



Positive Behaviour Policy

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Introduction

At Tees Valley Education Trust, all curriculum policies are developed in close communication with academy and trust stakeholders and support the overall trust policies. All policies are shared between academies to ensure cohesion and continuity while allowing each individual academy to personalise these in order to best support the unique learning journey of their pupils.

The following policy has been written to support the ethos, vision and values of both Discovery Special Academy and Tees Valley Education Trust. As a special school, the policy reflects the unique character of the academy and needs of the pupils while continuing to uphold the overall identity of the Trust.

Discovery Special Academy promotes a high standard of behaviour and an ethos where all members of the academy are valued as individuals whether this be pupils, staff, parents or visitors. Relationships between all stakeholders should reflect this. The academy believes in the development of self-esteem, respect for others and self-discipline. We provide conditions that ensure dignity, promote self-reliance and facilitate a pupil's active participation in the community (United Nations 1989).

At Discovery, great emphasis is placed on positive reinforcement of behaviour through praise. Pupils' confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written.

This policy sets out the expectations of behaviour where staff, pupils and parents seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition, it sets out the consequences for poor behaviour, should it arise.

This policy should be read in conjunction with the Discovery Special Academy Anti-Bullying Policy. This policy has been written with due regard to the 'Behaviour and discipline in schools Advice for headteachers and school staff January 2016.'

Discovery Special Academy aims to:

- raise pupils' self-esteem, resilience and confidence to allow them to grow and understand their own strengths and abilities;
- promote an environment in which pupils are encouraged to discover their own love of learning through curiosity and exploration;
- develop pupils' determination to succeed and believe that they can and they will;
- build strong partnerships with parents, professionals, other schools and the wider community;
- create an inclusive education system and challenge perceptions of what this means;

- enable independence and intellectual, emotional, spiritual and healthy growth;
- engender an ethos of trust and mutual respect where all staff, pupils and their families feel equally safe and valued; and
- provide a holistic, challenging and engaging curriculum taking account of individual academic, therapeutic, social and emotional needs.

Discovery Special Academy believes that all pupils, regardless of race, gender, religion, ability and disability have the right to learn in a caring, nurturing and supportive environment.

We have high regard for our pupils' spiritual, moral, emotional and psychological well-being. We endeavour to provide a caring and creative learning environment. We promote the right for pupils to speak out and seek help in all aspects of their well-being.

We foster an environment in which everyone feels safe, secure and respected.

How will we achieve our aims?

- Praise and reward are the key to creating a positive atmosphere where pupils can succeed.
- Academy Steps to Success that pupils know and understand (see appendix 3).
- Praise and reward system (see below).
- Adults will lead by example and model good practice.
- A well-developed SMSC and PSHERE curriculum through which positive behaviour and choices are explored (see policy/curriculum documents)

Roles and Responsibilities:

1. Trustees

The Board of Trustees will ensure that there is a Positive Behaviour Policy in place and review its implementation.

2. Headteacher

The headteacher will oversee the implementation of the Positive Behaviour Policy, evaluate its success periodically with staff, and report to trustees on its implementation. The senior leadership team is responsible for monitoring behaviour on a daily basis by reviewing CPOMS.

3. Head of Academy

The deputy headteacher is responsible for annually monitoring behaviour through scrutiny of incident forms/playground incidents/violent incidents etc.

4. Assistant Headteachers (Phase leaders)

Phase leaders will ensure that:

- the Positive Behaviour Policy is active in their areas and that areas of concern are shared with their staff;

- staff are supported in implementing strategies to support pupils;
- Positive Behaviour Plans or Sensory Support Plans are in place for pupils needing extra support;
- the PBPs/SSPs are regularly monitored and evaluated; and
- training is offered and up to date for all staff.

5. Whole Academy Staff

All academy staff will work together to implement the Positive Behaviour Policy, using a consistent approach and acting as positive role models.

A positive behaviour approach

At Discovery we celebrate good behaviour by deliberately noticing pupils doing the right thing and praising this.

The **Steps to Success** will be displayed in each classroom and throughout the academy and will be presented through symbols as well as written formats.

Reward system

At Discovery Special Academy we have a number of positive reward systems in place.

- Stickers
- Certificates
- “Explorer of the Week” awards
- Praise, in class, in assembly or by the headteacher/deputy headteacher for good work or behaviour
- Share good work with another class or member of staff
- Parents informed of good behaviour and work – Showbie

As well as acknowledging and celebrating the individual efforts and successes, pupils in KS2/KS3 are encouraged to work collaboratively. Parents are informed of their child’s positive achievements through Showbie as well as through the certificates pupils receive to take home of their child’s achievements.

A positive approach to behaviour

Discovery Special Academy has a clear, visual behaviour system based on a steps approach. It is important that all staff recognise that there is often an underlying reason for a pupil who displays challenging behaviour. For pupils with complex needs, this can be a direct result of a specific diagnosis or prescribed medication, for example for children with epilepsy. Not all pupils at the academy will be at a level of understanding where they will be able to verbalise their understanding or always be aware of the impact their behaviour is having on others. Staff will always work with pupils, parents and, where appropriate other professionals,

identify the causes/reasons for the behaviour and seek to put strategies in place to support pupils.

Pupils at the academy are reminded that they can speak to their class teacher and teaching assistants regarding any concerns they have about their own or others behaviour (see Anti-bullying policy). For pupils who are pre-verbal, wellbeing is closely monitored and the use of alternative communication aids allows them to express their emotions if able. There will be some pupils who are not fully aware of their own or others emotions, a skill that will therefore form part of their learning and therapeutic targets.

In addition to this, a number of key professionals both at the academy and within the Trust support pupils with their social, emotional and mental wellbeing through a range of therapies such as access to a play therapist and counsellor and the Pupil and Family Support Advisor.

Therefore, only use the following stages with children who are developmentally ready and mature enough to understand the consequences of their actions. Use the stages **after** other behaviour management techniques have been implemented, such as positive praise of the child and others, offering the child an alternative space to work, sensory input, asking for the correct behaviour and allowing time for the child to discuss and explore behaviour with a trusted adult.

Behaviour stages

Stage 1: (1,3 or 5 minutes at teacher discretion) Time out reinforced by visual support within the classroom.

Behaviour to warrant stage 1- Ignoring/refusal to follow staff instructions, deliberate destruction of own work or other pupils work- teacher discretion

Stage 2: Time out outside of the classroom reinforced by visual support (Sensory input where appropriate)

Behaviours to warrant stage 2- Physical aggression towards staff and or other pupils. Destruction of school property, toys, books, resources etc. Failure to follow original instructions that warranted the stage 1.

Stage 3: Spend time with member of SLT while missing period of free play activities, when reintroduced to free play, non-preferred options given. (Visual support and symbols must be used)

Behaviours to warrant a stage 3- Persistent refusal to follow instructions, further physical aggression towards pupils and or staff, intentional damage and destruction of school property, running away from staff members.

If a child is persistently on the stages, this needs raising with the HoA who will discuss possible alternative strategies or the need to develop or adapt a positive behaviour plan. A conversation should be had with parents and EHT will be informed. All staff are made aware

through induction and training of the correct procedure for the reporting and recording of incidents.

In some cases, staff may need to manage extreme behaviours, which place the safety of stakeholders at risk.

Where pupil behaviour escalates, individual behaviour plans will be put in place and regularly reviewed by staff, parents and the child to ensure the most effective strategies are in place. External agencies may also support this process.

Academy radios are used should assistance with behaviour be required. All staff are expected to support during high level behaviour incidents, unless agreed otherwise by SLT.

All staff are trained in positive handling and, where reasonable and proportionate, should use these techniques to maintain the safety of pupils and staff (see positive handling policy).

Specific Support: Working with individual/small groups of pupils with complex needs

At Discovery we recognise that some pupils require extra support and differentiated opportunities in order to meet their individual needs.

1. **Managing Transition:** Many of our pupils find transition times difficult (e.g. arriving at/leaving the academy, lunchtimes/moving between lessons). Support can be put in place through the use of visual timetables and adult support. These strategies help pupils to cope with these transitional times more successfully during the academy day.
2. **Visual Support:** Individual or class visual timetables are used to support pupils in class. Positive behaviour reminders, smiley face charts, emotions cards and PECs (Picture exchange communication system) can also be used.
3. **Sensory Support:** Many of our pupils have complex sensory needs which can sometimes result in them being unsettled or displaying challenging behaviour. It is important for staff to work together to recognise the difference between sensory issues and challenging behaviour - a sensory profile can be completed by staff to identify a pupils sensory needs and from this a targeted sensory support plan can be written to support the pupil. This may be written in conjunction with specialist occupational therapists.
4. **Social Stories:** Where necessary, some pupils have specific visual reminders made for them that model expected behaviour.
5. **Behaviour Support Plans:** These are produced in consultation with the class teacher, teaching assistants, parents and pupils if appropriate.
6. **Intensive Interaction:** A specialised approach is used to teach the pre-speech fundamentals of communication to pupils with Autism, SLD or multiple learning difficulties. This supports pupils who may be socially withdrawn by allowing trust to develop between them and staff.
7. **Therapies:** At Discovery we offer pupils 1:1 sessions with a qualified play therapist. We also use art, music, sensory and rebound therapy.
8. **Interim review:** a multi-agency approach would be used.

Suspensions and permanent exclusions

Suspension and permanent exclusions are rarely used and only as an absolute last resort in extreme circumstances.

Our academies work closely with one another and other schools in the surrounding area to provide first day cover and support when a child is suspended for a fixed term.

Meetings are arranged for pupils at risk of suspension or permanent exclusion and emergency reviews for pupils with SEN and pupils looked after are organised. Suspensions and permanent exclusions can only be initiated by the executive headteacher or head of academy. The DFE guidance, 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England - Statutory guidance for those with legal responsibilities in relation to exclusion (July 2022)', will be followed in these circumstances.

The Chairs of the Trust Board and the Local Academy Committee will be advised of suspensions and permanent exclusions and parents will be fully informed of the reasons for permanent exclusion and their right of appeal. Wherever possible, parents will be consulted personally before this step is considered.

Depending on the reasons for suspension, pupils are either suspended fixed term from the academy or are suspended to another academy or school, and a member of staff would accompany them. The class teacher ensures that enough work is set for the length of the exclusion.

Informing parents

It is important to ensure parents are informed about their child/children's behaviour and attitude in the academy. Parents will also be informed of positive behaviour and any areas for development in behaviour via phone calls and the regular use of home school communication books.

Support and training for all staff

Staff are trained annually in behaviour management training and physical intervention skills through training days. However, additional support and training can be offered as necessary to support staff in dealing with challenging pupils. This can be either delivered in house or outside of the academy, for example: sharing best practice, staff meetings, observing other teachers/staff or attending a course of specific behaviours.

Additional Information

- If a member of staff is in difficulty they must radio for support
- If a member of staff sees another in a difficult situation please give support as suggested by positive handling (see Trust policy).

- If a child needs to be physically moved please implement the Positive Handling guidance (see Trust policy).
- Teachers have the power to discipline pupils for misbehaviour outside of the school premises in some circumstances (see appendix 2)

Links to other relevant policies

The behaviour policy links to the following academy policies:

- Equality
- Child Protection
- Safeguarding
- British Values
- PSHE
- Anti-bullying

Appendix 1

STRATEGIES USED TO SUPPORT PUPILS WITH BEHAVIOUR DIFFICULTIES

These are strategies which may be employed in order to support pupils finding difficulty in maintaining appropriate behaviour.

- Discussion with parents.
- Positive Behaviour Plan/sensory support plans.
- Home/ academy diaries..... Reporting daily/ weekly to parents
about specific aspects of behaviour.
- Behaviour charts..... Sheets which target specific
behaviour which the child fills in if achieved.
- Remove privileges.....football, playtime etc.
- Regular support meetings with DHT/SSIM/PFSA.
- Home visits by SSIM/PFSA
- Strategy meetings
- PSP meetings

Appendix 2

Behaviour and discipline in schools Advice for headteachers and school staff January 2016

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

24. Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

25. Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

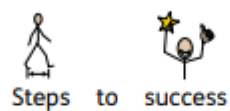
- taking part in any school-organised or school related activity;
- travelling to or from school;
- wearing school uniform; or
- in some other way identifiable as a pupil at the school.

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or

- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

26. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Appendix 3



1 We have gentle hands + and feet.

2 We use kind words + and quiet voices.

3 We help each other.

4 We listen to each other.

5 We share + and take turns.

6 We look after our friends + the academy.

7 We try our best + and work hard.