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1.0 INTRODUCTION

Options Trent Acres is a specialist service providing education for boys and girls aged 8 – 18 years, with a range of Complex Needs, including autism, Asperger’s Syndrome, dyspraxia and ADHD, as well as impaired social or cognitive functioning due to early life trauma, Severe anxiety and attachment difficulties.

Implementation: This policy has been designed to promote positive behaviour in students. The approaches that are used at Options Trent Acres, to promote positive behaviour in our students and, to ensure that children and young people are safe and that their welfare is promoted, differs in many respects to those routinely used in mainstream schools.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

- Compliance:** This policy complies with all relevant regulations and other legislation as detailed below:
- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 paragraph 32 of The Education (Independent School Standards 2018).*
 - Equality Act (2010), Education Act (2011)*
 - DfE Guidance (2016) Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff (DfE Website – www.education.gov.uk) including Getting The Simple Things Right, Charlie Taylor’s Behaviour Checklist (DfE 2011) and non-statutory advice ‘Behaviour and Discipline in schools’ (2016)*
 - Use of Reasonable Force. Advice for Head Teachers, Staff and Governing Bodies (DfE 2013) which incorporates previous directives.*
 - Searching, screening and confiscation Advice for headteachers, school staff and governing bodies (January 2018)*
 - Keeping children safe in education statutory guidance for schools and colleges (September 2019)*

□ *Working together to safeguard children (July 2018)*

2.0 DEFINING POSITIVE BEHAVIOUR

Positive behaviour is that which is appropriate to the situation and does not have a detrimental effect upon the individual concerned or others around them.

3.0 KEY PRINCIPLES

- Behaviour cannot be considered in isolation. Behaviour exhibited by children with an autistic spectrum **condition** is often governed by the level of anxiety and arousal that they experience. If a child is feeling frustrated and confused they are more likely to behave in a challenging manner. The school environment, the relationships staff have with students and with each other, the teaching methods, communication support and the behaviour management methods used, all influence student's ability and motivation to behave in a positive manner.
- It is important to recognise all pupils as individuals and ensure that the behaviour plan is closely matched to their needs and understanding of the situation. Each aspect of their behaviour will be closely monitored in order for their behaviour plan to grow with them.
- Teaching, promoting and supporting appropriate behaviour needs to be an integral part of routine practice in everyday school life, strategies are employed consistently to achieve this ethos.
- Communication is the key to working consistently and successfully with our pupils. Each pupil will have an electronic communication system such as a Class Dojo account which will be used for parents to share any key information and tutors to set homework, record progress and achievements as well as communicate any other necessary information.
- Behaviour that challenges is often an indicator of poor physical or emotional wellbeing, the starting point for promoting positive behaviour needs to be identifying and addressing the root causes of behaviour. This will take into account the individuals past experiences, diagnosis and prior learning to form a clearer picture of the reason behind the behaviour they may be displaying.
- Consistency of support throughout the school day for day students and throughout the 24-hour period for residential students is a key factor in promoting positive behaviour for our pupils, passing on any important information across shifts.
- Staff work closely with parents and carers to establish a common understanding of children and young people's behaviour, and to agree appropriate approaches to promoting positive behaviour. Good communication between staff and parents/carers is essential for this to take place, this is done before the individual arrives on site and is ongoing throughout their time here.

4.0 PUTTING THE PRINCIPLES INTO PRACTICE

- Options Trent Acres provides a structured environment that allows all pupils to know what behaviour is expected of them.
- Prior to enrolment into the school, the staff work as a multi-disciplinary team in consultation with parents, carers and the local authority to learn about the child's history, patterns of behaviours, triggers and also any special interests that they may have that can be built into positive reward programmes. This is essential in creating a personalised supporting environment for the child and a coherent plan going forward.
- Each child is allocated a personal tutor. They will meet the tutor along with peers on a daily basis at the beginning and at the end of every day to plan and review learning or experiences. The tutor will also provide pastoral care and support. During the child's induction, the tutor will spend additional time with the child to get to know them and understand their likes and dislikes. They will also complete an induction pack in order to identify special interests, how they like to be supported and

share this key information with the staff team to ensure a consistent approach to working with the child.

- Options Trent Acres has a personalised reward system for pupils. This enables tutors to work with the child to understand their individual needs and special interests. Appropriate, yet challenging targets will be set and closely linked to the child's EHCP and personal interests, where possible. Targets will be reviewed every half term to stretch expectations and personalised rewards will be issued.
- Success will be celebrated in weekly assemblies where pupils will be rewarded for both academic achievements, attendance, behavioural progress and other areas recognised by tutors i.e. making friends, welcoming a new pupil etc. Each week a different theme will be selected for students and staff to work on. The themes will be focused around building self and learning a range of positive character traits and building a higher feeling of self-worth.
- Throughout the year we will be celebrating the work of all students by displaying WOW (work of the week) pieces and apply incentive based outcomes for extra Dojos and rewards stickers handed out by the Head Teacher.
- Praise postcards will be handed out to students that have made exceptional progress. This can be personally, academically or holistically.
- Parent carer conferences will be held on a half termly basis to discuss academic, social and behavioural progress. This will be followed by a Celebration Assembly to which parents and carers are invited to share in their child's success. Pupils will also be invited to share achievements at home i.e. if they attend a local club etc. This assembly will also include a Head Teacher's Award.
- All pupils are provided with an appropriate system to support their functional communication, and staff ensure that this is used consistently.
- The school environment is managed to ensure that as far as is possible the level of stimulation provided for each pupil is at a level that meets their needs and can be amended if needed throughout their time at Trent Acres.
- The curriculum provided for each pupil and the way it is delivered takes account of the ways in which he or she learns best, and is differentiated so that what is being taught is at a level that the pupils can access. Various educational routes are available to students, these are selected and implemented in a way to make it easier for individuals to reach their potential.
- All students have a Clinical Positive Behaviour Support Plan which works alongside an educational behaviour plan. These include information on: how the environment needs to be managed to support the pupil to behave appropriately; the skills the pupil needs to be taught to enable him or her to behave appropriately; any rewards to be used; levels of behaviour; and strategies for managing inappropriate behaviour when it occurs.
- The consistent implementation of this policy is the responsibility of all staff.

5.0 EXPECTATIONS

We have school rules at Trent Acres however as each Student here has a different range of behaviour and differing level of ability to change or improve their behaviour, expectations for students needs are individualised due to their EHCP targets however remain fair and consistent for all. Expectations at Trent Acres are based on our school motto of 'BE KIND'.

At Options Trent Acres we have high expectations for the behaviour of every member of our community. These expectations support and are underpinned by our values and ethos. Our expectations are:

- That students should 'BE KIND'.
- That students will generally demonstrate ongoing improvements in their behaviour
- That students will learn new skills to meet their needs that they can use instead of inappropriate behaviours

All adults in the school are expected to be familiar with the students' Behaviour Support Plans and should be aware of the best ways of dealing with situations as they arise. Regular training is offered to ensure a consistency of approach.

6.0 LEARNING & TEACHING

The promotion of appropriate behaviour as outlined in our expectations is an essential part of fulfilling our school vision and aims.

All students are taught about personal and social relationships through their interactions with staff and other students, during discreet PSHE & Citizenship Workshops, and across the whole curriculum. Assemblies and reflection at the end of the day to address issues relating to behaviour, relationships and Wellbeing. Extended social, leisure and recreational activities provided through the School and Children's Home also offer the opportunity for learning positive behaviours and for these to be positively reinforced by all.

All adults in the school are expected to model the highest standards of appropriate behaviour in their own conduct around the school.

Students participate in a range of collapsed and enrichment activities that ensure further understanding of topical issues as well as Health and Wellbeing subjects.

7.0 BEHAVIOUR SUPPORT PLANS

Many challenging behaviours are closely linked to a student's communication difficulties and to their learning difficulties, and are the best and most powerful way they currently have of getting their message across or getting their needs met. If we can work out the meaning of the behaviour, we are then in a better position to encourage a more appropriate response. The functional analysis of behaviour is used to assist in the development of behaviour support plans.

All students at Options Trent Acres will have a Clinical positive behaviour support plan and an education behaviour plan that outlines levels of behaviour and how to respond in certain situations. These are developed in consultation with staff and through reference to the behaviour tracking data (ABC Charts and Info Exchange). It will outline the priorities for their development in behaviour and the strategies to be followed by all staff to support the student. This includes information on:

- How the environment needs to be managed to support the pupil to behave appropriately;
- The skills the pupil needs to be taught to enable him or her to behave appropriately;
- any rewards to be used; and
- Strategies for managing inappropriate behaviour when it occurs.

Positive behaviour support plans (PBSP) are co-ordinated by the Professional Clinical Team and developed in liaison with key staff, parents and other professionals as appropriate. Staff are responsible for familiarising themselves with the PBSPs of the children they work with and for implementing these consistently.

7.1 Education Behaviour Plans

All Students at Options Trent Acres after initial assessment and communication with family will have an education behaviour plan put in place. These outline the behaviour needs of each individual and how to respond when in different levels of arousal.

Responses are individualised to the student and incorporate their own personal strategies of regulation within them.

These are written in order to provide a cohesive and clear explanation to all staff working with the students and outline any extra help that may be needed to be put in place by the SENCo or Behaviour team.

It is key that staff understand and implement the Education Behaviour Plans as it provides a consistent strategy and approach throughout the school site.

8.0 POSITIVE REINFORCEMENT AND PRAISE

The students at Options Trent Acres have difficulties with flexibility of thinking. This is taken into consideration in deciding what rewards it is appropriate to use to reinforce positive behaviour, and how these rewards will be given. For some students a reward being given will be seen as part of the routine, rather than a consequence of a particular behaviour, as not receiving this reward could cause distress. Rewarding activities are often used as part of a regular routine that the student will have the opportunity to engage in, when he or she has worked through the preceding activities in the routine. Social rewards such as smiles, positive touch, and staff communicating their pleasure at the student's positive behaviour are used frequently as appropriate, if the student experiences these positively and is positively motivated by them.

At Trent Acres school we use class Dojo which is a programme that has been shown to be effective at rewarding positive behaviour and the completion of EHCP targets. This is a visual tool which is discussed with the child at the end of each lesson and it is an agreement between child and teacher to dedicate which of the points that should be awarded for the work and behaviours displayed. Only positive rewards are awarded in areas including attendance, social skills, learning and focus. Rewards will be used to help reinforce positive behaviour to help with the progress of the child within lessons. The information and reports generated from class Dojo can also be shared with the child's wider family on a daily basis. Rewards will be converted into points that are transferred into Voucher format. The use of Dojo encourages personal independence, budgeting skills and equality and fairness.

Success is celebrated in weekly assemblies where pupils will be rewarded for both academic achievements, attendance, behavioural progress and other areas recognised by tutors i.e. making friends, welcoming a new pupil etc. Each week a different theme will be selected for students and staff to work on. The themes will be focused around building self and learning a range of positive character traits and building a higher feeling of self-worth.

Throughout the year we will be celebrating the work of all students by displaying WOW (work of the week) pieces and apply incentive based outcomes for extra Dojos and rewards stickers handed out by the Head Teacher.

Praise postcards will be handed out to students that have made exceptional progress. This can be personally, academically or holistically.

For some students who have a clearer understanding of cause and effect, have a reasonable concept of the passage of time, and are able to delay gratification, we use a more formalised reward system. In some cases, these systems may also contribute to structuring the environment for the student. Behaviour contracts may be put in place if felt necessary, these will be agreed by both School and parents/carers.

9.0 SANCTIONS

Our students generally experience high levels of anxiety and have difficulties in relating to others. Many students also have difficulty understanding cause and effect. For these reasons we do not routinely use sanctions as part of our behaviour management. The drawbacks of using sanctions are that, if they are not clearly understood,

they can increase anxiety and damage relationships. However, it might be appropriate to allow students to experience the natural consequences to their behaviour. Where sanctions are found to support individual students develop more appropriate behaviour, they would be used. In these cases, the sanctions used and the circumstances under which it is appropriate to impose them will be outlined in the students' PBSP and Education Behaviour Plan. Any sanctions imposed upon a student would be recorded in the handover log and the schools electronic communication system to parents. Any behavioural incidents are logged and recorded through the school's Info Exchange system or ABC charts for lower level behaviours.

Permissible Sanctions

The following sanctions are permissible and although they would rarely be used, might be considered when a child engages in unacceptable behaviour that is perceived as not a result of his/her autism or learning disability.

- Suspension or withdrawal from a specific leisure activity.
- Requiring a child to rectify damage.
- Requiring a child to contribute to the cost of the replacement of an item.

Although the law allows teachers to put students under the age of 18 in detention it is highly unlikely that this would be used as a sanction at Options Trent Acres due to our student's reliance on a set routine.

To be lawful any sanction imposed must satisfy the following 3 conditions:

- The decision to impose a sanction on a student must be made by a paid member of school staff, or a member of staff authorised by the head teacher.
- The decision to impose a sanction on the student and the imposition of the sanction must be made on the school premises, or while the student is under the charge of the member of staff.
- The imposition of the sanction must not breach any other legislation (for example in respect of Disability, Special Educational Needs, race other equalities and human rights) and it must be reasonable in all circumstances.

In order to be reasonable the sanction must be proportionate in the circumstances, and account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Guidance on implementing sanctions

- Staff should ensure that the reasons for the sanctions are clear to the child.
- The sanction should be relevant to the incident.
- The sanction should be carried out as contemporaneously as possible.
- Sanctions should be appropriate to the age, understanding and individual needs of the child.
- Where any sanctions are used students are encouraged to have their responses or views recorded.

10.0 PHYSICAL INTEVENTIONS

It is the duty of staff to promote the best interests of children at all times. When facing behaviour that is potentially dangerous staff must act in a measured way, bearing in mind their duty to try to keep children, staff members and themselves safe. The service does not expect staff to put themselves at risk of significant harm. Staff must use their judgement at times, even children exhibiting quite high level behaviour can respond well to low level responses. It is most usually appropriate to start with lower level responses such as positive ignoring, redirection, distraction and move to using higher level responses such as changing staff member, moving to a different location if the student is not responding and as a last resort or if there is immediate danger use physical intervention.

Physical intervention is the positive application of force with the intention of overpowering the other person. This is only used as a last resort to support a child if it is required to protect the child from causing physical harm to themselves/others or to prevent the child causing significant damage with potential harm to self. The amount of force used is to always be reasonable in the circumstances. Staff have been trained to use PRICE approaches and work within the framework provided by PRICE. A number of core physical intervention techniques are taught to all members of staff. The list of core techniques is reviewed annually to ensure the techniques that are being taught remain appropriate for the behaviours displayed. Extra training is provided in specific circumstances to allow staff to further meet the needs of individual students that may need extra support when keeping themselves safe.

Other techniques are taught as needed to members of staff working with a pupil that presents particular behaviours. These techniques are listed as part of the pupil's PBSP and risk assessments, these are passed on and approved by the Local Authority and Parents.

Occasions may arise when staff intervene using physical intervention, but are unable to use a specific PRICE technique. Any member staff that uses any physical intervention that is not a prescribed technique by PRICE reports doing so to their line manager as soon as practically possible. This is reported to the Registered Manager/Head Teacher to review as appropriate, completing the appropriate section of the physical restraint form for debrief.

Any use of Physical Restraint is entered in on Info Exchange within 24 hours of the restraint taking place. All incidents of physical restraint are reported to the child's parents/Carers and social worker.

For further information, please refer to the Positive Touch Policy.

11.0 TRAINING & SUPPORT FOR STAFF

Regular training relating to this policy, methods of behaviour management, and the writing and monitoring of Positive Behaviour Support Plans are provided for staff, both as whole school training and relating to individual students.

The promotion of appropriate behaviour is discussed regularly in Teachers, Key Stage, whole school, residential staff meetings and senior leadership meetings.

Learning analysis is in place to provide appropriate training to those in need and to practice and explore different techniques if the behaviour plans deems these necessary.

It is openly encouraged for staff members to ask for help or extra support. This is provided by the senior leadership team, SENco team and behaviour co-ordinator. Online courses are promoted for further knowledge on subjects that previously staff may not have dealt with. Procedures are put in place as quickly as possible when a new behaviour arises.

Effective teaching supported by a structured approach and an understanding of the individual needs of the student is essential for positive behaviour in the classroom. We provide stimulating, creative and engaging learning experiences at Options Trent Acres and openly request for input from students on how they would best learn.

Professional debriefs and wellbeing sessions are set up post-incident in order to support staff with any difficult situations that they may be dealing with.

12.0 BULLYING & HARASSMENT

Bullying and harassment are never considered acceptable behaviour and are taken very seriously at Options Trent Acres. As a school we have a specific duty to tackle any form of negative discrimination. Bullying is not tolerated, including that relating to special educational needs, age, racial, religious or homophobic taunts. Students at Options Trent Acres may find it difficult to report such incidents, so all staff need to be vigilant on their behalf. Staff members are expected to report any incident immediately to senior management.

Bullying incidents are recorded electronically within the students behaviour file as well as by hand in our bullying folder. All incidents are logged using a key system that works off different types of bullying, this helps when looking for patterns or locating isolated incidents.

13.0 LINKS WITH PARENTAL HOME & THE CHILDRENS HOME

The partnership between the school, the student's home and the Children's Home is crucial for effective promotion of appropriate behaviour. As a school we will frequently communicate with parents and senior care practitioners concerning each child's progress. We encourage parents/carers to contact the school immediately if there is a concern so that we can work together to resolve it. Parents will be involved in the development of the PBSP and Education Behaviour Plan and will agree its contents before it is implemented. Any amendments requested by parents will be carefully considered.

Electronic correspondence through Class Dojo is encouraged as it leads to open lines of communication between all involved, it helps parents/carers to understand and monitor what has been covered at school and is a quick method of sending messages.

14.0 MONITORING, EVALUATION & REVIEW

Behaviour within the school is regularly monitored and details relating to individuals and their behaviours are proactively collated by our behaviour and senior leadership team. Information generated from the incident recording system are used to support development of PBSPs, Education Behaviour Plans and teaching and learning.

The school does not usually utilise fixed-term and or permanent exclusions. However in the case of serious incidents that pose a risk to the safety of pupils or staff, this may be considered. Please refer to our exclusions policy for further information.

Students who may not be deemed safe onsite are offered a period of Online learning sessions before the use of fixed-term exclusion. This is to provide an extra layer of education without the individual missing out due to their unsafe behaviours onsite.

Any incidents of racist bullying or harassment are reported to the Head teacher who in turn reports these to the appropriate authorities, these will be recorded within the individuals bullying log, monitored and passed on to parents/carers. Workshops may be put in place if deemed appropriate in order to educate about a variety of views and how to respect and tolerate those different to us.

In some cases incidents of racist bullying or harassment will be referred to PREVENT and this will be followed up by senior leadership, designated safeguarding officers, and PREVENT co-ordinator.

15.0 COMPLAINTS PROCEDURE

Should parents have any complaints concerning the implementation of this Behaviour Policy, they should initially contact the Head teacher. If the problem is still not resolved parents can seek further redress by making a formal complaint. Please see our Complaints Policy.