



**Bader**  
**ACADEMY**

## Behaviour Policy

THIS DOCUMENT IS AN APPENDIX TO THE  
MAIN OVERARCHING POLICY HELD BY  
NEXUS MULTI ACADEMY TRUST

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An academy within:



## 1. Aims and Objectives

- 1.1. At Bader Academy we promote to children that school is a safe place to make mistakes. We have a strong belief that children learn from the mistakes they make and it is our job as educators to use this policy in supporting them to put right what went wrong therefore allowing learning to happen.
- 1.2. At Bader Academy we aim to meet the whole child's needs through:
  - The provision of a predictable and safe immersive environment that bases its curriculum on the nurture and wellbeing of pupils before we begin to work on academic skills;
  - The whole school having a relentless focus on positive behaviour;
  - Adopting restorative practice as a whole school team;
  - The appropriate learning curriculum which has carefully-planned learning opportunities including the development of personalised wellbeing for every individual.
- 1.3. It is through this pupil-centred and inclusive approach that pupils will learn to understand, manage and improve their own behaviour, and to build positive relationships with adults and other pupils.
- 1.4. Consequently, all pupils at Bader Academy have the right to:
  - Recognition of their unique identity and individual consideration of their needs;
  - Be treated with respect and dignity and feel valued members of the learning community;
  - Learn and work in a safe environment;
  - Be protected from harm, violence, assault and acts of verbal abuse.
- 1.5. Furthermore, Bader Academy strives to ensure that:
  - Parents, carers, staff and pupils are highly positive about behaviour and safety;
  - Pupils make an exceptional contribution to a safe, calm, orderly and positive learning environment;
  - Pupils show very high levels of engagement, respect, courtesy, collaboration and cooperation in and out of lessons;
  - Pupils have excellent, enthusiastic attitudes to learning;
  - Pupils are adept at managing their own behaviour, supported by systematic, consistently applied behaviour management approaches;
  - Instances of all types of bullying are extremely rare, and that pupils are acutely aware of different forms of bullying and actively try to prevent it from occurring;

- All pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.

## 2. Rules and Routines

- 2.1. Rules are more effective when they are positively framed and used to reinforce and develop desired behaviours.
- 2.2. They learn that all children and adults will endeavour to always show RESPECT, HAVE A POSITIVE ATTITUDE and SHOW COURAGE.
- 2.3. Teachers will be responsible for developing class rules in conjunction with their pupils, making it clear to pupils what is expected in their learning environment. We will use an approach that insists on restorative practise as a basis to behaviour management;
- 2.4. The provision of a safe and predictable learning environment is paramount and all staff are expected to provide clear and regular routines that support the implementation of rules and ensure Maslow's Hierarchy of Needs are met;
- 2.5. Pupils need to be familiar with the expectations of staff regarding their behaviour. Therefore, consistency and the regular maintenance of high standards is highly important;
- 2.6. Routines are expected to be in place for pupils on arrival at school and throughout the entire day - including lunch – until they leave the premises.
- 2.7. All pupils need to be aware of the rules and routines and the consequences of meeting or transgressing rules and expected standards of behaviour.

## 3. Choice and Consequence: Rewarding Positive Behaviour

- 3.1. Behaviour that leads to rewarding consequences are more likely to be repeated.
- 3.2. All staff are actively involved in consistently rewarding positive behaviour.
- 3.3. Positive achievements and successes both in and out of school are celebrated and shared with parents and peers.
- 3.4. The types of rewards used across the school are varied and reflect the individual nature of class groups and pupils.

## 4. Rewards

### 4.1. Informal rewards include:

- Smiles/positive eye contact/gestures;
- Targeted praise statements to the pupil or groups of pupils;
- Peer group praise, both spontaneous and planned;
- Direct positive praise home to parents;
- Additional responsibilities;
- Sharing good work and behaviour with peers/adults/senior staff;
- Written comment on work/in books;
- Displaying good work;
- Work towards an activity chosen by the pupil;
- Class DoJo's;
- Recognition and celebration of learning and behaviour in assembly.

4.2. Formal rewards are targeted and individualised according to age and need, and celebrated with the peers and the whole school as appropriate e.g. certificate presentations in assemblies for progress in particular social skills.

4.3. Our school systems will reward children for showing the core values, this could be in class, at lunch and break times on school trips or when in the community.

4.4. Through a range of events children will work together to gain reward points.

4.5. Children will have the opportunity to 'work' to gain further responsibility and experience which helps develop self-esteem.

## 5. A Focus on Restorative Approaches to Addressing and Changing Behaviour

5.1. At Bader Academy, staff intervention over the correction of behaviour is clearly based on pupils' level of development, the nature of their disability and circumstances. Subsequently, any "Consequences" to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

5.2. The types of consequences used across the school reflect the individual nature of class groups and pupils. Informal consequences may include:

- Use of planned ignoring, where possible;
- Facial expression of disapproval;
- Verbal warnings and reprimands;

- Loss of privileges;
- Restorative conversations and discussions;
- Adapted use of learning environments e.g. behaviour support areas;
- Pupils may remove themselves from a situation which causes anxiety or distress to a location where they can be supported. They would then be continually observed until they are ready to resume their usual activities. This “time out” could be time in a quiet area of the school;
- If time out is an ongoing strategy to help children regulate, they will have this added to their support plan.

5.3. Formal consequences are implemented following due consideration of any incident and the pupil’s age and needs following consultation with parents/carers.

## 6. Staff Support Systems

6.1. At Bader Academy we strive to create a safe learning environment and promote positive behaviours and minimise the risk of incidents that may require consequences.

6.2. The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours – all staff are trained in skills to support them diffuse and de-escalate potentially challenging situations and promote positive alternatives.

6.3. In exceptional circumstances, staff may need to take action where the use of reasonable and proportional force using Team Teach handling techniques may be required.

6.4. To this end, all staff clearly understand their responsibilities in the context of their duty of care in taking appropriate approaches to promoting and celebrating positive behaviour. Staff are supported in doing so through ongoing professional development, and provides them with appropriate strategies and techniques to more effectively manage unwanted behaviours should they arise.

6.5. At Bader Academy staff share and discuss in a professional, positive, supportive and developmental atmosphere e.g. through directed meetings:

- when a pupil’s behaviour is difficult it is a problem to be shared;
- all interventions focusing on trying to change the behaviour and/or teaching the pupil;
- alternative ways of behaving or responding to a situation;
- support in analysing behaviour and in producing, implementing and reviewing Positive Handling Plans;
- systems for getting help quickly from outside the classroom e.g. SLT.

- 6.6. If a member of staff has had a particularly difficult day with a group or an individual pupil, they are encouraged to reflect on this within their class teams and there is an opportunity to talk through the experience with a member of SLT.
- 6.7. Incidents where malicious accusations against school staff have been made will be investigated and appropriate action taken.

## 7. Support Systems for Parents

- 7.1. In addition to involving our parents at all stages in their child's education and in particular gaining their support for effective positive behaviour teaching and learning, parents may also benefit from the opportunities listed below:
- Wellbeing Lead
  - Deputy Designated Safeguarding Lead
  - Parenting Support Programmes and other voluntary parenting skills courses;
  - Family Learning Days;
  - Parent Support Group and/or personal bespoke sessions with parents.
- 7.2. If a pupil or parent feels that the measures in the behaviour policy are unfair or have been unfairly applied, then they can lodge a complaint through the school's complaint procedure, (refer to school complaints procedure).

## 8. Support Systems for Pupils

- 8.1. In addition to regular teaching and learning about positive behaviour and regular attendance underpinned by a nurture approach, the school provides the following support to pupils:
- Use of Personal Handling Plans;
  - Liaison with parents/carers, previous schools, outside agencies and services;
  - Regular Pupil Progress Meetings to identify pupils most at risk, included as part of any regular academic progress reviews;
  - The delivery of an exciting and innovative curriculum underpinned by nurturing approaches;
  - Regular contact with parents to inform them of progress being made by their child and with regard to the celebration of achievement and behavioural achievements;
  - Contact with parents on the first day of any unexplained absence and discussion between the pupil and staff responsible for their registration;
  - Contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation;

- Referrals for specialist advice from agencies linked to the school.
- Parents/carers consultations and family sessions;
- Access to therapeutic intervention;
- Where appropriate, a Key Worker is allocated to assist with the behaviour management of identified pupils.

## 9. Monitoring and Evaluation

9.1. Bader Academy behavioural data is gathered consistently and analysed to inform trends and strategic development:

- Incident and behaviour data using CPOMS;
- Weekly safeguarding and attendance meetings in the whole staff briefings;
- Half-termly pupil progress meeting with individual class teachers.