

# Tuke School Promoting Positive Behaviour Policy

Tuke School



Approved by:

Date:

Last reviewed on: 03/07/2023

Next review due by: 03/07/2023

# Tuke School Promoting Positive Behaviour Policy

## **Our Values**

### **Creativity – This means that everyone**

- Problem solves together to improve standards
- Supports creative contributions
- Encourages innovation and originality
- Champions artistry

### **Opportunity- This means that everyone**

- Helps one another to communicate effectively
- Pursues experiences to expand their interest in the world around them
- Listens, embraces difference and treats each other fairly
- Is supported to participate in school and the local community

### **Achievement – This means that everyone**

- Actively celebrates progress & success
- Has personal development to challenge and improve outcomes
- Is encouraged to take the initiative, to lead and make decisions
- Will always seek to understand new concepts and ideas

### **Positivity – This means that everyone**

- Is empowered to share, be heard, make choices and achieve
- Is welcoming, collaborative and committed to openness
- Is active, engaged, resilient and empathetic to behaviour that challenges
- Contributes to school life with high expectations and enthusiasm

## Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school – Creativity, Opportunity, Achievement and Positivity
- Provide clear and concise guidance for staff to support students positively by focussing on de-escalation.
- Provide a consistent approach to behaviour management that is adapted to support students with a range of needs.
- Define what we consider to be unacceptable behaviour and outline Clear procedures around escalating behaviour issues.
- To keep all member of our school community safe.

## Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## Roles and responsibilities

### The Governors

The governing board is responsible for:

- Reviewing this behaviour policy in conjunction with the head teacher
- Monitoring the policy's effectiveness
- Holding the head teacher to account for its implementation

## **The head teacher**

The head teacher is responsible for:

- Reviewing this policy in conjunction with the Governors
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy
- Supporting teachers and staff drafting consistent support plans to encourage positive behaviour

### **T5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents to identify any patterns in behaviour
- Drafting consistent support plans to encourage positive behaviour

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## **Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## Students

Students will be supported to:

- Understand expected standard of behaviour they should be displaying at school
  - Learn the school's key rules and routines
  - Earn rewards for meeting the behaviour standard.

## School behaviour curriculum

### School Rules

At Tuke, our School Rules are consistent with our Behaviour Policy. This has been devised in consultation with the Governors, school staff, students and parents. The rules set out positive expectations as to how we should behave in school.



Creativity	Opportunity	Achievement	Positivity
 Try New Things	 Take Turns	 Work Hard	 Be Kind
 Try again	 Share	 Communicate	 Help Each Other
 Work Together	 Include Everyone	 Challenge Myself	 Be Friendly
 Be You	 Listen	 Celebrate Each Other	 Good Choices

## Responding to behaviour

### 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged

- Display the school rules and their own classroom rules.
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines that students are supported to understand with visual timetables, now and next boards and objects of reference.
  - Communicating expectations of behaviour using visuals and clear instruction
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement and reward systems – LMAD, Motivator Bags
  - Using clear countdowns and symbol systems to prepare for transitions
  - Completing and referring to personal SPELL, Sensory and SPACE profiles where appropriate.
  - Support students to understand their own and other emotions using Zones of Regulation systems as appropriate for the student.
  - Monitoring behaviours that challenge using appropriate behaviour charts.
  - Following and drafting Consistent Behaviour Plans where appropriate.
  - Use simple language, supported by visuals and give students time to process information.
  - Follow the student charter



## Student Charter

### Creativity

Exploration, experience, Investigation

- I have the right to express myself freely.
- I have the right to access culture and the arts.
- I have the right to engage in play and interact with others.
- I have the right to make mistakes.

### Opportunity

curiosity, inclusion and diversity

- I have the right to make choices.
- I have the right to be included in discussions about me.
- I have the right to opportunities to celebrate who I am.
- I have the right to develop and share my views.

### Achievement

Celebration, pride and dedication

- I have the right to high quality teaching and learning.
  - I have the right to take my time.
- I have the right to be seen and taught as an individual.
  - I have the right to praise and reward.

### Positivity

Aspiration, trust, community

- I have the right to stable and trustworthy relationships.
  - I have the right to become the best I can be.
- I have the right to access learning in a safe, positive and stimulating environment.
- I have the right to privacy, dignity and kindness.

## Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

## Responding to good behaviour

When a student's behaviour meets or goes beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Tokens and Rewards using the Let's Make a Deal System
- Verbal praise
- Communicating praise to parents via a phone call or class dojo
- Good News assembly
- Jack Petchey Award
- Positions of responsibility, such as completing jobs or being selected as a representative on school council.

### **Responding to distressed behaviours or behaviours that challenge.**

When a student's behaviour becomes distressed or very challenging, staff will respond to restore a calm and safe learning environment. The school recognises that students' behaviour may be impacted by their special educational need or disability (SEND).

When incidents arise, we will consider them in relation to a student's SEND, although we recognise that not every behaviour incident will be connected to their SEND.

When dealing with behaviour incidents from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- The provisions set out in their EHCP must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the student concerned.

Strategies and Approaches to use to support behavior management:

- Keep calm, consider your own physical presence, and body language
- Consider the tone of voice and vocabulary you use
- Staff should always call for assistance using the key phrases from the Tuke school dictionary



# Dictionary

We say:	We Mean:
Space	a student is distressed, move or you might get hurt
Help available	Do you need help?
More help available	I am going to take the lead.
Swap	Do you need a staff swap?

- Close attention to student triggers and appropriate action can help to minimise a potential incident. Behavioural cues which may indicate that a disruptive episode may occur: - increased tension - agitation - verbal outbursts - threatening looks - behaviour change
- Where possible avoid a situation, which you know could trigger a student's behaviours.
- Where a student has a consistent support plan, be sure to consult and follow the plan.
- Listen to what the student is saying
- Use clear and simple language when addressing the student. One member of staff should give instruction / direction
- Positive re-direction into an alternative activity
  - Planned ignoring of behaviour - channel attention into another activity
- Allow time and help the students to anticipate transition time or changes

De-escalation techniques can be used to help prevent further behaviour issues arising, and staff should consider ways to remain positive when interacting with students.



All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

### Reasonable force

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

### Using Team Teach Physical Interventions

- Only use physical interventions if preventative steps are unsuccessful
- Physical interventions should be applied using the minimum amount of force and for the minimum amount of time possible
- Use only after all other forms of intervention have been tried i.e.: early intervention nonverbal/verbal calming techniques
  - "Gradient Control" - move to a less restrictive hold as soon as possible "Restrictive Techniques" ONLY employed to terminate or interrupt a truly dangerous situation where injury may occur
  - Remember physical interventions are "Defensive" techniques. They should never be used offensively
  - Excessive force in the use of restraints may constitute abuse.
- Record all uses of restraint
- Protect the individual and yourself.

### Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students and Staff are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## Exclusions Policy

The following information is taken from the DfES Revised Guidance on Exclusions from school - January 2002. This revised guidance supersedes Chapter 6 and Annex D of DFES Circular 10/99.

'The governing body and head teacher of a school are responsible for promoting good behaviour and discipline on the part of the schools' students and for securing an orderly and safe environment for students and staff. It is right that Head teachers have discretion to deal with students who are displaying challenging behaviours. Responses to such behaviours should be made in the context of the school's behaviour policy, and should encompass a range of strategies, with exclusions as one option, so that the interests of the school are reflected in the actions taken.' DfES Jan 2002

At Tuke school, students will be excluded from school for a stated fixed term period for the following reasons:

- Serious physical, sexual or verbal assault or harassment towards another student or member of staff
- When other students or staff are seriously endangered by a student exhibiting violent or aggressive behaviours.
- Health and Safety situations whereby a student may put themselves or others at risk and fail to co-operate or respond to repeated instruction.
- When, in any one day, a student's high frequency and intense challenging behaviours seriously impact on the education, safety and welfare of others.
- When a student requires three or more staff members to safely manage the behaviour, for a high proportion of any given day.

The decision to exclude a student and the period of exclusion is at the discretion of the Head teacher. Following a decision to exclude a student the Head teacher will inform the parent as soon as possible and confirm the details in writing. There will be exceptional circumstances where, in the head teacher's judgement, it might be appropriate to permanently exclude a student for a first or one off offence. In this instance the Head teacher will follow the guidelines and procedures set out in 'Guidance on Exclusion from schools' circular 10/99, revised and amended publications in 2000, 2001 and 2002.

## Creating and Using Consistent Support Plans

- Staff should be recording any incidents of behaviours that challenge or distressed behaviours using the STAR method to identify triggers for specific behaviours.
- The data from these records should be used to consider appropriate ways to reduced challenging or distressed behaviours and how to best support the student in times of distress.
- Consistent support plans should be trailed by the whole team and implemented for two weeks

- Staff can then meet with SLT to formalise the Consistent support plan and decide a date for review of the plan.
- Consistent support plan is shared with parents
- Consistent support plan is shared with the whole school staff team.
- The plan is then implemented consistently and reviewed on the agreed date, unless it needs to be reviewed earlier.

## Student transition

### Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

## Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the students at the school
- How SEND and mental health needs impact behaviour
- Using visual timetables, now and next boards and objects of reference.
- Supporting students to use communication tools.
- Using positive reinforcement and reward systems – LMAD, Motivator Bags, Star Charts
- How to use SPELL, Sensory and SPACE profiles to support students.
- Using Zones of Regulation system
- Interacting positively with students.

Behaviour management will also form part of continuing professional development.

## Monitoring arrangements

### Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every 6 months by the behaviour lead.

The data will be analysed from a variety of perspectives including:

- At school level

- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristics

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

### **Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and Governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the head teacher.

### **Links with other policies**

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Bullying policy

# SPELL Profile

Updated:

Student name	Increase	Review	Decrease	Introduce	Make	How to implement
<b>Structure</b> <i>Helping students to predict events</i>						•
<b>Positive Approaches</b> <i>Helping students to achieve their potential</i>						•
<b>Empathy</b> <i>Helping us to see our students point of view</i>						•
<b>Low Arousal</b> <i>Promoting good stress and avoiding bad</i>						•
<b>Links</b> <i>Helping us to be consistent</i>						•

<b>Tuke School :Behaviour recording format</b>	
Name of student	

Description of behaviour

<b>Date</b>	<b>Time</b>	<b>Setting Location/Activity/lesson</b>	<b>Trigger</b>	<b>Action (Behaviour)</b>	<b>Result</b>	<b>Comment</b>

Sensory Profile			Updated:
Sense	Over responsive	Under responsive	Sensory seeking
Sight Visual			
Sound Auditory			
Taste Gustatory			
Smell Olfactory			
Touch Tactile			
Pressure Proprioceptive			
Movement & balance Vestibular			



Consistent Support Plan		Updated:
Behaviour exhibited	Prevention	Consistent handling response

<b>SPACE</b>	<b>Increase</b>	<b>Decrease</b>	<b>Introduce</b>	<b>Essential provision</b>	<b>Professional support/links</b>	<b>Make/provide</b>	<b>How to implement</b>
<b>Sensory</b> <i>enhancing the senses</i>							
<b>Partnerships</b> <i>Help our students to make connections with others</i>							
<b>Access to learning</b> <i>Promote positive interventions</i>							
<b>Communication</b> <i>Help our students to predict events, be responsive, be a communicative partner</i>							
<b>Energy</b> <i>Maintaining physical skills, be mobile and healthy</i>							

**To be completed by staff member who saw or was involved in incident/accident: Please print double sided.**

<b>Date of Incident:</b>	<b>Time of incident:</b>
<b>Location of incident</b>	
<b>Details of incident, those involved and the any specific issues that contributed. Please complete physical intervention form overleaf if necessary.</b>	
<b>Detail of injuries sustained, and first aid administered if necessary</b>	
<b>Reported to Senior leader (name):</b>	
<b>Date:</b>	<b>Time:</b>
<b>Person completing form:</b>	<b>Signature:</b>
<b>Job Title:</b>	<b>Date:</b>

<b>Investigation by senior leader</b>	
Are details on form correct and accurate?	Is there a risk assessment?
<b>Details of investigation (cause, level of supervision, control measures, defects, safe system of work etc.)</b>	
<b>Actions</b>	
<b>Does the incident need to be recorded on Assure? (fall from a height, manual handling, slip/ trip/ fall, struck by vehicle, contact with hot surfaces/ electrical items, near misses, target of intentional assault)</b>	
<b>Name</b>	<b>Signature</b>
<b>Job Title</b>	<b>Date:</b>

Physical Handling form  
Student name:

If you use a physical handling strategy with an individual student, you must record it on this form.  
Please do so Before 3pm in order for a letter to go home to parents and carers.

Date of Incident		
Time of Handling		
Duration of intervention		
Location of intervention		
<b>Briefly describe the behaviours that resulted in the physical Handling.</b>		
<b>Strategies used where possible before physical handling took place.</b>  Given time, Distraction, Praise, State Alternative/Consequences,  Talk calmly Reassure/remind,  Partial compliance, repeat request, give a count, instruct other students, stimulus removed.		
<b>Why was the intervention used? (write number)</b>  1 To prevent a behaviour escalating  2 To prevent injuries to others  3 To prevent self-injury  4 To prevent damage to property		
<b>Please indicate relevant handling strategies used</b>  One or two persons?  Friendly hold,  Single elbow,  Figure of four,  Single person double elbow,  Disengagement		
<b>Was the intervention</b>  Standing  Escort to outside  To chairs		
Was a health and safety/accident form required and completed?  <b>YES / NO</b>	<b>What was the nature of the accident or injury?</b>	

<b>Staff involved in the Handling intervention</b>		
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Staff member completing form Name:.....Signature.....

SLT Name:.....Signature.....

(SLT) Tick:     Letter home                       Added to database