Endeavour
Multi-Academy Trust

Positive Behaviour Policy

Two Rivers Primary School

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07/11/2022	V1.0	New policy drafting – Two Rivers Primary School Policy
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Introduction

Our behaviour principles for Endeavour Multi Academy Trust state our commitment towards our pupils being supported in an individual way. **Appendix 1 Two Rivers Primary School, bases its approach to building and maintaining relationships through a relational and restorative approach.**

Compliance

This positive behaviour policy has been prepared with regard to the following statutory provisions and guidance, it is reviewed every year in accordance with the most recent guidance from the Department of Education:-

Education and Inspection Act 2006

Equality Act 2010

School Information (England) Regulations 2008

Children and Families Act 2014

School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

School Discipline (Pupil Exclusions and Reviews) (England) Amendment and Transactional Provision) Regulations 2023

The Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

Department for Education's advice "Behaviour in Schools" February 2024.

Department for Education's advice "Preventing and Tackling Bullying" July 2017

Department for Education's guidance "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' August 2024

Department for Education's guidance "Searching, screening and confiscation at school" July 2022

Department for Education's guidance "Restrictive Interventions, including use of reasonable force in schools' April 2026

Department for Education's guidance 'Alternative Provision' January 2013

Department for Education's guidance 'Keeping Children Safe in Education' as amended from time to time.

Aims

At Two Rivers Primary School we aim to:

- Ensure the safety and wellbeing of all pupils and, as far as is possible, protect them from harm, including self-injury.
- Give all pupils the best opportunity of being accepted into the community and into society by teaching them what is acceptable and what unacceptable behaviour is promoting British Values.
- Provide the best opportunity for learning by reducing barriers created by unacceptable behaviour.
- Encourage our pupils to take care of the physical environment and have respect for their own and others' belongings.

Our Approach

To help our pupils, develop into well-adjusted and responsible members of society we need to take a *consistent* approach to behaviour in which we:

- Set appropriate boundaries/targets.
- Use a wide range of strategies to encourage and positively recognise acceptable behaviour.
- Provide meaningful and personalised consequences to discourage unacceptable behaviour.

By taking such an approach our pupils will learn to predict the outcomes of their behaviour and therefore be in a better position to make good choices regarding how they behave.

School Code of Conduct

At Two Rivers Primary School the whole community should:

Be Kind
Keep Safe Work Together
See **Appendix 2** for more details.

In addition to the general school ethos, teachers will set individualised rules and routines which apply in their classrooms as appropriate.

Responding to Behaviours

Positive and appropriate behaviours should be acknowledged and reinforced appropriately. Negative and inappropriate behaviours should also be acknowledged, and it is vital that these are recorded. Class incident are recorded on Arbor, to provide information of behaviour challenges. . PROACT-SCIPr-UK® recording books and telephone conversations with parents/carers and written information about any use of restrictive physical intervention are vital in sharing information to ensure appropriate level of monitoring and evaluating the behaviour.

Conversations with parents/carers may include emails, Class Dojo messages, telephone calls and face to face conversations.

Incidents are discussed with the Senior Leadership Team and the Designated Safeguarding Lead. Where appropriate information is recorded on My Concern.

Positive reinforcement

- Verbal praise.
- Celebrating good work, good behaviour & achievement in assemblies.
- Going to see the Headteacher / SLT.
- House Point System.
- Positive home communication, textual or verbal.
- Curriculum Awards.
- Superstar Learner.
- Class Dojo positive points

Consequences for inappropriate behaviours

These are outlined in our school Behaviour Curriculum Booklet which can be found on the website. These look different in each of our pathways, and are developmentally appropriate in a stage not age approach.

- Verbal reprimand.
- Supported withdrawal from activity/group – where this will allow distraction or de-escalation, with an adult.
- Give time to calm away from activity/group (using distraction).
- Communication with home.
- Suspension. (see Suspension or Permanent Exclusion Policy)

(The consequence must be appropriate to the behaviour and appropriate to the pupils' level of understanding).

At Two Rivers Primary School our aim is to promote independence and becoming citizens who respect British Values. We believe that a differentiated approach to positive reinforcements and consequences for inappropriate behaviour will enable our pupils to progress to adulthood.

Rewards	**Sanctions/Boundaries and Consequences**
Golden Time Special Privileges – helpers in class, extra play, or computer time during breaks House points Reward Boxes and Tokens – prizes to take home Report card systems/stickers Superstar Learners In class bespoke reward points Class Dojo reward points	Redirection or distraction. Visual signs including no or stop symbol. Teaching calming strategies to enable behaviour change. Emotional coaching to support self-regulation. Time to reflect and restorative activities. Identifying next safe steps/actions. Loss of rewards or choosing time. Communication with parents. Suspension and exclusion.

Behaviour Management strategies

All behaviour is communication. If a pupil has needs that are unmet behaviour challenges can occur.

At Two Rivers we believe that in order for pupils to access learning and fulfil their potential in all areas, academic and social it is important to support pupils where behaviour challenges are a barrier to learning.

Two Rivers follows PROACT SCIPr-UK® Philosophy. Loddon training follows guidelines that if staff receive training in behaviour management strategies, they will be more confident in managing incidents when they occur.

By supporting pupils with Individual Behaviour Support Plans staff will have a planned respond to the pupil that will best meet a pupil need.

The PROACT-SCIP UK gradient is 70% proactive 20% active and 10% reactive.

To address pupils needs adults must consider all aspects of approach. This includes:

- The environment, adapting it if necessary.
- Supporting pupil's communication.
- Considering if substitute skills need to be taught.
- Giving pupils ownership and some choices over their activities.
- Providing structure and predictability to alleviate anxieties.
- Supporting pupils with skills in regulating their emotions through emotional coaching and calming strategies.
- Building trusting relationships with the adults.
- Building relaxation into the school day to helps pupils learn how to calm themselves.

If a pupil is beginning to become stressed the individual plan identifies how that presents in the pupil's body language, verbal, and non-verbal communication. To reduce the likelihood of an incident occurring the adult can put active strategies in place. This may include distraction, redirection lowering of demands, changing the environment, or interactions either with adults or peers.

Our Behaviour Curriculum outlines our behaviour approach in each of the key stages. The Behaviour Curriculum – Parent and Teacher Information Booklet can be found on our website via the following link:

download.asp (tworiversschool.net)

SEN Pupils

The **Academy** believes that all students should have the support to achieve high standards of behaviour inside and out of the classroom. However, the **Academy** also recognises that some members of the community with SEN or disabilities may have barriers in place to achieve these standards.

The **Academy** aims to support the behaviour of pupils with SEN by;

making reasonable adjustments where possible to accommodate their needs;

co-operating with the Local Authority and other authorities where the pupil has an Education, Health and Care plan (EHCP);

remitting short, planned breaks for pupils whose SEN means they find it difficult to sit still for a long period of time; and,

training staff in potential triggers for medical conditions so they can recognise triggers which might cause bad behaviour.

However, where it is apparent a student with SEN is struggling at the **Academy** even when accommodations are in place the **Academy** will work with multiple agencies to provide education for those for whom the **Academy** might not be the best option. This includes supporting a move to an alternative educational provider.

It is not unlawful to suspend or exclude a child with special educational needs or a disability. However, the **Headteacher** will consult with the SENCo before taking any decision to consider whether the breach of the behaviour policy that would ordinarily warrant exclusion is a manifestation of the pupils SEN. In the event that it is, the **Headteacher** may still believe that suspension or exclusion is warranted as it is a proportionate means of achieving a legitimate aim.

Critical incidents

Staff at Two Rivers Primary School have a duty of care to ensure that all members of our school community are safe.

The PROACT SCIPr-UK® (**Positive Range of Options to avoid Crisis and use Therapy Strategies for Crisis Intervention and Prevention revised for UK)** approach, in which all staff members are trained, is used to manage challenging and/or extreme behaviours.

Where a pupil requires support from a physical intervention either as part of a Behaviour Intervention Programme or in response to a situation which puts themselves, others, or property at risk only PROACT SCIPr-UK® techniques or adapted techniques based on the principles of PROACT SCIPr-UK® will be used. Please refer to the Physical Intervention Policy. All used interventions will be communicated clearly and transparently to parents and carers through face to face communication and in written form (since April 26).

Staff have the right to search pupils and their belongings and confiscate items which could harm. In these circumstances' parents will always be informed.

Pupils are not permitted to bring mobile phones to school.

Staff take responsibility for pupils' safety during the school day and within the school boundary, however staff do have the power to discipline beyond the school gate. If an incident occurs that is reported to the school the relevant parents/carers will be notified.

Action will be taken against pupils who have been found to have made malicious accusations against school staff, and measures will be put in place to prevent any further incidents.

Pupil Support

All pupils are given the opportunity to discuss concerns about their behaviour or the behaviour of others to the School Council, which allows the pupil voice to be heard, or discuss behaviour with their class teachers. and teaching Assistant. Our School Designated Safeguarding Lead also supports pupils.

Pupils who exhibit challenging behaviours will have an Individual Behaviour Support Plan which is designed to support the pupil and decrease the severity and frequency of incidents.

These plans set out strategies to identify triggers and put in place strategies that are proactive in supporting pupils. The behaviour plans recognise pupils' strengths and individual needs.

If a child's needs are more complex an IBSP with more detail is written. The template follows Staffordshire guidelines.

All incidents are recorded in a class incident book. If a child or adult requires medical treatment it will also be recorded in the accident book.

The incidents are recorded onto Arbor. This enables incidents to be monitored and informs individual behaviour support plans.

We believe that every pupil is unique. We have developed Individual Positive Behaviour Support Plans that are created for pupils who have presented challenging behaviours.

If a pupil's needs are more complex and they are rated Red on our Rag Rating system due to the frequency and severity of incidents a risk assessment will also be in place. If a pupil's plan requires a physical intervention to keep them and others safe, a vulnerability risk assessment will be in place for the pupil.

Pupils who require extra support for their behaviour are able to access, if appropriate:

- Listening therapy.
- Talking Therapy.
- Drawing and Talking Therapy.
- Emotional Coaching.
- Emotional Literacy Support ELSA
- Forest School.
- Holistic Therapies (Relaxation techniques, Reflexology, Indian Head Massage).
- Lego Therapy.
- Music Therapy.
- One to one support unstructured times and structured times).
- Pet Therapy.
- Referrals to Multi Agency support (CAMHS, Independent Futures, Learning Support Team (LST), Individual support from an Educational Psychologist).

- Staffordshire Mental Health Team
- Emotion Bears
- NHS Myhappyminds
- Occupational Therapy support

Staff Support

Staff attend an initial two-day workshop for PROACT SCIPr-UK® training as soon as possible after appointment, all members of staff attend a refresher course once a year. Staff also can attend training events in school and out of school as appropriate and have the support of the link person in school.

Pupil IBSPs are written with support from the Behaviour Coordinator. At Two Rivers Primary School it is the staff team working with the child i.e., Teaching Assistants etc, parents are then invited to discuss the plan. Regular monitoring takes place. This process is designed to help not only the pupil, but also the staff, parents and any multi-agencies involved.

It is accepted in school that a pupil with challenging behaviour is not just the responsibility of an individual teacher but is the responsibility of all staff. It is acknowledged that each staff member will feel differently about dealing with a pupil with challenging behaviour. It is up to each staff member to make their feelings known and seek advice from the Senior Leadership Team (SLT)/ Behaviour Coordinator.

It is also acknowledged that in dealing with a difficult situation staff will feel differently and will have different ways of coping. All staff will have the opportunity to de-brief after an incident.

Working with Parents/Carers

Parental co-operation is vital in fostering the good behaviour of pupils. For this reason, class teachers are encouraged to maintain regular contact with parents. Our school has a link for parents via the School App and a Parent Support Group. However, if parents feel that their needs have not been resolved then a complaints procedure is in place, to ensure that a positive outcome for all parties involved is achieved.

Parents are always informed by a member of the SLT if a pupil has been physically supported, or a critical incident has occurred without physical intervention. A meeting will be offered to parents/carers to discuss appropriate behaviour and behaviour plans, as well as support for parents if necessary.

At Two Rivers Primary School it is the role of the Pastoral Assistant Headteachers to develop closer links with parents and liaise with other agencies where appropriate.

The Behaviour Co-ordinator at Two Rivers Primary School is **Fiona Bradley.** Marie Povey is the Deputy Headteacher and supports parents and pupils when behaviour incidents are severe.

Endeavour
Multi-Academy Trust

Behaviour Principles for Endeavour MAT

"Endeavour is an inclusive MAT – Everyone should be free from discrimination, harassment and victimisation of any sort. We deliver equitable systems that ensure all our pupils can be supported in an individual way."

This is a statement of principles, not practise: it is the responsibility of the Headteacher and Governors to draw up the behaviour policies at the Endeavour MAT schools, though they must take account of these principles when formulating this:

- We believe pupils should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- Everyone has the right to feel safe all of the time and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Every pupil should be educated in an environment where they feel valued, listened to and respected.
- By effectively challenging and tackling bullying and discrimination, we can help to create a safe, focused learning environment where pupils are able to learn and fulfil their potential.
- Rewards and consequences should enable a pupil to reflect on and learn from a situation.
- With a focus on positive behaviour, forgiveness and reconciliation, all pupils will be supported through restorative practice.
- The modelling of good behaviour; a focus on learning and praise and rewards by staff and volunteers, set an excellent example to pupils at all times.
- Families are included in the resolution of behaviour incidents to foster good relationships between the school and pupils' home life.
- Joint working between the leaders of safeguarding, behaviour and curriculum is a focus of all schools, ensuring that solution focused avenues of support are considered holistically and not in isolation.
- The decision to use physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of trained staff.
- The Positive Behaviour Policy explains that suspension and permanent exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions.

This written statement and the policies that are influenced by it apply to all pupils when in school and when engaged in extra-curricular activities.

APPENDIX 2

Endeavour
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Code of Conduct for Pupils

Two Rivers Primary School

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12/06/2023	V1.0	Scheduled Review
05/06/2024	V2.0	Scheduled Review – no changes
03/05/2025	V3.0	Scheduled Review – no changes
27/04/2026	V4.0	Scheduled Review

At Two Rivers Primary School we all try to:

Be Kind
Keep Safe
Work Together
This means that we expect pupils:

1. To be polite - to teachers, support staff, other children and visitors – and to respect the authority of the adult in charge.

2. To listen to adults and each other in lessons and in assemblies and to consider each other's feelings.

3. To walk around the school quietly and calmly.

4. To take a positive role in all classroom activities and to try as hard as they can.

5. To wait their turn to talk to members of staff and to each other.

6. To value each other's work.

7. To work and play co-operatively with each other.

8. To tell the truth, to take responsibility for their own behaviour and not to make excuses ("they told me to").

9. To accept a solution or consequence if they have done something wrong – not to argue or to get angry with the person sorting it out.

10. To be able to say/indicate sorry when they have misbehaved or hurt someone and to understand that this word signals a change in behaviour and mood.

11. To care for the school and its equipment and to report any damage or graffiti they see.

12. To feel responsible for giving a good impression of themselves and the school both within and outside the school.

In return pupils can expect staff:

1. To listen to them and to hear their point of view.

2. To be polite and to address them in a reasonable tone of voice.

3. To value all aspects of their achievements.

4. To be as fair and consistent as possible when they have misbehaved.

5. To ensure their environment is safe.

6. To talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.

7. To create a positive environment in the classroom and playground.

8. To be in charge and maintain order so that everyone may benefit from a positive environment.

9. To supervise the playground and corridors well.

10. To trust them and to care about them equally.

11. To treat them as individuals and to take an interest in their lives.

12. To see each day as a fresh start.

13. To ensure safeguarding concerns are passed to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.