




never give up.



ACE Tiverton

Part of the ACE Schools Multi Academy Trust

Behaviour Reward Policy

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1. Rationale

- 1.1 Everybody communicates through their behaviour and interactions with others; adults and pupils are communicating something through their behaviour during every moment in every day, even if they are not aware of it. Challenging or inappropriate behaviour is therefore a form of communication. As a school which supports pupils identified as having communication and interactions challenges, social emotional mental health and autistic spectrum conditions, the pupils at ACE Tiverton can default to challenging behaviours to communicate unmet needs. Our purpose, as a school, is to understand and recognise behaviour as a communication and effectively support, enabling them to develop communication strategies that empower them and enable them to be the best learners they can be. We expect all adults in the school to model excellent relationships in their interactions with young people as well as guiding in their interactions with their peers. This policy outlines the strategies used to effectively understand and support our pupils to help them learn and develop both socially and academically.

2. Aims of Positive Behaviour Support

- 2.1 Provide a safe and secure environment, where care and respect for all is reflected in all interactions.
- 2.2 Equip pupils with the skills to self – regulate and control their responses to enable positive behaviour.
- 2.3 Support staff in learning strategies with which to respond effectively and appropriately to escalating behaviour.
- 2.4 Teach staff a range of techniques to maintain their and other people's safety if behaviour becomes challenging.

3. Education Health and Care Plans and Personalised Learning Plans

- 3.1 At the beginning of each academic year, or when a new pupil starts, all staff will be aware of the pupil's academic, social, emotional and mental health needs. Staff will create systems and strategies ('school success kit') to help pupils to access all parts of the school day and community successfully. Education Health and Care Plans (EHCP) and other recommendations from professionals are considered and inform the content of Personalised Learning Plans (PLPs), Provision Maps and Risk Assessments. Therefore, if a pupils' barrier to learning is their behaviour or relationships skills then they will have this as a target in order to make social and academic progress. Our provision maps identify resources and interventions (examples include but are not limited to Therapeutic support, Emotional Literacy Support, Occupational Therapy, OT resources, Key Adult) that enable and help pupils to identify their difficulties and how to overcome them

and achieve their targets; the efficacy and impact of these interventions are evaluated through academic and interactions tracking data.

4. Motivation to Learn

- 4.1 It is vital to establish the motivation for pupils' to be successful learners and this is a core aspect of our transition work with pupils and families as well as being a facet of the PLP that is regularly reviewed with the pupil and the most relevant adult at ATSS. It is also important to distinguish between a pupil's needs and the related behaviours and those experienced as part of normal adolescent development. 'Choice' behaviour is a term that may be used to identify decisions and actions that pupils make despite knowing the consequences or different between right and wrong. Central to our school community is the expectation of restorative practice and community service where decisions or actions have been taken with full cognisance of the potential outcomes. Where pupil's actions lead to learning opportunities or genuine mistakes, again reparation and restoration is the route taken as this will equip pupils with lifelong skills and strategies. Behaviour displayed through unmet need will lead to a series of reviewing actions and amendment of the PLP to reflect the changing nature of the pupil's needs and relevant supporting strategies.
- 4.2 All pupils have their own planner, which acts as a tool for logging pupils' progress and views about their learning as well as their social and communication skills; in each session of the day they are encouraged to self- assess if they have been positive learners. They do this by selecting a positive/neutral/negative icon, in discussion with the adults present in the lesson; where appropriate, this will be explained through a written sentence from the pupil and a target agreed to focus on for the following day (see appendix 1). At the end of each day, every pupil takes part in a self-reflection alongside their class leader or appropriate adult to review their day, this is shared with home through the pupil planner and home contact book. It may also be supplemented with telephone, email or text contact with parents/carers. The aim of this system is to help the pupils develop skills and confidence in reflection, self-regulation and independence.

5. Intrinsic and Extrinsic Rewards

- 5.1 We reward every pupil who chooses appropriate communication and relationships with praise from school staff and families alike. The pupils are also able to accumulate positive icons to gain further rewards from within the school system. In addition, to recognising and celebrating good communication choices, pupils can also receive points for their progress each day in their Learning Family. The Learning Family with the most points at the end of the term will receive a reward that they have chosen and contributed to the planning and organisation of. This is runs alongside the weekly reward sessions which link directly to the behaviour profile of each pupil; using the SHAPE scores and pupil self-assessment, a tiered system of reward activities is on offer for all pupils on a Friday. These activities are graded (bronze, silver, gold) with a reducing number of spaces available in

each category. Every pupil will participate in reward activities; they will have agency to choose the activity they do, however there will be a direct link between a pupil's overall behaviour each week and the tier of rewards they can select. In addition to reward points and activities, the following rewards will also be used as appropriate to suit each individual pupil:

- a) Verbal praise for all students when responding to instructions etc.
- b) Written praise, positive comments in pupils' books and pupils' work.
- c) Celebration of success with class leader, subject co-ordinator, pastoral lead, learning manager, SLT.
- d) Home contact either:
 - i. Postcards;
 - ii. Phone calls;
 - iii. Letters home.
- e) To reinforce the attainment of curricular or behaviour targets:
 - i. ACE Reward points.
- f) Certificates, these can be for the following:
 - ii. Work;
 - iii. Effort;
 - iv. Attitude;
 - v. Behaviour;
 - vi. Community work;
 - vii. Attendance, including improved attendance;
 - viii. Uniform.
- g) Pastoral awards e.g. trips out, Head Teacher award.

6. Sanctions

6.1 Sanctions are given to pupils who have failed to make the right choices or who have failed to modify their behaviour when requested and should always be recorded on SIMS and SHAPE. These include:

- a) Verbal warnings/SHAPE reminder.
- b) Phone calls home.
- c) Letters home.
- d) SIMS action/report completed.
- e) Meetings with parents/carers.
- f) Loss of privileges e.g. use of computers, taking part in activities.
- g) Parents/carers invited to meet to help support students modify their behaviour.
- k) Fixed term exclusion as a last resort.

7. Sanctions guidance

- a) Condemn the behaviour and not the pupil and will be given irrespective of who the person is.
- b) Have clear steps. Staff give clear choices to the students to allow them to modify their behaviour. Staff will respond to the student's choice.
- c) Staff avoid punishing groups of students.
- d) Take fair account of the individual needs of each pupil and other influences and expectations of their behaviour.
- e) Encourage pupils to reflect on the consequences of their behaviour on themselves and on others within the school community.

8. Support Systems For Parents

- 8.1 On some occasions, parents/carers may be invited to attend training with staff; for instance, developing understanding of behaviour problems or training delivered by CAMHS.
- 8.2 The School welcomes parental involvement in this and in the development of setting behaviour expectations of positive behaviour both in and out of school.
- 8.3 The School will monitor the distribution of both rewards and sanctions given to students to:
 - a) Ensure they are enforced fairly and consistently.
 - b) Monitor trends and patterns in behaviour in order to put in place early intervention for students causing concern.

9. Risk Assessments

- 9.1 Risk Assessments are created upon arrival to ACE Tiverton and are reviewed and updated regularly. When a child has presented high risk behaviour and has required Managing Actual and Potential Aggression (MAPA) holds for the first time, a Positive Handling Plan is added to the Risk Assessment. We know that developing cognitive skills such as English, Maths and problem-solving are vital but social and emotional skills such as perseverance, self-control and emotional stability are equally important in securing a pupil's academic and personal preparation for adulthood. Empirical evidence and common sense tell us that social and emotional skills allow people to better meet the challenges of daily life and make progress in all areas of their development.

10. Data, Analysis and Action

- 10.1 We monitor social and emotional progress in three ways: pupils complete a daily reflection at the beginning and end of each day, class leaders and TAs

keep a record of strengths and challenges pupils' experience each day, using SHAPE scores and this combines into a termly report to parents and families that indicates pupils' progress over time in relation to their EHCP and progress targets. In addition, any physical interventions or observations about triggers or types of behaviour can be recorded. This data is then analysed in order to identify patterns in pupil relationships with peers and staff, this in turn allows relationships to be monitored on a lesson by lesson basis and identify where interventions are needed as well as evaluating the efficacy of those interventions. Daily monitoring of this data, as well as contemporaneous verbal reports enables areas for whole school or professional development for staff in improving relationships. This data also informs pupils' progress towards targets in PLP and EHCP reviews. Physical Interventions are logged in the school's Additional Measures of Control (AMOC) bound and numbered Book. The book has an individual log number which is recorded in the pupils' file and these are also monitored for the frequency and duration of the intervention. Relationship and Communication Data is reported to parents through the PLP report three times a year.

11. SPACE: Safe Place and Calm Environment

- 11.1 It is the responsibility of all members of ACE Tiverton to support and maintain the emotional and physical safety of our community. All staff are trained in MAPA de-escalation and physical handling in addition to training about the pupils' learning needs, trauma, Autistic Spectrum Conditions, attachment, sensory processing and speech and language. The strategies that reduce risk of injury from poor communication and actions include making the environment safe, removing any audience and encouraging the use of a quiet place where appropriate. A quiet place is any area where the pupils can calm and regulate. All classrooms have a breakout rooms in addition to access to a sensory 'SPACE' (Safe Place and Calm Environment) which enables regulation and processing to take place; pupils can also self-select their own preferred place. Pupils are taught the skills to request a safe place appropriately, however there are times they may need to be directed or supported to move to this safe place.
- 11.2 This policy should be read in conjunction with other school policies especially the Positive Handling Policy, Safeguarding, Anti-Bullying and Safe Touch Policy.

12. Appendix 1

Teacher Response	Pupil Response
<p>Today, you were focused on...</p> <p>Tomorrow, you should...</p> <p>I'm really pleased with...</p>	<div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Today, I'm really pleased with....</p> <p>Tomorrow, I need to...</p>
Teacher Response	Pupil Response
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13. Positive Behaviour: Expectations and Actions

Level	Support Strategies	STEP Actions
<p>Step 1 Expectations for Positive Learning Lead: Class Teacher</p>	<ul style="list-style-type: none"> • Seating plan in place. • Meet and greet at door. • State and restate classroom/behaviour expectations at the beginning of lessons. • Develop and embed start of lesson routines. • Give pupils a role in setting up classroom ready to begin learning. • Use names, closed requests and non-verbal cues (eg moving around the classroom) to address behaviours that cause concern. • Model your expectations of Pupils in your actions eg tone, volume of voice. 	<p>Be persistent in ensuring Pupils meet your expectations:</p> <ul style="list-style-type: none"> - Take time to speak to individuals as the class is setting or packing up to reinforce successes or address concerns. - Reward good choices and progress made even when small. - Take opportunities to develop a positive relationship with individuals rather than tackling concerns in front of others. - Engage with the Learning Family Leader to ensure information is shared in a timely fashion. - Note concerns in pupil's SHAPE comment for the lesson.
<p>Step 2 Lead: Teacher</p>	<ul style="list-style-type: none"> • Student/Teacher conversation about behaviour. • Targets agreed as short-term monitoring focus linked to SHAPE score for the lesson. • Rewards as part of target setting. • Contact with home. • Seating plan change in agreement with LF Leader/parent/pupil. • Restorative Justice conversation. 	<p>Verbal warning to student/s that their behaviour is impacting on their own, or others' learning. This can be recorded on the SHAPE comments and the SIMS behaviour module for reach individual student.</p> <p>Emphasise that if they choose to repeat the behaviours identified then they will be increasing their consequence and lose access to Gold/Silver Friday Rewards.</p>
<p>Step 3 Lead: Teacher with Learning</p>	<ul style="list-style-type: none"> • Student causing concern conversation with Teacher, Learning Family Lead, SLT member and relevant other staff. Discussion and planning for short term changes to strategies, support or other aspects of the student experience. These made include but are not limited to: 	<p>All actions should be recorded on SIMS in the Pupils' 'behaviour log' and further interventions could also be used, as suggested from the list at this level and also recorded on SIMS to provide evidence of action.</p>

<p>Family Lead and SLT</p>	<ul style="list-style-type: none"> ○ Partner class. ○ Short term changes to curriculum provision. ○ Regular contact with home. ○ Further learning opportunities: in/out of classroom. ○ Student Leadership/Voice. ○ Recommended extracurricular activities. ○ Learning contract with weekly review. ○ Individual Mentoring by identified adult eg Pastoral Lead. ○ Referral for further external support or advice. 	
<p>Step 4</p>	<ul style="list-style-type: none"> ● Where extreme or dangerous behaviour is consciously undertaken by a student, use of external exclusion may occur. This is the least helpful behaviour tool however it remains part of the ATSS behaviour toolkit as required. ● Individual discussion and planning to support student improvement in communication and interaction. ● Communication with all relevant members of staff via SIMS and email to ensure evidence trail. 	<p>Amended timetable. Daily parental contact with a specific focus on target area and feedback. Alternative Provision. Exclusion. Emotional Health/Mental Health Support including Counselling. PFSA involvement.</p>

14. Behaviour Checklist for Staff: 'Getting the Simple Things Right'

14.1 Central to our approach to Behaviour and Rewards is the consistency and simplicity with which we interact with our pupils; providing them with a choice, structured within clear, firm boundaries develops positive, productive relationships and enables Pupils to make progress in their learning. This is not an exhaustive list of 'behaviour strategies' but a checklist of questions to consider as part of your planning, delivery and assessment of Pupils as individuals.

14.2 **It is expected that every member of staff at ATSS will embed these expectations into every lesson to enable Pupils to 'be the best learners they can be'. And that no incident of poor behaviour, however small will be ignored.**

1. Have a seating plan that promotes good learning and progress – are the right Pupils sitting together?
2. Establish a routine for transitions between learning (e.g. 1, 2, 3 everyone listening; hand up etc?), make sure they best suit the class you are using them with.
3. Be clear about your role as the class teacher: "adapt teaching to respond to the strengths and needs of all pupils".
4. Know your Pupils – what are their needs, which strategies will best stretch, challenge and support Pupils in each class? Consider format – do you need to use a text book? Images, video, music, sound effects can all be used to effectively secure student understanding.
5. Plan and discuss with your TA colleagues – what do they need to know to best support Pupils they are working with?
6. Greet Pupils and welcome them to your lesson and take the register – remember this is a tool to signal the start of formal learning.
7. Use positive reinforcement – saying 'well done' and 'thank you' establishing a positive relationship with individuals and reinforcing social skills and manners.
8. Use rewards – who has done all the work, answered a question well, led their group? Acknowledge it to make being a positive learner valuable.
9. Refer to the learning objective and evidence of progress Pupils should be showing, ask student explain how they know they are making progress.
10. Speak to Pupils who aren't settled privately and away from peers – remind them of the expected learning and their choices/consequences.

11. After the lesson reflect on what went well and why this happened – which Pupils made progress and how do you know?
12. Consider what follow up do you need to further support the progress, learning and good behaviour in the lesson; log concerns or praise so you can show patterns of pupil behaviour and how this impacts on their progress.
13. Scaffold, support and model: show Pupils what ‘good’ progress looks like so they know what to aim for rather than having to imagine it based upon verbal description alone.
14. Plan – Do – Review: Use this framework to reinforce key knowledge and skills for Pupils – consider the use of independent learning to ensure Pupils evidence their understanding and ability to use knowledge and skills independently.
15. Personalise and differentiate: “Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.” Albert Einstein.

15. Rewards: Expectations and Actions

- 15.1 The Rewards system is an intrinsic part of the Positive Behaviour strategy and is at the core of the School’s Behaviour Policy. At ATSS, we value and recognise the very importance of rewarding those Pupils who respond positively to our high expectations regarding attendance, work, conduct and contributing to the school and wider community.
 - i. Rewards will be given to celebrate success, progress and participation rather than compliance with basic expectations.
 - ii. Rewarding Pupils should be done in the context of the individuals’ ability, background, progress rates and targets achieved.
 - iii. Rewards will be given within a straightforward and transparent framework.
 - iv. Rewards are valued when they have a direct impact on pupil’s learning experience.
- 15.2 As a school, we prioritise rewarding Pupils for **progress, participation and significant success**. The form that the rewarding Pupils will take will include, but not exclusively comprise of:
 - i. Give individual and general verbal praise.
 - ii. Make positive comments in books as part of our marking, connected to the targets set.
 - iii. Reward the achievement of 100% attendance and those attending and being punctual 95% or more of the time.
 - iv. Highlight particular achievements in assemblies, meetings and in the school newsletter and website.
 - v. Encourage competitive aspects through individual, group and inter-group activities and Awards.

15.2 The school reward system focuses on:

1. **Progress** in learning areas, skills, against set targets and in personal development and growth.
2. **Participation** in the life of the school and in the wider community.
3. **SHAPE Scores** over the course of each day.
4. **Attendance**

15.3 What should **ACE Points** be awarded for?

1. ACE Points are awarded by teachers to Pupils when they make clear progress and demonstrate they are developing their knowledge, core learning skills and making links between their progress, targets and ways of increasing their achievement.

15.3 Examples include but are not limited to:

- i. Pupils have been able to focus on their learning when the learning has become challenging or difficult.
- ii. Pupils have remained engaged on tasks despite distractions.
- iii. Pupils show improved learning over at least 3 lessons.
- iv. Pupils have responded to feedback on their work/coursework.
- v. Pupils have used a variety of strategies to maximise their learning.
- vi. Pupils have shown they can work independently of others in the learning process.
- vii. Pupils share ideas with others which reflects their understanding of the work.
- viii. Pupils have taken responsibility for organising and planning their learning.
- ix. Pupils are able to reflect on their understanding and show further learning.

15.4 It will be possible to award up to a maximum of 3 ACE Points at any one time – this will allow staff to differentiate between the criteria and student responses. For example:

- i. An excellent individual piece of work -1 Progress Point.
- ii. An excellent contribution to class discussions which demonstrate depth of knowledge and an ability to develop others understanding – 2 Progress Points.
- iii. An excellent extended project or piece of practical work – 3 Progress Points.

15.5 **ACE Points** are awarded for participation in activities both within the school and in the wider community. Examples could include:

- i. Individual and team sports.
- ii. Duke of Edinburgh Award Scheme.
- iii. Creative Arts events.
- iv. Learning Family events.

- v. Working Parties, House and School Council or Pupil Parliament.
- vi. Eco-Schools.
- vii. Green power team.
- viii. Lunchtime and after School Clubs.
- ix. Charity events.
- x. School Representatives helping at Parent/Teacher Evenings and other school events.
- xi. Regular attendance and involvement in a community or Youth organisation such as Scouts, Cadets, Choir, Drama or Dance Group, Sports Club or Team, Riding Club or Young Farmers organisation or Youth Club as witnessed by a Group Leader.

15.6 One Participation Point is awarded for each hour the student has been involved in the Activity. Pupils should largely take responsibility for collecting their Participation Points by asking staff involved to sign their planner. It will be possible to award up to a maximum of 3 Participation Points at any one time – this will allow staff to differentiate between the criteria and student responses.

16. SHAPE Score

16.1 Pupils and staff undertake a daily reflection of the success of each lesson and the day as a whole. The purpose of this is to provide a concrete way of capturing student attitudes to learning, conscious behaviours and any trends that indicate support strategies aren't as effective as they could be. SHAPE scores of 5/6 = 1 ACE point, 7/8 = 2 ACE Points and 9/10 = 3 ACE points. This is recorded by the learning family leader via the SIMS positive behaviour log.

17. Attendance

17.1 100% Attendance will be recognised through the award of certificates each half-term, each certificate for 100% attendance or punctuality is equal to 3 Progress points. Punctuality or attendance up to 95% is receives one progress point. The number and type of Points to be awarded for this achievement is under discussion. The Tutor would be notified of the award of these points which would then be recorded each half-term in the Student Planner. Points will be recorded centrally for Outstanding Attendance by the Student Support Centre team.

18. Administration

18.1 Collating and recording ACE Points will be a daily part of the Learning Family routine. It is expected that each Learning Family will have at least one student who will lead the collation and recording of ACE points with the support of an adult.

- 18.2 The school rewards co-ordinator will collate, analyse and administer the translation of ACE points into Reward shop purchases.
- 18.3 The reward shop will be operated by a team of students with support from a named TA during Friday rewards.
- 18.4 End of term assemblies and celebration events will also take place to showcase the progress and participation of students.
- 18.5 Points totals will be used to generate certificates and letters to parent/carers.

19. ACE Tiverton Home School Agreement

ACE Tiverton: Home School Agreement HOME – SCHOOL – COMMUNITY

Being part of ACE Tiverton means taking part in an active learning community where respect, achievement, responsibility and teamwork are central to the success of pupils.

Our Home-School-Community Agreement sets out the expectations that the school has of *you as a pupil* and what *you can expect from us*. The core purpose of the school is to ensure that you are able to learn to the very best of your ability.

As a student at ACE Tiverton, you are expected to:

1. Respect all aspects of the school community: peers, staff, resources and opportunities.
2. Take responsibility for your learning, progress and success.
3. Arrive on time every day with the appropriate uniform, equipment and attitude.
4. Be safe, follow instructions and talk about any concerns.
5. Represent the school to the best of your ability on site and in the wider Community.

Agreeing to the School's expectations means:

PUPILS – take responsibility for their actions, progress, learning, success and relationships with others by treating everyone with respect.

PARENTS & CARERS – work in partnership and communicate with school staff to reinforce the school's expectations and share successes or concerns.

STAFF – provide challenging, engaging and rich learning experiences and support Pupils to achieve their full potential.

By signing the Home- School-Community Agreement, we are making a commitment to be a positive, active and successful member of ACE Tiverton community.

PUPIL: _____ SIGNATURE: _____

PARENT/CARER: _____ SIGNATURE: _____

STAFF: _____ SIGNATURE: _____

DATE: _____

The Agreement is contained in the student planner and achievement folders as well as being displayed around the school site, in the prospectus and on the website.