

Behaviour Protocols



Pride
Passion
Partnership
Professionalism
Positivity

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Introduction

As part of The Bridge Trust, Columbus follows the Trust wide Behaviour Policy which in turn, follows the DfE guidance on behaviour in schools, which was updated in February 2024, largely with respect to mobile phones in schools.

These local arrangements are designed to give more details about how the school will fulfil the Trust wide policy and outline the school values, expectations, praise systems, response to poor behaviour and systems to address contributing factors eg. SEND needs and the use of mobile phones.

School culture and values

This school is committed to the very highest standards of behaviour. We are relentless in our pursuit that no student's learning will ever be negatively impacted by the behaviour of others.

We intend all our students, regardless of background, to become thoughtful, brave, inquisitive and independent thinkers. We aim to challenge our students through a rich learning journey, and, as a result of a broad and balanced academic curriculum and the wider curriculum experiences we offer, students are empowered to broaden their interests, develop their character and become responsible people who contribute positively to their community.

It is every student's right to study in an environment that is calm, purposeful and orderly.

Where students are unable to comply with these expectations, there will be both sanction and support. The school believes sanctions help students to understand that they have fallen below our expectations and those of society generally and support helps them to be able to better shape their future choices.

School expectations

In a school which caters for children and young people with severe and complex learning difficulties there will be those who will display behaviours that challenge. It is, therefore, important that those pupils are recognised and embraced within the ethos and philosophy of the school using the Essex therapeutic thinking intervention approach.

Our behaviour strategies seek to create and sustain positive behaviours in a supportive, secure and caring environment. We ensure mutual respect, tolerance and understanding of every member of our school community. We focus on each pupil's emotional wellbeing and personal development.

Promoting positive behaviour

The aim of our behaviour policies, approaches and procedures are to:

- Foster an environment where everyone will be treated with courtesy and consideration
- Manage the development of internal discipline to gradually replace external discipline
- Enable everyone to be able to behave in the most conducive way to help them to learn
- Promote the values of honesty, fairness and the giving and receiving of respect
- Enhance pupils' self-esteem

Responding to poor behaviour

- **Level 1** - Response to lower level behaviour: A behaviour plan is completed by the class team and shared more widely as required. At this level, planned interventions may include strategies such as appropriate use of sensory breaks, clear visual instructions, social stories, rewards, first and then boards, etc. Class teams may find anxiety maps and early prognosis forms helpful. For example, we use anxiety mapping to predict and prevent escalation.
- **Level 2** - Response to recurring challenging and/or physically aggressive behaviours, which are continuing to impact the pupil's and/or their peers' learning and wellbeing. Building on the work done at level 1, teachers complete a risk reduction calculator and draft a risk reduction plan. The class teacher will request a behaviour surgery with a member of the behaviour team via their Phase Leader. These meetings include consideration of risk, risk management and the promotion of positive behaviours.
- **Level 3** - Full Essex therapeutic intervention toolkit process for our most consistently challenging pupils.
- Across all levels, teachers and/or leaders will consult with parents/carers to help share knowledge and insights, and form and implement the most effective behaviour support strategies.

Supporting pupils to improve behaviour

In our specialist setting, we operate from the fundamental understanding that challenging behaviour is a form of communication, rooted in unmet SEND needs. We employ a holistic, individualized, and trauma-informed approach to support children, focusing on teaching alternative coping strategies and promoting self-regulation.

Reasonable adjustments and SEND

All our pupils have SEND additional needs that affect behaviour and have special arrangements in place according to the SEND code of practice coordinated by the SLT and pastoral team to ensure appropriate adjustment for their needs.

Mobile phones in school

Pupils do not have the use of personal mobile devices during the school day. Exceptions are granted where the device is required for a pre-approved medical necessity, and any such use occurs under the full and immediate oversight of a member of staff.

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