



Promoting Positive Behaviour

Policy

‘Building for Successful Futures’

Formally adopted by the Governing Board of	Fred Nicholson School
Chair of Governors	Hilary Bradshaw
Policy Holder	Headteacher
Policy Contributor	Heads/Leads of Areas
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Promoting Positive Behaviour **Policy**

Includes: CPOMS Behaviour Flow Chart and Home/School Agreement

'Building for Successful Futures'

We want our pupils to:

Be eager, excited, curious and engaged in learning.

Have a sense of self and are happy, confident and emotionally healthy.

Be able to co-operate and communicate socially.

Be healthy and safe.

Feel equipped to make life choices, recognize their own achievement, take responsibility for themselves and behave in a way that enhances their wellbeing and the wellbeing of others.

1. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property.

2. Introduction

At Fred Nicholson School we believe that all pupils have the right to access a positive environment, which enables pupils to feel physically and emotionally safe. Staff have high expectations of pupil behaviour, which is supported by positive relationships and mutual respect between staff and pupils. Our ethos is underpinned by a Trauma Informed approach, supporting young people whose behaviours may act as a barrier to their learning, as a result of trauma or mental health.

An effective behaviour policy is one that seeks to support pupils in developing their self-esteem and in taking responsibility for themselves. The *Zones of Regulation* framework is used to enable staff and pupils to recognise triggers and behaviours seen in pupils and to promote self-regulation strategies. A reward-based approach is preferable to a consequence orientated ethos, though both rewards and consequences should be seen to be fair and just.



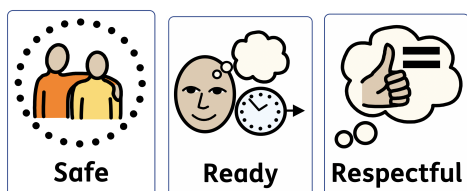
The school acknowledges its legal duties under section E of the 2010 Equality Act in respect of pupils with Special Educational Needs.

The purpose of this policy is to provide clear guidance for staff on how to promote positive behaviour and support challenging behaviours within the school and residential setting. It is important that all staff know what is expected of them and recognise their contribution to the overall ethos of the school in respect to the role model that they present to pupils.

3. Aims

- Provide a positive environment which enables each pupil to feel physically and emotionally safe, in line with a Trauma Informed approach.
- Ensure consistent and fair responses from staff with respect to boundaries, rewards and consequences.
- Promote positive behaviour and raise pupil's self-esteem.
- Enable pupils to develop positive and appropriate relationships with both pupils and staff.
- Develop pupil's ability to self-regulate and select strategies to manage their emotions safely, taking responsibility for their actions as appropriate.
- Use meaningful and relevant consequences to support pupils to reflect on their behaviours and where appropriate, make amends.
- Ensure parents/carers and other members of staff are informed of both positive and negative behaviours.
- Encourage parents/carers to share the celebrations of success with their children along with working together towards the reduction of any negative behaviours.

4. School Rules



5. Promoting Positive Behaviour

5.1 Desired outcomes

Pupils will take responsibility for their actions and, where possible, make positive choices, showing a growing awareness that they are able to control the outcomes of their actions. Pupils will be given opportunities to develop the following qualities:

- Self-control;
- A pride in themselves and their school;
- Self-confidence;
- Respect for their environment;
- Independence;
- A sense of fairness;
- An understanding of the need for rules;
- A respect and tolerance of each other;
- Non-discriminatory attitudes.



5.2 Environment

Careful consideration is given to the physical, social and learning environment surrounding a pupil to best support individual needs and promote a positive environment for learning. This may include:

- Use of identified breakout spaces, sensory spaces or individualised 'safe spaces' to support a positive return to class when appropriate.
- Use of sensory circuits, regulation tools, verbal scripts and visual prompts to de-escalate behaviours and reduce triggers.
- Use of differentiated and bespoke timetables and curriculum, to support a positive return to the class timetable/curriculum when appropriate.
- Use of individual workstations or rooms if appropriate.
- Use of individualised reward plans if appropriate.

5.3 Language

Staff use positive language at all times, using a non-shamed based approach when discussing pupil behaviours. Staff will remain calm and use planned scripts when managing behaviours, as directed by the Norfolk Steps programme and identified for individuals within their Personalised Learning Plan (PLP). Staff use praise as appropriate, recognising that some pupils can find praise difficult to process.

5.4 Self-regulation

Staff support pupils to identify and recognise their own feelings and emotions through the use of language and the Zones of Regulation framework. Pupils will be supported to recognise and communicate which 'zone' they are in:

Blue – low state of alertness

Green – regulated state of alertness

Yellow – heightened state of alertness

Red – extremely heightened state of alertness

Pupils will be encouraged to select an appropriate strategy based on the zone they are in, to support them in returning to a regulated state of alertness. These strategies will be individual to each pupil, but may include:

- Calming techniques
- Breathing techniques
- Sensory stimulation
- Exercise
- Individualised 'safe spaces'

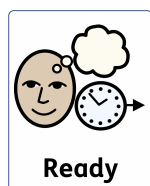


5.5 Rewards

Credits are earned during the school day by pupils who are:



Showing **safe** and **respectful** behaviours and attitude towards their learning (1 credit).



Demonstrating a **readiness** to positively engage with their learning (1 credit).

Occasionally an additional credit is given for an outstanding achievement, progress or positive behaviour. Therefore, pupils can earn up to 3 credits per lesson.

Pupils have the opportunity to spend their credits during an agreed time each week, or they can choose to save their credits towards a reward of higher value.

It may be appropriate for some areas of school to use alternative systems, which work hand in hand with the credit system, for example the use of a pebble jar as a visual representation of the credits they have earned. In addition to the credit system or alongside, it may be appropriate for some pupils to have individual reward systems. Staff will identify where this is appropriate based on the individual needs of the pupils.

5.6 Certificates

Positive behaviour is also celebrated through the presentation of certificates within Key Stage assemblies or classes each week. Pupils are told the reason for receiving their certificate so that they are able to relate the positive behaviour to the reward. Pupils are encouraged to share and celebrate the successes of their peers.

Additional certificates or notes of recognition may be used to celebrate an outstanding achievement, progress or positive behaviour for individual pupils.

6. Supporting Harmful Behaviours

Harmful behaviours are defined as those which pose a risk to the individual pupil's, other pupils' or staff's wellbeing. This may include persistent disruption, physical and verbal abuse, damage to property, self-injurious behaviours and sexualised behaviours.

6.1 Personalised Learning Plans (PLP)



Each pupil has a Personalised Learning Plan (PLP) which includes their barriers to learning, identified triggers and behaviours, and strategies used to support that individual to reduce harmful behaviours. These are linked to each zone within the *Zones of Regulation* framework. PLPs are reviewed at least termly or sooner if the profile of the pupil changes.

6.2 De-escalation

All staff are trained in the Norfolk Steps Step On programme. Staff will use de-escalation strategies to prevent and reduce incidents of challenging behaviour. This may include:

- De-escalation scripts
- Positive phrasing
- Distraction
- Positive redirection
- Limited choices

Protective consequences will be used to prevent harm. This may include:

- Increased staff ratio
- Differentiated teaching space
- Limited access to identified areas
- Guiding or escorting
- Restrictive physical intervention
- Internal exclusion/Exclusion

Exclusion is not seen as an effective form of consequence for many pupils though it has limited use in reinforcing the inappropriateness of some behaviour. In cases when a pupil's behaviour has caused harm or risk of harm an internal exclusion or fixed term exclusion may be deemed as appropriate.

6.3 Risk Reduction

Where risks are foreseen, an Individual Risk Management Plan (IRMP) will be put in place to identify potential triggers for such behaviours and outline individual strategies to support each individual. This may include the need for restrictive physical intervention. IRMPs are shared with parents/carers, who will be given the opportunity to discuss this further. Where appropriate, advice will be sought from external agencies, such as Occupational Therapists and Educational Psychologists to inform an IRMP. If the behaviour concerned is of a sexual nature, this will trigger a Risk Associated Management Plan (RAMP), which will identify the risk around sexualised behaviour.

6.4 Restrictive Physical Intervention

Should a pupil's behaviour be such that they present a risk of harm to themselves, others or significant damage to property, it may be necessary to physically remove or use Restrictive Physical Intervention on the pupil. Where appropriate to role, all staff will be trained in the Norfolk Steps Step Up programme, unless dispensation is approved by the head teacher.



Restrictive physical intervention will be used as a last resort and in all cases, staff must use their best judgement to ensure that all actions are reasonable, proportionate and necessary. Principles that staff work to are set within the Physical Intervention Policy.

6.5 Reflecting and Restoring

Following an incident of challenging behaviour, pupils are encouraged to reflect and restore. Educational consequences will be used where appropriate to encourage learning opportunities around the behaviour. This may include:

- Restorative discussions
- Educational opportunities
- Rehearsing
- Completing tasks
- Assisting with repairs
- Opportunities to 'make good'

It is recognised that such consequences may not occur until a period of time after the incident, this could be up to a few days. Particular restorative strategies which are most effective for a pupil will be identified in their PLP or IRMP.

7. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying and cyber-bullying can include emotional, physical, sexual and prejudice-based and discriminatory behaviours.

Any incidents of bullying are reported directly to the Headteacher and Deputy Headteacher, where the relevant stage of action will be implemented. Please refer to our Action Against Bullying Policy for more information.

8. Confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Any prohibited items found in a pupil's possession as a result of a search will be confiscated. Please refer to our Confiscation Policy for more information.

9. Absenting and absconding

Absenting and absconding occurs when a pupil leaves the boundaries of the school premises without permission. Where the risk of absconson is foreseen, this will be identified within a pupil's Individual Risk Management Plan (IRMP), including the agreed response from staff should this occur. Please refer to our Absenting and Absconding Policy for more information.

10. Reporting and Monitoring

All staff have a duty to record behaviour. Positive behaviour will be recorded through Google Sheets. Negative and challenging behaviours will be recorded through CPOMS, an outline database where incidents of behaviour can be monitored and analysed to inform behaviour



plans. Clear identification of behaviours seen and educational and protective consequences used must be included in incident reports (See CPOMS Flow Chart - Appendix 1). The use of restrictive physical intervention will also be recorded on a Blue Detailed Record System form. Relevant staff will be alerted to all incidents via the online database to inform discussions, meetings and target setting around the pupil.

Parents and carers will be informed about their child's behaviour through regular contact with school and class teacher via email. Where appropriate, parents and carers may be informed of a specific behaviour incident via telephone conversation or meeting in school. Parents and carers must be informed if restrictive physical intervention has been used on the same day as the incident occurred.

A termly behaviour report will be reported to governors which monitors the number of positive and negative incidents recorded, and the number of incidents where restrictive physical intervention has been used. This includes reporting on day pupils and residential pupils.

11. Implementation of the Policy

All stakeholders will have an opportunity to be involved in the development of this policy and it will be reviewed annually as it provides the basis of good practice for pupils, staff, parents/carers and Governors.

This policy forms the basis of the home/school agreements, in which parents/carers and school sign up to the principles of this policy when they sign the contract (Appendix 2).

12. Links to Other Policies

Action Against Bullying Policy
Physical Intervention Policy
Relationship Policy
Confiscation Policy
Absenting and Absconding Policy
Permanent Exclusion and Suspension Policy

Appendices

Appendix 1: CPOMS Flow Chart
Appendix 2: Home/School Agreement

Equality Impact Statement

The Governors have reviewed this policy giving due regard to their responsibilities with respect to the equalities agenda, in line with recent legislation. They believe that the policy reflects a positive attitude and approach to all members of the school community.

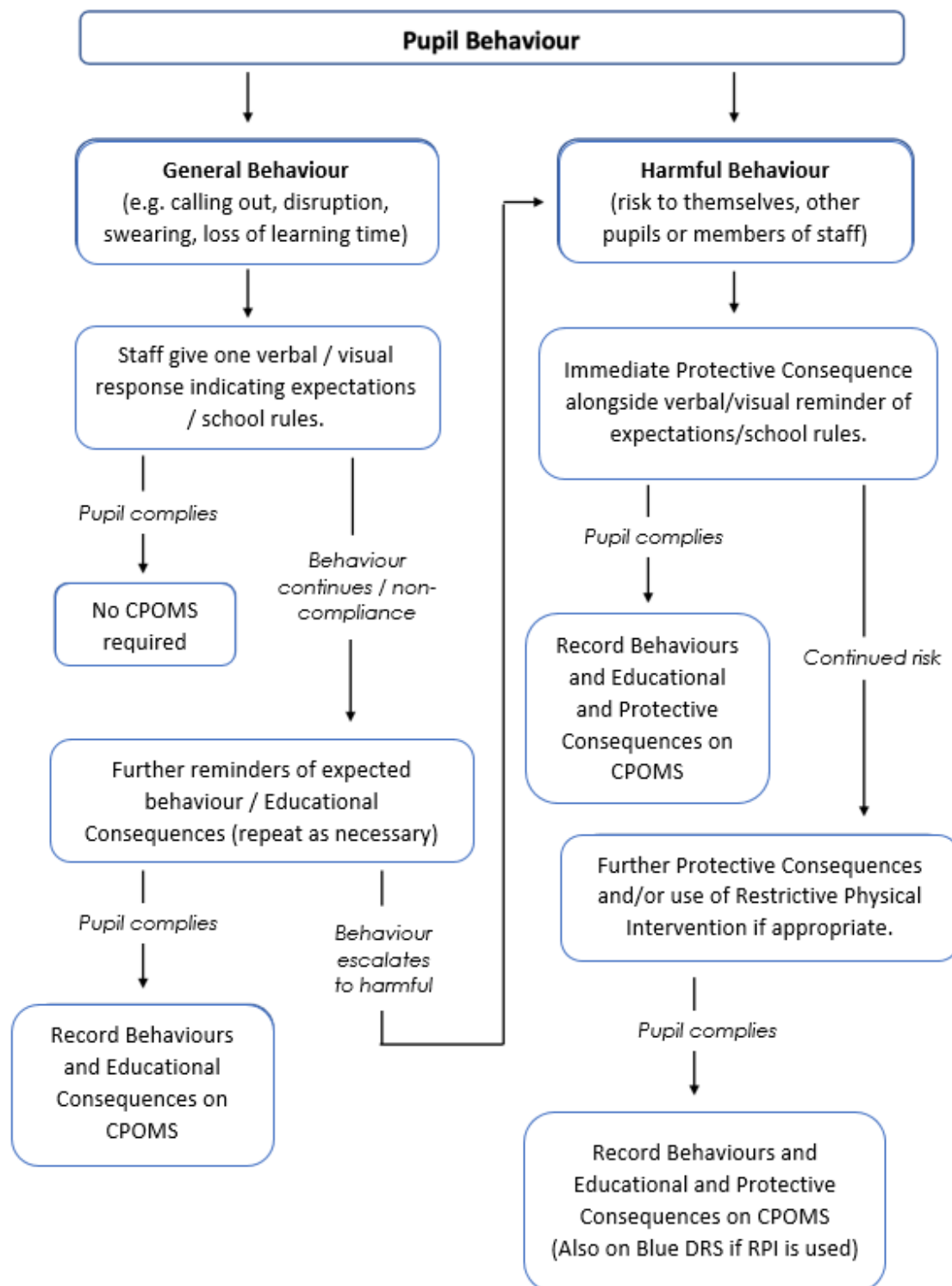
Policy Approved by:

Chair of Governors



APPENDIX A

CPOMS BEHAVIOUR FLOW CHART





APPENDIX B



FRED NICHOLSON SCHOOL HOME SCHOOL AGREEMENT



At Fred Nicholson School we shall try to work together to:

- provide a safe, secure and stimulating learning environment.
- support your child to be as engaged, confident and independent as possible.
- provide a broad and balanced curriculum that meets the needs of your child.
- recognise and reward achievement.
- let you know how your child is progressing and what is happening in School.



As Parents and Carers I/we shall try to:

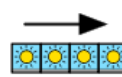
- make sure that my child attends School each day, unless unwell.
- work with the School and my child to support learning and behaviour.
- I will support my child to follow the school rules by making safe and respectful choices and using kind words and actions towards everyone in School.
- attend EHCPs Annual Reviews and other School events.
- ensure that school has up to date contact details and that there is always someone that school can contact to collect my child if necessary.



Signed by.....on behalf of Fred Nicholson School.

Parent/Carer signature.....

Pupil signature



"Building For Successful Futures"