Behaviour policy and statement of behaviour principle

Brownhill Learning Community

Approved by:	K Connolly	Date: 14.09.21
Last reviewed on:	September 2021	
Next review due by:	September 2022	

Contents

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management across the three sites that constitute Brownhill Learning Community

- **Define** what we consider to be unacceptable behaviour, including bullying

- Outline **how pupils are expected to behave**

- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools

- Searching, screening and confiscation at school

- The Equality Act 2010

- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

It is also based on the 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 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Definitions

Behaviour Strategies and Teaching of Good Behaviour (including anti-bullying)

Behaviour strategies and the teaching of good behaviour

The schools approach to behaviour

At the Brownhill Learning Community, we are committed to enabling all children to access education successfully. This is an "inclusive" process and is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. All behaviour from staff, pupils or parents is seen as communication and as such efforts should be made to interpret and understand them, in order to respond appropriately.

All school staff are encouraged and supported to better understand student communications and the relationship between teacher response and pupil behaviour.

This understanding allows us to focus on positively influencing and inspiring students toward more appropriate behaviour, directly teaching replacement behaviours and coping strategies as well as reducing negative or anti-social behaviour that create barriers to learning and thriving.

The Governing Board is committed to supporting high standards of behaviour. The children will be able to voice their opinions about behaviour in school and help to create school policy. The Headteacher and senior leadership team have a high profile amongst the children and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour. The Headteacher supports all staff in maintaining good discipline and keeps staff, parents and governors up to date with DfE and local guidance relating to behaviour in schools. Unacceptable behaviour is dealt with promptly and effectively to ensure that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised

We believe it is the duty of all staff, through everyday contact with students, to be cognizant of the ever-present opportunities to promote and teach positive behaviour. Positive behaviour can be promoted and directly taught by all adults in school throughout the school day by:

- All adults modelling appropriate and respectful behaviour toward students and each other in all their interactions;
- Setting appropriate boundaries for student behaviour and applying these consistently;
- demonstrating empathy and understanding of student behaviour and needs
- Providing students with feedback in constructive and informative ways
- Applying consequences that are proportionate and fair to discourage the learning of inappropriate behaviour.
- Throughout our curriculum and assemblies children have the opportunity to discuss and learn about a variety of social and emotional issues as well as voice their individual concerns.

Dynamic Risk Assessments

The definition of a dynamic risk assessment is the assessment of risk in a rapidly changing environment. It is not a written static assessment but a process all staff will undertake during the course of their daily work from meet and greet to home time. It is based on the relationship and knowledge staff develop as a fundamental principle of our behaviour policy and is crucial to the running and good order of our school. Staff are able to assess the mood and possible factors that will impact on the behaviour of a pupil in the school day. This allows them to implement a range of strategies to mitigate against any risk and to communicate this effectively to other adults in the school.

Sanctions:

We believe the application of sanctions to be an effective means of promoting positive behaviour where they are:

- Designed to promote positive attendance, behaviour and learning rather than to punish perpetrators;
- Understood by the whole school community as a deterrent;
- Understood by students to be fair and proportionate.

When anticipating and/or applying sanctions staff are expected to:

- Avoid early escalation to more severe sanctions;
- Reserve the more severe sanctions for the most serious or persistent misbehaviour;
- Avoid whole group sanctions that punish the innocent as well as those guilty;
- Focus upon the condemnation of the behaviour and not the person;
- Take account of the individual circumstances and context of misbehaviour;
- Regularly remind and encourage students, as part of their everyday teaching, to reflect on the effects of their misbehaviour or absence on others and themselves in terms of feelings without apportioning blame;
- Evaluate their own use of the sanctions they apply either directly or indirectly - to monitor effectiveness.

Our actions should always be geared toward Reparation, Restitution and Reconciliation and not Retribution or Revenge.

Break and lunch times

Staff are expected to:

- Supervise organised activities
- Engage pupils in positive interactions
- Supervise **hot spot** areas, identified by SMT
- Record pupil behaviour on daily traffic light system
- Report any pupils caught smoking to SMT

Positive Handling

The BLC has adopted the Team Teach method of Positive Handling.

All staff are required to complete a 12-hour training programme initially and a 6 hour re- accreditation every 2 years.

The BLC has adopted the LA policy on Positive Handling (policy available on request and its recommended methods of recording)

Team Teach is very much a last resort and all staff are trained regularly in de-escalation techniques to try to prevent situations needing to have a physical response.

Complaints

It is not uncommon for students to make allegations of inappropriate and/or excessive use of force following an incident. The school has a formal Complaints Procedure. Students should be reminded of the procedure and encouraged to use the appropriate channels. Students should be given the opportunity during the debriefing process to voice any concerns and hear a first-hand an explanation for an adult(s) actions. The complaints policy applies equally to staff. We are an open school and promote transparency in both policy and practice in order to protect the interests of staff and students alike. Any staff concerns

regarding the welfare of students should be immediately reported to the Designated Person for Safeguarding. Any safety concerns should be reported to the designated person for Health and Safety. (Also reference School Complaint policy).

The school has a legal duty, in respect of safeguarding and in respect of students with special needs, Equality Act 2010. (School Safeguarding policy and Equality and Diversity policy).

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Vapour pens
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Peer on Peer Abuse:

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. All peer-on-peer abuse is unacceptable and will be taken seriously.

Peer-on-peer abuse usually manifests as one, or a combination, of the following:

- Bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm, including with weapons
- Sexual violence and sexual harassment, including up-skirting
- Initiation/hazing type violence and rituals
- Online peer on peer abuse can include;
    - Abusive, threatening, harassing or misogynistic messages on social media or when gaming
    - Sharing nude or semi-nude images and/or videos, especially around chat groups
- Sharing of abusive images and pornography, to those who don't want to receive such content

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but our child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

4 BULLYING

This school is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

Principles

All members of the BLC community have a right to work in an environment free from intimidation and fear.

The needs of the victim are paramount.

All victims will be listened to

School will not tolerate bullying behaviour.

Reported incidents will be taken seriously, recorded and thoroughly investigated.

DEFINITION OF BULLYING

Bullying is an act of aggression, causing embarrassment, pain or discomfort to someone. It can take a number of forms; physical, verbal, making gestures, extortion and exclusion. It is an abuse of power. It can be planned and organised, or it may be unintentional. It may be perpetrated by individuals or by groups of pupils.

FORMS OF BULLYING

- Physical violence such as hitting, pushing or spitting at another pupil/stakeholder.
- Interfering with another pupil's property, by stealing, hiding or damaging it.
- Using offensive names when addressing another pupil/stakeholder

- Using offensive names when addressing another pupil/stakeholder's core identity e.g. race, gender, trans gender, sexuality, disability
- Teasing or spreading rumours about another pupil/stakeholder or his/her family.
- Belittling another pupil's abilities and achievements.
- Writing offensive notes or graffiti about another pupil.
- Excluding another pupil from a group activity.
- Ridiculing another pupil's appearance, way of speaking or personal mannerisms.
- Misusing technology (internet or mobiles) to hurt or humiliate another person.

Responsibilities

Staff

- Foster in our pupils' self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling staff about bullying when it happens. Be alert to signs of distress and other possible indications of bullying.
- Educate and promote diversity within the curriculum and across the whole school so that all pupils can see they are represented in the school
- Teach and use the language that specifies the types of bullying that can occur e.g. racist, sexist, homophobic
- Highlight the groups in society that can be targeted by bullying: race, gender, disability, sexuality, transgender
- Listen to children who have been bullied, take what they say seriously and act to support and protect them in a way that the victim feels comfortable with.
- Offer restorative conversations supported by experienced staff when appropriate so that pupils are given opportunities to resolve issues
- Report suspected cases of bullying to form staff who will record it on SIMs. Serious incidents must be referred to members of SMT in the centre
- From October 2016, bullying incidents will be recorded on SIMS to ensure that persistent patterns of bullying can by identified and addressed.   Racist incidents are recorded and shared with the Local Authority.
- Some cases will be shared with the Welfare Team and wider Social Care team if it deemed that they fall into the Child Protection threshold.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.
- Report bullying if they have become a target and trust that staff will deal with the problem sensitively

Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying

- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying, and try to ascertain the truth. Point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

Reporting incidents of bullying

Pupils

Pupils are encouraged to share any issues initially with their form staff. Middle and senior leaders are also readily available if pupils prefer to speak to them. Staff are well trained to identify signs of bullying and able to facilitate pupil's disclosure of incidents of bullying.

Parents

All staff are accessible to parents who want to discuss or report any issues connected to bullying and this may include home visits. Parents can speak with staff informally at the school gate, come into school to talk with classroom staff or middle/ senior leadership team, telephone, write or email school. Parents are encouraged to ask for support from outside agencies if they need support to report bullying to the school.

Staff

All staff are trained to spot the signs of bullying and its impact on victims. Staff have easy access to middle leadership should they need advice. Staff are asked to report bullying via Behaviour Incident Forms or via Racist/Homophobic proformas that are shared with the Local Authority

Investigating allegations of bullying

The school will always endeavour to thoroughly investigate all incidents of bullying via interviews with all parties involved

In cases of persistent cyber bullying the school:

- Will advise victims to keep screen shots of abusive messages so as to provide evidence for further action
- Will ask parents to take control of electronic equipment that is used persistently to cause distress and alarm
- May involve the police who can confiscate and analyse phones used to caused distress and alarm

Sanction procedures, making reference to section 7 of this policy where applicable

The school will:

- always seek to try and support pupils to understand what constitutes bullying as well as to reflect on triggers and motivations and how they can make changes
- seek to support pupils to repair relationships and will offer the opportunity of meetings between victim/bully based on Restorative Practice
- listen to how victims want to be supported

Sanctions could include

- A verbal reprimand
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Parents attending meetings at the school
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Exclude for a fixed period
- Involving other agencies such as the police where appropriate
- Exclude permanently for serious and persistent bullying.

How the school supports pupils who have been bullied, and those vulnerable to bullying?

- Listen to how victims want to be supported by the school and make accommodations where possible

- Offer restorative meetings

- Work closely with parents and carers

- Take action to stop perpetrators access to victims

- Make a referral to the Welfare Team for in school support

Whole-school proactive strategies to prevent bullying

The school's high commitment to preventing and stopping bullying will be resonated throughout the school by:

- Regular refresher training on anti-bullying information

- Emphasis on acknowledging and praising positive and respectful behaviour towards others

- Integrated and dedicated anti-bullying curriculum

- Participating in national events such as Anti-Bullying week

- Profile raising whole school assemblies

How the school trains staff and governors in preventing and handling bullying incidents:

- Staff are updated and trained on latest DFE Anti-Bullying Policy via staff training days and briefings

- Governors are updated on latest DFE Anti-Bullying Policy, school Behaviour Policy by the Headteacher in Governor Meetings and governor visits to the school

Preventative strategies

- Regular CPD for staff regarding recognising the signs of bullying
- Regular review of behaviour policy involving whole school staff to ensure that recording and reporting procedures are followed
- Bullying Policy included in Induction Process for new staff
- Regular participation in national and local initiatives that highlight and promote anti bullying strategies e.g. National Bullying Week
- Firm links with agencies such as Social Care, ESW and Police Liaison Officer

5. Roles and responsibilities

5.1 The governing board

The Brownhill Learning Community Governing Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Brownhill Learning Community Governing Board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with Brownhill Learning Community Governing Board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher will also support all staff in developing skills to enable them to dynamically risk assess in a challenging environment

5.3 Staff

Senior leadership team

SLT will:

- Ensure staff have read, understood and signed the policy

- Update and disseminate policy to staff

- Analyse and interpret exclusion data

- Use data to formulate future interventions/policy

- Monitor and evaluate practice

- Take a lead role on serious incidents

- Support and train staff on the implementation of policy

- Support all staff in developing the skills to dynamically risk assess situations in a challenging environment

The wider BLC Senior leadership team will support all staff in:

- Understanding and implementing the behaviour policy.

- Responding to and resolving behaviour incidents.

- Developing individual behaviour plans to address persistent behaviour patterns

- Providing appropriate and timely support to staff to ensure staff wellbeing and confidence

- Ensuring that recording of incidents and concerns are of a good quality, timely and on appropriate proforma

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents

- Developing positive classroom environments

- Developing the skills to dynamically risk assess their pupils and situations in a challenging environment and communicate any concerns to their colleagues and senior teams in a timely fashion.

Classroom management strategies used in the school:

- A positive classroom tone that is modelled and promoted by all classroom staff
- A calm atmosphere set by staff
- An agreed seating plan
- An agreed classroom behaviour plan will be written, signed (by staff and pupils) and displayed.
- Classroom behaviour plans will reflect the principles set down in the Behaviour Policy
- Traffic lights forms on display to record individual pupil behaviour
- Clear expectations about work and work that is set at an appropriate level for the child
- A visual timetable so children know what is planned for the day
- A well-planned, attractive environment so that children can move easily, can find resources
- Well planned visual displays that support learning and celebrate achievement
- A designated area where children can calm down, have time away from peers or work without distractions
- Class lists and details of pupils (with due regard to GPDR) who are being supported with their behaviour available for cover/supply teachers, so that consistency can be maintained.

- All staff are able to use the MIS SIMS to view pupil data to enable them to contact parents/carers. *We are working towards giving parents/carers access to SIMS Learning Gateway to view pupil progress data.*

Planning for teaching and learning

- Pupils will be expected to remain on task during lessons. Robust planning that includes varying tasks and differentiating learning will support this behaviour.
- Teachers will set work, which is appropriate and relevant to the pupil's individual needs and ability and will concur with STAR assessment data and Individual Behaviour Plans
- Teachers' planning will be scrutinized by SMT on a weekly basis
- Teachers will plan learning support in order to encourage independent working habits

Assessment

Staff will on a daily basis

- Mark work in compliance with the Marking Policy
- Ensure all registers are completed accurately
- Maintain the CDS
- Record RAG ratings for all lessons
- Record all behaviour incidents on the SIMs Behaviour log

Staff will on a weekly basis
- Contact parents to update on conduct during the week.
- Review attendance and take any appropriate actions ie home visits, letters home, etc
- Plan appropriate work for all pupils taking into account their needs and using required differentiation.

Staff will half termly
- Review and update behaviour plans for all pupils
- Record academic progress
- Record emotional, social and behavioural conduct.
- Collate attendance data and review interventions

Staff will termly
- Record academic progress
- Check all pupil files to ensure all relevant data is up to date and current.

Interventions:

To ensure that pupils continue to make progress staff will be expected to make effective interventions to remove barriers to learning. These may include:

- Amend and personalize timetables
- Increase communication with parents/carers
- Make a home visit
- Inviting parent/carers into school
- Requesting support from Youth Team or Welfare Team
- Seek support and advice from SMT

Pupils are expected to:
- Attend school regularly.
- Adhere to the school's code of conduct
- Be prepared to learn.
- To respect, support and care for each other in school and the wider community. To be tolerant of others irrespective of race, gender, religion, sexuality and age.
- To listen to others and respect their opinions.
- To follow the reasonable requests of adults throughout the school day.
- To accept and/or seek the support of adults at times of need.
- Take responsibility for their own actions and behaviour.

- To participate and be involved in school-decision-making processes and make their views known to adults in an appropriate way.

Parent/carer support

At BLC we firmly believe that in order to achieve the best outcomes for our students we must engage and work closely with all parent/carers. The support of parent/carers is critical to the effectiveness of the school's behaviour and attendance policy through its reinforcement at home.

Parent/carers are expected to:

- To provide school with an emergency contact number;
- To be aware of and support the school's values and expectations;
- To support their child's regular attendance, preparedness to learn and adherence to the school's code of conduct;
- To take an active and supportive interest in their child's work and progress;
- To make school aware if they think their child is being bullied

Parents can expect:

- To be treated with dignity and respect.
- To be informed about school in an accessible form
- To be provided with opportunities to contribute to policy development.
- To be regularly informed of their child's progress and be advised of any difficulties promptly.
- To receive support from school and be directed to appropriate forms of additional support as necessary that can include: school welfare team, family support, parent/carers group, Early Break, HYM, Police Liaison Officer.
- Can expect school staff to inform them if their child is absent from school.
- To feel welcome and valued when communicating with and/or visiting school events.
- School to work hard to remove any communication barriers that prevent parents supporting their child's education – this will include making home visits or assisting parents to attend meetings.
- To have access to parent/carer support group convened at the school. The group's primary focus is the empowerment of parent/carers and the promotion of their capacity to parent most effectively.

6 Pupil Code of Conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way

- Show respect to members of staff and each other

- In class, make it possible for all pupils to learn

- Move quietly around the school

- Treat the school buildings and school property with respect

- Wear the correct uniform at all times

- Accept sanctions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Parents are expected to:

- Support their child in adhering to the pupil code of conduct

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly
- Encourage regular school attendance

7. Rewards and Sanctions

The expectation of behaviour is high and students are consistently made aware of the boundaries of the school and individual classes.

Use of praise

- Staff will be generous and consistent in the praise and rewards they give in response to pupil success, whether it is academic or social and emotional behaviour.
- This will be shared with parents by tutors and tutor group TA's via letters and telephone calls.
- Progress will be recorded on SIMS and EBD assessment on a half termly basis.

Staff will:

- Try to ensure that their positive feedback to pupils outweighs the negative (5:1 is an approximate balance to aim for)
- Use a **positive corrective** approach when applying sanctions: this involves preserving a positive working relationship with the pupil whilst still applying a sanction
- Use meaningful praise and encouragement in verbal and written feedback to pupils relating to behavioural and academic targets.
- Give praise in a manner that is acceptable to the pupil i.e. verbal and/or non -verbal
- Pupils will be awarded reward points for positive behaviour and work
- Staff use a staged intervention strategy with form groups so that they are clear about the next step if behaviour has not improved. (See appendix for details)
- Pupils are reminded regularly that they have the opportunity to "turnaround" poor behaviour, before sanctions are applied
- After any "time out" from class students are given time to calm and refocus, a fresh start policy is adopted.
- Students are encouraged to take responsibility for their behaviour through the choices they make.
- Staff have time at the end of each day to discuss the day, write a diary entry on the CDS.
- The need for teachers, support staff to be on time to class and monitor out of class behaviour is paramount to ensure calm starts to all lessons.
- Staff to RAG rate each lesson on SIMS to show pupils attitude in the classroom to track progress and inform the rewards

Informal Rewards

- Non-verbal praise such as thumbs up sign, a smile or other encouraging gestures
- Specific verbal praise for effort and/or achievement
- Sharing good news with parents
- Displaying pupil work in the classroom and wider school

Formal Rewards

- Pupils are able to earn points throughout each session in the day including: entry in the morning, break and lunchtimes Rewards will range from organized educational trips to vouchers. A range of items, featured in a school generated catalogue influenced by pupil voice, is also available. This will vary as pupil voice will vary between site

- Stickers
- Sending children to another teacher or Head teacher to share their work/good behaviour
- Celebration assemblies
- End of term trips

Sanctions

- Staff will endeavour to attain a balance of 5:1 in their positive and negative interactions with pupils
- Use a **positive corrective** approach when applying sanctions: this involves preserving a positive working relationship with the pupil whilst applying a sanction
- Use specific and genuine praise
- Give praise in a manner that is acceptable to the pupil i.e. verbal and/or non -verbal

We believe the application of sanctions to be an effective means of promoting positive behaviour when they are:

- Designed to promote to promote positive attendance, behaviour and learning, rather than punish perpetrators
- Regarded as fair and proportionate by pupils
- Applied in a manner that aims **no**t to escalate an incident
- Proportionate to the seriousness of the incident.
- Applied to offenders rather than the whole group.

Restorative Practice

Where ever possible staff encourage pupils to reflect on their behaviour and when appropriate to facilitate formal and informal meetings with pupil and/or staff to resolve issues that caused conflict.

Persistent Behaviour Issues

- The SENCO, Centre Manager and Headteacher will assist with any persistent challenging behaviour in any context.
- Behaviour Support Plans will be regularly reviewed with pupils, staff, parent/cares and outside agencies in Child Protection, CIN or CAF meetings
- Pupils may be referred to support systems within the school, Welfare Team (Family Support Worker, Counsellor), Speech and Language, Youth Team (Mentoring and off-site provision
- Pupils will be referred to other agencies such as: CAMHS, Early Break, CSE Team, Health and YOT via Police Liaison Officer

Positive behaviour will be rewarded with:

- Praise
- Reward points
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder of expected behaviour
- Changing the pupil's place in the classroom
- Sending the pupil out to work in Turnaround Room (HL site)
- Sending pupil to Timeout Room (We may use the **Time Out** in response to serious or persistent breaches of this policy.) Pupils will be expected to complete the same work as they would in class.
- Removing pupil from the classroom via use of Team Teach intervention
- Expecting work to be completed at break or lunchtime or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Change of timetable
- Agreeing a behaviour contract
  - Putting a pupil 'on report'

- Incidents referred to the police

In the event of a serious breach of the school policy such as assaults against others, persistent substance misuse, the use of a weapon then the Headteacher has the right to exclude for a fixed period of time or permanently.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

School will strive to investigate any reported incidents off –site and take the appropriate action to support the local community in any incidents of anti-social behaviour- this may involve reporting incidents to the police

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

Effective classroom management is fundamental to promoting good behaviour. At BLC, in line with DFE advice on checklist (Charlie Taylor), we expect all classrooms to have:

- A positive classroom tone that is modelled and promoted by all teaching staff
- A calm atmosphere set by staff
- An agreed seating plan
- An agreed classroom behaviour plan will be written, signed and displayed.
- Classroom behaviour plans will reflect the principles set down in the Behaviour Policy
- Traffic lights forms on display to record individual pupil behaviour
- Clear expectations about work and work that is set at an appropriate level for the child
- A visual timetable so children know what is planned for the day
- A well-planned, attractive environment so that children can move easily, can find resources
- Well planned visual displays that support learning and celebrate achievement
- A designated area where children can calm down, have time away from peers or work pressure
- Class lists and details of pupils (with due regard to GDPR) who are being supported with their   beh available for cover/supply teachers, so that consistency can be maintained.
- All staff are able to use the MIS SIMS to view pupil data to enable them to contact parents/carers. We are working towards giving parents/carers access to SIMS Learning Gateway to view pupil progress data.

Planning for teaching and learning

- Pupils will be expected to remain on task during lessons. Robust planning that includes varying tasks and differentiating learning will support this behaviour.
- Teachers will set work, which is appropriate and relevant to the pupil's individual needs and ability and will concur with individual assessment and Individual Behaviour Plans
- Teachers' planning will be scrutinized by SMT on a weekly basis
- Teachers will plan learning support in order to encourage independent working habits

Assessment

Staff will on a weekly basis

- Ensure all registers are completed accurately
- Review attendance progress

Staff will regularly on a half term basis:

- Assess and record academic progress
- Assess and record emotional, conduct and learning progress
- Review and amend Behaviour plans in light of the data.

Interventions:

To ensure that pupils continue to make progress staff will be expected to make effective interventions to remove barriers to learning. These may include:

- Amend and personalize timetable
- Increase communication with parents/carers
- Request/organise individual support
- Requesting support from Youth Team or Welfare Team
- Seek support and advice from SMT

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the pupil code of conduct or their own classroom rules

- Develop a positive relationship with pupils, which may include:
  - o Greeting pupils in the morning/at the start of lessons
  - o Establishing clear routines
  - o Communicating expectations of behaviour in ways other than verbally
  - o Highlighting and promoting good behaviour
  - o Concluding the day positively and starting the next day afresh
  - o Having a plan for dealing with low-level disruption
  - o Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder

- Hurting themselves or others

- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**

- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment

- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate referred pupils who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from an educational psychologist and CAHMS, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

School will work in partnership with other agencies regarding pupils who are on Care/Child Protection Plans to ensue academic and social and emotional progress

9. Pupil transition

At the BLC we are keenly aware that a majority of our client group are sensitive and resistant to the prospect of change. Staff are required to addresses the following when planning transitions:

- Timely notice to parents/carers and pupils of any intended transition to allow for effective support to be offered if needed

- Effective information sharing between sites and mainstream schools before pupils move

- Pupils and parents offered supported opportunities to visit new sites or school prior to transition

- Flexible approach to pupils, parents and carers support requests at transition

- Follow up in mainstream schools via pupil's key staff by attending six and twelve week reviews as well as responding to informal requests from pupils if possible

New referrals

New referrals are invited to an admission meeting with the Centre Manager with the aim of establishing: a positive working relationship with the pupil and parent/carer; as well as a written pupil profile, which is shared with relevant staff. Pupils later attend a second meeting for: an assessment of literacy and numeracy; to agree a planned, phased induction.

Transition between year groups

Data and information is shared with staff receiving pupils. Flexible arrangements are made to allow pupils to become familiar with new learning environments and staff. Parents are invited to meet new staff and travel support is offered where needed.

Transition between sites

Decisions may be made to transfer pupils between sites based on meeting needs of BESD and ASD pupils. Such decisions are made at the discretion of the Headteacher.

Transition back to mainstream school

All pupils who have not incurred more than one permanent exclusion have the opportunity to return to mainstream education if they are able to meet the criteria specifically around: attendance and punctuality, progress in learning, relationships with staff and relationships with peers. Pupils with EHC plans are aware that they are entitled to support in mainstream education.
Transition between BLC and mainstream in both directions is overseen by BLC collaboration with the LA to ensure greater accountability for pupils on Managed Moves

10. Staff development and support

Development

Staff receive annual INSET where the whole team engage in reviewing practice and principles of promoting good behaviour as well as being encouraged to share and contribute ideas for improving practic

- The school provides training for staff around the specific needs of pupils with continual behaviour problems.
- Whole school INSET is also provided to ensure consistency across a split site organization
- Appropriate training in Positive Handling is given to all staff on appointment where possible.
- Behaviour Management training is sourced from a range of agencies including: CAMHS, Education Psychology, Speech and Language, Team Teach via recognized consultants. Input is sought from all sources on a regular basis via training days.
- Staff are actively encouraged to develop their skills in behaviour management as part of the Performance Management process. Training and development is provided on a formal and informal basis by SMT/SLT
- Governors and Head teacher will offer support to staff, particularly when there is a child with challenging behaviour in their class. This will be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.

Staff are expected to:

- Lead by example and contribute to the promotion, development and monitoring of the school's behaviour and attendance policy;
- To encourage the aims and values of the school and local community among the students;
- To treat all members of the school community with dignity and respect;
- To provide a challenging, interesting and relevant curriculum;
- To create and maintain a safe and pleasant environment both physically and emotionally;
- To model appropriate behaviour and social skills in interactions with members of the school community;
- To hold high expectations of all students, recognise and value their strengths;
- To meet the educational, social, emotional and behavioural needs of students through an appropriate curriculum and individualised support;
- To recognise when they may require the support of others in managing student group and/or individual behaviour and seek support;
- To act on advice agreed advice given by line managers following appraisal or reflection meetings
- Accurately record incidents or concerns on the appropriate proforma in a timely manner and share with relevant senior staff
- Participate in CPD delivered by a range of agencies that aims to maintain and increase effective skills and practice in managing challenging behaviour including Team Teach Positive Handling
- Seek to promote positive behaviour in all their interactions with students;
- To be consistent when working with students;
- To promote and safeguard the well-being of all students;
- To develop positive working relationships with parent and carers;

- To be guided by the 'Best Interests of the Child' principle when in their work.

Staff are entitled to:

- To be treated with dignity and respect;
- To contribute to policy and practice development in behaviour and attendance matters
- To be supported in their task by the school management teams;
- To know when and how they can seek the support of colleagues in times of difficulty
- To have access to support and advice as required to best address matters of misbehaviour and/or poor attendance;
- Have access to regular professional development in behaviour promotion and management.

Staff accused of misconduct

Where a member of staff has been accused of misconduct the school will act on the guidance in the DFE document '**Dealing with Allegations of Abuse against Teachers and Other Staff'** Guidance and support is available from the LA Schools HR Partner.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Brownhill Governing Board annually. At each review, the policy will be approved by the Headteacher

Behaviour and attendance is constantly monitored and under review, both formally and informally. throughout the year from policy inception to provide benchmark measures against which to evaluate effectiveness.

- Whole School Behaviour and Attendance Audit is completed by all school as deemed necessary;
- A (SIMS) report, including whole-school data re-recorded achievements and negative incidents is provided termly and annually to the Senior Leadership Team for analysis;
- Pastoral staffs constantly monitor the incidence of recorded achievement and negative incidents and make representation to Deputy Head teachers accordingly.

In order to ensure that the behaviour policy and its related practices do not inadvertently discriminate against one group over another by virtue of SEN, gender, ethnicity we monitor the use of sanctions and rewards in school.

The effectiveness of this policy may be measured in the following quantitative ways;

- Reduction in the number of recorded incidents;
- Increase in the number of recorded 'Behaviour for Learning' achievement incidents;
- Reduction in referrals to external agencies.

More qualitative measures of policy effectiveness will include the levels of satisfaction experienced by students and their parent/s carers via annual review questionnaires, parent/carer group, school council meetings and miscellaneous contact and dialogue with stakeholders.

Pupil behaviour and attendance is monitored on a daily basis via school's systems, practices and procedures).
- RAG scores on SIMs
- Twice daily electronic register completion on SIMS MIS.
- Communications with parents/carers/agencies are recorded on SIMS MIS.
- Incident reporting and recording (*from October 2016 will be recorded on SIMS MIS).
-
A variety of forums provide staff with more formal opportunities to discuss the behaviour and attendance of students experiencing particular difficulties

- Immediate access to members of SMT/SLT
- Weekly site meeting
- Weekly SLT meetings
- Regular phone calls home
- Termly visits/reports to parents
- Annual EHC reviews (multi-disciplinary and parent/carers).
- Other reviews (multi-disciplinary and parent/carers).

The above provide school with the on-going means to effectively monitoring individual student progress and communicate any concerns to the relevant persons.

Pupils are expected to

- Attend school regularly.
- Adhere to the school's code of conduct
- Be prepared to learn.
- To respect, support and care for each other in school and the wider community. To be tolerant of others irrespective of race, gender, religion, sexuality and age.
- To listen to others and respect their opinions.
- To follow the reasonable requests of adults throughout the school day.
- To accept and/or seek the support of adults at times of need.
- Take responsibility for their own actions and behaviour.
- To participate and be involved in school-decision-making processes and make their views known to adults in an appropriate way.

Pupils are entitled to:
- To be treated with dignity and respect.
- Individual targets to ensure teaching and learning meets their individual needs.
- A stimulating and challenging curriculum.
- To experience a sense of safety and security.
- Consistency in their care and management of behaviour.
- To experience a sense of belonging and feeling valued as an individual.
- To be consulted in matters that affect them and have access to systems of student representation.
- To have their behaviour, social and emotional skills recognised and celebrated.
- Planned and supported transition process.

Parent/carer support

At BLC we firmly believe that in order to achieve the best outcomes for our students we must engage and work closely with all parent/carers. The support of parent/carers is critical to the effectiveness of the school's behaviour and attendance policy through its reinforcement at home.

Parent/carers are expected to:

- To provide school with an emergency contact number;
- To be aware of and support the school's values and expectations;
- To support their child's regular attendance, preparedness to learn and adherence to the school's code of conduct;
- To take an active and supportive interest in their child's work and progress;
- To make school aware if they think their child is being bullied

Parents can expect:

- To be treated with dignity and respect.
- To know about school policy matters and have access to the relevant policies.

- To be provided with opportunities to contribute to policy development.
- To be regularly informed of their child's progress and be advised of any <u>difficulties promptly.</u>
- To receive support from school and be directed to appropriate forms of additional support as necessary that can include: school welfare team, family support, parent/carers group, Early Break, CAMHS, Police Liaison Officer.
- Can expect school staff to inform them if their child is absent from school.
- To feel welcome and valued when communicating with and/or visiting school events.
- School to work hard to remove any communication barriers that prevent parents supporting their child's education – this will include making home visits or assisting parents to attend meetings.
- To have access to parent/carer support group convened at the school. The group's primary focus is the empowerment of parent/carers and the promotion of their capacity to parent most effectively.

External Support

BLC is committed to working together with outside agencies to secure the best outcomes for its pupils and their families Pupils experiencing particular difficulties and/or in need of more specialised types of support may be referred to;

- School Health Service
- Education Welfare Service
- CAMHS/HYM
- Educational Psychology Service
- CIAG Service
- Children's' Social Care
- Early Break
- Police Liaison Officer
- Travellers Service
- Other relevant statutory and voluntary agencies.

Referrals are coordinated by the Deputy Headteacher of each site working closely with the SENCO. The Welfare Lead has responsibility for facilitating and coordinating the completion of CAF's, in accordance with Common Assessment Framework guidance. CAF's may be completed with the consent of parent/carers and or students to access additional social support for student and their families. The BLC Welfare Team lead on child protection cases which involves them:

- Receiving and taking appropriate action on child protection concerns raised by staff, pupils, parents and carers, staff from a range of agencies
- Attending CAF, CIN, CP meetings as well as emergency strategy meetings called by the Local Authority.
- Liaising closely with SENCO and SLT of school.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by Brownhill Learning Community Governing Board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Teaching and Learning

- Assessment

Appendix 1: written statement of behaviour principles

The staff and governing body are committed to providing and promoting an inclusive ethos based on principles that include

- Learning is promoted as life enhancing and opportunities for learners to reach potential autonomy is constantly sought.

- The Behaviour Policy must demonstrate a moral purpose

- All stakeholders understand they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination and diversity is valued

- Staff and volunteers set an excellent example to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

- The behaviour policy is understood by pupils and staff

- Pupils are helped to take responsibility for their actions

- Families are involved in the review of behaviour incidents to foster good relationships between the school and pupils' home life

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

The written statement of behaviour principles (appendix 1) will be reviewed and approved by Brownhill Learning Community Governing Board annually.

Appendix 2: Power of members of staff to use force:

A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely:

(a) committing any offence,

(b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or

(c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

This policy details how we implement both national and local guidance within a framework of positive behaviour management at The BLC. It should therefore be considered alongside the most recent LEA policy statements and recent local and national guidance. The policy is designed to assist staff in ensuring all actions within the spectrum of positive handling responses are always reasonable, proportionate and can be deemed absolutely necessary when using restraint techniques.

Included in the positive handling framework are a number of physical responses which involve the use of 'reasonable force' to control or restrain a student where reasonable, proportionate and absolutely necessary. Physical intervention techniques represent a small part of the positive handling continuum.

What is reasonable force?

The term 'reasonable force' covers a broad range of actions used by practitioners in their careers at some point which involves physical contact with pupils.

- 'Force' is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as separating a fight or having a physically restrain a student to prevent harm, violence or injury.

- 'Reasonable in the circumstances' means using no more force than is needed.

- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact such as blocking a pupil's path or active physical contact such as leading a pupil by the arm out of a classroom.

- 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

This policy details how we implement both national and local guidance within a framework of positive behaviour management at The BLC. It should therefore be considered alongside the most recent LEA policy

statements and recent local and national guidance. The policy is designed to assist staff in ensuring all actions within the spectrum of positive handling responses are always reasonable, proportionate and can be deemed absolutely necessary when using restraint techniques.

Included in the positive handling framework are a number of physical responses which involve the use of 'reasonable force' to control or restrain a student where reasonable, proportionate and absolutely necessary. Physical intervention techniques represent a small part of the positive handling continuum.

What is reasonable force?

The term 'reasonable force' covers a broad range of actions used by practitioners in their careers at some point which involves physical contact with pupils.

'Force' is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as separating a fight or having a physically restrain a student to prevent harm, violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact such as blocking a pupil's path or active physical contact such as leading a pupil by the arm out of a classroom.

'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organized visit,

When can reasonable force be used?

Appendix 3: Reward Policy Tariff

All three sites will target nine sessions in the school day to reward agreed behaviours with set amount of points.

Session	Criteria for reward	Tariff
Arrival	Punctual	2
	Respectful behaviour and language	1
	Full uniform	1
Lessons 1-6	Engaged in Learning	1
	Respectful behaviour and language	1
	Made Progress	1
Break time	Positive engagement	1
	Respectful behaviour and language	1
	Prompt return to class	1
Lunchtime	Eat in dining room	2
	Positive behaviour in dining area	1
	Positive engagement with others	1

Rewarding attendance

100% attendance will be acknowledged and rewarded every week with a certificate and a raffle ticket for the prize drawer

Pupil increasing their attendance incrementally on a consistent basis will also be raised and acknowledged

All sites will store rewards on site and be responsible for distribution

Admin support for ordering and distributing

Storage space

Tariff and budget

1 point = 0.5p

30 points a day = 75p a week per pupil

75p x 7 weeks = 5.25 per half term per pupil

£5.25 x 6 half terms = £31.50 per pupil per year

£31.50 x 200 = £6,3000 annual budget

Content of shop **(Pupil Voice data needed at specified times over an academic year)**

Stationery resources