

# **The Brookfield School**

## **Behaviour Management Policy and Guidance**

### **Policy**

This policy sets out for staff our responsibilities regarding behaviour management and informs parents and others of how we manage behaviour and the ethos that underpins our approach.

This policy should be read in conjunction with the Staff Code of Conduct, Child Protection and Safeguarding Policy and Exclusion Policy.

The behaviour management of pupils who have Social, Emotional and Mental Health difficulties is complex and long term. It relies on the fair and firm consistency of a united staff. It is, therefore, important for all staff to adopt a uniform approach following the “Whole School Approach” set out below.

### **Roles and Responsibilities**

It is the role of the head teacher to ensure that this policy is implemented consistently and to ensure that all staff and pupils are aware of their responsibilities regarding the implementation of this policy and to ensure its effectiveness.

It is the responsibility of the board of governors to monitor the implementation of this policy.

It is the responsibility of all staff to implement this policy.

The Brookfield School believes that

- A non-confrontational approach to behaviour management is key to our success
- Behaviour management is everyone’s responsibility
- Consistency is vital; all members of the school community must follow the same approach
- Our role is to help pupils to develop the skills necessary to take responsibility for their own behaviour

The Brookfield School

- Expects all staff to follow the procedures and guidance set out below; through personal modelling, staff will gain respect and trust to effectively maintain good behaviour
- Expects all pupils to follow the expectations set out in this policy
- Depends on the fostering of good personal and professional relationships between staff and pupils. It is through such relationships that conditions can be created to enable effective personal development and educational practice to flourish, as well as improving the self-image of the pupil
- Strives to achieve a calm, comfortable and learning atmosphere, presenting clear boundaries for what is acceptable and non-acceptable behaviour. Shouting is not appropriate as a behaviour management technique except in exceptional circumstances

- Believes that consequences for inappropriate behaviour must take into account all mitigating circumstances and be explained to pupils. Where possible they should be adapted to suit the incident and promote a positive outcome without loss of self-esteem for the pupil. This might also lead to referral for additional support for the pupil if required
- Will only exclude pupils as a result of a serious assault against another member of the school community (including but not restricted to, repeated punching, kicking, biting, spitting). The decision to exclude always rests with the head teacher (Heads of centre act in lieu of the head teacher in his/her absence). A pupil in this situation will have a planned re-integration to a normal timetable at the earliest appropriate time (See also our Exclusion Policy)
- Believes that confrontation and its associated stress for staff and pupils must always try to be avoided; however, when confrontation does occur, the member of staff involved should seek to remove themselves from the situation and be replaced by another member of staff as soon as possible so the situation can be de-escalated and then resolved
- Pupils should be encouraged to take responsibility for themselves and their behaviour
- Staff are responsible for all decisions regarding consequences for inappropriate behaviour, but the feelings and opinions of pupils are taken into account, and they can provide their views regarding any consequence that may have been imposed

### **Expectations of pupils**

At all times, pupils should:

1. Attend school every day and in correct school uniform
2. Be polite to staff and other members of the school community
3. Be considerate of others (think about their feelings)
4. Use appropriate language (don't swear)
5. Try to do their best in all lessons and activities
6. Apologise and put things right when in the wrong
7. Never threaten, bully or try to hurt anyone else
8. Respect school property
9. Follow staff instructions at all times

### **Secondary Behaviour Management**

#### **When Things Go Right**

Staff and pupils work together and create a calm working environment where all are valued. Rewards are used throughout the school to recognise good learning behaviours and a positive contribution to the school community. Much of the positive behaviour in school is created by encouraging all pupils to develop the intrinsic desire to improve. Our focus is on effort and attitude and attendance.

In the secondary school, pupils are awarded a grade at the end of each lesson on the basis of their effort and attitude.

Grades A-C represent positive outcomes for that pupil for the lesson. A = Excellent, B = very good, C = good.

Pupils are encouraged to do well through recognition and rewards such as:

- Regular praise from staff
- Comments and merits in exercise books
- Form prizes each week
- Letters and phone calls home
- Reward trips
- Vouchers
- Half- termly prizes

### **When Things Go Wrong**

- A 'D' grade suggests that either a pupil's effort or attitude did not meet the school's expectations. A 'D' grade will lead to time at break or lunch considering what went wrong and what could be done differently in future. This should be done with a member of staff
- An 'E' grade is awarded when a pupil has been persistently verbally abusive and/or shown aggression towards others. An 'E' grade will result in time spent in school beyond the end of the school day. This time should be used for reparation and an opportunity to reinforce/build the relationship with staff. Parents/carers will always be notified in advance in order that arrangements can be made to collect the pupil
- More serious incidents may lead to internal isolation on the day following the incident
- Exceptionally, pupils can be excluded.
- Consequences for inappropriate behaviour are proportionate and take into consideration the specific circumstances of the pupil, any extenuating circumstances and the pupil's behaviour plan

## **Primary Behaviour Management**

### **When Things Go Right**

In the Primary School, pupils are rewarded for positive behaviour in each lesson through individual tokens. Tokens accumulate quickly throughout the week, with additional Gold tokens, worth more, given for exceptional behaviour. At the end of each week the children with the most tokens in each class take part in additional activities. Pupils are rewarded for positive attitude and work through the use of a sticker system; each child receives 'Golden Time' at the end of each day if they have completed all of their work. These sticker charts are sent home each day to inform parents of their child's academic successes throughout the day. We keep success in behaviour separate from success academically.

### **When Things Go Wrong**

Pupils who behave inappropriately can:

- Be withdrawn at the appropriate time to discuss their behaviour
- Lose their break and/or reward time
- Be withdrawn from reward activities such as trips
- Exceptionally, be excluded

## **Confiscation of Inappropriate Items**

Staff have the delegated authority to confiscate, retain or dispose of a pupils' property, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully. Once an item is confiscated, the member of staff must label the item with the child's name and hand it in for safe keeping to the office. The confiscated item must then be returned to the child's parent, at which time, the member of staff will explain to the parent why the property was confiscated.

Staff also have the power to search without consent for prohibited items, including but not limited to:

Knives, weapons

Stolen items

Cigarettes, lighters, matches (incl lighter fuel and propellants)

Drugs, alcohol

Fireworks

Pornographic material

Any article that could be used to commit an offence, damage property or cause injury to self or another person

Any item banned by the school rules (eg mobile phones)

Searches are always carried out in the presence of two members of staff and by members of the same gender.

## **Holding**

Provisions concerning the use of force to hold pupils can be found section 550(A) of the **Education Act 1996**, as inserted by section 4 of the **Education Act 1997**. This provision was extended to include all schools by section 131 of the **School Standards and Framework Act 1998**. See also The Brookfield School Restraint Policy. The Brookfield School staff are trained using TeamTeach. Pupils may be held if:

- Its use is listed in the pupil's individual risk assessment
- The pupil presents an immediate risk to the safety of other members of the school community
- The pupil presents an immediate risk to their own safety
- The pupil presents a serious risk to property
- The pupil's risk assessment lists absconding as a risk to the pupil and the pupil presents as likely to abscond

In the event of a serious threat to the safety of members of the school community, the police may be called to assist.

Pupils may be escorted to a 'safe room' to calm. A member of staff will always supervise a pupil who uses the room. Pupils cannot be locked in a safe room and are never held there against their wishes

## **Recording of incidents**

All incidents of inappropriate behaviour are logged on our 'BehaviourWatch'. Serious incidents that involve holding a pupil for more than 2 minutes are recorded in a 'Bound and Numbered' book.

### **Communication with Parents/Carers**

It is important that when pupils do not behave appropriately, parents and carers are kept informed, normally in the first instance by the pupil's form tutor. It is equally important that parents/carers are kept abreast of improvements, progress and successes. We are committed to effective parental communication. This is particularly important in cases of serious behaviour infringements. Exclusion is always notified immediately by a telephone call where possible and followed up at the earliest opportunity by a letter setting out the reasons for the exclusion, the length and return date and providing an opportunity for parents/carers to attend a re-admission meeting. The local authority is always informed of exclusion.

Agreed by Board of Governors: May 2018

Review Date: May 2020

- Always explain clearly and calmly what the pupil has done that is inappropriate and what you would like them to do instead
- When addressing inappropriate behaviour, where possible, speak to pupils without an audience
- Explain the possible consequences of continued inappropriate behaviour
- Avoid using the grade system as a punishment or knee jerk reaction e.g. "That's a D then!"
- D and E grades should be explained to the pupil and should be awarded normally after warnings have been given e.g. "If you continue to do that, I'll have to give you a D grade"
- Sometimes, a pupil will do something without warning that requires a D or E grade. They should be given a calm, quiet explanation at an appropriate moment
- Maintain a confident and consistent approach
- Work within the school's agreed practices and procedures
- Ensure pupils understand the expectations of lessons
- Ensure incidents are documented according to school procedures
- Refer for additional intervention when appropriate
- Be wary of becoming over-familiar with pupils; ensure a professional distance is maintained
- Give pupils clear and precise messages that help to create a safe and secure environment with obvious expectations and boundaries
- Provide appropriate learning and recreational situations that are well planned and organised to meet the needs of the pupils
- Our individual manner towards pupils is the key element in successful behaviour management. It has more power than all other strategies. A positive relationship with a pupil counts for a great deal; a negative relationship with a pupil leads to recurring confrontation.

Always:

Model the behaviour we would like to see  
 A new day  
 Smile and greet  
 Pleased to see every pupil  
 Upbeat  
 Listen  
 Prepared to resolve and move on  
 Prepared to resolve and repair  
 Non confrontational

De-escalatory

Positive

Professional

Give the pupil the chance to give their version of events first

Explain your version of events to the pupil. Use phrases such as:

“What I saw was ...”

“What I heard was ...”

“My understanding of the situation is ...”

Non threatening

Remove yourself from a situation if the conversation/interaction is not having the desired effect of de-escalation. Ask for help when you need it

Avoid:

Threatening e.g. “If you do that again, I’m going to the police!”. “If you do that again, it’s a detention”

Sarcasm

Humiliating or embarrassing

Refusal to have a child back into the class after an incident once it has been resolved

Dealing with an angry/threatening child alone

Using any technique outside of our Team Teach training

Talking about a pupil or an incident in front of other pupils