



Brookland School

BEHAVIOUR POLICY

Brookland School,
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Behaviour Policy 2024

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Anti-Bullying Policy
- Safeguarding Policy

Throughout this document the terms “*pupil*” and “*child*” refer to any child attending the School, whether a full-time or part time student, or a child visiting our school for the purpose of assessment. Parents, carers and guardians will be referred to as “*parents*”.

Introduction

The aim of this policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

It is a primary aim of our school that every member of the school community feels included and supported and that each person is valued, respected and treated well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is designed to enable all members of the school community to live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

At our school, we aim to:

- Promote and support children to demonstrate a high standard of behaviour
- Promote self-awareness, self-control, respect for authority and acceptance of responsibility for our own actions
- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment and foster independence
- Provide a nurturing environment, using the Secure Base Model (Schofield & Beek, 2009) to promote positive attachments and security in relationships between adults and children as well as between peers.

Our aims, we believe, are achieved when:

- Clear individualised expectations are agreed, understood and accepted through regular activities which define what is acceptable and unacceptable behaviour
- A school atmosphere is created which is consistent and caring
- Staff use the Secure Base approach to promote warm, consistent, trusting relationships that model availability, trust and community membership in the school environment. This promotes resilience building and aids recovery from prior adverse experiences.
- We encourage the pupils to be able to make responsible behaviour choices. We support them and help them to learn to be able to do this
- Pupils are provided with excellent role models
- Pupils and parents understand that inappropriate behaviour choices have consequences, which are applied individually and fairly within the school in a calm and considerate manner. These consequences are explained to pupils/peers/staff where necessary in a sensitive manner

Principles for Behaviour

Following from the British value of democracy, Brookland have developed their own, agreed set of principles for behaviour in school. These are:

- Respect yourself
- Respect others
- Respect the environment



General School Rules

All children are expected to follow the Brookland School Rules which are (we recognise that some children need considerable support and guidance with this):

- We follow adult instructions
- We use words and actions that help and don't hurt
- We respect other people and their property
- We move safely and sensibly around the school

At our school, staff will do the following to help our pupils follow these rules:

- We will make sure that you have heard us and will give you enough thinking time
- We will help you to find ways to manage difficult emotions in an appropriate way guided by our clinical team.
- We will help you to keep the school tidy. We will give you a 5 minute warning so that you know that it is time to tidy up – this will help you learn how to look after your own and other people's property. We will give you your own cube/peg to keep your own belongings safe.
- We will give you plenty of time to get to where you need to be so that you don't have to rush. We will give you 5 and 2 minute prompts so that you know you need to tidy up and move back to the classroom. We will remind you and help you to keep calm so that you don't bump into things and/or people.

Class rules are agreed between pupils and teachers at the beginning of each academic year.

Expectations on School Visits and Out of School Activities

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, should a pupil's behaviour whilst at school or on a previous visit give cause for concern, then a risk assessment review will be carried out. Where challenging behaviour is due to a special educational need, appropriate support will be put in place. The school will endeavour to work in partnership with a pupil's parents.

Encouraging Appropriate Behaviour

Modelling

One way that children learn about both appropriate and inappropriate behaviour is by observing others. Children model their own behaviour on other people's responses therefore it is important that they are given the opportunity to observe positive role- models.

Our school is committed to providing positive models for our pupils:

- Staff model appropriate, positive behaviour at all times
- Staff highlight pupils' appropriate behaviour to their peers, explaining why this was an appropriate choice
- Older pupils are given opportunities to act as positive role models to younger children (e.g. having a position or responsibility or mentoring role)
- Pupils are given first-hand experience of a wide range of aspirational role models from outside of the school (e.g. inviting guests into the school, via work experience).
- Staff promote positive attachment building by promoting opportunity to think and talk about difficult and overwhelming feelings. They vicariously model speaking about emotions.

Encouragement, praise and positive reinforcement

As a school we recognise that encouragement, praise and positive reinforcement teaches pupils that appropriate behaviour choices have positive consequences. This can be used to recognise and reinforce appropriate behaviour and help and encourage pupils who are having difficulty in making appropriate behaviour to make different choices.



Positive reinforcement may take the form of:

- Acknowledgement of appropriate behaviour
- Special mention in school
- Positive messages communicated to parents
- Individual rewards such as post it notes in the jar
- Class rewards such as a trip to the cinema
- Spontaneous rewards such as a trip to the local park following a successful morning
- More subtle forms of praise for pupils who find overt praise difficult to accept

Consistent use of modelling, encouragement, praise and positive reinforcement is used to:

- Create a positive school environment
- Increase pupils' self-esteem and self-efficacy (i.e. a Pupils' belief in their own capability to succeed within a certain situation or on a particular task)
- Promote a model for appropriate behaviour and positive relationships

Consistency of approach and the use of a common language to reflect this is essential; staff across the whole school are trained in, and adopt the Secure Base approach to maintain this consistency. The use of the pronoun 'we' in terms of relationships within school is a significant ingredient in securing commitment to the communal therapeutic environment.

Corporal Punishment is not used at our school and physical intervention is never used as a form of punishment.

Dojo Classroom Points for positive behaviour

Brookland School utilises the Class Dojo points system as a positive reinforcement tool to promote and celebrate excellent behaviour.

Students earn points for demonstrating values such as respect, kindness, resilience, and responsibility, as well as for their engagement and effort in learning.

These points not only serve as immediate recognition for positive actions but also contribute towards individual and class rewards, fostering a sense of achievement and teamwork.

Inappropriate Behaviour

Safeguarding Duties

All staff are responsible for considering whether any misbehaviour gives cause to suspect whether a pupil is suffering, or is likely to suffer, significant harm. If such suspicions exist, including those relating to online safety, staff must follow the School's Safeguarding procedures as laid out in the School's Safeguarding Policy. The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the School will consider whether support systems are needed to be put in place and whether liaising with external agencies is necessary or appropriate.

To be considered a safeguarding concern or allegation, it is likely that some of the following features may be found:

- **Physical abuse** - violence, particularly pre-planned; forcing others to use drugs or alcohol.
- **Emotional abuse** – blackmail or extortion; threats and intimidation.
- **Sexual abuse** – indecent exposure/touching or serious sexual assaults; forcing others to watch pornography or take part in sexting, unacceptable banter.
- **Sexual exploitation** – encouraging other pupils to attend inappropriate parties; photographing or videoing other pupils performing indecent acts.
- **Sexual harassment or violence**
- **Bullying**

For further information please refer to the School's Safeguarding Policy available on the school website.



Malicious allegations against staff and students

The Director of Education will decide whether to take disciplinary action in accordance with this policy where a pupil is found to have made false and malicious allegations against a member of staff or student.

Searching Pupils and/or their Possessions

When information has been received or there is a well-founded belief that inappropriate material has been brought into school, the school may carry out searches of pupils and/or their possessions. Only the Director of Education and Headteacher may conduct a without consent search of a pupil and/or their possessions. The school does not conduct intimate searches and only outer clothing will be required to be removed. The consent of the pupil will usually be obtained before conducting a search unless the Director of Education and/or Headteacher suspects that an item has been, or is likely to be, used to commit an offence or cause personal injury or damage to property.

All personal searches will be conducted by a member of staff of the same gender as the pupil and in the presence of another member of staff. A search may also be conducted off school premises where the pupil is in the lawful control of the school. Items which may be searched for include any item banned under the rules of the school and any other item identified as such by law. If the item is an electronic device, the school may examine and erase any data from the device if the school considers there to be good reason to do so unless advised by social services or police, in which case the device would be retained.

Parents will be informed of any search conducted of their child and/or their child's possessions. The school will keep records of all searches carried out on Arbor, including the results of the search and any follow up action taken.

All staff will:

- Be fully aware of the child's needs and presentations and the recommendations of the child's SNSP/ EHCP and apply these always
- Use the whole range of de-escalation techniques taught through our Therapeutic Interventions programme (completed twice yearly with the Timeout Therapy Team)
- Focus on Social, Emotional and Well-being welfare of our pupils.
- Be consistent, fair and persistent in applying sanctions and holds
- Keep any promise made to the children and remain open and honest with them.
- communicate, clearly and effectively all intentions
- Act rather than react.
- Impose appropriate, fair and agreed sanctions that are relevant to the misdemeanour and record this in the sanction record
- Be confident and use a voice and manner that makes it clear to the child that they are expected to do as they are asked.
- Seek advice and support if a situation escalates.
- Ensure that the learning of the individual is not compromised by ensuring the work that has not been completed is finished at an appropriate time.
- Record any incidents on Arbor and if the behaviours result in a restraint or a safeguarding concern
- Use restraint as the last resort

When children do not follow the rules, all staff are expected to deal with them in a calm and consistent manner, adopting the Secure Base approach, and follow the stages of sanctions detailed in this policy, staff will look at the context of the incident and whether the child is able to make a conscious choice. It is important that pupils are supported to understand that inappropriate behaviour choices lead to consequences.

Furthermore, we believe that children should always be positively acknowledged; it is the child's behaviour choices that are inappropriate, not the child.

- Sanctions can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the child that their behaviour is inappropriate and that it will be spoken about later.
- Sanctions will never involve taking away a previously earned reward.



- Teaching staff will avoid any sanctions which lead to unnecessary shaming or humiliation of the child. We understand that such approaches are detrimental to the child's self-esteem and wellbeing and can result in increased inappropriate behaviour.
- The developmental age and specific needs of the child will be considered when deciding appropriate sanctions and sanctions will be individual to the child; we recognise that a 'one size fits all' approach is not appropriate for our pupils. Children will not be given sanctions that impede their future learning (e.g. asking a dyspraxic child who finds writing difficult to write lines).

After a child receives a sanction, it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour.

Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh.

In addition to the stages of sanctions, where appropriate, children will be supported to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

Interventions & Sanctions

All staff will remove children from the classroom if they are having a negative impact on learning.

Staff must have a **consistent approach** to the sanctions that are given for inappropriate behaviour as follows and it must consider the specific child and their additional needs.

Inability of any child to get on with his/her work or disrupting the learning of others (assuming the task set is appropriate and making the necessary changes if not)

1. The child will be redirected using the 3-warning system.
2. The child will be removed to the calm room and behaviour discussed before returning to class.
3. If disruption continues, the child will be removed to another classroom or alternative space to complete task.
4. The child will be asked to complete tasks in their free time. (Supervised by an appointed adult)
5. The Director of Education/Headteacher and engagement lead will decide on any further action necessary e.g. the class teacher speaking to parents/carers.
6. An appropriate sanction will be given.

Anti-social/Aggressive/Disruptive Behaviour or Bullying in the Classroom

The behaviour will be stopped, Physical Intervention maybe used if required for safety. The child will be removed from the room and taken to the calm room to calm.

- The child will be taken to another classroom or alternative space.
- Where it is appropriate the child will be set the task of reflecting on their behaviour and identify alternative reactions. A sanction will be given if necessary.
- The situation will be discussed with the Director of Education at the end of school if necessary.
- The parents/carers may be involved via a phone call at the end of the day or in person.
- The incident will be logged on their behaviour log via Arbor.
- The child may be removed to work in the 1-1 room for a specified period.
- In a case of extreme aggression/ bullying the child may be excluded for a fixed period.

Aggression towards Adults or Racial/Sexual/Verbal Abuse to Anyone in the Classroom

The behaviour will be stopped. If behaviour is physical, Physical Intervention may be used if needed. The child will be removed from the room and taken to the calm room.

The supervising adult will discuss with the child why he/she has behaved unacceptably if they are in a receptive state:

- The child will be required to apologize immediately when they are in a state to do so.



- The behaviour will be discussed.
- The incident will be reported to the Director of Education and parents/carers will be involved if an appropriate and a suitable sanction is agreed.

Aggressive Behaviour or Bullying at Playtime

Every child must be made aware that this is the time for safe play for him or herself as well as everyone else. Any inappropriate behaviour will be stopped immediately.

- Children will be required to explain their behaviour.
- If the child/children continue(s) to misbehave they will be taken to the calm room for reflection.
- If misbehaviour continues parents/carers will be asked to assist in the supervision of their child and to work in partnership with the school to correct the child's behaviour.
- If behaviour continues over a period, the pupil will be allocated a break at an alternative time to peers.

Vandalism /destruction

Vandalism /destruction will be stopped immediately by using a small child hold to keep the child safe and stop them from hurting themselves and others through their actions.

- Incident will be recorded and shared with the Head of Education.
- A sanction will be given. The child will be given the opportunity to right their wrong where possible.
- Parents/carers will be involved if necessary.
- The child will be reminded that they chose to commit an act of vandalism and he/she will be reminded that over the age of 10 this is a criminal act and the police could be involved.
- Where appropriate parents/carers will be asked to contribute to any costs of the damages.

In the event of physical intervention becoming necessary, parents/carers will be informed the same day by phone or email (or as soon as practical) and details of the incident recorded on Arbor. The incident records are internal documents and are not shared with others unless they have been anonymised or consent by all parties is given.

Additional support/advice available for staff

If having used the sanctions system, it is deemed necessary to remove a child from a lesson then the following members of staff are available to support:

- Support staff allocated this role for the day.

Children should be re-integrated into their class group as soon as is advisable. This may be after speaking to a senior member of staff. The member of staff initially dealing with the child should be given every opportunity to agree sanctions with the child, thus retaining ownership of the situation. Review of the Behaviour Policy will be carried out annually at whole staff start of year training. Any training required will be secured.

Children must be challenged verbally if they:

- Do not settle down to work.
- Distract others from learning
- Swear
- Purposefully and intentionally produce poor quality or insufficient quantity of work.
- Behave badly in assembly, lunch, at play or around school.

Children must be removed from the room and taken to the calm room where they will be supervised if:

- Are behaving in a way that is detrimental to the social, emotional or physically well- being of themselves or others
- Become aggressive or abusive
- Are using language that is offensive to anyone in the room

Individual Behaviour Programme

This programme may be used where an individual child persistently behaves inappropriately to include bullying. The decision to use such a programme is at the discretion of the Headteacher and the Director of Education. If the decision is taken to place the child on additional support for behaviour, this will be discussed with the parents/carers who will be required to work with the school for the programme to succeed. Reviews will be held



regularly. The Equality Act 2010 requires schools to ensure children with SEN and disabilities are not treated unfavourably because of a reason arising because of their disabilities.

To fulfil our duties under this act reasonable adjustment will be made for those children with SEN or disability when implementing the behaviour and discipline policy. Care will be taken to consider whether the behaviour is deliberately disruptive or arises because of their SEN or disability. Early intervention to assess whether the behaviour is because of unmet learning needs together with support mechanisms and close liaison between home and school will ensure that children are treated fairly and not discriminated against because of their needs.

Exclusions and Home Education

We pride ourselves on managing inappropriate behaviour very well at our school and we only use exclusion if there is no other option: our children have been excluded from much in their lives and it is a term we do not want to apply to them.

Furthermore, when they move on to other providers/ schools the number of exclusions is requested.

Our policy is to involve parents/carers where children are not behaving as they should. Because we have a high staff ratio to children, we can provide a good level of support, time and encouragement to supporting good behaviour. Nevertheless, the following offences may, after discussion with parents/carers, be reasons for excluding a child for a set period:

- Substance or alcohol abuse on school premises.
- Persistent bullying of a child of any kind in a consecutive daily pattern.
- A severe violent attack on a child or member of staff that was either: premeditated, intentional, or unprovoked. This includes punching, kicking, biting, strangling, hair pulling and use of weapons.
- Significant damage to the school, staff or children's property that requires immediate attention. This includes offsite criminal damage.
- Persistent or significant stealing.
- Repeated sexual misconduct.
- Severe level of self-harm where we are unable to keep the young person safe or protect others.

If a parent/ carer does not want to support the use of home education to try to break the cycle of negative behaviours, fixed term exclusion will be applied if necessary at the discretion of the Director of Education.

Calm Room Guidelines

A child should not be left alone in the calm room unless there are exceptional circumstances.

Pre-emptive – if a child's behaviour begins to show warning signs which could lead to escalation (flushed face, erratic movement, inability to calm in the classroom etc.).

Education staff may feel that the child they are working with would benefit from some time in the calm room. Please let the teacher know and escort the child to the calm room.

Post-escalation – if a child's behaviours have already escalated and they have now returned to a calm state, they can be encouraged to spend 5 – 10 minutes in the calm room, using the equipment with the support of an adult. A child should not be placed in the calm room alone if they are continuing to exhibit signs of aggression. They must not be allowed to do damage in the room and must be restrained to prevent this if necessary.

- 1 child at a time is permitted in the calm room
- If more than 1 child enters the calm room, one or all must be removed
- At least 1 adult should support the child in the calm room
- Adults should guide a child in the use of equipment
- A child should aim to use the calm room for 5 – 10 minutes
- An adult may decide that a longer period in the calm room may be appropriate if it is having a positive impact on the child

Persistent Inappropriate Behaviour

It is expected that teachers and pupils begin each day afresh with optimism and encouragement for success.



If there is persistent inappropriate behaviour then there are a variety of options that may be taken:

- The child will attend a behaviour meeting with the Class Teacher where a target for his or her behaviour will be set. The Class Teacher will work collaboratively with the pupil to identify any reasons, concerns or difficulties which may be leading the child to make
- inappropriate behaviour choices. The Class Teacher will then work with the pupil to address these issues.
- If after an agreed time there is no change in the child's behaviour, the child will attend a behaviour meeting with the headteacher. At this time the Class Teacher will inform the child's parent/carer of the situation and share the child's behaviour target with them.
- If the child continues to make inappropriate behavioural choices, the Headteacher will arrange a meeting with their parent/carer to discuss their behaviour.
- The Headteacher may decide that it is in the pupil's best interests to give them some supported time away from their class, with a different class.
- Where there is no improvement in behaviour, the Director of Education may impose a period of exclusion from school.

The school takes the sanction of exclusion extremely seriously and will make every effort to promote an improvement in a child's behaviour before this stage is reached.

The school has a strong commitment to inclusion. However, it is important for all parties to understand the consequences of consistently poor behaviour, including how it can affect a child's learning, the learning of their peers, and the health and safety of themselves and others.

Recording incidents

All behaviour Incidents are logged on the school Arbor system. All staff record serious incidents of inappropriate behaviour together with the sanctions given. This log is analysed half-termly by the Director of Education.

The Senior Leadership Team will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any current concerns. These will be shared with staff, parents/carers and Pupils.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school to promote good behaviour. The school is very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents. The school will ensure that parents are kept informed as to their child's behaviour at school, so that children receive consistent messages about how to behave at home and at school.

The School's Behaviour Policy is accessible to all parents/carers via the school website and parents and children are asked to sign a home/school agreement when enrolling at the school.

If the school has to implement sanctions against a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the Headteacher.

The school expects all members of the community to adhere to the principles as set out in the Behaviour Policy and therefore to behave in an appropriate manner within school.

Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Director of Education who will take appropriate action.

Approved by:	Tayyaba Ahmed - Director of Education	Date	30/08/2024
Last Reviewed on:	30/08/2024		
Next Review due by:	29/08/2025		



Appendix 1: Physical Restraint

Corporal Punishment is not used at Brookland School and force is never used as a form of punishment.

Objectives:

- Physical restraint of a pupil may be necessary in order to:
- maintain the safety of pupils and staff.
- prevent serious damage to property.
- prevent serious breaches of school discipline.

Minimising the need to use force

The use of physical restraint is not part of the disciplinary/class management process – it is an emergency response, albeit a considered one, to an exceptional situation. An assessment of the risk to the pupil, to other pupils, to the responsible adult, or to property, must be made in such circumstances. Staff should consider the following when planning to work with Pupils:

- Create a calm, orderly and supportive class climate that minimises the risk and threat of violence of any kind.
- Develop effective relationships between pupils and themselves that are central to good order.

The school is proactive in providing training and support for staff to encourage and develop positive behaviour management.

All staff in school are trained using the TCI model and complete a refresher every year. When practicable, staff will warn a student that force may have to be used thereby giving them an opportunity to review their behaviour.

Deciding whether to use force

- Staff should have grounds for believing that immediate action is necessary in self-defence, because there is imminent risk of injury, a developing risk of injury, significant damage to property or to prevent other criminal offences. The risk of injury may be to the pupil, to other pupils, or to a member of staff/the public. The law recognises that a reasonable use of physical force in self-defence to prevent injury is appropriate.
- Staff are not expected to restrain a child if by doing so they put themselves at unacceptable risk of injury.
- “Allegations against Education Staff on Child Abuse” confirms that there is no legal definition of “reasonable force”. Therefore any physical restraint is unlawful if the circumstances do not warrant it.
- It is recognised that staff will have to decide whether attempting physically to restrain a pupil will improve or exacerbate the situation. A difficult situation may be worsened by attempts at physical restraint when dealing, for example, with some pupils with particular special educational needs.
- Physical restraint should only be used as an exceptional measure when a pupil is placing her/himself or others at serious risk of harm. It should only be used when verbal comments do not control the unacceptable behaviour.

Using force

- Clearly it is not always possible to secure the presence of other staff before applying restraint but every possible effort should be made to do this.
- Only the minimum force necessary to prevent injury or to remove the risk of harm should be applied and. If used, this should be accompanied by calmly letting the pupil know what she/he needs to do



to remove the need for restraint. Consideration needs to be given to the age, sex and understanding of the pupil in question.

- Staff must be careful about how they restrain pupils
- Physical restraint should be an act of care, not of punishment or aggression.
- As soon as it is safe to do so, restraint should be gradually relaxed to allow the pupil to gain self-control.
- Physical restraint should never be used purely to force compliance with staff instructions when there is no immediate risk to the pupil or other individuals.
- Any use of physical restraint must be recorded and the parent/carer must be informed at the end of the school day.

Staff training

This should be planned for at the start of the school year. All staff, will complete TCI training as part of their induction and this will be refreshed twice annually.

Recording incidents

Clear, careful recording is vital. Any staff member who was involved within an incident by either assisting or witnessing a restraint, should also check the recording for accuracy. This should be stored on the child's Arbor file.

Incident reports are for the use of schools monitoring process only and maybe shared when requested by external agencies to support any investigations such as LADO, Police or social services.

Any use of Physical Intervention should be reported to the parent/carer at the end of the school day, It may also be appropriate to report the incident to external agencies involved with the student and or their family.

Post-incident support

Staff who have been involved in physical restraint may feel distressed or upset and should be given time to regain their composure before resuming duties. They should be offered the opportunity to reflect and discuss the incident with colleagues and managers as soon as is appropriate. Staff may also require access to further counselling and support.

Pupils involved in the incident, possibly as witnesses, may also need appropriate support.

Their parents/carers will need to be contacted. Advice may need to be given with respect to rebuilding relationships.

Complaints and allegations

Any complaints arising from incidents should be dealt with in line with school complaints procedures.

Monitoring and review

This policy should be reviewed on an annual basis. It should be reviewed in the light of incidents that may have occurred during the previous twelve months and any training needs that arise should be actioned.

Further Information can be obtained from the following website: <http://publications.teachernet.gov.uk>

