

# BLACKFRIARS ACADEMY

## POSITIVE BEHAVIOUR POLICY

*Developed:*

Revised:  
January 2022

Review Date:  
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# **Blackfriars Academy Positive Behaviour Policy**

At Blackfriars Academy we believe that all students have the right to the best possible education to enable them to reach their full potential – an education met within a positive, caring, supportive learning environment, which sets high standards in behaviour and tolerance. Most importantly, they have the right to be safe and happy in their educational setting.

We believe the development of communication and self-esteem is fundamental in all we deliver across the curriculum. All behaviour is communication. Many behaviours have a communicative function so there needs to be an approach that gives the pupil the skills to respond in an alternative way and to build communication skills and self esteem. We have high levels of expectation in all areas – in work, in behaviour and in attitude and promoting and teaching positive behavior is central to ensuring academic achievement and personal growth. We wish all students to experience the positive aspects of learning, of social and emotional development and of moral and spiritual growth.

The term ‘positive relationship support’ is used in this document as opposed to behaviour management as it implies that we need to consider all aspects of a child’s behaviour, rather than just those identified as a problem or difficult – There needs to be consideration of the level of understanding and their ability to communicate and interact with others to form positive relationships.

## **Aims and expectations:**

Everything that we do at Blackfriars is underpinned by our school motto that many of our students know and understand:-

**Pride** in our appearance and in all that we achieve

**Respect** for ourselves, others and our environment

**Independence** skills

**Determination** to succeed

**Enjoyment** of learning and life

The aim of this policy is to:

- ensure that everyone in Blackfriars feels safe, respected and are treated fairly.
- Ensure that staff understand the function of behaviours and the environmental factors that impact on them so that the response to the behaviour is positive, informed and consistent
- Ensure that pupils are provided with ways of developing their communication skills in order to express themselves more appropriately and for some to be able to recognize their emotions and start to be able to self manage and regulate and form positive relationships.
- Celebrate and praise students for their progress and achievements

## **Positive Relationship Support Plans (PRSP)**

Positive Relationship Support Plans are created for and with students and parents. As communication is key the pupils Communication and Interaction outcome from their EHCP are included in the plan. This helps to highlight the communication, social interaction and relationship difficulties that a pupil might experience so that a positive approach and teaching of key skills can be implemented. The Plans also help to focus and explore the other factors affecting behaviour which includes:

- Anxiety: not always easy to spot and can be masked by other emotions and behaviours. Feelings of frustration and confusion can rise anxiety levels and lead to students displaying this in an inappropriate manner.
- Environmental factors can cause stress and anxiety for pupils.
- Sensory issues where a pupil may have over or under sensitivity to sensory stimuli that impacts on their reactions to situations
- Emotional Regulation: emotional arousal can be heightened and create dysregulation and pupils need to learn or be supported with coping strategies.
- Communication: students need an appropriate system to communicate to reduce frustrations and give them a more appropriate way to express how they are feeling.

## **Key Approaches**

Our ethos is underpinned by the values of SCIPr-UK where the needs of the whole child are considered so there is understanding, empathy and a non confrontational, low arousal approach. Strategies that are used are often distraction and activities that encourage de-escalation techniques to be used to diffuse situations and reduce a students anxiety levels. Giving the students the skills to communicate their feelings wants and needs in a more appropriate way and the Positive Relationship Support Plans help to formulate ways that these skills are taught. Challenging behavior that is intense, frequent and leads to the physical safety of the individual and others being at risk can lead to a RPI Restrictive Physical Intervention that needs to be written into the PRSP. Any RPI needs to be a recognized SCIPr-UK Intervention, undertaken by a member of SCIPr-UK trained staff.

## **Staff Responsibility**

We believe that all staff at the Academy have a responsibility to actively help students to develop their understanding of how to uphold 'PRIDE' by ensuring clear understanding of expectations and consequences through:

- Staff modelling the skills and abilities directly
- Setting appropriate boundaries for student behaviour
- Showing empathy and understanding of all students
- Showing respect and understanding to everyone in the Academy community
- Using positive consequences to encourage the learning of appropriate behaviour
- Using negative consequences to discourage the learning of inappropriate behaviour

- Reinforcement across all subjects, within class groups and weekly assemblies.
- Working collaboratively with our SCIPr Coordinator to establish strategies.

Behavioural incidents are recorded on SIMS. These behavioural reports are monitored by the SCIPr Coordinator who reviews the antecedents to each incident and considers what further actions need to be considered to ensure that the behaviours are not repeated. A weekly report is prepared and presented to the SLT where strategy is reviewed.

### **Peer on Peer Abuse**

- Staff are aware that children can abuse other children (often referred to as peer on peer abuse which can also include child on child sexual violence and harassment), and that it can happen both inside and outside of school and online. We acknowledge the importance that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports in a way that is appropriate for each individual to meet their communication and learning needs.
- Staff at Blackfriars understand, that though our students are generally very supportive of each other, even if there are no reports in our setting, this does not mean that it is not happening. The risk of such abuse is low due to high staff/pupil ratios and the supervision required due to their complex physical, medical and communication needs. However; staff cannot become complacent because there is the potential that an extremely small minority of pupils could behave in such a way and that it may be the case that it is just not being reported. As such it is important that if staff have any concerns regarding peer on peer abuse, they speak to their Designated Safeguarding Lead (DSL) or deputy (DDSL). Our staff will not develop high thresholds before acting.
- Concerns about the interactions between students are discussed at the Pupil of Concern meetings every Wednesday and at the Teaching and Learning Forums on Monday afternoons. Concerns are recorded on My Concern.
- As professionals working in a mutually supportive partnership with families we must seek to understand the student's behaviours in the wider context of the individual, their difficulties and their response to their environment at school and at home.
- Blackfriars Academy understands that challenging behaviour has a communicative intent. We recognise that the ultimate function of all behaviour is to get needs met. People with some disabilities have different needs and may have a more limited means of getting those needs met.
- We have a duty to protect and keep safe the individual concerned and the other people around him or her, including other staff.
- Blackfriars Academy is committed to eliminating all forms of discrimination, harassment and bullying as well as promoting equality of opportunity and wellbeing of all pupils and staff in the school.
- Blackfriars Academy accepts that the person has a right to make choices and express themselves using satisfactory means.

- Within the school we aim to teach and promote the skills necessary to meet the needs of all individuals to enable them to change the behaviours that tend to stigmatise and isolate them
- The school promotes a non-aversive approach to behaviour support. Young people learn effectively if they are motivated and positively reinforced. We therefore aim to establish environments where praise and encouragement are the norm. We will assist the young people to learn by using their interests and preferences as motivators wherever practicable. In addition to tangible rewards which will be very individual, positive reinforcers such as praise, and encouragement, will be used to reinforce appropriate behaviour. Depending on the preferences of the individual we may also use more public rewards such as celebrations of success.
- Negative reinforcements and punishments are not successful with most people with disabilities or autism as we can never be sure that they make the right connection between their behaviour and the negative reinforcement. However young people learn from experiencing the outcomes of their behaviour, the natural consequences. Providing the individual is well aware of the likely consequences of the behaviour and has the ability to make a choice this is not a punishment or a sanction but is a consequence of his or her behaviour.
- At Blackfriars we strive for a culture where students feel safe to speak or communicate to staff about their experiences. We understand that the initial response to a report from a child is vitally important, and reassure victims that their reports are being taken seriously and that they will be supported and kept safe. Experienced staff will understand the non-verbal child's preferred means of communication and for those who are unable to communicate effectively, will recognise changes in demeanour and body language or recognise physical changes that will alert them to a concern. We never give victims the impression that they are creating a problem by reporting sexual violence or sexual harassment. We reassure victims that they should not feel ashamed for making a report.
- We have well promoted and easily understood systems in place so that our children feel confident to knowing their concerns will be treated seriously

### **Rewarding Good Behaviour**

The school rewards positive behaviour. This positive behaviour policy is designed to promote good behaviour. We distribute House points and certificates to students every week either for consistently good work or behaviour, or to acknowledge outstanding effort in learning. The 'Scholar of the Week' recognises effort and acts of kindness in the Academy or wider community.

### **Dealing with Inappropriate Behaviour in the Questioning Pathway**

For those students that have more understanding of their behavior and choices, sanctions/consequences are used. In dealing with disrespectful behavior – towards other

students or staff, we seek to help students make “the right choices” and in so doing, change their behaviour and attitudes over time. The safety of students is paramount in all situations. If a student’s behaviour endangers the safety of others, the class teacher has the right to stop the activity and the student is encouraged to have some time out in order to calm and self regulate.

If a student threatens, hurts or bullies another, then we would also follow the procedures detailed in the **Anti Bullying Policy**. Any allegations of bullying are reported to the Senior Leadership and safeguarding teams. Students have a close relationship with their class staff Team and also know they can approach the school nurse or Dr Juliet Shand with concerns over bullying. Students are always listened to and concerns followed up appropriately. The Y11 students take on the role of Peer Mentors and the students know that they can also approach anyone in a Peer Mentor sweatshirt for support.

### **Sanctions**

The Academy, with the authority of the Academy Council, employs a number of sanctions to ensure a cooperative, safe and positive learning environment. To ensure reasonable adjustments are in place to respond to the needs of students with a range of differing learning needs, each sanction is deployed appropriately to each individual situation.

If a student misbehaves in class, the class teacher deals with incidents him/herself in the normal manner. Inappropriate behaviour is recorded on SIMS. If undesirable behaviour continues, the student can be removed by a TA to work with them. If the behaviour continues, or if the behaviour is deemed serious enough, advice and support is available from the Principal or Vice Principal or SCIPr trainers/Behaviour Manager. Keeping records on SIMs or behaviour charts are important here, as they constitute the evidence that allow us to monitor the effectiveness of behavioural interventions and support strategies.

Examples of sanctions used include for some in Exploratory but mainly in Questioning:

1. The class teacher may contact a parent or carer if there are concerns about the behaviour or welfare of a student.
2. Choices report
3. Targeted Report – where specific targets for behaviour (from a minimum of 1-to a maximum of 3) are identified as needing to be witnessed across the day and reported on
4. Monitor Report – which tracks behaviour against PRIDE

The main one used is the choices report it provides students with the opportunity of ownership of their behaviour. If students are placed on report they receive the initial report paperwork from the Pathway lead and their form tutor and they monitor the report together at the days end.

All reports are SMART and through the close monitoring they are effective, relevant and can be amended if necessary to ensure maximum impact. If behaviour persists the Principal, Vice Principal and / or the Clinical Psychologist become involved.

All teachers who teach the student on report are made aware that they are on report via email and it is the student’s responsibility to ensure their report is signed by the subject

teachers on their timetable for the day in question. Where necessary / appropriate the class TAs can remind the student, for example if there are working memory issues etc.

5. If behaviour is persistently poor or serious in nature, the SCIPr Coordinator will work with staff and student to remediate the situation where possible and to suggest alternative strategies which may be used.
6. Detentions over break and lunchtimes may be used as a sanction if behaviour is persistently poor.
7. For the most serious transgressions a student may face a fixed term exclusion ie involving harm of another student/ staff, serious damage to property, or other persistent behaviour deemed to be detrimental to the welfare of self or others.

## **Physical Intervention**

### **Restrictive Physical Interventions (RPIs)**

There may be rare occasions when it is necessary to use a restrictive physical intervention (RPI) with a student

- Staff have a duty of care to keep people safe and must act in the best interests of the all pupils they are supporting. The school has a duty to ensure the safety of everyone within it. 'Reasonable Force' can be used in circumstances where an individual, other peers or staff are in immediate danger. More information about Reasonable Force can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

- Restrictive physical interventions (RPI) will only be used to support challenging behaviour where there is clear and imminent danger and there is no alternative.
- Non consensual touch may be considered assault at any other time
- The use of RPI must be reasonable and proportionate to the behaviour and potential harm the behaviour might cause. The use of RPI must be for the least time necessary and apply the minimum necessary force
- The rights and dignity of pupils must always be considered.
- Where it has been agreed that RPI is a necessary reactive strategy this will be included on the IBSP. A Restrictive Physical Intervention section will also be written into the IBSP and signed by all parties, including, where appropriate and possible, the parent and/or pupil.
- Any planned RPI strategies used must be carried out according to the principles and guidance of the Blackfriars PROACT SCIPr-UK trainers
- The use of all RPI will be regularly reviewed, and monitored for consistency and effectiveness.
- . A Restraint Reduction Plan must form part of a young person's behaviour support plan when a RPI is planned in.
- In the exercise of their duty of care staff may, on occasion, need to use unplanned, emergency restrictive physical interventions in response to unforeseen events. A proactive RPI plan will then be written into a young person's IRSP from that day.
- The school will regularly report on incident data for each student and share this information with Governors and parents
- Every use of a restrictive physical intervention (RPI) arising from a behavioural incident must be recorded immediately in the RPI book, or by the end of the school day in which it occurred at the very latest.

- The Principal and parents must be informed of incident where RPI was used, on the day of the incident.
- Injuries or accidents arising from behavioural incidents must be recorded.
- All serious behavioural incidents should be reported to senior staff immediately.
- The Principal must be notified of any significant increases in incidents and where appropriate this should be investigated

Rationale: physical interventions are used only as a last resort, when all other strategies have failed:

- when a pupil is endangering themselves
- when a pupil is endangering others
- when a pupil is posing a serious threat to property

Any time a physical intervention is required it should always entail the least amount of force for the least amount of time. The physical interventions to be used with any of our young people are all taken from the Pro-Act Strategies for Crisis Intervention and Prevention (revised) (SCIP) technique. These interventions are the last resort and are designed to be safe and non-threatening to the pupil and to maintain the pupil's dignity whilst ensuring safety.

Physical Intervention Procedures:

Recording: all interventions will be recorded on a Restrictive Physical Intervention book, on the day of intervention and the SLT and parent/carers will be informed.

### **Consented Search ( See specific policy)**

### **Confiscating items that are not allowed in school.**

Items such as mobile phones, i-pods, cameras and other personal music equipment that can cause distraction and/ or annoyance to other students are handed in to the office on entry into the Academy and returned at the end of the day. Items such as chewing gum may be disposed of.

### **Exclusion**

The Principal monitors all reported serious incidents and has the authority to give fixed-term exclusions to individual students if:

- they have seriously broken Academy rules
- allowing them to stay in the Academy would seriously harm their education or welfare, or the education or welfare of other students

However:

- No student can be given fixed period (non-permanent) exclusions which total more than 45 school days in any one school year
- If a student is excluded for longer than five school days, the Academy will set work for them and mark it

If a fixed term exclusion is deemed necessary by the Principal, the Academy will contact parents by phone and follow this with a letter that includes information on:

- the period and reason for exclusion



- a parent's duty to ensure that during the first five days of any exclusion their child is not present in a public place during normal school hours, whether in the company of a parent or not
- any arrangements made by the Academy that apply from the sixth day of the exclusion

### **Permanent exclusions**

We will usually only permanently exclude a student as a last resort, after trying to improve behaviour through other means. However, there are exceptional circumstances in which the Principal may decide to permanently exclude a student for a 'one-off' offence. If the student has been permanently excluded, parents should be aware that:

- the Academy Council is required to review the Principal's decision and parents may meet with them to explain their views on the exclusion
- if the Academy Council confirms the exclusion, parents can appeal to an independent appeal panel organised by the local authority
- the Academy must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

The Principal informs the LA (Local Authority) and the Chair of the Academy Council about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. Any exclusions, fixed term or permanent are reported on a termly basis to the Shaw Education Trust (SET)

Parents must ensure that their child attends the suitable full time education provided by the local authority from the sixth day of exclusion. If they do not, the Academy or local authority may ask them to sign a parenting contract, may issue a financial penalty or the local authority may prosecute them.

Parents are expected to attend a reintegration interview following any fixed period exclusion. Failure to attend may make it more likely that the court will impose a parenting order if the Academy or local authority applies for one.

The Principal and the Academy Council have a right to take action against individuals who bring the good name of Blackfriars Academy into disrepute by their inappropriate behaviour or activities either within, or outside of the Academy.

Departmental for Education advice Updated: 26 April 2012 States the following:

### ***What the Law Allows***

*Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."*

## **The role of Parents/Carers**

Parents/Carers are asked to work in partnership with the Academy in order that students receive consistent messages from home and the Academy about acceptable behaviours. We try to build a supportive dialogue between the home and the Academy, and we inform parents if we have concerns about their child's welfare or behaviour. Where this is successful, students tend to be happier in at the Academy because they know what is expected of them.

We share our Academy motto PRIDE on the Academy website and to students and parents during transition visits.

If Parents/Carers have any concern about the way their child has been treated, they should initially contact the class teacher. If this does not resolve the issue, then the Principal or Deputy Principal may be consulted. If subsequently, parents believe that discussions with the Principal have failed to resolve matters, they will be referred to Local Authority guidance explaining the official complaints procedure.

## **The role of the Academy Council**

The Academy Council has a legal duty under the 2010 Equality Act in approving these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Academy Council supports the Principal in carrying out these guidelines.

If necessary, the Academy Council will convene a Discipline Committee made up of between three and five members or co-opted members which considers any exclusion appeals on behalf of those appealing. When an Appeals Panel meets to consider a permanent exclusion, they consider the circumstances in which the student was excluded, consider any representation by parents and the LA, and consider whether the student should be reinstated. If the Academy Council Appeals Panel decides that a student should be reinstated, the Principal must comply with this ruling.

The Principal has the day-to-day authority to implement the Academy Positive Behaviour and Discipline Policy, but the Academy Council may give advice to the Principal about particular disciplinary issues. The Principal will take this into account when making decisions about matters of behaviour.

The Chair of the Academy Council can be contacted through the Academy.

## **Allegations of abuse against staff**

Allegations of abuse against staff are taken very seriously and must be reported to the Principal or Vice Principal immediately either in the form of a written incident sheet or verbally if this is more appropriate. The Academy will then ensure they deal with allegations quickly, in line with Academy policy, in a fair and consistent way that provides effective protection for the student and supports the person who is the subject of the allegation.

Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported, but may become necessary, based on an assessment of risk.

In cases where the Principal is the subject of the allegation or concern, reports should be made to Chair of the Academy Council. Contact should be made immediately with the Local Authority Designated Officer (LADO) responsible for providing advice and monitoring cases.

Contact details are as follows:

Telephone 0800 1313 126 [staffordshire.lado@staffordshire.gov.uk](mailto:staffordshire.lado@staffordshire.gov.uk)

### **Malicious Allegations against Staff**

It is important that allegations which may appear to be malicious in nature, are investigated thoroughly and without prejudice. The allegation may be due to a range of reasons and could, in reality, be a cry for help. If this is found to be the case then all appropriate and available support systems will be accessed for the well-being of the student. It is important that the teacher involved, should also receive all necessary after-care, with access to counselling and support as required as this experience can, understandably, have devastating and long lasting effects on the individual concerned.

The statutory guidance from the Department for Education updated 26 April 2012 is as follows:

*If an allegation is determined to be unfounded or malicious, the LADO (Local Authority Designated Officer) should refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the head teacher should consider whether any disciplinary action is appropriate against the student who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, including if he or she was not a student. In September 2010 the Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997.*

Allegations that are found to have been malicious after a full investigation will be classified as a highest level offence (see tier of behaviours and sanctions). Parents will be informed in all cases and the Academy will therefore consider an appropriate sanction, which could include a fixed period of behaviour support and monitoring following reparation with the staff member concerned wherever possible; or temporary exclusion within the Academy or at home; or a permanent exclusion, as well as referral to the police, if there are grounds for believing that a criminal offence may have been committed.

Malicious allegations should be removed from the personnel records of the member of staff involved and should not be referred to, in employer references. As above, all appropriate support and aftercare should be given to the staff member involved.

## **Monitoring**

The Principal monitors the effectiveness of this policy on a regular basis. The Principal also reports to the Academy Council on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Academy keeps a record of incidents of misbehaviour. The Academy office keeps a record of incidents on the SIMS system where a student is referred to the Principal or Deputy Principal on account of inappropriate behaviour.

The Academy keeps a record of any student who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Academy Council to monitor the rate of exclusions, and to ensure that the Positive Behaviour Policy is administered fairly and consistently. The SET monitors exclusions on a termly basis

This policy is linked to other Blackfriars Academy policies such as Equality and Diversity Policy, Anti Bullying Policy and Consented Search Policy. These can be obtained by request from the Academy office.

The Academy has used *The Statutory Guidance from the Department for Education updated 26 April 2012* in producing this policy.

## **Review**

The Academy Council reviews this policy every two years. They may review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

**Reviewed: January 2022**

**Ratified by Academy Council: Date:**

**Review date: January 2024**

This policy reflects the requirements of section 89(1) (a to e) of the Education and Inspections Act 2006 as well as sections 110 and 111 of the schools Standards and Framework Act 1998

This policy complements the Restrictive Intervention Policy and should be read in conjunction with other policies such as the Safeguarding Policy, On-line Safety Policy, the Data Protection Policy, the Code of Conduct and the Anti Bullying Policy. The aims and values of this policy are embedded in the PROACT-SCIPr-UK philosophy and approaches.