

Behaviour in Schools Policy

Date Reviewed	Reviewed by	Next Review Date
December 2015	Fiona Carver	December 2016
October 2016	Fiona Carver: New information sheet Definition of seclusion, timeout and withdrawal included	December 2017
January 2017	Fiona Carver Information sheet modified to include common assault Curriculum Governors agreed	January 2018
September 2017	Fiona Carver Information sheet removed; Electronic 'Cause for Concern' adopted New points scheme adopted	By September 2018
June 2019	Ellie Cash 'Cause for Concern' sheet removed. Response to specific behaviours added. Behaviour tiers added	June 2020
June 2021	Ellie Cash	June 2022
June 2022	Ellie Cash	June 2023
June 2023	Ellie Cash	June 2024
June 2024	Ellie Cash	June 2025

Objective of policy:

To provide clarity and guidance to stakeholders about the support and management of behaviour at Brookfield School.

Principles–

Through a calm, caring, positive, fair and firm approach Brookfield School aims to:

- Encourage positive behaviour through the use of celebrating success, praise and rewards.
- Discourage inappropriate behaviour through the use of a tiered and structured behaviour system and using appropriate consequences consistently throughout school.
- Raise our pupil's self-esteem, independence and increase levels of self-responsibility through group and individual target setting and sharing those targets with pupils and staff for a holistic approach on each individual.

At Brookfield School we aim to have a positive ethos celebrating both behavioural and academic achievement. We aim to provide an engaging curriculum that is tailored to the individual needs and learning styles of each student. Appropriate acceptable behaviour is taught through planned offsite activities (social aspects), modelling and de-brief after incidents and utilising class charts as a tracking system for pupils, parents and staff on each pupils behaviour on a daily, weekly and termly basis.

ROLES AND RESPONSIBILITIES

The promotion of positive behaviour is the responsibility of the school community as a whole.

The Governing Body, Headteacher and Staff are responsible for ensuring that all aspects of the school's Behaviour Policy and its application promote equality for all pupils. The roles include:-

- a) The **Governing Body** supporting and promoting the principles underlying the school's Behaviour Policy.
- b) The **Headteacher** and **Leadership Team** in framing and establishing an environment that encourage positive behaviour and regular attendance to include appropriate curriculum, formal conferencing.
- c) The Pastoral Support Manager, in partnership with the Assistant Head (through the Leadership Team) providing support and training for all staff around behaviour management and restorative practice, co-ordinates the formal conferencing process and the teams of conference facilitators and peer mediators.
- d) **All staff** in ensuring that the policy is consistently and fairly applied and that pupils are supported in behaviour for learning.
- e) **Pupils** who are able to behave in a way that promotes the learning of all in the community.
- f) **Parents and carers** in taking responsibility for their child's behaviour inside and outside the school to maintain high standards of behaviour.

The use of Restorative Approaches at Brookfield School

The approach will require all staff working with our pupils to be aware of the principles and language of Restorative Justice, and the ability to apply them to resolving situations in their classes, corridors, and elsewhere in the school community. The principles and use of Restorative Approaches will be a regular feature in the school's Continuing Professional Development programme, both at the beginning of the school year and where appropriate at other times.

The Restorative Questions:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected? In what way?
- What needs to happen now to make things right?

The questions are neutral and non-judgemental, they are about the wrong-doer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

All staff need to ensure that consequences e.g detentions are a tool for restorative practice whereby issues can be talked through and resolved this may be through tools such as a reflection sheet (**Appendix 1**).

Rewards

Pupils can earn rewards on a weekly, half termly and yearly basis, we currently track a student's behaviour on class charts where pupils earn 4 points per lesson based on individual target, EHCP target, expected behaviour and expected work (linked to EHCP and snap B outcomes). Behaviour is reviewed in each lesson along with form time at the beginning and end of each day, if a pupil has reached a weekly target of >85% then they are able to choose an offsite enrichment activity at the end of the week. In addition, pupils can earn virtual money each week which they can choose to spend throughout the year or save up, along with half termly and termly behaviour and attendance bonus money.

Virtual Money values (weekly):

>95% = £5

94>90% = £3

<80% = £1

Praise is a powerful motivator; we aim to ensure praise is plentiful whilst being earned and given genuinely. Celebration assemblies provide the opportunity for pupils to be publicly praised, these take place on a weekly basis celebrating pupils with 100% behaviour and the most improved form group.

Consequences:

The system of consequences is consistent across the school with all pupils follow a tiered process linking to Brookfields classroom and school expectations (**Appendix 3**). If a pupil is not following expected behaviour however not stopping others from learning they are in a Tier 1- effecting their class points and catching up on work at break times. If a pupils inappropriate behaviour continues and disrupts others learning they are then put on a Tier 2- resulting to a pupils being asked to go to the 'wave' and have support from pastoral support along with points being effected and catching up with work in their break times or after school and a possible phone call home if behaviour continues. If behaviour escalates to bullying, racism, sexualised comments, verbal abuse/threats to peers or staff and damage to property then a pupils will be put on a Tier 3- to which the pupil will have immediate removal from class from SLT or pastoral support and consequence will be decided dependent on the severity of a pupils actions (**Appendix 4**).

Exclusions

Exclusion from school is considered an absolute last resort. Only the Headteacher and Deputy Headteacher have the authority to exclude a pupil. The Headteacher/Deputy will inform parents/carers of the decision to exclude, and work may need to be set by teachers for completion by the pupil whilst excluded. On return from exclusion the pupil, with their parent/carer, will meet with a member of SLT for a reintegration meeting. During this meeting the incident will be discussed and expectations of behaviour explained to the pupil and their parent/carer and additional support to be agreed where required.

Positive Handling

In routine circumstances staff should refrain from positively handling; however, it is important that staff are fully aware of the legislation and guidance provided by the DCSF/DfE with regard to the circumstances when positively handling pupils could be used by a member of staff, what is acceptable, and what a member of staff should consider before they intervene in a particular situation. As part and parcel of this, staff need to be aware of and act in accordance with any **Positive Handling Plans** (described within the Individualised behaviour plan) for individual pupils – these documents can be found on SharePoint.

It is important that staff should ensure that they have exhausted all other strategies and are confident they can justify and explain their use of physical intervention before making a physical intervention. In short, it is the final option and should be avoided unless there is no other reasonable alternative open. When using physical intervention all staff go by reasonable, proportionate and necessary.

Detailed guidance regarding the Use of Reasonable Force is to be found in the school's **Positive Handling Policy**. All staff are **Team Teach Trained** as soon as possible after appointment.

Post Incident Procedures

After any incident a de-brief session must take place. This should be done sensitively once everyone involved has recovered, staff supporting the de-brief do not necessarily need to have been involved in the incident. Team Teach procedures are followed and any resulting changes to the IBLP must be communicated to all staff.

Responses to specific behaviours

Whilst some flexibility is anticipated when supporting and managing much behaviour, other behaviour must be managed consistently across the school.

These are;

Smoking: The member of staff who sees a pupil of smoking should inform their class/form tutor, the pupil will be expected to hand over any cigarettes, tobacco and lighters/matches. The class/form tutor will then inform a member of SLT and a pupil will be issued an appropriate consequence usually an afterschool detention and a phone call home.

Off site: If a pupil absconds from the school site the school office and SLT must be informed immediately. The response then depends on the age and development of the pupil. A member of staff should attempt to keep the pupil in sight without pursuing them and ensure they are contactable by mobile phone. As a general rule, if a pupil is out of sight and unable to be contacted for 10 minutes the parent/carer and sometimes police are called and informed; this time scale could be reduced significantly if the pupil is young or vulnerable. A consequence of an offsite trip ban and after school detention then follow a pupil's actions.

Bullying: Any incident of bullying, including cyber-bullying, is taken extremely seriously and will be investigated by SLT. (Refer to Anti-Bullying policy).

Assault of a peer or member of staff: Assault of any person is always unacceptable. Those assaulted will always be offered first aid and support. The Headteacher, through discussion with SLT and other staff, will then decide if further consequences, for example exclusion or police involvement, are necessary.

Drug use: any concerns and suspicions about drug misuse possession or a person being under the influence of drugs must be reported to the Headteacher/SLT who will then decide if further consequences, for example exclusion or police involvement, are necessary.

Significant damage to property: A pupil who causes intentional and significant damage to property will be issued with a bill of damages sent to their parent/carer or taken out of a pupils 'virtual money' and an afterschool detention.

SUPPORT SYSTEMS FOR

STAFF

All staff have a responsibility to deal with incidents of misbehaviour when it occurs, respond accordingly and where appropriate - possibly in conjunction with a 'fielding' colleague - record the incident and the follow-up action on the school's behaviour tracking system.

Incidents of a more serious nature should be discussed at debrief and may be referred to SLT.

Staff who have repeated difficulties with a particular individual or teaching group should seek initial support and guidance from their Line Manager or the school's Pastoral Manager.

If misbehaviour is so serious that teaching and learning cannot continue, staff should use the mechanisms in place (send LSA or pupil) to summon additional support. It is important that staff follow up the exiting of a pupil from their lesson and attempt to ensure the situation is not repeated in their next lesson through means consistent with the school's restorative approach (including appropriate use of thought-out sanctions). Likewise, staff need to be familiar with the school's protocols and scripts for a 'managed return' to class so that the risk of an unsuccessful return is minimised after the initial incident has been dealt with elsewhere by colleagues.

CONFISCATION

All staff should consider the following criteria when deciding whether to confiscate an item from a pupil, pupils have one warning to put an item away and then it is confiscated from them:

- An item poses a *threat to others*: for example, a laser pen is being used to distract and possibly harm other pupils or staff;
- An item poses a *threat to good order* for learning: for example, a pupil uses a personal music-player in class during lesson time;
- An item is *against school uniform rules*: for example, a pupil refuses to take off an outdoor coat on entering a classroom;
- An item poses a *health or safety threat*: for example, a pupil wearing large ornate rings in PE may present a safety threat to other pupils;
- An item which is *counter to the ethos of the school*: for example, material which might cause tension between one community and another;
- An item which is *illegal for a child to have*: for example, racist or pornographic material. Protocols for how to deal with such items can be agreed with local police.

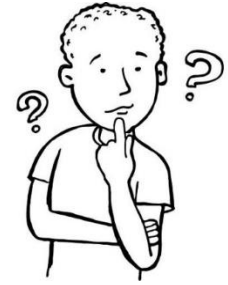
In most cases, confiscation is a sufficient consequence and return of the item at the end of the lesson, school session, or school day is adequate time to reinforce the school rule. This also limits the chance of problems with loss of items while in the care of school staff. Pupils who repeatedly have their device confiscated will be made to hand it in at the beginning of the day and will not be able to get it back until they leave the premises at the end of the day. Alternatively, parents/carers will be informed that the device should be kept at home.

APPENDICES:

1. Example reflection sheet.
2. List of staff trained to facilitate conferences

3. Examples of Classroom Expectations/THINK...
4. Behaviour Tiers
5. Digital Devices Policy and Agreement

APPENDIX 1: Reflection Sheet



Name.....Date.....

1. What happened that I ended up doing reflection?

2. Which of our School Rules do I need to reflect upon?

3. Is this a fair consequence for my behaviour?

4. What can I do to repair the situation and put things right?

5. Who can help me with this?

6. Thinking about the future, what can I do to make sure that I don't spend more time in reflection?

Signed.....

APPENDIX 2:

Staff trained to facilitate conferences

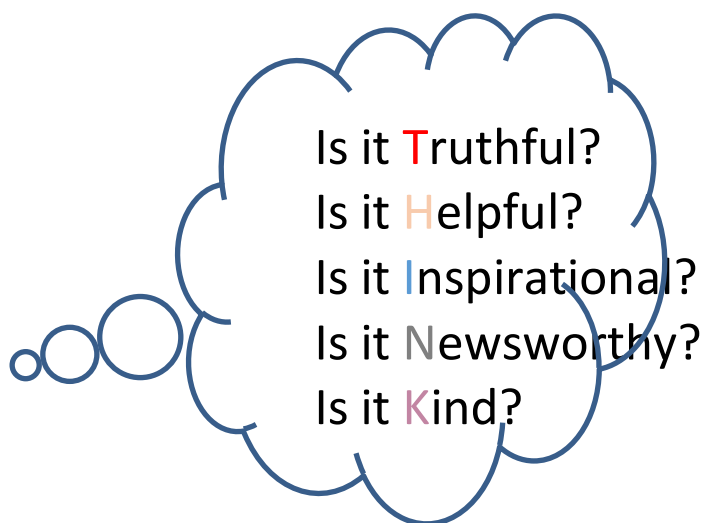
FC, HS, EC – on reintegration from fixed term exclusion

The Restorative Questions:

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- What do we need to do make sure this doesn't happen again?

Classroom Expectations

1. Compassion and Respect for Everyone (CARE)
2. Appropriate language at all times
3. Appropriate uniform should be worn
4. Follow instructions
5. Complete work to best of ability



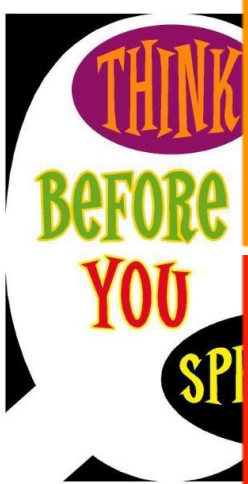
Appendix 1: BEHAVIOUR EXPECTATIONS.

THINK

Before you
Ask your

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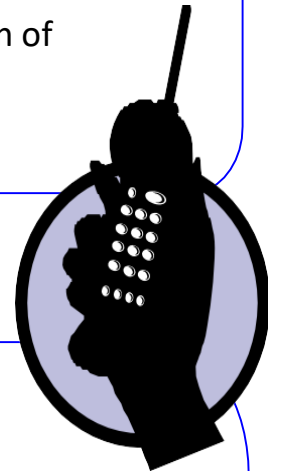
<p>Expected behaviour</p> <p>Coats and hats off. Mobile phones away. Follow all instructions. On task. Speaking appropriately to peers and staff. Following 'Classroom Expectations'.</p> <p>Staff actions Praise (public or private.) Positive phone call home. Class Charts points awarded.</p>	<p>Tier 1</p> <p>Refusal to follow expected behaviour but not stopping the learning of others.</p> <p>Eg- Talking, conversational swearing, work avoidance, mobile phone use.</p> <p>Staff actions Use of reminders and warnings of expectations and consequences. Use of de-escalation. Support from TA. Points not awarded.</p> <p>IF SUCCESSFUL- Pupil praised for making the right choice.</p> <p>IF UNSUCCESSFUL- Break time catch up with teacher.</p>	<p>Tier 2</p> <p>Persistent refusal to follow behaviour expectations, disrupting the learning of others.</p> <p>Eg- Walking out of class without permission, verbal abuse to peers.</p> <p>Staff actions De-escalation, directed time-out with TA, work in library if sanctioned by Pastoral manager.</p> <p>IF SUCCESSFUL- Pupil reintegrated into class.</p> <p>IF UNSUCCESSFUL- Dinner time catch up with teacher. Phone call home.</p>	<p>Tier 3</p> <p>Bullying, racism, sexualised language, verbal abuse/threats to peers or staff, damage to property.</p> <p>Staff actions Immediate removal from class. Referral to Pastoral Manager/SLT.</p> <p>CONSEQUENCES- After school catch up. Internal exclusion in library. Fixed term exclusion followed by parent meeting. Phased return into school.</p> <p>NB- A restorative meeting with staff affected may be used at any tier.</p>
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Digital Devices: **My Rights, My Responsibilities**

My Rights

- To carry a mobile device to school for use in the taxi
- To use my devices during lunch & break times
- To learn in **all** my lessons and not be affected by the disruption of others and their devices
- To be spoken to politely by staff and other pupils



My Responsibilities

- I understand that I should hand my device and headphones in for safekeeping at the beginning of the day and after break and lunchtime.
- I understand that if I do not hand in my device, the school is not responsible if it gets lost or damaged.
- I will ask for permission before using my mobile device.
- I will respond politely when asked to turn off my device and put it away (eg. at the end of break or in lesson time.)
- I will not use my device to record anything in school or to look at, listen to or share inappropriate material.

