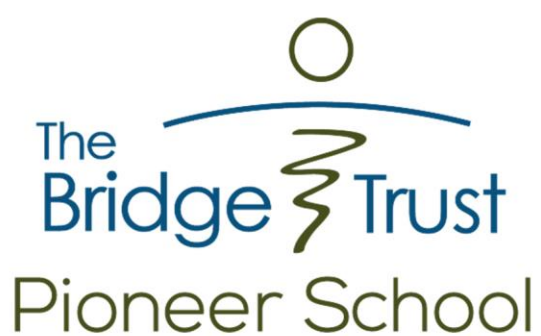


Behaviour Protocols



Pride
Passion
Partnership
Professionalism
Positivity

Contents

Introduction 2

School culture and values 2

School expectations 2

Responding to poor behaviour..... 3

Reasonable adjustments and SEND 5

School contacts for behaviour 5

Introduction

As part of the Bridge Trust, Pioneer School follows the Trust wide Behaviour Policy.

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

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
- plan interventions based on a therapeutic continuum.

Staff have agreed on common management practices at classroom level and take active responsibility for the care and control of the pupils in their charge. Staff training ensures that a link is established between conduct disorders and mental health and wellbeing. Staff receive annual Therapeutic Thinking refresher courses led by the behaviour team (Stuart Munday, Roxanne Francis, Karen Stanley, Helen Moore, Laura Walters, Kelsey Bransfield).

Promoting positive behaviour

In order to promote and maintain high expectations and standards of good behaviour and effective relationships throughout the school we ensure that the expectations we place upon ourselves and upon the pupils are fulfilled in practice.

We believe that everyone has the right to:

- learn
- be safe and cared for appropriately
- be heard
- be treated fairly and with dignity

It is the responsibility of all members of the school community to help each other to

- be courteous and polite at all times
- pay attention to all the rules of safety and care of equipment
- be cooperative and respectful to all in school and to visitors

We give pupils specific, planned interventions based on their needs. This helps them to become safe learners. For some of our pupils and young people we follow specific individualised behaviour support plans and risk reduction plans (see annexe 4) which outline these interventions. We plan to disempower negative behaviour and train staff to achieve this.

Responding to poor behaviour

Building staff knowledge of effective behaviour support

In any staff team, there is likely to be a range of knowledge about pupils' behaviour support needs. Through induction and ongoing training and support leaders and members of the behaviour support team help staff to broaden and deepen their knowledge. These points are a summary of the key knowledge and approaches that Pioneer staff should apply to promote positive behaviour.

- Staff should read 'Practical guidance for staff (Annex 1)' and ask their line manager if they have any questions.
- Staff should read 'Safe touch (Annexe 3)', which explains that there are occasions when staff will have cause to have physical contact. Staff should ask their line manager if they have any questions.
- Children who exhibit challenging behaviours may do so as a form of communication, because of a sensory overload or because they are unsure of a situation or what is expected of them. Sometimes a behaviour can be an indication of an emerging medical need.
- High quality relationships between staff and pupils are crucial in promoting positive behaviours. Therefore, staff should prioritise building and sustaining good relationships with pupils. Pen portraits give summary information, such as likes and dislikes, and ways in which pupils communicate. However, broader knowledge and skills about effectively working with pupils is valuable. Staff should seek to share these insights so that 'what works best' becomes widely known. This information should be added to documents such as behaviour support plans and risk assessments.
- We help our pupils to exhibit positive behaviours and become safe learners. Our protective consequences may include a withdrawal of some activities; this is never a punishment but an opportunity to help the pupil practice how they can participate safely. There are no pointless punishments as these risk creating negative feelings in pupils which can lead to negative behaviours.
- Staff should be aware of all opportunities to highlight examples of pro social behaviour. We should try to notice, and whenever possible remark upon, positive behaviour patterns from any pupil we meet around the school.

- We need to remind pupils about behaviours that are to be encouraged. We encourage all staff to adopt scripted language using positive phrasing and limited choices. We do not use negative phrases, demands or open choices in situations where it may cause distress. We each have a responsibility towards all pupils, not just those in our class or group.
- Our responses to anti-social behaviour will always include a teaching and learning element. It is an expectation that staff will have structured, reflected, repaired and restored opportunities with pupils after a difficult behaviour, even when this may seem challenging due to pupils' communication difficulties. Our staff use reparation to explain consequences of behaviours, both protective and educational.
- We differentiate our responses to conscious and subconscious behaviour. Through whole school training we explain the difference and staff are expected to consider these to enable them to respond to each type of behaviour differently.
- Behaviour support strategies are more relevant and effective when they have been discussed, negotiated and agreed with everyone concerned, including the pupil wherever possible.

Recording incidents of challenging behaviour

- Recording challenging behaviour helps to identify triggers and trends. Recording also serves to inform leaders' decisions about implementing resources and support. Staff should report all challenging behaviour on Arbor.
- Physical intervention is the process of guiding, supporting and escorting a pupil. Restrictive physical intervention is beyond guiding, supporting and escorting. For example, elbow tucks and complex techniques to respond to wrist, clothing and hair grabs, and bites. Restrictive physical interventions and restraint can include, depending on the circumstances:
 - Restrictive physical intervention, also known as restraint, involves direct physical contact where the intervener's intention is to prevent, restrict, or subdue movement of the body, or part of the body of another person.
 - Seclusion: a child or young person is forced to spend time alone against their will (requires a court order except in an emergency).
 - Withdrawal: removing a child or young person involuntarily from a situation which is causing anxiety or distress to a location where they can be continually observed and supported until they are ready to resume their normal activities.

In the event of challenging behaviour which necessitated restrictive physical intervention, staff should report on Arbor and complete and pass this form to Stuart Munday. The Vice Principal must also be informed verbally as soon as possible and no later than the morning or afternoon that the incident occurred. The staff completing the form will upload the completed form to CPOMS.

- In the event of both a behaviour incident and a safeguarding concern about a child, report the behaviour incident on Arbor, stating that it links to a safeguarding concern and how this has been reported. Report the safeguarding concern in line with the Safeguarding reporting procedure. Please note, child-on-child abuse is a both a behaviour incident and a safeguarding concern, therefore it should be reported on Arbor and in line with the Safeguarding reporting procedure.
- In the event of both a behaviour incident and a safeguarding concern about a member of staff, report the behaviour incident on Arbor. Report the safeguarding concern in line with the Safeguarding reporting procedure.

Calling for assistance

- Class teams will be able to manage the vast majority of behaviour incidents. If further behaviour support is required please follow the alarm system.

Supporting pupils to improve behaviour

Graduated response and support for specific pupils' who are exhibiting challenging 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, first and then boards, etc.

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 anxiety maps and early prognosis forms. For example, we use anxiety mapping to predict and prevent escalation. This will then form the basis for a more detailed behaviour plan that has been agreed by the class. If after an agreed time there is no improvement or a regression in behaviour the class teacher will request a behaviour surgery with a member of the behaviour team via their corridor behaviour lead. These meetings include a risk reduction calculator and a risk reduction plan being written.

Level 3 - Full Therapeutic Thinking 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.

The documents to support staff build and strengthen their behaviour support can be found in Annex 4.

Reasonable adjustments and SEND

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

Mobile phones in school

Students are not permitted to have mobile phones in school.

School contacts for behaviour

Role	Designated Person
Principal	Joanne Allain
Senior leader responsible for behaviour	Stuart Munday
Contact for day-to-day behaviour queries	Karen Stanley
Contact for detailed support on behaviour	Stuart Munday
Designated safeguarding lead	Joanne Allain
SENDCo	Laura Phillips
Designated mental health lead	Roxanne Francis

Last Reviewed: September 2025

Review Due: September 2026