

Name of Policy	Positive Behaviour Policy
School Lead	Head Teacher
Governor Lead	FGB
Date of last Review	22.03.2023
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Links to other policies	Behaviour Policy Positive Handling Policy Child Protection and Safeguarding Policy Acceptable use of ICT Policy Mental Health and Wellbeing Policy SEND Policy Supporting Pupils With A Medical Condition Policy Equality Audit Policy Complaints Policy PSHE Policy
Chair of Governors sign off signature and date	<i>B. Temple</i> 11.3.24

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1. School Values

Hope filled opportunities provided for everyone.

The Pilgrim School has a holistic approach to education, valuing all learning in and out the classroom. We focus on building positive relationships and understanding emotions.

We believe that the values we embody empower all members of our school community to thrive. Our vision and values are:

- A hope filled beacon
- Support
- Aspiration
- Personalisation
- Unconditional positive regard
- Hope for individuals
- Hope for families
- Hope in schools
- Hope in communities

2. Policy statement

This Pilgrim School is committed to the wellbeing of all stakeholders.

The school recognises that at times there may be tensions between potentially conflicting needs of individuals.

Behaviour principles as set out by the Governing body are:

- Every pupil understands they have the right to feel safe, valued, and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Staff model hope consistently and caring and empathetic relationships are fundamental to the school values.
- Behaviour is a form of communication and response should consider the impact on the individual and the school community.
- Pupils and staff understand the behaviour policy.
- In line with unconditional positive regard, exclusions are only used as a last resort to keep pupils safe and wherever possible sanctions are non-shaming and pupil context is taken into consideration.
- Pupils are helped to take responsibility for their actions via restorative practice.
- Families and where appropriate, mainstream settings are involved in behaviour incidents to foster good relationships between the school and pupils home life.

This policy has been written in consultation with pupils, staff and the Governing body.

3. Scope

This policy is intended to:

- Provide guidance on our approach supporting adaptive behaviour strategies and emotions.
- Inform the school community about the support and response they can expect in relation to behaviour.

4. Policy aims

It is acknowledged that members of the school community may have different experiences and views on behaviour.

All members of the school community should be treated with respect and unconditional positive regard.

We understand that maladaptive behaviour can signal a need for support, which we will provide without diluting our high expectations.

The policy recognises that when behaviour does not match these high expectations that it is primarily an opportunity to learn natural consequences and to develop more adaptive behaviours, which will enable pupils to be part of their communities.

The policy recognises that treating pupils with fairness does not mean the same as treating pupils equally because individuals have differing needs.

It is recognised that information contained within an EHCP, ILP or individual pupil passport is more specific and personalised than the more general requirements of a policy.

The policy therefore aims too:

- Create a positive learning environment where pupils feel safe, can make academic progress and develop socially
- Provide consistency in approach
- Recognise the difference between intentional and unintentional maladaptive behaviour (linked to SEND/health needs)
- Considers a pupils context, our school context and medical diagnosis
- Help pupils to develop a sense of worth, identity and achievement

5. Legal basis

This policy has been written with regard to:

- Behaviour in schools guidance 2022 <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- The Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>
- SEND code of practice 2015 <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

It is also based on research regarding hope, attachment and trauma.

6. Roles and Responsibilities

Creating a positive environment for learning is not just the role of a few key staff, it is a shared responsibility.

All staff will:

- Take professional responsibility to read and be conversant with the documentation relating to individual pupil need (such as EHCP, pupil passport, pastoral plan)
- Interact with pupils in a way which is congruent with the values and ethos of this school
- Be mindful of predictable stressors and plan to support pupils accordingly
- Remember that when supporting with pupil behaviour, de-escalation is the priority
- Remember that the staff member is the responsible adult and the pupil is the child
- There is a greater responsibility on the part of the adult to manage their own emotions

7. Approach

We advocate non-coercive techniques and flexibility in response to behaviours.

Interactions throughout school should reflect the PACE/PLACE model (Dan Hughes):

PLAYFULNESS is about creating an atmosphere of lightness and interest when communicating. An open, ready, calm, relaxed and engaged attitude.

LOVE is about creating nurturing relationships.

ACCEPTANCE is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives, and perceptions that are underneath the outward behaviour.

CURIOSITY is wondering about the meaning behind the behaviour and lets the child know that the adult understands. Without judgement, children become aware of their inner life.

EMPATHY is the adult demonstrating that he or she knows how difficult an experience can be for a child. The adult is telling the child that they will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

Similarly, the three R's approach (Dr Bruce Perry) can be considered in supporting learning expectation:

Reaching the learning brain

- 1) **REGULATE** we must help the child to regulate and calm their flight/fight/freeze responses.

- 2) **RELATE** we must relate and connect with the child through an attuned and sensitive relationship.
- 3) **REASON** we can support the child to reflect, learn, remember, articulate and become self-assured.

Heading straight for the 'reasoning' part of the brain with an expectation of learning will not work so well if the child is dysregulated and disconnected from others.

8. Strategies

This is not an exhaustive list and is designated to be used appropriately and according to the needs of individual pupils. Consideration should always be given to SEND/health needs.

- Therapeutic type interventions such as going for a walk, spending some time with Otto (school dog) or creative activities.
- Teaching about emotional literacy and regulation via PSHE and personal development curriculum.
- Coaching/time to talk conversations.
- Staff briefings/solution circles to explore concerns regarding pupils.
- Access to BACP school counsellor.
- Close liaison with health professionals.
- Communicating with parents/carers.
- PSWS, pupil and family voice in creation of pupil passports.
- Time out system.
- Brain break activities.
- Sensory activities.
- Use of quiet space.
- Use of partitions in classroom.
- Fidget toys.
- Wheelie chairs.
- Activity choice.
- Modifying expectations/adjustments based on daily presentation of pupil (as informed at briefings).
- Re-sharing the code of conduct and banned items list with individual pupils.
- Change of face.
- Seating plans.
- Use of learning support staff.
- Discreet praise.
- Tactically ignore certain behaviours.
- Zones of regulation tool.

9. Rewards

We recognise that rewarding positive behaviour can have a profound impact on engagement and relationships.

Some pupils however may find direct praise uncomfortable – in these instances, we make praise more general – for example, instead of going ‘great paragraph describing a character’ say ‘I enjoyed that lesson and look forward to starting the next character with you/all next week’.

Rewards are never punitive and focus on achieving either short-term or long-term objectives.

Rewards can include:

- Pupil of the week.
- Postcards home.
- Phone calls home.
- Specific trips of personal interest (in addition to the usual trip/personal development offer).
- Amber grill type activity.
- Attendance certificates and vouchers.
- Acknowledgement from head teacher/senior leaders
- Time with Otto (school dog)

10. Actions/consequences

The Pilgrim School actively seeks to avoid having set actions in response to specific incidents. This enables staff to employ actions, which are appropriate to the individual pupil on the day, taking into account any mitigating circumstances, number of pupils/staff impacted and placing safeguarding and safety at the centre of any decisions. Any actions or consequences aim to be resolved on the day. Whilst parents are informed, it is unlikely that we will ask parents to enforce any consequences at home, as this may contribute to existing pressures.

11. Non-negotiables

Some behaviours however, are never acceptable. These behaviours may include:

- Inappropriate use of mobile phones
 - Taking pictures of other pupils without permission
 - Searching inappropriate websites
 - Constant use in lessons without agreement of teacher
- Smoking/vaping away from designated areas
- Bringing banned items onto school premises
- Bullying, racist, sexual or homophobic language or gestures
- Targeted attack on any pupil or staff member
- Verbal and threatening language
- Taking and/or damaging other people’s property
- Criminal damage to property or equipment
- Malicious allegations against staff or pupils

Persistent behaviours that fall under our 'non-negotiables' or a one-off serious incident should all be recorded on Ed:Gen.

Any sanctions for such behaviours must be approved by the leadership team.

Parents/carers should be informed as soon as is practically possible.

Serious incidents may be reported to the police as alleged crimes in certain circumstances.

The Pilgrim School takes a solution-focused approach to managing pupils who repeatedly display maladaptive behaviours – they may be educated at home, off-site or offered a blend of online and on-site tuition. Any alterations to educational offer will be reviewed regularly with parents/carers and mainstream settings with a view to returning to education on site as soon as it is safe to do so.

12. Addendums

Exclusions

The Pilgrim School will always have regard to the statutory guidance on suspensions and exclusions <https://www.gov.uk/government/publications/school-exclusion>

Where the schools approaches towards behaviour management have been exhausted, then suspensions and possibly permanent exclusions will sometimes be necessary as a last resort.

Suspensions (fixed term exclusions) are where a pupil is prevented from attending school for a fixed period. At the end of the period, a reintegration meeting will be held and the pupil will return to school.

The purpose of the reintegration meeting is to:

- Support pupil to return successfully
- Help them understand the impact of their behaviour on others
- Teach them how to meet the high expectations of behaviour in line with school ethos
- Foster a renewed sense of belonging with the school community
- Support engagement with learning
- Agree suitable measures to support successful reintegration

Permanent exclusions are where the pupil is prevented from attending the school again. This decision will only be made in response to a serious breach or persistent breaches of the positive behaviour policy, where alternative tuition cannot be provided by the school and where allowing the pupil to return would seriously harm the education or welfare of pupils or staff at the school.

All decisions to suspend or permanently exclude a pupil will be taken by the Head Teacher after consideration of all the circumstances. Every decision made will be

proportionate to the seriousness of the behaviour with reference to the school's behaviour policy.

Parents/carers should be informed immediately of any suspension or exclusion and there is an ability to make representations in regard to the decision.

External agencies supporting the pupil (social worker/health) will be informed of any decisions in order to consider safeguarding and contributing factors.

13. Bullying

The Pilgrim School takes all form of bullying seriously.

Bullying can be defined as 'behaviour by an individual or group, repeated over time that intentionally hurts another individual physically or emotionally.' (DfE)

It can include name-calling, taunting, mocking, making offensive comments, kicking, hitting, and taking belongings, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

This includes those behaviours online (cyberbullying) which can include sending offensive, upsetting and inappropriate messages by phone, text, messenger, through gaming, websites, social media sites and apps. It also includes sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of peer on peer abuse and it can cause severe and adverse effects on children's emotional development.

Any observed or reported incidents, whether on site, online or on the journey to school, are recorded on Ed:Gen and dealt with promptly.

Parents and carers have a responsibility to support the school's supportive ethos and encourage their child to behave appropriately and without the use of violence or aggression.

The Pilgrim School ensures that:

- Pupils are taught about the risks of new communication technologies, the consequences of their misuse and how to use them safely and including personal rights
- Clear expectations are set in relation to the use of mobile phones in school and pupils are encouraged to use the school Wi-Fi when on site
- Internet blocking technologies are continually updated and harmful sites blocked
- Parents and carers are made aware of any trends/issues identified in the local area
- They work with police and other partners on managing bullying
- Areas of school are supervised at breaks/lunchtimes
- Low level 'banter' and play fighting is discouraged
- Groups are supervised remotely and in lessons
- A culture of inclusivity and mutual respect is created and upheld by all

- Pupils know how and where to express any worries about bullying

Parents and pupils are encouraged to report any bullying to their linked PSWS/DSL in the first instance. An appropriate member of staff will then investigate the claim and interview the victim(s). All parties involved should be given an opportunity to respond to events.

Restorative approaches should be deployed which hold pupils to account for their behaviour and engage with them to agree the actions to be taken to repair the harm caused.

If cyber-bullying, malicious, or threatening comments about a pupil or staff are made the school will:

- Advise the child not to respond to the message
- Refer to relevant policies and apply appropriate sanctions
- Secure and preserve any evidence
- Notify parents of those involved
- Consider delivering a parent session
- Consider informing the police
- Inform and request that the comments be removed if the site is administered externally
- Send all evidence to CEOPs if of a sexual nature

14. Drug incident

The Pilgrim School has a responsibility to prevent illegal drug misuse and could be liable if they do not take action where illegal drug taking is knowingly permitted on the premises.

The Pilgrim School delivers drugs education via PSHE, Science and the Personal Development curriculum.

Any incident relating to drug use/misuse on site must be reported to the Head Teacher who will judge each incident on the facts and consider a range of responses.

Where a pupil is involved in supplying an unauthorised drug, the Head Teacher will consider carefully the necessity for varying the education package available to safeguard other pupils.

Any pupil found to be in possession of a controlled substance is supported to seek professional support and advice about drug use and misuse in collaboration with parents/carers.

Staff should be vigilant to possible signs of drug abuse but should be cautious about not jumping to false conclusions. Warning signs may include equipment/paraphernalia, physical symptoms or social presentation.

In the event of a suspicious substance being found on school property with no known link, the leadership team are responsible for the safe disposal of said substance. All

non-prescription drug disposals should be undertaken by the police whilst prescription drugs can be returned to a pharmacist. All seizures should be witnessed and corroborated by a second member of staff to protect the integrity of staff against any possible allegations.

Any information relating to drug use should be shared immediately with the leadership team and recorded on Ed:Gen.

Staff are duty bound to confiscate any prohibited items found in a pupil's possession and they should be kept safe until a parent/carer can collect them.

Parents/carers should always be informed unless this may jeopardise the safety of the child.

Staff who have reasonable suspicion that a pupil has drugs in their possession can conduct searches in line of the DfE guidance <https://www.gov.uk/government/publications/drugs-advice-for-schools>. Individuals should be made aware that if consent is refused, the school might proceed with a search anyway. However, where consent is refused, the school will need to balance the likelihood that an offence has been committed against risk of infringing the individual's privacy without just cause. Searches should only take place in the presence of an additional adult witness and on agreement from the leadership team.

A member if staff suspects a pupil of being under the influence of drugs/alcohol/solvents

Medical emergency:

- Immediate request for a first aider
- Call for medical help/ambulance
- Do not leave the person unattended
- If unconscious, place in recovery position and assist breathing by loosening clothing
- If conscious, do not induce vomiting
- Do not give chase or over-excite them
- Do not give casualty anything to drink
- Contact parent/carer
- Any evidence should be kept, including vomit
- Ask what has happened, to identify the drug
- When medical help arrives, pass on the information and any evidence

Intoxication:

It can be difficult to talk to a person who is intoxicated or 'high'. Presentation can be anything from depressed and quiet to excitable and incoherent or volatile.

- Sit the casualty down in a quiet, well ventilated space
- Do not shout at, threaten or cross examine them

- Talk quietly and reassuringly
- Summon help, be vigilant for deterioration

Needle stick injuries:

The person must be taken to A&E for immediate medical attention; time delay can be a significant factor in long-term damage from blood borne infection. Care should be taken to bag the article and handed over to the medic.

Non-medical emergency:

- Keep pupil calm and under observation
- If intoxicated, consider asking parent/carer to collect
- Check if pupil is legally entitled to be in possession of drug/substance
- Check if the drug/substance is suspected to be illegal and in breach of the behaviour policy – seek police advice if needed
- Take possession and store securely