



School Behaviour Policy

Policy Owner: Gareth Allen
Date last reviewed: June 2015
Date agreed by Governor's: June 2015 (Minute No.601)
Date of next review: June 2018

Behaviour Policy

This policy is based upon Part 7 of the Education and Inspections Act 2006 (appendix 1) and promotes British values (democracy, British Law, individual liberty, mutual respect, tolerance of those of different faiths, beliefs and cultures).

Ethos and Vision

Brackenfield is a child centred school where functional literacy is embedded as our core purpose. We empower each member of our community to reach their full potential - academically, socially and **behaviourally**, whatever their starting point and whatever their individual need. We ensure that the learning environment we create is bespoke, enhanced and personal. We ensure all our staff are trained to understand and facilitate the needs of our students. We will keep our students **safe** and develop their understanding of safety in the wider world. We allow our students, whatever their communication requirements, to have a **voice**.

Brackenfield is a place where:

- Opportunities for kindness are never missed
- Your needs will be met with dignity, privacy and sensitivity
- The best learning opportunities are promoted in a tension free environment
- We learn from everyone to understand each other
- Learning is bespoke and personal to you
- Everyone has a voice

Rationale

The staff and governors at Brackenfield recognise the importance of creating an environment in which positive behaviour and mutual respect for all is encouraged and reinforced. Upholding and encouraging positive behaviour is an integral part of the school, which imparts appropriate and relevant social skills to students allowing them to participate fully in learning; promoting fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and belief.

This policy in conjunction with the Anti-bullying policy aims to provide all staff, students and visitors with a clear, structured framework that promotes active learning. It recognises the range of behaviours students may display and the variety of strategies required to meet them. When pupils and staff feel safe and secure this has a positive impact on teaching and learning. Through positive management strategies, the curriculum, individual educational and behaviour programmes all pupils, whatever their ability, are supported to access all aspects of the school community.

Supporting Positive Behaviour

Pupils follow a 'Behaviour Protocol' that directly relates to the schools' ethos statements (appendix 2) and is displayed in every classroom and other prominent places throughout the school. The 'Behaviour Protocol' provides consequences for undesirable behaviour with examples written accessible language for our pupils. These incorporate a range of actions from verbal warnings to the unlikely and exceptional use of permanent exclusion. All incidents or undesirable behaviour will be recorded on the RM Integris G2 school system. All pupils have the right to learn the difference between right and wrong, acceptable and unacceptable behaviour, and to experience positive affirmation for efforts made towards achieving these goals. Brackenfield School is committed to providing a climate of warmth and support in which self-confidence and self-esteem can grow and in which all pupils feel valued and able to make mistakes as they learn, without fear of sustained criticism.

To enable this, the school provides the following:-

- **Structure** makes the world a more predictable, accessible and a safer place for pupils. Structure aids personal autonomy and independence by reducing dependence.
- **Routines** positively affect pupils' academic performance and their behaviour. They serve an important function in introducing order, structure and predictability and helps to manage anxiety.
- **High Expectations** of pupils encourage self-discipline in their interactions with staff and with each other. They embolden pupils to be protective and respectful of one another, show understanding and empathy and uphold the standards expected by all.
- **Consistency** provides security for students, reducing anxiety and having effective management plans, students are comfortable, relaxed, focused, eager to learn, and excited about achieving success.
- **Safety & Security** is vital to support the academic success of each child, giving them the opportunity to learn and achieve in a safe and nurturing environment.
- A **bespoke** approach puts children and their needs first. All children are supported to make good progress and are supported with their behaviour ensuring no child is left behind. Personalisation is critical in working towards a society where a pupil's chances of success are not limited by their socio-economic background, gender, ethnicity or disability.

Rewarding Positive Behaviour

Staff at Brackenfield realise the importance of rewards in promoting positive behaviour. In addition to individual classroom management strategies, a holistic range of rewarding consequences designed to meet the needs of a range of pupils is in use throughout the school.

Pupils are awarded points throughout the day for learning behaviour and achieving objectives set during lessons. Pupils can then be awarded 'Wage Slips' for positive behaviour and good work. These 'Wage Slips' can be exchanged for items from the school or collected to receive a prize of their choice once they have reached 100. Additionally, sticker charts are used throughout all years, especially in the primary aged classes. Each week an 'Awards Assembly' takes place that praises and highlights good behaviour, effort and intercommunication skills. Pupils receive certificates and examples of good work are shown via the 'Head Teacher's Good Work Book'.

PSHE and SMSC

We endeavour to provide an environment and ethos, in which children and adults can grow and develop in spirituality and where positive attitudes and consistency provide children with good role models, and similarly, older children are expected to demonstrate good behaviour and support to younger children. All children are valued equally whatever their stage of development, and are entitled to maximum success. The ethos encourages safe, sensible behaviour incorporating good manners, consideration, courtesy and respect for others whilst encouraging imagination, inspiration and reflection. Fundamental British values are pervade school life with opinions or behaviour in school that is contrary to those fundamental British values are challenged and appropriate action taken if necessary.

Personal, Social and Health Education (PSHE) together with Social, Moral, Spiritual and Cultural (SMSC) education permeates the whole curriculum. It is wider than any timetabled programme and is essential in supporting the development of the whole child. Brackenfield School has a PSHE policy, SMSC policy, and termly schemes of work are produced by the school coordinator to facilitate appropriate teaching.

Team-Teach

Team-Teach is a behaviour support approach that is used in some special schools. Through positive behaviour support approaches and plans, with a focus on de-escalation, the approach actively reduces risk and the need for restraint. It supports teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships. Team-Teach provides behaviour support designed to reduce anxiety, risk and restraint. It is only used by those staff members specifically trained in Team-Teach.

Physical interventions are only used as a last resort. They are never to be used as a punishment. A Physical Intervention Policy, in line with the Team-Teach approach is in place at Brackenfield School.

Individual Positive handling Plans are written by the teacher and teaching assistants of a pupil where it is necessary to highlight challenging behaviour, and suggest strategies to avoid them. The plans should be shared with all staff working with the pupil concerned. Copies are sent to parents, and a signature of agreement requested. Positive handling Plans can support a cohesive approach towards the management of undesirable behaviours. They provide a consistent way forward with a way of working that is agreed by all who are working with the pupil.

Plans:

- Are clear and unambiguous
- Provide information about the child's triggers
- Clearly prioritise the behaviours that are being dealt with
- May have the name of specific staff who will be in direct contact with the child
- Are reviewed at least termly, or earlier if circumstances change
- Changes to plans are documented

Restorative Justice

We use restorative approaches to resolve social misunderstandings and fall outs between students. Our population require the opportunity to communicate their feelings and to develop their listening skills. Restorative approaches has a standard set of questions. These are designed to discuss each perspective of the involved parties. We aim to develop empathy and promote the concept of cause and effect.

We ask these questions within a friendship forum. The questions are:

- What has happened?
- Who has been affected and how?
- How can we put things right?
- What have we learnt about making different choices next time?

Friendship forums are staffed, where possible, by pastoral staff and all involved students attend. We have the questions in communicate in print to allow access for all student needs within our key stage.

To extend restorative justice further, we use examples of incidents during our key stage 3 assembly and walk students through what might happen next. We also discuss how we resolve and issues and how to avoid similar events in the future.

Parental Involvement

Parents and carers are vital in fostering good behaviour. Pupils need parental encouragement and support to participate fully and positively in their everyday school work and in the wider life of school and community. Contact with parents is considered an integral part of school life and is encouraged in various ways:

- **Parents' evenings** are held twice annually, once at the beginning of the academic year (settling in) and once towards the end of summer term
- All have a **Home/school diary** for 2-way communication on daily basis between home and school
- Regular **phone calls** are made to parents, with the frequency dependent upon the needs of the child
- There are a number **Special events and Fundraising activities** throughout the year such as The Christmas Play, Summer BBQ and those organised by Friends of Brackenfield, which provide an informal chance for parents and staff to meet
- Each class receives a regular **Newsletter** highlighting good work, achievements and upcoming events
- The school hosts frequent '**Coffee Mornings**' for parents to have an informal meeting with other parents and the schools' Enhanced Provision Lead.
- Each new pupils' receives a 'Parents' information handbook' (appendix 3) containing
- Each pupil has a range of statutory **annual reviews, transition planning** and meetings with **outside agencies** that parents are invited to attend

Parents are encouraged to be involved in all aspects of their child's education and invited to discuss both positive behaviour and issues that may arise as a result of undesirable behaviour with staff teams, the schools Enhanced Provision Lead and the senior leadership team. If there are any concerns about a pupil's level of co-operation or behaviour, parents will be contacted personally by telephone, and invited to discuss matters with school staff.

Appendices

Appendix 1 Education and Inspections Act 2006 available from National Archives via
legislation.gov.uk website at
<http://www.legislation.gov.uk/ukpga/2006/40/contents>

Appendix 2 Behaviour Protocol and Ethos

If you...	For Example...	Consequence...
If you don't follow instructions	<ul style="list-style-type: none"> • Keeping your hoodie or hat on in class • Running not walking in the corridors • Shouting in the school building 	You will discuss why with your class teacher/ tutor If you continue your parents will be informed
If you stop your peers from learning	<ul style="list-style-type: none"> • Talking at the wrong time • Shouting out • Being in the wrong place • Being really noisy 	You will need to make up your learning time in your free time – lunch time, break time, or after school. You will need to apologise to your class mates and your teacher. Your parents will be informed
If you stop yourself from learning	<ul style="list-style-type: none"> • Walking out of lessons • Refusing to take part in class activities • Ruin your own work 	You will need to make up your learning time in your free time – lunch time, break time, or after school. Your parents will be informed
If you insult someone (verbal and emotional bullying)	<ul style="list-style-type: none"> • Saying unkind things • Name calling • Racist, sexist, homophobic abuse 	You will lose your free time and write a letter of apology to the person you have insulted Your parents will be informed immediately
If you damage school property or the school site on purpose	<ul style="list-style-type: none"> • Attempt to break windows • Attempt to damage doors • Pull down and damage displays or other people's work 	You will be escorted to a safe place until you are calm Your parents will be informed by a member of the leadership team and they will receive a bill for the damage caused You may be sent home, this is called a fixed term exclusion and will stay on your school record
If you assault a student or a member of staff (physical bullying)	<ul style="list-style-type: none"> • Hurting people - hitting , kicking, scratching , biting, spitting 	You will be escorted to a safe place until you are calm Your parents will be informed by a member of the leadership team and they will receive a bill for the damage caused You may be sent home, this is called a fixed term exclusion and will stay on your school record If you continue to hurt people you will jeopardise your place at Brackenfield school

Pupils may be given a bespoke behaviour protocol dependent upon their individual needs and behaviour.

Our Ethos

Brackenfield is a place where...



Opportunities for kindness are never missed



Your needs will be met with dignity, privacy and sensitivity



The best learning opportunities are promoted in a tension free environment



We learn from everyone to understand each other



Learning is bespoke and personal to you



Everyone has a voice

Appendix 3 Parents' information handbook'

