



# Iffley Academy Behaviour Policy

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December 2021 SLT Lead R Willett

Signed: Head Teacher \_\_\_\_\_ Chair

of Trustees \_\_\_\_\_

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The Iffley Academy is a community Special Academy for children and young people up to the age of 18 with complex special educational needs. Our students have a range of needs but primarily we work with students with Moderate Cognition and Learning Difficulties, Autistic Spectrum Disorder and/or Social, Emotional and Mental Health difficulties. All of our students have Education, Health and Care Plans.

In the academic year 2018-2019 approximately 51% of our students have a primary need of Cognition and Learning difficulties, 27% have a primary need of Autistic Spectrum Disorder and 18% have Social Emotional and Mental Health difficulties. Working with this diverse community requires us to have a complex approach to supporting positive behaviour, which recognises the

individual needs of every student.

The Iffley Academy approaches behaviour management in a positive manner, establishing mutual respect and placing an emphasis on students taking responsibility for their behaviour and working restoratively to put things right. The rules by which the school operates are designed to ensure a safe and secure environment, respect for people and property, the efficient and smooth running of the school and high standards of behaviour and attendance.

Our aim is to create an environment in which students may work purposefully and where relationships between staff and students, between our staff community and between the students themselves are based on mutual respect and tolerance.

The vision is that all students:

- irrespective of their special needs and diversity, are of equal value, and will be encouraged to develop to their full potential. All pupils are unique and will be respected for the contribution that they make to the academy, and in their future lives in their chosen communities
- will be provided with an educational provision in which the highest levels of teaching and learning are consistently delivered, and pupils are empowered to learn in a positive and creative environment
- will be taught by staff who strive to understand pupils' needs, who are well qualified, and have respect for their special needs and diversity
- will be taught in an exciting, safe and stimulating learning environment with teaching and learning based on a foundation of sound pedagogical practice, supplemented by a willingness to adopt responsive and flexible approaches and the most recent evidence-based research
- will be educated in a community which demonstrates a positive ethos and a culture of mutual respect
- will be supported by a specialist environment designed specifically to meet their Special Educational Needs and Disabilities (SEND)

At The Iffley Academy we will be aspirational for all our learners and expect all learners to:

- a) Achieve their best
- b) Become confident individuals living fulfilling lives
- c) Make a successful transition into adulthood

We will be aspirational for all our families and expect them to:



- a) Work in partnership with the academy to make informed choices for their children by:
  - sharing important family information
  - encouraging students to attend school regularly (at least 95% attendance)
  - actively engaging with the school's timetable of events and communicating regularly and effectively with the staff team to ensure that the academy can respond appropriately to support the whole family
  - talking to academy staff about the challenges they face and action the support they need from the school or other agencies

- b) Support the academy staff in setting aspirational targets for their children in the following areas:
- friendships, relationships, community, safety and transport e.g. 'I want my child to be able to go to the shops on their own and demonstrate good road safety skills'
  - education and learning for life e.g. 'I want my child to use their iPhone to tell the time and to follow directions to the bus stop, so that they catch the bus on time'
  - good health e.g. 'I want my child to understand how to develop successful strategies for coping with sensory overload'
  - social communication and interaction, speech and language, occupational therapy, physiotherapy and creative arts psychotherapy e.g. 'I want my child to understand when it is socially acceptable to contribute to a conversation'

Discipline within the school is based on making expectations clear to students, being fair and consistent, listening to each other and addressing any issues as they arise. All staff have a contribution to make in this area. Matters of attitude and behaviour are not somebody else's concern; they are everybody's business.

All students are expected to behave in a way, which is respectful of other people and the school environment. Care, courtesy and consideration are underpinning elements of the school ethos. There are a brief set of rules which are made known to students when they come to the school and to which they should comply. A consistent approach to establishing these rules should be adopted by all staff.

Our main aims are to create:

- A safe and caring environment
- An effective teaching and learning environment
- A commitment by everyone to taking the time to listen to one another
- A reduction in bullying and other interpersonal conflicts
- An awareness of the importance of connectedness to young people.
- The need to belong and feel valued by peers and significant adults
- An emphasis on responses to inappropriate behaviour that seek to reconnect, and not further disconnect, young people
- Reductions in fixed term and permanent exclusions
- A confidence in the staff team to understand and address challenging situations
- A belief in the ability of young people to take responsibility for their choices, and more people giving them opportunities to do so
- Rewards for all students for their positive contributions to the school
- Encouragement of good behaviour and self respect in our students
- Promotion of self discipline and self regulation among pupils whereby they are given opportunities to take responsibility for their own behaviour

Our behaviour policy and Anti-bullying policy ensures consistency across school. Behaviour is carefully monitored and we will contact parents at an early stage if we feel a student's actions are



outside the normal range of expected behaviours, or are a cause for concern. Working collaboratively with families is of utmost importance

The school has an Equalities Policy, we will always challenge and record discriminatory attitudes, behaviour and language and we will actively promote acceptance of diversity. We strive at all

times to be an inclusive school.

We believe that:

- Students who feel that they are undervalued and unable to achieve are more likely to express their feelings through inappropriate behaviour
- Students who are given opportunities to succeed and have their achievements recognised and rewarded through praise tend to behave appropriately
- When students are treated inconsistently they become confused and are often unable to distinguish between appropriate and inappropriate behaviour
- Students who are treated in a consistently positive way are more likely to behave in a positive manner.
- If the ethos of the school is positive and there is a culture of mutual respect, this will lead to students behaving appropriately and achieving higher standards of learning
- Restorative approaches

The Iffley Academy was awarded the Restorative Services Quality Mark in September 2017 and the five key themes underpinning this work are:

- Theme 1: Everyone has a unique and individual perspective
- Theme 2: Thoughts influence feelings and feelings influence our behaviour
- Theme 3: Our behaviour can have a negative impact on others and cause harm; this harm needs to be repaired
- Theme 4: In the event of harm everyone involved will have needs which must be met to move on
- Theme 5: Those involved in conflict are the best placed to take responsibility and ownership for problem solving

All staff will be expected to positively promote the restorative approaches based on the above restorative principles; these encourage an environment, which promotes mutual respect, the development of good relationships and the need to take responsibility for one's own behaviour. Outcomes are decided by following the processes set out below

Restorative Approaches are inspired by the philosophy and practices of Restorative Justice, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment

Key values create an ethos of Respect, inclusion, accountability And taking responsibility, commitment to relationships, impartiality, being non-judgmental, collaboration, empowerment and emotional articulacy.



Key skills include active learning, Facilitating dialogue and problem-solving, listening to and expressing emotion and empowering others to take ownership of problems.

Restorative processes and practices include interventions when harm has happened, such as:

- Restorative enquiry
- Mediation
- Community conferencing
- There are also processes and practices that we use to help to prevent harm and conflict occurring and which build a sense of belonging, safety and social responsibility. These include:
  - Circle Time
  - Restorative Pedagogy; teachers modelling the values and skills and creating opportunities for their development amongst the students whatever the subject being taught
  - Restorative enquiry

This is the starting point for all restorative processes involving active non-judgemental listening. The process can be used with one person to help them reflect on a situation and find ways forward for themselves. It is also useful before and during face-to-face meetings.

#### Restorative discussion

This is used in a challenging situation, often between a more and less powerful person. Skills include expressing and listening for feelings and needs, and understanding why each person has acted the way they have.

#### Mediation

This is useful when both X and Y believe the other person is the cause of the problem. The mediator remains impartial, and helps both sides to consider the problem as a shared one that needs a joint solution.

#### Victim/Wrongdoer mediation

This is useful when someone acknowledges they have caused harm to another person and both sides agree to see how the matter can be put right, with the help of an impartial mediator.

#### Restorative conference

This involves those who have acknowledged causing harm meeting with those they have harmed; seeking to understand each other's perspective and coming to a mutual agreement which will repair the harm as much as possible. Often all sides bring supporters, who have usually been affected, and have something to say from a personal perspective.

#### The learning Passport Reward System

The school has a reward system which is designed to promote self discipline and self regulation in our students and encourage them to be responsible hardworking members of the school community.

Each student has their own Learning Passport which runs from Friday to Thursday. Students can earn up to 50 points throughout the day, 10 points for each lesson for their attitude and engagement



in learning. Some students may use traffic light colours rather than numbers depending on their specific needs

The following questions are asked at the end of each lesson:

- Were you prepared and ready to learn?
- Did you demonstrate learning in the lesson?
- Did you show effort and perseverance?
- Did you make a positive impact on the learning environment?
- Can you self-assess how well you've done?

The points are used to earn Star Time on a Friday afternoon; Star Time is where the students have a choice from a number of activity clubs and access these dependent on how many points they have accrued across the week. Points are added up throughout the term and there are a number of activities planned at the end of every term on which the students can spend their points.

When a student does not earn enough points to take part in Star Time they have the opportunity to work alongside their class tutor reflecting on choices made during the week and identifying ways to put right harm and or prevent things from happening again. Certificates are awarded every Friday for the Star of the Week for each Class, Star of the Week for the School, Promotion of the Week

and Aces of the week. These students receive an award and are presented with a lanyard, displaying their photograph and the details of the award they have won. These lanyards can be worn in school for the following week.

### Phase 1

through the school and are responsible for supporting behaviour through: restorative monitoring behaviour through completing monitoring sheets considering antecedents and restorative behaviour for learning through use of the learning passports. These staff ensure a literacy across our school. These staff include all support staff, teachers, office staff and



These staff members have been informed about restorative practice during induction, whilst meeting with the student wellbeing and therapeutic support manager; through assemblies on restorative justice, specific training from Dr Belinda Hopkins (two hour INSET) and inhouse training on restorative justice provided by T Procter-Legg Headteacher (restorative trained practitioner).

## Phase 2

support workers and pastoral support workers. These staff engage in resolving conflict and restorative conversations between people in conflict. Most frequently this is between students and staff and more infrequently between staff members. These staff offer conflict resolution support with challenging conflict resolution between students, staff and staff members. Staff in phase 1 do not have the capacity to support with.



These staff members have been trained in restorative justice by Transforming Conflict, typically on Dr Belinda Hopkin's five day course. They have also engaged in all of the phase 1 restorative training and are champions for restorative justice across our school.

## Phase 3

Senior staff members who support with challenging conflict resolution between students, staff and staff members. They include staff such as the Head Teacher, members of the leadership team and the Student Wellbeing and Therapeutic Support Manager. They support with challenging conflict resolution between students, staff and staff members.

These staff members are experienced restorative practitioners and have completed extensive training with Transforming Conflict over a number of years. They may have contributed to training materials for Transforming Conflict, presented at conferences talking about restorative practice within an SEN setting and have published articles for educational professionals such as NASEN sharing best practice.

### **Therapeutic Care Team**

We employ a Therapeutic Care Team (TCT) who are central to supporting the whole school community by contributing towards a safe learning environment, making provision for students who are out of class, responding to challenging behaviour and running interventions which promote mutual respect, protective behaviours and a wide range of other social skills.

The Headteacher is the strategic lead for the TCT with the day to day running of the team managed by the Student Wellbeing and Therapeutic Support Manager. Within the team there are two roles: Pastoral Support Workers and Therapeutic Support Workers. Referrals can be made by staff and all are considered at termly referral meetings. High level referrals can be considered and actioned immediately by either the Student Wellbeing and Therapeutic Support Manager, or the Headteacher

The Student Wellbeing and Therapeutic Support Manager and the Therapeutic Support Workers are supported in their understanding of challenging behaviour through completing the Foundation

Degree in Therapeutic Care for Children and Young People. This is accredited by the University of West of England and delivered by The Mulberry Bush School. Whole staff training in this area is also sourced through the Mulberry Bush School.

## **Strategies for reinforcing positive behaviour in the classroom**

Work is suitably prepared, including differentiated work and extension tasks for those students who need it. All classrooms are set out appropriately, and all teaching materials and equipment are ready for use.

At the beginning of each academic year the class teacher, support staff and students should draw up a list of 'behaviours we like to see': these should form the basis of each class's Code of Conduct. These guidelines should be referred to regularly, both to prompt good behaviour and praise positives, including:

- Use the student's name
  - Verbal praise should be given constantly to students who are presenting the correct attitude and effort to work towards their lesson objective and appropriate social interactions
  - Regular, formative marking of work
  - Achievable targets, differentiated work
  - Making good use of the plenary, group discussion time (e.g resolving incidents).
  - Good teacher/pupil/parent relationships, contacting home when there are positive messages to give
  - Teachers and support staff supporting each other and working as an effective team.
- In and around the school
- Clear/agreed procedures which operate before school starts, at break times and lunchtimes and at the end of the day
  - Shared responsibility for the well being of all students in the school from the full staff team with positives reinforced by all and inappropriate behaviours addressed
  - Presentation and celebration of social and academic successes in assemblies
- Rewards Assembly every Friday
- Open evening for parents, end of term prize giving assembly with Parents/Carers when Governors and members of the local community are invited.



## **Lunchtimes**

We expect:

- Students to approach the hall and wait in line quietly
- Students to enter the hall and take their seats sensibly
- All meals to be consumed at the table and with good table manners using family service
- Students to behave in a respectful way to one another and the staff on duty
- A member of staff to sit with each table to support family service
- Lunchtime Procedures

Expectations for behaviour at lunch time should be high at all times. Students who present challenging behaviour at lunchtime will be supported appropriately to better understand social interaction during free association. Staff will be expected to interact with students during free association and positive play and interactions should be modelled at all times.

## **General Expectations for behaviour in school**

- Students will come to school on time, in school uniform and with a positive attitude to work.
- Only jewellery which the student council has approved which is written into our school policy

can be worn. Students will be asked to remove unsuitable jewellery.

- Students to think about how their language and behaviour affects others in school at all times
- When students enter or leave school, this will be done in a quiet and orderly fashion. • Students will walk around the school showing consideration for others. • Before school starts, and at break-times, students are expected to be in the playground or on the field. In case of wet weather they will be offered a wet break activity. • Students are permitted to bring their mobile phones into school or any small electronic device that may help them with their journey to and from school, but they should be securely locked away within the classroom. The school will not take any responsibility for any device that has not been handed in or locked away.
- Snacks may be eaten in the classroom only in wet weather.
- The students take pride in their school, and to respect the whole school including the grounds. The buildings and grounds should be treated with respect.
- Rough or potentially dangerous play will not be permitted.

Strategies for supporting students with challenging behaviour in the classroom • Remind students of expected behaviour and rewards

- Use restorative enquiry
- Model the behaviour you expect
- Describe the effects of the behaviour rather than the behaviour itself
- Positively recognise and praise those who are behaving appropriately • Use choice and consequence
- Use support staff to support the student 1:1
- Give plenty of 'take-up' time
- Move the student within classroom
- Time out within classroom (the student should have a clear understanding of this) • Using the walkie talkie system, to enlist support or the student
- Removal for a short period for reflective time and restorative intervention • Removal to the reflection room, as appropriate



- Use the Team Teach tool box

### **Meeting the individual needs of students with challenging behavioural needs**

Students with Positive Handling Plans (PHP) and Risk Assessments (RA) have specific adult led strategies identified on them and these should be referred to by all staff working with these students. A copy of all current paperwork can be found in the Staff Area of the ICT Network and hard copies are found in the staff room.

It is the responsibility of all staff to ensure that they read the current paperwork for each student. Staff teams should be actively engaged in monitoring and making amendments to PHP and RA where required.

It may be that risky behaviours are identified but a PHP or RA is not required. In this case a Positive Response Plan (PRP) should be actioned. An example of this could be for a child who does not need restrictive physical interventions; does not display challenging behaviour, but is unable to remain safe due to a lack of understanding of risk.

## **Out of Classroom**

If situations within the classroom are not resolved by the procedures outlined above it may be necessary to refer the student to a member of the Therapeutic Care Team or Senior Leadership Team (SLT). At an agreed time the student should return to their own classroom. It is important that students understand how others have been affected by their behaviour and are clear about the behaviour that will be expected when they re-enter the classroom. The students will be supported by a member of the Therapeutic Care Team if needed. If the student is in conflict with a member of staff in the class, the member of staff can be covered by the team so that they, the person involved, can work with the student to find a way forward.

Racial harassment of any kind will not be tolerated at The Iffley Academy and any incident of this nature will result in a senior leader being informed immediately. It may then be necessary to inform parents.

TCT support is available throughout the school day (through TSWs and PSWs) to support both students and adults with behaviour management, medication and emotional support. Several PSWs are class based and work alongside teaching staff and teaching assistants to ensure students have the best support and opportunities to succeed in the class setting. Other members of the pastoral support team are on call to support both proactively and reactively to the day to day needs of the school.

These staff are experienced practitioners with students with Social Emotional and Mental Health difficulties (SEMH) and Autistic Spectrum Disorder (ASD) and are Team Teach trained. They are able to use de-escalation techniques and restrictive physical interventions as necessary.

## **Staff Responsibilities**

Within the classroom the teacher has responsibility for the behaviour management of the class. The teacher should refer to the class Code of Conduct, which was drawn up by the whole class, on display in every room and maintain these standards.



All teachers have a responsibility to address challenging behaviour if this comes to their attention at any time and in any place. In serious cases of challenging behaviour or where serious harm has been done, referral should be made immediately to a member of the TCT or the Senior Leadership Team.

## **Behaviour Monitoring**

The school keeps detailed records of behaviour which are logged on a database at the end of each school week. We monitor and record a wide range of behaviours that inform us about our students and their specific SEND. These include sensory strategies used within the classroom, use of the PAT dogs and concerns such as low level self-harm.

This data informs our practice and how we deploy staff to support our students. This information is also used to share behavioural concerns with other professionals and to track positive and

negative trends of behaviour.

Monitoring sheets should be written by the member of staff that observes the behaviour. Staff will be required to record: the antecedant; the behaviour; the resolution and any specific 1:1 intervention that follows the behaviour. This process informs our practice, allows us to reflect on behaviour and reflect on how we as professionals have resolved issues within our school.