to ensure the safety of all pupils and staff at Fox Wood, promoting open and honest dialogue with all stakeholders wherever this is possible.

Notifying relevant parties of an exclusion

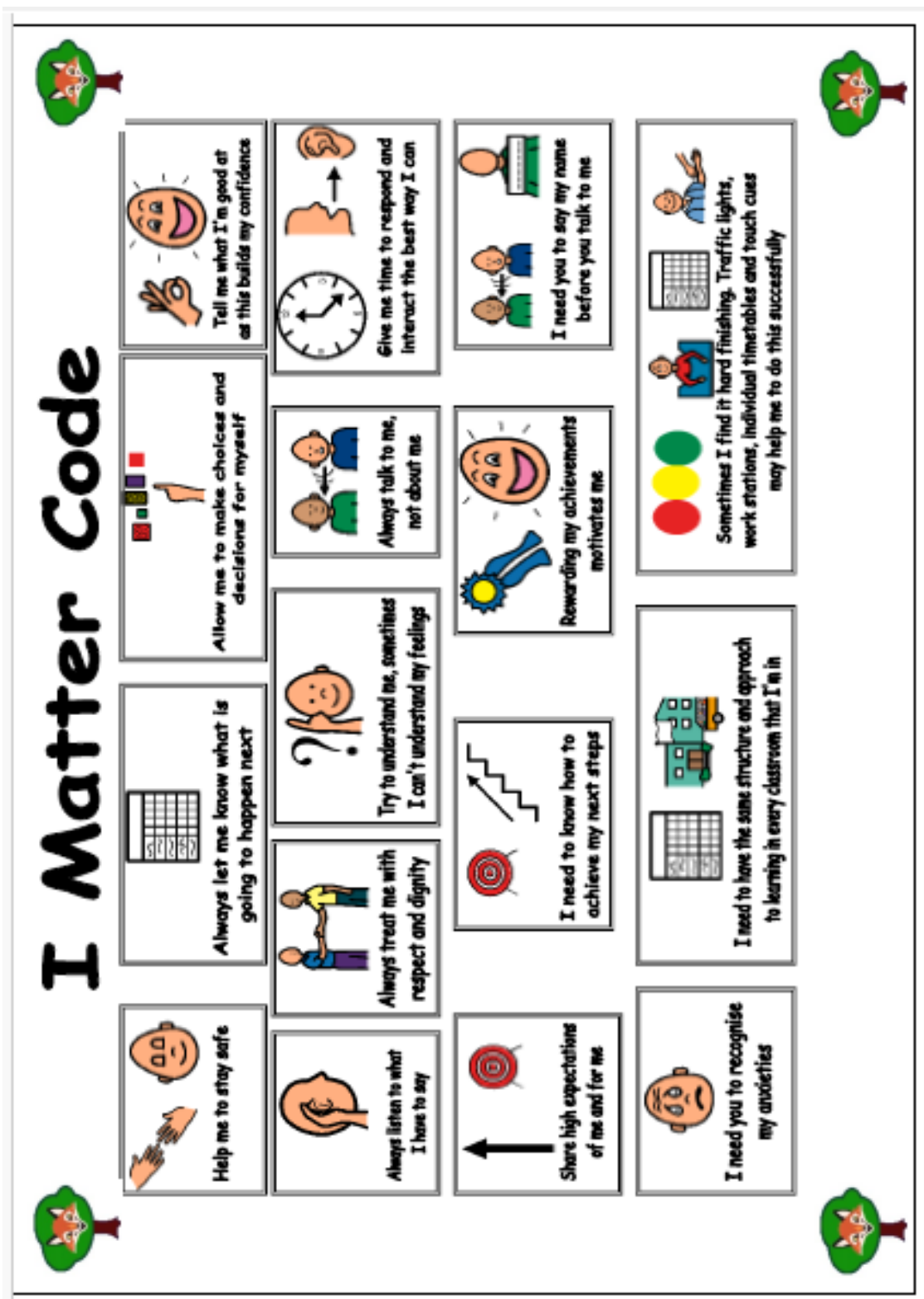
On excluding a pupil, the Headteacher must immediately notify parents of the period of the exclusion and the reasons for it. The Headteacher must also inform parents of their right to make representation about the exclusion to the governing body, and how this can be done. The Headteacher would also inform the Governing Body, of any fixed term or permanent exclusions and the relevant officer at the Local Authority, and reference must be made to Section 89 of the Education and Inspections Act 2006.

The governing body's responsibilities in relation to exclusion

For fixed-term exclusions of more than five days the governing body must arrange suitable alternative full-time education, which must begin no later than the sixth day of the exclusion. For permanent exclusions, it is the responsibility of the pupil's 'home' local authority (LA) to provide alternative education.

Governing bodies are legally required to consider parents' representations about an exclusion, and in some cases must also consider whether an excluded pupil should be reinstated. If parents disagree with the decision not to reinstate their child, they can request that it be considered by an independent review panel.

Appendix 1 – I Matter Code



Fox Wood School - Positive Handling Plan and Risk Assessment



Name:		Class:		Date:	
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1. Student responses

Known Triggers What causes behaviours and the need for support.	Anxiety / Trigger Need for support and reassurance	Defensive / De-escalation Diversion, reassurance, clear limits boundaries and choices	CRISIS Possible need for physical intervention, appropriate to student	Recovery and Depression Coordinated letting go. Support and reassurance Need for observation support and monitoring. Recovery and repair.	Developmental debrief / follow up Reflect, repair, reconnect
	Stage 1 What are my signs?	Stage 2 What are my signs?	Stage 3 What are my signs?	Stage 4 and Stage 5 What are my signs?	Stage 6 What are my signs?
	What can be done to help me? Proactive responses:	What can be done to help me? Proactive responses:	What can be done to help me? Proactive responses:	What can be done to help me? Proactive responses:	What can be done to help me? Proactive responses:
	Reactive responses:	Reactive responses:	Reactive responses:	Reactive responses:	Reactive responses:

Students' normal demeanor:

2. Staff responses

	Try	Avoid	Notes
Verbal advice & support			
Clear boundaries			
Humour			
Negotiation			
Limited Choices			
Distraction			
Reassurance			
Planned ignoring			
C.A.L.M talking			
Allow processing time			
Withdrawal offered			
Withdrawal directed			
Remain in room- withdraw other students			
Change of face			
Reminder about consequences			
Success reminders			
Symbol / visual supports			
Change of voice - tone			
Others:			
e.g- Going for a walk/toilet			
A drink			

3. Diversion and distraction

If the student responds to distraction their interests are...

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4. Crisis situation

When approaching a crisis situation which methods have worked / should be used / should be avoided

Technique / method	Try	Avoid	Comments
Caring C guide/help hug/elbow snug guide/outside elbow guide			
Friendly hold/escort			
Half shield to escort			
1 person standing double elbow/escort			
2 person standing double elbow / escort			
1 person single elbow/escort			
2 person standing single elbow / escort			
2 person Sitting single elbow			
Figure of four standing			
Small person hold / escort			
Small person hold - chairs with help hug support if required			
Bean bag - small person (help hug/additional support if required)			
Bean bag - 2 person single elbow			
Bean bag - 2 person figure of four			
Quiet room			
Other specific responses: (please state)			
Notes on techniques / methods used above (if needed):			
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Fox Wood School
Behaviour Profile

Triggers	When I...	I mean...	You should...

Additional Information:

I Like:

I don't Like: