FITZWARYN SCHOOL

The Propeller Academy Trust

Behaviour Policy

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Author	Assistant Headteacher
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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Outline our **philosophy**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our approach to **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools
- Searching, screening and confiscation at school
- Suspension and permanent exclusion guidance
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Philosophy

Fitzwaryn School believes that a school should be a place where children and young people learn to respect both themselves and others in a secure, positive environment. We believe that positive behaviour stems from developing a strong sense of self-worth, confidence in individual abilities, and social and emotional understanding. Pupils are supported to understand the impact of their choices, both positive and negative on themselves and others.

Pupils are encouraged to take responsibility for their own actions and are supported to develop their independence using strategies to regulate and manage their own sensory and emotional needs. The promotion of a positive self-image is integral to our behaviour policy. We believe that this improves development into adulthood and aids security, happiness, the ability to build good relationships, and the capacity to learn. We believe that a well-planned and structured curriculum which is adapted and personalised to meet the different

learning needs and styles of all pupils and promotes active involvement and independence, supports this aim.

We believe that high expectations and an understanding of clear boundaries of behaviour, as well as a consistent approach, are essential to the promotion of a safe and engaging environment where learning can take place. We understand that Fitzwaryn School has an important part in preparing our pupils for the adult world and that our own behaviour towards them is as important as our expectations of their behaviour towards each other and ourselves. By being positive, consistent, and providing positive reinforcement and praise, we can create an environment in which pupils are motivated to learn and make good choices. It is our belief that proactive approaches which provide positive reinforcement, including use of rewards, are preferable to sanctions; however, we recognise that sanctions (in the form of an educational consequence) may be necessary. In line with the RAID (Reinforce Appropriate, Implode Disruptive) Model we reinforce appropriate behaviours by noticing positive behaviours and reacting in a way that makes them more likely to reoccur, while playing down disruptive behaviours (ensuring pupils are safe) using individualised strategies and by concentrating on a nurturing approach. Using this approach, we acknowledge and reward positive behaviours in a way that supports the pupils to recognise their achievements.

There may be occasions when it is necessary to use some form of physical intervention to fulfil our duty of care. This will always be reasonable and proportionate. Full details are covered in a separate Physical Intervention policy.

Central to our belief is that all behaviour happens for a reason. All behaviours are a form of communication, and it is up to us as staff to try to understand this communication and support our students to find a better way of communicating. We accept that this will require us to be adaptive, flexible, creative, and reflective when considering and implementing strategies. We therefore provide positive behaviour support training for all staff and provide a support system through regular communication with a member of staff with lead responsibility for behaviour and senior leaders. Developmental Stage appropriate, rather than age related, strategies will be employed to support pupils in our setting.

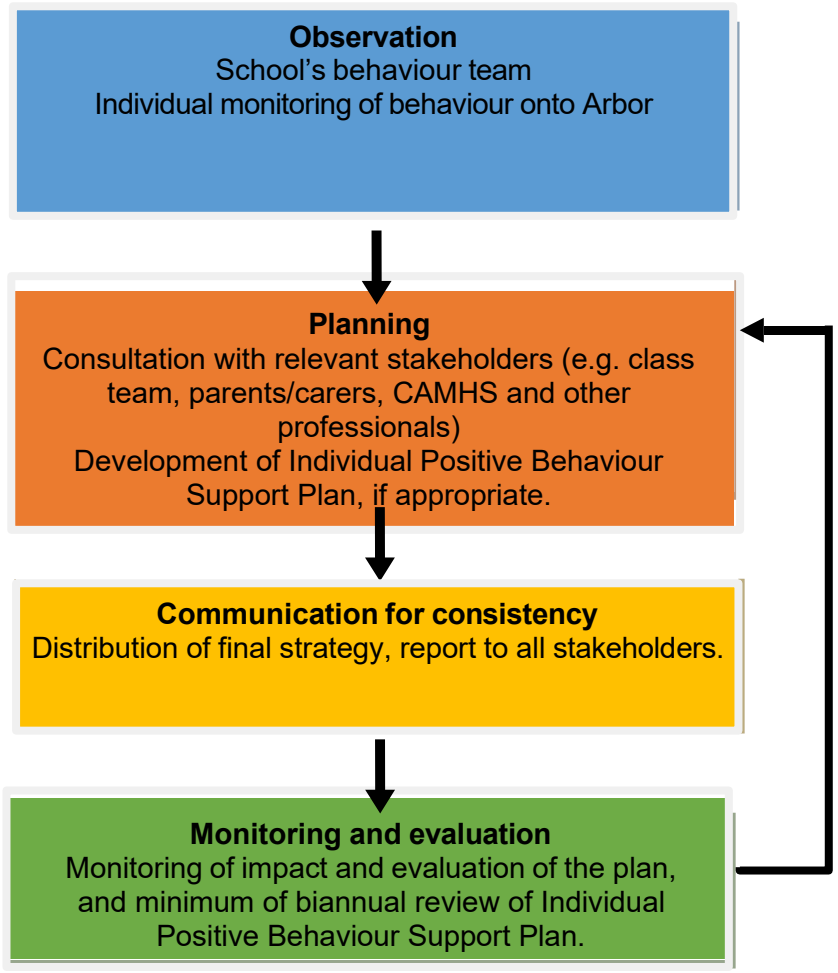
4. Practice

At Fitzwaryn we use a Positive Behaviour Support approach, we recognise the importance of implementing consistent, personalised strategies for behaviour support, and working with key stakeholders to co-produce Individual Positive Behaviour Support Plans (see Appendix 1), tailored to individual pupil needs. All support plans will be co-produced and individualised considering the young person's stage of development, method of communication and sensory profile. Fitzwaryn school recognises the impact of trauma on young people and ensure that all support plans, where appropriate are trauma informed. Where an Individual Positive Behaviour Support Plan is required, these will be written up and distributed to everyone coming into regular contact with the pupil at school so that maximum consistency can be achieved. Parents/carers will be kept informed and may be closely involved at every stage of planning, implementation and review. Advice of wider education, health and care professionals who are involved in supporting the pupil e.g., CAMHS will be sought and incorporated as relevant and needed. All Individual Positive Behaviour Support Plans are regularly monitored and reviewed at two key points in the academic year, and more frequently if required.

We always try to identify the function of a behaviour of a child and why they display concerning behaviours and use this as the basis for developing Individual Behaviour Support Plans. Our practice is well considered and evidence based, we use observations and data to support our understanding. We consider the triggers and antecedents that may contribute to behaviour, including the responses and interactions of those around the child, as well as events and circumstances leading up to an incident. We begin by observing the pupil dispalying behaviouir that challenges and record when the behaviour occurs, what preceded it, staff responses and the impact of these responses onto our school system – Arbor.

Support is provided by the Behaviour Team within school to devise strategies and approaches, which may include putting together an Individual Positive Behaviour Support Plan if required.

Behavioural expectations and interventions are adjusted in accordance with pupils' EHCPs, communication profiles, and sensory needs. All pupils will have equality of access to education, Wellbeing support and Positive Behaviour Support irrespective of their SEND.



5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Executive Headteacher to account for its implementation.

The governing body is responsible for approving the schools behaviour policy.

5.2 The Executive Headteacher

The Executive headteacher will review the behaviour policy and ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy.

The senior leadership team will support staff and pupils to develop positive behaviours for learning.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour in line with the school's Code of Conduct, within the Staff Handbook.
- Providing a personalised approach to the specific behavioural needs of pupils.
- Recording behaviour incidents.
- Co-production of Positive Behaviour Support Plans.
- Reporting significant incidents to parents in a timely manner.
- Reporting on wellbeing and behaviour and attitudes as part of the Annual Review process, parents' evenings and within written reports.

5.4 Parents / carers

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child
- Discuss any behavioural concerns with the class teacher promptly
- Engaging in co-production of Positive Behaviour Support Plans
- Attend Annual Reviews, parents evenings and read written reports

6. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy (download.asp (thepropelleracademytrust.org.uk))

7. Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment are not acceptable and will not be tolerated. Reports will not be passed off as banter or part of growing up. Reports of sexual violence and sexual harassment are likely to be complex and any decisions taken will be on a case-by-case basis in line with Keeping children safe in education 2025 and through support from agencies such as children's social care and the police as required.

8. Rewards and sanctions

8.1 Rewards

Fitzwaryn's policy on everyday support of pupils' wellbeing is based on rewarding and celebrating achievement.

We believe that we have a collective responsibility to promote, and reward positive learning behaviour so agree that we will:

- ensure that proactive preventative strategies are in place.
- be ready to welcome pupils and students and give clear direction about the daily routines
- adopt a calm, positive, consistent yet flexible approach at all times
- treat all pupils with dignity and respect
- work as a cohesive team to support the specific and different needs of each individual pupil or student
- plan and prepare meaningful and appropriate activities aimed at meeting the specific needs and learning styles of all pupils and students
- follow the principles of positive behaviour support by encouraging and praising e.g., 'Good sitting' 'good thinking' etc...
- use clear instructional language e.g., 'walk', rather than 'don't run'
- set clear boundaries for expected classroom behaviour
- use lots of praise, which is meaningful and specific

- teach proactive strategies that pupils can learn to be independent at meeting their own needs or communicate what their needs are
- use shaping to reinforce 'wanted' desired behaviours and positive choices using reward systems appropriate to the pupil/student and minimise attention for negative behaviours
- make the pupils aware of success; this is not just what we say but how we interact with the pupils through tone of voice, facial expression, and body language
- share achievements with parents and carers through notes in home-school diaries and on Earwig
- celebrate successes within assemblies

8.2 Sanctions

We believe in taking a restorative approach where appropriate and relevant to the pupils needs underpinned by the principles of behaviour as communication. We therefore aim for our responses towards pupils to be:

- **Related**

The response is clearly connected to the pupil's behaviour and its function. This relies on staff knowing the child well and that the function of the same behaviour may be different for each child, or even for the same child at different times.

- **Respectful**

Responses need to be given with empathy –by being respectful in tone of voice and body language, and validating pupils' emotions.

- **Reasonable**

If boundaries are put in place, they must be fair and appropriate for that pupil's' level of understanding. These requirements for fair and appropriate boundaries are embedded in the consistent approaches and teaching strategies used across the curriculum; however, there may be specific strategies for individual pupils to support their regulation and wellbeing.

On occasion for a minority of pupils a consequence for the behaviour shown may be required, e.g. missing a few minutes of playtime whilst taking part in reflection work. Any such sanction used must consider the pupils' stage of development and level of understanding.

8.3 Off-site behaviour

Protective and/or educational consequences may be applied where a pupil has behaved inappropriately off-site when representing the school, such as on a school trip. Appropriate consequences will be put in place to ensure the safety of the pupil, their peers, members of the public and staff when off site.

9. Exclusion

Whilst we endeavour to support our pupils to make positive choices and support those pupils who display concerning behaviours, occasionally there is a need to exclude a pupil for a fixed period of time. This is known as a Suspension. This is usually as a result of a pupil causing harm to other pupils, a staff member, where the pupil's behaviour is harming the education of others, or where there is a significant risk to the safety and wellbeing of the pupil themselves.

Parents will be informed by telephone by the Head of School or Deputy Headteacher if the Headof School is unavailable. A follow up letter will be sent and will be copied to the Chair of Governors, SEN Team, Educational Psychologist Service, OCC Exclusion & Reintegration Service and Locality and Community Support Service (South). Other professionals that may be working with the pupil, such as the Behaviour Support Team or CAMHS will also be sent the letter. Parents will never be asked to have a child at home due to behaviour concerns without a suspension

A suspension would usually result in the school requesting support from OCC Exclusion & Reintegration Service, CAMHS and the Behaviour Support Service if these agencies are not already involved with the pupil.

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Suspension and permanent exclusion guidance

10. Behaviour Support

10.1 Training

Training is provided to class-based staff:

- To ensure that there is a real attempt to understand reasons for and functions of concerning behaviour.
- To recognise that the pupils' learning disability may be a major contribution to their concerning behaviour.
- To ensure that the strengths, personal likes and interests, abilities and needs of each child are at the forefront of any behaviour support plan. Support plans are co-produced taking into account pupil voice and the voice of those people who care about and know the pupil well.
- To support all approaches to behaviour support by using the principles of 'human presence, participation and reward' with the rejection of any course of action that could be interpreted as punishment:
  a. 'human presence' means that pupils will always have the reassurance of an adult presence no matter how concerning their behaviour.
  b. 'participation' means that pupils' concerning behaviour, wherever possible and appropriate, will be redirected into other activities by persuasion and encouragement.
  c. 'reward' means that pupils' behaviour will be re-directed in a positive manner and so lead to a desire on the part of the pupil to re-engage in acceptable behaviour.
- To develop strong attitudes of self-worth and respect for others through a curriculum rooted in the pupils' specific needs and using integrated working with therapists to ensure a consistent approach is achieved.
- To ensure that appropriate strategies are held within a Positive Behaviour Support Plan for those pupils who habitually display concerning behaviours, in consultation with relevant

members of the multi-disciplinary team (including CAMHS), school staff and parents.

- To ensure these plans are shared and discussed with all staff working with that pupil regularly and are monitored and updated as necessary.
- To train staff to be skilled at using physical handling techniques when it is necessary to do so. All staff complete TEAM TEACH training. This is refreshed every 12 months.
- To encourage thinking around the use of skills taught in line with TEAM TEACH principles and to support staff to be confident about using their professional judgement to use all skills in the best interest of the pupil.

Behaviour management will also form part of continuing professional development.

10.2 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property
- Significant disruption to the good order of the school

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Be in the best interests of the pupil
- Be reasonable, proportionate, and necessary
- Never be used as a form of punishment
- Be recorded and reported to parents

Fitzwaryn School works to reduce restrictive practices and aligns itself with the principles of restraint reduction

10.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to behaviour that challenges may be differentiated to cater to the needs of the pupil.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, therapists, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11. Recording and Reporting

11.1 Behaviour Support Plans (Appendix 1)

Individual Positive Behaviour Support Plans should be provided for pupils for whom personalised strategies and approaches are needed in relation to behaviour. The aim of these is to identify what a pupil's behaviour may be communicating and what support can be provided using a staged approach. These are co-produced with parents and relevant agencies. Information from external agencies will support Individual Positive Behaviour Support Plans.

11.2 Behaviour Recording and Monitoring via Arbor

Incidents of behaviour which impact negatively on the learning; social, emotional wellbeing; and/or physical safety of pupils and staff, are recorded electronically using Arbor. This provides an effective system for data capture, to support early identification and analysis of behaviour patterns and concerns to inform proactive planning and support. Incident records on Arbor capture:

- when and where the behaviour occurred
- what preceded the incident
- strategies used and support provided, and impact of these

11.3 Incident recording including RPI

In the event of an incident requiring use of Restrictive Physical Intervention (RPI), an additional section is completed on Arbor alongside the incident record. Parents/carers are informed by phone call on the day of the incident in line with statutory requirements. A copy of the RPI incident record is shared with parents/carers following the phone call home.

11.4 Listening and Learning Sheet (Appendix 2)

Following a significant incident or an incident which required use of RPI (Restrictive Physical Intervention) when the pupil is ready, they are supported to engage in a restorative conversation to reflect on what happened which is scaffolded by a 'Pupil Voice' sheet. This is then uploaded to Arbor.

11.5 Racist Incident

Any racist incident is to be recorded on CPOMS and reported to DSL (Designated Safeguarding Lead) or a DDSL (Deputy Designated Safeguarding Lead) at the earliest available opportunity.

11.6 Bullying

Any incident of bullying, including cyber-bullying is to be recorded on CPOMS and reported to the DSL or a DDSL at the earliest available opportunity.

12. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil Positive Behaviour Support Plans may be transferred to relevant staff at the start of the term or year. Information on behaviour support may also be shared with new settings for those pupils transferring to other schools.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Physical Interventions Policy

14. Monitoring arrangements

This behaviour policy will be reviewed by the Executive Headteacher and governing body every 2 years.

At each review, the policy will be approved by the FGB.

Appendix 1: Individual Behaviour Support Plan

Positive Behaviour Support Plan

Name:	Class:	Academic year:

Personal Profile
What is important to me? What are my interests? • **How do I communicate?** • **What do I find difficult?** •

Pupil's Green Zone				
How I am feeling	**What does that look like?**	**What makes me feel like this?**	**What can I do to keep myself in green?**	**What can others do to support me?**
	What the pupil does, says and looks like that gives us clues that they are calm and relaxed.			The things we can do to keep in the green for as much time as possible.

Pupil's Yellow Zone				
How I am feeling	**What does that look like?**	**What makes me feel like this?**	**What can I do to get back into the green?**	**What can others do to support me?**
	What the pupil does, says and looks like that gives us clues that they are anxious or aroused			The things we can do or say to stop the situation escalating further and return to green.

Pupil's Red Zone				
How I am feeling	**What does that look like?**	**What makes me feel like this?**	**What can I do to get back into the green?**	**What can others do to support me?**
	What does, says and looks like when they are dysregulated.			The things we can do or say to quickly manage the situation and to prevent unnecessary distress, injury and destruction.

Pupil's Blue Zone				
How I am feeling	**What does that look like?**	**What makes me feel like this?**	**What can I do to get back into the green?**	**What can others do to support me?**
	What ___does, says and looks like that tells us they are becoming more calm.			The things we can do or say to support to become more calm and return to the green stage.

Appendix 2: Listening and Learning

Pupil Voice



What happened?

What were you feeling and thinking?

What are you feeling and thinking now?

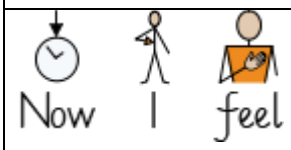
Who has been affected? What can we do to make things better now?

If you feel like this again, what can you do?

Pupil Voice


Adults in school had to hold me today to keep me safe.


I felt


Now I feel


If I feel like this again I can