



# Brompton Hall School

## Behaviour & Relationship Policy



1	Summary	Behaviour & Relationship Policy			
2	Responsible person	Al Sutton			
3	Accountable SLT member	Claire Goodaire			
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	Claire Goodaire			
6	Who has been consulted and recommended policy for approval	Governors			
7	Approved by and date	02.12.24			
8	Version number	1.6			
9	Available on	Every	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Support staff <input checked="" type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	03.12.24			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



## 1. Introduction

1.1. It is our primary aim that everyone feels valued and respected and is treated fairly. We are a caring service and our values are built on mutual trust and respect. The Behaviour and Relationship Policy supports the way in which staff and pupils can work together in a supportive way. It aims to promote an environment in which everyone feels safe, happy and secure. We do have rules and non-negotiables, but our policy promotes good relationships. We expect everyone to behave in a considerate way towards others. We treat all pupils fairly and apply this policy in a consistent way.

### 1.2. Many of our pupils need to be shown what desirable, good behaviour looks like.

- Behaviour can change and every pupil can achieve some measures of success.
- Disapproval of unacceptable and inappropriate behaviour should not represent disapproval of the pupil as a person.
- Recognition of behavioural and academic improvement and success is more likely to achieve change rather than apportioning blame and administering sanctions. Without the belief that behaviour can change, any concept of 'successes with our pupils will not be achieved.

Acceptance of the value of the pupil as a person has to be maintained, though disapproval of the behaviour that is sometimes produced needs to be communicated.

## 2. Aims

This policy aims to help pupils grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of society. We reward good behaviour as we believe it will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour rather than merely deter anti-social behaviour. The policy will;

Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

Outline the expectations and consequences of behaviour

Provide a consistent approach to behaviour management that is applied equally to all pupils

Define what we consider to be unacceptable behaviour, including bullying and discrimination



Inappropriate behaviour is likely to occur when learners lack a sense of purpose and/or structure and are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. Certain measures can be employed to prevent these and other potentially damaging situations from arising.

At Brompton Hall School we believe that:

- Our learners want to behave well.
- Behaviour is a means of communication – we must ensure that all learners are supported to communicate their needs safely and appropriately using their preferred way to communicate, sometimes this may be with a different adult.
- With the right support and interventions, learners can learn to self-regulate and manage their own behaviours.
- Mistakes are part of the learning process and we recognise that our learners are at different stages of development.
- All of our learners have complex needs which impact on how they manage their behaviour.
- All staff must be given the opportunity to learn, understand and have insight into why our learners become dysregulated, and reflect on how/why it impacts on their behaviour.

The resources, interventions and learning consist of:

- A variety of individualised and accessible modes of communication
- Clear and realistic expectations
- Rules and Boundaries
- Routines
- The language of choice
- Rewards and consequences
- Reparation where possible and appropriate
- Descriptive praise
- Fair and predictable responses to both positive and negative behaviours

## **2. Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- > [Behaviour in schools: advice for headteachers and school staff 2024](#)
- > [Searching, screening and confiscation: advice for schools 2022](#)
- > [The Equality Act 2010](#)
- > [Keeping Children Safe in Education 2023](#)
- > [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- > [Use of reasonable force in schools](#)
- > [Supporting pupils with medical conditions at school](#)
- > [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:



- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

### **3. Implementation of the policy**

- 3.1. Inappropriate behaviour is likely to occur when learners lack a sense of purpose and/or structure and are presented with opportunities to make the wrong choices or are struggling to deal with external factors unrelated to school. Certain measures can be employed to prevent these and other potentially damaging situations from arising.
- 3.2. Staff should aim to create a calm atmosphere that is conducive to work and learning by:
  - › Planning adapted learning experiences that are relevant to the learner's academic and social needs;
  - › Offering varied tasks that are sufficiently challenging and achievable;
  - › Demonstrating flexibility where planned activities fail to engage;
  - › Teaching with appropriate pace, ensuring that there is a clear sense of progression;
  - › Give careful consideration to the classroom environment to optimize learning and avoid potential behavioural triggers.
- 3.3. During the lesson staff should:
  - › Set clear learning outcomes, attainable in the time available;
  - › Model tasks clearly with explicit success criteria;
  - › Encourage learners by offering appropriate praise, help and explain where necessary;
  - › Ensure each pupil's EHCP is followed;
  - › Monitor progress;
  - › Correct errors in ways that emphasise the learning opportunities they present;
  - › Give personal feedback to learners on all progress made academically and socially.
  - › Provide regulation support when needed and pupils have the resources to communicate their feelings;



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**Many of our pupils need to be shown what desirable, good behaviour looks like.**

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- Disapproval of unacceptable and inappropriate behaviour should not represent disapproval of the pupil as a person;
- Recognition of behavioural and academic improvement and success is more likely to achieve change than apportioning blame and administering sanctions. Without the belief that behaviour can change, any concept of 'success' with our pupils will not be achieved.

Acceptance of the value of the pupil as a person has to be maintained, though disapproval of the behaviour that is sometimes produced needs to be communicated positively.

**Positive behaviour In Practice**

Staff should aim to create a calm atmosphere that is conducive to work and learning by:

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

- Planning adapted learning experiences that are relevant to the learners' academic and social needs;
- Offering varied tasks that are sufficiently challenging and achievable.
- Demonstrating flexibility where planned activities fail to engage.
- Teaching with appropriate pace; ensuring that there is a clear sense of progression.
- Give careful consideration to the classroom environment to optimise learning and avoid potential behavioural triggers.

During the lesson staff should:

- Set clear learning outcomes, attainable in the time available.
- Model tasks clearly with explicit success criteria.
- Encourage learners by offering appropriate praise, help and explanations where necessary.
- Monitor progress.
- Correct errors in ways that emphasise the learning opportunities they present.
- Give personal feedback to learners on all progress made academically and socially.

The recognition of achievement is important. Reward learning and endeavour by:

- Using spontaneous praise.
- Informing staff and peers of progress in the learner's presence.



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- Asking the learner to share their work with others.
  - Collecting important pieces of work for learner achievement portfolios.
  - Displaying work prominently and attractively.
  - Giving awards.
  - Informing parents/carers of positive experiences and achievements.

It is preferable to prevent unwanted behaviour from occurring. Dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved.

### **Protocol for rewarding behaviour in school:**

- A completed **points** sheet linked directly to the school values.

**Self-regulation**

**Self-reflection**

**Empathy**

**Resilience**

Each full sheet of points equates to one stamp on the **Big R**.

- Stamps on the **Big R** are accumulated to buy class rewards.
- Reflections are completed throughout the day and link to a pupil's Holistic Development Profile.
- Certificates and awards are given during assembly each week.
- Postcards/certificates are sent home for behaviour and other achievements throughout the week; including Brompton awards.
- Celebration assemblies every Friday and families are invited in at different times during each Term to review the achievements and progress of their child.
- Certificates and awards throughout the week in 'wow' moments.
- Pieces of work shared with the Senior Leadership Team.
- Positive phone call home.
- Love to shop vouchers can be awarded - this is for something **extraordinary** and personalised to that pupil.
- Personalised behaviour systems may be introduced to motivate disengaged students however teaching staff must obtain consent from Senior Leaders before proceeding with this.
- Good morning, afternoon and day notes awarded and sent home.
- Pupils may use **personalised reward systems** such as collecting stamps or marbles in a jar, bespoke to their interests and needs. For some pupils with learning differences a reward system based around their interests or broken down into smaller more achievable chunks may be necessary.



***All staff across the school require permission from the Senior Leadership Team when introducing individualised behaviour plans and/reward systems to ensure this aligns with our values and ethos.***

## **Personal, Social and Health Education**

The impact of the PSHE curriculum upon behaviour cannot be underestimated. The PSHE curriculum is utilised to reinforce emerging issues such as bullying, relationships, self-image, aggression, families, community and citizenship amongst others.

## **Staff Training**

Brompton Hall School ensures that their staff have adequate training on matters such as de-escalation, special educational needs, mental health needs and understand the factors that may affect a pupil's behavioural choices. Ongoing engagement with experts, such as Educational Psychologists and therapists can help to inform effective implementation.

## **Routines**

Early intervention is the key to success. We are successful when young people are helped to deal with their emotions and develop strategies to self regulate their behaviour. Staff are trained to intervene when pupils need support.

- Staff think carefully about the language they use
- Pupils listen carefully to instructions
- Staff use scripts so that language is clear and supportive
- Pupils are reminded how to earn **points**
- Pupils feel proud and successful when they achieve positive reinforcement
- Staff supervise pupils everywhere, this includes escorting them to the toilet
- Positive handling may be used as a last resort
- Parents/carers contacted regularly to reinforce positive messages or to raise concerns
- Inappropriate or new behaviours will be recorded on CPOMS and discussed in daily debrief.
- Personal risk assessments are regularly updated and shared and read by staff.
- Positive handling records will be recorded on CPOMS.
- Pupils on arrival will enter school through the security scanners to ensure the removal of any objects not permitted on site and to keep everyone safe.
- If a pupil arrives late they will be scanned with the mobile scanner or asked to walk through the scanner.





## **The role of the staff**

It is the responsibility of all staff to ensure that the rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

Our team works together to make sure we uphold a positive and restorative ethos. Staff must refer to the non-negotiables to ensure they are complying with all high expectations.

Referrals to the Pastoral Team in school or to the SENCO can be made using the correct proformas. These teams will ensure that the pupil's needs are being met and will plan further interventions and therapies to support positive behavioural development.

## **The role of parents and carers**

The role of parents/carers is crucial in helping Brompton Hall School develop and maintain good behaviour. To support Brompton Hall School, parents/carers should be encouraged to get to know our policy and, where possible, take part in the life of the school and its culture. Parents/carers have an important role in supporting the policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent/carer has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Brompton Hall School has a whole-school approach by building and maintaining positive relationships with parents/carers, for example, by keeping parents/carers updated about their children's behaviour, encouraging parents/carers to celebrate pupils' successes, or holding sessions for parents/carers to help them understand the school's Behaviour & Relationship Policy.

It is important to work jointly and plan with parents and carers to ensure consistency in our approaches between home and school. Positive behaviour plans are co-created with parents, the team around the child and are regularly reviewed.

- Staff to send home postcards/certificates/notes to praise positive behaviour that has been captured
- Phone calls/Emails must be made to families and recorded on CPOMS

There may be times when it is appropriate to have meeting together in school to ensure all parties are working together collectively and to put further strategies in place.

## **Working with other professionals**

It is important to ensure we are working collaboratively with other therapists and professionals working with learners to ensure their input into planning and strategies e.g. speech and language therapists, occupational therapists or CAMHS. It is also the class team's responsibility to share any needed information or strategies with other teams to ensure consistency in strategies and enabling learners to regulate and managing their behaviour in different contexts, lessons and environments.

## **Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)**



Brompton Hall School has high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of unwanted behaviour will be connected to their SEND.

Brompton Hall School will consider whether a pupil's SEND and mental health needs has contributed to the unwanted behaviour and if so, whether it is appropriate to sanction the pupil. It is important for the school to seek to try and understand the underlying causes of behaviour and whether additional support is needed, and further adaptations needed.

### **Step 1 - Dealing with Problem Behaviour and De-escalation Strategies**

Low-level disruption and problem behaviour should be responded to when it occurs by the staff present at the time and will not necessarily need special intervention or advice from others. Examples of De-escalation Strategies can be found in the Table below. These strategies are also highlighted as part of the TEAM TEACH's approach to managing behaviour.

REMEMBER the positive relationship you have with the pupil
Listening and assessment of what is being said, behaviour, actions of others
Distract attention
Divert to another task
Calm voice
Change seats
Praise/Rewards
Offer choices
Offer time out
Utilise Pastoral Team
Consider SEND/Mental health
Consider emotional state and regulation
Sensory diet – is a break needed?
Well structured lesson
Fairness
Consistent approach
Body language
Patience
Empathy



Flexibility
Use Team Teach script

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred, our pupils are at various stages of their social, emotional and mental health journey. All of our staff are secure in their knowledge that on some occasions, adaptations to expectations, rewards and sanctions may differ from one child to another, we as a team consider the child as an individual.

We will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer from harm. Where this be be the case as set out in Part 1 of KCSIE, staff will follow The Safeguarding Policy and speak to the DSL (or DDSL). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## Step 2 - Challenging Behaviour

Brompton Hall School educates pupils with social, emotion and mental health needs. There will, at times, be pupils whose behaviour is more extreme and challenging. If a pupil is exhibiting such behaviour, the appropriate response will to some extent depend upon its exact nature, the contributing factors and strategies used so far.

- Staff present should explain to the pupil that there will be a consequence for this behaviour,
- SLT will support staff and the pupils to feel safe
- The outcome will then be discussed in debrief with the staff team followed by a phone call home or to the Virtual Head for a looked after child.
- Where circumstances arise that endanger the safety of a pupil or staff member, the school should act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.
- Stay back (detention) can be used by teachers as a sanction with permission from SLT and parental permission. A minimum of 24 hours notice must be given to the parents.
- As a result of recurring challenging behaviour or a behaviour that is harmful to themselves or others a behaviour plan will be put into place in collaboration with parents/carers and as a last resort this may lead to a suspension.

*The removal of enrichment, educational visits and external experiences as a sanction is not permitted unless in extreme circumstances i.e. if a pupil's safety is a concern. This is to be decided only by a member of the Senior Leadership Team.*

## Damage to property

In the event of damage to school property, a thorough fact-finding process will be conducted to determine the circumstances surrounding the incident. This may include gathering statements from those involved, reviewing any available evidence,



and assessing the extent of the damage. Depending on the findings, families may be asked to contribute towards the cost of repairs or replacement, either partially or in full. The school aims to ensure a fair and proportionate approach, taking into account the context of the incident, the nature of the damage, and any mitigating factors. This policy is designed to encourage accountability while supporting the shared responsibility for maintaining a safe and respectful learning environment.

## **Suspensions and permanent exclusions**

The Principal and Executive Principal may suspend a pupil for one or more fixed periods, on consultation with the Deputy CEO/CEO for up to 45 days in any one school year. In extreme and exceptional circumstances, the Principal and Executive Principal may exclude a child permanently. It is also possible for the Principal and Executive Principal to issue a permanent exclusion during the investigation stage of a suspension. Some of our pupils have a history of exclusion and we work hard to avoid these situations.

Although this is not an exhausted list some examples of the types of circumstances that may warrant a suspension or permanent exclusion;

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to a disability

A reintegration meeting will follow a period of suspension. A reintegration strategy will be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting, we will communicate to the pupil that they are valued and that their behaviour should not be seen as an obstacle to future success. This meeting should include the pupil's parents/carers, this can be on teams or at a pupil's home address if parents/carers cannot come into school, a pupil must have this meeting before returning to school. To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents/carers, and other relevant parties.

## **Behaviours out of school**

Brompton Hall School has the power to sanction behaviours outside of school premises.

Conduct outside the school premises including;

- Online conduct



- Harassment of staff

Brompton Hall School may sanction pupils;

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that poses a threat to another pupil; or that could adversely affect the reputation of the school.

### **Suspected Criminal Behaviour**

Brompton Hall School will advise parents/carers to inform the police if there is suspicion of criminal offence. If the staff witness a criminal offence or are informed of suspicion of a criminal offence by one of our pupils, the police will be contacted.

### **Drug and alcohol related incidents**

It is the policy of our setting that no pupil should bring any drug, legal or illegal, onto the premises. If a pupil needs medication during the school day, the parent/carer should notify the school who will follow the Supporting Children with Medical Conditions policy.

We take very seriously any misuse of any substances such as glue, other solvents, or alcohol. The parents/carers or legal guardian of any pupil involved will always be notified.

If any pupil is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and other agencies informed. Police and social services will be informed. Any pupil who is found to have brought to school any type of illegal substance will be sanctioned. The pupil will not be readmitted until meetings are held and a way forward is established and in some cases this may lead to the termination of their placement at Brompton Hall School.

### **Security Scanners**

The introduction of security scanners at the entrance to buildings is to reduce the risk of harm to others and the likelihood of unwanted or extreme behaviours. Pupils are not permitted on site unless they have entered via the scanner/have been scanned by the wand, unless authorised in exceptional circumstances by the Principal/Executive Principal is to ensure the safety of everyone in school. (Please see separate policy).

### **Monitoring and review**

The Principal and Executive Principal monitors the effectiveness of this policy on a regular basis, reporting to the Governors or Board on the effectiveness of the policy.

It is the responsibility of the Governing Bodies to monitor the rate of exclusions, and to ensure that this policy is administered fairly and consistently.

