
drb Ignite Multi Academy Trust

Positive Behaviour Policy

Trust vision

All pupils achieve the highest standard of educational outcomes regardless of circumstances or background.

The Trust has been established through a shared belief that lives can be transformed by what goes on in schools. We believe that the process of teaching and learning shapes futures. To this end our vision is to provide every child with learning experiences that excite them and give them the power to begin to shape their own lives.

Introduction

The Trust educates and supports pupils with a wide spectrum of need in a variety of contexts. Social, Emotional and Mental Health (SEMH) needs are central to our *Positive Behaviour Policy* and the relational approach used across our schools. This Policy outlines both the philosophy and practice that informs our positive behaviour and relational work. It aims to provide a clear oversight for all stakeholders of how we maintain safe and effective learning environments that manage, assess and meet individual needs. It also reflects the consistent approach taken across the all schools in the Trust and is strengthened in each school by contextualised and bespoke *Positive Behaviour Procedures*.

The Trust is committed to inclusive education and securing the greatest possible access to learning and achievement for all pupils. We recognise that for some pupils, variance of support and personalised interventions will be needed to meet specific SEMH, learning or needs which require a personalised approach.

Our relational approach recognises that the most important aspect in pupils feeling valued, safe and secure is their sense of connection and belonging. For most pupils, this can be achieved by consistent and nurturing acknowledgement and having the knowledge that all adults in school have them in mind, care about them as a person and are interesting in what they are doing. This relational aspect is at the heart of our behavioural expectations.

Our aim

The main aim of the Trust and its schools is to work in partnership with parents/carers and external agencies to achieve positive outcomes for all pupils and to meet the specific needs of pupils with *Social, Emotional and Mental Health (SEMH)* difficulties whose behaviours in school, may sometimes be more difficult and challenging.

To achieve this aim, staff across the Trust work together to:

- offer a curriculum that enables all pupils to engage with and enjoy their learning, where every pupil can achieve positive outcomes and develop future aspirations

- prioritise the development and maintenance of healthy, reciprocal, trusting relationships at every level
- provide a nurturing environment and experience for all pupils including personal development opportunities and accessing opportunities that build cultural capital and preparation for transitions.
- assist pupils in gaining skills and knowledge to enable them to make good choices and positive contributions to the school community and wider society
- assess and respond to SEMH needs in addition to any other SEND that may act as a barrier to learning
- model and apply a graduated approach to assessing and reviewing pupil needs in order to enable parents, families and other agencies to provide an education that fully meets individual need
- provide a positive experience of education for those who have been permanently excluded or are at risk of being permanently excluded from school

A supportive curriculum

Our curriculum is designed to support pupils through a broad and balanced offer. Pupils access core and non-core subjects in line with the *National Curriculum* alongside lessons and personalised interventions to support pupils' personal development and specific SEMH and learning needs. For example, cooking sessions, health and fitness sessions and community projects are planned to develop pupils' life skills and their ability to be responsible citizens within the school community and their local neighbourhoods

The curriculum, culture and behavioural expectations across our schools is met through a relational approach, that is underpinned by the core principles of relational practice:

- Learning is understood developmentally
- The classroom and school offer a safe, secure base
- The importance of nurture for the development of wellbeing is understood
- Language is a vital means of communication
- All behaviour is a communication
- The importance of managing transitions and changes in children's lives and routines

For note

More detailed information about our curriculum can be found on the Trust and school websites

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
- Exclusion
- Special Educational Needs and Disability Code of Practice
- Keeping Children Safe in Education 2021
- Working Together for Children
- Searching, Screening and Confiscation

Our expectations

We believe that our expectations for positive behaviour give protection to children's rights and support our commitment to being a *UNICEF Rights Respecting* Trust. These expectations are also regularly discussed with pupils and staff.

Our expectations are clear, positively phrased, fair, reasonable and unambiguous. When staff are supporting pupils with undesirable behaviour, reference is made to which expectation is not being adhered to. School expectations have been created in consultation with staff and pupils and are contextualised to meet the needs of individual schools through *Positive Behaviour Procedures* and our *Pupil and Parent Expectations Charter*

Broadly learning expectations cover and are defined by such requirements as

- Arrive on time and be ready to learn
- Use positive language
- Be helpful to others
- Do what adults ask
- Allow other pupils to learn
- Show positive effort and attitude
- Do the best possible and try hard

Non-negotiables are defined as:

- Repeated breaches of school expectations
- Use of mobile devices on site
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Physical assault on another pupil or member of staff
- Smoking (including vaping)
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarettes and cigarette papers
 - Fireworks
 - Pornographic images
 - Any item 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)

Peer on peer abuse

It is important to recognise that abuse is not always perpetrated by adults; children can abuse other children and it can happen both inside and outside of school and online. This is referred to as *peer on peer abuse* and can include:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Verbal abuse in relationships between peers which leads to emotional upset, anxiety and fear
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse
- Sexual violence, such as assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- *Upskirting* which involves taking a picture under someone's clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress, or alarm. *Upskirting* is a criminal offence and anyone, of any gender, can be a victim
- Initiation/hazing type violence and rituals.

For note:

Further details of our approach to preventing and addressing bullying are set out in the Trusts' *Anti-Bullying Policy* and *Child Protection and Safeguarding Policy and Procedures*.

Roles and responsibilities

Trustees

The Trust Board and CEO monitor and review this Policy with headteachers and alongside each schools' *Positive Behaviour Procedures*. This responsibility is delegated to the *Trust Improvement Board* who report directly to the Trust Board and hold headteachers to account for its implementation and effectiveness.

The *Trust Improvement Board* is responsible for reviewing and approving each schools' Positive Behaviour Procedures every year and final sign off is by the Trust Chair.

Headteachers

Headteachers are responsible for reviewing this Policy annually alongside the Trust Board, and also conducting a full review of their own contextualised *Positive Behaviour Procedures*. Headteachers are responsible for ensuring that the school environment is safe, encourages positive behaviour and that staff deal effectively with poor behaviour. They monitor how staff implement this Policy to ensure rewards and sanctions are applied consistently and fairly and parents are encouraged to work in partnership with school when concerns arise.

Staff

Staff are key to building and maintaining strong and caring relationships that underpin good behaviour and high expectations. Staff are responsible for:

- Implementing this Policy consistently
- Using the associated *Positive Behaviour Procedures* effectively
- Modelling positive behaviour and building positive relationships
- Providing a personalised approach to the specific needs of pupils
- Monitoring and recording incidents appropriately
- Raising any concerns promptly
- Respecting and working alongside parents/carers

Senior Leadership Teams are responsible for supporting staff in responding to challenging behaviours and modelling positive relationships.

Parents/carers

We value working in partnership with parents as soon as any behavioural concerns are identified. Parents/carers are responsible for:

- Informing school of any changes in circumstances that may affect their child's emotional state and/or behaviour
- Discussing any concerns with a key member of staff promptly and attending review/reintegration meetings as required
- Working in genuine partnership with school staff to find solutions that work for the child and are in their best interests

Pupil conduct

The Trust expects good learning behaviours for all pupils at all times and has worked alongside pupils to produce a *Pupil and Parent Guarantee and Expectations Charter*. This sets out what is expected and is used in all schools to ensure these expectations are met consistently and environments are conducive to good learning for all pupils.

Uniform expectations

The Trust believes that the wearing of school uniform can support a sense of belonging and connection which underpins strong relationships and positive behaviours. The Trust is also conscious of the expense of school uniform and keeps its *Uniform Policy* under regular review. All Trust schools have affordable and practical uniform that all pupils must wear. This has been agreed by working with parents and families to ensure it is smart, affordable and accessible to everyone whatever their home circumstance.

Parents/carers are responsible for ensuring their child attends each day wearing the following:

- School trousers/shorts/skirt/pinafore
- Plain polo shirt or school shirt
- Sweatshirt/jumper/cardigan in school colour
- Suitable shoes/trainers/boots
- Jewellery is limited to ear studs. Neck chains and bracelets are not allowed.
- No wearing of caps, hats, balaclavas or hoods inside school.

Rewards, consequence and sanctions

Each Trust school sets out its rewards, consequences and sanctions through its contextualised *Positive Behaviour Procedures*.

The Trust defines a reward as positive feedback given to pupils. A reward can reinforce, encourage and motivate pupils and help to strengthen trusting and respectful relationships. Trust staff will always encourage pupils and hold high aspirations for everyone. Encouragement includes any action that conveys to the pupil that adults respect, trust, and believe in their value as a person and the contribution they make.

Positive feedback may include:

- Verbal and/or written recognition and praise
- Phone calls home to parents/carers
- Visit to the headteacher or another senior leader
- Mention to whole class or in assembly
- Special responsibilities/privileges
- Special incentives
- Post cards and notes sent home

Schools use a variety of pro-active intervention strategies when managing behaviours that are unacceptable or harmful. These are called consequences and sanctions. Each school sets out their consequences and sanctions in their *Positive Behaviour Procedures*.

These may include:

- Verbal reminders
- Brain breaks
- Change of environment
- Use of time in sensory room or a mutually agreed safe space
- Support from senior members of staff
- Phone calls home to parents
- Use of language scripts
- Agreeing a behaviour contract
- Review of a pupil's SEMH assessment, including strategies and interventions
- Restorative approaches
- Modelling of appropriate behaviours by staff including through the RSE/PHSE curriculum and reflection opportunities
- Expectations that work will be completed at a later time

Schools may use one to one interventions, offsite interventions or exclusion (in exceptional circumstances) in response to serious or persistent breaches of this Policy. In the event of a serious breach a school may also be required to contact the police or local authority social care services.

Off-site behaviour

Rewards and sanctions will continue to be applied when representing the school offsite, such as on a school trip, at swimming and on the way to or from school. Any incident will be investigated with all parties involved, with the relevant sanction applied.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will meet with staff, parents and pupils involved to consider appropriate sanctions. This will be considered in conjunction with the Trust's *Safeguarding and Allegations of Abuse against Staff* policies. The headteacher will also consider the wellbeing needs of staff accused of misconduct. Where possible, restorative approaches will be always be explored to repair and sustain relationships.

Classroom management

Teaching and support staff are responsible for modelling and setting the ethos and context for positive behaviour within classrooms and shared spaces. They will:

- create and maintain a stimulating environment that encourages pupils to be engaged
- display pupil learning expectations in classrooms and make sure each pupil understands school expectations and the *Pupil Guarantee and Expectations Charter*
- develop positive relationships with pupils. For example:
 - listening and responding to needs and concerns
 - greeting pupils appropriately at the start of the day
 - establishing and maintaining consistent routines
 - communicating expectations of behaviour in ways other than verbally
 - highlighting and promoting good behaviour
 - concluding the day positively and starting the next day afresh
 - using effective strategies for dealing with low-level disruption
 - using positive reinforcement/ set language scripts
 - differentiating work to enable and scaffold learning
 - undertaking ongoing professional development

For note

Through line management, learning walk outcomes, appraisal and annual CPD audits, staff are encouraged to access and request support to improve and develop their professional knowledge and expertise.

Positive handling

In some extreme circumstances, staff may use *positive handling* to prevent pupils from putting themselves or others at risk of harm or danger. Incidents of *positive handling*:

- may be required to avert an immediate and dangerous situation
- will only be used as a last resort when all other de-escalation strategies have been exhausted
- will be applied using the minimum amount of force and for the minimum amount of time possible
- will be used in a way that maintains the safety and dignity of all concerned
- will never be used as a form of punishment
- will be investigated, recorded and reported to parents/carers in line with agreed school procedures

Confiscation of prohibited items

Any prohibited items (as set out in page 4 above) found in a pupils' possession will be confiscated immediately. These items will not be returned to pupils. Schools may also

confiscate any item which could potentially be harmful or detrimental to pupils or staff. These items may be returned to pupils at the end of the school day and following discussion with senior leaders and parents, as appropriate. If required, searching and screening pupils would only be conducted in full compliance with the DfE's guidance on searching, screening and confiscation.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Pupil support, equity and equality

The Trust and its schools recognise their 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 specific needs of the pupil. We achieve this through the use of a range of assessments, specific interventions and strategies. These interventions include but are not limited to such approaches as:

- UNICEF Rights Respecting School activities
- Social stories
- Draw and talk
- Therapeutic story writing e.g. helicopter stories in EYFS
- Circle of friends
- Nurture practices
- Restorative practices

Pupils may also require additional support from external agencies offering health, wellbeing and therapeutic services. Special Educational Needs Co-ordinators work alongside staff in schools to initiate external assessments where needed for pupils exhibiting high levels of challenging behaviour. Where necessary, support and advice are also sought from specialist teachers, educational psychologists, medical practitioners and/or others. When acute needs are identified, schools will liaise with external agencies and plan support programmes in line with the Trust's *SEND Policy* and practices. For pupils who are at risk of, or engaged in, criminal and risky behaviours, referrals will be discussed with the pupil and parents for Early Help and/or other specialised services specific to the pupil's needs.

Restorative approaches

The Trust and its schools are committed to working in restorative ways with pupils, families and staff. Restorative approaches are a way of working with people to manage, correct and restore positive and healthy relationships for the benefit of everyone.

The aim of restorative approaches is to:

- understand the reasons for a person's behaviour

- respect and listen to everyone's views and allow them to have their views listened to respectfully
- help individuals and groups to understand the impact of their behaviour on others
- restore relationships where they may have broken down
- acknowledge and accept that the next lesson or school day can represent a fresh start
- identify ways to prevent similar things happening again in the future.

When used with pupils this may involve:

- allowing time to reflect on incidents and how difficult situations could have been avoided
- planning what could be said, so that thoughts and concerns can be put across calmly and articulately
- ensuring those involved are in a calm state and are receptive to hearing what others have to say
- ensuring enough time has been set aside for discussions and meetings to avoid feelings of being rushed
- planning ahead to avoid unnecessary confusion or upset e.g. communications about meetings and invitees.

Absconding from school

To abscond is to leave the school site without permission. If a pupil leaves a school site without permission, the Trust's safeguarding procedures should be adhered to immediately and parents/carers contacted. Any incidents of absconding must be recorded on *CPOMS* as soon as possible after the incident. The police will be informed where there are any immediate and additional risks.

Points of transition

Pupil transitions into formal schooling, in both nursery and reception classes, are carefully managed with parents involved at every stage. All staff understand the importance of effective transitions and they will provide personalised interventions to support transition at both the start of a child's learning journey and when they transition to secondary school. Reasonable adjustments will always be made for pupils experiencing difficulties with points of transition. Some of these difficulties may present within the course of the school day as pupils transition from one space or activity to another. Such difficulties will be handled sensitively with strategies that work well used to support both pupils and staff.

Professional development of staff and trustees

Development of the professional competencies required to effectively support and promote positive behaviours and relational practice is a core theme of the Trust's *Igniting Your Potential Professional Development Programme*. Staff and trustees are provided with professional development at a range of levels from early career teacher to senior leader. Behaviour management training is also a standing item on all *Trust Improvement Board* agendas and seen as a critical strand of Trust/school improvement work.

Monitoring and review

This *Positive Behaviour Policy* will be reviewed by the Trust Board and headteachers on an annual basis. Individual school *Positive Behaviour Procedures* will also be reviewed annually.

Monitoring and review	CEO, trustees and headteachers
Links	Behaviour Policy Child Protection and Safeguarding Policies and Procedures Pupil and Parent Guarantees and Expectations Charter
Staff responsible	CEO Executive Director of School Improvement Headteachers Teachers
Committees responsible	Trust Improvement Board
Next review	March 2023
Sign off by Trust Chair	 Date: 7 th March, 2022

For note:

Should there be any changes/further national guidance issued relevant to this Policy, it will be updated accordingly prior to the review date shown above and referred to the next Trust Board meeting.

Change Management

Issue no	Date	Change description
1.0	Nov 2017	Initial release
2.0	Nov 2018	Review
3.0	Nov 2019	Review
4.0	Nov 2020	Review

5.0	Nov 2021	Review
6.0	Mar 2022	Review (delayed due to covid-19, full Trust review of behaviour management, and redesign of Trust and school websites)