



# The Fitzroy Academy Positive Behaviour Policy

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Schedule 1 of 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

Our school's mission statement of '*Learning together to be the best that we can be*', by creating a positive, vibrant learning community where everyone is valued, challenged and inspired to achieve their unique potential, truly permeates every aspect of school life and influences all we do.

## **Introduction**

This behaviour policy is a statement that promotes and supports appropriate behaviour in school. Through good behaviour we can build a positive ethos in a learning environment where all have respect for each other and are courteous and polite. This policy aims to support the development of a school where the structure allows for everyone to know the expectations in relation to behaviour and where learners and staff feel happy and secure at all times.

Learners at The Fitzroy Academy have a wide range of learning needs and it is understood that behaviour is part of an expression of their communication and feelings. In addition, some students may have poorly developed personal and social skills, attachment difficulties and previous negative experiences of education and school life. All learners at Fitzroy Academy are treated with dignity and respect at all times. All staff consistently aim to nurture positive relationships and responses to enable learners to build on their strengths and to positively participate in school life. All learners will have a support programme outlined in a positive Behaviour Support Plan (PBSP). The PBSP will be written by the Head Teacher, SENCo or key teacher in liaison with the learner, teaching staff, parents, carers and other professionals. For residential students, the PBSP will be written in liaison with the Head of Care. The plans will highlight particular behaviours, triggers and ways to support and develop

strategies when learners exhibit behaviours of challenge. The PBSP will be distributed to the learner's parents/carers/social workers and will be reviewed three times per year or as often as is necessary to support the student.

This policy and its implementation are the responsibility of the Head Teacher, with responsibility delegated to all staff.

### **Aspiring to Good Behaviour – what the school expects:**

- Learners and adults in the school building are expected to show respect for each other. This is seen through being polite, using appropriate language, listening to each other and being considerate of each other. We recognise that our learners may need significant support to develop these skills.
- Adults who support young people to access their education are expected to display behaviours which show they are working together in support of each learner. Where there are disagreements, all concerned should role model positive behaviours that seek resolution and understanding.
- Everyone who is part of the school community is expected to show nonbiased behaviour and language which embraces the variety and difference in people.
- Everyone at school will be supported to develop alternative strategies to self-manage and regulate their own behaviours in a safe way that allows them to feel accepted in social environments, whatever their starting point.
- Where there are disagreements or difficulties, The Fitzroy Academy expects these to be discussed, explored and resolved in a way that allows everyone to have a more positive outlook and the skills to better resolve future conflict.

We believe that high-quality teaching, delivered through an exciting and engaging curriculum based on personalised learning, is key to promoting learning and good behaviour. All school staff are expected to be outstanding behaviour role models for our young people and will have an accurate understanding of the impact of special educational needs upon learning and behaviour and will be supported through high quality, regular staff training. The efforts of learners and their ensuing success will be recognised and celebrated so that all learners feel valued and motivated, creating in turn self esteem and increased morale. We will support young people to learn to take responsibility for their own actions and to accept the consequences of their choices. Bullying presented in any form from adults or learners is not acceptable and such incidents will be dealt with in a prompt and consistent manner. Please refer to our Preventing Bullying policy.

Successful behaviour management can only operate where teachers and carers/parents create a partnership to consistently support the individual learner. Ongoing communication is the key to this relationship. It is important for all parties to realise that progress towards good behaviour for some of our learners may be

small and we must co-operate in helping them to learn from both their successes and their mistakes. We accept that no-one is infallible and that making mistakes and wrong decisions is part of the learning process. The important thing is how we make amends for our actions and how we use our mistakes to support understanding and ongoing development.

### **Managing Behaviour Positively**

At The Fitzroy Academy, where all learners have special educational needs, behaviour is always understood to have communicative intent, for example a response to frustration, anxiety or unmet needs. With this in mind, a generalised code of conduct for all young people is not appropriate. At The Fitzroy Academy, the definition of acceptable behaviour is individual to each learner. Behaviour is managed by staff in accordance with individual behaviour support through student's PBSPs. These plans outline what is expected for the learner and also staff in managing any behaviour that occurs. It will focus on proactive strategies and reactive strategies to support the young person to regulate their behaviour and be able to re-engage in learning.

Alongside this each learner has individual outcomes agreed as part of an annual process to build up positive behaviour skills. The school gives careful consideration to school and class organisation to minimise any impact of behaviour on other young people in their learning and safety. All school staff are trained in teaching learners with SEN and have in-depth knowledge of each student's strengths and levels of development. The school has a high staff: learner ratio based on individual needs. Staff work in partnership with parents and other professionals.

Whilst aspiring to all learners having positive behaviours and acknowledging the need for individual behaviour management, it is felt that some basic expectations are shared with the whole school community as a basis for development and maintenance of positive behaviour in school:

- Have a positive attitude
- Care for my school community
- Listen to learn
- Try not to swear
- Always be kind to others
- Have fun

**Have a positive attitude.** This means:

- Show consideration for others by moving around the buildings appropriately.
- Take part in community and whole school activities to the best of your abilities
- Leave valuables such as money or mobile phones at home, or with the school office for safe-keeping.

**Care for my school community.** This means:

- Be polite.
- Respect other people's property

- Respect the school and its property
- Apologise if you accidentally hurt or upset anyone or their feelings.
- Tidy away properly in class
- Put all rubbish in the bins provided and leave all areas tidy

**Listen to learn.** This means:

- Attend school every day
- Do your best in class
- Ask for help if you don't understand
- Listen to others
- Arrive punctually for each lesson.

### **Learning and Teaching**

We consider the promotion of good behaviour as outlined in this Positive Behaviour Policy to be an essential part of fulfilling our school vision and aims. To this end we work extensively with learners through both the formal and informal curriculum to develop appropriate patterns of behaviour, self-esteem and personal and social skills. We aim to develop a sense of responsibility appropriate to the learners developmental age and ability and promoting independence skills in all our learners, whatever their academic ability, personal circumstances or past experiences.

All learners are taught about personal and social relationships during PSHE sessions and through small group or individual personal skills sessions, and informally through day-to-day conduct, community participation and group or whole school activities.

Learners are given the opportunity to consider their own contribution to good conduct around the school through student questionnaires and surveys.

Extended social, leisure and recreational activities provided through the school also offers the opportunity for positive reinforcement of our behaviour policy in a less formal context.

All adults in the school are expected to model the highest standards of good behaviour in their own conduct around the school as our learners learn best by concrete tangible examples.

### **The School Environment**

There are low stimulus, quiet rooms/pods where young people can be supported to regulate and then return to learning.

All areas of the school environment must be used in accordance with "Reducing the Need for Restraint and Physical Intervention (2019) with particular reference to guidance on timeout and seclusion.

The following are specifically highlighted: -

Within school, most of the doors of rooms to which learners may access, are locked when not in use. These doors include external boundary doors. The use of locked doors is to prevent the risk of harm and to maintain the school's duty of care based on a risk assessment of factors including reducing risk of finger entrapment, doors accidentally swinging closed, or students accessing the driveway of the school. Within the main school building, the external door is fobbed to ensure safety of students.

Learners are supervised by staff at all times when using alternative spaces either indoors or outdoors.

Teachers MUST ensure that the use of these areas is clearly defined in the learner's PBSP (Positive Behaviour Support Plan) and that they are clear on the guidance of the law for time-out and seclusion. Examples (all would be within the PBSP) of use may include: - a learner asking to move away from a busy environment to avoid possible triggers that they know may lead to their behaviour escalating, e.g. sensory overload. Learners may use other areas in school in a similar way, e.g. a quiet area of the classroom, sensory room, library or quiet room/pod. These spaces provide areas for safe relaxation and reduced sensory input which young people may choose to access. The Fitzroy Academy prefers to utilise an approach of "time in" rather than time out, with key staff who can help them to recognise their emotions and support effective self-regulation and minimise lost learning time.

Staff may ask a learner if they want to move into one of these areas or access outdoor spaces if they recognise a sequence of behaviours that may lead to an incident of behaviour that challenges.

The quiet room and pods are used for a variety of purposes including teaching students in small groups or individually. These resources can provide students with a less busy environment for parts of their educational programme.

### **A Consistent Approach**

The Fitzroy Academy will display its basic behaviour expectations around the learning environment in order that these are shared and clear. The approach taken to respond to individuals who choose not to adhere to these basic expectations will depend on the positive behavioural strategies that best suit the individual student and the situation. The school has a legal right to use detentions and sanctions that are proportionate, but when dealing with students with SEN and/or social, emotional and mental health difficulties, careful consideration must be given to these decisions and should be made in liaison with other adults supporting the young person.

### **Affirmation, Praise and Rewards:**

We consider it important that praise and rewards should have considerable emphasis within The Fitzroy Academy and learners will thus achieve recognition for a positive contribution to school life. Such contribution includes sound academic work and effort, good behaviour and involvement in the school community.

Rewards should not be limited to those whose academic work is outstanding or to those whose behaviour is always good: small improvements and effort need to be celebrated. It is acknowledged that rewards need to be appropriate to the

individual, their needs and any current difficulties and issues that they are facing. Reward and celebration of achievements is meant to support self esteem and provide an impetus for further motivation and development. It is expected that good standards of behaviour will be encouraged through the consistent application of a positive praise and reward system by all staff at the school.

Rewards may be informal or formal: members of staff are encouraged to use a wide range of methods of acknowledging good behaviour.

To see further details of our Rewards System, turn to Appendix B.

In addition to various levels of rewards for good behaviour and a positive contribution to school life, we also encourage learners to take on roles of responsibility within the school. This helps to promote a sense of community, self-esteem and personal responsibility. Some learners may take on responsibilities within their own class, helping with the basic routines of classroom life.

### **Inappropriate Behaviour and Sanctions**

The Fitzroy Academy's ethos of person-centred personalised learning applies equally to delivering Positive Behaviour Support through a school based therapeutic approach enabling students to change behaviours that challenge over time. Sanctions are therefore carefully considered and applied according to the context, developmental levels of understanding of students, and severity of the behaviour. Sanctions will always be applied to individual cases and not whole groups and need to afford opportunities for the young person to repair and restore relationships and encourage ways to develop alternative ways to display emotions.

All adults and learners within The Fitzroy Academy have a responsibility to ensure everyone behaves in a positive way to keep everyone in the learning environment happy and safe. To this end all adults and learners are expected to discourage unacceptable behaviour. Learners are advised about how to behave and who to speak to if they observe such behaviour or if they themselves behave wrongly. Learners are encouraged to tell the truth and to seek adult help if they find themselves in a difficult situation.

All adults in the school are expected to be familiar with our behaviour policy and PBSPs are shared with all staff so that each member is aware of the best way to deal with each learner's behaviours. Regular discussions occur in staff meetings to ensure a consistency of approach.

### **Sanctions and consequences**

Despite consistent implementation of positive behaviour support across the setting, there may be occasions where sanctions are required, depending on the severity of the behaviour that has been exhibited and the persistence of the offence. These sanctions include:

- request for apologies;
- restorative work
- internal separation;

- external suspension (fixed-term).

Whilst the need for consistency is recognised as a key element of any Behaviour Management system, this is balanced by an awareness of attachment theory, the special educational needs and learning disabilities of our learners and the need for an individualised approach.

### **Training and support for staff**

Regular training relating to this policy and methods of behaviour management are offered to all education staff, both as training in staff meetings and through regular Reflective Therapeutic Intervention (RTI) training.

The promotion of good behaviour is discussed regularly in staff meetings. Similarly, individual learners who are struggling with their behaviour are regularly monitored and discussed to ensure a consistency of approach and an awareness of progress, this includes close working with the therapy team, where appropriate.

Effective teaching supported by a structured approach and an understanding of the individual needs and difficulties of the learner is a good basis for positive behaviour in the classroom. To this end we seek to provide stimulating, creative and engaging lessons at Fitzroy Academy, allowing learners to experience relevant meaningful education as outlined in our curriculum policy.

### **Suspension and Permanent Exclusion**

The Department of Education recognises that good discipline is essential in allowing all learners to benefit from their education. The Government supports head teachers in using suspension and exclusion as a sanction where it is warranted.

Learners may be suspended for one or more fixed term periods up to 45 days in a school year, they may also be excluded permanently. A learner should never be suspended or excluded for non-disciplinary reasons such as;

- The actions of a parent or carer
- The learner's additional needs or disability
- Academic ability or attainment
- The learner failing to meet specific conditions before they are reinstated

However, learners who repeatedly disobey their teacher's academic instructions may be subject to suspension.

The Fitzroy Academy will not use unofficial or "grey" exclusions. It should however be noted that the behaviour management model used by the company does recognise "time away" as a valid tool for helping some young people to self-regulate when they are experiencing behavioural and emotional difficulties. This should always be for the minimum time needed to return to their normal level of functioning.

The young people we work with have often had many negative experiences of exclusion whether this is in within their family, in social settings or at school. It is with this in mind that the school will always minimise the use of this sanction, since our role is to be an inclusive setting.

### **The purpose of Suspension**

Suspension will be used where it provides a very clear demarcation of unacceptable behaviour to the individual and the learner population as a whole. This is most likely to be in response to the use of extreme physical aggression. Such incidents also need careful follow up and re-consideration of risk management; suspension can provide the time and space for people to consider the best and safest way forward.

The school does not use permanent exclusion since it has a wealth of alternative options for delivery of education programmes and seeks to continue to work with young people rather than re-affirm their life experience of exclusion.

Where education programmes are altered in the short or long term, in a planned way this will not be considered as a suspension because it is a planned action taken in support of the young person. In this instance the young person may have a change of venue for their education in the short or medium term, but this will have been considered and planned in advance. Their education programme will remain a 25 hour per week provision, but its delivery may involve a range of people who can best support the young person during the period of crisis. Changes to education provision to meet need will be discussed and shared with the team of professionals around the student and wherever possible recorded in the PEP.

Home tuition will not be used unless specifically agreed with the placing authority and this must be recorded in the PEP.

### **Provision of work during suspension**

The Fitzroy Academy strives to help young people understand the importance of their education; it is therefore important that work and activities are provided during any period of suspension.

### **Suspension records and documents**

All periods of suspension are recorded in a log on the school's management information system and a letter sent to the person with parental responsibility. The letter must state the length of the suspension and reason for the suspension as well as including details of the appeal procedure and plans for a reintegration meeting. The fixed suspension log will be shared with the board of directors at least annually via a board report.

### **Reintegration following suspension**

Any suspended student must have a reintegration meeting prior to returning to school. This meeting should include any relevant adults and professionals who support the young person and should be focused on actions and strategies for future success. The Head Teacher should draw up a positive behaviour support plan to detail what has been agreed. The school cannot require that specific conditions are met before the learner is re-admitted, however this does not stop the school providing expectations for future success and the reduction of any future use of suspension.

**Proprietor responsibilities:**

The Proprietal board (The Directors) must consider the reinstatement of a suspended or excluded learner in the case of:

- All permanent exclusions (not used at New Reflexions)
- All suspensions of learners who have been suspended for more than 15 school days in the term, or who will have been as a result of the suspension
- All suspensions that would result in a learner missing a public examination or National Curriculum test
- All other suspensions where a learner would be suspended for more than five school days in the term and their parents/carers/Placing Authority have made representations

**Bullying and Harassment**

Bullying and harassment are never considered acceptable behaviour and are taken very seriously within The Fitzroy Academy. As an education provider, we have a specific duty to tackle any form of negative discrimination. Bullying is not tolerated in any guise, including racial, religious or homophobic taunts. Learners are encouraged to report such incidents should they occur. Staff members are expected to report any incident immediately to the Head Teacher and to record incidents in the behaviour log on the school's Information Management System. Sanctions will be used to indicate to the bully that their behaviour is unacceptable and further work should be carried out to educate all involved about the causes, harm and effects of bullying.

**Links between school and home**

The partnership between school and home is crucial for effective promotion of good behaviour. As a school we endeavour to communicate daily with parents/ carers concerning each learner's progress, including their attitude and behaviour.

Likewise, we encourage parents/care staff to contact the school immediately if there is a problem so that we can work together to resolve it. Where an individual learner has specific behaviour problems, carers will be involved in the development of the PBSP and be asked to sign to agree to its contents before it is implemented. Any amendments requested by parents/carers will be carefully considered.

Each young person has a Positive Behaviour Support Plan which guides those working with them in relation to background issues, triggers, responses that have been previously successful and the permitted restraint of that individual.

**Searching Students:**

Head Teachers and school staff authorised by the Head Teacher have the power to search students or their possessions, without consent, where they suspect the student has a "prohibited item". Prohibited items at The Fitzroy Academy are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- smoking materials including lighters
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Searching students with special educational needs, emotional and behavioural difficulties, and learning disabilities, needs to be done with great care and respect for the student's sensory needs, level of developmental understanding and past experiences. The decision to carry out a search should not be taken lightly and alternative responses should initially be considered, such as asking the student to take some time out with a trusted adult to try and resolve the issue. Students are made aware during the school induction process that they can be searched and for what items. If a search is carried out, the adults present must follow the guidance set out in the documents *"Searching, screening and confiscating, advice for schools"* (July 2022, Department for Education) and *"Use of reasonable force, advice for head teachers, staff and governing bodies"* (July 2013, Department for Education).

### **Schools' obligations under the European Convention on Human Rights (ECHR)**

Under Article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy.

Any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

You may search a learner if you are the head teacher or a member of school staff and authorised by the head teacher. You must be the same sex as the young person being searched; and there must be a witness (also a staff member) and, if possible, they should also be the same sex as the learner being searched. There is a limited exception to this rule. You can carry out a search of a learner of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. In the context of our learners' special educational needs and/or their previous experiences, The Fitzroy Academy staff would strive to avoid using this clause to conduct a search.

You can search if you have reasonable grounds for suspecting that a learner is in possession of a prohibited item.

**Use of reasonable force**

All school staff have the power to use reasonable force to prevent learners committing an offence, injuring themselves or others or causing significant damage to property. We use Reflective Therapeutic Intervention and teachers should follow the guidance and approaches for which they have been trained.

**Monitoring, Evaluation and Review**

Behaviour within the school is regularly monitored and details relating to individuals and their behaviours are logged. Access to the behaviour log is limited to staff members with appropriate levels of responsibility.

Any incidents of bullying or racial harassment are reported to the Head Teacher and logged on the school information management system. This information is also shared regularly with the Proprietal Board.

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<i>Last Reviewed</i>	<i>August 2025</i>
<i>Next Review due</i>	<i>August 2026</i>
<i>Reviewed by</i>	<i>Head Teacher and Directors</i>

## **Appendix 1: Examples of Strategies to promote positive behaviour**

- Use of frequent and specific praise, confirmation, reward charts, stickers;
- Identifying and modelling appropriate behaviour;
- Personalising the timetable;
- Using clear visual strategies including schedules, timers etc;
- Changing the environment and activity e.g. using sensory rooms, playgrounds, field, halls;
- Diverting, distracting or changing adults to diffuse;
- Acknowledging students need for personal space;
- Using sensory integration strategies;
- Use of arts and play-based therapeutic interventions to teach alternative safe ways to express negative thoughts and feelings
- Using clear, simple language allowing time to process and respond;
- One person clearly taking the lead in supporting a student.
- Weekly celebrations and certificates

## **Appendix 2: Reward System**

All adults in the school should make a point of praising good behaviour, successful academic performance and positive social interaction when it is observed.

Student effort and behaviour are closely monitored by the teacher and teaching assistants throughout the day. A brief daily report summarising the strengths and difficulties of the day are recorded and communicated to parents/carers at regular intervals.

Where students have done something exceptional within their academic work, in supporting others or in behavioural improvement they should be sent to the Head teacher with information detailing their success. The Head teacher can discuss and celebrate the success with the students and decide whether the action was outstanding enough to receive an individualised reward.

The awards above are common to all students. Additional rewards will be used as detailed below according to what motivates each individual:

- Recognition in weekly celebrations
- Verbal praise shared with third party and reported back to student
- Individualised choice of activity/music/game etc at mutually agreed point in the day/week
- Asked to take on extra responsibility within school
- Subject/teacher praise certificates
- Phone calls to individual student's home from teacher/head teacher

### **Golden Time (learning through play)**

In addition to the above, weekly Golden Time sessions take place on a Wednesday afternoon. Student's behaviour throughout the week is monitored, and if students attain all their individualised behavioural expectations during the week, they will attend the full Golden Time session. Activities during this session are bespoke to individual students, and offer opportunities to participate in fun, play-based activities to provide students with a sense of achievement and success.