



# Behaviour & Positive Relationships Policy

Strive for Education

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## Statement of intent

Strive for Education (Strive) believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

## **1. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Physical Intervention Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

## **2. Roles and responsibilities**

The Head of Centre has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Head of Centre is also responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to other stakeholders on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Pastoral lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.
- Collaborating with the Head of Centre to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO (where used) and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.

- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Head of Centre.
  - Subject leader.
- As authorised by the Head of Centre, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

### 3. Definitions

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour

- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

#### **4. Managing behaviour**

Pupils at Strive will be supported by promoting self-regulation and positive behaviour that will be emphasised by:

- The quality of our relationships
- The quality of our provision

At Strive we want our Positive Behaviour Policy to reflect our insight and understanding of the complex and challenging needs that some of our pupils have. Our positive approach contributes to their ability to self-regulate and manage their behaviour in a positive manner, so they can be ready to engage with their learning. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our young people with complex layered needs.

We consider that behaviours which challenge, always happen for a reason and might be the only way a pupil can communicate their need. Young people who display, or are at risk of displaying behaviours which challenge, might need support which involves both positive support, such as positive behavioral support and intervention, and some form of restrictive practice or intervention. Any restrictive intervention must be legally and ethically justified, be necessary to prevent serious harm, and be the least restrictive option.

At Strive we believe that:

- Our young people want to behave well.
- Behaviour is a means of communication - we must ensure that all young people are supported to communicate their needs safely and appropriately using their preferred communication systems
- With the right support and intervention, young people can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process, and we recognise that all of our young people are at different stages of the developmental process.
- Our young people may have challenging needs which impact on how they learn to regulate and manage their behaviour.
- Teachers and support staff must be given the opportunity to learn, understand and have insight into why our young people become dysregulated, and reflect on how/why it impacts on their behaviour. To work collectively with our young people, their parents/carers and other professionals to develop strategies as part of a positive behaviour support plan.

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

A record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems will be kept by school.

### **Managing behaviour and emotions with support**

## **Strive Expectations & Values:**

The Strive family is:

S – Strong

T – Trustworthy

R – Respectful

I – Inspiring

V – Valued

E - Educated



**Support System used for behaviour management and support**

<b>Reminder of what we want and expect to see</b> (remember, we are an AP, pupils are with us for a reason, all pupils will have additional needs, know these needs and know the pupil. Reasonable adjustment and professional judgement is always needed)	
<b>Pupil Action or Behaviour</b>	<b>Adult Response (positive language)</b>
<p>Not following reasonable instructions</p> <p>Defiance</p> <p>Device/IT misuse</p> <p>Inappropriate language</p> <p>Inappropriate behaviour</p> <p>Any action or behaviour that an adult thinks needs to stop or improve.</p>	<ul style="list-style-type: none"> <li>• An adult will speak personally with the pupil to let them know that what they are doing does not meet our expectations/values.</li> <li>• The adult will remind the pupil of what they DO want to see and the impact that by doing it will have be positive on themselves and others.</li> <li>• Remind them that you know they can do it as you have seen them do it before.</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• increase support</li> <li>• change of face</li> <li>• give easier/harder work/instant success</li> <li>• change activity</li> <li>• give space and get out of their face</li> <li>• Praise classmates for doing the correct thing</li> <li>• praise if pupil responds</li> </ul> <p><b>Avoid:</b></p> <ul style="list-style-type: none"> <li>• Negative language 'don't do this'.... 'Stop doing that'..... 'Do that 1 more time and I'll'.....</li> <li>• Raising your voice/appearing angry</li> <li>• Giving ultimatums or removing privileges</li> </ul>

**A pupil is struggling to find the correct way to respond positively.**

*When pupils present challenging behaviour, it is often because they are not emotionally able to express how they feel or what they want/need. The poor response/outburst is sometimes chosen but often not)*

*As adults, we need to provide emotional stability, help and support!*

**Support 1 – Pupil is struggling to respond positively to support**

Pupil Action or Behaviour	Adult Response (positive language)
<p>Despite employing suggested strategies, the response is now having a negative impact on others ability to learn or to teach.</p> <p>Pupil is having difficulty to regulate themselves and may need additional support.</p> <p>Pupil can't meet expectations</p>	<ul style="list-style-type: none"><li>• The adult will again remind the pupil of what they DO want to see and the impact that by doing it will have on themselves and others. Remind them that you know they can do it as you have seen them do it before.</li><li>• Explain to the pupil that they are maybe <b>not ready to learn</b>, and they may need more SUPPORT and are on a SUPPORT 1</li></ul> <p><i>Use the same strategies to support and things to avoid. Additional strategy could be a time-out in 'chill room' (5 mins)</i></p>



**Pupil is still struggling to find the correct way to respond positively.**

**Support 2 – Pupil is struggling to respond positively to support**

Pupil Action or Behaviour	Adult Response (positive language)
<p>Despite all the help and support it is evident that the pupil is not <b>ready to learn</b> or meet classroom expectation. Their action or behaviour is now having a significant impact on others which is not fair.</p>	<ul style="list-style-type: none"><li>• An adult will let them know that despite help and support, it is evident that the pupil is not <b>ready to learn</b> or meet classroom expectation.</li><li>• Be clear that it is not punishment .</li><li>• Be clear that a pupil will not return to the current learning session.</li><li>• Learning must continue, but with additional support. Staff must plan for this.</li><li>• <b>Pupil taken/removed from the environment. Time out needed with support staff, pastoral leader or Head of Centre.</b></li><li>• Next steps will be decided by supporting adult.</li><li>• Next steps could include manual handling if it is reasonable, proportionate, and necessary.</li></ul>

Significant Behaviour	
Pupil Action or Behaviour	Adult Response (positive language)
Any action or behaviour that significantly affects the safety or well-being of others or is a significant breach of the rules, including: <ul style="list-style-type: none"> <li>- verbal abuse</li> <li>- physical abuse</li> </ul>	<ul style="list-style-type: none"> <li>• An adult will let them know that what they have done has seriously affected the health, safety and/or well-being of others.</li> <li>• <b>Pupil taken/removed by support staff, pastoral leader or Head of Centre.</b></li> <li>• Next steps will be decided by PL/HC</li> <li>• Next steps could include manual handling if it is reasonable, proportionate, and necessary.</li> </ul>

### Removal from class:

The student will not return to that lesson unless there is an official break. They will complete their learning outside of the lesson and this would be provided by the supporting member of staff.

PL/HC will inform staff on morning as to who is responsible for support during each session.

### Recording of behaviours/Incidents

BEHAVIOUR, CONDUCT & EMOTION		
Demonstrates positive B, C & E <b>(Positive 1)</b>	<b>+1pt</b>	
Demonstrates EXCEPTIONAL positive B, C & E <b>(Positive 2)</b>	<b>+2pts</b>	<b>Instant reward</b> at a break, lunch, or end of day from rewards box. This could be as a one-off event or over the course of the day.
Demonstrates negative B, C or E <b>(Incident 1)</b>	<b>- 1pt</b>	Any point throughout day
Significant Incident <b>(Incident 2)</b>	<b>- 3pts</b>	Requires additional Significant Incident form completing
ATTENDANCE		
Attended on time	<b>+2pts</b>	Before 9.45am
Un-authorized absence	<b>- 2pts</b>	No <b>legitimate</b> reason
Attended late	<b>- 1pt</b>	After 9.45am
Recorded on Arbor MIS		

REWARDS		
End of each half-term	Highest Avg per form	£10 ASDA/Amazon voucher
	Most Improved	£10 ASDA/Amazon voucher
	Cinema	1 trip in afternoon for Tue/Wed and Thur/Fri cohort
	McDonalds outing	
	Trampoline Park	
Daily	Positive 2	<b>Instant reward</b> at a break, lunch, or end of day from rewards box. This could be as a one-off event or over the course of the day.

## **Exclusion from Strive**

We do not believe that exclusions are the most effective way to support young people and we will always try to adapt and personalise provision in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a pupil for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other young people or staff is seriously compromised.
- Incidents of knife crime or the deliberate bringing in, or use of weapons in school.
  - Incidents where drugs/alcohol have been brought into school.
  - Incidents of sexual violence/assault.
  - Incidents of significant deliberate damage to property.
  - A serious one-off incident that has caused significant impact.
- A continuous breach of the behaviour policy that has caused significant impact.
  - Refusing to be screened/searched for prohibited items.
- Persistent and continuous failure to follow Strive values, including following instructions from staff.

Decisions to exclude young people are made on an individual basis and will always be a reasonable and measured response. Exclusions will be formally recorded, and incidents shared with family, home school and any professional services. A reintegration meeting will always take place before a pupil is re-admitted.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Head of Centre.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

## **5. Prevention strategies and sanctions for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

### **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

### **Physical intervention**

In line with the school's Physical Intervention Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the Head of Centre and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Head of Centre as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these

## **6. Sexual abuse and discrimination**

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment

will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## **7. Smoking and controlled substances**

The school will follow the procedures outlined in its Smoke-Free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free premises. Parents, visitors, staff and pupils are instructed not to smoke on school premises.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

## **8. Prohibited items, searching pupils and confiscation**

Head of Centre and staff authorised, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

The Head of Centre and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Physical Intervention Policy.

## **9. Effective classroom management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.

- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct and values, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

### **Classroom rules and routines**

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. These are documented as the Strive Values. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Head of Centre ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules. Blip system.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules, routines and values at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules, routines and values to help pupils understand why they are needed, and will model them to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if



they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules, routines and values, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules, routines and values remain consistent and are practised

### **Praise and rewards**

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

The school has a number of options for rewards that can be given to pupils. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards.

## **10. Behaviour off school premises**

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Travelling to or from school.
- Taking part in any school-related activity.

- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

## **11. Monitoring and review**

This policy will be reviewed by the Head of Centre and Pastoral Lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is Se

