



Making a Difference

Phoenix Park Academy



Behaviour Policy

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WELLSPRING
ACADEMY TRUST

Behaviour Policy

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This policy takes account of:

- a) legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance, particularly in relation to:
 - Education and Inspections Act 2006, Section 93;
 - Education Act 2002;
 - Equality Act 2010. Refer to Department of Education guidance November 2011 “Behaviour and discipline in Schools – a guide for head teachers and school staff” for an overview of the powers and duties for school staff.
- b) The underpinning values and ethos which are most appropriate for children and young people placed within the Academy, as outlined below:

Underpinning values and ethos

At our Academies we aim to meet the diverse 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, clear boundaries;
- an unrelenting focus on celebrating, promoting and positively reinforcing good behaviour.
- the application of an ***Unconditional Positive Regard for all pupils***, acknowledging and addressing any inappropriate behaviours which may arise;
- The provision of an appropriate learning curriculum with carefully-planned learning opportunities including the development of social, emotional aspects of learning.

It is through this pupil-centred and inclusive approach that pupils will learn to understand, manage and improve their own behaviour, and to build positive relationships with adults and other pupils.

Consequently, all pupils at our Academies have the right to:

- Recognition of their unique identity and individual consideration of their needs;
- Be treated with respect and dignity and feel valued members of the learning community;
- Learn and work in a safe environment;
- Be protected from harm, violence, assault and acts of verbal abuse.

Furthermore, our Academies strive to ensure that:

- Parents, carers, staff and pupils are highly positive about behaviour and safety;
- Pupils make an exceptional contribution to a safe, calm, orderly and positive learning environment;
- Pupils show very high levels of engagement, respect, courtesy, collaboration and cooperation in and out of lessons;
- Pupils have excellent, enthusiastic attitudes to learning;
- Pupils are adept at managing their own behaviour, supported by systematic, consistently applied behaviour management approaches;
- Instances of all types of bullying are extremely rare, and that pupils are acutely aware of different forms of bullying and actively try to prevent it from occurring;
- All pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe. Rules and routines
- Rules are more effective when they are positively framed and used to reinforce and develop desired behaviours;
- Teachers will be responsible for developing class rules in conjunction with their pupils, making it clear to pupils what is expected in their learning environment;
- The provision of a safe and predictable learning environment is paramount and all staff are expected to provide clear and regular routines that support the implementation of rules and ensure Maslow's Hierarchy of Needs are met;
- Pupils need to be familiar with the expectations of staff over their behaviour. Therefore consistency and the regular maintenance of high standards is highly important;
- Routines are expected to be in place for pupils on arrival at school and throughout the entire day - including lunch – until they leave the premises. All pupils need to be aware of the rules and routines and the consequences of meeting or transgressing rules and expected standards of behaviour:

Choice and consequence: rewarding positive behaviour

- Behaviour that leads to rewarding consequences are more likely to be repeated;
- All staff are actively involved in consistently rewarding positive behaviour;
- Positive achievements and successes both in and out of school are celebrated and shared with parents and peers;

- The types of rewards used across the school are varied and reflect the individual nature of class groups and pupils.

Informal rewards include:

- Smiles/positive eye contact/gestures;
- Targeted praise statements to the pupil or groups of pupils;
- Peer group praise, both spontaneous and planned;
- Direct positive praise home to parents;
- Additional responsibilities;
- Sharing good work and behaviour with peers/adults/senior staff;
- Written comment on work/in books;
- Displaying good work;
- Work towards an activity chosen by the pupil;
- Recognition and celebration of learning and behaviour in assembly;
- Stickers and stamps;
- Positive praise postcards and letters home.

Formal rewards are targeted and individualised according to age and need, and celebrated with the peers and the whole school as appropriate e.g. certificate presentations in assemblies for progress in particular social skills.

A focus on restorative approaches to addressing and changing behaviour

At our Academies, staff intervention over the correction of behaviour is clearly based on pupils' level of development, their needs and circumstances. Subsequently, any "consequences" to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

The types of consequences used across the academy reflect the individual nature of class groups and pupils. Informal consequences may include:

- Use of planned ignoring, where possible;
- Facial expression of disapproval;
- Verbal warnings and reprimands;
- Loss of privileges or rewards;
- Restorative conversations and discussions;
- Temporary withdrawal from the learning environment (see "Use of Quiet Rooms" policy);
- Pupils remove themselves from a situation which causes anxiety or distress to a location where they can be supported, continually observed until they are ready to resume their usual activities. This "time out" could be time in a quiet area of the classroom or Key Stage, the playground, around the school site, or in the designated "Quiet Room" (see "Use of Quiet Rooms" policy).

- Formal consequences are implemented following due consideration of any incident and the pupil's age and needs:
- Detention: following consultation with parents/carers, pupils may be detained for up to a period of 30 minutes after school;
- Restorative Twilights: following consultation with parents/carers, pupils may be brought back to school after normal school hours for an agreed period of time at a later date;
- Exclusion: following consultation with parents/carers, pupils may be excluded from school for more serious or persistent incidents of unwanted behaviour (refer to "Exclusion procedures – summary of guidance" policy).

All teaching and non-teaching staff at the Academy have responsibility for the care of pupils who are struggling to access learning.

Staff Support systems

At our Academies we strive to create a safe learning environment, promote positive behaviours and minimise the risk of incidents that may require consequences. The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours – all staff are trained in skills to support them diffuse and de-escalate potentially challenging situations and promote positive alternatives.

In exceptional circumstances, staff may need to take action where the use of reasonable and proportional force using Team Teach handling techniques may be required. To this end, all staff clearly understand their responsibilities in the context of their duty of care in taking appropriate approaches to promoting and celebrating positive behaviour. Staff are supported in doing so through on-going CPD that promotes unconditional positive regards and nurture principles, and provides them with appropriate strategies and techniques to more effectively manage unwanted behaviours should they arise.

At our Academies we believe that when a pupil's behaviour is difficult it is a problem to be shared. Staff share and discuss behaviour in a professional, positive, supportive and developmental atmosphere. This may take place in staff meetings, morning briefings, end of day meetings or other meetings in directed time. Areas covered may include:

- all interventions focusing on trying to change the behaviour and/or teaching the pupil;
- alternative ways of behaving or responding to a situation;
- support in analysing behaviour and in producing, implementing and reviewing Positive Handling Plans;

When a pupil has been presenting a significant and consistent challenge or there has been a single large behaviour incident, a member of senior leadership may call a separate de-brief to explore the incident in detail. These meetings will be led by a member of the leadership team, are

supportive and have a “no blame” culture. Their aim is to reflect on the behaviour / incident so as to:

- promote honest and open reflection to the approaches to the pupil’s behaviour
- identify more effective interventions
- ensure approaches to behaviour are clearly shared and understood
- enable an improvement in the pupil’s future behaviour

These meetings should be recorded and agreed actions logged.

Systems for getting help quickly from outside the classroom

In order to promote and support appropriate behaviour, our Academies are committed to ensuring that staff to pupil ratios are kept as high as possible. However, there may be occasions when staff working with students feel they require additional help and support, over and above the classroom team. In these cases:

- Additional staff or members of the school leadership team can be sent for at any time by calling for “cover” within either of the buildings.
- On hearing a call for cover – all available staff will come directly to where cover has been requested
- Walkie-Talkies are available for this purpose on the Phoenix House site
- Staff should ensure that any students for which they are responsible are safe and properly supervised before responding to a request for cover

Working with challenging behaviour can be stressful. To that end, our Academies are committed to supporting staff welfare through:

- regular opportunities to discuss events in school through morning briefings and end of day meetings
- approachable and supportive school leadership
- promotion of a positive culture
- commitment to staff development and CPD
- tea and coffee provided free of charge for all staff;
- as part of the well-being approach, all staff leave school at 3pm on Fridays;
- further training opportunities identified through school development planning and individual needs analysis e.g. behaviour management, assertiveness training, restraint training/updates.
- Incidents where malicious accusations against school staff have been made will be investigated and appropriate action taken.

Support systems for parents

- In addition to involving our parents at all stages in their child's education and in particular gaining their support for effective positive behaviour teaching and learning, parents may also benefit from the opportunities listed below:
- Contact with class teacher / form tutor
- Education Welfare Officer support;
- Signposting through school to parenting support programmes and other voluntary parenting skills courses;
- Regular pupil progress reviews

If a pupil or parent feels that the measures in the behaviour policy are unfair or have been unfairly applied, then they can lodge a complaint through the school's complaint procedure. (Refer to school 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:

- Use of CAF process;
 - 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 underpinned by nurture approaches;
 - 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; Access to therapeutic intervention;
 - Educational Psychologist support
- Access to regular, professional counselling service