Positive Behaviour Policy

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1. Rationale

At Educ8academy we strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. It is the belief that every child should be given Unconditional Positive Regard. Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively. The aims, ethos and values are outlined in this policy.

Additionally, this policy considers:

Legislation enacted by the Education Act 2011 which reinforces, supersedes, and replaces previous guidance in relation to:

Education and Inspections Act (2006) Section 93

Education Act (2002)

Equality Act (2010)

At Educ8academy our aim is to support young people, with particular focus on helping them with understanding their behaviour and how that can change over time. It is recognised that this may take some time, but more importantly, for this to happen, an enquiry approach is necessary to fully understand the behaviour and child. Staff need to understand the children and young people that attend and get to know them on many levels; it is necessary to identify and understand insecure attachments, effects of trauma and SEND to maximise positive steps and positive outcomes. For staff to successfully achieve this, assessment models such as Strengths and Difficulties Questionnaire and Every Child Matters (ECM) are used to create individual learning plans, pastoral targets and inform best practice.

Furthermore, it is recognised that to fully meet the needs of young people, of which many present with complex needs, it is a necessity that the school is attuned, attachment friendly and nurturing (Wall; 2018).

It is integral that work is carried out to co-regulate behaviours, but also to provide the skills for young people to identify their own need and to educate them and upskill them to self-regulate and allow for positive changes.

Work is carried out with parents and carers, to understand the needs of the child or young person, and difficulties, as well their personal experiences and to help and provide support for them so that any unmet needs away from the school can be achieved. Through safeguarding and parent liaison and with teaching and support staff, relationships with pupils and parents are informed to provide the wraparound care necessary to allow pupils to succeed.

To support long term behaviour change we deliver sessions that include, but are not restricted to:

- Enrichment to build self esteem
- Sensory regulation exercises
- Key worker / mentoring time

- Relaxation / Yoga / Mindfulness

- Sports interventions

2. Choice and consequences

At Educ8academy, we promote fairness and restorative principles and are child centred and inclusive. We have an approach which is built around positive relationships between staff and young people as well as pupils and peers. Additionally, we aim to enable all young people to have the ability to understand their own behaviour, to self-regulate and build positive relationships within and out of Educ8academy.

Consequently, pupils at Educ8academy have the right to:

- Unconditional Positive Regard
- Recognise their unique identity and their needs considered.
- Be treated with respect and dignity, as well as being a valued member of the learning community.
- Learn and achieve in a safe environment.
- Be protected from harm, violence, assault and acts of verbal abuse.
- High expectations from staff and that they ALL matter equally.
- Learn to understand their own behaviours.
- Learn how to apply restorative principles in their life.

Moreover, Educ8academy endeavours to ensure that:

- Parents, carers, staff, and young people are positive about behaviour and safety.
- Parents are supported to use positive strategies with their child in responses to negative behaviour.
- Young people value the learning environment and wish to contribute to safe, calm, and positive learning unit.
- Young people show engagement, respect, courtesy, and collaboration over time, in and out of lessons regardless of starting point.
- Instances of bullying are rare, and pupils are acutely aware of the many different types of bullying outlined within the anti-bullying policy. They try to actively prevent any form of bullying and through positive behaviours show acts of kindness and care.
- Behaviour for Learning improves over time and attitudes help to maximise outcomes (Ellis and Tod; 2009).
- All young people feel safe at school, always and are aware of what constitutes safe and unsafe, they can identify the situation and maintain the safety of themselves and their peers.
- High quality first teaching and support from highly trained staff meets the needs of all individuals; interventions are timely and appropriate to allow pupils to prosper and flourish.

3. Underpinning values and ethos

At Educ8academy we aim to meet the complex needs of our young people through:

- The provision of a predictable and safe environment, explicitly founded on nurture and attachment principles that promotes security through consistent routines and clear boundaries.
- An unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour.

- The application of Unconditional Positive Regard for all young people, acknowledging and addressing any inappropriate behaviours which may arise by attuning to the young people and their need and working with them on strategies.
- All inappropriate behaviour is an expression of an unmet need – all staff seek to understand what the behaviour need is and working with the child, introduce strategies to support.
- The provision of an appropriate learning curriculum with carefully planned learning opportunities including the development of social and emotional aspects of learning.
- The confident and consistent employment of warmth, banter, and trust to support and engage young people by connecting in a congruent and caring way.

4. Relationships, Structure and Routine

The young people who attend Educ8academy have often suffered trauma and many have insecure attachments, they have often experienced a fragmented school life which makes relationship building and following organised structure a challenge. It is, however, important to provide those things to help them remain and feel safe, safe from harm and safe to make mistakes to progress. Positive relationships between young people and staff are essential to reach milestones and beyond.

Educ8academy use Restorative Approaches to ensure that the running of the provision is smooth and young people learn, are engaged and progress. There is a need for rules to keep boundaries firm but fair.

- Rules are more effective when adults have formed positive relationships with young people and can be used to reinforce and develop the desired behaviours.
- Expectations are clear. Teachers will be responsible in developing these to keep everyone safe, that teaching, and learning is successful and young people enjoy and achieve.
- Through Unconditional Positive Regard the environment remains safe, learning is at the forefront of what Educ8academy does and through understanding of Maslow's Hierarchy of Needs (1943), needs are met for this to happen.
- Structure will remain throughout the school day, from arrival until young people leave the premises.

5. Rewarding positive behaviour

We believe that with consistency:

- Behaviour which leads to rewarding consequences are more likely to be repeated. ● ALL staff are responsible and actively involved in rewarding positive behaviour.
- Achievements, success, and positive behaviour both in and out of school are supported and celebrated.
- Rewards used across Educ8academy are varied and reflect the individual young person and class.

Informal rewards are used and embedded into the fabric of Educ8academy, they are proven to be effective and achieve the desired effect (Kohn; 1999), they may include:

- Smiles, positive eye contact and gestures.
- Targeted praise statements, at a group and or individual.
- Spontaneous peer group praise.
- Phone calls, post cards and or other forms of communication with parents/carers.

- Written comments in books.
- Additional responsibilities.
- Positive praise.

Additionally, more formal rewards, which may be targeted or individualised can and will be used, responding to the age and need of the young person or peer group. Examples of this include certificates, off site activity or an agreed reward with staff and pupil.

6. Restorative Approaches

Staff intervention to support the regulation of behaviour is based on a young person's level of development and understanding, research shows that over 70% of pupils in settings such as Educ8academy are likely to have speech, language, and communication difficulties (Owens, 2014).

Interventions necessary to help regulate and develop behaviour positively are designed using restorative principles and through Restorative Approaches. It is the belief of Educ8academy that 'interventions' which are restorative by nature are unique learning opportunities; situations where the behaviour can be highlighted and addressed allowing for positive outcomes and minimising the opportunity for those behaviours to be present further.

There are many opportunities when Restorative Approaches can be used, providing an alternative to punitive sanctions which are unlikely to 'change' the behaviour.

Furthermore, to follow with Educ8academys' ethos of Unconditional Positive Regard and to maintain the child centred approach, Restorative Approaches allow for that, taking focus away from behaviour displayed but looking at the social and emotional impact on both victim/s and perpetrator and looking beyond what is displayed, exploring antecedents, and providing an opportunity to develop skills and understanding of how to minimise the behaviour communicated. By adopting Restorative Approaches, interventions are more likely to reflect the nature of the class, group and individual. Interventions may include:

- Planned support strategies, including sensory breaks, mentoring, key workers, and calming strategies.
- Verbal and non-verbal communication to demonstrate mood, facial expressions, body language, hand gestures and so on.
- Positive reinforcement.
- Unconditional Positive Regard.
- Consistent modelling of positive behaviours and desired behaviours from all staff.
- Opportunity for young people to remove themselves from a situation If anxieties/frustration becomes increased.

At times, formal interventions are necessary, they may be implemented due consideration of any incident. It is important that context, antecedents, and pupil age are considered and may come in the form of:

- Restorative work: pupils will work with a member of staff to reflect on their behaviour, repair, using restorative practices, any relationships which may have been damaged and to complete any work missed.

Educ8academy aims to reengage pupils who may be struggling to access their learning. Pastoral support will:

- support pupils who are struggling to access learning.
- take into consideration the individual needs of each and every young person, including disabilities and vulnerabilities.
- To work alongside staff to plan and prepare Personal Learning Plans.

7. De-escalation

At Educ8academy we strive to create a safe and enriching learning environment. We aim to promote positive behaviours and minimise the risk of incidents which may require interventions. On some occasions, behaviour displayed can be challenging and pose a threat to the safety of the pupil, peers and or staff. Educ8academy staff will contact mainstream school if it is felt that the behaviour of the pupil is deemed unsafe for the Educ8academy learning environment.

8. Parent support systems

We believe that parents/carers should be involved and play a key role in the education of our young people. Educ8academy will strive to build positive relationships with parents/carers and show them the same Unconditional Positive Regard. Positive relationships with parents/carers allow for successful transition planning, opportunities to develop positive behaviours both in and out of school and impact positively on learning

If parents/carers believe that measures contained within this policy are unjust or unfair, they can lodge a formal complaint through the school's Complaints Procedure.

9. Support systems for young people

In addition to regular teaching and learning about positive behaviour and regular attendance underpinned by a nurture approach, Educ8academy provides the following support to young people:

- Liaison with parents/carers, previous schools, outside agencies and services.
- Regular pastoral reviews to identify young people most at risk, included as part of any regular academic progress reviews.
- The delivery of an exciting and innovative curriculum
- Regular contact with parents to inform them of progress being made by their child and about the celebration of achievement and behavioural achievements.
- Contact with parents on the first day of any unexplained absence and discussion between the young person and staff responsible for their registration. ● Contact with parents in the early stages of an issue.
- Referrals for specialist advice from agencies linked to the school via key workers.
- Engagement/Pastoral Team support.
- Where appropriate, a Key Worker is allocated to assist with the behaviour management of identified pupils.