



Positive Behaviour Policy

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Safeguarding at Conquest School

At Conquest 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. Conquest 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 Conquest School is carefully considered and a central theme through all school policies.

Special Educational Needs & Disabilities (SEND) at Conquest School

At Conquest 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, a differentiated curriculum and a strong focus on developing pupils' personal, social and emotional development. The special educational needs and disabilities of all pupils at Conquest School is carefully considered and a central theme in through all school policies. For more information, please read the school's SEND Information Report.

The **Positive Behaviour Policy** should be read in collaboration with the following policies:

Safeguarding Policy
Curriculum Policy
SEND Information Report
Ofsted Framework 2019
Anti-Bullying Policy
Policy of Suspensions and Permanent Exclusions

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; **show respect, show kindness and stay 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

Conquest 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 2022](#)
- [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's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate young people's 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 Conquest 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 an essential feature of an effective learning environment and is formed by the right support at the right time. Conquest 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 respect the needs of other students"
2. "We respect the staff who are here to help us learn and stay safe"
3. "We are polite towards students, staff and visitors"
4. "We use positive language"
5. "We allow others students to learn by not disrupting our environment"
6. "We say NO to all kinds of bullying"
7. "We respect each other's personal space"
8. "We look after our learning environment"
9. "We keep ourselves and others safe"
10. "We listen to staff and follow instructions"

Whole School Strategies to Promote Positive Behaviour

Reflection, Restore and Learn

Each child will be given opportunities to reflect on their behaviour when and if they are involved in a behaviour 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 is allow 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. Tutor teams are encouraged to implementing opportunities to celebrate success within the tutor group, making sure it sits alongside the existing whole school approaches 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 / tutors are empower to find out what works for each individual child, as well and 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
- Tutor time mention
- Circle time mention
- Assembly special mention
- Positive feedback to parents / carers
- Weekly celebration assembly awards
- Positive postcards home
- Public display of work
- Photograph displayed in reception area

Descriptive Praise

At Conquest 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”

Positive & Inclusive Language

Staff will use positive language when dealing with challenging situations. We will aim to be as consistent as possible when using language and use the student rules as a guide:

- “We respect students and staff”
- “We are polite towards students, staff and visitors”
- “We use positive language”
- “We allow others students to learn”
- “We say NO to bullying”
- “We respect personal space”
- “We do not disrupt others in the classroom”
- “We look after our learning environment”
- “We keep ourselves and others safe”

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 treat each pupil with dignity and respect at all times. 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 4 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 in particular zones. Staff should be aware of the strategies available and support pupils in managing their emotions in a positive way. Staff are expected to be using 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:

- Time out
- Calming strategy eg. Movement break / breathing / quiet space
- Seeking out a specific member of staff
- Inclusion room
- Therapeutic space
- Walking
- Time and space – staff supervise observe from a distance

Consequences and Sanctions

At Conquest School, our approach to applying consequences and sanctions is very clear. We want our pupils to gain an understanding of the relationship between negative 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, Conquest 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
Pupil disrupts activity or behaves in a way that makes other pupils feel unsafe.	Pupil has a break. Pupil is then supported by an adult to consider and reflect on their behaviour. Pupil is given the opportunity to 'make it good' by tidying the room. Pupils' positive behaviour is then praised and given an explanation for why it was good behaviour. "Thank you for tidying the room, that was good behaviour because it made the room safe". Pupil's parents/carers are contacted by the pupils' form tutor.

	Tutor discusses holistically with colleagues to determine possible further support in this area eg. Tutor team, SENCO, pastoral and therapy teams
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This approach will be adopted when responding to all levels of behaviour, including the most serious behaviours. However, the natural consequence / sanction is more serious cases of poor behaviour will become more serious. The table below sets out the school's tiered approach to identifying behaviours at different levels and responses the school will take in response to specific behaviours and 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 high 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 Liaising with external agencies if appropriate Natural consequences	Tutor / 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 (high risk)	Liaising with external agencies if appropriate Emergency annual review Suspension Permanent Exclusion	Senior Leadership Team / Headteacher

Roles of Responsibilities

Whole School – All staff

- Creating a positive behaviour culture in a school involves all staff, at all levels.
- All staff have a responsibility to keep pupils safe and look after their well-being.
- All staff should have a radio to ensure pupil and staff safety at all times.
- All staff are responsible for supporting, promoting positive behaviour and supporting challenging behaviour.
- All staff are empowered to work with colleagues in implementing positive behaviour support strategies and using consequences as a learning process.
- All staff have a responsibility to maintain the ethos of positive behaviour.

- All staff have a responsibility to record behaviour using the school's recording procedure.

Tutor 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.
- Keep track on pupils' behaviour and analyse point's sheets to ensure concerns are highlighted and success is celebrated.
- Lead and address challenging behaviours in line with 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.
- Liaise with colleagues and ensure contact with parents is made within 24 hours following an incident.
- Be responsible for alerting senior leaders of any serious incident verbally and record incident on CPOMS.
- 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.
- Liaise with colleagues if further actions need to be taken
- Share information with the rest of the staff team, during briefings and via email, specifically when student learning profiles are updated.
- Know when to utilise a wider holistic approach to support behaviour and implement a wide range of transactional support strategies to improve behaviour.

Holistic Support

- Tutors should be utilising the available specialist support within the school.
- Therapists and pastoral team and the SENCO work collaboratively with tutor teams 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 tutor team to measure progress.

Senior Leadership Team

- The Senior Leadership Team are responsible for supporting the Headteacher to implement this positive behaviour policy.

- The Senior Leadership Team support positive behaviour strategies when behaviour is of a serious 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.
- Senior leaders support their colleagues in implementing support strategies.

Headteacher

- Holds overall responsibility for promoting positive behaviour and ensuring the safety and well-being of all pupils is maintained.
- 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 serious 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.
- Ensure that all pupils are kept safe at all times.

Recording and Monitoring Behaviours

Positive and negative behaviours must be recorded appropriately using Arbor, the school's MIS system. Recording of behaviours must include antecedents, behaviours and consequences. Sanctions must only reflect those outlined in the school's behaviour policy, unless agreed with the Headteacher.

Positive and negative behaviour incidents will be monitored closely by the pupil's tutor team, and the senior leader responsible for Behaviour and Attitudes and personal development. Behaviour data will be used to celebrate pupil's achievement and help staff identify early support strategies that may be needed to support a pupil reduced negative behaviour incidents.



If certain behaviours are also safeguarding concerns, the member of staff must consult with the DSL / Headteacher and record the behaviours on the MIS and Safeguarding systems.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Committing an offence Incidents of physical restraint will:

- Always 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 students will receive regular training to remind and refresh their understanding of what constitutes good behaviour (including acceptable behaviour online). Students are taught to have a clear understanding of the expectations of the school, the rewards available and the consequences of unacceptable behaviour. All staff joining the school are provided with training on relational practice and behaviour management as part of their induction process. Both also form part of a programme of continuing professional development for all staff.

Monitoring Arrangements

The Headteacher will review this behaviour policy annually. At each review, the policy will be approved by the Governing Body.