

Woodlands Secondary School	Behaviour Policy	
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Date	Review Date	Author	Nominated Governors
January 2026	November 2026	Caroline Lowry / Lindsey Lucas	GB
Website	Statutory Policy	Source	Ratification Date
Yes	Yes	Various	26/1/26

Woodlands Secondary School is a secondary aged special school which serves children with severe or profound and multiple learning disabilities. All of the students at Woodlands Secondary School have an EHC plan. This means that all our students have learning impairments and are developmentally young, when compared to their chronological age. Some of our students will have some understanding of the impact of their actions and behaviours but we also need to acknowledge that some of our students may demonstrate behaviours without the understanding of their impact upon others.

Regardless of intent, we must recognise the impact of behaviours on others. It's important to implement strategies that help the student adjust their behaviour and learn better ways to communicate, while also ensuring the safety and support of those who may be affected by their actions.

Behaviour is a means of communication and is shaped by both internal and external influences. All behaviour has a functional element, we therefore need to interpret behaviours with care to try and consider the underlying issues (such as pain, discomfort, or distress). When supporting someone who is exhibiting challenging, difficult or dangerous behaviour, we need to look at what message the student is attempting to convey, whether it's related to communication barriers, sensory overload, emotional regulation, or social difficulties. Understanding the root cause helps us to provide the right interventions and strategies to support positive behaviour development.

1. Aims

This policy aims to:

- Promote a positive culture where there is a consistent approach to behaviour management ensuring that all students have the opportunity to learn in a calm, safe, purposeful and supportive environment, free from the disruption of others, where they feel valued, listened to and respected.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Searching, Screening and Confiscation](#) Advice for schools July 2022
- [Behaviour and discipline in schools](#)
- DfE guidance on sexual violence and sexual harassment between children in schools and colleges (2021)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students' property

3. Definitions

Difficult behaviour is defined as behaviour which is antisocial but not dangerous.

Difficult behaviour:

- prevents the student or others participating in social and educational activities
- isolates the student from their peers
- affects the learning and functioning of others
- causes significant stress and additional demands on school, family and carers
- is self-injurious or threatening to be self-injurious
- carries the threat of physical assault

Violent and Dangerous behaviour is defined as behaviour which is anti-social and results in injury or harm to an individual, a group, to the community or to the environment. The injury or harm may be physical or emotional. It is behaviour that violates the rights of another person or behaviour that would be considered criminal if the person was the age of criminal responsibility.

- involves physical assault that places the student or others in physical danger
- involves religious intolerance, racist, sexist, homophobic or discriminatory language or actions
- involves any form of bullying
- causes significant damage to property
- involves sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - sexual comments, sexual jokes or taunting
 - physical behaviour such as interfering with clothes, unwanted touching of someone's bottom, breasts or genitalia
 - sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-

images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers, E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

At Woodlands we use this the phrase **BOO** to help students understand what bullying is:

Being Mean (Harmful - by word or action)

On purpose (Intentional)

Over and over again (Repeated)

Bullying can happen by word or action and comes in different forms including:

- Bullying related to appearance or physical or mental health conditions
- Bullying related to special educational needs or disabilities
- Bullying related to race, religion or culture
- Bullying of young carers, students in care or otherwise related to home circumstances
- Sexist, sexual, homophobic or transphobic bullying
- Bullying via technology – cyberbullying

This list is not exhaustive.

Please refer to the schools' Anti - Bullying Policy

5. Child on child abuse

Child on child abuse is inappropriate behaviours between children that are abusive in nature including:

- physical, sexual or emotional abuse
- exploitation
- sexual harassment
- sexting or youth produced digital imagery
- up skirting
- all forms of bullying
- coercive control
- hazing/initiation rituals between children and young people

Child on child abuse can happen both on and offline. Some of these behaviours will need to be handled with reference to other policies in school such as the anti-bullying policy, child protection policy and online safety policy.

The main point of reference is the school's Child on Child Abuse policy.

6. Harmful Sexualised Behaviours (HSB)

We recognise that some students may display sexualised behaviours that are inappropriate or harmful. As a special school, we understand that these behaviours may occur for a range of reasons, including social, emotional, communication, sensory, or developmental differences. Our approach is consistent with Keeping Children Safe in Education (2025) and the DfE guidance on sexual violence and sexual harassment between children in schools and colleges (2021). We view all incidents of harmful sexualised behaviour (HSB) as safeguarding concerns and respond in a way that protects and supports all students involved.

When responding to HSB, the school will:

- Take all incidents seriously and record them promptly in line with safeguarding and behaviour reporting procedures.
- Assess the behaviour using recognised frameworks such as the Brook Traffic Light Tool, to determine whether the behaviour is developmentally typical, inappropriate, or harmful.
- Take a proportionate, informed response, considering the individual's needs, understanding, and intent.
- Work collaboratively with parents, carers, and, where appropriate, external professionals such as social care, CAMHS, or educational psychologists.
- Focus on education and prevention, supporting pupils to understand personal boundaries, consent, respect, and appropriate relationships.

7. Roles and responsibilities

The governing board

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for:

- Approving this policy
- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, to all staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students support when necessary
- Ensuring that the behaviour data from CPOMS is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

Staff

Staff are responsible for:

- Creating a calm and safe environment for students

- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording and reporting behaviour incidents promptly onto CPOMS
- Following and updating documentation e.g. Behaviour risk Assessments

Parents and carers

Parents and carers are expected to work in partnership with the school to support behaviour expectations. Where agreed strategies, meetings, or interventions are put in place, parental engagement and follow-through are essential. A lack of engagement may limit the school's ability to effectively support the student.

Parents and carers should:

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Communicate with school in an honest, open, regular, and positive way
- Be consistent in their behaviour management and support the methods we use at school
- Wherever possible, show support for the school in what they are trying to achieve for the student by ~~attending meetings~~, responding to messages that are sent home and keeping communication channels open
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Proactively engage with other agencies e.g. CAMHS
- Engage constructively in meetings, reviews, and action plans related to their child's behaviour
- Model respectful communication about school and staff, including in the presence of their child
- Refrain from undermining school behaviour systems or staff decisions, including in the presence of their child
- Follow up on agreed actions within agreed timescales to support consistency for the student
- Work collaboratively with the school to implement recommendations from external professionals

We will endeavour to support parents by:

- Communicating in an honest, open, regular, and positive way
- Informing parents and carers about all incidents of challenging behaviour that happen in school. Minor incidents may be communicated via email. More significant incidents may be communicated by telephone or face to face in the first instance.
- Being approachable, confidential, diligent, and clear about the strategies we are using at school
- Working in the best interests of the student
- Where requested, sharing resources and advice
- Attend meetings with outside agencies when requested to do so

8. Setting the tone for positive behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a suitably stimulating environment that encourages students to be engaged
- Develop a positive relationship with students, which may include:
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement

School behaviour curriculum

All students at Woodlands have severe or profound learning difficulties. All students have an EHC Plan. EHC Plans outline the difficulties that our students have in the following areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

All students have targets to develop their skills in each of these areas. The school curriculum provides opportunities to support students to improve these skills.

In relation to improving behaviour, the development of Communication and Interaction and Social interaction skills are priorities in the curriculum.

At Woodlands we believe that all students can be supported to

- learn and develop their communication skills.
- learn to interact safely with others and to develop positive relationships with others
- learn to develop their regulation skills

At Woodlands we believe that all students feel more secure and learn more successfully if clear boundaries, based on high expectations, have been set for their behaviour.

This is particularly crucial when working with children with learning difficulties who need consistency and clear unambiguous messages to understand what is expected of them.

The teaching and learning approaches we adopt are fundamental in addressing challenging behaviour; the development of effective communication skills and the careful management of the environment are essential in minimising incidents and the impact of challenging behaviours.

We believe that positive behaviour needs to be encouraged. Generally, the school's policy on everyday management of student's behaviour is based on positive reinforcement and celebrating achievement.

Supervision of students

All of the students at Woodlands require support and supervision, to a greater or lesser extent, in order to support their learning and to keep them safe.

At Woodlands we aim to promote student confidence and independence; therefore there are times when some of our students will move around the school unsupervised, for example, to take messages to other classes, go to the toilet, etc.

Students should always be supervised in classrooms, other resource rooms or at break times.

Some of our students may demonstrate behaviours towards their peers which merits increased supervision, particularly at times of transition, break times, etc., in order to reduce the likelihood of unacceptable or inappropriate behaviour occurring. This will be written in the students' Behaviour Risk Assessment.

Behaviour Risk Assessments – See Appendix 1

Behaviour Risk Assessments are used to ensure there is a consistent approach to supporting students that present with challenging behaviours.

Department Leaders and teachers will identify any student whose behaviour warrants the production of a Behaviour Risk Assessment. Teachers draft the Risk Assessments and then share them with their Department Leader who will sign it off. The Behaviour Risk Assessment is then shared with parents. The Risk Assessments are reviewed every term, as a minimum; some are reviewed more frequently; these documents are saved in an accessible, central place on the schools IT network.

Teachers and class leads are responsible for ensuring that updated Behaviour Risk Assessments are shared with their class team and with all other staff who may be working with the student. Support staff are responsible for ensuring they are familiar with the content of the Behaviour Risk Assessments and understand their responsibilities regarding supervision and intervention.

Monitoring and analysis of behaviour incidents

All behaviour incidents (this includes low level/habitual behaviour and more serious incidents) are added to the schools online monitoring system CPOMS. CPOMS is closely monitored by the Senior Leadership Team, Middle Leadership Team and the Designated Safeguarding Leads (DSLs).

Weekly behaviour meetings take place with Middle and Senior Leaders. These meetings may generate further actions e.g. review of Behaviour Risk Assessments or conversations with families and/or other professionals. They are also used to identify staff training needs and where extra support is required e.g. SWOTS.

The Senior Leadership Team have regular supervision conversations about students.

On at least a termly basis, the Deputy Head or the Assistant Head with responsibility for Behaviour will review data with Department Leaders and agree future actions.

Annual analysis of behaviour is shared with Governors.

Multi-Agency involvement

On occasions, it may be necessary to seek advice from other agencies, and we see this as a strength, to ensure we are doing the best for the students involved. This support may come in the form of an Educational Psychologist, CAMHS, Autism Advisory service, social worker, etc.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our safeguarding and child protection policy for more information <https://www.woodlands.luton.sch.uk/school-policies/>

9. Responding to difficult and dangerous behaviours

When a student's behaviour impacts on their own ability to engage in learning and school life, or impacts on the ability of other students or staff to engage in their learning or work, staff will implement agreed strategies from their Behaviour Risk Assessment, with the aim of de-escalating situations and avoiding them from becoming dangerous or unsafe.

When compiling Behaviour Risk Assessments, staff will identify the types of difficult and dangerous antisocial behaviours that the student may present. It should identify potential triggers that may lead to certain behaviours and early warning signs that may indicate that behaviours are escalating.

The Behaviour Risk Assessment will identify proactive strategies to support the student's behaviours to de-escalate and actions to take that may prevent the behaviour occurring.

Staff will identify skills that should be focussed on, over time, in order to support the students to have alternative and safe means and behaviours to communicate their needs or wants.

If students demonstrate particular behaviours which may cause themselves, or others harm, or the risk or threat of harm, the Behaviour Risk Assessment may indicate the use of Restrictive Physical Interventions (RPIs) that may be used by trained staff, in order to support the student to move to a place of safety or to prevent them from self-harming, or harming others.

Certain behaviours may require a particular approach in order to reduce the risk of potential harm.

Searching and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline such as mobile phones. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

List of prohibited items

- knives and weapons
- alcohol
- illegal drugs
- stolen items

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

An article specified in regulations: 3 <https://www.legislation.gov.uk/ukxi/2012/951/made>

- tobacco and cigarette papers;⁴
- fireworks;
- pornographic images

The list above has been taken from the Government document 'Searching, Screening and Confiscation Advice for schools July 2022'

Searching a student

Searches will only be carried out by the Headteacher themselves or by a member of staff who has been directly authorised to do so by the Headteacher.

The member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

A search can be carried out if the authorised member of staff

- Has reasonable grounds for suspecting that the student is in possession of a prohibited item
 - Has assessed that not doing the search would put the student or other students or staff at risk
- OR
- Has reasonable grounds for suspecting that the student is in possession of any item identified in the school rules for which a search can be made, AND the student has agreed.

Format of a standard search

- Explain to the student why they are being searched and how and where the search will be carried out.
- Give the student the opportunity to ask questions
- Find an appropriate location to carry out the search
- Seek the student's co-operation
- Explain to the student what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- An authorised member of staff – the same sex as the child - will carry out the search and there will be another member of staff present as a witness.
- The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

In an urgent, emergency situation there may be some exceptions to the above format. An urgent, emergency search can only be carried out if

A member of staff reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency.

In an urgent, emergency search the following exceptions may be applicable

- A member of staff of a different sex to the student can carry out a search if in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student

AND / OR

- A member of staff can carry out a search without another member of staff as a witness if in the time available, it is not reasonably practicable for the search to be carried out in the presence of another member of staff. This should immediately be reported to the DSL.

If the student refuses to agree to a search, the member of staff will contact the Designated Safeguarding Lead who will decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, and a 'forced' search can only be carried out if the member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item identified in the section above (list of prohibited items) or if conducting the search will prevent the student harming themselves or others, damaging property or causing disorder (see the Reasonable force and restrictive physical intervention policy for further information regarding the user of force)

Searching students' possessions

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system - CPOMs.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above **does not** enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Off-site behaviour

The policy applies when taking part in any school-organised or school-related activity (e.g. school trips)

Online behaviour

The policy may also apply to students for online behaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school

This may apply to online behaviour inside or outside of school hours.

Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or Assistant Headteacher for Safeguarding, will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care or adult social care if appropriate.

Malicious allegations

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct. Each case will be considered on an individual basis.

Violent and dangerous incidents - Student demonstrating violent and dangerous behaviour towards another student or staff

Following an incident of violent behaviour, the 'serious incident protocol' must be adhered to:

- Staff involved to make the incident safe
- Staff involved to ensure the affected children/ staff have received appropriate First Aid/ advised to seek medical attention
- Staff involved to inform Department Leader / Deputy who will take a lead;
- Lead person to:
 - Speak to staff to get the full picture of the incident.
 - Request staff to write up the incident on CPOMS or as an incident report (see Serious Incident Proforma)
 - Ensure First Aid and/or VAW are completed for staff, if appropriate.
 - Check that students/staff are ok and are/have received appropriate support
 - If appropriate, speak to the Headteacher, to consider whether the incident merits a suspension.
 - Present the evidence as to what has happened.
 - Inform parents or delegate to appropriate person to inform parents
 - Check in with affected staff
 - Debrief the incident
 - Update on actions (as appropriate)
 - Plan follow up with class team
 - SWOT
 - Update B1
 - Update Behaviour Escalation Flowchart

(See Appendix 4 Serious incident protocol)

On the day of the incident, the First Aid form must be completed and submitted to the Head.

The Violence at Work form (VAW) (Appendix 3) should be completed as soon as possible, post incident, and passed to the Head. Forms will be scanned and added to CPOMS. VAW incidents are

also logged so incidents can be analysed and monitored. The office should be informed if a member of staff seeks medical attention off site.

If a staff member is off work as a result of the injury, the Business Manager will consult the Corporate Health and Safety Department with regards to informing the Health and Safety Executive and the completion of RIDDOR.

Transport to and from school

The school recognises that it has no jurisdiction over the arrangements and supervision of home-school transport, but endeavours to work as closely as possible with the Passenger Transport Unit (PTU), drivers, escorts, parents and the LA to ensure that the journey is as safe and as pleasant as possible for all concerned.

10. Reasonable force and restrictive physical intervention (RPI)

Please see the schools separate policy: Reasonable Force and Restrictive Physical Intervention Policy November 2025 – November 2026

11. Suspensions and Permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school intervention.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to our Suspensions and Exclusions policy for more information:

<https://www.woodlands.luton.sch.uk/school-policies/>

12. Training

All classroom based staff across the school receive regular training in behaviour management throughout the year.

New, classroom-based staff receive behaviour management and de-escalation training session during their induction period at the school.

Team Teach

Staff in the Provisions and the WISERR Department, and some staff in the SLD departments, are trained in Team Teach. Staff undertake a Level 2 course and receive refresher training in this every 12 months.

Team Teach is accredited training in positive behaviour support and behaviour de-escalation training. The training equips staff with the necessary tools and skills to effectively support behaviour in a positive and respectful manner. Staff trained in Team Teach are trained to carry out some restrictive physical interventions (RPIs). There are 3 accredited Intermediate Team Teach Tutors at Woodlands.

13. Links with other policies

This behaviour policy is linked to the following policies that can be found on the school website

<https://www.woodlands.luton.sch.uk/school-policies/>

- Anti-Bullying Policy
- Suspension and Exclusion Policy
- Safeguarding and Child Protection Policy
- Reasonable Force and Restrictive Physical Intervention Policy

It is also linked to the following policies (not on the school website)

- Child on Child Abuse Policy

14. Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data

The written statement of behaviour principles will be reviewed and approved by the full governing board annually.

Appendix 1. Behaviour Risk Assessment

Student name:		Class:	
Assessor:		Date:	

Level of risk before intervention of plan:	Level of risk when plan is followed:
Low Medium High	Low Medium High
Description of known challenging behaviours:	
Known triggers for challenging behaviours:	
Early warning signs:	
De-escalation strategies:	
Prevention strategies:	
Skills which need teaching to replace the need for challenging behaviour:	
Restrictive Physical Interventions (PPIs): (if applicable)	
Specialist room risk (i.e. risks in the swimming pool, soft play room, rebound room etc.)	

Signed off by (Woodlands)		Review Date	
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Appendix 2. Behaviour escalation flow chart.

Behaviour Escalation Flowchart – Student record

Name of Student:

DOB:

Start date:

	Stages of Behavioural Escalation Protocol	Chronology																																								
1	Behaviours recorded on CPOMS Low level behaviours – B2s High level behaviours (B3 and B4) Parents informed of daily behaviours via Home/School communication – email or a phone call home	Types of behaviours: CPOMS data <table border="1"> <tr> <td>Year</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>B2s</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>B3s</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>B4s</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>De-escalation</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Year								B2s								B3s								B4s								De-escalation							
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2	Behaviour Risk Assessment (B1) put in place and shared with parents. Updated as necessary. Where Team Teach interventions or RPIs included – shared with parents and signed.	Date of first B1: Date of update: Date of update: Date of update: Date of update:																																								
3	Discussion with Department Leader. SWOT arranged to discuss internal arrangements e.g. changes to environment, grouping, support level, timetable, etc.	SWOT date: Actions: SWOT follow up: SWOT date: Actions: SWOT follow up:																																								
4	Parents informed and kept up to date with regular meetings.	Dates of meetings:																																								
5	Internal input considered	Date referral made: Service referred to: Date of input:																																								

6	Referrals made to other agencies e.g. CAMHS, Educational Psychologist, ASD Team, MASH. Children with Disabilities Team informed.	Date referral made: Service referred to: Input started:
7	School to consider placement in The Loft and The Base. (If space allows)	Date(s) considered:
8	If high level behaviours persist, contact SENAT. Hold an interim EHCP to ensure support is included and funding adjusted appropriately.	VAW incidents and any resulting staff absence Date: Incident: Staff absence from injury: Suspensions Date of Interim Annual Review: Actions:
9	Reduced timetable to be considered - in consultation with parents and SENAT. This will be reviewed half termly. Social Care informed.	Date part time timetable initiated: Review date and outcome: Review date and outcome: Review date and outcome:
10	If there is no reduction in high level behaviour then alternative provision will be discussed with parents and SENAT.	
11	Permanent Exclusion	

If at any time behaviours are dangerous and cause injury to self, others or the environment and it becomes unsafe, a suspension may be issued.

VAW forms to be completed when required.

***Before agreeing to exclude a vulnerable child or a child subject to a child protection plan, a multi-agency Risk Assessment must be carried out.**

Appendix 3. Violence at Work reporting form (VAW)

Violence at work – incident report form (Send to health and safety adviser as soon as possible) Department: Service:	
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About you

1. What is your name

2. What is your job?

3. What is your age?

4. What is your ethnic origin?

About the incident

5. Date

6. Time

7. Place

Verbal abuse	☐
Threatening behaviour	☐
Property damage	☐
Emotional distress	☐
Physical assault	☐
*Disability/sexual/	☐
Racial harassment	☐
* For these types of incidents contact the Equal Opportunities Unit on 01582 547147. To make report use the Hate Incident Form (For schools complete the schools Racist Incident Form)	
Any other reason	☐

I confirm that the information stated above is correct and I give my permission for this information to be used for internal monitoring purposes.

Your signature 	Date
--	------------------------------

(View the [Warning Register Procedure flowchart](#)).

Do you request an entry onto Luton Council Warning Register* Yes / No

Describe overleaf what happened and the events leading up to the incident. Give as much detail as you can, including any supporting information and statements. Use extra paper as necessary. Please describe the extent of the effects, including any medical treatment or damage to property.

Assailant (if known)

Name		Age (approx)	
Address:			
Relationship to victim (if student and if applicable, indicate if they have SEN)			
Apparent motive			

Witness

Name	
Address:	

I have reviewed the relevant risk assessment and taken appropriate action.

Yes / No *

I support entry onto Luton Council Warning Register

Yes / No *

(*delete as necessary)

Line manager signature

Date

I *approve/do not approve the above details to be included on the Luton Council Warning Register.

* delete as necessary

Please note that without this signature, entry onto the register will not be made.

Please print form, when signed by service manager/Headteacher, forward to Luton Health and Safety team,

Service manager/Headteacher

Date

Has the Headteacher been advised of the incident?	Yes/No	Is this the first incident involving this person?	Yes/No
Debriefing undertaken	Yes/No	Internal support given	Yes/No
Police notified	Yes/No	Time off needed	Yes/No
Counselling offered (Be Supported 0800 0727 072)	Yes/No	Assailant removed (if appropriate)	Yes/No
Risk Assessment reviewed	Yes/No	HSE Report (for over 7 day incident following physical injury)	Yes/No
Care Plan reviewed (if appropriate)	Yes/No	Legal option pursued by Dept/Individual	Yes/No

Details of incident: (please continue on separate sheets if necessary)

Appendix 4. Serious Incident Protocol

Woodlands Secondary School Serious Incident Protocol

Date of incident:

Time of incident:

Name of student/students involved:

Who?	What?	Update - date and time completed
Class staff - those present at the time of the incident	Make the incident safe Ensure the affected children/ staff have received appropriate First Aid/ medical attention sought/advised to seek medical attention/given emotional support	
	Inform line manager/ lead person Behaviour - Department Leader/Deputy Lindsey – PPP Caroline - SLD Safeguarding - Lindsey or DSLs/DDSLs Medical - Department Leader/Deputy Lead person will inform the Head/ SLT as required.	
Lead person	Speak to staff to get the full picture of the incident.	
	Request staff to write up the incident On CPOMS or as an incident report (see Serious Incident Proforma) Ensure First Aid and/or VAW are completed for staff, if appropriate.	
	Check that students/staff are ok and are/have received appropriate support.	
	Behaviour incidents If appropriate, speak to the Headteacher, to consider whether the incident merits a suspension. Present the evidence as to what has happened.	
	Inform parents or delegate to appropriate person to inform parents	
	Check in with affected staff • Debrief the incident • Update on actions (as appropriate) • Signpost to Employee Assistance Programme/ Be Supported	
	Plan follow up with class team • SWOT • Update B1 • Update Behaviour Escalation Flowchart	

On the day of the incident, the First Aid form must be completed and submitted to the Head.

The Violence at Work form (Appendix 3) should be completed as soon as possible, post incident, and passed to the Head.

Forms will be scanned and added to CPOMs.

VAW incidents are also logged so incidents can be analysed and monitored.

The office should be informed if a member of staff seeks medical attention off site.

Glossary of terms:

VAW	Violence at Work
RPI	Restrictive Physical Intervention
CPOMs	Child Protection online Monitoring system

