Bright Futures

Promoting Positive Behaviour Policy

Category of Policy: Central Education Policy Adapted by School

Ash Meadow School

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1. Policy Statement

Ash Meadow School is committed to providing an environment where all students and staff can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place. The school also holds an important position in the wider community, educating the young citizens of tomorrow in a way which will ensure that they take a positive and proactive role within their community. It is therefore important that the individual has a high self-esteem and confidence reflected through a good education, smart school uniform and working in a quality learning environment.

2. Aims

The dedicated team at Ash Meadow School have a collective responsibility to:

- Promote positive behaviour.
- Promote self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensure equality and fair treatment for all.
- Praise and reward good behaviour.
- Challenge misbehaviour.
- Provide a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encourage positive relationships with parents.
- Develop positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promote a culture of praise and encouragement in which all students can achieve.

To achieve the above we will:

- Work to create a positive learning environment within the school and ensure our approach to behaviour management is consistent, and understood by all the school staff, students and parents.
- Ensure all adults provide positive examples and attitudes.
- Ensure relationships with other adults and with students are fair, honest, polite, respectful and considerate.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in students a respect for themselves, for other people and for property.

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Approval status: Approved
Approved by: Governing Body

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- Make it clear to students the distinction between minor and more serious behaviour and the range of consequences that may follow.
- Treat problems when they occur in a caring and sympathetic manner to achieve an improvement in behaviour.
- Provide good role models.
- Encourage students to understand and value relationships particularly with peers, staff, parents, grandparents, elders and other members of the community.
- Teach all students effectively.
- Do our best to ensure that all students are safe and happy.

3. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) (Amendment) Regulations 2025
- DofE (2024) 'Behaviour in Schools'
- DfE (2021) 'Sexual violence and sexual harassment between students in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force in schools'
- DfE (2025) 'Keeping Children Safe in Education 2025'
- Voyeurism (Offences) Act 2019
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Mobile Phones in Schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'
- DfE (2024) 'School Suspension and Permanent Exclusions'

This policy operates in conjunction with the following school policies:

- Parent/carer agreement
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy

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- Safeguarding Policy
- Exclusion Policy
- Physical Intervention and Reasonable Force Policy
- Complaints Procedures Policy

4. Our Expectations of Behaviour

- All members of the school community are asked to respect each other.
- All students are expected to respect their teachers, other adults and fellow students.
- All students are expected to respect their own and other people's property and to take care of books and equipment.
- All students are expected to have respect for the environment: their own school and other people's property and the community in which we live.
- All students are asked to be polite, well-mannered, caring and attentive.
- All members of the school community are asked to have high expectations for their own and others' behaviour.
- All members of the school community are asked to respect and support each other, demonstrating a responsibility for others.
- All members of the school community are asked to consider the safety of everyone.
- Help themselves and others to learn.
- All students to have respect for themselves; pride in their own achievement and that of others within school, high standards of dress and behaviour and the desire to produce their best work at all times.
- All students are expected to make a positive contribution and recognise the contribution of others.
- All members of the school community can expect to be listened to and listen to others; realise the equal value of all and value differences; avoid raised voices and aggressive body language.
- All staff will treat all students in a clear, fair, consistent and calm way;
- All students are expected to help the classroom to be a quiet, ordered place; expect the relationship between students, teachers and parents to be one of trust; conform to school standards and practices without losing individuality.
- All staff will recognise achievements.
- Students are expected to develop a respect for others, their feelings, opinions, cultures, limitations and the right to their individuality.
- Students are expected to develop a respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.
- Students have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
- Students will be expected to take responsibility for their own behaviour.

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5. Roles and Responsibilities

The Head Teacher has overall responsibility for:

- The monitoring and implementation of this Behaviour Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Establishing the standard of behaviour expected by students at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of the policy
- Publishing this policy and making it available to staff, parents and students at least once a year.
- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH related issues that could be driving disruptive behaviour.

The Positive Behaviour Support Lead is responsible for:

- Overseeing the whole school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing students with SEMH related behavioural difficulties, and how the school engages students and parents with regards to the behaviour of students with SEMH difficulties.
- Collaborating with the Senior Leadership Team to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with mental health support teams to provide a high standard of care to students who have SEMH related difficulties that affect their behaviour.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Leading CPD on mental health and behaviour.
- Liaising with SST, to arrange a Functional Behaviour Assessments where needed to inform behaviour support plans.

Teaching staff are responsible for:

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- Being aware of the signs of SEMH related behavioural difficulties.
- Planning and reviewing support for their students with SEMH related behavioural difficulties in collaboration with parents, carers, the Head Teacher and whenever possible, the students themselves.
- Setting high expectations for every student and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their potential, and that every student with SEMH related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the students in their class.
- Being aware of the needs, outcomes sought, and support provided to any students with SEMH related behavioural difficulties.
- Keeping the relevant figures of authority up to date with any changes in behaviour. The relevant figures of authority include: Head Teacher, behaviour lead.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff and support staff are responsible for:

- Treating all students fairly and with respect.
- Raising students' self- esteem and develop their full potential.
- Providing a challenging, interesting and relevant curriculum.
- Recognising that each student is an individual and to be aware of their special needs: adjust learning programmes to provide personalised learning.
- Creating a safe, pleasant environment both physically and emotionally.
- Ensuring rewards and consequences are followed through.
- Being a good role model.
- Forming a good relationship with parents and carers so that all students can see that the key adults in their lives share a common aim.
- Offering a framework for social education and encourage students to be aware of the needs of others.
- Providing opportunities for students to take responsibility both within the classroom and the wider school environment.
- Developing a classroom charter/guideline with students so that students have an opportunity to reflect on behaviour.
- Encouraging students to take care of their own property, their school, and the property of others.
- Engaging students in behaviour education based on empathy, responsibility and care rather than resort to short term 'quick fix' strategies.
- To reflect and understand the causes of misbehaviour and take preventative actions.
- To enable students to understand the consequences of their actions.
- For students to understand choices in their behaviour and consequences.
- Adhering to this policy and ensuring that all students do too

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- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

Students are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff

6. Definitions

For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

For the purpose of this policy, the school defines "low level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness
- Low level disruption in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework
- Disruption on transport to and from school

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- Use of mobile phones without permission
- Graffiti
- "Unacceptable behaviour" may be escalated as "serious unacceptable behaviour", depending on the severity of the behaviour.
- "Challenging behaviour" is defined as:
- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – eg, violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students

7.   Good Practice

Teachers are expected to draw on the following principles of good practice:

- Make clear their expectations of good behaviour.
- Discourage unsociable behaviour by promoting mutual respect.
- Encourage students to take responsibility for their own actions and behaviour.
- Be consistent in their expectations of students.
- Praise good behaviour both privately and publicly.
- Setting good habits early in order to help students establish regular punctual attendance and good behaviour from the start, involving parents and carers in the process.
- Early intervention is needed where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated.
- Rewarding achievements through positive recognition of individual students, classes or year groups achievements in good attendance and behaviour, and through mentions in group discussions, certificates or prizes;
- Supporting behaviour management with techniques such as assertive discipline to help improve and maintain high standards of behaviour and discipline.
- Identifying underlying causes since poor behaviour may be linked to a student's difficulties in understanding lessons and so additional literacy or numeracy support may be required to address poor behaviour effectively.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. Bright Futures will promote resilience as part of a whole-school approach using the following methods:

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- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop student's knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for student's health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour, and education. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

8. Strategies for Promoting Good Behaviour

- Public praise in the classroom and at Celebration or Team assemblies for good behaviour and good work.
- PSHE and circle time.
- Displaying the students' work in the classroom to acknowledge their achievements.
- Share good work with parents.
- Home / school communication diaries.
- School Council.
- Class Dojo.
- Agreed class targets.
- Help students to challenge unacceptable behaviour such as bullying, harassment and name calling.
- Reassure students that they are always valued even if the behaviour is unacceptable at times.
- Oral praise.
- Written comments on individual pieces of work.
- Telephone call / letter home to carer/parent.
- Certificate of Achievement.
- Acknowledgement in assembly's /tutor time.

9. Sanctions

Behaviour is not acceptable when it:

- Disrupts the education of peers.
- Does not allow the teacher to teach

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- Undermines the calm respectful ethos of the school.

Teachers should feel free to use strategies appropriate to the age and make-up of the class as well as those with which they feel comfortable.

The student should be spoken to quietly by a member of staff.

Sit in a quiet area and reflect on what happened, how the situation can be changed, what actions need to be taken to rectify and make good any damage caused and how to avoid such situations in the future.

10. Bullying

It is essential that students can learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at the school.

School teaching and support staff must be alert at all times to signs of bullying and act promptly and firmly against it in accordance with school policy.

11. Smoking and Controlled Substances

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of students and/or encouraging students to smoke.

Students are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

The school has a zero-tolerance policy on illegal drugs and legal highs. Students and staff are required to follow the school's Drug and Alcohol Policy.

12. Prohibited Sexual Harassment

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

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- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual jokes or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, 'upskirting', 'down blousing', or flashing
- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
- Accessing, downloading or uploading pornography
- Sharing pornography via the internet or email
- creating or maintaining websites with sexual content
- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Student Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

13. Items Banned from the School Premises

The following items are banned from the school premises:

- Fire lighting equipment
- Matches, lighters, etc
- Drugs and smoking equipment:
- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents

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- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances:
    - Knives
    - Razors
    - Catapults
    - Guns (including replicas and BB guns)
    - Whips or similar items
    - Laser pens
    - Knuckle dusters and studded arm bands
    - Pepper sprays and gas canisters
    - Fireworks
    - Dangerous chemicals
- Other items
    - Offensive materials (ie. Pornographic, homophobic, racist, etc)
    - Aerosols including deodorant and hairspray (unless on a swimming day)

All members of staff can use their power to search without consent for any of the items listed above.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a student to remove outer clothing, including hats, scarves, boots and coats.

A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or student pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of SLT to decide if, and when, an item will be returned to a student.

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Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

The Head Teacher will always be notified when any item is confiscated.

14. Effective Classroom Management

The school understands that with well-managed classrooms and with reasonable adjustments, students will be expected to follow the guidelines of the class. The school recognises the importance to:

- o Start the year with clear sets of rules and routines that are understood by all students.
- o Establish agreed rewards and positive reinforcements
- o Establish positive outcomes for misbehaviour
- o Establish clear responses for handling behavioural problems
- o Encourage respect and development of positive relationships
- o Make effective use of the physical space available.
- o Have well-planned lessons with a range of activities to keep students stimulated.

Well managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- o Classroom rules
- o Routines
- o Praise
- o Rewards

Classroom rules

Teachers ensure that classroom rules are always clear and comprehensive.

Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. "I will act respectfully towards my peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

Before committing to the classroom rules, teachers try to ensure that all students have an understanding of what they involve.

Routines

The school understands that students work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.

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Teachers establish classroom routines at the beginning of the academic year in conjunction with students and revisit these daily.

Routines may include activities such as the following:

- o Basic skills
- o Circle time
- o Snack

Visual timetables are displayed for students who require visible support that show 'now' and 'next' routines.

Once a routine has been established, the teacher models this for students to ensure they understand it.

Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

Praise

The school recognises that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst students.

When giving praise, teachers ensure:

- o They define the behaviour that is being rewarded.
- o The praise is given immediately following the desired behaviour.
- o The way in which the praise is given is varied.
- o Praise is related to effort, rather than only work produced.
- o Perseverance and independence are encouraged.
- o Teachers ensure that praise is not given continuously without reason and only when a student's efforts, work or behaviour needs to be recognised.
- o Praise that is given is always sincere and is never followed with immediate criticism.
- o Teachers encourage students to praise one another, and praise another student to the teacher, if they see them modelling good behaviour.

Rewards

The school understands that when rewards are used following certain behaviour, students are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- o **Immediate** – immediately rewarded following good behaviour.
- o **Consistent** – consistently rewarded to maintain the behaviour.

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- o **Achievable** – keeping rewards achievable to maintain attention and motivation.
- o **Fair** – making sure all students are fairly rewarded

The school uses three different categories of rewards – these are:

- o **Social** – praise and recognition, eg. a positive phone call or email home.
- o **Physical** – material rewards, eg. stickers, certificates.
- o **Activity** – activity-based rewards, eg. reward time, drive

Teachers may implement different types of rewards as they see fit with approval from the Head Teacher; however, as a general rule, the following rewards are used:

- o Stickers
- o Head teacher awards
- o Certificates
- o Free time
- o Positions of responsibility, eg. school council
- o Class celebrations
- o Phone calls and emails home
- o Choice time

Positive relationships and approach

Positive teacher-student relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their students and create a strong foundation from which behavioural change can take place.

Teachers will enforce a number of strategies to establish positive relationships with their students – these include:

- o Welcoming students as they enter the classroom.
- o Ensuring students understand what is expected of them.
- o Creating a positive environment where every student feels comfortable and respected.
- o Showing an interest in each student's interests, talents, goals, likes and dislikes, and their family.
- o Engaging with students during lunchtime and breaktime.
- o Focussing on using positive language when interacting with students to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for students – this includes:

- o Acknowledging and giving praise when a student demonstrates good manners.

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- o Encouraging students to treat others with respect by modelling the desired behaviour.
- o Informing students of the importance of treating others the same way they like to be treated,
- o Role-playing various situations to demonstrate appropriate responses, so they learn to understand how to act in a given context.
- o Establishing a politeness ethos to help students understand basic manners and respect.
- o Teaching students the importance of showing respect to each other – eg, writing thank you letters or letters of apology

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted, and students are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

The school aims to promote resilience as part of a whole-school approach, using the following methods:

- o **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- o Teaching – the curriculum is used to develop students' knowledge about health and wellbeing
- o Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing.

Positive mental wellbeing will be promoted through:

- o Teaching in health education and PSHE
- o Counselling when appropriate
- o Positive classroom management
- o Developing social skills
- o Working with parents
- o Peer support

The school ensures all provision is made to support and promote all students' positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess those students for any SEMH difficulties that could affect their behaviour.

15. Understanding Behaviour

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Where students frequently display challenging behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent **(A)**: what happens before the behaviour occurs/what has led up to the behaviour
- Behaviour **(B)**: the behaviour that occurs
- Consequence **(C)**: the positive or negative results of the behaviour. Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.
- When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:
- What appears to be the underlying cause of the student's behaviour?
- Where and when does the student display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the student use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the student's progress be monitored?
- A Behaviour Support Plan is developed where the positive behaviour support lead feels it is necessary for student displaying challenging behaviour alongside an individual risk assessment once the ABC analysis is complete – this outlines the expectations of the student and the support required.
- Necessary staff members will be familiar with the student's behaviour support plan to ensure staff are equipped to deal with instances of negative behaviour.
- Students, their parents, the Behaviour Support lead (and carers, where relevant) are involved in the development of the Behaviour Support plan, and this is reviewed on a timely basis by the Behaviour Support Lead and their teacher – the support plan will be reviewed sooner if it is not effective.

16. De-escalation Strategies

Where challenging behaviour is present, staff members will implement taught de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, eg. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a student's escape route
- Showing open, accepting body language, eg. not standing with their arms crossed

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- Reassuring the student and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the student a face-saving route out of confrontation, eg. offering a positive option or encouragement
- Using positive phrases only, eg. 'if you go and sit down, I can help you'

17. Intervention

In line with the school's Physical Restraint and Reasonable Force Policy, all members of staff have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Bright Futures school recognises that the students in this school are vulnerable and will only use intervention that is reasonable, absolutely necessary, and in proportionate to the situation occurring.

Physical restraint may be appropriate in the following situations:

- A student is physically aggressive towards a member of staff or another student
- A student tries to, or does, conduct deliberate damage or vandalism to property, which poses a risk to the safety of other students o staff
- A student is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A student is running on a car park or stairway in a way that may cause an accident or injury to themselves or others
- A student is behaving in a way that is posing a serious risk to members of the public, staff or other students during an event or educational visit in the community

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the de-escalation strategies before the use of any physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

Any physical intervention used will be conducted in line with the Physical Restraint and Use of Reasonable Force Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. Times of intervention will always be taken, and details recorded using the Physical Intervention Record.

Reviewed by: Laura Randles
Approval status: Approved
Approved by: Governing Body

Issue Date: September 2024
Date Reviewed: September 2025
Next Review Date: September 2026

After an instance of physical intervention, the student will be immediately offered support and a time of reflection where a drink will be offered.

Restoration of the situation will be calmly dealt with, offering support and change of face to the student if required.

18. Staff Training

The school recognises that early intervention can prevent misbehaviour. As such, all staff receive training in identifying problems before they escalate; this can be behavioural problems in the classroom, during breaks and lunchtime or when out in the community.

'Team Teach' is the approved training provider. 'Team Teach' are a market leading, award-winning training provider that promotes a whole setting holistic approach to behaviour management. Bright Futures have designated Team Teach trainers within the school.

Teachers and support staff will receive training on this policy as part of their new starter induction.

All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an annual basis.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

A sufficient number of staff members are trained in the approved methods of physical intervention in line with the school's Physical Restraint and Use of Reasonable Force Policy.

Teachers and support staff will receive regular and ongoing training as part of their development.

19. Monitoring and Review

This policy will be reviewed by the Head Teacher and SBM on an annual basis, who will make any necessary changes and communicate these to all members of staff.

Reviewed by: Laura Randles
Approval status: Approved
Approved by: Governing Body

Issue Date: September 2024
Date Reviewed: September 2025
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Bright Futures

Appendix 1 – Revision Log

All policies should contain a revision log.

Date of first publication – Insert date here

Revision number	Date of Revision	Nature of Revision
1.	22.09.25	Change to PSHE/RSE lead name Change to section 18 – sufficient staff will be team teach trained
2.		
3.		
4.		