

Woodfield School Behaviour Summary 2015-16

At Woodfield, we pride ourselves on the excellent working relationships forged between pupils and staff. The basis of our new '[Relationship Management Policy](#)' is the continued focus on an ethos founded in our school values. We do not believe in children "being bad" but instead see good children making the wrong choices. Behaviour support within Woodfield School is an integral part of the curriculum which aims to teach appropriate and relevant social skills to all pupils in order to allow them to participate fully in their school environment. An essential factor in the school carrying out this process of behaviour support is the provision of a positive, supportive environment in which the pupils are able to develop. This environment needs to offer respect and dignity to the pupils and to encourage them in the self-management of their behaviour. Staff are employed to support, not control, pupils and our overall aim is self-management of behaviour.

In order to help young people be more aware of their choices, we have a reward and consequence system. Children naturally spend their day making good choices. In order to highlight wrong choices adults will let a child know where they are going wrong and what they need to do to get back on track. We have a range of incentives to help young people manage their behaviour positively. Our key incentive, however, comes from delivering excellent lessons within which children love learning and, therefore, maintain focus.

In some instances, however, behaviour challenges can become repetitive or serious to the point that The Pastoral Team or SLT would get involved. In such instances, parents and carers are invited to work in partnership with the school in order to support positive relationships and the development of good choices. This partnership may include work with professionals and therapists, along with Target Cards and/or Home/School Contracts.

In 2015-16, we saw a 17% reduction in the amount of behaviour points recorded. There was a massive reduction in the amount behaviours resulting in a detention, down by 66% from the previous year. The Pastoral Team and the Autism Department jointly began tiered interventional work through 'The Nurture Group' to support with social skills and peer engagement. The Group explored ways pupils could support each other, appreciate roles and raise self awareness to build on skills when working with each other. This enabled holistic work to begin within group therapeutic settings.

The Pastoral Team has continued to support pupils throughout the school. Intervention work incorporated into timetables, enabled the team to support pupils and address any concerns that arose. Developed protocols to call outs and the recording and analysis of these have enabled patterns of behaviour to be investigated.

Priorities for 2016-17

- Increase capacity for Pastoral Team deployment - 3 staff on call (presently 2).
- Review weekly log and triangulate with pastoral call out log and SEND referral pupil concerns. Formulate plans based on this information.
- In-depth analysis of progress for pupils with Behaviour Management Plans / Pastoral Support and show impact over time.
- INSET on S.P.E.L.L (ASC strategy to support pupils on the Autism Spectrum)
- Achievement points recorded on SIM's (in addition to the school merit system) to measure the impact of positive praise and reinforcement.