

Name of Policy: Positive Behaviour Policy

Date of Policy: November 2018

Reviewed: July 2019

Person Responsible: Head of School

Review Date: July 2020

1. Aims

Policy aims:

- To provide clear, robust guidance for all staff, governors and other agencies on our ethos and how we keep our young people safe
- To provide a consistent approach to supporting pupils to behave appropriately
- To provide an inclusive model for our understanding of individual pupils behavioural needs
- To underpin our beliefs with evidence based practice and current research

Solent Academies Trust aims to:

- To create and ensure a safe learning environment for all
- Create environments based on high expectations, ensuring that all our pupils engage and enjoy learning and achieve their best possible outcomes
- To build confidence, independence and self-esteem
- Promote and model positive, socially acceptable behaviour at all times
- Develop and maintain active partnerships with families and the communities in which our pupils live, work and play.
- Encourage all pupils, staff and partners to make healthy choices and participate in healthy lifestyles
- Work with a wide range of partners to ensure the safety and well-being of our pupils
- Listen to and value staff and student voice
- Prepare our young people for transition into adult life

**All staff to follow the Bubbles Ethos written by staff to ensure consistent app
Each school personalises the 'detail' of the policy for their own context eg rewards
and sanctions**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

Rationale

A calm, positive environment is essential for pupils to learn most effectively. It is the responsibility of the schools to provide a wide range of creative, high quality, valuable teaching and learning opportunities which meets the needs of all pupils enabling them to develop their independence and life skills through a varied, exciting and personalised curriculum.

The schools recognise the importance of teaching appropriate behaviour and do this explicitly through the curriculum and implicitly by example, creating an ethos of high expectations coupled with trust, care and support.

This policy recognises that within a climate of inclusion there will be pupils who need a personalised approach to their specific behavioural needs. In some cases this will mean that the general, whole school rewards and consequences are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

The importance of taking a multi-agency approach to behaviour management is paramount.

Definitions

As special schools behaviours pupil exhibit are often a result of our pupils special needs. However within this policy we have included some general definitions below in order to ensure we have covered all aspects of behaviour within our policy.

Unacceptable behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-engagement in learning and lessons
- Poor/negative attitude
- Incorrect uniform

Seriously unacceptable behaviour is defined as:

- Repeated breaches of the school expectations
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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 pupil)

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Roles and Responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the head of school to account for its implementation.

5.2 The head of school

The head of school is responsible for reviewing and approving this behaviour policy. The head of school will ensure that the school environment encourages positive behaviour and that staff deal effectively with unacceptable behaviour, and will monitor how staff implement this policy to ensure approaches are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Promoting and maintaining the Bubbles Ethos
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child and work proactively with the school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

Pupils are expected to:

- Respond positively to the expectations in each school depending on their ability and understanding

Our principles	Our pupils will learn to	Staff will support by
<p>Resilience Do our best, try our hardest and persevere when we find things difficult.</p>	<ul style="list-style-type: none"> • Respect school boundaries and follow instructions • Be Kind and use words and actions that help and don't hurt • Respect other people and their property • Be Safe and sensible as they move around school • Engage positively with the many opportunities to learn and achieve 	<p>Recognising and praising individual, class and whole school achievements. Modelling encouragement and positive reinforcement to help build self-esteem and belief that we can succeed</p>
<p>Teamwork Show respect for everyone, help others both in and out of school and be a positive role model</p>		<p>Making learning relevant, interesting, enjoyable and suitably challenging</p>
<p>Celebration Be positive, enthusiastic and optimistic. Encourage each other to embrace and manage change in a positive way</p>		<p>Making sure pupils feel listened to and communicated with effectively. Providing thinking and processing time. Using a range of calming strategies to help lessen any anxieties we may feel</p>
<p>Responsibility Stay safe, look after ourselves and others as well as our school</p>		<p>Providing clear boundaries and a consistent approach, encouraging us to take responsibility for our actions and to make the right choices. Working closely with our families</p>

A Positive Approach to Supporting Behaviour (the Bubbles Ethos!)

Know your pupils...positive relationships with pupils are the foundation for learning and the key to minimising unwanted behaviour

- ★ **Adopt a consistent approach followed by ALL staff**
- ★ **Have fun! Make sure that learning activities are differentiated, engaging and lively**
- ★ **Keep a calm atmosphere, tone of voice and positive body language**
- ★ **Use clear and concise language; give positive instructions that tell the pupil what you want them to do**
- ★ **Say 'stop' instead of 'no'**
- ★ **Only 1 person speaks to the pupil (1 voice talking)**
- ★ **Say the pupil's name first, then give the instruction and give the pupil time to process and respond to the instruction**
- ★ **Give timed warnings that an activity is about to end and use a countdown (from 5) to indicate an activity has 'finished'**
- ★ **Use distracters and motivators**
- ★ **Offer choices – 'do this or this'**
- ★ **Use work / reward as often as you need to**
- ★ **Use visual support to structure the day and/or the lesson**
- ★ **Encourage independence at all times**
- ★ **Praise any type of positive 'behaviour' constantly**

Remember at all times we are proactively supporting our pupils by being positive and preventative

Promoting Positive Behaviour at Solent Academies Trust

It is important that we remain as positive as possible at all times. We have a supportive Trust with a caring ethos. In order to make the most of this it is expected that there will be a number of means within the school of rewarding and celebrating achievement and positive behaviour. These may include:

Day to day Consistent use of Solent Academies Bubbles Ethos

- Consistent use of positive praise and encouragement
- Use of motivators to reward effort and achievement
- Additional group and class rewards decided by the class teacher and pupils
- Extra privileges in class e.g. giving additional jobs or responsibilities
- Each child having an award card to collect a record of celebrations (see below)
- Notes home to parents/carers in home/school communication books
- Phone calls home
- Postcards/letters home
- Star/Pupil of the week assemblies and displays
- The maintenance of wall displays demonstrating work of which pupils are proud
- Weekly/termly Newsletters
- Website

Reward Systems

These are designed to acknowledge and celebrate positive behaviour and achievements and to motivate pupils to engage positively with their learning. The systems vary in each school and include certificates and the use of EPraise and Class Dojo.

Assemblies

- Key stage assemblies Star / Hero of the week
- Opportunity for pupils to show good pieces of work and talk about their achievements and interests
- Friday whole school assembly - presentation of bronze, silver, gold awards and KS4 credits
- Celebration and presentation of other awards e.g. sporting achievements
- End of term attendance awards

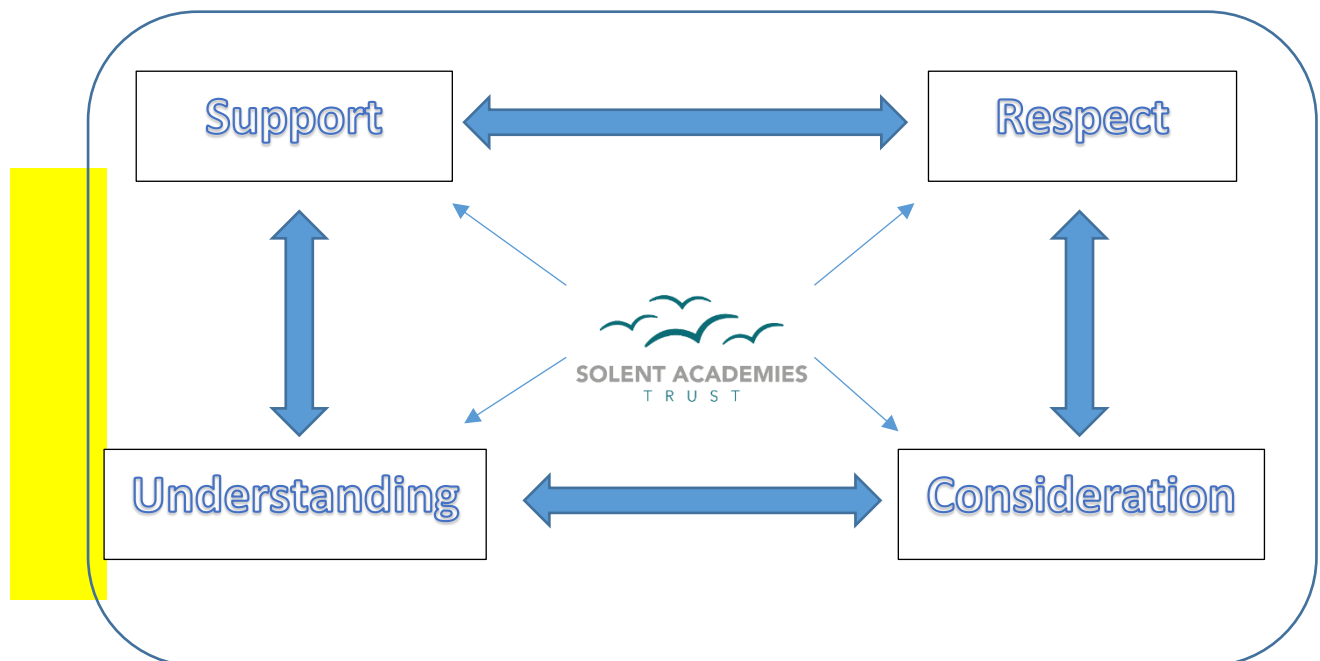
End of year celebrations

- Achievement Assembly – celebrate the achievements of individuals throughout the year
- Prom/leavers celebration – special evening to celebrate success throughout the year and distribute record of achievement files which summarise the pupil's achievements during the year including awards, certificates gained

Other opportunities to celebrate include:

- Displays of achievements in Reception
- Shows and concerts – where pupils can demonstrate their talents
- The issuing of swimming certificates and other certificates from sporting activities
- The announcements of the performance of sports teams in newsletters/assemblies
- Team points update for whole school competition announced in assembly each week
- Our annual School Games Day (Sports Day)
- School website celebrating participation in a range of events
- Good Things book
- Participation in competitions such as Rock Challenge
- Through pupil participation at Annual Review

**Our approach to encourage Positive Behaviour at Solent Academies Trust
We expect:**



To achieve these all pupils will be encouraged to:

- Be friendly, polite and respectful
- Be kind and helpful
- Listen to staff and do as they are asked
- Look after personal and school property
- Try their best at all times
- Where appropriate individual classes are encouraged to develop their own set of class rules with their pupils

Where behaviour occurs that we consider to be unacceptable, staff will use the following strategies:

- Continue to use our Bubbles Ethos consistently
- Ignoring behaviour (where safe and appropriate to do so)
- Give a clear instruction to the pupil to “stop” what they are doing
- Keep language to the very minimum
- Remind the pupil of the agreed expectations
- Tell the pupil what you want them to do – positive instruction
- Distract / re-direct attention
- Removal of the item or object e.g. if throwing
- Removal of privileges
- Time to reflect / think about / discuss how to behave more appropriately
- Restorative
- Make up lost learning time
- Arrange a meeting with parents to discuss a positive way forward
- Agree personalised consequences that have meaning for the pupil

The Solent Academies Trust agreed approach to managing behaviour positively. Including where necessary the use of physical intervention:

What is reasonable force?

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain a pupil as a last resort in order to keep them safe. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 5) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil or staff member.

Who can use reasonable force?

- 1) All members of school staff have a legal power to use reasonable force
Section 93, Education and Inspections Act 2006
- 2) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
Solent Academies Trust uses Team Teach as an holistic approach to manage behaviour. The focus and ethos of this approach is on the use of de-escalation strategies which calm and reassure the pupil when they find themselves in difficult situations. On occasions physical intervention may be required to:
 - Keep either the pupil or other pupils/staff safe.
 - Prevent disorder in the school
 - Prevent significant damage to propertyIncidents of physical restraint must
 - Be applied using the minimum amount of force and for the minimum amount of time possible
 - Be used in a way that maintains the safety and dignity of all concerned
 - Never be used as a form of punishment
 - Be recorded and reported to parents

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour is differentiated to cater to the needs of the pupil.

Support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Pupil transition

To ensure a smooth transition to the next class, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings where important information and behaviour support plans are transferred. Information on behaviour may also be shared with new settings for those pupils transferring to other schools.

Training

All staff are trained in Team Teach and are supported by four qualified Team Teach trainers across the Trust. If physical intervention is applied the incident is recorded using our Behaviour Watch on line recording system. Following such an incident follow up and debriefs are completed by the Leadership Team in line with our Positive Behaviour Policy. Parents are informed on the same day by telephone and in writing. If physical intervention is used with a pupil Positive Support Plan is then written for the pupil to support and help reduce future risk.

Behaviour management forms part of staff continuing professional development across the year.

Positive Support Plans: (see appendix)

Some pupils require individual Positive Support Plans to support them and to ensure that staff adopt a consistent approach to the managing their behaviour. These are made available to all staff and agreed by parents and where appropriate the pupils.

- The following policies should be read in conjunction with this Positive Behaviour Policy
 - Anti-bullying policy
 - Health and Safety policy
 - Equal opportunities policy
 - Safeguarding (Child protection) policy

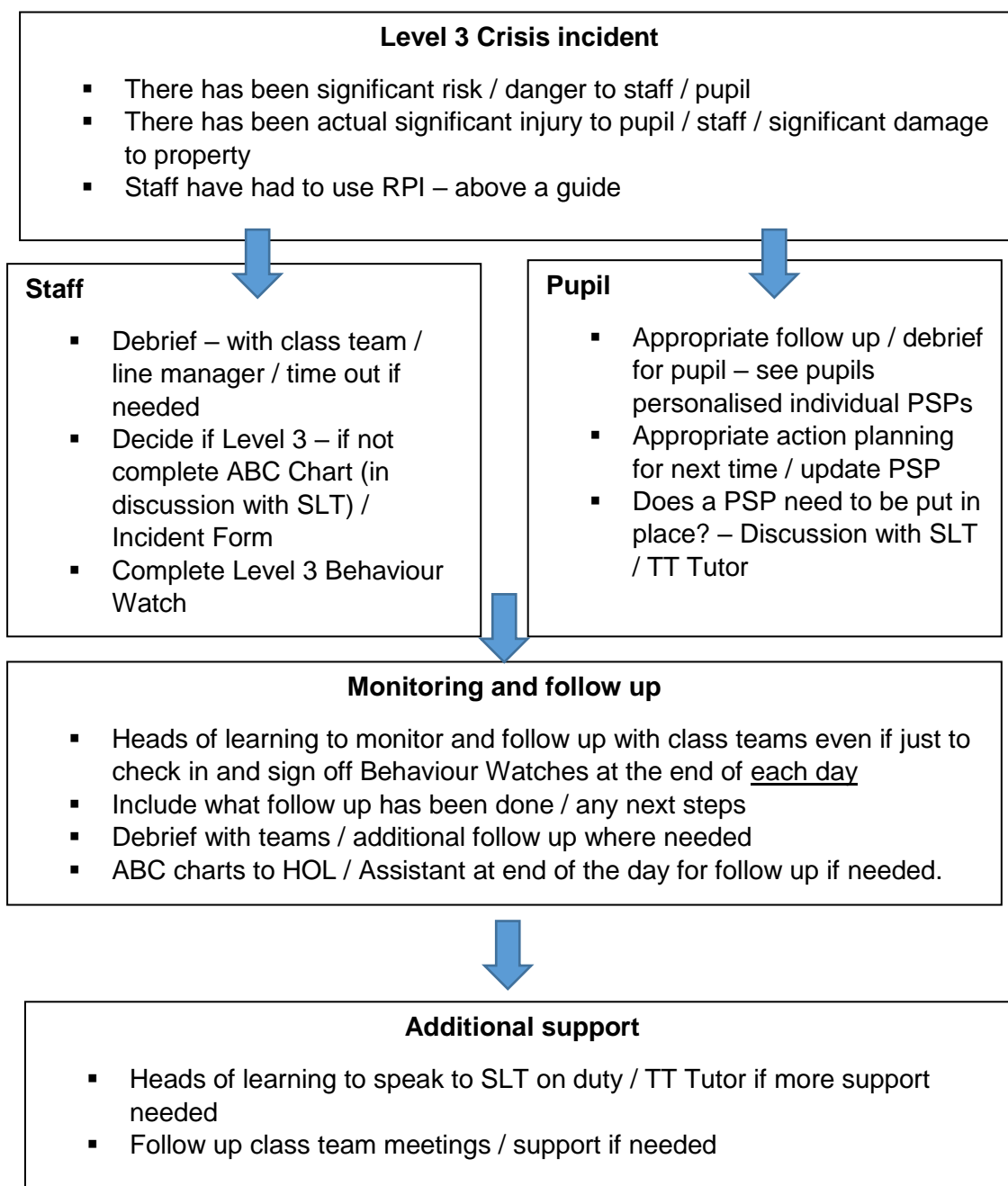
Appendices:

Reporting and recording the use of Physical Intervention / Level 3 Crisis Incidents at Solent Academies Trust

Level 3 Reporting and Feedback

Importance of debrief and follow up

Following an incident which is deemed to be a Level 3 – where there has been significant danger, damage or actual injury to pupils or staff it is important that people involved are supported by appropriate follow up, debrief and that such incidents are recorded to safeguard all.



Positive Support Plan

Pupil Name:	Class:
Person writing plan:	Designation:
Date of plan:	Review date:

Positive Behaviour: What is behaviour like when pupil is happy / calm?

What activities/resources does the pupil like / find reinforcing?

Triggers: What situations have led to problems / behaviours which require action in the past?

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Behaviours: What kinds of behaviours might be seen when the pupil is agitated / distressed?

Highlight any that might be seen and describe in further detail:

Slap	Punch	Pinch	Bite	Spit	Kick
Weapons/Missiles					
Neck grab	Clothing grab	Arm/Leg grab		Hair	
grab Swearing					
Drops to the floor	Refusal to move			Running off/away	

Prevention: What can be done to prevent behaviours occurring?

-

De-escalation strategies: What calms things down? Highlight ones to try in yellow and give examples. (highlight any to be avoided in red)

Verbal advice and support	Firm, clear directions	Negotiation
Choices offered	Distraction	Diversion
Reassurance	Planned ignoring	Contingent touch
Withdrawal offered	Withdrawal directed	Involve new person
Humour	Reminders of success	Time to calm down
CALM talking	CALM body language	
OTHER:		

Physical intervention: To be used as a last resort. Highlight those to be used in yellow and ones to avoid in red. Not used

Help hug	Cradle hug	Wrap
Standing single elbow (two person)	Standing double elbow	Half Shield
Sitting single elbow (two person)	Sitting double elbow (one person)	Small person escort

Follow up: Where, when and how to de-brief and repair after an incident. What can the pupil reasonably be expected to do?

Arthur is receiving a physical prompt and support to say sorry to his peers – this is often for the pupil that has been hurt as Arthur does not yet fully demonstrate understanding or awareness of the word.

Notification: Who will these plans be shared with? Please highlight in yellow.

All school staff	Parents/Carers	Care placement
Social Worker	School Nurse	Other (please state)

Please sign, name and date – before circulating plan.

Teacher:	Name:	Date:
Parent/Carer:	Name:	Date:
Headteacher:	Name:	Date:

Name of Policy: Anti Bullying Policy

Person responsible: Head of School

Last reviewed: July 2019

Review Date: July 2020

Rationale

Our schools are concerned about the welfare and safety of all its pupils and creates an ethos in which pupils feel secure, valued, listened to and are taken seriously. Whilst bullying is not seen as a significant problem, it is recognised that some bullying may occur from time to time.

The purpose of this policy is to inform staff, parents and governors about the school's responsibilities in relation to bullying and to enable everyone to have a clear understanding of how these responsibilities should be carried out. The school has a statutory duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Our Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Whole School Approach

We work together to both prevent bullying and deal effectively with those incidents which occur. This reflects the aims of our school.

We provide an environment that:

- Does not tolerate bullying
- Has clear lines of communication so that those who feel threatened feel that they have someone to talk to
- Encourages honesty – where pupils and staff feel secure enough to tell someone if bullying occurs.
- Provides positive images to those groups most at risk
- Follows an agreed Code of conduct,
- Is a safe place for all pupils.
- Has clear procedures for identifying and dealing with incidents of bullying
- Includes all partners in the anti-bullying procedures – pupils, staff, parents, members of the community

Anti-bullying – The Curriculum

The curriculum is the sum total of all the experiences that are received by our pupils. A zero tolerance approach to bullying is adopted through the taught Personal, Social and Health Education curriculum as well as indirectly through cross-curricular themes.

The Personal, Social and Health Education (PSHE) curriculum provides knowledge, and encourages the acquisition of skills and attitudes, which will encourage pupils to deal with bullying in a responsible way. The pupils' levels of personal and social development are taken into account and the concept of the spiral curriculum has been adopted.

Ways in which anti bullying is reinforced:

- Every year each class, where appropriate, produces a Code of Conduct which focuses on acceptable behaviour
- Through regular assemblies
- Through the Expressive Arts – drama, art, dance and music
- Through the RE curriculum
- As part of the Careers Education and Preparation for Adult Life Curriculum
- Through work on Citizenship
- In class times including Reflection and Review time
- Through work with identified groups of pupils needing specialist input
- Through a range of agencies: CAMHS, Alex Kelly Team
- Through visitors to our school such as the community policeman, behaviour support services, CAHMS, mentors etc.

Policy Statement on Procedures

- Procedures are in place and are agreed by pupils, parents, staff and governors, whereby bullying activity may be reported and acted upon.
- Procedures are published in the prospectus as part of the information to new students and parents, and reinforced annually to all parties.
- These procedures inform the victim, the bully, parents and staff, of the schools commitment to an anti-bullying ethos, the action to take place in a bullying situation, and the consequences of such behaviour are clearly defined.

Procedures for Staff

Upon suspecting, witnessing or being told of bullying activities staff should inform the class teacher (The initial point of contact may be any member of staff ie. Lunchtime staff or other outside support staff). The Class teacher or Head of Learning should deal with the incident in the following way:

1. Talk to the pupil who has been bullied where possible and reassure him/her that the bullying will be stopped.
2. With the pupil who has been bullied, record a clear account of the incident, including date, time and place. What prompted the incident, what happened and what immediate action was taken.
3. Talk to the pupil who has bullied where possible, and record their version of the incident.
4. Send a copy of the report of this meeting to parents/carers of both parties with a covering letter explaining the schools anti-bullying policy and asking parents/carers to meet at school or to respond in writing.
5. File all papers relating to the incident in the office file. And in the pupils' files.
6. Record each incident in the register of bullying incidents kept in the school office.

7. Inform a member of the leadership team.

Procedures for the pupil who has been bullied

1. A pupil who has been bullied is encouraged to tell someone they trust as soon as possible. That may be, a teacher, a dinner lady, a parent or a friend. There are different ways that pupils can communicate any problems:
 - Write it all down
 - Make a recording of what happened
 - Talk to the person they trust, orally or through sign language or using a communication aid
2. A member of staff will help straight away, reassuring the pupil and recording the incident.
3. The school will talk to them or communicate with them in an appropriate way to explain what will be done to make sure it will not happen again, offering continuous support.
4. Talk to parents about the incident, working together to deal with the problem.
5. If extra help or counselling is needed then this will be sought from appropriate agencies.

Procedures for the pupil who has been found to be bullying

A member of staff will:

1. Speak to them, at all times remaining objective.
2. Determine from the incident book, members of staff and students whether such incidents have previously occurred.
3. Isolate the incident. Ask them for the reason he/she bullied the other person using appropriate methods of communication
4. Explain in an appropriate way, taking into account their special educational need, that such actions are not tolerated and such behaviour is unacceptable, establishing the need to change.
5. Ask the pupil who has bullied to identify people who may be able to help them.
6. Explain that parents will be informed and that the school will work with the parents to deal with the problem and help change the attitude of the pupil.
7. Involve other support agencies as necessary.

Flowchart to show Procedures

Incident reported



Counselled by class teacher or Head of Learning



Letter sent to parents of pupil who has been bullied and bully, may also be telephoned

Consequence agreed for pupil who has been bullying



Situation monitored by class teacher



If incidents continue



Member of Leadership team informed

Both sets of parents/carers asked in to see either Head of Learning or member of Leadership Team



Strategy developed with both sets of parents/carers



If incidents still continue



Both sets of parents/carers asked in to see Headteacher



Further counselling which may include external help for bully and/or pupil who has been bullied



If incidents still continue



An EHCP/Annual Review meeting to be held to assess extent to which school is meeting need

Implementation of the Policy:

- Through whole school, department and class assemblies
- Through whole school special days
- Through the Personal, Social and Health Education Programme
- Ensuring that all staff, pupils, parents and partners are kept informed about the policy and its effectiveness.
- By rigorously ensuring that bullying is taken seriously and dealt with immediately
- By ensuring that incidents are followed up
- By checking that bullying is not re-occurring
- Through regular whole school awareness raising activities

Monitoring, Evaluation and Review

The policy is reviewed annually.

This policy should be read alongside:

The PSHE policy

The Equal Opportunities policy

The Positive Behaviour policy

