



Positive Behaviour Policy

Adopted Date: 01/09/2023

Review Date: 01/09/2024

Equality and Inclusion Statement:

We include our equality statement in the beginning of all policies to emphasise our commitment to equality and inclusion.

At Apex Specialist Education we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We provide an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010 and Special Educational Needs and Disability Code of Practice 2014.

At Apex Specialist Education, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

In line with the public sector equality duty (PSED) standards, Apex Specialist Education will have due regard to the need to:

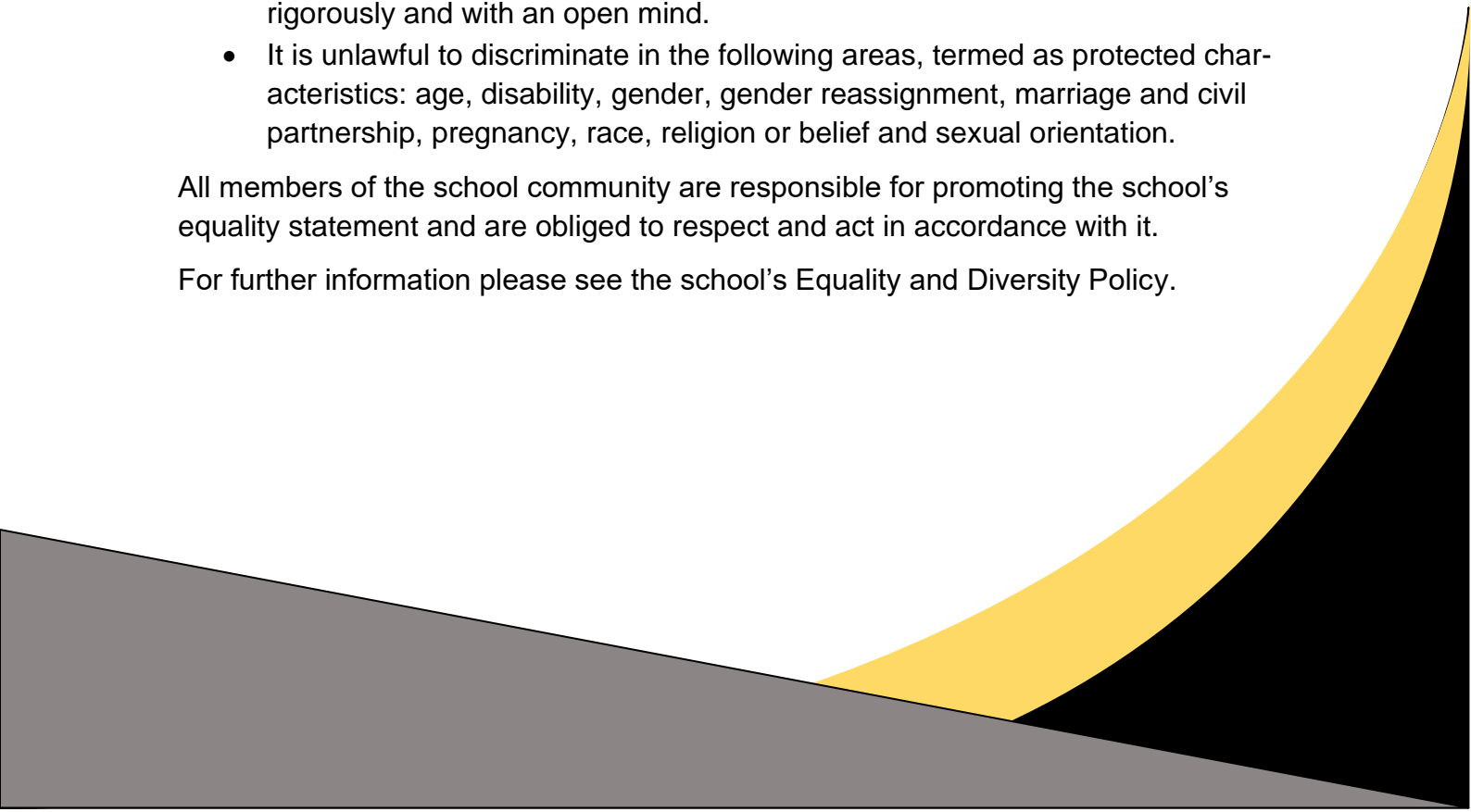
- Eliminate discrimination.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

In practice, due regard means that the governing board and the leadership team will:

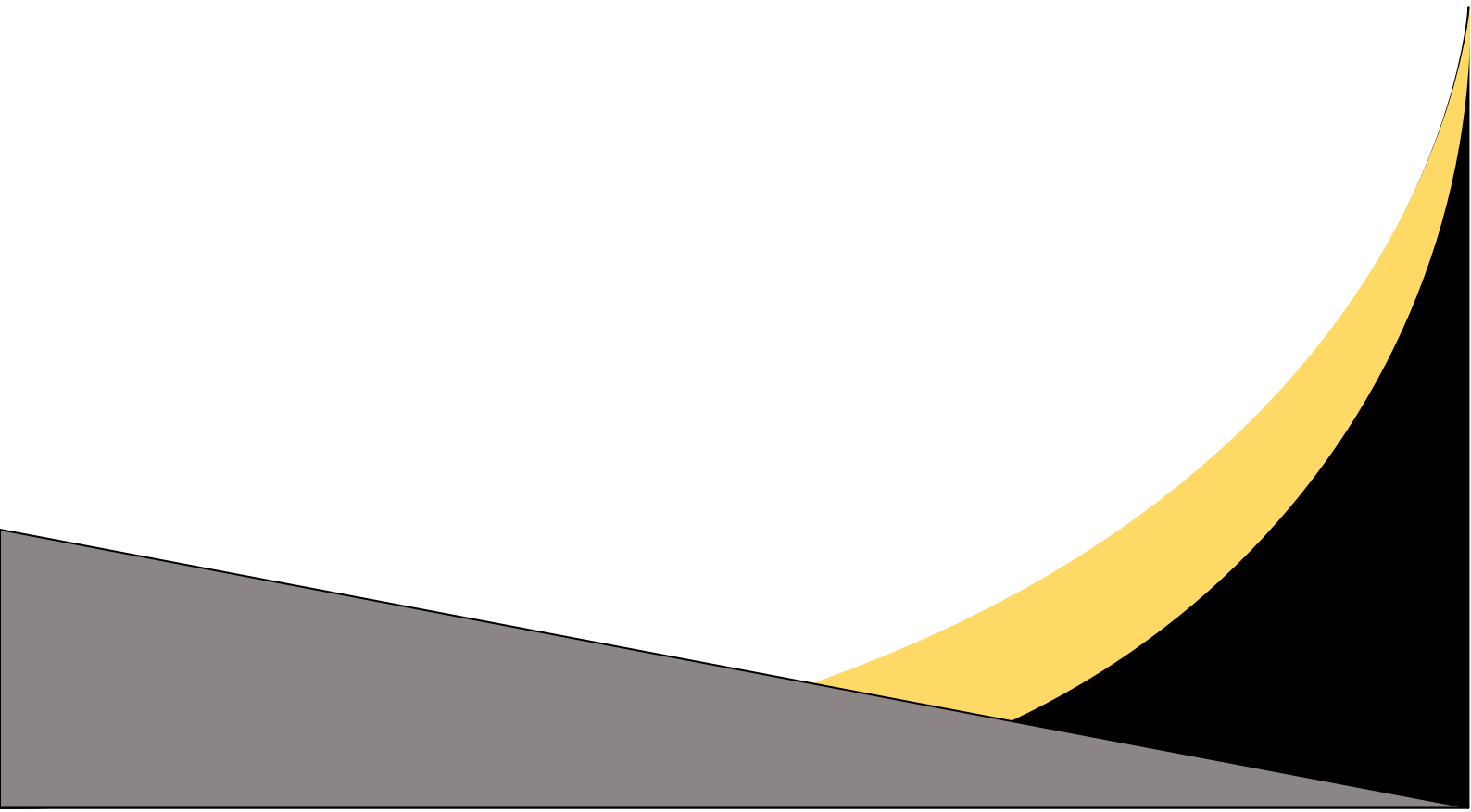
- Be aware of the duty to have due regard when making decisions or taking action and will assess whether it may have implications for people with particular protected characteristics.
- Consider equality implications before and at the time that they develop policies and take decisions, not as an afterthought and keep them under review on a continuing basis.
- Integrate PSED into the implementation of all school functions and ensure that the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind.
- It is unlawful to discriminate in the following areas, termed as protected characteristics: age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief and sexual orientation.

All members of the school community are responsible for promoting the school's equality statement and are obliged to respect and act in accordance with it.

For further information please see the school's Equality and Diversity Policy.



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1. Introduction

Healey Learning Centre delivers education and support according to the individual needs of the pupil in a safe, positive and predictable environment. Some pupils may display challenging behaviour as a result of their difficulties with communication, understanding or social skills.

Our focus on support, and acceptance allows each young person to develop as an independent individual, equipped with the knowledge, experience and life skills to look to the future with increased confidence and aspiration.

Our supportive staff team is central to everything we do – the dedicated and passionate teaching, pastoral and therapeutic professionals, who combine to create a unique and inspirational environment for every child. Their commitment and ability to genuinely connect with each child allows us to achieve long lasting outcomes and fulfil the ambitions of our children and young people.

We go the 'extra mile' for all of our children and young people to ensure that their time at Apex Specialist Education gives them the foundations and sufficient ambitions to achieve in their futures, and create their own story of success.

Approaches to behaviour are entirely dependent on the prevailing culture of the school, and it is therefore critical that practice related to behaviour is inclusive and person-centred. We believe that positive behaviour support (PBS) represents an ethically compatible approach to addressing pupil behaviour within the context of our school. PBS approaches are based on a set of overarching values, which include the commitment to providing support which promotes inclusion, choice, participation and equality of opportunity.

We believe that all behaviour relates to having needs met; i.e. that it is functional and serves an identifiable purpose. Some of our pupils display challenging behaviour as a response to a complex range of needs, including those associated with their learning difficulties and disabilities. These problems may be compounded by additional difficulties associated with developmental trauma, mental health issues, social deprivation and complex medical conditions requiring strategies which are informed by an extensive understanding of challenging behaviour.

It is our aim that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school's behaviour strategy is designed to support us in promoting the overall quality of life of pupils and staff, and an environment in which everyone feels happy, safe and secure.

This policy outlines the behaviour we expect from all our pupils, staff and visitors to the school. It extends to all members of our school community and is written in line with current legislation, guidance and best practice. Positive behaviour and self-

discipline have strong links to effective learning, and are vital for pupils during and beyond their school years.

2. Aims

We believe that all pupils should be aware of the standards of behaviour that are expected of them in our community, and that they should be supported to take responsibility for both adhering to and promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school, built on trust and understanding. Through the use of this policy we aim to support all of our pupils in developing a high level of social awareness and tolerance. Our aim is to ensure that all our pupils leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

Healey Learning Centre is dedicated to ensuring that our school environment supports learning and the well-being of pupils and staff through a strong sense of community. Cooperation, support, and respect are the foundations of our ethos and we work hard to provide a school where pupils feel included in every aspect of school life, and comfortable to voice their opinions.

Our school is committed to supporting all pupils to:

- Achieve their full potential.
- Acquire the knowledge and skills relevant to life in a demanding, fast changing world.
- Develop as confident learners, able to take risks within a safe environment.
- Are curious, ambitious and take pride in their achievements.
- Achieve high standards in all they do.
- Develop as self-motivated independent and collaborative learners.
- Value and care for themselves and others in our community.
- Understand their rights and responsibilities as citizens.
- Enjoy what they do and have fun.

To achieve these aims, our school will provide:

- A happy, healthy, safe and secure environment.
- High quality teaching with individualised support.
- An exciting curriculum, which is delivered based on the needs and interests of pupils, providing first-hand practical experiences.

- A stimulating, evolving inspirational environment.
- A professional, skilled, highly-motivated staff team.
- School leadership focussed on continuous improvement.
- Opportunities for parents and carers to play an active, supportive part in their child's education.
- Opportunities outside the classroom, and the chance to extend our close links with the local community.

To compliment this; specifically, this policy aims to detail the boundaries of acceptable and unacceptable behaviour, describe rewards and sanctions, or consequences used by the school, and to determine how they will be fairly and consistently applied, whilst taking into account the individual needs of pupils.

In order to implement this policy, the school will:

- Make clear its expectations of positive behaviour through assemblies, lessons, School Council meetings and in published documents;
- Reward achievements, awarding house/form/class points, stickers, certificates;
- Treat every member of the community as individuals and respect their rights, values and beliefs;
- Create a zero tolerance environment against all instances of bullying or discrimination;
- Provide positive examples for modelling behaviour;
- Promote good relationships and a sense of belonging to the community;
- Intervene early to challenge undesirable behaviour;
- Be consistent when dealing with unacceptable behaviour.

3. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

4. Standards of behaviour

Healey Learning Centre understands that the first step to modelling positive behaviour is to lead by example. This means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally.

We work hard to ensure that expectations and standards are clear and consistent across the school. Expected boundaries, positive rewards and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account special educational needs and disabilities (SEND) as well as the additional challenges that many pupils may face.

Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

We work closely with parents and carers to help them to understand their children's needs, and the resulting behaviour. We believe that in conjunction with consistent boundaries and reliable support systems, praise, and rewards for positive behaviour are an important part of building an effective learning community.

We discuss positive behaviour and behaviours of concern with parents and carers regularly. We encourage parents/ carers to communicate with the school if they have concerns about their child's behaviour, and we try to support parents when they need it. We promote positive behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are displayed in classrooms and around the school.

Staff are a constant presence around the school, before and after school, between lessons, during break and lunch time, to supervise and support pupils to use the school premises respectfully and behave as expected.

We recognise that when individual pupils engage in persistent disruptive behaviour this can indicate an unmet need. If such needs are identified we will do our best to ensure that the pupil receives appropriate support. Some pupils may require individualised or additional support to take full advantage of the educational opportunities available to all pupils. An escalating Individual Positive Behaviour Support Plan (PBS plan') will be used for pupils displaying challenging behaviours.

Advice will be sought from our multi-disciplinary team, clinical experts, and external agencies where necessary to support us to put in place appropriate support strategies.

Please read our Special Educational Needs Policy.

The school will take all reasonable measures to ensure the safety and well-being of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills.

Please read our Anti-bullying Policy.

5. Expectation of pupils

We expect and support everyone to show respect to one another, whether pupils, staff or visitors. Pupils are ambassadors for our school even when off school premises, and we expect them to act accordingly. Within the context of their identified needs they are expected to follow school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes.

The school asks that pupils carefully read and then sign our home-school agreement to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour within the context of their identified needs.

Incidents of bullying, denigration, or bringing intentional harm to other pupils or staff will not be tolerated.

Under no circumstances will illegal or inappropriate items be brought into school, and all pupils will respect and look after the school premises and environment. Mobile phones are expected to be handed in daily, and returned at the end of the day; any illegal/inappropriate items will be confiscated and either returned to a parent/carer, or passed on to a third party agency (such as police).

The following behaviour is regarded inappropriate and may result in actions and possible suspension, these decisions will be made taking into account the individual

needs of the pupil. For more information on suspensions, ***please refer to our Suspensions Policy.***

Behaviours that we regard as inappropriate include:

- verbal abuse to pupils, staff or others;
- physical /attack on pupils, staff or others;
- sexual assault of staff or other adults
- child-on-child sexual violence and sexual harassment
- inappropriate online behaviour, including language, soliciting or sharing inappropriate material, images or videos
- indecent behaviour
- damage to property
- possession, use or distribution of alcohol, cigarettes, illegal drugs or substances;
- theft
- serious actual or threatened violence against pupils, staff or others
- possession or use of an offensive weapon
- arson
- repeat incidences of unacceptable behaviour.

In respect of any behaviour where a child has suffered or is likely to suffer harm, we will follow ***our Child Protection Policy***

6. Role of parents and carers

Parents and carers play a big part in ensuring that their children are ready to learn, and are aware of the behaviours expected of them when in school. We ask that parents agree to our **home-school agreement** to indicate that they will respect and support our Behaviour Policy and the authority of the school staff. Building school life into a child's natural routine, by ensuring that your child is at school on time, appropriately dressed, rested, and equipped will encourage your child to adhere to school rules and procedures.

We ask parents and carers to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying challenging behaviour. We ask that parents be prepared to attend meetings at the school with staff or the Head Teacher to discuss their child's behaviour and to adhere to any agreements put in place.

In the case of suspensions, we remind parents and carers that it is their duty to provide supervision for their child during the time that they are suspended from school, support their child with work sent home by the school and to attend a reintegration meeting at the school with their child as required.

7. School rules

- Attend school regularly and be on time.
- Hand in mobile phones, and not bring any inappropriate/illegal items into school at any time.
- Be polite and respectful at all times, to other pupils, staff, visitors and members of the public.
- Be considerate of your peers and the extended community.
- Rude, derogatory, racist, homophobic, misogynistic, sexist or offensive language will not be tolerated.
- Walk (not run) through hallways and corridors.
- Speak (not shout) during lessons in hallways or in public places.
- Take care of the school building and environment; keep it tidy, litter and damage free.
- Follow staff requests.

The following items are prohibited in our school:

- Alcohol and drugs including psychoactive substances*
- E-cigarettes, cigarettes, matches, lighters or smoking paraphernalia
- Weapons of any kind
- Material that is inappropriate or illegal for children to have; such as racist, homophobic, misogynistic, sexist or pornographic material
- Gambling paraphernalia; gambling is not allowed on school property.

Any article that a member of staff reasonably suspects has been, or is likely to be used to

- Commit an offence
- Cause personal injury to, or damage to property of any person (including a pupil)

The following items are banned in our school :

- psychoactive substances*
- E-cigarettes, matches, lighters or smoking paraphernalia
- Vapes and vape liquids
- Material that is inappropriate or illegal for children to have; such as racist, homophobic, misogynistic, sexist or pornographic material

- Any items that could be used for gambling purposes, including mobile phones or mobile devices; gambling is not allowed on school property.

For more guidance, ***please refer to the *Substance Misuse Policy.***

8. Anti-bullying (please refer to our Anti-Bullying Policy)

In our provision, we strive to create a happy, safe and caring learning environment where everyone feels safe. All cases of bullying are serious and any behaviour that adversely affects the well-being of another will not be tolerated.

Bullying will not be tolerated. Our school is a 'telling school' where staff will work with both victim and bully to provide support and address bullying.

We embrace our legal responsibility to prevent and tackle bullying. Our Anti-Bullying and Behaviour Policies are in place and available on our website and from the school office. We are also proud members of the Anti-Bullying Alliance.

We follow anti-discrimination law and comply with the Equality Duty (The Equality Act 2010) which has three aims:

- i. eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- ii. advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- iii. foster good relations between people who share a protected characteristic and people who do not share it.

Our staff have a duty to prevent discrimination, harassment and victimisation within the school.

It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in sanctions or disciplinary action. ***Please refer to our Anti-Bullying Policy.***

9. Rewards and celebration

Our school believes that it is important to encourage and recognise good conduct throughout the school by celebrating and rewarding positive behaviour. This will include a school reward system to praise pupils for positive actions, stimulating a voluntary and progressive improvement in their behaviour and increasing their motivation towards the achievement of academic objectives.

At our school we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below:

- Verbal praise
- Postcards
- Celebration of achievements
- Displays
- Handover documentation
- Friday reward activities

Pupils are scored for each period of the day (lessons, and social time included); receiving either a 'Met', 'Unmet', or 'Challenging' score; this is based on their conduct and engagement within lesson. 2+ 'unmet' a day = an unmet day. 1 'Challenging' period = challenging day. Pupils who receive 2 or more unmet or challenging days in a week will be eligible for bronze, pupils with 1+ unmet will be eligible for silver, and pupils with 5 met will be eligible for gold.

Additionally, we use whole form incentives through our 'you have been spotted' initiative. You have been spotted cards are issued for positive behaviour and conduct; these are collected daily and contribute towards a trip when a figure is hit. This could be a half-day, and eventually full day activity for a whole class. This provides pupils with the opportunity to collectively demonstrated positive behaviours whilst working towards a positive group outcome.

10. Pupil Support

We aim to support all of our pupils to ensure that every child succeeds during their time at Healey Learning Centre. Where it becomes clear that a pupil is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. These include:

- Individual support plans;
- The allocation of a personal Key Worker or learning mentor;
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group;
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour;
- Alternative curriculum provision;
- Reduced timetable (for a brief period of time and regularly reviewed)
- Referral for additional internal or external support, including Educational Psychologists, Mental Health Worker, Safeguarding, Behaviour, and SENCO.

11. Sanctions and Consequences

The school operates a range of appropriate sanctions which are adapted according to the severity and frequency of the behaviour and the individual needs of each pupil. This is in line with Section 91 of the Education and Inspections Act 2006, which sets out the statutory power for teachers and certain other staff to discipline pupils.

At the lowest level, staff might find opportunities for reflection, e.g. at break time, during which the behaviour is discussed and strategies for improvement identified. Staff may use opportunities to undertake restorative work so that pupils can try to 'put something right' when things have gone wrong with others. Staff are able to set after school detentions should the behaviour be at an appropriate level of severity or frequency.

Further sanctions and consequences can include a short period 'out of programme', with an alternative timetable. In the most serious cases, the Head Teacher might issue as a last resort, a suspension.

Apex Specialist Education does not permit: corporal punishment; deprivation of food, drink, medication, or sleep.

12. Searching and Confiscation

It is our first priority to ensure that pupils are in a safe and secure environment in school. Any items that may jeopardise safety will be taken from pupils without notice.

Following guidance set out by the Education and Inspections Act 2006 and Searching, Screening, and Confiscation – Advice for Schools (July 2022), staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal, or banned by the school.

All pupils will be expected to go through a non-physical contact screening process on arrival to school. Same-sex staff will use a handheld metal detector to briefly screen for offensive/dangerous/illegal items. If suspected the pupil will be asked to hand-in the prohibited item. Failure to abide by screening, can result in disciplinary procedures.

Prohibited items that can be searched for without consent include, but are not restricted to:

- knives or weapons; alcohol; illegal drugs; psychoactive substances (formerly known as 'legal highs'); stolen items; e-cigarettes, tobacco, smoking paraphernalia; fireworks; pornographic images;

- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - to commit an offence;
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

The Head teacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (see the list below) or any other item that the school rules identify as an item that may be searched for (see list of banned items earlier in this document) .

Prohibited items that can be searched for without consent;

- knives or weapons;
- alcohol; illegal drugs;
- stolen items;
- tobacco
- fireworks;
- pornographic images;
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence;
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

Where we need to conduct a search for a prohibited item, the head teacher will authorise this. The head teacher can authorise the member of staff to search for specific prohibited or banned items or all items set out in the this behaviour policy. It will be explained to the pupil what is being searched for and the reason for the search. Where the pupil does not agree to be searched, our school will consider the use of a sanction or where necessary the use of reasonable force. The use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. Any cigarettes or e-cigarettes confiscated in school will be destroyed.

Where a search for a prohibited item has been conducted, the DSL will be informed and this will be recorded on the IMS by the person conducting the search

Where a search for a prohibited and/or banned items has been undertaken **search record (Appendix 1)** will be completed and uploaded to the safeguarding concern by the person who conducted the search .

13. Physical intervention and use of force

All staff receive comprehensive training in positive behaviour support, including de-escalation and physical intervention. In order to maintain the safety and welfare of all our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. Section 93 of the Education and Inspections Act 2006 enables all school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

1. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
2. causing personal injury to, or damage to the property of, any pupil (including him or herself);
3. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise. This means that where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class.

The school does not encourage the use of force and it will be used only in special circumstances as a last resort. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school are fully trained in PRICE, and have the authority to use force when reasonable. This extends to persons whom the Head Teacher has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils off the school premises, e.g. on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents or carers and pupils and staff will be offered a de-brief. Force will **never** be used as a punishment. Such serious incidents involving the use of force will also be recorded by the school.

14. Off-site conduct

We care about our school's reputation and believe that staff and pupils are ambassadors for the school. We promote community cohesion and try to play a positive role in our local and wider community.

Inappropriate behaviour off school site is not acceptable and could result in sanctions. Any such behaviours will be addressed by the School including on the way to or from school, or near the school premises. This applies to pupils who do not follow expectations for their conduct during work experience, school trips, extended school activities e.g. sports events, or any event where inappropriate behaviour might jeopardise the future chances of pupils participating.

The school will take into consideration the severity and impact of the behaviour and also the extent to which the reputation of the school has been affected.

15. Compliments and Complaints

We welcome feedback, whether positive or about improvements we should consider making. Sometimes we do not get things right and our school has a standard complaints procedure. In the first instance, we encourage parents to take any complaints or concerns to a staff member or to the Head Teacher who will do everything in their power to help resolve any issue swiftly and effectively. For details of the full complaints procedure, please **refer to our School Complaints Policy**.

The policy is available on our website and also from the school office upon request. For information about how to complain or challenge suspensions, please refer to the school **Suspensions Policy**.

