



Positive Behaviour Policy

Policy Owner	Light Years School
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Linked Policies	Safeguarding and Child Protection Policy Equality, Diversity, and Inclusion Policy Curriculum Policy SEND Information Report Ofsted Framework 2019 Suspension and Permanent Exclusion Policy Anti-Bullying Policy Pupil Code of Conduct
ISS Regulatory Requirements	Part 1. Quality of Education Paragraph 3(h), 3(i) Part 2. Spiritual, moral, social, and cultural development of pupils Paragraph 5(b)(ii), 5(b)(iii), 5(b)(v), Part 3. Welfare, health, and safety of pupils Paragraph 6, 7, 9

Safeguarding at Light Years School

At Light Years School, we are committed to providing an environment in which students feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone's responsibility, and all staff are encouraged to maintain an "it could happen here" attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual, and emotional abuse, neglect, and bullying. Light Years School is dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness, or hear with regards to the school, they should contact the school's designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Light Years School is carefully considered and a central theme through all school policies.

Special Educational Needs & Disabilities (SEND) at Light Years School

At Light Years School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, an adapted curriculum, and a strong focus on developing pupils' personal, social, and emotional development. The special educational needs and disabilities of all pupils at Light Years School is carefully considered and a central theme in through all school policies. For more information, please read the school's SEND Information Report.

Policy Aims

The aim of our Positive Behaviour Policy is to clearly set out the school's consistent approach when positively managing and supporting student behaviour and keeping children safe. Furthermore, this policy clearly sets out the expectations of behaviour so that students, staff, parents, and other stakeholders are aware of their responsibilities with regards to behaviour and conduct. The school rules, understood by all are **we use kind words, we used kind actions, we are good listeners, we are safe**. Embedded within this policy is the underlying principles of the United Nations Convention of the Rights of the Child (UNCRC) Article 29 which states that education of the child should be directed to develop a child's personality, talents, and mental and physical abilities to their fullest potential.

Legislation and Statutory Requirements

Legislation and statutory requirements Light Years School acknowledges its legal duties under the Equality Act 2010, and in terms of safeguarding and supporting students with special educational needs. This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for Headteachers and school staff 2024](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies, and student referral units in England 2017](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- [Searching, screening and confiscation: advice for schools 2022](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its young people
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate young people' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate young people' property.
- The [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

Ethos

At Light Years School, we believe that all children have the right to be educated in a safe environment, designed in a way that supports the whole school community. We see behaviour as a form of communication, behaviour support is an essential feature of an effective learning environment and is formed by the right support at the right time. Light Years School has deliberately called this policy our Positive Behaviour Policy because our ethos is committed to developing positive approaches that support better behaviour. Our ethos is not simply to sanction and punish negative behaviour, but to actively provide opportunities for students to reflect, restore and learn from situations.

Whole School Expectations that will Promote Positive Behaviour

1. "We Use Kind Actions"
2. "We Use Kind Words"
3. "We Are Good Listeners"
4. "We Are safe"

Whole School Strategies to Promote Positive Behaviour

Reflection, Restore and Learn

Each child will be given opportunities to reflect on their behaviour following an incident. This process is a highly personalised approach and is not a one-size fits all approach. This will be involved a wide range of methods, depending on the needs of the child and their special educational needs. The 'reflection period' will also range in terms of time, depending on the individuals involved, although the school will aim to complete this process in the shortest possible time. The child, or children involved in the incident will then be given opportunities to restore the situation. This enables the child to repair relationships if needed, and make the situation 'right' for them, as well as for the other people involved. Often, this will be child-led. The final phase of this strategy is to provide the child with the opportunity to learn from the situation. This again will be varied in the approach, but with the same aim of identifying what could have gone better and what might happen next time.

Celebrating Success and Promoting Positive Behaviour

Celebrating success and promoting behaviour is fundamental to our successful approach to positive behaviour. This happens on a whole school and class-based level throughout each week. All staff are encouraged to implement opportunities to celebrate success, making sure it sits alongside the existing whole school approach to behaviour. Research suggests that pupils who present with a Pathological Demand Avoidance (PDA) often react well to new and novel ways of motivation and class teachers / key adults are empowered to find out what works for each individual child, as well as maintaining the consistent boundaries across the whole school. By adhering to the behaviour expectations, pupils will be positively rewarded by the following whole school approaches:

- Verbal praise
- Assembly special mention
- Positive feedback to parents / carers
- Weekly celebration assembly awards
- Positive messages home
- Public display of work

Descriptive Praise

At Light Years School, we aim to use simple and descriptive praise to reinforce positive behaviour. We believe that by telling a pupil exactly what is positive about their actions, we will reinforce the behaviours we want to promote. For example.

“I like the way you opened the door for that visitor.”

“I noticed how kindly you supported your friend, thank you for that good behaviour.”

“Tidying the classroom was good behaviour, thank you.”

Negative language only reinforces a negative cycle and does not role model conflict resolution or mutual respect. If language is not clear, then it can be difficult for pupils with autism to understand. Staff will not use negative language when addressing behaviour and always treat each pupil with dignity and respect. Below are examples of negative language.

Zones of Regulation (ZOR)

The ZOR is a whole school approach to supporting pupils with managing their emotional state by identify four different zones that pupils can ‘place’ their feelings into. Each of the pupils should have various strategies available to them that they can access when they are zones. Staff should be aware of the

strategies available and support pupils in managing their emotions in a positive way. Staff use the zones, and the language of the zones at appropriate times and when it will be most successful at supporting positive behaviour.

ZOR strategies available may include:

- Positive pauses.
- Calming strategy e.g. Movement break / breathing / quiet space.
- Seeking out a specific member of staff.
- Sensory activity.
- Therapeutic space.
- Walking/outside access.
- Time and space – staff supervise observe from a distance.
- Communication and interaction opportunities to support individual needs.

Consequences and Sanctions

At Light Years School, our approach to applying consequences and sanctions is clear. We want our pupils to gain an understanding of the relationship between negative and unsafe behaviours and the inevitable natural consequence, but more importantly we want them to learn from it. Only through learning, will pupils be able to effectively manage themselves responsibly so that they are able to fulfil their potential. Therefore, when focusing on sanctions, Light Years School focuses on the learning opportunity within.

For example, instead of an approach like this:

Behaviour	Sanction / Punishment / No Learning Opportunity
Pupil disrupts activity or behaves in a way that makes other pupils feel unsafe.	Detention at break time. Sitting in silence.

We will adopt an approach like this:

Behaviour	Consequence & Learning Opportunities
<p>Pupil disrupts activity or behaves in a way that makes other pupils feel unsafe.</p>	<p>Pupil has a break.</p> <p>An adult supports pupil to regulate and safely communicate their views to help adults understand what the child may have been attempting to communicate through their behaviour, this ensures that the child feels heard and enables adults to validate their feelings.</p> <p>An adult then supports pupil to consider and reflect on their behaviour. Pupil is given the opportunity to 'make it good' by tidying the room.</p> <p>Pupils' positive behaviour is praised, and adults will explain why it was good behaviour. "Thank you for tidying the room, which was good behaviour because it made the room safe."</p> <p>The class teacher or a member of the senior leadership team will contact parent's or carers.</p> <p>Team discussions take place during staff debrief to explore the incident, including what led to the level of dysregulation, allowing the team to determine the child's presenting support needs, review the child's behaviour plan and reflect on approaches taken.</p>

All staff will follow this approach when responding to all levels of behaviour, including the most serious behaviours. The table below sets out the school's tiered approach to identifying behaviours at different levels and the guided responses the school will take in response to specific behaviours to keep children safe.

Behaviour Tiers	Examples of Behaviours in this Tier	Example of Guided Response & Sanction	Staff Responsible
Behaviour Tier 1	Indirect swearing Low-level disruption Gestures Interrupting others Poor focus or engagement	Reflect, restore & learn strategies. Remind of classroom expectations Distraction & re-engagement strategies Movement break & time out strategies Verbal challenge – behaviour noted	All staff
Behaviour Tier 2	Direct swearing Medium level disruption Refusal to engage in a lesson or activity. Leaving the lesson without permission Threats of violence (without intent) Damage to property (minor) Child on child (inappropriate level)	Reflect, restore & learn strategies. Remind of classroom expectations Distraction & re-engagement strategies Movement break & time out strategies 1:1 work around PSHCE positive relationships Natural consequences Parental engagement & restorative outcomes	All staff
Behaviour Tier 3	Child on child (problematic level) Absconding (Off-Site, In Sight) Verbal aggression (intent to harm) Physical aggression (medium risk) Prejudicial Behaviour Incident (Single) High level disruption Damage to property (medium to elevated level) Dangerous behaviour (medium risk)	Reflect, restore & learn strategies. Distraction & re-engagement strategies Movement break & time out strategies Parental engagement & restorative outcomes Review of environment & risk assessment Multi-disciplinary in-house meeting Consulting with external agencies if appropriate Natural consequences	Class teacher, key adults, and Senior Leadership Team
Behaviour Tier 4	Child on child (abusive or violent) Bullying (all types) Dangerous behaviour (high to significant risk) Physical aggression or violence (elevated risk)	Consulting with external agencies if appropriate Emergency annual review Suspension Permanent Exclusion	Senior Leadership Team / Headteacher

Roles of Responsibilities

Whole School – All staff

- Create a positive behaviour culture in a school involves all staff, at all levels.
- Have a responsibility to keep pupils safe and look after their well-being.
- Have a radio to always ensure pupil and staff safety.
- Are responsible for supporting, promoting positive behaviour, and supporting challenging behaviour.
- Collaborate with colleagues in implementing positive behaviour support strategies and using consequences as a learning process.
- Are responsible for maintaining the ethos of positive behaviour.
- Are responsible for recording behaviour using the school's recording procedure.

Classrooms Teams

- Play a leading role in promoting a culture of positive behaviour support.
- Are the first point of call for colleagues, parents, and senior leaders to discuss positive and challenging behaviours of pupils.
- Proactively and timely, record behaviour on CPOMS to ensure concerns are highlighted at the earliest opportunity and success is always celebrated.
- Lead and address challenging behaviours in line with Light years School Positive Behaviour Policy and tiered responses and link effective consequences to behaviours in a learning context.
- Provide continuous positive support for pupils using a range of strategies.
- Consult with colleagues and ensure contact with parents is made within 24 hours following an incident.
- Alert senior leaders of any serious incident immediately.
- Take the lead role in communicating positive and negative behaviours with parents and carers.
- Follow up behaviours by monitoring the impact of the interventions / strategies put in place to support.
- Review Pathway Plan adding relevant information following behaviour incidents.
- Consult with colleagues if further action is needed.
- Share information with the rest of the staff team, during briefings and via email, specifically when student learning profiles are updated.
- Know when to use a wider holistic approach to support behaviour and implement a wide range of transactional support strategies to improve behaviour.

Holistic Support

- Classroom teachers should be using the available specialist support within the school.
- SALT, OT, and the SENCO work collaboratively with the team around the child to provide information relating to pupils' SEND with the aim of improving behaviour outcomes for pupils.
- Specialist interventions and support strategies should then be implemented collaboratively and monitored by the team around the child to measure progress.

Senior Leadership Team

- Support the Headteacher to implement this positive behaviour policy.
- Monitor CPOMS daily to ensure timely action is taken to support, monitor, review, and signpost highlighted behaviour of concern and promote and celebrate positive behaviour.
- Support positive behaviour strategies when behaviour is of a critical concern or when a pupil is placing themselves at risk of harm.
- Works collaboratively with all staff in promoting the safety and well-being of all pupils.
- Supports all colleagues with positive behaviour strategies when behaviour concerns have escalated beyond that of the role of class teachers and learning support team.
- Hold debriefs with staff following an incident to reflect on practice, presenting needs, review individual support plans and implement support strategies to meet individual needs.

Headteacher

- Holds overall responsibility for promoting positive behaviour and ensuring the safety and well-being of all pupils.
- Holds overall responsibility for the school and ensuring the safety and well-being of all pupils is maintained.
- Supports all colleagues with positive behaviour strategies when behaviour is of a critical concern or when a pupil is placing themselves at risk of harm.
- Works collaboratively with all staff in promoting the safety and well-being of all pupils.
- Supports all colleagues with positive behaviour strategies when behaviour concerns have escalated beyond that of the role of form tutor, holistic support, and senior leaders.

The Governing Body

- Hold the Headteacher to account to ensure they implement and adhere to this policy fully.
- Support the ethos that is embedded in this policy.

Team Teach

In some circumstances, staff may use a team teach approach to support a pupil to prevent them:

- Hurting themselves or others

Team Teach will:

- Only be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

Training

Staff and pupils will receive regular training to remind and refresh their understanding of what constitutes positive behaviour (including acceptable behaviour online). Pupils are taught to have a clear understanding of the expectations of the school, the rewards available and the consequences of unacceptable behaviour. Relational practice and positive behaviour management is reflected in staff induction and forms part of a programme of continuing professional development for all staff.

Monitoring Arrangements

The Headteacher of School will review the positive behaviour policy annually. At each review, the Governing Body will approve the policy.