

FOX WOOD SCHOOL



BEHAVIOUR POLICY

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Review Date: November 2026

1. INTRODUCTION

Behaviour is recognised as a **means of communication** and has a cause and a purpose. **Good behaviour in schools is central to a good education.** Good management of behaviour allows the school to provide calm, safe, and supportive environments where children and young people can learn and thrive.

Behaviour that challenges may signal a need for support, potentially resulting from a medical condition, sensory impairment, previous trauma or neglect, an unmet need, or difficulties with communication. These pupils require support to have their needs met in different ways and to develop alternative, appropriate ways of expressing themselves.

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.
- The school adopts non-aversive approaches to managing challenging behaviour.

2. AIMS AND EXPECTATIONS

The school's 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.

The head teacher has the responsibility for determining measures to secure acceptable standards of behaviour, including encouraging good conduct, promoting self-discipline, and **preventing all forms of bullying**. This role cannot be delegated.

The school maintains **high expectations of pupils' conduct and behaviour**, which must be commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment. Schools should be clear about which behaviours are permitted and prohibited.

The school promotes its values through the 'I Matter Code' (See original Appendix 1) which is displayed in each classroom and 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

- Adapting behaviour in different situations
- Recognising own feelings and responding in appropriate manner.

Behavioural Difficulties (Misbehaviour):

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
- Self-harm
- Targeting others for a specific or unknown reason

All staff should respond to misbehaviour promptly, predictably, and assertively, in accordance with the school policy. The purpose of this response is deterrence, protection, and improvement (supporting pupils to understand and meet expectations).

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. The curriculum (interesting, relevant, differentiated, and well planned).
2. Clear behavioural management strategies (providing structure, stability, and continuity).
3. Consideration of individual needs and quality of life (to identify the function of behaviour).

a) Low Level Behaviours

Low level behaviours are those that are disruptive but respond to management techniques commonly employed by staff. Where behaviour is persistent or targeted interventions are not

detering misbehaviour, a system should be in place to ensure leadership and pastoral staff are aware.

If low level behaviours consistently occur, the underlying functions of the behaviour should be discussed and analysed by class teams using the Antecedent-Behaviour-Consequence (ABC) model.

b) Challenging Behaviour

Challenging behaviours are **established patterns of behaviour that severely affect the individual's quality of life** and access to learning and experiences. These behaviours are often persistent and resistant to change following low-level strategies.

For challenging behaviours, a broader, longer term framework is needed. It is essential that the function of the behaviour is analysed. An **Individual Behaviour Programme (IBP) or Behaviour Profile (BP)** must be drawn up. For challenging behaviours, this results in a comprehensive **Behaviour Support Plan (BSP)** which typically includes an IBP, a Positive Handling Plan, and a Risk Assessment.

Behaviour support plans should be based on a shared understanding of the reasons for the behaviour and identify:

- Proactive strategies to improve quality of life and remove conditions likely to promote challenging behaviour (e.g., changing the environment, increasing predictability).
- Adaptations to the environment or routine.
- Alternatives to challenging behaviour (e.g., improved communication or emotional regulation skills).
- Preventative strategies to calm the child (e.g., relaxation techniques).
- Reactive strategies for unpreventable, escalating behaviours where there is a significant risk of harm.
- Frequent review, especially if the challenging behaviour or the use of restrictive interventions increases.

4. STRATEGIES

Positive Behavioural Support (PBS) and De-escalation

The school utilises a framework of **Positive Behavioural Support (PBS)** to understand and reduce behaviour that challenges. This approach is based on assessing the context in which behaviour occurs to develop interventions.

Proactive strategies focus on prevention by ensuring needs are met and securing improvements in quality of life. Developing proactive strategies (e.g., avoiding sensory overload) reduces the need for reactive strategies (e.g., intervention during a crisis).

PBS approaches have been shown to:

- **Build skills**, such as communication skills or resilience.
- **Enhance quality of life**, for example, by seeking medical intervention for pain or changing the environment (e.g., taking a child outdoors regularly).
- **Reduce the likelihood of behaviours that challenge**.

De-escalation techniques should be used to help prevent further behaviour issues arising and recurring. Schools may use pre-agreed scripts and phrases to restore calm.

When staff respond to misbehaviour, particularly at the early stages, they should aim to restore a calm environment.

Strategies for Low-Level Behaviour / Early Intervention (De-escalation)

For low-level behaviour, staff should prioritise positive reinforcement and rewards. Examples of acceptable sanctions include: a **verbal reprimand** and reminder of expectations, loss of privileges, and written tasks.

Specific low-level strategies include:

- **Reprimand:** Telling a pupil to 'stop' done in a calm, firm voice, focusing on a change of tone rather than shouting. This is most effective if the behaviour has just started.
- **Alternative activities/Distractions:** Giving the pupil an alternative activity to the undesirable action, useful for repetitive behaviours or distracting a pupil who is becoming anxious.
- **Withdrawal (Autonomous/Self-Regulation):** Temporarily removing the pupil to a quiet space (e.g., corner of the classroom or another room) to compose and self-regulate. Supervision must be maintained, and comments should be neutral. This is considered autonomous withdrawal if the child is free to leave the quiet space and chooses to be there, not constituting restraint.
- **Negotiation/Incentive Plan:** For pupils with reasoning skills, agreeing on outcomes and consequences immediately (e.g., 'first and then boards') or delayed tangible rewards (contracts/incentive plans).

Strategies for Challenging Behaviour

The response to challenging behaviour relies heavily on understanding the root cause rather than reacting to the crisis.

Strategies focus on improving underlying difficulties, which often include:

- **Social Relationships:** Building co-operation, setting limits, developing knowledge of social roles, or using social stories/skills training.

- **Communication:** Using quality visual material (schedules, choice boards); improving adult communication skills (clear language, signs, gestures); using consistent communication systems (Symbols/PECS); and allowing more time for processing communication.
- **Well Being:** Developing plans for low points (snack, exercise, music) or managing the environment. Long term strategies include seeking advice on health issues, promoting physical fitness, and increasing positive well-being experiences.

Use of Team Teach and Physical Intervention

The school uses **Team Teach** training to inform staff on responding to serious incidents.

In cases where all proactive attempts fail and a physical intervention is needed, the following principles apply:

1. **Reasonable Force:** Staff members are trained to use **reasonable force** to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline. 'Reasonable' means using '**no more force than is needed**'.
2. **Necessity and Safety:** Restraint should only be used where it is deemed **necessary to prevent risk of serious harm**, including injury to the child or others, especially if no intervention or a less restrictive intervention would suffice.
3. **Avoidance:** Wherever possible, restraint should be avoided. Proactive, preventative, non-restrictive approaches must be adopted.
4. **Proportionality:** Techniques used to restrain or restrict liberty must be **reasonable and proportionate** to the circumstances, applied with the **minimum force necessary**, for no longer than necessary, by appropriately trained staff. Staff should be trained to recognize any specific vulnerabilities of the pupil, including SEND, mental health needs, or medical conditions, before using force.
5. **Training:** Staff should receive training, including in the current legal framework, theory behind the chosen approach (Team-Teach), personal space, body language, and personal safety curriculum, before learning physical techniques. Staff must only use techniques for which they have received training and can demonstrate competence.
6. **Planning:** Procedures for physical intervention must be mapped out in advance and included in the Behaviour Support Plan (Positive Handling Plan). Parents/carers should be informed and their signed agreement sought.
7. **Post-Incident Management:** Serious incidents that require restrictive physical intervention must be **recorded on Behaviour Watch**. The pupil should be checked by a first aider. Post-incident support (emotional and, where necessary, medical) must be given to the child/young person and staff involved. A manager must investigate the incident and meet with the class team for a **debrief** to address the needs of the pupil and staff. Parents/carers must be informed of the incident via telephone call and/or in writing.

Policy Excerpt: Exclusions

Exclusions should only be used in response to serious incidents or persistent poor behaviour which has not improved following in-school sanctions and interventions.

- **Exclusion Decision:** Headteachers must follow statutory guidance. The Headteacher must consider the school's responsibility under the **Equality Act 2010**. Since all Fox Wood pupils have an Education, Health and Care (EHC) Plan or Statement, they are recognized as especially vulnerable.
- **Illegal Exclusions:** It is illegal to exclude a pupil for non-disciplinary reasons. Excluding a pupil for behaviour that is due to their special educational needs may constitute discrimination.
- **Safety Override:** The Head teacher must act as required to ensure the safety of all pupils and staff.

The Headteacher must make this decision using their professional judgement based on individual circumstances.

Legal Duties and Pupils with SEND

The Headteacher must consider the school's responsibilities under the **Equality Act 2010**. Exclusion is an example of a potential sanction, but when applying any sanction, the school must act consistently, fairly, and proportionately.

Crucially, it is **illegal to exclude a pupil for non-disciplinary reasons**, such as academic ability or the actions of their parents.

The school recognises the following critical legal requirements and risks:

1. **Non-Discrimination:** It is **unlawful** for the responsible body of a school (the proprietor/governing body) to discriminate against a pupil by **excluding them** or subjecting them to any other detriment.
2. **SEN Contribution:** The school must consider whether a pupil's **Special Educational Needs (SEN) contributed to the misbehaviour** and determine whether it is appropriate and lawful to sanction the pupil. It is recognised that excluding a pupil for behaviour that is due to their special educational needs **may constitute discrimination**.
3. **Meeting Needs:** It is **illegal to exclude a pupil simply because the school is not able to meet his/her needs**.
4. **Reasonable Adjustments:** The school must consider whether any **reasonable adjustments need to be made to the sanction** in response to any disability the pupil may have. This includes meeting the Public Sector Equality Duty (PSED) to eliminate unlawful discrimination and advance equality of opportunity.

Fox Wood pupils would only ever be excluded as an **absolute last resort**, in careful liaison with home and the Local Authority. However, the Headteacher retains the authority to act as required to ensure the **safety of all pupils and staff**.

Alternative Education and Review Process

When an exclusion occurs, staff must ensure the subsequent steps regarding alternative education and review rights are followed:

- **Fixed-Term Exclusion (greater than five days):** The governing body **must arrange suitable alternative full-time education (AFTE)**, beginning no later than the sixth day of the exclusion.
- **Permanent Exclusion:** It is the responsibility of the pupil's 'home' local authority (LA) to provide AFTE.
- **Suitable Education:** Suitable education is defined as efficient education appropriate to a child's age, ability, aptitude, and **any special educational needs** the child may have.

Notifying Relevant Parties and Appeals

Upon exclusion, the Head teacher must immediately notify parents of the period and reasons for the exclusion. The notification must inform parents of their right to **make representations to the governing body**. The Head teacher must also notify the Governing Body, and the relevant officer at the Local Authority, referencing **Section 89 of the Education and Inspections Act 2006**.

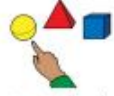
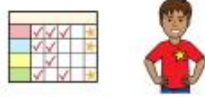
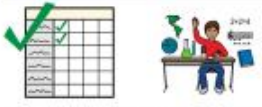
If parents disagree with a decision not to reinstate their child, they can request that the matter be considered by an **independent review panel (IRP)**. Parents have the right to ask for an **SEN expert to attend** the permanent exclusion review panel process. Furthermore, claims for **disability discrimination** in relation to permanent and fixed-period exclusions may be made to the First-tier Tribunal (SEN and Disability).

Appendix 1 – I Matter Code



I Matter Code



 Help me to be calm and safe	 Always let me know what is happening next	 Help me to make choices and decisions for myself	 Tell me what I am good at, this builds my confidence
 Always listen to what I have to say and try to understand me	 Always treat me with respect and dignity	 Always talk to me not about me	 Give me time to process and communicate the best I can
 Set high expectations for me	 Help me to understand how to achieve my goals	 Praise and reward my achievements	 Use my name first so I know you are talking to me
 Please recognise and help me with my anxieties	 I need consistent structure and routine to learning	 Please support me with transitions using traffic lights.	 Help me to be as independent as I can be



Appendix 2 – Individual behaviour plan

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):			



Fox Wood School

Behaviour Profile

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

Additional Information:

I Like:

I don't Like: