



Subject: Positive Behaviour	Number: POL00114
Approved by:	Type: Policy
Managing Director	Issued: February 2021
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	Effective: September 2024

1. Objectives

1.1 Overall Aims

The Robert Holme Academy aims to create an environment where pupils and staff form positive relationships based on the values of trust and mutual respect. The aim of our behaviour policy is to build ‘self-efficacy’ confidence, self-worth and resilience. A fundamental aim is to allow pupils to effectively use metacognition to consider what behaviour management strategy is most effective for them and to encourage the use of this until the pupil can do this independently.

We have high expectations of our pupils and their ability to succeed. The Robert Holme Academy believes positive behaviour leads to more academic and social achievements as well as leading to opportunities for improved learning experiences.

The Robert Holme Academy believes that good behaviour is a positive attribute and focuses on rewards in order to encourage positive behaviours in order to prepare pupils for wider society. However, The Robert Holme Academy acknowledges that teaching staff have statutory authority to discipline pupils whose behaviour is unacceptable or who fail to follow reasonable instruction, should this arise.

The Robert Holme Academy believes pupils have a right to learn and teachers have a right to teach. The overall aims for pupils attending the Robert Holme Academy is therefore to:

- create well rounded members of society;
- build self-esteem;
- encourage friendship and positive relationships;
- behave positively;
- be an including learning provider that embraces differences;
- encourage a return to mainstream education if and when ready to do so.

These aims are supported by our pupil oriented rules to:

1. look after ourselves;
2. be kind to everybody; and to
3. look after our school.

The Robert Holme Academy recognise that some behaviours come from frustration, anxiety and an unsettled environment. The management team formally monitor and review behaviour patterns and will take systemic action to improve performance where adverse trends are evident or opportunities to improve are identified.



The Robert Holme Academy aims to build the self-esteem and confidence of every pupils, no matter their background or previous academic experience. A range of strategies are used to encourage pride and self-esteem, including:

- planned group activities;
- the award of achievement points and rewards;
- half termly and termly trips;
- positive encouragement in and out of the classroom;
- outdoor activities;
- creative tasks;
- reflection and circle time;
- embedded healthy eating and living;
- mindfulness and other therapeutic interventions;
- community support activities;
- celebrating birthdays and commemorations.

2. Scope and Applicability

This policy is applicable all management, staff and pupils attending the Robert Holme Academy.

High standards of behaviour and mutual respect are expected by the Robert Holme Academy. Our highest priority is to incentivise and reward good behaviour and strategies for achieving this are outlined below. However, there may be times when pupils misbehave.

This policy therefore also outlines the approaches for highlighting poor behaviour, along with the strategies applied to encourage improvement.

However, any decision to apply sanctions or punishments for bad behaviour must only be applied by a paid member of staff or member of staff authorised by the Headteacher and must be proportionate and fair in all circumstances.

Sanctions for poor behaviour are applied within the premises but may also be applied when the pupil is identifiable as a pupil and could adversely affect the reputation or orderly running of the Robert Holme Academy.



3. Procedure

3.1 Responsibilities

The management team are responsible for monitoring behaviour patterns and for taking corrective action to correct any deteriorating trends in behaviour. The management team are also responsible for proactively seeking opportunities to improve behaviour.

The Robert Holme Academy believe that effective leadership is key to creating a culture of good behaviour. The leadership team at Robert Holme Academy are committed to our vision of positive outcomes for all our pupils and in offering an inclusive environment that values every pupil. The fundamental components of our behaviour strategy include:

- clear and consistent practices;
- hands-on and visible leadership;
- staff engagement;
- attention to detail; and above all
- commitment to pupil wellbeing and success.

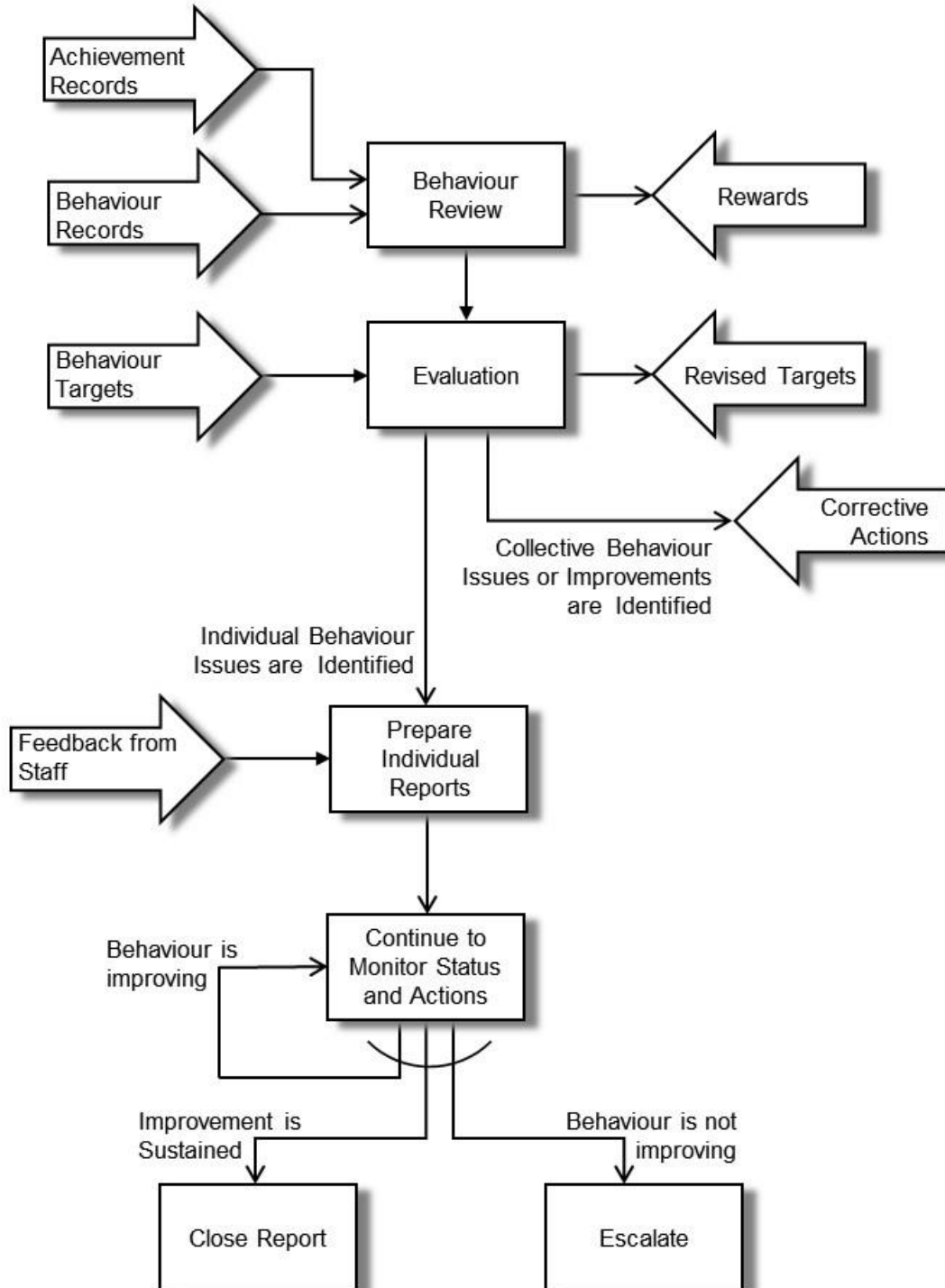
All members of staff are required to act as role models and are expected to apply this policy consistently. Regular training is therefore provided for all aspects of this policy.

Staff are responsible for:

- using an appropriate tone of voice to maintain control;
- using praise and rewards for positive behaviours and actions;
- communicating and reinforcing the Robert Holme Academy good behaviour policies and principles;
- building positive relationships with staff and pupils.
- helping to build pupil self esteem;
- giving clear expectations and learning outcomes;
- planning lessons effectively to avoid behaviour problems;
- maintaining appropriate layouts and seating plans;
- supervising groups effectively;
- ensuring we have a clear and robust administration trail of 'points' as well as comprehensive records of incidents and interventions.



3.2 Process





3.3 Achievement Points and Rewards

Achievement points are usually in the form of stickers. If work or behaviour is of particular merit the pupil may also earn a certificate.

Rewards can come in several forms including points, certificates, modest prizes or trips. Achievement points should always be provided sincerely and be perceived to be of value and importance.

Achievement marks, or points, are points that are collected throughout the day. These are logged on Class Dojo and are earned both in lesson and outside of lesson time. Each lesson gives the opportunity for points to be earned based on positive engagement, work completed and exceptional work. Points may be awarded for other positive behaviours including, but not limited to:

- 1 point – working towards EHCP/personal development targets
- 1 point - kindness to others;
- 1 point - being helpful;
- 1 point - making healthy choices;
- 2 points - Headteacher award;
- 3 points Managing Director award;
- 5 points – award for excellent performance;

Points are logged and totalled at the end of the week. This information is evaluated and used to determine rewards provided at the end of every half term and full term.

Each class may also be offered weekly incentives for positive behaviours, but these must be approved by the headteacher. Achievements, no matter how small, are always be rewarded to encourage positive behaviours.

The Robert Holme Academy believes that the best way to encourage positive conduct and encourage pupils to behave in an acceptable manner is to offer targeted rewards. Sanctions are only used when positive steps have not achieved the desired outcome. Rewards are given throughout the day and are not be taken away for misbehaviour. Positive behaviour is always noted and rewarded.

3.4 Privileges

We do not subscribe to the notion of losing privileges for negative behaviours. We believe that all privileges can be earned through hard work and positive behaviour. For example, pupil led afternoon activities are earned by completing the set work for the day and having earned a minimum of 5 stickers.



3.4 *Consequences*

The Robert Holme Academy believes that an emphasis on proactive action to recognise, acknowledge and self-regulate behaviours is an important life skill for every pupil to learn. This is done with the implementation of the positive behaviour policy. Although positive behaviour is the focus of the policy, we recognise that sometimes mistakes are made. We believe that in order to recognise positive changes, and make the right choices, certain sanctions may need to be implemented. However, it is **never** acceptable to:

- use corporal punishment;
- restrict contact and communication;
- withhold food, drink, sleep, medication, clothing or personal equipment and aids which are required due to disability;
- use humiliating, belittling or punitive punishments;
- involve another pupil in the punishment of another;
- impose group punishments for an individual's behaviour;
- require pupils to wear inappropriate and distinctive clothing;
- impose financial penalties other than those that are reasonable for reparation;

3.5 *Avoiding Confrontation*

Wherever possible, staff avoid confrontation and encourage pupils to make positive choices. Staff should apply a range of strategies to diffuse the situation and avoid confrontation. These can include:

- using non-verbal signs - eye contact, frown, stern look;
- making space between pupils;
- reminding pupil of expectations;
- explaining to the pupil the affect their behaviour has on others.

IMPORTANT NOTE

In all cases staff label the behaviours, rather than the pupil.

3.6 *Prevention and De-escalation*

Effort is made to avoid challenging or disruptive behaviour by providing a calm, supportive and nurturing environment with a consistent approach in staffing and timetabling, while clearly communicating behaviour standards.

Staff are also trained to recognise the signs and triggers that may cause a deterioration in behaviour, and use appropriate techniques to encourage a return to a calm state before emotions are heightened. This may include:

1. **Dialogue** - give the opportunity for the pupil to follow instruction. Use phrases like “maybe we can... I wonder if... Let’s try... It seems like...”
2. **Diversions** - redirect activities to calm pupils. For example if written work is becoming stressful, offer some physical activity to refresh minds.
3. **Space** - open space and fresh air can help to de-stress a tense situation;
4. **Calm** – a calm voice and stance helps to avoid confrontation;
5. **Change** – a change of staffing or environment can help settle challenging behaviours. Removing others from the environment, if the individual will not leave because they are too disturbed, helps to maintain distance and encourages calming.



3.7 Interventions

The Robert Holme Academy recognises the importance of working with individual pupils to help them to build resilience and support them to individually manage their emotions and behaviours positively. We offer long term and short term interventions that are tailored to individual needs. These include, but are not limited to:

- emotional regulation monitoring;
- talkabout: social skills;
- social touch;
- sensory room; etc.

We also offer appropriate physical resources to use as coping strategies such as time-out cards, fidget toys, soft toys, etc.

3.8 Risk Assessment

Each pupil has an Individual Risk Assessment that identifies known and probable behaviour risks for the pupil, along with the management and mitigating strategies to be applied to minimise risk of challenging or disruptive behaviour. Individual Risk Assessments are reviewed regularly and are updated with strategies for supporting positive behaviour and de-escalation strategies. Each risk assessment includes information on key vulnerabilities, triggers, risk behaviours, pertinent diagnoses and strategies for success.

3.9 Escalation and Exclusions

The Robert Holme Academy prides itself on meeting the needs of its pupils. The Robert Holme Academy recognises that excluding pupils may be detrimental to the pupil's mental health. Issues are managed primarily through the behaviour policy, individual risk assessment and behaviour plans and supportive measures.

Escalations will lead to either a panel meeting with the management team (with parents) or a professional meeting and interim EHCP review. All escalations will result in a formal and agreed plan to improve behaviour.

3.10 Physical Intervention

The Robert Holme Academy believes that every possible strategy be applied before physically intervening with a pupil in crisis. It is hoped that situations can be de-escalated before they heighten. Physical intervention is only used in extreme situations.

It is acknowledged that space is the most effective technique in calming a pupil in crisis and de-escalation should be used before physical intervention is required. Physical intervention is only used to ensure the safety of staff, pupils and the environment. Members of staff have a professional duty of care to support pupils if they are a danger to themselves or others after all other strategies have failed to make the situation safe.

The Robert Holme Academy and its staff have the authority to use 'Reasonable Force' - as defined by the Department for Education in exceptional circumstances.



4 References

Further information can be found in:

1. The Department for Education, Behaviour in schools(2022) Advice for headteachers and school staff, available at: <https://consult.education.gov.uk/school-absence-and-exclusions-team/revised-school-behaviour-and-exclusion-guidance>
2. Tom Bennett (2017) Creating a Culture: How schools can optimise behavior, available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf
3. Baker S, Simpson M (2020) A school without sanctions, Bloomsbury
4. The Department for Education, Mental health and behaviour in schools (2018), available at: <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
5. The Department for Education, Advice for behaviour and discipline in Schools, available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_A_guide_for_headteachers_and_School_Staff.pdf
6. The Department for Education Independent School Standards, available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards- Guidance_070519.pdf
7. The National Curriculum in England: primary curriculum, available at: <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>