



Positive Behaviour Policy

Priestley Smith Specialist VI School

October 2025

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Policy status: Statutory

Responsible member of SLT: Liz Clabon Deputy Headteacher

Priestley Smith School is a specialist school for pupils with a vision impairment. We are an all-age school, catering for pupils aged 3 to 19 years. Many pupils also have additional needs which include difficulties with learning, communication, physical impairment, hearing impairment, emotional and behavioural difficulties and Autistic Spectrum Disorder.

All members of the school community have rights. Priestly Smith is committed to the rights of the child as outlined in the UN Convention. The Rights of the Child can be found at <https://www.unicef.org.uk/rights-respecting-schools/> but some are particularly relevant to this policy:

Article 3. The best interests of the child must be a top priority in all things that affect children.

Article 28. Discipline in schools must respect children's dignity.

Our school believes that each child has the right to express their opinion, to participate, to be cared for, to be safe and have access to an appropriate high quality education which develops talent and personality.

Our approach to behaviour at Priestley Smith Specialist School is underpinned by our school values and TIAAS. TIAAS stands for Trauma Informed Attachment Aware Schools, a whole-school training program designed to help schools become trauma-informed and attachment-aware settings, promoting resilience, recovery, and healing for students. TIAAS equips schools with the knowledge and skills to understand and address the impact of trauma and adverse childhood experiences (ACEs) on students. To support this approach we have also adopted Emotion Coaching as an approach to helps students become more aware of their emotions and learn to manage them effectively; particularly during challenging situations, by validating their feelings, setting limits, and problem-solving together.

Our Values

At Priestley Smith School we are calm, caring and confident; we communicate and celebrate one another.

The purpose of this policy is to set out the framework for creating a supportive and self-disciplined community which allows all pupils to learn effectively and flourish in a pleasant and secure atmosphere regardless of their disability. We advocate an approach that teaches our pupils to self-regulate, learning the necessary skills through shared experiences and through their relationships with trusted others.

As a specialist provision we understand that some of our pupils may have difficulties with social interactions that may lead to behaviours that challenge the norm, and that the unique differences and circumstances of each pupil may influence their behaviour.

We recognise that behaviour has a communicative function and it is important to look at the factors underpinning the behaviour.

AIMS

Priestley Smith School aims to encourage pupils and staff to have the highest standards of behaviour, principles and values.

We aim to promote trust and mutual respect for everyone, in an environment where warm relationships, good manners and independence are considered crucial in forming a happy and confident child.

We aim to communicate consistent boundaries, but also recognise that fair does not always mean equal. Reasonable adjustments for the specific social, emotional, mental and physical health needs of the pupils must be considered.

All pupils are expected to follow the rules but support strategies may be different depending on pupil need.

Our school is committed to the emotional mental health and well-being of its staff, pupils, parents and carers. We aim to work towards this in all aspects of school life and provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

We aim to help children develop a sense of worth, identity and achievement.

We aim to help all children become self-disciplined, able to accept responsibility for their own actions and make positive choices.

POLICY SCOPE

This policy is for all staff, pupil, parent and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

This policy reflects a period of transition as we move towards training and embedding a trauma and attachment informed behaviour approach. During the following year staff will receive training and guidance based on the most up to date research. The key principles of this approach are set out below:

- Being fair is not about everyone getting the same but about everyone getting what they need
- Behaviour is a form of communication
- Not all behaviours are a matter of choice
- Positive Relationships are vital
- Encouraging parental engagement and involvement is crucial
- Maintaining clear boundaries and expectations around behaviour is vital
- Children and young people need environments high in both nurture and structure
- Understanding that the unique differences and circumstances of each pupil may influence their behaviour

Look beyond the behaviour to see the child

A STATEMENT OF BEHAVIOUR PRINCIPLES APPROVED BY THE GOVERNING BODY IS REQUIRED BY ALL MAINTAINED SCHOOLS.

THESE PRINCIPLES GUIDE OUR POSITIVE BEHAVIOUR POLICY AND PROCEDURES AT PRIESTLEY SMITH SCHOOL:

- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour
- At Priestley Smith School we strive to ensure that every child understands they all have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors have the right to always feel safe at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children
- All pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010 Equality Objectives
- Staff always set an excellent example to pupils
- Children are helped to take responsibility for and reflect on their actions and choices
- Children are supported to reflect on their behaviour through emotion coaching and restorative conversations
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- Rewards and sanctions are used consistently by staff, in line with our Positive Behaviour Policy
- The decision to use physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of staff
- By effectively preventing and tackling bullying, we can help to create a safe, disciplined environment where pupils are able to learn and fulfil their potential
- The Positive Behaviour Policy explains that suspensions (fixed-term exclusions) and permanent exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- The Governing Body of Priestley Smith School also emphasises that violence or threatening behaviour will not be tolerated in any circumstances
- The Positive Behaviour Policy is shared with children, parents and staff

OUR SCHOOL RULES

- 1. Be ready to learn**
- 2. Be respectful to everyone**
- 3. Be safe**
- 4. Be kind to everyone**
- 5. Be honest**

These Five simple statements embody our principles for positive behaviour and are easy to understand. We expect all children and adults in the school to follow the rules.

We believe that high-quality teaching and a curriculum which meets the needs of all pupils in a meaningful way will help to avert many potential behaviour difficulties and promote high expectations. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to acknowledge their consequences.

Thinking about how we interact and respond to our pupils every day, in every interaction is the key to building positive and meaningful relationships. To connect before we correct. An atmosphere where pupils feel valued, understood and heard will be our most valuable positive behaviour strategy.

RESPONSIBILITIES

Behaviour is a shared responsibility. We expect all our staff, parents and governors to be good role models for our pupils.

PUPILS

We expect pupils to:

- Understand the rules
- Follow the rules at school, on transport, and whenever they are out in the community
- Communicate with staff at school about any worries or concerns

PARENTS AND CARERS

We expect parents and carers to:

- Know what the rules are and reinforce them at home, helping your child to follow them at school
- Work with the school to promote positive behaviour

- Communicate with the school if you have any concerns or worries, or if anything at home might be affect your child's well-being and behaviour
- Follow the rules when communicating with or visiting the school

STAFF

We expect all staff to:

- Follow the guidance set out in this policy
- Role model the behaviour expected from pupils
- Understand the principles behind the behaviour approach
- Be alert to bullying
- Build positive relationships with pupils and have a fresh start approach each day
- Take responsibility for managing behaviour and adopt a positive solution focused approach to behaviour management
- Listen to pupils concerns
- Recognise the pupil's achievements, academic or otherwise
- Familiarise themselves with any Individual Behaviour Support Plans
- Be open to trying new approaches
- Act as a Learning Mentor to a small group of pupils
- Demonstrate resilience and patience

The school will ensure that:

- Pupils are taught in an environment which is safe, conducive to learning and supports their learning needs
- Appropriate action is taken to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment
- Staff are good role models
- Pupils, parents, staff and visitors feel welcome and part of a community

ADDRESSING BEHAVIOUR ISSUES

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something they find difficult encourages you to help them through their distress.

It is important to have high expectations for our children while recognising some children have specific needs.

Sometimes our pupils will need help to enable them to follow the rules.

Some of our pupils may need extra help and will have an Individual Behaviour Support Plan.

We recognise everyone is busy and are pulled in different directions no matter what their role throughout the day. However, we expect all staff to address the behaviour in front of them as a priority, in form time, lessons, in the corridor, playground, and lunch rooms etc. The following table lays out the steps to take when addressing behaviour issues.

1	<p>General interactions and communication</p> <p>Interactions should be calm, positive, responsive and mindful of the specific challenges of the pupils.</p> <p>Positive behaviour should be praised.</p> <p>Routines and structures and expectations should be clear.</p> <p>We aim to promote trust and mutual respect for everyone, in an environment where warm relationships, good manners and independence are considered crucial in forming a happy and confident child.</p>
2	<p>Low level interventions – De-escalation strategies</p> <p>All staff will use a range of de-escalation techniques to manage pupil behaviour and keep serious incidents to a minimum. De-escalation techniques may include:</p> <ul style="list-style-type: none"> • Verbal advice and support - Offer of support – “You okay, do you need anything” • Firm and clear directions • Use the pupil’s name and attempt to re-focus • Negotiation • Limited choices • Reassurance • Planned ignoring • Calm talking. Take the pupil to one side and talk through the situation to understand more • Calm and non-threatening body language • Patience • Reminder about expectations and consequences • Reminder about rewards • Humour • Withdrawal - Swapping with another member of staff

	<ul style="list-style-type: none"> • Staff highlights the behaviour to the child and clarifies/ reinforces expectations with them • Staff repeats expectations and makes any adjustments to support the child Use Emotion Coaching techniques to identify the problem and help the pupil reflect and regulate (see appendix) • Wondering question: James, I'm wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you." • Distraction or redirection • Use of time out (learning break), fidget toys, sensory toys, seating plan
3	<p>Continuing behaviour below expectations where consequences may be utilised</p> <p>If staff see behaviour that is below our expectations, then it is their responsibility to address it. Teachers, teaching assistants, lunchtime supervisors and any other staff are empowered to challenge and use strategies, and consequences if needed, which are appropriate for the situation. For example,</p> <ul style="list-style-type: none"> • Removal from the classroom for a short period of time with a follow up conversation • A phone call home • Withdrawal of a privilege e.g. mobile phone
4	<p>If you feel you are seeing behaviours that are persistent and causing a concern, then further strategies and consequences may be required. You will still need to address it in the normal way but you may also want to inform and consult with the learning mentor. The learning mentor will, in consultation with the form team, look at supportive strategies to address the behaviours. For example,</p> <ul style="list-style-type: none"> • A meeting with the LM and the pupil to unpick reasons for the behaviour and set a target • Short term positive behaviour report • Short term report • Targeted rewards for improvement • Adjustments to break times or any unstructured time • A specific plan to address the concern <p>A restorative conversation should always follow a consequence. The timing of this will depend on the situation. The following six questions outline how a restorative conversation should be structured.</p>

	<ul style="list-style-type: none"> • What happened? • What were your thoughts at the time? • What have been your thoughts since? • Who has been affected by what happened? • How have they been affected? • What do you need to happen now?
5	<p>When behaviours are not improving with the support strategies, then you will need to seek advice and support from SLT. This would start with a conversation and may lead to:</p> <ul style="list-style-type: none"> • An Individualised Behaviour Support Plan • A meeting with parents and carers • A discussion in staff briefing – wider discussion to consider different strategies and approaches • Internal exclusion • Referral to other professionals – FTB, CAT, EP, OT, SALT, Behaviour Specialist etc. • An individualised programme of interventions • Adjusted timetable • Training for staff on specific needs/challenges • Application for 1:1 ESN Funding form LA • External exclusion as a last resort

It is important to recognise that a very small number of our pupils will need the support of us repeating these stages over time and as a school we will demonstrate resilience, patience and flexibility in moving through the consequences.

Consequences are actions which aim to make clear the boundaries of acceptable behaviour to the pupil and the school community. Consequences are never cumulative and must never humiliate or shame the child. They are designed in such a way that the children learn from their mistakes and understand the consequence of their actions.

RESTORATIVE APPROACHES

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. This is a practice that Priestley Smith School would like to work towards. Staff and pupil training will be undertaken as we move towards this goal.

An Introduction to Restorative Approaches. <https://www.youtube.com/watch?v=gJxbn1VjYo>

BEHAVIOUR TRAVELLING TO AND FROM SCHOOL

The school rules also apply on transport to and from school. Serious behaviour concerns may result in a change to an individual's transport arrangements, in consultation with LA Transport Department and parents. If necessary, specialist individual contracts may be drawn up with pupils and parents and, in severe cases, may result in the withdrawal of Local Authority transport.

SCHOOL TRIPS/RESIDENTIAL VISITS

The same expectations of pupils apply on all outings. If a pupil does not follow the rules on any school visit, the school reserves the right to refuse access for that pupil to subsequent visits. In the case of inappropriate behaviour on residential visits, the school may request that parents collect the pupil. Fortunately, incidences of this kind are very rare.

EXCLUSIONS

The ultimate sanction for extreme behaviour available to schools is formal exclusion. We view exclusion as a last resort and one that we hope to avoid. We work hard to understand and support our pupils with challenging behaviour, however where absolutely necessary we may need to consider fixed term or permanent exclusion.

Where an exclusion has taken place parents/carers, Chair of Governors and Local Authority will always be informed and parents will be given information on their right to appeal against the decision.

In the case of a fixed term exclusion the pupil, and if appropriate their parents or carers, will be invited to attend a meeting to discuss the behaviour and plan for a positive return.

The full School Exclusions Policy is available on request from the school office.

DFE guidance on the legislation around school exclusions can be found on the DFE website. <https://www.gov.uk/government/publications/school-exclusion>

REFERRAL AND RECORDING SYSTEMS

All serious behaviour incidents and incidents of bullying will be recorded on My Concern.

Sexist, racist, homophobic and other discriminatory remarks to pupils or staff are treated very seriously and are recorded on termly monitoring reports to the Local Authority.

PHYSICAL INTERVENTION

In very rare cases, when a pupil is considered to be a danger to themselves, other pupils, staff or to school property, physical intervention may be used. Such intervention is always used as a last resort to ensure physical safety and is carried out by staff trained in TEAMTEACH and in accordance with the school's Physical Intervention Policy and Guidelines.

BEHAVIOUR SUPPORT PROFESSIONALS

Support strategies will be different depending on pupil need. We recognise that there is sometimes a need for more specialised support and in those cases the school will seek advice from specialists. This may be from a behaviour specialist, mental health professional, counsellor or school health services. Parents are consulted about this at all times and will have agreed to this action. These agencies will work jointly with staff and parents in providing courses of therapy and action.

PRIESTLEY SMITH SCHOOL PROCEDURES FOR INCIDENTS OF BULLYING

DEFINITION

Bullying is the persistent, deliberate and conscious desire to hurt, threaten or frighten another person. It can take the form of verbal, physical, emotional abuse or intimidation. This now also includes cyber bullying when mobile phones, email or social websites may be used with the same intention.

Bullying is wrong; it damages children and we will do all we can to prevent it. We will continue to develop a school ethos in which all forms of bullying are regarded as totally unacceptable. We recognize that bullying takes many forms including hitting, kicking, pushing, name calling and excluding. We recognize that bullying is possible in all schools and we try to be vigilant and responsive. Pupils are encouraged to feel that it is the safe and right thing to do to tell of problems concerning bullying. PSHE, assemblies and form time sessions are used in order to teach pupils about the issue of bullying, how to deal with it and where and how to get help.

POLICY

The bullying of students by other students either on school premises or on the way to and from school is strictly forbidden. This also includes social media and cyber bullying as defined here and which may extend into pupils' homes.

Incidents of bullying will always be treated as a very serious matter and will be dealt with according to the guidelines set out here.

We will:

- Take pupils' and parents' complaints seriously and investigate thoroughly
- Deal with incidents sensitively so that there are no repercussions
- Educate children about how wrong bullying is, types of bullying and what to do if being bullied
- Provide a climate in school where it is right to tell in order to keep others safe

- Praise children who report incidents of bullying
- Raise the self-esteem and self-confidence of all pupils
- Provide counselling for children and parents where necessary
- Record all incidents of bullying and regularly monitor the outcomes

PROCEDURES TO BE FOLLOWED

All staff are asked to be vigilant for any signs of bullying such as spurious illness, erratic attendance, and sudden changes in behaviour and to report their concerns immediately.

Where incidences of bullying are detected:

All involved should be referred to the DSL.

- 1) All those involved will be asked to record events in writing or scribed as appropriate.
- 2) Discussion may follow to resolve or clarify the situation with individuals or groups of pupils.
- 3) Consequences may be appropriate for some cases.
- 4) Pupils who take part in serious or long-term forms of abuse, either physical, verbal or emotional, could face a fixed term exclusion from school.
- 5) Parents will be contacted and appointments made to come into school to discuss the situation.
- 6) Where it is considered necessary, counselling or other services may be made available.
- 7) Records and outcomes will be placed on My Concern.

PRIESTLEY SMITH SCHOOL REWARDS AND CONSEQUENCES

Everybody has needs, desires and wants that motivate them. Rewards can provide an incentive to children to learn, behave and achieve.

At Priestley Smith we have carefully thought about all the range and types of rewards that are used in order to maximise the positive impact for all pupils and minimise any potential negative associations.

Consequences are steered towards those that are natural e.g. graffiti is cleaned up.

As a school we use Class Dojo as our reward system.

<https://www.classdojo.com/en-gb/schools/?redirect=true>

Class Dojo is an Online and App based system where pupils can earn rewards (Dojos) for positive behaviour. Each class has it's own class page where parents can see the rewards, and teachers can share photographs, videos and stories of children's work, activities and behaviour.

It also allows families and school to communicate informally.

Each half term pupils will be able to spend their Dojo points in the Dojo shop. They can choose to spend points on small items like stickers, sensory toys, jewelry and games; or save their points for a more significant reward like a trip.

At the end of every term a celebration assembly is held and the two pupils in each form with the highest number of Dojo points receive a certificate and public recognition. These certificates are also displayed in school.

We also encourage class teachers to be creative with rewards and recognition in their own classrooms. Some pupils need much more targeted and small step approaches and these can be used to work towards Dojos.

PRIMARY

Each week there is a golden book assembly. This assembly celebrates pupil achievements, not just academically, but socially, emotionally and any life skills that may be improving. Each class chooses a pupil of the week and then there is also an award for Mr Foord's Superstar, who gets to take home travelling Toby (our teddy guide dog) as a special treat for their hard work.

A weekly kindness award is also given out in the form of Pip the Penguin. One pupil is chosen to receive Pip based on any acts of kindness they may have displayed throughout the week.

At the end of each term a special golden book assembly takes place who pupil of the term. The pupil chosen is someone who has excelled throughout the term in many different areas of the curriculum and school life. These pupils are awarded a certificate and a £5 voucher to celebrate their achievements. There will also be a Mr Foord's Superstar of the Term, who will also receive a certificate and £5 voucher.

SECONDARY

At the end of each term teachers choose pupils who they feel have made a significant contribution in their subject. The pupils will receive specific subject award certificates in the celebration assembly.

Each form team will choose a pupil who has excelled that term, for whatever reason, and they will be awarded a certificate and a £5 voucher.

The Junior Leadership Team, The Middle Leadership Team and the Senior Leadership Team will all choose a pupil who they feel has made a positive contribution towards school life. They will receive a certificate in assembly and a £5 voucher.

POLICY LINKS

This Positive behaviour policy links to the following other policies we hold in school:

Safeguarding Policy

Staff Code of Conduct

PSHE Education Policy

PRACTICE AND POLICY REVIEW PROCESS

This policy functions as a practice guide and is therefore reviewed whenever issues arise which generate new ways to articulate our approach, when we change and develop our practice and approach, and otherwise annually.