

Behaviour Policy



<u>Date</u>	<u>Review Date</u>	<u>Coordinator</u>	<u>Nominated Governor</u>
February 2026	February 2027	Leah Pejica	

<u>Headteacher:</u>		<u>Date:</u>	
<u>Chair of Governing Body:</u>		<u>Date:</u>	

"Committed to improving the quality of life for everyone in our school community."

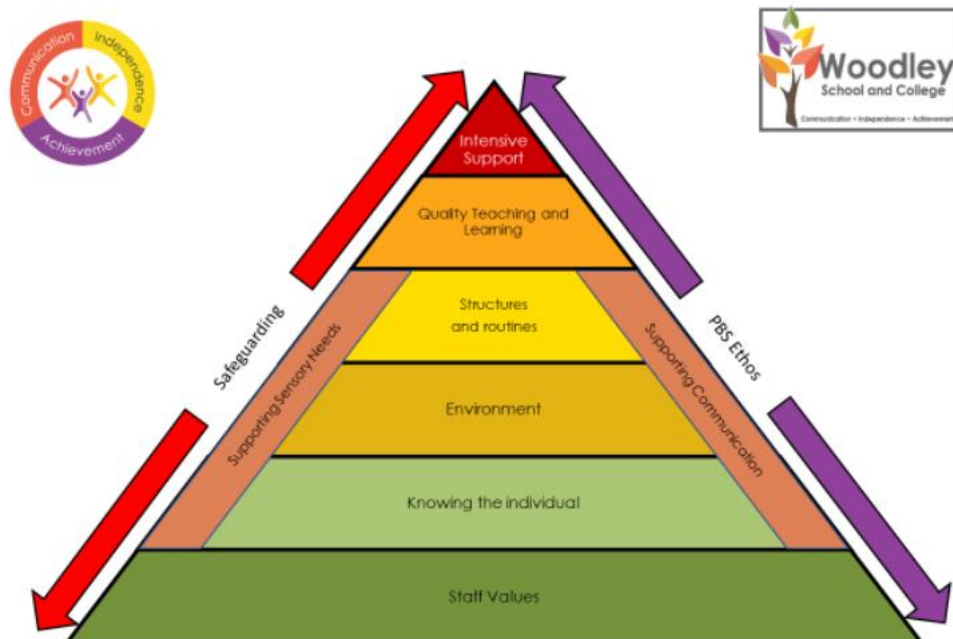
Behaviour Policy – Woodley School and College

Introduction

Woodley School and College is an autism-specialist setting grounded in a whole-school Positive Behaviour Support (PBS) approach. We recognise that all behaviour has meaning and that behaviours of concern communicate an unmet need. Our aim is to understand these signals and respond in ways that preserve dignity, promote emotional regulation, and support pupils to thrive. This policy outlines our values, expectations, and processes for creating a nurturing, predictable and safe environment.

Aims

Our approach to behaviour is centred on maximising wellbeing, independence and learning for every pupil. We strive to create a school culture where children experience positive relationships, have their needs understood, and can access consistent support. We aim to develop environments where behaviours of concern are less likely to occur and where pupils can feel safe, valued and able to learn. Throughout our practice, we ensure that any response to behaviour follows the principle of least restriction.



Guiding Principles

Our work is anchored in Positive Behaviour Support (PBS) values and reflects the ethos of dignity, respect and inclusion. We believe that pupils have a right to experience school life without unnecessary restrictions and that every day represents a fresh start. Staff are expected to model respectful interactions, maintain unconditional positive regard and recognise that behaviour is never personal. We do not use sanctions or punishments, as these can increase anxiety and damage trust; however, where

“Committed to improving the quality of life for everyone in our school community.”

appropriate, pupils may naturally experience the consequences of their actions if these support learning and safety. Unkind interactions or bullying are not tolerated at any stage, and staff intervene promptly to repair relationships and support positive social communication.

Knowing the Individual

Understanding each pupil as a whole person is fundamental to supporting their regulation. Staff engage with a range of documents and information to build a clear picture of each learner, including their EHC Plan, All About Me profile, interest assessments, Behaviour Support Plan (BSP) one-page profile, internal influencers, therapy recommendations, family insights and behaviour patterns captured in Arbor. We work relationally, showing curiosity about each young person, offering consistent emotional presence, and maintaining collaborative communication with families and external professionals.

Creating Capable Environments

Our classrooms and learning spaces are intentionally structured to reduce anxiety and support self-regulation. Environments include visual supports, autism-friendly displays, sensory regulation areas, calm and organised layouts, transitional cues and accessible interest-based materials. These spaces are designed to be predictable, low-arousal and responsive to the sensory and emotional needs of our pupils.

Structures and Routines

Predictability is key to supporting autistic learners. Each class follows an agreed timetable with minimal changes, and any required variation is discussed with senior leaders. The school behaviour expectations, **Be Safe, Be Kind, Always Try**, are embedded into daily practice through modelling, reinforcement and supportive communication. Lessons begin and end with clear routines, transitions follow agreed processes and pupils access planned sensory breaks as part of their regulation toolkit.

Quality Teaching and Learning

Engaging, meaningful and personalised teaching plays a central role in preventing behaviours of concern. Staff structure learning experiences that reflect pupils' interests, promote independence, offer choice and break tasks into manageable steps. Joyful, motivating and well-scaffolded learning environments encourage positive participation and support pupils to develop confidence and resilience.

Positive Behaviour Support (PBS) Ethos in Daily Practice

Throughout the day, staff actively teach behaviour expectations and reinforce them with regular praise and recognition. Behaviour data recorded in Arbor supports the ongoing process of understanding patterns, planning proactive strategies and reviewing progress. Staff aim to meet needs early, teach alternative communication or coping strategies and work closely with the therapy team to embed specialist

"Committed to improving the quality of life for everyone in our school community."

recommendations. Physical intervention, as outlined in PRICE training and our Physical Intervention Policy (Appendix A), is only ever used as a last resort.

Communication Support

As a Total Communication School, we provide a rich communication environment tailored to each pupil. This includes visuals, symbols, Makaton, core boards, activity boards and AAC systems. Communication differences are understood as central to wellbeing and independence, and staff ensure that pupils' communication preferences and needs are respected and always supported.

Sensory Needs

We recognise that sensory processing significantly influences regulation and learning. Staff work with occupational therapists to understand each pupil's sensory profile and to offer tailored sensory diets, access to regulation resources and adjustments that help pupils feel calm and safe. Sensory considerations are built into classroom design, learning activities and transitions.

Safeguarding

Safeguarding is integral to all aspects of behaviour support. Changes in behaviour or increases in behaviours of concern may indicate safeguarding issues. Staff remain vigilant to the heightened vulnerabilities of autistic young people and report any concerns promptly. In situations where items may pose a risk, staff may remove them safely in accordance with statutory search guidance. The Safeguarding Policy outlines full procedures (Appendix A).

Suspensions and Exclusions

Suspensions and exclusions are only considered when all other strategies have been exhausted or when behaviour presents a significant and immediate risk. This process is governed by the most recent DfE statutory guidance. Full details are available in the school's Exclusion Policy (Appendix A), which outlines legal duties, parental rights and review processes.

Intensive Support

Where additional support is required, referrals to therapy services or the Positive Behaviour Support (PBS) team are made quickly via the school's internal portal. Multi-disciplinary collaboration ensures that pupils receive specialist input that is tailored and timely.

Roles and Responsibilities

The governing body ensures compliance with statutory responsibilities and reviews the behaviour culture annually. The Headteacher leads the strategic direction for behaviour, safeguarding and inclusion. The Assistant Head Teacher for Behaviour and the Positive Behaviour Support (PBS) Lead carries out functional assessments, develops behaviour support plans, completes debriefs and provides staff training. All staff

"Committed to improving the quality of life for everyone in our school community."

uphold Positive Behaviour Support (PBS) values, implement Behaviour Support Plans (BSPs) consistently, record incidents accurately and engage fully in required training. Parents and carers are partners in the behaviour support process and are encouraged to take part in reviews, training sessions and ongoing dialogue.

Training

All staff receive high-quality training in Positive Behaviour Support (PBS) implementation, least restrictive practice, PRICE physical intervention theory, equality and inclusion. Training is monitored to ensure staff confidence and competence in supporting pupils safely and effectively.

Equality and Race Disparity

Under the Equality Act 2010, the school has a statutory duty to ensure that no individual is subjected to discrimination on the grounds of age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief, or sexual orientation. In accordance with this duty, this policy has undergone an Equality Impact Assessment to ensure that it is fair, equitable and free from bias. The assessment confirms that the policy neither disadvantages nor prioritises any pupil or group and that it actively supports the promotion of equality, diversity and inclusive practice across Woodley School and College.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of Woodley School and College.

Monitoring and Review

The Behaviour Policy is reviewed annually by the Assistant Head Teacher for Behaviour, Headteacher and nominated governor. Any updates to legislation or practice are incorporated to ensure the policy remains relevant, robust and reflective of best practice.

Linked Policies

This policy should be read alongside the Restrictive Intervention Policy, Safeguarding Policy, Equality Policy, Exclusion Policy and Total Communication Policy (Appendix A).

Appendices

Appendix A – Linked Policies

Need links to other policies here

References and Guidance

“Committed to improving the quality of life for everyone in our school community.”

Department for Education (DfE). *School suspensions and permanent exclusions: statutory guidance* (updated 19 August 2024).

Department for Education (DfE). *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England: statutory guidance* (August 2024).

Department for Education (2026). *Restrictive interventions, including use of reasonable force, in schools*.

Education and Inspections Act 2006 (ss. 93 and 93A).

Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

Equality Act 2010; Human Rights Act 1998; Health and Safety at Work etc. Act 1974.

“Committed to improving the quality of life for everyone in our school community.”