

## Positive Behaviour Management and Rewards Policy

### Academy Ethos

The academy community, parents & carers, students, staff and governors chose ten value words that underpin the academy ethos. Our approach to learning, to lessons and to our environment is embodied within these value words.



### Definition

The Positive Behaviour Management and Rewards Policy is a system that helps to support and maximize student learning and success. It provides a framework for the people that implement it to:

- Promote student success
- Teach values, choices and consequences
- Encourage and promote what is acceptable
- Ensure all children make progress with their learning and development

### Aim

The policy aims, through the identification of our ethos, to create a happy environment where everyone feels safe, valued and understood. Our ethos is underpinned by our value words; the ethos is the driver for our approach to behaviour management and it is supported by various other policies and practices that are integral to the success of the policy.

### Ownership

This policy has been developed through working with staff, students and governors, and has been reviewed by the Academy Council. This is therefore a shared view and a shared responsibility.

### Statutory Requirement

This policy reflects statutory requirements and is supported by a range of additional policies. The policy is reviewed regularly by the Senior Leadership Team and Governing Body.

## **Underlying Principles**

### **We Know That:**

- A positive experience will lead to positive feelings and positive behaviour
- Positive experiences in the classroom lead to positive feelings and positive behaviour
- Students feel rewarded for experiencing positive experiences
- Learning can only take place when a child feels safe and valued
- Pupils will respond positively when procedures are followed consistently and fairly
- Pupils want to succeed and be rewarded and their positive attitude to learning aids this
- Challenging behaviour is a reaction to the situation a pupil finds themselves in; our role is to try and help them cope in a more positive way
- Pupils behave in a challenging way as they have had success with it in the past
- For some pupils it is their last resort to behave in a challenging way
- We don't have all the answers and will at times get it wrong
- Pupil behaviour will change if the motivation to change is great enough. Negative behaviour is only changed through positive reward and reinforcement of the correct choices
- Some family circumstances and aspects beyond our control will contribute to the behaviour of our pupils. We have to remember this and try and support our pupils the best we can
- All behaviour is a form of communication
- Any child with extreme challenging behaviour will have a plan that is agreed and consistently followed by all

### **Our Approach Requires:**

- Adults to remain calm and positive at all times – 'We are the adults'
- Unconditional positive regard
- A belief that the behaviour is NOT the child
- Consistency and fairness in the use of sanctions and rewards
- An understanding of the 'triggers' of behaviour
- Avoidance of conflict through de-escalation strategies
- A staff body that talks to one another, discusses practices and works as a team
- To reflect on the CURRENT situation the child is in
- Create positive experiences within academy and in lessons

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## **Choices and Consequences**

All of our pupils understand that with choices come consequences. We have a classroom-based and whole academy system that requires all pupils to make choices and to take responsibility for their own behaviour. Three classroom rules are used and based around our values and ethos.

The academy also incorporates Team Teach methods of behaviour management. Several key members of staff are trained to use physical interventions when reasonable, proportionate and necessary. Full positive handling procedures can be seen in Appendix I.

## **Documents that support and are integral to the Behaviour Management Policy**

- Positive Handling Procedures
- Behaviour Change Support Plans
- Behaviour Risk Assessments
- 'Empowering the Positive' strategy

## **Appendix I: Positive Handling Policy Overview**

### **The purpose of this policy is to:**

- Provide staff working across the setting with a framework for supporting children and young people who experience difficulties in managing their emotions or present challenging behaviours
- Enable staff to effectively dispense their duty of care towards young people
- Define in broad terms what may constitute a physical intervention in a variety of settings
- Ensure the health, safety and welfare of children, young people and those who work with them

The term 'Positive Handling' is used to describe the full range of strategies used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff, children, young people and others. The use of force only forms a small part of the Positive Handling Framework and will always be used as a last resort across the service. All physical interventions, including restraint, are conducted within a framework of positive behaviour management. It is important to reward effort and application, encouraging children and young people to take responsibility for improving their own behaviour. Preventative approaches to risk reduction involve identifying and communicating early warning signs, situations, settings and other factors which may influence behaviour, then taking steps to divert behaviours leading towards foreseeable risk. For those who require them, children and young people are encouraged to participate in the development of their own Positive

Handling Plans by focusing on positive alternatives and choices. Parents are also encouraged to contribute.

## **Glossary**

### **Positive Handling**

The term 'Positive Handling' describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, diffusion and de-escalation. Included in this framework are a small number of responses which involve the use restrictive physical interventions to overcome active resistance.

### **Positive Handling Plan**

Positive Handling Plans are working documents outlining the agreed intervention strategies, non-verbal, verbal and physical, which support a child or young person. Risk assessment information is used to provide simple guidance to ensure that, where risk is present, all staff and others who are responsible for managing risk have knowledge, skills and understanding of the agreed strategies to reduce risk.

### **Restraint/Restrictive Physical Interventions**

The positive application of force with the intention of safeguarding people and property.

## **The Legal Framework**

### **Interest Principle**

The overriding principle relating to positive handling is that the welfare of the child or young person takes precedence over every other consideration. The first paragraph of the Children Act 1989 in the UK and the third paragraph of the United Nations Convention on the rights of the child state that the welfare of the child shall be the paramount consideration. Paramount in this context means that it is the first thing people should think about and it should take precedence over every other consideration.

### **Duty of Care**

The term "duty of care" is an important legal term. Anyone who is paid to work with children has a duty of care. We do not need to wait for damage or injury. A responsible approach is to anticipate what could go wrong and try to prevent it. A breach of duty of care may involve either taking unreasonable action or failing to take reasonable action to prevent harm to another person

Astrea Academy Dearne takes seriously its duty of care towards staff and endeavours to provide information and training to enable them to carry out their duties. Staff also have a duty to cooperate with the management with regards to all health & safety matters.

## **Section 93 Education and Inspections Act 2006**

This section describes the circumstances in which staff and others authorised by the Head Teacher may use reasonable force to control or restrain children and young people. Examples of when such action may be reasonable are to prevent injury to people, serious damage to property or the breakdown of discipline. The term “physical restraint” is used when force is used to overcome active resistance. These are referred to as ‘Restrictive Physical Interventions’ in National Guidance (DfES/DoH 2002).

### **Risk Assessment and Risk Control**

Health and Safety legislation applies to children and young people who may present a hazard to themselves or others. Wherever a hazard can reasonably be foreseen there should be an assessment of the risk and a plan to reduce the risk. It is not always possible to eliminate risk and staff will need to be able to show that they have attempted to control it. Children and young people who present a risk should have a positive handling plan. Staff who come into contact with a child or young person presenting a risk are given guidance and training to enable them to assess and reduce the risk.

### **Reasonable and Proportionate**

Common law hangs on the word ‘reasonable’ yet the meaning can change depending on the circumstances of each case. For example, an action taken in response to an attack with a baseball bat might be deemed reasonable in court, whereas exactly the same action taken in response to a verbal assault would be judged to be excessive and unreasonable. What determines the reasonableness of a particular intervention is often governed by whether or not it was ‘proportionate’. Staff should always use minimum force for the shortest time to keep people safe. Use of force should always be a last resort and be in proportion to the consequences it is intended to prevent. It should be the minimum necessary to achieve the desired result. Good training provides techniques which rely on a combination of psychology and biomechanics to reduce the amount of force required.

Any response to extreme behaviour should be reasonable and proportionate. People should make every effort not to react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered, staff should think about the answers to the following questions:

- Do I have to act now?
- Am I the best person to be doing this?
- Is my intervention likely to reduce risk?

If staff can answer ‘yes’ to these questions it is more likely that a physical intervention will be

judged to be reasonable and proportionate. Whenever a physical intervention has to be made there should be a verbal warning. In some cases urgent action is necessary and this may not be possible. Where possible, staff should always attempt to use diversion or diffusion in preference to physical interventions.

### **Absolutely Necessary**

The United Kingdom adopted the United Nations Convention on the Rights of the Child in 1991 and incorporated European Human Rights legislation into the legal framework. All institutions have to consider the human rights implications of their policies. In normal life people do not normally touch other people unless invited; yet for staff there may be times when such actions are reasonable and necessary. If a member of staff takes any action that could be seen as restricting the child's or young person's human rights it must be 'absolutely necessary.'

There are times when those with a duty of care believe that they must take action to protect the interests of the child or young person. If they fail to take action, and as a result negligently allow a child or young person to come to harm, they could be liable for any damage which ensues. When staff are honest in their attempts to do the right thing they are said to be acting in 'good faith.' It is important to emphasise that Barnsley Metropolitan Borough Council will support members of staff who act in good faith in the best interests of the children and young people.

### **Key Questions**

It can help staff to maintain their focus on values and principles if they keep three questions in mind whenever they consider using force to control a child's or young person's behaviour. It may be true that staff are legally empowered to use force to prevent injury, damage, the commission of criminal offences or even to prevent serious disruption. However, rather than focus on the rights of staff, it is better to focus on the rights and interests of the child or young person. Whenever a member of staff chooses to use a physical intervention they should consider three key questions:

- Is this intervention in the best interests of the child or young person?
- Is it absolutely necessary?
- Is it reasonable and proportionate?

### **Positive Handling Plans**

Risk management is an integral part of positive behaviour management planning. All children and young people who have been identified as presenting a risk should have a Positive Handling Plan. This is in effect a risk assessment. The plan details the settings and situations which increase risk. It also details any strategies which have been found to be effective in reducing risk for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they

should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Positive Handling Plans should be considered alongside a Statement of Special Educational Need and any other planning documents which relate to the child or young person. They should take account of age, gender, level of physical, emotional and intellectual development, special needs and social context. Positive Handling Plans should result from multi-professional collaboration, including contributions, where possible, from parents, carers and the children and young people themselves.

### **Responding to Unforeseen Emergencies**

Even the best planning systems cannot cover every eventuality and the Service recognises that there are unforeseen or emergency situations in which staff have to think on their feet. The key principles are that any physical intervention should be:

- In the best interest of the child or young person;
- Reasonable and proportionate to the consequences it is intended to prevent
- Intended to reduce risk;
- The minimum necessary to achieve the desired result.

### **Training**

Staff expected to use planned physical intervention techniques should be trained. All training courses should be fully accredited by the British Institute of Learning Disabilities (BILD) in accordance with the Department for Education (DfE) and Department of Health guidance. Positive handling training should be provided by qualified instructors according to the BILD code of practice. Astrea Academy Dearne recommends 'Team Teach' training as the preferred training model.

### **Recording**

Whenever overpowering force (restraint) is used the incident must be recorded. Where possible it is encouraged that more than one person is available for corroboration. All staff involved in an incident should contribute to the record which should normally be completed by the end of the same day as the incident or, if this is not possible, within 24 hours. Staff should read through the recording form carefully, taking time to think about what actually happened and explain it clearly. Names should be completed in full and all forms should be signed and dated. These records will be retained and cannot be altered. They will be kept for many years and could form part of an investigation at some time in the future. Serious incident reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. They should not be rushed. A concise record should be written into the Bound and Numbered Book, which can refer to supporting incident sheets and other relevant information.

## **Monitoring and Evaluation**

The Head Teacher should ensure that all incidents are reviewed at least termly to identify trends and instigate further action as required. The incident log should be open to external monitoring and evaluation.

## **Positive Behaviour Management**

The policy is intended to reward positive social and emotional skills and encourage children and young people to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, communicating any factors which may influence behaviour and taking steps to divert behaviours which might lead towards foreseeable risk. Children and young people are encouraged to participate in the development of their own Positive Handling Plans by focusing on positive alternatives and choices.

## **Alternatives to Physical Controls**

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour;
- Request alternatives using negotiation and reason;
- Give clear directions to the students to stop;
- Remind them about rules and likely outcomes;
- Remove an audience or take vulnerable children or young people to a safer place;
- Make the environment safer by moving furniture;
- Make the environment safer by removing objects that could be used as weapons;
- Use positive touch to guide or escort children to somewhere less pressured;
- Ensure that colleagues know what is happening;
- Get help.

## **Help Protocols**

The expectation is that all staff should support each another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not always mean agreeing with their actions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. Agreed scripts as outlined in Team Teach training should be used so that all



parties understand what sort of assistance is being offered/required and what is available. When somebody offers help a member of staff should tell them clearly how they can help.

### **Well Chosen Words**

A well-chosen word can sometimes avert an escalating crisis. When children or young people are becoming angry there is no point in getting into an argument. Repeatedly telling people to calm down can actually wind them up. Pointing out what people have already done wrong can make things even worse. The only purpose in communicating with an angry person is to prevent a further escalation. Sometimes it is better to say nothing. Take time to choose your words carefully, rather than say the wrong thing and provoke a further escalation. The time to review what has happened and look at ways of putting things right is after everyone has completely calmed down and recovered.

### **The Last Resort Principle**

Physical restraint should only be used when there is no other realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is acute and imminent, by which time the prospect of safely managing it may be significantly reduced. Reasonable use of force is the minimum necessary to achieve the desired result. It does mean that we expect staff to conduct a risk assessment and choose the safest alternative available. This includes thinking creatively about any alternatives to physical intervention which may be effective.

### **The Post Incident Support Structure for Pupils and Staff**

Following a serious incident it is the policy to offer support to all involved. People take time to recover from a serious incident. Until the incident has subsided, the priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything, which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries, which require more than basic first aid. All injuries should be reported and recorded using the academy systems.

It is important to note that an injury in itself is not evidence of malpractice. Even when staff attempt to do everything right things can go wrong. Part of the post-incident support for staff may involve reminding them of this, as people tend to blame themselves when things go wrong.

Time needs to be found to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that children and young people have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post-incident support structure the outcome of a serious

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incident can be learning, growth and strengthened relationships. Children and young people should come to an understanding that the reason staff hold them is to keep them safe. The concept of restorative justice can help in this process.

Where necessary the Principal will be able to direct staff to sources of further emotional support.

## **Appendix 2: Rewards Policy**

### **Rationale**

The key focus of the reward plan is to ensure that all students are praised for positive attitude, application and effort throughout academy. Praise and Rewards will be used to celebrate success, to raise student motivation and self-esteem and their success will be shared with a range of audiences. We will develop the [whole student](#) and academy will provide opportunities for rewarding their development as independent learners.

We will develop a framework that is clear and transparent and involves the whole academy to identify the students who are working hard to achieve their potential in all areas of academy life. We will implement strategies which will record their efforts and ensure staff rewards these efforts in a fair and consistent manner.

Rewards will be used to encourage students to continue to be positive towards academy life and also be used as a strategy to encourage students who show signs of disaffection.

Academy attitudinal data will be collected on a regular basis, linked to year group achievement and the house system to be introduced. This data will be used to establish a sense of community and belonging. The reward system will encourage students to work towards their potential for personal benefits but also to support the form, year and/or house group that they belong to.

Students will be involved in taking responsibility for their own learning. They will be encouraged to review their progress on a regular basis and record their successes through records of achievement. This information will be shared with parents on student review day, at parents' evenings and at celebratory events and will be used to raise the profile of achievement and to establish an ethos of sharing positive learning with home and the community.

The academy will continue to develop stronger links with the community to ensure that parents and carers understand and support the key role that they must play in their child's learning and to inform them of their child's successes.

Students will be rewarded in a variety of ways, both in and out of the classroom. Contribution to our academy and to the wider community will be recognised and rewarded by all staff in academy as these foster a sense of personal belonging and enhances the academy community.

All students will be encouraged to be part of and involved in developing the academy community, through the student council. The academy council will contribute to different

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areas of academy development, using student working parties, led by key staff. The future house system will be introduced to further develop a sense of community and this, along with a variety of strategies will develop the student's socialisation skills and encourage a sense of healthy competition.

Students will be rewarded for their hard work and the academy will celebrate success at every opportunity. The academy assessment process will be directly linked to the rewards systems. It will be used for students to see the connection between a good attitude, hard work, success and rewards.

The importance of establishing an understanding of the link between attendance at academy, success and progress will be a key focus for us at the Dearne ALC. Success will be high profile and celebrated on a whole academy level. All staff, in all areas of academy life, will be encouraged to support this rationale.

### **Appendix 3: Exclusion Policy**

#### **Definition**

The Exclusion Policy is a system that helps the people that implement it to:

- Encourage and promote acceptable behaviour and attitudes to learning
- Enforce an exclusion in line with Government guidance

#### **Aim**

The policy will enable the appropriate staff to ensure that an exclusion is only given for a serious incident and that the process leading to the exclusion is thorough, lawful, reasonable and fair in accordance with the DfE guidance.

#### **Ownership**

This policy has been developed working with staff, governors and in accordance with the DfE guidance.

## Statutory Requirement

The academy has to identify how discipline will be maintained and have a policy that indicates this. The linked documents to this policy show in depth information regarding the academy's approach to behaviour management. The academy has a duty to ensure pupils are not discriminated against in this process on the basis of disability or race. Particular care is given to the fair treatment of students from groups who are vulnerable to exclusion. The policy will be reviewed regularly by the Senior Leadership Team and Governing Body.

## Exclusion from Academy Policy

- Exclusion from academy is a serious sanction and will be recorded on a student's academy record. It is the academy's response to behaviour that is deemed inappropriate and may compromise the health and safety of others. The Principal of the academy is the only person who has the power to exclude a child from school.
- Exclusions can be recommended by a Head of Year and senior leaders in academy through the completion of a pre-exclusion checklist form. Parents will be contacted and safe arrangements will be made to ensure the student arrives home.
- A student may be excluded for one or more fixed periods (up to a maximum of 45 academy days in an academic year), or permanently. The behaviour of students outside academy can be grounds for exclusion and students who are disruptive at lunchtime can be excluded from the premises for the lunchtime period.
- Academy may direct a student off-site for their education to improve their behaviour and a 'managed move' that is agreed by all parties may be used to help improve the behaviour of the student.
- A decision to permanently exclude a student from academy will be taken if:
  - there is a serious breach, or persistent breach of the academy's behaviour policy; and
  - where allowing the student to remain in academy would seriously harm the education or welfare of the student or others within the academy
- Any exclusion will be followed by a re-integration meeting to discuss the events leading to the exclusion and how best the academy can support the student to enable them to continue their education.
- A student may be given a fixed term or permanent exclusion for any of the following :
  - Physical assault against a student or adult
  - Verbal abuse or threatening behaviour, including aggression and intimidation.
  - Bullying
  - Racist or homophobic abuse

- Sexual misconduct
- Drug/alcohol related behaviour
- Damage – vandalism, arson
- Theft
- Persistent disruptive and/or defiant behaviour
- Students may be given an Internal Exclusion for any of the above as a means to try and alter their behaviour and ensure they don't repeat an offence. Parents will be notified of this.
- Students at risk of permanent exclusion will be placed on a Pastoral Support Plan (PSP) where parents, the student and key members of staff will work together on strategies to improve behaviour through agreed targets and regular meetings.
- The academy has working partnerships with the Local Authority and various other agencies to help support pupils following exclusions. The academy also has partnerships to enable managed moves through the SWAPP panel.
- The academy has an agreement with the Local Authority to accept pupils from the FAP panel.

### **Governing Body**

The Governing Body or a nominated sub-committee of the body are statutorily required to review the Principal's decision to exclude when:

- An exclusion will result in a student missing an examination
- A permanent exclusion is issued
- An exclusion takes the student's total days of exclusion above 15 in a term
- When an exclusion has taken a student's total days of exclusion above 5 in a term and the parents request a Governing Body meeting

Full details and scheduling of these meetings can be found in the DfE Guidance.

