Physis Academy Positive Behaviour Policy

Approved by:	The Governing Board	**Date:** 28/04/2025
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“All behaviour is communication, so behind behaviour you’ll find the feelings”.

-Phillipa Perry

At Physis Academy we aim to provide a learning environment that is safe, nurturing, stimulating and built on mutual respect and supportive boundaries. We recognise that pupils learn best in a space that provides structure and routines allowing them to focus on their education, knowing that they are safeguarded and protected by the systems in place around them.

We believe in ‘Unconditional Positive Regard’ and we use our knowledge and understanding of the way children and young people develop a neurobiological regulation system in order to support them to develop their behaviour for learning.

We know that having high expectations of pupils and staff develops a sense of belonging and pride in our school and helps achieve the very best outcomes for pupils.

Our pupils at times, may be affected by other factors in their lives and we know that providing the very best pastoral support to pupils and early help to families where required can support pupils to overcome any barriers they may have to developing the very best behaviour at school and skills for the future.

Our staff understand that behaviour is communication, and we invest time in tracking and observing pupils and behaviour to identify issues and patterns, responding swiftly as appropriate.

We aim to work in partnership with the whole community to encourage and promote the appropriate behaviour of pupils both within and outside the classroom. To achieve high expectations, it is important that pupils understand and are supported in the acquisition of behaviour skills that support learning. It is understood that there is a shared responsibility within the school for the successful management of Behaviour for Learning.

Our school curriculum enables us to teach moral values and attitudes as well as knowledge and skills to promote responsible behaviour, self-awareness, self-discipline, managing feelings, self-respect and respect for other people and property.

This policy is based on advice from the Department for Education (DfE) on: Behaviour and discipline in schools The Equality Act 2010 Keeping Children Safe in Education Use of reasonable force in schools Supporting pupils 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: Section 175 of the Education Act 2002, which outlines a school’s duty to safeguard and promote the welfare of its pupils.

Roles and responsibilities:
The headteacher/DSL is responsible for:

- reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles.

The headteacher/Governing board is responsible for:

- reviewing and approving this behaviour policy.
- The headteacher will ensure that the school environment encourages positive behaviour, and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

All Staff will be responsible for:
• Implementing the behaviour policy consistently
• Modelling positive behaviour
• Providing a personalised approach to the specific behavioural needs of particular pupils linked to one page profiles
• Recording behaviour incidents on Loudwater
• The senior leadership team will support staff in responding to behaviour incidents

Parents/Carers will:
• Inform the school of any changes in circumstances that may affect their child's behaviour
• Discuss any behavioural concerns with the school promptly

Aims:
Physis Academy aims to provide a positive behaviour learning environment where pupils are helped to reach their full potential.
To achieve this, we will aim to provide:
• an atmosphere where we can all work together showing respect, care and concern for each other
• an environment where we help pupils and staff to realise high expectations of behaviour in school
• a positive ethos in school through good example set by staff, visitors and pupils

We achieve these aims by:

- working together as a team and supporting each other. We recognise that this may involve asking for help from other staff or may require staff taking time out of a situation. We think that it is important that staff recognise their limitations in these situations, and that staff accept help where appropriate.
- considering how the school organisation affects behaviour; this includes classroom organisation, lunchtime situations, transitioning between rooms etc.

- ensuring that the curriculum is appropriate to meet all pupils' needs
- implementing behaviour programmes for individual pupils where required. These will be based on the positive behaviour strategies.
- completing training around PACE, de-escalation and physical intervention

As a result of this we aim to:

- Support each individual to think, choose and act for themselves
- Prepare pupils for life beyond school as a valuable member of society

Provision:

Physis Academy recognises that pupils learn most effectively and behave appropriately when:

• they understand what is expected of them
• When they are positively encouraged, can make choices, and have ample opportunities for success
• When their environment is comfortable
• When expectations are clearly communicated
• When the use of rewards, particularly praise is encouraging to promote and maintain positive behaviour

Standards and Expectations

All staff at Physis Academy have an essential role in providing a good example to our pupils. Positive relationships between adults and pupils will highlight the importance of mutual respect, values, effective communication and being receptive for learning.
The success of our efforts will depend to an extent on our ability to foster a school community which promotes self-esteem, encourages self-discipline and self-regulation and follow personal expectations.

We aim to provide an environment in which the adults can support the pupils by:

• The quality of our relationships
• The quality of our provision
• Observation, evidence gathering and analysis so that any interventions are planned and well informed
• Working in close partnership with parents/carers, agencies etc.
• The role modelling we put in place

Rewards:

Rewards may include, but are not limited to:

- Educational visits or trips
- Off timetable enrichment activities – i.e. sports, crafts, games etc

- Headteacher awards
- Phone calls to parents/carers to share positive behaviours
- Weekly celebration assemblies

As adults we must consider the learning styles and needs of our pupils; we must also have realistic expectations about their rates of progress when learning to adapt or develop new behaviours. Mistakes are part of the learning process. We don't make a judgement about it; instead, we support individuals in developing skills in behaving appropriately. At Physis Academy we encourage staff to reflect on what may be the underlying issues that drive or trigger behaviour in individuals, and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way.

Strategies used may include:

- Using connect and re-direct
- Offering suggestions for responding to the situation in a more positive manner
- Employing PACE strategies – These are playfulness, acceptance, curiosity and empathy – the premise being that we should explore acceptance and empathy before playfulness and curiosity within the school setting.
- Using Dr Bruce Perry's 3 R's method:

Regulate: This is the first step, focusing on helping children manage their emotions and behaviours.
Relate: After regulation, the next step is to build a relational connection, engaging the emotional part of the brain.
Reason: Finally, once a child is regulated and connected, cognitive reasoning can take place, allowing for learning and reflection.

- Allowing a time out with a trusted member of staff to regulate
- Providing a settling activity at the start of a lesson following a transition
- Accessing a pastoral member of staff to support re-engagement

Sanctions

At Physis Academy, we work on a time-in versus time-out principle as a trauma informed attachment aware school. The aim of sanctions is to support pupils to repair what was affected by negative behaviours.

Examples of this are:

- Staying behind after school to catch up on missed work
- Taking part in a restoration meeting with staff that were directly implicated in the difficulties
- Taking part in a restoration meeting with peers that were directly implicated in the difficulties
- Physical repair work supporting the maintenance team

Consideration needs to be given to the difference between sanctions and a consequence e.g. if a student breaks a window a sanction would be a verbal reprimand and sent home (no learning has taken place). A consequence would be a verbal disapproval, explanations of how it might impact others under health and safety, reporting with staff member into maintenance book and help with repair and cost of window.

These behaviours have been divided into four 'levels' of behaviour. Each level carries with it a series of potential consequences to be used. It was agreed that as each situation was possibly unique and dependent on the difficulties being faced by students, a degree of flexibility and professional judgement was imperative. In any event, staff should correct inappropriate behaviour wherever and whenever possible to avoid a] the student thinking it is acceptable and b] a crisis escalating.

Level 1 Behaviours

Swearing; teasing; shouting; initial refusal to complete request.

'Containable issues' where staff feel independent action by them is appropriate (I.e. no involvement of other staff necessary) and they feel confident to take the necessary action.

At this level staff should always aim for positive solution. Behaviour at this level would be reflected in the points system and could be discussed by class teacher/home staff during handover and/or at the end of the day.

Suggested Consequences

- Verbal disapproval.
- Points not earned.
- Task completion.
- Written apology.

Suggested Strategies to support students modify their behaviour

- When it does not significantly affect classroom rights, it is best to ignore petty, attention-seeking behaviour.
- If a right to teach, learn or be safe is being significantly infringed, remind the student of the classroom rule e.g. "Jane, you know our rule for..... Please use it."
- Direct the student to appropriate behaviour.

- If a student is ever disruptive during the on-task phase of the lesson, it may be appropriate to direct her aside and ask why she is doing it.
- Remain calm, in general speak quietly and use appropriate assertion. Arguing and anger do not convince.
- Focus clearly on the behaviour which is affecting due rights and the relevant rule or right infringed.
- Expect students to comply.
- Avoid asking "Why?" questions. (Save these for discussion away from the group). Use "What?" questions instead. Ask 'What happened?' 'I am curious to know…'.
- Avoid attending to the argumentative or procrastinating secondary behaviour (pouting, arms folded and turning away, etc.)

Level 2 Behaviours

Support now appropriate - when staff feel that the behaviour warrants a more 'official' or 'formal' intervention from another member of staff. This does not mean that the behavioural issue/consequence is now simply passed on to another person to deal with, but that another person becomes involved to support the carrying out of the consequence. Examples are throwing objects, refusal to complete tasks.

If there is a positive solution, there is no need to complete significant event report sheet.

Suggested Consequences/Strategies:

Involving a chosen member of staff-

- Setting targets with an appropriate reward for achieving goal.
- Student made aware that record of incident will be kept.
- Student made aware that the Head Teacher and key teacher will be informed, and that Parent or Carers may be informed.
- Making amends.
- Task completion.

Level 3 Behaviours (Stage 1 Warning)

- Deliberate disruption including threatening language
- Absconding.
- Threatening Behaviour.
- Damage to property.
- Racism.
- Smoking on the school site.
- Student has not responded to consequences from Levels 1 and 2 and persistent inappropriate/anti-social behaviours are now present.

Suggested Consequences:

Level 3 behaviours must be supported by incident report and a Stage 1 Warning Letter that is sent to Parent or Carer. SLT responsible for contacting parents or house staff & education staff about the incident and keeping them informed.

- Strategy meeting of all relevant staff may occur with action plan.
- Meeting with student, Social Worker, LA Virtual School and Head Teacher if appropriate.
- Restricted activities.
- Use of natural consequence.
- Loss of privilege.
- Formal involvement of SLT.

Suggested Language

When you have done …… you will have/be able to……." *Not* "**If** you do ……., you will have/be able to"

Reflective Exercise

- Therapeutic crisis intervention student debriefs which is part of the incident report (sometimes completed by home staff in home environment).
- The student is encouraged/required to reflect on her behaviour.

- The aim of a 'reflection' is to diminish the possibility of a recurrence of the behaviour and support the student in aiming for a positive outcome, for example learning a new coping strategy that is pro-social.
- This will involve 1:1 time with the staff member where the behaviour occurred, together with additional staff if appropriate at the time.
- The discussion should take place as soon as reasonable after the inappropriate/anti-social behaviour occurs.
- The discussion would be better taking place in the student's own time (i.e. break or lunchtime) rather than in front of the 'audience' of the class – although realistically this might not always be possible, there should be good reasons why the discussion took place in the lesson rather than 'a quick word' during lunch break etc.
- The discussion should only take place if there is the realistic possibility of 'private' time for both student and staff member – allowing time and 'space' for discussion of what might have triggered the behaviour.
- Time taken to discuss and reflect on the behaviour should aim for a positive outcome (e.g. alternative strategies for dealing with the situation that triggered behaviour, discussion of particular anxieties that triggered the behaviour, possible difficulties with work and/or resources, possible difficulties with other students in the group).
- A debrief or meeting sheet should be kept with a copy of the significant event report.
- It is imperative that 'visual conversation' techniques are used to assist the student to process the information if this is required to support understanding.
- A plan is put in place with the young person as the result of this exercise.

Level 4 Behaviours (Stage 2 Warning)

- Serious incident that will lead to outside agency involvement.
- Head Teacher now involved due to consistently serious anti-social/inappropriate behaviour from student.
- Behaviours that are not manageable in a school environment.
- Physical attack on student or staff.
- Under the influence of illegal substances.

Suggested Consequences:

Level 4 behaviours must be supported by significant event report. The key teacher of the student must be kept informed and involved. A focus meeting must take place involving all relevant staff.

- Referred for formal meeting with SLT.
- Behaviour contract, if considered to be appropriate and likely to be effective.
- Meeting with student, Social Worker, LA Virtual School and Head Teacher if appropriate.
- Risk of fixed term exclusion made clear to student/carer/social worker.
- Potential for permanent exclusion made clear to student/carer/social worker.
- Police involvement.

Suspensions/exclusions for serious behavioural breaches that puts themselves or others at serious risk of harm. Such as bringing drugs/weapons onto site.

We may consider it inappropriate to re-instate a student who:

- Threatened or committed violence against other students or staff.
- Sold illegal drugs.
- Stole from the school or a fellow student.
- Displayed persistent and malicious disruptive behaviour, including open defiance of authority.
- Engaged in sustained bullying of other students.
- Consumed alcohol on or off the premises such that they appear intoxicated whilst in school.
- Damaged the reputation of the school/students/staff using (but not necessarily limited to) social media, email and other communication systems.
- Harasses, intimidates or threatened students/staff using (but not necessarily limited to) social media, email and other communication systems.
- Makes malicious unfounded allegations against staff or students.

Recording

A copy of all discipline letters are kept on file. The overwhelming majority of disciplinary offences are "in house" and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s) on the transfer report.

Monitoring and review.
The Proprietor along with the Governing Body will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or

earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

The local content of this policy will be subject to continuous monitoring, refinement and audit by the Head of Service.