



# **MANAGING AND SUPPORTING POSITIVE BEHAVIOUR POLICY**

Approved by the Board of Trustees

REVIEW DATE: JULY 2020

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## POLICY DEVELOPMENT

This policy has been formulated with consideration of the following documents:

- Existing Behaviour policies from Weston Mill Community Primary Academy, Beechwood Primary Academy and Oakwood Primary Academy
- DfE guidance: *Behaviour and discipline in schools* (January 2016)
- DfE guidance: *Getting the simple things right: Charlie Taylor's behaviour checklists*
- *Helping traumatized children learn*, Report and policy agenda (2005) (HTCL)
- Pivotal Management of Actual or Potential Aggression (MAPA) Crisis Prevention Institute (2018)
- *When the Adults Change, Everything Changes*, Paul Dix (2017)
- *Whole School Policy and Good Practice Development for Mental Health and Behaviour*, Dr Kevin Rowland MBE (2019)

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## AIMS

One of Discovery Multi Academy Trust's aims is to expect good behaviour across all of its academies. When behaviour is considered inappropriate, we examine the cause rather than just respond to the behaviour as it happens. For most children, most of the time, there is a choice in how to behave, and we seek to arrange matters so that children choose to behave well by avoiding situations in which they might choose to behave poorly. Therefore "helping all pupils to become successful members of their school communities." (Helping Traumatized Children Learn)

We at Discovery Multi Academy Trust recognise that the behaviour of children can change radically and quickly if we operate a whole-school approach and consistently follow the Behaviour Policy. To achieve the maximum benefit of this policy, it is vital that all staff are united in their efforts. Therefore, every pupil, all staff and visitors throughout the Trust know that behaviour, good or unacceptable, is met with the same response.

We note that children are influenced to behave in a particular way because of a variety of factors, including:

- their personalities
- past experiences
- those around them
- the physical and experiential environment
- medical conditions

We at Discovery Multi Academy Trust are proud of our determination to maintain high expectations of behaviour.

## BEHAVIOUR AND THE LAW

As academies, we are required to follow the law and guidance set out in the following:

The Education Act 2012, as amended by the Education Act 2011

The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

The Education and Inspections Act 2006

The Education (Provision of full-time Education for Excluded pupils) (England) (Amendment) Regulations 2014

The Equality Act 2010

Teachers, including all paid staff responsible for pupils, have the statutory authority to discipline pupils for behaviour which occurs in, and in some circumstances outside of school.

This may include the confiscation of a pupil's property.

This policy will apply whilst children on role at Discovery Multi Academy Trust are:

- Taking part in any school-organised activity, both in and outside of school or;
- Travelling to and from school or
- Whilst wearing school uniform or
- Identifiable as a pupil at Weston Mill, Beechwood or Oakwood Academies, and/or
- If their behaviour could have repercussions on the smooth running of the school, a threat to a member of our Trust community or could adversely affect the Trust or academy's reputation.

## REWARDING GOOD WORK AND BEHAVIOUR

More important than consequences are how we motivate our pupils. We recognise that rewards are a very effective way of changing behaviour and have no harmful effects. **ALL** good work and behaviour are always recognised with praise.

At Discovery Multi Academy Trust schools each day every adult will:

- Remind pupils of the high expectations of Discovery MAT
- Engage in caring conversations (Meet and Greet)
- Pass on the positive three rules for learners:

### 1. READY 2. RESPECTFUL 3. SAFE

Three ways we will recognise exemplary behaviour:

1. At least one child will receive a postcard or a phone call home each week per class
2. Positive names on the board (Recognition board) in class
3. Recognise and celebrate the positive

In addition to this, the individual Academies will have the following reward schemes:

#### Weston Mill Community Primary Academy

At Weston Mill, a key focus is rewarding **positive choices**. This, across the school, is clearly identified in two main ways. Firstly, there is the “**cake**”, where children aim to reach the cherry each day. Secondly, there are **monetary rewards**, where children can earn plastic money and are encouraged to save for specific incentives within the class. Both systems work together, providing the children with a visual and purposeful reward system.

#### Oakwood Primary Academy

At Oakwood Primary, a ‘**Treasure Chest Rewards**’ system is used to reward children when they demonstrate good behaviour choices and positive learning behaviours. Each child moves from the Bronze level on the Treasure Chest with the aim of earning a Treasure Coin. Each child saves the Treasure Coins earned so that they can exchange them for a reward. Each Key Stage shares the behaviour expectations at the start of a new term with children.

## Beechwood Primary Academy

At Beechwood all children are encouraged to be **‘Ready, respectful and Safe’** and to **demonstrate positive learning behaviours** through an online learning platform **‘Class Dojo’** which praises them for qualities such as making improvements, making good choices or working well as a team. Feedback of successes is shared with parents online and in classes from Reception to Year 6. At break and lunchtime, **Golden Dojo Points are awarded by MTAs or Play leaders** to children who display good behaviours.

## TRAUMA INFORMED PRACTICES

‘Trauma- sensitive school environments benefit all children’. (HTCL)

Our Trust strives to ensure that all children regardless of internal and external precipitating factors can and will achieve in our settings. Staff are dedicated to maintaining ‘Consistent Calm Adult’ behaviour at all times (MAPA). When staff are aware of these precipitating factors they can tailor approaches and act accordingly to avoid escalations in negative behaviour. Therefore, ensuring ‘that all children will be able to achieve at their highest levels despite whatever traumatic circumstances they may have endured’. (HTCL)

Our schools work hard to be ‘supportive, predictable and safe environments’.(HTCL)

All staff will regulate their verbal, non-verbal and para verbal communication (Appendix H) to ensure that they are communicating respect and being non-threatening whilst remembering their supportive stance at all times including adult to adult, peer to peer and adult to child interactions (Position, Posture and Proximity) (MAPA).

Empathetic listening (See **Appendix C**) is key to a trauma informed school and we endeavour to ensure all staff are trained in this.

## ASSEMBLIES/COLLECTIVE WORSHIP

When children lead into and from the hall for whole school assemblies and singing practice, they are expected to do so quietly. This is an opportunity for teachers to be seen as unified in this expectation and should take seriously their role in supervising this period.

## WALKING IN THE CORRIDOR

Children are expected to walk in the corridor. All adults will model ‘fantastic walking’. This is a visible consistency which is constant and predictable. At break and lunch times children are expected to be outside. Any children who remain inside the school building during this time are to have specific permission from a member of staff and to be supervised. During wet play and lunchtimes, it is the responsibility of the staff to ensure calm behaviour is

maintained. Therefore, it is vital that all staff are trained in applying this policy – MTA, Student teachers etc.

## MEASURING OUR SUCCESS

We can improve the behaviour of our pupils by making sure that everyone shares in the success of the school.

Desired achievement	Methods of ensuring success
Lower unauthorised absences	Month by month attendance figures Annual figures of unauthorised absences Attendance awards to pupils who have met attendance expectations as specified in the Trust's <b>Pupil Absence Statement</b> .
Improvement in pupils' academic achievement	Measurement of achievement of a national scale at entry and then throughout all year groups Children are provided with a well-taught, engaging and relevant curriculum
The eradication of poor behaviour patterns	Fewer reports and instances of poor behaviour occurring in class and in the playground Reduced incidents in number and severity on BehaviourWatch
To ensure the positive ethos is maintained throughout the Trust's academies	To ensure consistency staff are well-versed in de-escalation procedures, Trauma Informed School practices, scripted responses and the restorative approach thus maintaining a happy and healthy environment for both children and staff Pupils understand the consequences of their own actions and the implications of their actions on the school community

# EXPECTATIONS

The following rules and values are displayed around the Trust's academies and in classrooms:

## READY RESPECTFUL SAFE

These are spoken about in classrooms, assemblies, meetings with parents, communications with stakeholders and are part of every moment of everyday therefore embedding them across the Multi Academy Trust.

# FOUR LEVELS OF BEHAVIOUR

MAPA believes behaviour is represented in four levels.

Anxiety – Change in behaviour

Defensive – Beginning to lose self –control

Risk Behaviour – Imminent or immediate risk to self or others

Tension Reduction – Decrease in physical and emotional energy

Three things everyone will do when dealing with unacceptable behaviour:

1. Keep calm and, where possible, match the child's eye-level.
2. Use scripted interventions
3. Remind the child of examples of their good behaviour and achievements

# STEP 1

It is our goal to recognise the signs of 'Anxiety' (jumper chewing, rocking on chair, tearful) and step in with empathetic, non-judgemental support methods as soon as possible to avoid escalation in behaviour (See appendix F).

Examples of this (appendix G):

Praise and repeat directions

Three-part praise statements (appendix D)

Motivational challenges

Use of child's name

Physical presence (positive)

Check work

Re-teach

Praise and walk away

Eye contact

Scripted intervention

Empathetic listening (appendix B)

Praise re-engagement

As a Multi Academy Trust we strive to ensure all staff are trained and therefore aware of these strategies.



## **Scripted Intervention**

Interrupt, Redirect, Reinforce

Interrupt: Clearly state behaviour non-judgementally

Redirect: Use reminders to prompt a good decision

Reinforce: Brief reminder of desired behaviour and thank you.

### **Example:**

Joe, I've noticed you haven't taken your book out yet

Remember yesterday when you started work straight away

Thank you Joe get your book out ready.

## **STEP 2**

For a repeat of unacceptable behaviour where the child is exhibiting as defensive, pupils will receive a limit setting verbal intervention

e.g.

First/Then

If/Then

### **Example:**

Joe, first focus on question 1, then I can help you with question 2.

Joe, first tidy up the pens, then we can talk about it.

Joe, if you pick up the litter, then you can go out to play.

Joe, if you work with your group, then you can share the ideas.

If behaviour continues to escalate and the child poses an imminent or immediate risk to themselves or others it is at this point **ONLY** that the Physical Intervention Policy should be adhered to.

Ensuring a therapeutic restorative approach to re-establish rational communication and relationships is vital. This can and should happen after any of the 3 levels of behaviour.

Individual behaviour plans (**Appendix A**) can be set up by class teachers in collaboration with the Leadership Team to address extreme behavioural challenges with individuals who may, for a period of time, be operating outside the realms of the 'normal' behaviour policy strategies. Individual behaviour plans will be shared with relevant staff to ensure consistency – MTAs, Student teachers etc.

At this point a risk assessment (attached to physical intervention policy) highlighting physical hazards and control measures should also be completed and shared with parents.

## STEP 3 SANCTIONS

If poor behaviour continues, the child will be sent to an alternative class within the same phase the longest they should be out of class is until the beginning of the next session. The receiving teacher should remind the child of the school rules (“At Discovery MAT we are Ready, Respectful and Safe”) but should not comment on the prior behaviour or sanction. When returning to class the restorative conversation needs to take place at the earliest opportunity **IN PRIVATE**. The incident will be logged on BehaviourWatch. Consideration must be given when the child returns to class to allow for positive reintegration (**Appendix E**). The teacher should start a fresh by using positive behaviour management strategies from stage 1. If a child refuses to do as they are asked upon return this will be a BehaviourWatch log and if there are 3 BehaviourWatch logs in total then the child will be issued a timeout and parents will be contacted.

If a pupil refuses to go to an alternative room then the staff member should ‘limit set’  
Joe, if you go to another room you will avoid a Timeout.

If the child still refuses there will be a BehaviourWatch log.

If there are 3 BehaviourWatch logs in total then the child will be issued a timeout and parents will be contacted.

**EYFS:** If poor behaviour continues the child will be asked to move to a space to think about their behaviour (e.g. carpet square). This will be for an appropriate period of time related to their age. A restorative conversation needs to take place at the earliest opportunity. EYFS staff will make a decision about whether these incidents should be logged on BehaviourWatch. By the end of the year, the behaviour policy should apply to EYFS in the same way as the rest of the school (see above).

## SANCTIONS – Time out

If a pupil is logged on Behaviour Watch three times in one week (Mon-Fri), this will trigger a Time out. A Time out may also be issued after a significant incident with reference to the Leadership Team. A senior member of Leadership Team will issue the Time out and contact will be made with the pupil’s parents or carers. The sanctions of the Time out are as follows:

A Time out will result in a child missing the next playtime of 15 minutes (KS1). This could be 15 minutes of a lunchtime if appropriate. In KS2 a Time out will result in 1 playtime and 1 lunchtime being missed.

This will need to be recorded on BehaviourWatch, and a Home/School link may be considered by the academy.

Once the sanction is completed a restorative conversation must take place **IN PRIVATE** with the adult who has allocated the sanction (see **Appendix C**).

## **SANCTIONS – Ready Respectful Safe Day**

For a non-negotiable behaviour or 2 more BehaviourWatch logs in a week a 'RRS' day will be triggered after reference to the Leadership team. This will result in an internal seclusion and a member of the Senior Leadership Team will discuss this with parents and the pupil. In exceptional circumstances the 'RRS' day could happen in the following week. During the 'RRS' day the restorative proforma should be completed and logged on BehaviourWatch (appendix I)

Non-negotiable behaviours **may** include:

- Intentional assault of a member of staff
- Intentional assault of a child
- Intentional serious damage to school property
- Throwing furniture or any objects with intent to hurt others

A repeat of a non-negotiable behaviour which results in a 'RRS' day within a short period of a previous 'RRS' day will result in a seclusion which at the discretion of SLT may take place at an alternate Discovery MAT school. A member of the Senior Leadership Team will discuss this with parents and the pupil. This is for the Head of School/CEO to decide.

## **SANCTIONS – Exclusion**

In exceptional circumstances, for example in response to a persistent breach in behaviour and where if the child remaining in school would seriously harm the education and welfare of others, it may be decided to exclude a pupil for a fixed period or in extreme circumstances, permanently. This may also include exclusions at lunchtime, as a matter of judgement for the CEO.

If extenuating circumstances have an impact on the full programme of sanctions being applied, the situation is explained to all staff involved in the incident. This will ensure that everyone involved understands the rationale for a change in the stages of the agreed sanctions and therefore ensuring no one feels undermined.

Before the child is reintegrated into the classroom the Fixed Term Exclusion proforma needs to be completed and logged on BehaviourWatch (see **Appendix J**)

## Ongoing

Restorative therapeutic response (**Appendix C**) is central to our academies culture and learning.

It is important that children receive restorative work with staff after any of the above sanctions, once they are back in control of their behaviour. This is mutually beneficial for both staff and pupil and will aid repair in relationships. Restorative work is a way to allow children to think about how their behaviour impacts on others around them and problem solve to effect a change. It is a chance to shift thinking from the 'what, to the now what' (MAPA).

## Restorative Questions

What happened?

What were/are your thoughts and feelings?

What was the impact to those involved?

Who has been affected and how?

What needs to happen to put things right?

What will be done differently in the future?

## MEAL TIMES AND ON THE PLAYGROUND

Many pupils are trained Play Leaders and are timetabled during both play and lunchtimes to solve minor upsets and conflicts between friends. Play Leaders are committed to their role and can be easily identified on the playground wearing yellow bibs or arm bands. Play Leaders meet regularly with Senior Staff to discuss any problems or difficulties.

MTA's are fully trained in the behaviour policy and will use de-escalation strategies and empathetic listening to help with incidents on the playground. If behaviour escalates to a point where sanctions are needed schools may wish to have a timeout space in the playground or they will call for a senior member of staff. All noteworthy behaviour will be recorded and shared with the class teacher to be logged on behaviour watch.

## APPENDIX A

### Individual Behaviour Plan

(Please change roles to fit with specific setting)

<b>Name</b>		<b>Date</b>		<b>Version</b>	
<b>Senco</b>		<b>Date of Birth</b>		<b>SEN stage</b>	

<b>Behaviours witnessed</b>	<b>Staff approach</b>
<b>1 Anxiety</b>	<b>1 Supportive</b>
<b>2 Defensive</b>	<b>2 Directive</b>
	<i>Scripted Intervention</i> <i>Limit Setting</i>
<b>3 Risk Behaviour</b>	<b>3 Physical Intervention</b>
	<i>Least restrictive- proportionate to the risk being presented. Only if imminent or immediate harm to self or others.</i>
<b>4 Tension Reduction</b>	<b>4 Therapeutic Rapport</b>

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**Staff must follow the Discovery MAT Managing and Supporting Positive Behaviour Policy 2019 and Physical Intervention Policy 2019.**

**Notification** (copy of the plan to)

**SLT**                      **SENCO**  
**Parents/Guardians**                      **Relevant staff**

**Names:**

**Signatures:**

**[Parent]**

.....

**[SENCO]**

.....

**[Pupil]**

.....

**[Teacher]**

.....

**[Teacher]**

.....

**[HLTA]**

.....

**[TA]**

.....

**Senior Manager:**

.....

**Head of School**

## APPENDIX B

### Empathetic Listening

1

Give the person your **undivided** attention.

Focus on the message by making eye contact and leaning slightly forward.

2

Be **non-judgemental**.

Stay neutral; listen.

3

Focus on feelings, not just the facts.

Listen carefully for the person's real message.



4

Allow silence for reflection.

Count to three before responding. Often, the other person will break the silence.

5

Use restatement to clarify messages.

Use your own words to repeat what the person has said.

## APPENDIX C

### Therapeutic Restorative Approach

- Recognise the impact of actions and any harm caused, and consider steps to make things right.
- Move from the managing of problem behaviour to the nurturing and repair of relationships.



## APPENDIX D

### Three Part Praise

<b>Three Part Praise Statements</b>		
<p><b><u>GAIN</u></b> <b><u>ATTENTION</u></b></p> <p><b>"Josie"</b></p> <p>(Alerts attention through 'Personal Information')</p>	<p><b><u>SHOW</u></b> <b><u>APPROVAL</u></b></p> <p><b>"That's great!"</b></p> <p>(Adds to self esteem and relationship with adult)</p>	<p><b><u>GIVE</u></b> <b><u>FEEDBACK</u></b></p> <p><b>"You are getting on quietly"</b></p> <p>(Provides essential information for behaviour change)</p>
<b>"David"</b>	<b>"very good"</b>	<b>"you're on page 23"</b>
<b>"Lizzie"</b>	<b>"well done"</b>	<b>"you're talking quietly"</b>

**Modified praise:** to combat low self-esteem and a poor self-concept

*"John"*

*"....."*

*"you are working hard"*

attention

don't show approval

give feedback

Without oversimplifying this complex situation, it is important to note that an individual will react badly to their self-concept being invalidated. So by removing the negating feedback i.e. 'you are a good person' we demonstrate this in other ways, for example by showing trust and giving responsibility or simply acknowledging the student's effort.

## APPENDIX E

### Strategies for reintegrating child after 'Timeout'

Reintegration - Points to consider:

- Seating plan
- Welcoming the pupil
- Allowing time for the pupil and their classmates to adjust
- Speaking calmly and sincerely
- Stating what the pupil needs to do rather than referring to previous misbehaviour and do not insist on a public apology
- Praising positive behaviours in a non-counterproductive way
- Re-establishing rapport and continuing to build relationships
- Re-introducing the curriculum and accounting for missed learning steps

## **APPENDIX F**

### **Avoiding escalation**

## TACTICAL PRE-ESCALATION

How to avoid getting  
into sticky situations  
and not entering into  
escalatory conflict

ESCALATION

### ASSAULT

EXCLUSION  
DETENTION  
SENDING OUT

PHYSICAL  
INTERVENTION

CONFRONTATION  
*'ability to backdown'*

ESCALATION  
*'reaction to a challenge from  
authority'*

VERBAL EXCHANGE  
*'verbal challenge'*

DE-ESCALATION

Promoting  
Wellbeing and  
Positive Mental Health

Keeping calm and  
maintaining a sense  
of wellbeing and  
purpose



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Kevin Rowland 2018

## APPENDIX G

### Non-judgemental support methods

### On-Task

Clear instructions  
Positive Repeat  
Praise – individuals  
Praise – groups  
Praise – class  
Positive Challenge  
Re-teach  
Rewards with Praise  
Humour  
Positive Activity End

### Off-Task

Re-teach  
Eye contact  
Name – tune in  
Ignore praise  
Physical space  
Ask a simple question  
Check understanding  
Check for a problem  
Stop and wait  
Nod – 'get on task'

## APPENDIX H

### Monitoring Language

## Language of Behaviour Recovery

- NEVER ask 'behavioural' questions e.g. "Why are you .... ?"
- STATE explicitly what needs to happen
- Safe, happy and learning – NEVER ARGUE
- Refer to positively phrased rules – repeat the rule (de-personalise)
- ALWAYS use the displayed RECOVERY STEPs when implementing checks, boundaries and limits (warning or actual)
- With limits and boundaries ALWAYS end with a positive expectation
- CHOICE – focus on students' choice of positive or negative behaviour
- ABSOLUTELY DO NOT SHOUT – you undermine your authoritative leadership in the long term and you'll tend to always revert to shouting



specific language is designed to maximise the amount of time in the teaching and learning situation

## APPENDIX I

Restorative approach on a Ready Respectful Safe Day

<b>Pupil:</b>	<b>Date:</b>
<b>Member of staff:</b>	
<b>What rule did I break and why was this wrong? - Was I ready, respectful and safe?</b>	
<b>Who did this affect?</b>	
<b>What could I do next time?</b>	

**When I return to class I will be Ready, Respectful and Safe:**

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The pupil will be maintained in a RRS area. Pupils will be asked to complete academic work. **Appropriate** work packs for the pupils will be pre-prepared. A member of staff will accompany the child at all times however adult attention should only be given to the pupil to reinforce wanted behaviour. Break times will be staggered, pupils will not go out to play with peers. The pupil will have supervised time either outside or in the school hall.

Parents will become formally involved at this stage to discuss how more positive behaviours can be encouraged both at home and at school.

## APPENDIX J

### Fixed term exclusion proforma



The returning student should not proceed directly to the classroom. A reintegration plan should start with a meeting with parents and professionals lead by HoS. Formal involvement of parents and outside agencies is crucial in order for the exclusion cycle to break any recurring patterns of difficulty.

Pupil:	Date:
Attendees:	
What can I change - How can I be ready, respectful and safe?	
What will the school put in place to avoid future exclusions?	
What will the family put in place to avoid future exclusions?	

