

Name of Policy	School Behaviour
School Lead	Pastoral Manager
Governor Lead	Chair of Governors / Whole Governing Body
Date of last Review	February 2020
Date of Approval	February 2021
Date of next Review	February 2022
Links to other policies	Positive Handling Policy School Complaints Policy Drugs Policy Acceptable Use of IT policy Anti – Bullying Policy Attendance Policy
Chair of Governors sign off signature and date	

Content

Content	2
1. Policy Statement	3
2. Aims	3
3. Roles, Responsibilities and Implementation	4
4. This policy will impact upon the performance of the school by:	5
Appendix 1: Behaviours	6
Appendix 2: Rules, Praise and Ignore.	8
Appendix 3: Rewards and Solutions for positive/challenging behaviour	9

1. Policy Statement

- 1.1 The Pilgrim School is committed to the well-being of all stakeholders in the school community.
- 1.2 The school recognises that, at times, relationships need to be managed and that there are tensions between potentially conflicting needs of individuals. In these circumstances the school will work within the framework of transparency and listen to all parties involved.
- 1.3 The Pilgrim School and governing body is committed to its core values and the execution of this policy will be done in such a way that is congruent with those values.

2. Aims

- 2.1 The Pilgrim School aims to create a positive learning environment where pupils *feel safe*, can make academic progress, and develop socially.
- 2.2 The policy distinguishes between intentional and unintentional *challenging* behaviour. (including unpredictable behaviour related to health / ASD needs as detailed from medical evidence or identified on a pupil's needs analysis, and EHC plan)
- 2.3 The policy distinguishes between predictable and unpredictable behaviours.
- 2.4 The policy recognises and advocates that an incident where a pupil's behaviour does not match expectations that it is primarily an opportunity to teach the pupil about expectations; what it means to live in a school community; the consequences of their actions on themselves and on others.
- 2.5 The policy recognises that treating pupils with fairness does not mean the same as treating pupils equally because individuals have differing needs.
- 2.6 The policy recognises that a pupil's context and medical diagnosis (e.g. history of abuse; trauma ,
- 2.7 Attachment disorder or ASD) may have an impact on their behaviour or how they perceive situations.
- 2.8 The policy recognises that what is contained within an individual EHCP plan; needs analysis or pupil passport is more useful and takes precedence over the more general requirements of a policy.
- 2.9 The policy recognises that behaviour has a meaning and that negative behaviour can stem from various sources which can include: anxiety and panic; low self-esteem; ASD, +attachment; immature emotional development; dynamics between individuals and external factors within the environment.
- 2.10 The policy recognises that there is a tension that needs to be traversed between living as a community and meeting the needs of individual pupils. Pupils will be living and working in a community after they have left school and need to learn the behaviours that will allow them to do so.
- 2.11 The policy recognises that The Pilgrim community has a responsibility to prepare pupils for the World of work and to encourage such behaviours.

3. Roles, Responsibilities and Implementation

The following have specific responsibilities to achieve the aims of this policy:

3.1 The Governing Body will:

- a) Set the expectations of behaviour within the school through the approval of a behaviour management policy.
- b) Will hold the head teacher to account for behaviour and safety of the school through processes outlined in the SEF cycle, and QA Calendar.
- c) Will hold the head teacher and other senior leaders to account for progress against the school SDP for behaviour and safety.

3.2 The Head teacher Will:

- a) Provide professional support, as an ex-officio member of the governing body, to the governing body in the setting of appropriate and challenging Key Performance Indicators.

3.3 The Pastoral Manager will:

- a) Self - Evaluate the behaviour of pupils within the school
 - Interrogate the pupil incident log;
 - Interview pupils
 - Conduct learning walks
 - Quality assure *Stay Safe Plans*
- b) Help staff write and evaluate Stay Safe plans

3.4 All Staff will:

- a) Take professional responsibility to read and be conversant with the EHCP, needs analysis and pupil passport for each pupil they teach or pupils that they are likely to come into contact with.
- b) Undertake their interactions with pupils in a way which is congruent with this policy and the values of the school.
- c) Be mindful of predictable events when they are likely to occur and plan to prevent them occurring.

3.5 All teaching staff will:

- a) Remember that the best and most effective way to manage pupil behaviour is to plan to meet pupil need.
- b) Remember that the most effective way of meeting need is to incorporate the requirements of EHCP plans; needs analysis and pupil passports.
- c) Remember that when dealing with pupil behaviour that the policy is to de-escalate the situation – this is with the aim of lowering the arousal level of the pupil concerned.
- d) Remember that when dealing with pupil behaviour the member of staff is the responsible adult and the pupil is the child. This means that there is a greater responsibility on the part of the adult to manage their own emotions and responses than the child.
- e) Make explicit the expectations of their classroom through the negotiation of a classroom contract with their pupils. This will involve meeting with pupils on a termly basis and drawing up with them a set of expectations of expected behaviours in the classroom.

- These expectations are to be phrased in the positive rather than the negative. Therefore they will be phrased in terms of do rather than don't. Other useful stems would be *we value* or *we respect*.
 - No rule should be contrary to the values of the school (*unless there is considered to be detrimental impact on a pupil's well being in following agreed mobile phone policy*). *If this is the case staff used their professional judgement and discretion*
 - Pupils should be reminded of rules and expectations on a regular basis.
- f) Use the principles of *Rules, Praise and Ignore* when interacting with pupils in a classroom context. (See Appendix for details)
- This means establishing the rules and principles of their classrooms and applying them in a fair way.
 - Praising pupils for appropriate behaviour and work – helping them to develop a growth mind-set.
 - Deciding upon which behaviours to tactically ignore.
 - Applying sanctions in an individual needs appropriate way and appropriate way.
- g) Work with senior leaders in producing and applying a *Staying Safe Plan* when required.

4. This policy will impact upon the performance of the school by:

- Ensuring a consistent approach to behaviour
- Ensuring that vulnerable children receive appropriate support.

Appendix 1: Behaviours

When Pupils show these types of behaviours we will:

Behaviour	Range of Responses	Outcomes	Pupil Voice
<p>Anxiety related behaviours: Struggles to engage Walking out of classroom Agitated in class</p>	<p>Refer to needs analysis; Refer to sensory profile sheet; Time to Talk scheduled; Time out card system agreed where appropriate with set boundaries; Staff in building to share responsibility for pupils out of the classroom. (<i>agreed rota for break times and lunchtimes at each base</i>) Use of partitions to create feeling of safety within the classroom; possible use of space outside classroom including outdoor space Buddy system; Change activity in class; Provide fidget toy; If persistent and on going, arrange review and share concerns with parents/medical practitioners</p>	<p>Building of confidence Evidence of support</p>	<p>Pupils should communicate to the teacher if they need to leave a lesson. (exit/time out card /prior agreement plan). For safeguarding Pupils must have agreed exit strategy to exit a lesson.</p>
<p>Goading others/ disrupting learning</p>	<p>Refer to needs analysis; Explain expectations and ensure they are understood; TEAM TEACH strategies employed) Give Behaviour choice /Check (<i>at staff discretion related to pupil condition</i>) as opportunities to change behaviours before any sanctions;</p>	<p>Know what acceptable behaviour looks like Allow for pupil to take responsibility for behaviours Distraction techniques to reinforce positive behaviours</p>	<p>Complete pupil incident form. If there are tensions between pupils, it would be helpful to talk the problems through with a member of staff, ideally together or separately if this is not possible in the first instance.</p>

	<p>Moving position in classroom; Local agreement with another teacher in adjoining classroom for pupil to have time out in another classroom in designated space. Seating plan for class; Use of learning support staff where possible to help direct attention to learning; Reward good behaviour using class tokens. Create opportunities for team work within the classroom; Time restricted 'time out' (with return time included)</p>	<p>Time to reflect and understand behaviour</p>	
<p>Inappropriate use of mobile phone</p>	<p>Refer to needs analysis; Consider an agreed teacher/ case manager led protocol dependent on information in needs analysis ; Parents contacted; Keep on desk within site; Pupils aware of /reminded of the behaviour check/choice that agrees that non compliance option is to hand into office during lesson time (need to be able to earn the privilege back as well)</p>	<p>Identify a specific need in relation to the phone where appropriate so that any sanctions do not escalate the situation Gain parents support so that a consistent approach can be instigated and therefore effective Ensure pupils have some autonomy and therefore have some responsibility</p>	<p>Pupils' phones should be on silent when in school and only used at break times and lunchtimes.</p>
<p>Bullying</p>	<p>Refer to needs analysis; Complete pupil incident sheet to give pupils' a voice then proceed accordingly;</p>	<p>Pupil incident sheet gives a pupil a voice so that they feel valued and listened to. It creates opportunity for staff</p>	<p>See goading/disrupting others</p>

	Contact parents Engage in mediation to resolve any on going issues	to manage a reconciliation or empathy so change behaviour.	
Regular refusal to comply with staff instructions/ Inappropriate language directed to staff.	Refer to needs analysis; Pupils to understand why their actions or words may cause offence; Parents contacted to gather information which might have led to behaviour; If persistent, draw up an agreed 'contract' with pupil and involve parents; This can be done immediately and does not need to wait for a review. Allow some autonomy to be earned;	Reward positive behaviour so that focus is on positive rather than negative Pupils involved in behaviour management plan so that a sense of responsibility is encouraged	
Damage to environment or equipment	Parents informed and asked to make financial contribution where appropriate; Time limited time out if serious aggressive behaviour; Incident sheet completed to understand reasons for behaviour; Amend or create risk assessment ('people safe at Pilgrim form')where appropriate	Create understanding of consequences Use time out to avoid escalation Understand triggers for own behaviours to allow responsibility and control	

Appendix 2: Rules, Praise and Ignore.

- Rules -As per the school policy each class group should establish their own set of rules. There should be three rules set. Rules to be displayed in all classrooms and pupils familiar with rules in Tutor time and lessons.
- Pupils following behaviour” code of conduct” are praised (see chart).
- Tactical ignoring – the first threshold for behaviour should be that the teacher makes a professional decision on whether a low-level challenging behaviour will cease if it is

ignored. If it escalates or persists then the next step should be taken. (See diagram below)

Appendix 3: Rewards and Solutions for positive/challenging behaviour

Rewards:	Solutions
Pilgrim Points awarded; to be organised locally in each base to match pupil interests/ needs but with same token system.	Tactically ignore(if appropriate)
Pupils encouraged to award tokens to other pupils for recognising positive behaviour choices.	Verbal Comment to remind pupil of rules/positive behaviour choices. Offer of Teacher/Learning mentor/pastoral support to resolve the issue.
Postcards given to pupils	Agreed time out option in another classroom
Any pupil who has been recognised for positive behaviour entered into weekly base raffle.	Pupil/ staff resolution
Postcards sent home	Pupil staff resolution (repair and restore) supported by additional member of staff.
Praise letter home / praise phone call	Phone call home
Certificate given to pupil	Lunchtime Off site permission withdrawn
Pupil choice of activity e.g. Feast, free time to pursue an activity from menu agreed by staff and pupils, e.g. craft/Art session, special visitor etc.	Parents invited into school Behaviour contract with choices clearly defined. SEND passport for consistent behaviour management
Acknowledgement from the Head teacher /personal, certificate, commendation	Meeting with head teacher (SLT)
Prom Passport	Working in isolation and review of provision
End of term /year Reward trip	Exclusion, fixed term or permanent.