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Behaviour Policy Brompton Hall School

Drafted by:	Ratified by IEB:	Amendments made:	Review date:
A Bingham	02/03/2022		1 year Spring 2023
	Print Name	Signature	Date
Headteacher:	Elaine Mallen		02/03/2022
On behalf of IEB:	Gary Fielding	G Fielding	02/03/2022

1. Aims and Vision

We aim to provide a positive environment where pupils can flourish, be respectful to others and develop their ability to regulate and express their emotions: a safe place where pupils feel they belong and can become confident individuals. We aim to provide aspirational learning experiences where pupils are supported to reach their full potential.

All pupils have challenges and we aim to allow them to progress as individuals, educationally and personally, and to maximise their prospects in later life. Behaviour support is seen as an integral and essential part of the curriculum that teaches social and emotional skills to all pupils.

At Brompton Hall School we have adopted a positive behaviour support ethos to develop quality relationships which are critical to successful pupil learning. We view mistakes as opportunities to learn and inappropriate choices as opportunities to practise critical life skills. Underpinning this is a whole school nurture approach based on the six nurture principles.

Our aims:

- To ensure the safety, wellbeing and mental health of every member of the school community.
- To ensure all members of the school community are valued, listen to and consulted.
- To listen to pupils and respond to pupil voice.
- To protect the school environment.
- To teach and support pupils to improve self-control, understanding of their emotions and to take responsibility for their actions.
- To teach pupils that actions and choices have consequences.
- To encourage parents and carers to work in partnership with the school.
- To equip every pupil with the values and skills (social, emotional, physical and academic) they will need to meet the challenge of being a 21st century citizen.
- To work collaboratively as a staff team, looking behind the presenting behaviour, sharing skills, and ideas for managing pupils' behaviour using a nurture based, Thrive approach
- To provide a Keyworker for every child.
- To maximise the effectiveness of the curriculum and individual learning for every child.

All policy is underpinned by recognising and rewarding positive behaviour to allow and encourage a positive atmosphere which motivates pupils and allows access to the curriculum.

2. Positive Behaviour Support

Positive behavioural support involves acknowledging that at times all pupils may experience difficulties in managing their emotions and regulating their responses. Therefore, we have a person-centred approach when supporting a pupil who is presenting as emotionally overwhelmed. To support pupils and help prevent this we:

- Identify vulnerable pupils via EHCP targets, Boxall and Thrive assessments
- Use proactive strategies to identify and remove barriers that may make it difficult for them to function, learn and achieve their full potential
- Respond to all situations and incidents in a consistent and fair manner
- Investigate incidents thoroughly and take account of individual pupils' needs
- Understand that particular school rules, procedures and processes may need an element of flexibility.
- Plan how to overcome these barriers, working with the child, and others via mediation, emotional interventions and support in our hub

As part of the planning and assessment process for positive behaviour support, each Brompton Hall School pupil has a:

- EHCP
- Individual Action Plan
- A Boxall assessment and a possible Thrive assessment
- Risk assessment: specific behavioural risks are logged with appropriate strategies for staff.
Amendments are made as and when necessary by the keyworker and class tutor and any new information passed to all relevant staff.

These are all reviewed regularly and amendments are made accordingly

3. Expectations, Incentives and Rewards

Rewards and learning consequences teach pupils how to manage their own behaviour and understand that people are driven by extrinsic and intrinsic motivation. Throughout all sessions of the school and extended day, pupils earn points for meeting the four expectations.

The four expectations of Brompton Hall School pupils are:

- Follow instructions
- Keep hands, feet and objects to yourself
- Speak appropriately
- Try your best

Behaviour Policy

Ratified: 2nd March 2022

Review: Spring 2023

Point scores are calculated at the end of each day and weekly certificates are awarded and celebrated.

Pupils are rewarded with credits (amount depending on certificate awarded) which are the school's equivalent of money that can be saved and spent on prizes to incentivise positive behaviour.

Exceptional/praiseworthy actions, or positive attitudes towards diversity are awarded with a 'merit'.

When these expectations are not adhered to it is considered to be a learning opportunity, we seek to understand why, and use restorative practices to try to prevent incidents reoccurring.

4. Use of Physical Intervention

The guidance issued by the DfE, 'Use of reasonable force', gives clear advice on the definition of reasonable force and how schools should apply the guidance.

Reasonable force may be used when a child is:

- At risk of hurting themselves or others
- At risk of causing criminal damage

We are committed to avoiding the use of any form of restraint unless a pupil is a danger to themselves or others or is at risk of causing criminal damage. All staff receive compulsory training and regular refresher training to ensure that practice is of the highest quality should staff have no alternative. Staff members always seek support from colleagues, sharing strategies and approaches for managing pupils' behaviour, particularly use of de-escalation strategies.

The leadership team and Securicare trainers provide support/guidance and reflective feedback to further enhance practice.

For more information see: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

All incidents are recorded and monitored on CPoMS.

5. Post Incident Reflection/Restorative Conversation

We use Post Incident Reflection Logs to review significant incidents such as an assault, leaving the premises, criminal damage and reflect on pupil actions and staff response to inform and improve future practice. The post incident reflection log is used to measure the impact on the pupil with a clear focus on repairing relationships through restorative practice and refocusing the pupil on self-regulation.

We use reflective and restorative conversations at every opportunity. We understand that timing is key and initial post incident reflective/restorative conversations should take place within 48 hours as we

recognise that pupils and staff are not always ready to have discussions straight away; some pupils may need more time or a different face.

6. Managing Transitions

Many of our pupils find transition times challenging (e.g. arriving at/leaving school, between lessons, after break/lunchtimes).

To support these transitions, the school have developed a whole school approach and risk assessment. offering high levels of support and supervision at these key times. All staff aim to desensitise and de-escalate during these times in order to reduce the risk of harm.

This approach reflects on all school issues regarding transitions, and throughout this we intend to nurture the pupils using the six principles of nurture (Homes and Boyd, 1999): this will ensure that pupil's learning is understood developmentally, that the classroom offers a safe base and all staff will put an emphasis on the importance of nurture for the development of wellbeing. All staff understand that language is a vital means of communication, that all behaviour is communication and the importance of transition in pupils' lives.

Our Hub offers pupils a safe space, primarily providing pupils support with their emotional wellbeing. The hub staff are working towards planning and delivering interventions to support pupils social, emotional development and resilience. Furthermore, the hub encourages pupils to continue developing and practice personal strategies to better regulate emotions. The Hub is located in the centre of school and is available for all pupils to access throughout the school day. The hub has a team of designated staff, who provide therapeutic interventions for all pupils when required. It is a place where pupils develop trusting relationships with the hub team to enable them to express their feelings, share their concerns and be able to return successfully to the learning environment.

7. Positive Behaviour Coaching

We aim to develop pupil's self-regulation and support them with managing their emotions and feelings by positive behaviour coaching.

Each pupil has a class tutor and a keyworker who support the development and maintenance of positive behaviour support practice across the school.

They develop significant knowledge of the following areas:

Behaviour Policy

Ratified: 2nd March 2022

Review: Spring 2023

- The person-centred values associated with Positive Behaviour Support and Nurture approaches
- Positive reinforcement and consequences
- Proactive and reactive strategies
- The antecedent, behaviour, consequence chain
- The environment conditions for behaviour.

Our tutors and keyworkers are expected and supported to acquire a deep knowledge of positive behaviour support and be able to apply it; and have reflective conversations, providing feedback which enhances practices, reduces serious incidents and develops intrinsic motivation.

8. Parents and Carers

A new behaviour policy specifically for parents has been produced which outlines expectations, communications and changes as well as clearly stating that consequences for criminal behaviour will now be escalated and bills will be sent to parents/carers. Following any incidents at the school, parents will be informed promptly, by telephone, on the same day of any significant event.

9. Anti-Bullying Equality, Diversity and Inclusion

The school fosters a safe inclusive learning environment and pupils are appropriately challenged when observed using discriminatory and/or abusive language.

Bullying of any kind is unacceptable at our school. More detail is outlined in our school's Anti-Bullying Policy. Post Incident Interviews are offered to each pupil with the aim of detecting any bullying that has not been reported. Bullying is dealt with promptly and effectively through mediation and mutual resolution and restorative conversations.

The school recognises all Protected characteristics under the Equality Act 2010.

Racism and homophobia are evident in wider society so we are aware that it is likely to occur in the school, but we are also aware of unintentional harm caused by lack of social and personal awareness. Instead of punitive responses, we aim to provide an educational response and use restorative practice to understand the reasons that have caused harmful behaviour/language.

All racist/homophobic language/incidents will be recorded and resolved regardless of whether a victim or target is present, for example telling an inappropriate joke or making derogatory remarks.

Will aim to adopt a culture of diversity, tolerance and acceptance by nominating an 'Equality and Diversity Lead' who will ensure:

- National celebrations and awareness campaigns are recognised by the school, for example Black History Month

Behaviour Policy

Ratified: 2nd March 2022

Review: Spring 2023

- Every lesson will include anti-racism/homophobic awareness
- Displays promoting equality and diversity are in each classroom, and prominent throughout the school
- Staff will be supported in the delivery and inclusion of anti-racism/homophobia in each lesson plan

We aim to:

- Develop a climate which is intolerant of racism and homophobia
- Ensure an atmosphere in which all pupils feel valued and listened to and have confidence that their concerns will be addressed
 - An equal and strong sense of belonging within our diverse school community
- Differentiate between unintentional and intentional incidents (recognising that some pupils will be unaware of the meaning of the language they are using)

All staff are dedicated to eliminate racism and homophobia by:

- Addressing any child's negative, stereotyped or offensive comments
- Providing support to any child who has experienced offence from another person
- Referring language or behaviour that has been hurtful to the SLT for further investigation and resolution if required
- Providing an educational response so that pupils develop the knowledge and skills necessary for living in a multi-ethnic, multi-cultural and multi-faith society. This can be achieved through the use of multi-cultural resources, displays and a balanced curriculum to celebrate diversity.

Equality group:

- 4 pupils to become Equality Champions
- Pupils to set up an Equality Charter Mission Statement.
- Develop a Diversity Board allowing each pupil to make a comment and opinion on the board. This will become a piece of artwork that all pupils have contributed to

10. Items banned in school Meet and Greet – all pupils are searched to ensure that items that are illegal or that may cause harm, disruption or offence are not brought in to school

The Brompton Hall School Positive Behaviour Support Policy takes full cognisance of the DfE advice regarding screening, searching and confiscation to ensure that items that may cause harm are not brought into school.

By law all school staff can search pupils for any item with their consent, but the Headteacher has identified staff who most appropriate and are trained to undertake searches.

Searching without consent can be carried out for prohibited items within the parameters of the guidelines. 'Prohibited items' are defined in the Education Act 1996, Searching, Screening and Confiscation Advice for Headteachers, School Staff and Governing Bodies 2018 as:

- Knives or weapons, alcohol, illegal drugs and stolen items
- Tobacco and cigarette papers, fireworks and 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, or damage to property
- Any item banned by the school rules which has been identified as an item which may be searched for.

Any prohibited items found may be retained or disposed of by the school but if controlled or banned substances or weapon is found, this would be immediately handed over to the police.

In all situations, parents and carers will be informed and records made. Any additional support / intervention, as a means of education, should always be considered.

11. Fixed-term and permanent exclusions

Exclusion will always be a last resort. Exclusion is used at the Headteacher's discretion after taking into consideration the needs and circumstances of the individual which will be based on a risk assessment which also considers the safety of all pupils and staff. A planned return to school meeting is supported by the restorative process on a pupil's return.

12. Monitoring and review

All staff are made aware of the policy to ensure consistency. Monitoring will also be undertaken by the Senior Management Team to ensure that there is consistency of approach to behaviour throughout the school. There will be ongoing reviews of the progress of all pupils and serious incident statistics and observations of pupil's behaviour during lessons, transitions, assemblies, social times, in units and all times where pupils are interacting socially.

Reference Documentation

- Student Handbook
- Staff Handbook
- Code of Conduct: Brompton Hall School
- Anti-Bullying Policy
- Physical Intervention Procedure
- Post Incident Reflection document
- Lockdown Procedures

Statutory Responsibilities:

This Policy is written with due regard to fulfilling our statutory responsibilities as laid out in the:

Education Act 1996 School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

Education Act 2011

Equality Act 2010

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076803/behaviour-and-discipline-in-schools---a-guide-for-headteachers-and-school-staff>