



Behaviour Policy

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Phoenix Park and Sevenhills Academy Behaviour Policy.

Rationale

At both Phoenix Park and Sevenhills Academy we strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. It is the belief that every child should be given Unconditional Positive Regard. Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively. The aims, ethos and values are outlined in this policy.

Additionally, this policy takes in to account:

- A) Legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance in relation to:

Education and Inspections Act (2006) Section 93

Education Act (2002)

Equality Act (2010)

At Phoenix Park and Sevenhills Academy our aim is to support pupils, with particular focus on helping them with understanding their behaviour and how that can be changed over time. It is recognised that this may take some time, but more importantly, for this to happen, an enquiry approach is necessary to fully understand the behaviour and child. Staff need to understand the pupils and get to know them on many levels; it is necessary to identify and understand insecure attachments, effects of trauma and SEND to maximise positive steps and positive outcomes. In order for staff to successfully achieve this, assessment models such as the SEMH Positive Outcomes Tool (Gordon; 2018) and sensory screening are available and carried out.

Furthermore, it is recognised that in order to fully meet the needs of pupils, of which many present with complex needs, it is a necessity that the school is attuned, attachment friendly and nurturing (Wall; 2018).

It is integral that work is carried out to co-regulate behaviours, but also to provide the skills for pupils to identify their own need and to educate them and up skill them in order to self-regulate and allow for positive changes.

Work is carried out with parents to understand their needs and difficulties, as well their experiences and to help and provide support for them so that any unmet needs away from the school can be achieved. Through the academy safeguarding and parent liaison and with teaching and support staff, relationships with pupils and parents are informed to provide the wraparound care necessary to allow pupils to succeed, To support long term behaviour change we deliver sessions that include but are not restricted to:

Art or play therapy

Sensory regulation exercises

Key worker/mentoring time

Use of therapeutic language

Forest Schools

Brick club (Lego based therapeutic interventions)

Relaxation/Yoga/mindfulness

Music interventions

Choice and consequences

We promote fairness and restorative principles across our academies, we are child-centred and inclusive. We have an approach which is built around positive relationships between staff and pupils as well as pupils and peers. Additionally, we aim to enable all pupils to have the ability to understand their own behaviour, to self-regulate and build positive relationships within an out of the academies.

Consequently, pupils at Phoenix Park and Sevenhills Academy have the right to:

- Unconditional Positive Regard
- Recognise their unique identity and their needs considered.
- Be treated with respect and dignity, as well as being a valued member of the learning community.
- Learn and achieve in a safe environment.
- Be protected from harm, violence, assault and acts of verbal abuse.
- High expectations from staff and that they ALL matter equally.
- Learn to understand their own behaviours.
- Learn how to apply restorative principles in their life.

Moreover, Phoenix Park and Sevenhills Academies endeavour to ensure that:

- Parents, carers, staff and pupils are positive about behaviour and safety.
- Parents are supported to use positive strategies with their child in responses to negative behaviour.
- Pupils value the learning environment and wish to contribute to safe, calm and positive academy.
- Pupils show engagement, respect, courtesy and collaboration over time, in and out of lessons regardless of starting point.
- Instances of bullying are rare and pupils are acutely aware of the many different types of bullying outlined within the academy anti bullying policy. They try to actively prevent any form of bullying and through positive behaviours show acts of kindness and care.
- Behaviour for Learning improves over time and attitudes help to maximise outcomes (Ellis and Tod; 2009).
- All pupils feel safe at school at all times and are aware of what constitutes safe and unsafe, they are able to identify the situation and maintain the safety of themselves and their peers.
- High quality first teaching and support from highly trained staff meets the needs of all individuals; interventions are timely and appropriate in order to allow pupils to prosper and flourish.

Underpinning values and ethos

At Phoenix Park Academy and Sevenhills Academy we aim to meet the complex needs of our pupils through:

- The provision of a predictable and safe environment, explicitly founded on nurture and attachment principles that promotes security through consistent routines and clear boundaries.
- An unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour.
- The application of Unconditional Positive Regard for all pupils, acknowledging and addressing any inappropriate behaviours which may arise by attuning to the pupil and their need and working with them on strategies.

- All inappropriate behaviour is an expression of an unmet need – all staff seek to understand what the behaviour need is and working with the child, introduce strategies to support.
- The provision of an appropriate learning curriculum with carefully-planned learning opportunities including the development of social and emotional aspects of learning.
- The confident and consistent employment of intimacy, warmth, banter and trust as a way to support and engage pupils by connecting in a congruent and caring way.

Relationships, Structure and Routine

The pupils who attend Phoenix Park and Sevenhills Academy have often suffered trauma and many have insecure attachments, they have often experienced a fragmented school life which makes relationship building and following organised structure a challenge. It is, however, important to provide those things in order to help them remain and feel safe, safe from harm and safe to make mistakes in order to progress. Positive relationships between pupils and staff are essential in order to reach milestones and beyond. Phoenix Park and Sevenhills Academy use Restorative Approaches to ensure that the running of the academy is smooth and pupils learn, are engaged and progress. There is a need for rules in order to keep boundaries firm but fair.

- Rules, routines and boundaries are more effective when adults have formed positive relationships with young people and can be used to reinforce and develop the desired behaviours.
- Expectations are clear, Teachers will be responsible in developing these in order to keep everyone safe, that teaching and learning is successful and pupils enjoy and achieve.
- Through Unconditional Positive Regard the environment remains safe, learning is at the forefront of what the academies do and through understanding of Maslow's Hierarchy of Needs (1943), needs are met in order for this to happen.
- Structure will remain throughout the school day, from arrival until pupils leave the premises.

Rewarding positive behaviour

Rewards are an integral part of development (Ellis and Tod; 2009) but it is important to recognise that pupils who may have experienced trauma, have insecure attachments and negative experiences of school may not respond to the rewards in ways expected (Cooper; 2001). They may sabotage rewards, if they do not receive 'reward time' or find themselves on a 'reward trip' they may believe it is because they cannot meet the expectations, that is their fault and over time, by default they may no longer respond to rewards and consequences. It is integral that pupils are involved in planning of rewards, that they feel their needs are met through rewards which they may have chosen and are reachable. However, evidence does suggest that rewards can be used to motivate pupils, with an aim to reward positive behaviour rather than punish the negative (Kohn; 1999).

- Behaviour which leads to rewarding consequences are more likely to be repeated.
- ALL staff are responsible and actively involved in rewarding positive behaviour.
- Achievements, success and positive behaviour both in and out of school are supported and celebrated.
- Rewards used across the Academy are varied and reflect the individual pupil and class.

Informal rewards are used and embedded in to the fabric of Phoenix Park and Sevenhills Academy, they are proven to be effective and achieve the desired effect (Kohn; 1999), they may include:

- Smiles, positive eye contact and gestures.
- Targeted praise statements, at a group and or individual.
- Spontaneous peer group praise.
- Phone calls and or other forms of communication with parents/carers.
- Written comments in books.
- Displaying of good work.
- Additional responsibilities.
- Positive praise.

- Sharing good work and or behaviour with other professionals, including social workers, YOS workers etc.

Additionally, more formal rewards, which may be targeted or individualised can and will be used, responding to the age and need of the pupil or per group. Examples of this include; certificates in assembly, reward trips, off site activity or an agreed reward with staff and pupil.

Restorative Approaches

Staff intervention to support the regulation of behaviour is based on pupils’ level of development and understanding, research shows that over 70% of pupils in settings such as Phoenix Park and Sevenhills Academy are likely to have speech, language and communication difficulties (Owens, 2014). Interventions necessary to help regulate and develop behaviour positively are designed using restorative principles and through Restorative Approaches. It is the belief of the academies that and ‘interventions’ which are restorative by nature are unique learning opportunities; situations where the behaviour can be highlighted and addressed allowing for positive outcomes and minimising the opportunity for those behaviours to be present further.

There are many opportunities when Restorative Approaches can be used, providing an alternative to punitive sanctions which are unlikely to ‘change’ the behaviour (Kohn; 1999). Furthermore, to follow with the academies’ ethos of Unconditional Positive Regard and to maintain the child centred approach, Restorative Approaches allow for that, taking focus away from behaviour displayed but looking at the social and emotional impact on both victim/s and perpetrator and looking beyond what is displayed, exploring antecedents and providing an opportunity to develop skills and understanding of how to minimise the behaviour communicated.

<u>Pupil responsible for behaviour displayed.</u>	<u>Victim or those impacted by behaviour displayed.</u>
Learn about harm caused.	Provides opportunity for those affected to participate in the process which places them at the centre.

Acknowledge any harm caused and how that may impact those around them.	A platform for them to have their say and explain how it is has impacted on them.
Explain what happened, what led to the incident, how they were feeling.	Regain control of a situation by choosing to participate.
Opportunity to provide a sincere apology and explanation.	Have input and a say on how the situation can be resolved, damage repaired and how the apology may be delivered.
Attempt to repair any harm caused and or damage.	An opportunity to witness genuine remorse and a sincere apology.
Reduce the risk of any further incidents resulting in the behaviour/s displayed.	Reduces the anxiety and any potential ill-feeling the victim/s may have towards the person displaying the un-desired behaviour/s

By adopting Restorative Approaches, interventions are more likely to reflect the nature of the class, group and individual. Interventions may include:

- Planned support strategies, including sensory breaks, mentoring, key workers and calming strategies.
- Verbal and non-verbal communication to demonstrate mood, facial expressions, body language, and hand gestures and so on.
- Positive reinforcement.
- Unconditional Positive Regard.
- Consistent modelling of positive behaviours and desired behaviours from all staff.
- Opportunity for pupils to remove themselves from a situation is anxieties/frustration becomes increased.

At times, formal interventions are necessary, they may be implemented due consideration of any incident. It is important that context, antecedents and pupil age are considered and may come in the form of:

- Restorative twilight: pupils, with permission of parents/carers may be brought back after the regular school day to reflect on the day, repair, using restorative

practices, any relationships which may have been damaged and to complete any work missed during the normal school day.

- Exclusion: a period of time agreed with parents/carers after consultation, allowing for reflection and contemplation. This measure is to be used for serious or persistent issues of unwarranted behaviour (see exclusion policy for explicit explanations and examples of what behaviours may constitute a fixed period of exclusion).

The Care Team

There are Care Teams based at both Phoenix Park and Sevenhills Academy, they have specific responsibility for caring for pupils who may be struggling to access their learning. The Care Teams may support in and out of the classroom and have clear aims:

- To support staff in dealing with those pupils who are struggling to access learning.
- To care for all pupils and display Unconditional Positive Regard.
- To use specialist techniques of de-escalation, deflection and reparation in order to minimise the loss of learning time.
- To take in to consideration the individual needs of each and every pupil, including disabilities and vulnerabilities.
- To keep clear and accurate data records of incidents which can be used in a reflective and learning manner, for staff and to help provide robust and precise intervention and target planning.
- To provide advice and guidance to all staff on all aspects of behaviour including positive handling.
- To work alongside staff to plan and prepare Positive Handling Plans and Personal Learning Plans.

Staff support systems

At Phoenix Park and Sevenhills Academy we strive to create a safe and enriching learning environment. We aim to promote positive behaviours and minimise the risk of incidents which may require interventions.

On some occasions, behaviour displayed can be challenging and pose a threat to the safety of the pupil, peers and or staff. The Academy uses Team Teach techniques to help reduce these risks. Team-Teach is a whole setting, behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour. However, this is incorporated with restrictive positive handling techniques that are graded and gradual (up or down) as the situation requires. The Senior Leadership Team, teachers and support staff all are trained in RPI techniques, de-escalation and promotion of positive behaviours. They are trained to a minimum of Positive Behaviour Management Level One (Previously named Team Teach Foundation).

The use of restrictive physical interventions (RPIs) is only used to prevent:

- Self-harming
- Injury to other children, service users, staff or teachers
- Damage to property
- An offence being committed, and
- In school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils

In exceptional circumstances (as listed above), staff may be required to intervene and take action using reasonable, proportional and necessary force using the RPI techniques taught through Team Teach, ensuring that it is in the best interest of the service user and for the minimum required time.

In addition to the Team Teach techniques taught, a robust and relevant CPD programme is available for staff. Opportunities to further their own learning are provided, research and evidence based practice is shared and staff are clear about what their role is, that their duty of care is to provide opportunities for learning, have clear and high expectations of behaviour and continually apply Unconditional Positive Regard. Furthermore, CPD which relates to behaviour is offered on a timely basis in

order to equip staff and continue to up skill the workforce in order to deal with behaviours displayed.

Morning and end of day briefings take place in order for staff to remind themselves of the expectations, to provide a wraparound support for staff and in the case of the end of day briefing, to discuss the day, explore any learning opportunities that may have risen from incidents, to share best practice and positives.

Across Phoenix Park and Sevenhills Academy, staff share best practice, discuss in a professional manner, supportive manner and environment and a developmental atmosphere which encourages the sharing of opinions, e.g: through staff meetings, direct supervision etc.

- When a specific pupils' behaviour is becoming concerning, it is an issue which is to be shared.
- Discuss alternative ways to respond to a specific behaviour that may promote a positive learning experience.
- Support in analysing behaviour, producing Personal Learning Plans, reviewing Positive Handling Plans and reviewing any interventions used.
- Systems that allow for the quick access of the Care team and or SLT to support in crisis situations.

Staff Wellbeing

Working in high stress and challenging situations can have a detrimental impact on staff mental health. Following incidents or instances of high stress and challenge staff are able to take time for themselves to support their own wellbeing and mental health. Instances like these are supported from cover by the Care Team and other staff. Staff are encouraged to take time away in staff rooms or other relevant spaces if required and also have access to their support network if appropriate. There are also numerous Mental Health First Aid trained staff on each site which can offer further support if required. Following instances like this staff are supported through restorative process as outlined above.

Other examples of staff support and wellbeing can be addressed through, but are not limited to:

- Staff social events; these may include organised sports matches, coffee mornings, book clubs etc.
- Tailored CPD, relevant to the individual and discussed at length with HOC or SLT.

Instances of malicious accusations made against school staff will be investigated thoroughly and dealt with accordingly, with appropriate action being taken.

Parent support systems

We believe that parents/carers should be involved and play a key role in the education of our pupils. The academies will strive to build positive relationships with parents/carers and show them the same Unconditional Positive Regard. Positive relationships with parents/carers allows for successful transition planning, opportunities to develop positive behaviours both in and out of school and impact positively on learning. In addition to this, through our Parent Liaison, we offer further opportunities including;

- Family learning days.
- Community learning days.
- Coffee mornings where parents can come, discuss any issues, in a calm and friendly environment.
- Home Visits
- Regular telephone contact

Lastly, if parents/carers believe that measures contained within this policy are unjust or unfair, they can lodge a formal complaint through the school's Complaints Procedure.

Support systems for pupils

In addition to regular teaching and learning about positive behaviour and regular attendance underpinned by a nurture approach, the school provides the following support to pupils:

- Liaison with parents/carers, previous schools, outside agencies and services.
- Regular pastoral reviews to identify pupils most at risk, included as part of any regular academic progress reviews.

- The delivery of an exciting and innovative curriculum
- Regular contact with parents to inform them of progress being made by their child and with regard to the celebration of achievement and behavioural achievements.
- Contact with parents on the first day of any unexplained absence and discussion between the pupil and staff responsible for their registration.
- Contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation.
- Referrals for specialist advice from agencies linked to the school via the Parent Support Advisor.
- Sensory equipment to support regulation
- Engagement/Care Team support.
- Peer support and buddy schemes.
- Parents/carers consultations and family sessions.
- Access to therapeutic intervention.
- Where appropriate, a Key Worker is allocated to assist with the behaviour management of identified pupils.
- Access to Quiet Rooms (see Seclusion Guidance) where they can regulate away from their peers in a low stimulus environment. There are multiple spaces like this across Phoenix Park Academy and Sevenhills Academy
- Access to the Care Team Hub where they can regulate their behaviour away from peers if appropriate. Each site has a Care Team Hub to keep continuity across each site.

Monitoring and Evaluation

Across Phoenix Park and Sevenhills Academy, behavioural data is gathered timely and consistently, this enables the Senior Leadership Team, Head of Centre, Key Stage Coordinators and the Care Team to analyse and review possible trends and inform learning and strategic development, monitoring and evaluation is carried out in varied forms including:

- Incidents are reported, information is inputted on to CPOMs and is reviewed and collated by the Care Team.
- Exclusion data, along with restorative twilight reflections.

- Honest and robust safeguarding and attendance meetings, including reporting to SLT.
- Weekly staff meetings, including key stage meetings.
- Reviewing and analysing of pupil passports (Sevenhills Academy), making sure that interventions are relevant, personalised and responsive.
- Structured, robust progress meetings, including members of the Care Team, Key Stage Coordinators and SLT.

This policy should be read in conjunction with:

Child Protection Policy

Ethical Care Control and Restraint Policy

SEND policy

Equality and Diversity Policy

Anti-bullying Policy

Seclusion Guidance

References

Cooper, Paul (2001) **Understanding and supporting pupils with emotional and behavioural difficulties**. UK: Routledge

Ellis, Simon & Tod, Janet (2013) **Behaviour for Learning: Proactive approaches to behaviour management**. UK: Routledge

Gordon, Claire (2018) **SEMH – Positive Outcomes Toolkit**. North East Lincolnshire.

Kohn, Alfie (1999) **Punished by Rewards: The trouble with gold stars, Incentive Plans, A's, Praise and Other Bribes**. USA: Houghton Mifflin Company.

Maslow, Abraham (1943) "**A theory of human motivation**". Psychological Review.

Owens, Zoe (2014) **The Relationship between pragmatic language competence and school exclusion: An interactionist Perspective**. UK: University of Birmingham.

Wall, Sarah (2018) **The attuned school: the effect and effectiveness, of developing relationships between pupils with attachment difficulties and significant adults.** UK: University of Birmingham.

Related guidance

- Keeping Children Safe in Education 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf

- Preventing and Tackling Bullying/Cyber Bullying Advice for Teachers

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

- Mental Health and Behaviour in Schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

Links to legislation

- Education Act 1996

<https://www.legislation.gov.uk/ukpga/1996/56/contents>

- School Standards and Framework Act

<http://www.legislation.gov.uk/ukpga/1998/31/contents>

- Education Act 2011

<http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>