



Behaviour Policy

2023 - 2024

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Ratified by the Local Governing Body	
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1. Aims

The Warwickshire Academy delivers education and care according to the individual needs of the pupil in a safe, positive, and predictable environment. Some pupils at the Academy will display challenging behaviour as a result of their communication difficulties and a lack of social skills or understanding. The following policy provides clear guidance and instruction on the methods by which our Academy community can promote positive behaviour through Positive Behaviour Management (PBM) principles. Approaches to behaviour are entirely dependent on the prevailing culture of The Warwickshire Academy, and it is therefore critical that practice related to behaviour is inclusive and person-centred.

This policy outlines what we expect from all our pupils, staff, and visitors to the Academy, in terms of their behaviour. It extends to all members of our Academy community and is written in line with current legislation, guidance, and best practice principles. Positive behaviour and self-discipline have strong links to effective learning and are vital for pupils to carry with them both during and after their time with us. The Warwickshire Academy believes that all pupils should know the standards of behaviour that are expected of them and take responsibility for promoting these standards. We encourage this through the use of the TWA BEAR System and Reflect – Repair – Reward. (See Annex A – ‘BEAR – Behaviour – Engagement – Achievement – Respect’)

We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the Academy built on trust and understanding, and by using this policy we can support all of our pupils in developing a high level of social awareness and tolerance. We aim to ensure that all our pupils leave the Academy with the key skills they need to continue to progress to the best of their ability in all areas of life.

The Warwickshire Academy is dedicated to ensuring that our environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community, and we work hard to provide a safe environment where pupils feel included in every aspect of Academy life and are comfortable to voice their opinions.

The Behaviour Policy confirms the Academy is committed to ensuring all young people:

- Achieve their full potential.
- Acquire the knowledge and skills relevant to life in a fast-changing world.

- Develop as confident learners, able to take risks within a safe environment.
- Are curious, ambitious and take pride in their achievements.
- Achieve high standards in all they do.
- Develop as self-motivated independent and collaborative learners.
- Value and care for themselves and others in our community.
- Understand their rights and accept our responsibilities as citizens.
- Enjoy what they do and have fun.

To achieve these aims, the Academy will provide:

- A happy, healthy, safe and secure environment.
- Quality first teaching with individualised support.
- An exciting curriculum, based on the needs of the children which provides first-hand practical experiences. (Please refer to curriculum policy)
- A stimulating, evolving environment that provides calm rooms and a professionally resourced sensory room.
- A professional, skilled, highly motivated staff team.
- Academy leadership focused on continuous improvement.
- Opportunities outside the classroom, and the chance to extend our close links with the local community.
- This policy aims to determine the boundaries of acceptable and unacceptable behaviour and to determine how they will be fairly and consistently applied.

To achieve this, the Academy will:

- Make clear the expectations of positive behaviour, through the implementation of the TWA BEAR System and Reflect – Repair – Reward daily. (See Annex A)
- Reward achievements, awarding points for BEAR, verbal recognition and praise and certificates.
- Treat every member of the Academy as individuals and respect their rights, values, and beliefs by having individualised pupil profiles and support plans for every pupil.

- Create a zero-tolerance environment against all instances of bullying, physical, sexual violence and harassment or discrimination on the basis of race, gender, ability, or cultural differences.
- Provide positive examples for modelling behaviour throughout each school day.
- Promote good relationships and a sense of belonging to the Academy.
- Intervene early to reduce behaviours that challenge focusing on primary and secondary strategies as documented in individual behaviour support plans.
- Follow and apply BEAR and Reflect – Repair – Reward system consistently when responding to instances of unacceptable behaviour. Expectations and guidelines will be presented in classrooms and around the Academy and all staff will receive training on these. (See Annex A)

2. Standards of Behaviour

The Academy understands that the first step to modelling positive behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the Academy must act responsibly and professionally and will never denigrate pupils or colleagues. We work hard to ensure that discipline is consistent across the Academy so that behaviour boundaries and natural consequences within BEAR and Reflect – Repair – Reward are clear to all and are applied fairly, proportionately, and without discrimination, considering SEN needs and disabilities as well as the additional challenges that some vulnerable pupils may face.

Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority. We work closely with parents and carers to help them to understand their children and their behaviour. We believe that in conjunction with consistent behaviour boundaries, and reliable support systems, praise, and rewards for positive behaviour are an important part of building an effective learning community and this is a key part of daily life at TWA.

The Academy will report behaviour, positive and negative, to parents and carers regularly. We encourage parents/carers to communicate with the Academy if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote positive behaviour within the Academy curriculum and reminders of Academy rules and expected standards of

behaviour will be presented in classrooms and situated around the Academy.

Staff are a constant presence around the Academy, in-between classes, during breaks in the day, and at lunchtimes, to check pupils are using the Academy grounds respectfully and behaving appropriately. We recognise where individual pupils are engaging in continuing disruptive behaviour, this can be as a result of unmet mental health needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support.

We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that some pupils often require support that is different from, or in addition to, that required by their peers to take full advantage of the educational opportunities available to all pupils.

A Behaviour Support Plan will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. The Positive Behaviour Support process is further defined in the Positive Behaviour Support and Physical Intervention Policy and should be referred to for extended detail in this area.

Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed regularly. Please read the Academy's Special Educational Needs Policy for more information. The Academy will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. (Please refer to the Positive Behaviour Support and Physical Intervention Policy for further clarification on these areas)

Positive behaviour and areas for concern will be reported on using the Academy MIS and this will be used to monitor rewards and sanctions daily. This data will then be used to further inform identifying issues and actions to improve and sustain positive behaviour throughout the Academy.

2.1. Positive Behaviour Support (PBS)

Research evidence shows that Positive Behaviour Support (PBS) is effective in supporting learners with behaviours that challenge.

The characteristics of PBS are:

- It is based on an understanding of why, when and how behaviours happen and what purposes they serve (via the process of functional analysis)
- Focuses on altering triggers for behaviour (in order to reduce the likelihood of the behaviour occurring)
- Uses skill teaching as a central intervention (as a lack of critical skills is often a key contributing factor in the development of behavioural challenges)
- Uses changes in quality of life as both an intervention and outcome measure
- Achieves reductions in behaviour as a side-effect of the above.
- Has a long-term focus (in that behaviours that challenge are often of a long-term nature and successful interventions, therefore, need to be maintained over prolonged periods)
- Has a multi-component focus (reflecting that the fact that challenging behaviours are often multiply determined and also that users typically display multiple forms)
- Eliminates the use of punishment approaches.
- Includes both proactive strategies for changing behaviour and reactive strategies for managing behaviour when it occurs (because even the most effective change strategies may not completely eliminate risk behaviours from behavioural repertoires - Please refer to the Positive Behaviour Support and Physical Intervention Policy for further details)
- It is important to acknowledge and reinforce positive behaviour in order to have a proactive approach to behaviour. We believe that it is vital to use all opportunities to teach and reward positive behaviour; this needs to be taught in a way that is relevant to individuals and the rewards need to be relevant to the individual. Communication of behaviour expectations, praise or reward need to be understood by pupils and it is important to consider how to support their understanding. Throughout the curriculum, positive behaviour is reinforced and rewarded, and we aim to reinforce positive behaviours rather than using a punishment based system and responding to negative behaviours. The TWA BEAR System and

Reflect – Repair – Reward culture works equally to reward and celebrate good behaviour, whilst providing natural consequences.

3. Pupils

The Academy expects all of its pupils to show respect to one another which is a key strand within the BEAR System, to Academy staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other pupils or staff will not be tolerated. Pupils are ambassadors for our Academy even when off Academy premises, and we expect them to act accordingly. They are expected to follow the expectations set out by BEAR, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as bespoke intervention sessions and / or external agency sessions.

Academy work and homework should be well presented, completed to a high standard, and handed in on time. The Academy asks that pupils carefully read and then sign our home-Academy agreement to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

Under no circumstances will illegal or inappropriate items be brought into the Academy, and all pupils will respect and look after the Academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in parents being contacted and appropriate interventions being implemented. Each incident will be reviewed under each individual circumstance.

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Use of illegal drugs
- Use of other substances including psychoactive substances (formally known as 'legal highs')
- Alcohol consumption
- Theft

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Possession of an illegal drug
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which Academy sanctions and other interventions have not been successful in modifying the pupil's behaviour.

4. Parents & Carers

Parents and carers play a big part in ensuring that their children are responsible for their own behaviour in Academy. We ask that parents agree to the Academy's policies to indicate that they will respect and support the manner in which behaviour is managed and the authority of the Academy staff.

Building Academy life into a natural routine – ensuring that your child is at the Academy on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to the expectations of the Academy and procedures. We ask parents and carers to work with the Academy in support of their child's learning, which includes informing the Academy of any additional special education needs or personal factors that may result in their child displaying unexpected behaviour daily.

We ask that parents are prepared to attend meetings at the Academy with staff or the Headteacher to discuss their child's behaviour and to adhere to any parenting agreements put in place. In the rare case of exclusions, we ask that parents and carers to provide appropriate supervision for their child during the time that they are excluded from the Academy, support their child with work sent home by the Academy and, if necessary, to attend a reintegration meeting at the Academy with their child.

5. Academy Rules which apply, at all times, to all Members of the

Academy Community

- Be on time.
- Keep your appearance smart and tidy, and wear Academy uniform whilst travelling to and from Academy.
- Rude, derogatory, racist, or defamatory language will not be tolerated and will be recorded on the MIS system alongside restorative intervention.
- Be considerate of your peers and the extended community.
- Be polite and respectful at all times. This applies to staff, other pupils, any visitors to the Academy, and to members of the general public.
- Take care of your environment, both on the Academy site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Unauthorised absence from Academy will be acted upon.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Follow staff requests at all times to keep you safe.

The following items are not allowed in Academy under any circumstances:

- Alcohol and drugs including psychoactive substances.
- E-Cigarettes, Cigarettes, matches, and lighters.
- Weapons of any kind.
- Material that is inappropriate or illegal for children to have; such as racist or pornographic material.
- Gambling is not allowed on Academy property.

6. Drugs

The Academy will not tolerate drug use of any sort on Academy property or during off-site Academy activities. The Academy takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance

that can be misused or harmful. Pupils could be excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer pupils to other services. Within our Academy the following guidelines apply to the possession or use of drugs, alcohol, and tobacco on Academy premises:

Tobacco

In line with legislation, the Academy has a policy of No Smoking in the building or on the Academy site. Prescription drugs carrying, supplying, or taking prescription drugs illegitimately could result in exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that pupils should not carry these in the Academy. If they need medication this will need to have been arranged officially with the Senior Leadership Team and / or the Pastoral Manager.

Medication

We are aware that it may be necessary for some pupils to take medication during the Academy day. Parents/carers should make the Academy aware of this in writing as soon as their child starts taking the medication.

Solvents

The Academy will ensure that potentially harmful substances are stored safely, and pupils will be supervised carefully where such substances are used in the course of their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems.

Illegal substances

No illegal or illicit substances should be brought to the Academy or used on Academy premises.

Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited.

7. Bullying

According to the DfE document 'Preventing and Tackling Bullying – Advice for Headteachers, staff and Governing Bodies' (2017), bullying may be defined as:

'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Specific types of bullying include those relating to:

- Race, religion, culture, or gender
- SEN or disabilities
- Appearance or health conditions
- Sexual orientation
- Young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.

Bullying can take place, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods. Acts of bullying can include:

- Name-calling
- Taunting
- Mocking
- Making offensive comments
- Kicking
- Hitting
- Pushing
- Taking belongings
- Inappropriate text messaging and emailing
- Sending offensive or degrading images by phone or via the internet e.g., via Social Networking sites
- Producing graffiti
- Gossiping
- Excluding people from groups
- Spreading hurtful and untruthful rumours.

Cyber bullying can be defined as the use of information and communication through technology particularly; mobile phones, tablets, the internet, to deliberately upset someone else. Cyber bullying

that occurs while pupils are under the Academy's direct supervision will be dealt with in line with this Policy and the Anti-Bullying Policy directly.

In cases where cyber bullying occurs while pupils are outside the Academy's direct supervision (i.e., at home), parents and carers will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening, and menacing communications) may apply. The Academy, wherever possible, will support parents and carers in this.

The Warwickshire Academy intends to make sure that all pupils feel safe at Academy and accepted into our Academy community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a very serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign. Bullying can be verbal or physical, by person or by electronic means, on-line or written means and can be directed at both staff and pupils. The Academy practices a preventative strategy to reduce the chances of bullying using primary and secondary strategies to effectively manage behaviours that challenge detailed in individual behaviour support plans.

It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, staff, and any intentional breach of this will result in disciplinary action. If an allegation of bullying arises, the Academy will:

- Take it seriously and record the incident on the Academy MIS.
- Act as quickly as possible to establish the facts.
- Record and report the incident; depending on how serious the case is, it may be reported to the Headteacher.
- Provide support and reassurance to the victim.
- Make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the Academy will make sure that they understand what they have done and the impact of their actions.
- Ensure that BEAR and Reflect – Repair - Reward is used as a consequence of the behaviour, in correlation to the seriousness of the incident and further intervention is put in to place to prevent further behaviour.

- A fixed term exclusion may be considered in cases of repeated bullying. Academies are required to comply with the new equality duty 'The Equality Act 2010'.

Tackling Bullying

The public sector equality duty has three aims:

1. Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations between people who share a protected characteristic and people who do not share it.

The aim of any TWA anti-bullying intervention is to safeguard and support the victim, effectively manage, and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour. (Please refer to the Anti-Bullying Policy for further information)

8. Disciplinary Sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline pupils. The Academy operates the TWA BEAR System and Reflect – Repair – Reward to embed natural consequences in response to behaviours that challenge. The Warwickshire Academy makes use of natural consequences according to the severity and frequency of any behaviour within the daily sessions of Reflect – Repair – Reward and further intervention and 1-2-1 sessions where required. At a lower level, staff make use of their training in PBM primary and secondary strategies and strategies to intervene early with behaviours that challenge. Staff are also able to set after Academy detentions should the behaviour be at an appropriate level of severity or frequency.

Methods of disciplinary sanctions that are not acceptable:

Corporal Punishment

All forms of corporal punishment are forbidden. The term corporal punishment should be taken to cover any intentional application of

force including slapping and rough handling. It does not however prevent staff from taking necessary action in relation to the guidelines for restraining a pupil.

Use of Medication

The withholding of medication or medical or dental treatment as a punishment is prohibited.

Deprivation of Food and Drink

Pupils require food and drink to be provided regularly to meet their physical and emotional needs. To deprive or deny access to the amounts and range of food and drink normally available to them within the Academy or home is prohibited. It is also inappropriate to force a pupil to eat foods, which they dislike. It is right however to encourage a pupil to try a wide range of foods.

Deprivation of Sleep

Apart from the grave psychological damage deprivation of sleep could inflict, it could also seriously affect the physical health of the pupil.

Intimate Physical Searches

Such searches are totally unacceptable though occasionally a search of a pupil's clothing may be necessary e.g., for weapons or possible toxic substances (see searching and confiscation). These searches should be only carried though by the Headteacher or his/her delegated senior staff member, with an additional staff member present.

Physical Restriction of Liberty

The use of accommodation to physically restrict the liberty of any child is prohibited.

The Use of Educational Activities

Such as essay writing and the writing out of lines should be avoided, as they are unproductive.

The Use of Distinctive or Inappropriate Clothing

Requiring a child or young person to wear distinctive or inappropriate clothing.

The Use of Fines

Fines should not be imposed other than fines by way of reparation. All forms of reparation will be supported by a letter home to parents/carers.

9. Searching and Confiscation

Following guidance set out by the Education and Inspections Act 2006 and Screening, Searching and Confiscation – Advice for Headteachers, Staff and Governing Bodies – April 2012, our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal or banned by the Academy.

It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice. Staff or someone who has lawful control of the child can search a pupil with their permission to look for any item that the Academy's rules say must not be brought into Academy.

Headteachers and other members of staff authorised by them have the power to search a pupil without the pupil's consent if they suspect they are in possession of 'prohibited items.' Prohibited items that can be searched for without consent include, but are not restricted to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Psychoactive substances (formally known as 'legal highs')
- Stolen items
- E-cigarettes, tobacco, and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - a) to commit an offence
 - b) to cause personal injury to, or damage to the property of, any person (including the pupil)

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. Any cigarettes and e-cigarettes confiscated in Academy will be destroyed. Should a search

& confiscation be necessary, a search record will be completed and held on file.

10. Use of Force

In order to maintain the safety and welfare of all our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. Section 93 of the Education and Inspections Act 2006 enables all Academy staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

1. Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
2. Causing personal injury to, or damage to the property of, any pupil (including him or herself)
3. Prejudicing the maintenance of good order and discipline at the Academy or among any pupils receiving education at the Academy, whether during a teaching session or otherwise.

The Academy does not encourage the use of force and it will be used only in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the Academy are fully trained in PBM, and have the authority to use force when reasonable, and this extends to any other person whom the Headteacher has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the Academy premises – i.e., on an Academy trip.

Following serious incidents involving the use of force, the Academy will speak to the parents concerned. Force will never be used as a punishment. Such serious incidents involving the use of force (physical intervention) will also be recorded on the Academy MIS. Staff at The Warwickshire Academy are highly training in physical intervention and use the Protecting Rights in a Caring Environment PBM approach if it is deemed necessary. Staff receive regular training in this area. Please refer to the physical intervention section of the behaviour policy for further details on PBM.

11. Attendance

Regular attendance at the Academy is required by law, and the Academy takes attendance very seriously. There is a register taken daily, and action will be taken if any pupils are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and Academy support systems that could help.

We strongly discourage parents/carers from taking their children out of Academy for holidays or family outings during the Academy term. In most cases, unless there are extenuating circumstances, these will count as an unauthorised absence. Any such absences may only be taken following authorisation by the Headteacher. More information can be found in the Academy's Attendance Policy.

12. Uniform and Appearance

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in pupils, and reduces the risk of distraction in lessons. The Academy uniform should be worn by all pupils. Pupils who come in repeatedly without the correct Academy uniform on may be sent home to change.

13. Rewards

The Academy believes that it is important to encourage good conduct throughout by celebrating and rewarding positive behaviour. This will include The Academy reward and points system BEAR to praise pupils for positive actions, stimulating a voluntary and progressive improvement in their behaviour and increasing their motivation towards the achievement of academic objectives and personal targets.

At our Academy we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the Academy.

14. Pupil support

We aim to support all our pupils to ensure that every child succeeds during their time at the Warwickshire Academy. Where it becomes clear that a pupil is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. These include, but are not restricted to:

- Consistent communication between home and Academy.
- Individual support plans.
- Small group work or 1:1 support where required.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour.
- Alternative curriculum provision where required.
- Reduced timetable (if used must be kept under regular review)
- Referral to outside agencies.

15. Complaints

The Academy has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the Headteacher, and the Academy will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our Academy Complaints & Representations Policy. For information on complaints relating to exclusions, see the Academy Exclusions Policy.

16. In Response to Legislation

Health and Safety at Work Act 1974

Children Act 1989

United Nations Convention on the Rights of the Child (ratified 1991)

Human Rights Act 1998

Care Standards Act 2000

Education and Inspections Act 2006

Violent Crime Reduction Act 2006

Equality Act 2010

The Education (Independent Schools Standards) Regulations 2014

National Minimum Standards (Residential Special Schools) 2015

17. Best Practice Guidance Documents

DoH Guidance on Permissible Forms of Control in Children's Residential Care (1993) DE&S/DoH Guidance for Restrictive Physical Interventions. How to provide safe services for people with Learning Disabilities and Autistic Spectrum Disorder (2002)

DfE Use of Reasonable Force. Advice for Head Teachers, staff and governing bodies July (2013)

Positive and proactive care: reducing the need for restrictive interventions (2014)

BILD Code of Practice for the use and reduction of restrictive physical interventions (fourth edition 2014)

Ofsted Below the radar: low-level disruption in the country's classrooms September (2014) Behaviour and discipline in Schools, Advice for Head Teachers and Academy staff February (2014)

DfE Behaviour and discipline in Schools (2016)

Preventing and Tackling Bullying – Advice for Head Teachers, staff and Governing Bodies' (2017)

HM Gov - Working together to safeguard children (2018)

DfE/DoH - SEN Code of Practice (2018)

DfE – Mental Health and guidance in Schools (2018) Ofsted - Positive environments where children can flourish (2018)

DfE Searching, Screening, and confiscation: Advice for Head Teachers, staff and governing bodies (2018)

HM Gov - Reducing the need for Restraint and Restrictive Intervention (2019)

DfE – Academy Attendance, Guidance for maintained Schools, academies, independent Schools and local authorities (2019)

Keeping Children Safe in Education September (2023)

This policy should be read in conjunction with all Warwickshire Academy policies.

18. Changes

Description	Date	Page	Section

ANNEX A

TWA Approach to Behaviour



The TWA BEAR and Reflect – Repair – Reward System



Intent

- Each Area (Behaviour – Engagement – Achievement – Respect) will offer every pupil the opportunity to achieve points to aid personal progress and achievement and to access the rewards system
- Circle completed each day, week and half term using Reflect – Repair – Reward.
- System broken down into four measurable areas allowing for detailed focus areas for targeted work
- Measurable areas to allow for pupils to celebrate something
- System to present data on areas of strength and weakness in pupils and staff
- System to provide data for intervention sessions
- Consistent and clear system for whole school ethos, culture and expectations to remain uniform and robust
- System to be accessible for ALL and easily understood to allow for full buy in from pupils and staff.

Implementation

- Points rewarded and entered on to Arbor in each lesson and social times in the four separate focus areas totaling at the middle and end of each day in Reflect – Repair – Reward. Staff to share points total and input necessary responses.
- Four Measurable areas to be marked separately to allow for pupils' strengths and areas for development to be recorded.
- Data produced by Arbor on points used to provide reward structures (gold, silver, bronze bears) Reflect – Repair - Reward throughout each day and longer-term data to analyze trends.
- Intervention sessions both academically and pastorally to be informed by data for pupils. Staff trends to be supported and developed through training and development sessions.
- System to be presented in diaries, classrooms and around the wider school. Staff to be held accountable for not implementing the system consistently. Staff training to be delivered exploring trends and areas of strength and development.

Impact

- Pupils Reflect – Repair – Reward at the end of every day, week and half term giving achievable short-, medium- and long-term goals.
- Pupils to access to achievement and success every day consistently building self-confidence.
- Separate areas celebrate diversity and difference in pupils' abilities and provides areas of strength and development which improve through targeted sessions and approaches.
- Consistent rewards develop self-confidence, culture of praise and achievement and an ethos
- Intervention sessions and staff training informed by data impact in improved areas for development at individual and class level – pupils and staff.
- Pupils buy in to the system improving attitudes to learning and behaviour driven by rewards and praise.

Reflect – Repair – Reward



- Points rewarded and entered on to Arbor in each lesson and social times in the four separate focus areas totaling at the middle and end of each day in Reflect – Repair – Reward. Staff to share points total and input necessary responses.
- Reflect – Repair – Reward will be used at the beginning, middle and end of the day to allow for good behaviour to be rewarded, catch up time for missed learning opportunities and restorative work for behaviors that challenge.
- Allowing built in opportunities for restorative and rewarding work enables pupils and staff to close the circle each day approaching every day as a fresh start; with positive points banked on the system to build accumulatively over time.

- The triple 'R' system allows for pupils to be rewarded and to be encouraged to reflect wherever possible, building in natural consequence to negative behaviors and an ethos of rewarding the right choices.