Behaviour Policy

2026 - 2027

‘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 an 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 (update February 2024)
- 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 wellbeing and trauma informed practice
- Pivot Screening, Searching and Confiscating policy and the Independent Schools Standards (ISS Guidance April 2026; paragraphs 3.21-3.23
- Departments for Education (DfE) statutory guidance on Mobile Phones - Mobile phones in schools - GOV.UK

3. Purpose and values

At Pivot we believe that all behaviour is a form of communication and serves a purpose or function. What may be perceived as a learners 'challenging' or 'inappropriate' behaviour is a sign that something is not right and the child is communicating this via their behaviour. Many of the children and young people who attend Pivot, can have unmet needs and often find it difficult to communicate or express these effectively. When children display behaviour that presents as challenging, it is important to respond with curiosity rather than judgement. We ask ourselves: why are they behaving in this way? What might be the underlying cause? We wonder what the message behind that behaviour might be. By taking the time to understand the reasons behind a child's behaviour, we can identify the support they need and determine the most appropriate next steps. This approach enables us to build positive relationships, promote emotional wellbeing and create an environment in which learners feel understood, valued, included and supported.

Our approach is underpinned by the Six Principles of Nurture and Zones of Regulation which help staff and learners to recognise the important role that our emotions play in understanding and supporting behaviour. These frameworks help us develop self-awareness; emotional understanding and effective strategies for support regulation, wellbeing and positive outcomes for all our learners.

In order for our learners to feel safe their environment needs to be rich in both nurture and structure. Staff and learner 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.

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 is committed to creating environments 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 Ready**
- **Be Respectful**
- **Be Safe**

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 learner 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 Ready/Be Respectful/Be Safe
- 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 Pivot 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 Pivot rules – Be Ready/Be Respectful/Be Safe
- Co-operate readily with all 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 Pivot rules – Be Ready/Be Respectful/Be Safe
- Work in partnership with Pivot 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 Pivot
- Support Pivot in the implementation of this policy

5. Mobile phones

Pivot operates as a mobile-free environment for the majority of learners. - please see below for exceptions. Learners should not have access to mobile phones from the moment they arrive to the end of the school day with the exception made on a strict, case by case basis. All learner's mobile phones must be prohibited during lessons, breaktimes and lunchtimes. Learners are expected to be 'mobile free' unless there is a medical need such as: diabetes and this is clearly documented as part of their health care or Education, Health Care Plan.

POP learners are transported to school via Pivot staff. Learners may have their phones on the car journey, this is often a support mechanism and over time the reliance on mobile phones to regulate decreases. Staff work towards **the goal of the learner relinquishing their phone proactively on arrival at school and for it to remain in their lockers until leaving.**

Some KS4 learners in Leeds are allowed to go off-site at lunchtime. Learners are allowed their phones for safety reasons. This is part of the risk assessment for when learner are off-site without staff.

All staff are expected to enforce these rules, and school is empowered to use lawful confiscation when the policy is breached. (See Pivot Screening, Searching and Confiscating Policy and the Independent Schools Standards (ISS Guidance April 2026; paragraphs 3.21-3.23 and Departments for Education (DfE) statutory guidance Mobile phones in schools - GOV.UK)

6. 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 at Pivot. Due to the varied nature of our 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
- Headteacher awards

7. Restoration, consequences and interventions

At Pivot, we believe that consequences should be logical, proportionate and directly related to the behaviour or communication displayed. This approach helps learners understand the impact of their actions, repair relationships and where appropriate develop the skills needed to make positive choices for the future. When a learner 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 Ready/Be Respectful/Be Safe**
- A restorative conversation with a member of staff
- Discussion and support to help the learner to communicate their needs more appropriately
- Exploration of strategies to support emotional and sensory regulation
- Revisit Zones of Regulation toolkits and agreed regulation strategies (may involve creating individualised visual prompts; emotional regulation cards; 5 Step plans etc)
- Time out in an appropriate space or place to give the child time to de-escalate/calm/regulate and return to learning when ready
- Completing a restorative task
- Completing a work-based task; or missed learning at an appropriate time (may include after normal school hours)
- Reflective discussion with staff teams including a member of the senior leadership team (alongside the class teacher or member of staff who has witnessed or supporting the behaviour)
- Phone call home and a follow up letter if required
- Meeting with parents (this may involve the class teacher, keyworker, SENCO or a

member of SLT as appropriate)

- Referral to SENDCO for further assessment and support through the graduated approach to SEND (may involve further in school assessments; consultations and or outside agency support through an Assess, Plan, Do, Review cycle)
- Suspension from Pivot if inappropriate behaviour continues or is of a more serious nature (see Suspension and Exclusion policy)

8. Targeted interventions and additional support

Depending on the nature, frequency and underlying causes of the behaviour, additional support and interventions may be implemented to help the learner to meet Pivot's expectations and achieve positive outcomes.

These may include:

- Regular check in with a keyworker or trusted adult
- Targeted teaching of social, emotional and behavioural skills
- Participating in pastoral groups support
- Review and adaptation of existing support plans
- Restorative resets to rebuild relationships and support successful reintegration
- Discussion with core teams to create a plan of support
- Referral to the SENDCO to begin an Assess, Plan, Do, Review plan to identify, evaluate personalised support for the learner
- Multi-disciplinary planning meetings involving relevant staff and professionals to develop an enhanced support plan
- For learners without an EHCP may begin to gather information for an EHCP needs assessment
- An early annual review of the learners EHCP, where appropriate

9. Serious misbehaviour

Serious misbehaviour at Pivot 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 and 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.

10. Reporting and recording

All 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 learners.

11. 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
- SEND & Inclusion Policy