



# Brompton Hall School

## Behaviour Policy



1	Summary	Behaviour Policy	
2	Responsible person	Al Sutton	
3	Accountable SLT member	Headteacher	
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
5	Who has overseen development of this policy	Executive Headteacher	
6	Who has been consulted and recommended policy for approval	IEB	
7	Approved by and date	January 2024	
8	Version number	1	
9	Available on	Trust website	<input type="checkbox"/> Y <input type="checkbox"/> N
		Academy website	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
		SharePoint	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)		
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
12	Date of implementation (when shared)	Jan 2024	
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input type="checkbox"/> N	



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### 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 Tutor to oversee the support and development of 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 access to the following, relevant to their needs:

- 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.

Most pupils have three targets to support them in effectively managing their behaviour and behaviour for learning on a daily basis. These targets are based on:

- Doing their best in their Learning
- Having an appropriate attitude
- Specific individual target, linked to their priority needs.

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.

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.

Some pupils have a specific Behaviour Plan which identifies small steps targets towards their overall behaviour improvement goals. These are overseen by a member of the Behaviour

and Wellbeing team or Senior Leadership. These are reviewed on a 4-6 week basis, with the pupil and parent and are linked to a review of their programme.

#### **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 Team Teach 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 reflective and restorative conversations 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.

## **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 who support the development and maintenance of positive behaviour support practice across the school.

They develop significant knowledge of the following areas:

- 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 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

Parents are informed of the behaviour expectations, including how their child will be supported in developing and improving their behaviour. They are also informed about the importance of understanding the difference between dysregulation and intended criminal behaviour, and parents understand that consequences for criminal behaviour will now be escalated which may include a plan with parents regarding how the pupil 'pays' for the criminal damage they have caused. 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 has an Anti-Bullying Policy which should be referred to.**

**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
- 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 suspensions and permanent exclusions**

Fixed term suspensions and permanent exclusions will always be a last resort. The decision to suspend or exclude will be made by the Headteacher, 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, and after consultation with the Venn Deputy CEO. . 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.

## 13. Reference Documentation

- 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>

## 14. Brompton Hall Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and be able to learn in a supportive environment
- All pupils, staff and visitors are free from any form of discrimination
- Staff model calm and regulated behaviour consistently for our pupils
- Staff employ a positive reward system and clearly explain any consequences to pupils with a strong emphasis on relational, restorative and nurture based approaches to behaviour
- The behaviour policy is shared and understood by pupils and staff



- The suspension and exclusion policy explains that they will only be used as a last resort, and outlines the processes involved.
- Pupils are guided and supported and encouraged to take responsibility for their actions
- Families are kept informed and consulted about incidents, thereby fostering valuable relationships between Brompton Hall and pupils' home life

The governing board acknowledges that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the IEB /full governing board annually.