

# Behaviour Policy

2024 - 2025

**‘Because Children Deserve Better’**

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### 1. Aims

This policy aims to provide a framework for the expectations and support needed to create a school environment where everyone feels safe, is respected and ready to do their best.

### 2. Legislation and Guidance

This policy is based on statutory advice and guidance from the following:

- DfE [Behaviour in schools](#) July 2022
- [The Equality Act 2010](#)
- EEF Improving Behaviour in Schools: Evidence Review and Guidance Report 2019
- DfE Mental Health & Behaviour in Schools November 2018
- 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
- Section 41 of the Children & Families Act 2014
- National evidence-based research and policy including mental health and well-being and trauma informed practice

### 3. Purpose and Values

At Pivot we believe that all behaviour is a means of communication, and all behaviour has a functional element. A pupil's 'challenging' or 'inappropriate' behaviour is a sign that something is not right and the child is showing us this via their behaviour. Children with complex needs, like the majority of those who attend Pivot Schools, can have unmet needs and often find it difficult to communicate or express these. When children behave in a way that challenges us, we need to question: **Why** they are behaving in this way; **What** are the origins of the behaviour; and we **Wonder** what the message behind that behaviour might be. This will help us understand what support we can offer to help that child and inform our next steps.

Our approach is underpinned by the 6 Nurture Principles and Zones of Regulation which help staff and learners to recognise the important role that our emotions play in understanding and managing behaviour.

In order for our learners to feel safe their environment needs to be rich in both nurture and structure. Staff and pupil relationships are integral to building a respectful school community. Through the development of trust, good communication and respect learners can build the resilience that enables them to thrive and have future choices in life.

We do not threaten or use corporal punishment.

Success in the implementation of this policy is measured not by the absence of problems but by the way we deal with them as an organisation.

## 4. Expectations

Pivot Schools are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our Rules are:

- **Be Safe**
- **Be Respectful**
- **Be Ready**

Our expectations in relation to specific types of behaviour can be found in our linked policies.

### Staff

All staff work tirelessly to deliver exceptional support to every pupil in our schools by:

- Meeting and greeting every child at the start of every transition
- Ending positively each session/day with a positive interaction
- Referring to our three rules – Be Safe/Be Respectful/Be Ready
- Modelling positive behaviours and building relationships
- Planning lessons that engage, challenge and meet the needs of all learners
- Using praise and positive reinforcement to encourage and celebrate positive behaviour
- Applying the school's policy fairly and appropriately
- Following up incidents and engaging in reflective dialogue with learners
- Being curious about what the behaviour is communicating

### Learners

All Learners will work hard to:

- Adhere to the school's rules – Be Safe/Be Respectful/Be Ready
- Co-operate readily with all school staff
- Let others get on with their work and play
- Work to the best of their ability
- Listen and respond thoughtfully when being spoken to
- Be honest and truthful at all times, whilst being mindful of others' emotions
- Tell a member of staff if you see or hear about someone being treated disrespectfully

### Parents/Carers

All parents/carers will support their child by:

- Helping your child(ren) to understand the school's rules  
– Be Safe/Be Respectful/Be Ready
- Work in partnership with the school to promote high standards of behaviour at all times
- Make children aware of appropriate behaviour in all situations
- Encourage independence and self-discipline

- Foster good relationships with the school
- Support the school in the implementation of this policy

## 5. Rewards

We recognise and reward learners who go 'over and above' our standards whilst taking into account their individual needs. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. Staff do not underestimate the use of praise in developing a positive atmosphere in the classroom. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive strategies will be used frequently and consistently by all adults in the school. Due to the varied nature of our schools and sites each one has developed their own consistent and explicit reward systems. They are designed to ensure 'first attention goes to those learners doing the right thing at the right time' and to create clear, simple routines and expectations that make learners feel valued members of our learning community and motivated to always try their best. These may include:

- Specific positive praise
- Reward points
- Merits
- Positive phone calls home
- Reward time
- Reward shop
- Positive messages home
- Off-site trips
- Certificates
- Shout-out book
- Hot chocolate
- McFlurry
- Raffle Tickets
- Positive post-it notes
- Head Teachers awards

## 6. Restoration, Consequences and Interventions

When a pupil displays inappropriate behaviour or does not meet our behaviour expectations there will be consideration as to what needs to happen next. Following all incidents there will be consideration of what restorative work can be done to support our Learners next time they communicate their needs in a socially inappropriate way. The logical consequences which may follow such incidents should be related to the behaviour displayed as these are more effective in supporting a change in behaviour. These may include:

- A clear reminder of what is expected related to our rules
  - Be Safe/Be Respectful/Be Ready
- Having a restorative conversation with a member of staff
- Discussing strategies to communicate needs more appropriately
- Discussing strategies to regulate emotions

- Revisit Zones of Regulation toolkits
- Time out in an appropriate place to give the child time to de-escalate/calm/regulate
- Missing free time at break or lunchtimes
- Completing a restorative task
- Completing a work-based task after normal school hours
- Explaining behaviour to a member of the Senior Leadership Team (alongside the class teacher or member of staff who has witnessed the behaviour)
- Letter/phone call home
- Meeting with parents (this may involve the class teacher, Keyworker, SENCO or a member of SLT as appropriate)
- Suspension from school if inappropriate behaviour continues or is of a more serious nature (see exclusion policy)

Depending on the nature of the behaviour, interventions to support the pupil to meet the schools' expectations may include:

- Regular check in with keyworker
- Targeted teaching
- Pastoral Groups
- Review of internal support plans
- Restorative resets
- Early Annual Review of EHCP

## 7. Serious Misbehaviour

Serious misbehaviour at Pivot Schools is defined as behaviour for which suspension was considered and implemented or an alternative response was implemented to support learners to stay safe and restore relationships (e.g. restorative resets; timetable modifications; environmental modifications; meetings with stakeholders; interventions). These are recorded and monitored closely by Pastoral & Welfare Leads along with other members of SLT. Learners will also be discussed with relevant people (parent/carers, other involved professionals, SLT, Pivot Central Team) to ensure we are doing all we can to support positive change.

## 8. Reporting and recording

All school sites use Arbor to record behaviour incidents, including positive behaviours using behaviour points. The data recorded is monitored by senior staff and used to inform plans and next steps for the students.

## 9. Linked Policies

This behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusions Policy
- Safeguarding and Child Protection Policy
- Child-on-Child Abuse Policy
- Anti-Bullying Policy
- Screening, Searching and Confiscation Policy
- Physical Interventions and Restraints Policy

- Mental Health and Wellbeing Policy