



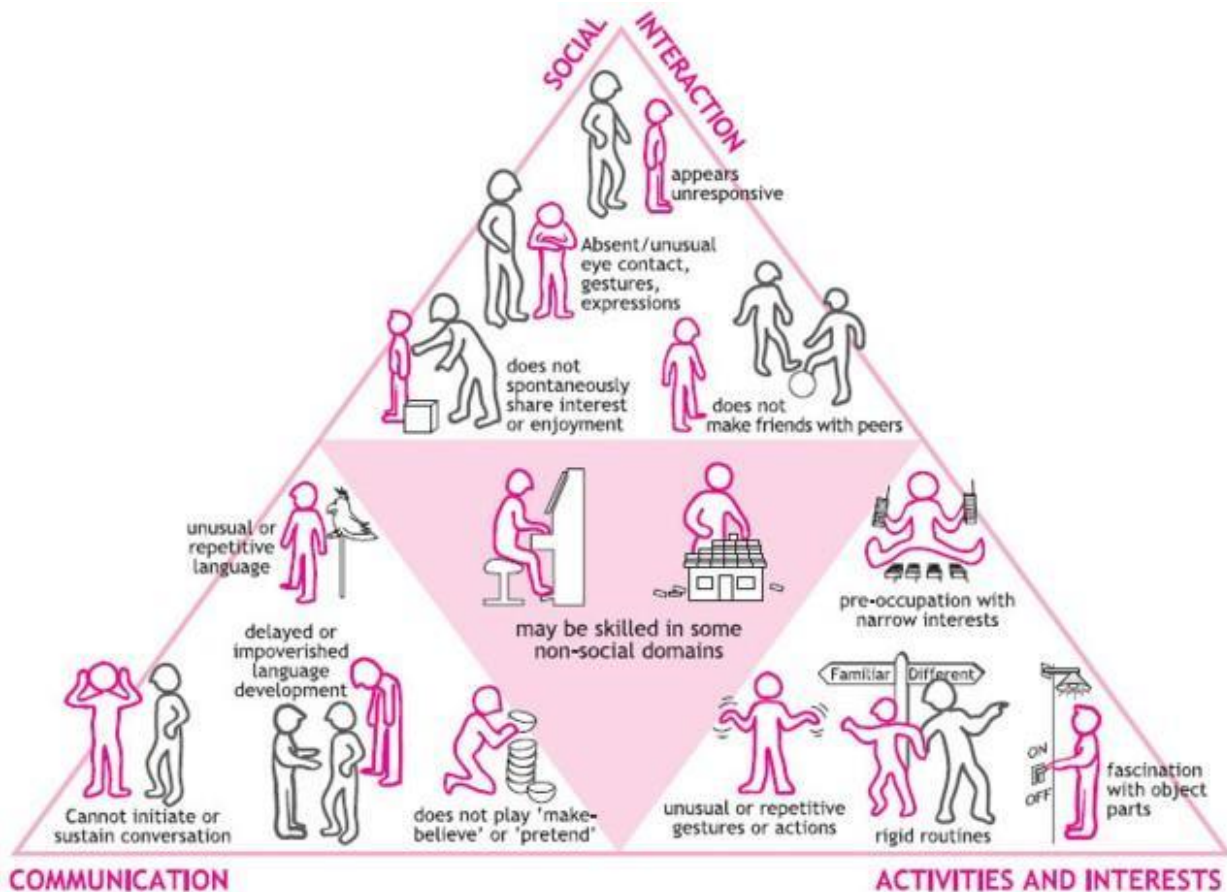
Brown's School

Behaviour Policy

Philosophy of the school

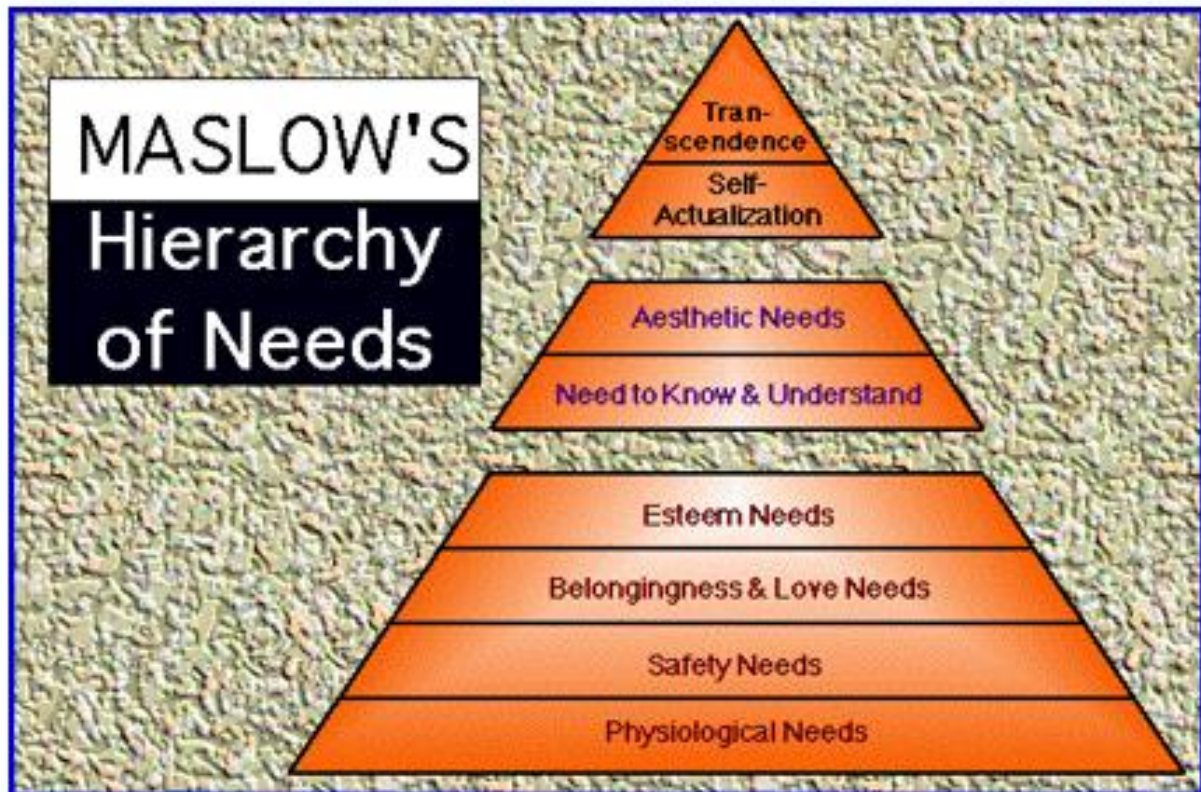
Brown's School believes that all students have the right to be taught in a safe environment to enable them to optimise their learning and achievement. We expect all students to develop self-discipline and respect for others and to feel valued and supported. The school promotes the values of honesty, tolerance and fairness within a caring and nurturing environment.

Students at the school have a variety of complex needs and the school provides a high level of pastoral care for all students in order to encourage appropriate and cooperative behaviour. As a result of this ongoing support, students are expected to take responsibility for their own behaviour but as a staff group we understand that we need to utilise numerous strategies to achieve this.



The triad of impairment (Figure 1, above, originally devised in 1979 by Lorna Wing and Judy Gould) is a useful tool to refer to when educating pupils with complex needs (especially those with an ASD diagnosis). It is important to identify behaviours that may be perceived as “rude” but are actually a symptom of a pupils diagnosed difficulties. Brown’s School aims to work with pupils to modify undesirable behaviour through therapeutic intervention and staff recognise that behaviour associated with ASD/ADHD/ODD takes time to change.

Figure 1: Maslow's Hierarchy of Needs, Huitt (2007)



Maslow's Hierarchy of Needs is another useful tool for educators. Many of the pupils at Brown's have a diagnosis of complex, co-occurring difficulties. Often behaviours displayed by our pupils are consistent with their individual diagnosis and make learning difficult. For example, one of the common behaviours displayed by a pupil with ADHD is impulsivity. This behaviour could lead to a pupil not feeling safe in a classroom and therefore mean he is not able to access the learning of the lesson. In addition to this, pupils with difficulties in the classroom are well documented to struggle with "fitting in" and identifying with others, these are important factors to remember when a pupil exhibits undesired behaviour.

Aims

- To ensure that students understand appropriate standards of behaviour
- To support students in achieving appropriate standards of behaviour
- To ensure equality and fairness of treatment for all students
- To ensure consistency of approach to both positive and negative behaviour
- To raise student self-esteem

Objectives

- To develop a caring, nurturing community where students are encouraged to make positive relationships, based on mutual respect
- To identify and standardise behavioural expectations for pupils and staff
- To facilitate positive relationships between pupils

- To model and explain appropriate standards of behaviour to students
- To promote a culture of praise and encouragement
- To promote good behaviour through a recognised system of rewards
- To promote early intervention and appropriate sanctions when students display negative behaviour
- To work closely with parents and carers to develop a shared approach
- To work together with other professionals and agencies to ensure the best outcome for students

Responsibilities

- The Head Teacher will have the final say on any serious incidents concerning the disciplining of students at Brown's School. However, all staff have the responsibility of ensuring that pupils are treated fairly and with respect
- Bullying and peer on peer abuse, including sexting, will not be tolerated by the school and will have serious implications for the perpetrator. The procedures for dealing with bullying and peer on peer abuse are outlined in our Anti-Bullying and Peer on Peer Abuse policy
- Any victims of bullying or peer on peer abuse will be well supported within the school
- The Senior Leadership Team (SLT) will be responsible for ensuring that all staff are aware of, and follow, the procedures set out in this policy
- The SLT will review and update the policy as required
- Teaching staff will ensure that they provide an engaging, well-planned curriculum and classroom environment to optimise good behaviour. Teaching staff are encouraged to seek advice and the expertise of others to improve their teaching practice
- Staff will have clear expectations for students' behaviour and ensure consistency
- All staff should ensure that students abide by the school rules to ensure appropriate behaviour
- All staff should take responsibility for dealing with negative behaviour; the SLT will support staff with behavioural issues
- Staff are Team Teach trained and should follow this approach, i.e. 95% de-escalation techniques and 5% physical intervention technique, if necessary
- If a physical intervention is necessary, the staff involved are required to fill out an 'incident form' in the Bound and Numbered Book
- All staff are responsible for completing an 'incident form' to ensure that students are dealt with fairly and appropriately by SLT. If necessary, they will be given support and time to complete these
- All staff should model good behaviour and provide students with a stable, supportive learning environment

- Therapy staff (Speech and Language, Occupational Therapy, Positive Coaching Psychology and Clinical Psychology) will liaise closely with teaching staff in order to provide support for students
- SLT should aim to identify behaviour issues through close liaison with parents and with professionals/agencies, including Social Care and CAMHS
- Brown's School encourages parents and carers to share their concerns and issues that arise at home as it is important for us to implement the appropriate support in school
- SLT and other staff will liaise with school transport, drivers and escorts, to ensure that behaviour is appropriate when travelling to and from the school

Peer on peer abuse

This policy is to be used in conjunction with our Anti Bullying Policy, Safeguarding and Child Protection Policy and Peer on Peer Abuse Policy.

While monitoring the behaviour of our pupils at Brown's it is important that we monitor incidents to see if they are part of a "bigger picture", for example if there are behaviour patterns or if the same pupils are involved in multiple incidents. As stated in our Peer on Peer Abuse policy there is no clear boundary between incidents that should be regarded as peer on peer abuse and incidents that would be considered as bullying, sexual experimentation etc. We give staff the following guidelines about pupil's behaviour being considered abusive if:

- there is a large difference in power between the young people concerned (e.g. age, size, ability, development); or
- the perpetrator has repeatedly tried to harm one or more other children; or
- there are concerns about the intention of the alleged perpetrator

Staff are also informed that if the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive, whether or not severe harm was actually caused.

In cases where peer on peer abuse is suspected, it is important to remember that these are treated as safeguarding concerns and staff are expected to follow the school safeguarding procedures. In cases of peer on peer abuse there may also be a need to involve outside agencies including Social Care and the Police.

If the allegation highlights a potential risk to the school and the pupil the following action will be taken while the investigation is taking place:

1. The alleged perpetrator and alleged victim will be supervised closely by staff and interventions will be put in place to ensure that they are not interacting with each other in lessons or unstructured times. Examples of measures may include: altering seating plans, additional members of staff in lessons to supervise pupils, additional members of staff on duty during transition and unstructured times and timetable alterations.
2. The alleged victim (if they are in the same class as the alleged perpetrator) will be given the option to join a different class while investigations are taking place
3. The alleged victim will be given the option to spend social times apart from the alleged perpetrator

In cases where there may be a criminal investigation ongoing, the school may consider that the young person (the alleged victim and/or the alleged perpetrator) is unable to be educated on site until the investigation is concluded. The young person will then be provided with appropriate support and education whilst off site.

If, after allegations have been investigated, the allegations are found to be true then the following course of action may be necessary:

1. The perpetrator may be asked to remain offsite (provided with appropriate support and education) until an urgent review with the local authority can be arranged to plan a way forward
2. A risk assessment and support plan will be completed for the perpetrator to highlight any additional support he/she may need
3. Brown's School has a duty of care to all pupils and it is important to discover why the pupil has behaved in such a way. Brown's acknowledges its responsibility to offer support to the pupil and ways in which we may consider supporting the pupil are detailed in the Peer on Peer Abuse policy

Allegations can also be found to be false, unsubstantiated or malicious. If the allegations are found to be false, but not found to be malicious or unsubstantiated then therapeutic intervention will be put in place for the pupils involved. This may include a friendship intervention group or work on understanding perception with the therapy team. If allegations are found to be malicious then the pupil who has made the allegation may then themselves be subject to the course of action outlined above.

Sanctions that are put in place for pupils who are found to be involved in peer on peer abuse vary on the nature of the abuse. Brown's Schools' primary concern is for the safety and welfare of our pupils and all decisions are made to ensure that this is not compromised

The Curriculum

Brown's School promotes an understanding of honesty, tolerance and fairness throughout its curriculum, particularly in Assemblies, PSHE lessons and Social Skills lessons. Subjects such as Boxing help students develop self-discipline and regular visits to Forest School educates and informs them on environmental issues. Pupils have the opportunity to participate in Challenger Troop which is a youth leadership and engagement course. Its goals are to help young people enhance their self-discipline, responsibility and attitudes towards others and it develops confidence, self-esteem and life skills. Life skills are also explicitly taught during weekly Independence Skills lessons. Emotional issues are targeted and supported to help improve behaviour through a variety of mediums such as therapeutic stories, Lego therapy, Art therapy, Canine therapy and Friendship clubs.

In addition to the above, the junior school hold class assemblies with a behaviour focus and PSHE lessons are used to teach the virtues and values of the school. Therapeutic programmes are also used in group and 1:1 interventions.

Behaviour in the classroom

Staff at Brown's have high expectations of student behaviour in the classroom to ensure optimal learning and achievement.

Students are expected to:

- Arrive at the classroom and show that they are ready to learn
- Enter the classroom in an appropriate way
- Follow all instructions given by the teacher
- Show respect for others by listening and putting hands up to contribute to class discussions
- Not touch other students or their property
- Respect others' opinions and not ridicule them

Teaching staff will support students to maintain high levels of behaviour in the classroom by:

- Ensuring that the lesson is well planned, engaging and encompasses multisensory teaching techniques
- Creating a well-planned room and an attractive environment with adequate resources, taking note of educational theory for the teaching of pupils with ADHD and ASD stating that only important information to the pupils should be displayed at the front of the class to act as reminders
- Setting clear classroom rules, routines and expectations
- Reminding and motivating students by use of the Brown's student management sheets
- Encouraging students to use visual aids to moderate behaviour, e.g. anger thermometer, voice regulator, etc
- Encouraging students to use OT equipment, e.g. fiddle toys, wobble cushion, etc
- Encouraging students to take 'time out' when necessary. Students may spend this time in the chill out room if they need to calm down or on the field/in the gym if they need to use a physical activity to calm themselves down
- Involving the school's therapy team, pastoral care team or SLT if appropriate
- Managing transitions well, i.e. at the beginning and end of lessons and between lessons
- Requesting support from SLT if negative behaviour continues and is impacting on other students' learning
- Rewarding good behaviour with praise and merits and recording an appropriate grade on the daily student report sheet

Reward systems

Rewards should be used consistently by both teaching and non-teaching staff. It is important that all students have equal access to rewards and when they are awarded students should clearly know what they are being given for. It is hoped that our rewards procedures will encourage students to take responsibility for their own behaviour. Throughout the system there is also a hierarchy of rewards, so that there is always something for students to aim for.

Use of rewards in the senior school

- Good behaviour should be consistently rewarded. Staff will liaise at daily staff meetings to ensure that this is the case
- Exemplary behaviour and achievement is recognised and rewarded by the school's award system, the Brown's Bonus certificate. These are awarded to pupils in the Monday morning assembly. Each term, any pupil who has been awarded one of these certificates, is invited to a celebration lunch
- Individual awards/privileges may be awarded to students if specified on the pupil's student management plan. Examples of individual awards include; working towards time on the trampoline at the end of the day; monetary incentives; stickers; completing a tick chart and earning Amazon vouchers
- All staff will use student management sheets to award a grade (A*-E) for the quality of the learning achieved in the lesson and record any consequences given in the lesson
- Acts of kindness are recorded on the student management sheets and are rewarded accordingly
- When appropriate, staff will reward a whole group for their co-operative support of each other, for good behaviour or for achievement
- An end of year trophy is awarded for being an excellent role model, this is determined using the student management sheets
- Parents are informed by telephone, email, letter or postcard if their child is rewarded for exemplary behaviour
- Students enjoy free time at the end of the school week if they have participated well in their lessons and they have achieved 50% or more consequence free lessons

Use of rewards in the junior school

- Pupils have a plus point reward chart on their desk and earn plus points for positive efforts and behaviour. A prize is chosen by the pupil when their chart is completed. Pupils have an input as to what is purchased for the prize box
- Certificates and postcards home are given regularly for effort and positive behaviour.
- Whole Class Rewards are utilised. At different times throughout the year an incentive may be held for the whole class. For example, earning coloured beads for kind acts. The 'reward' jar is filled and pupils are rewarded with a double Golden Time, film afternoon or another reward of the pupils choosing.
- Individual awards/privileges may be awarded to students if specified on the pupil's student management plan. Examples of individual awards include; working towards time on the trampoline at the end of the day; monetary incentives; stickers; completing a tick chart and earning Amazon vouchers

Sanctions

- Sanctions are given for breaking the school rules which are displayed throughout the school. Staff constantly remind the students of the school rules and the sanctions they will receive if they break specific school rules
- Pupils will lose free time at the end of the school week if they have achieved less than 50% consequence free lessons
- Pupils will be given detentions at either break or lunch and expected to complete a detention reflection sheet to help them understand why their behaviour is unacceptable and how to improve it in the future. Pupils will be provided with support to complete these if needed
- Some pupils have an individual workbook to work through during detentions
- Pupils who accrue three detentions in one week, amounting to over an hour of detention time, will have an inclusion. This will involve them working for one day in the school office area under the supervision of a member of SLT. Pupils will not spend their social times with their friends whilst they are in inclusion but will be given the same amount of breaks at a different time during the school day.
- Individual sanctions, i.e. loss of football at playtimes, may be given if specified on the pupil's student management plan
- Staff may send pupils to the pastoral care office if their behaviour is impacting on other students' learning. The pupil will be required to complete their work under supervision by SLT
- In some instances, poor conduct, particularly unsafe conduct, in school may lead to pupils not being permitted to go on a planned school outing or access the full curriculum offered at Brown's. The safety of our pupils is paramount and, if their behaviour could put themselves or others at risk, necessary precautions need to be put in place.

Pastoral Support Plans

If a pupil continually exhibits poor behaviour, the Head Teacher may decide to use a Pastoral Support Plan to help them rethink his/her behaviour. The Local Authority will be informed if a pupil is put onto a PSP report. The Head Teacher will meet with the pupil and parents/carers to discuss the reasons why he feels that a PSP is necessary and to set targets. Three reasons and three targets will be recorded on the report. Staff will grade the pupil between 1 and 5 for each lesson and period of social time for each of the three targets. There will be a review meeting with the pupil and parents/carers after four weeks. After eight full weeks of the pupil being on a PSP, the Head Teacher will hold a final meeting with the pupil and parents/carers to plan a way forward. If it is decided that the pupil has met his/her targets, the PSP will be removed.

If a pupil continually fails to meet one of his targets or displays unacceptable behaviour, he/she will receive, in the first instance, a one day exclusion, in the second instance, a two day exclusion and, in the third instance, a three day exclusion. After a three day exclusion, the school will call a meeting with the Local Authority to plan a way forward.

The Head Teacher will make the ultimate decision as to whether a pupil should be permanently excluded. This will be made on an individual case basis and the Local Authority will be informed.

Prohibited items

The following will not be allowed in school. The school reserves the right to screen and search students if they have information that these items may have been brought into school:

- chewing gum (unless previously given permission by the Head Teacher for concentration purposes)
- matches, lighters, vapes or smoking paraphernalia
- fireworks
- alcohol
- illegal substances
- legal highs
- solvents and aerosols
- any kind of weapon, real or imitation

Students may bring the following items to school, however the school accepts no liability or responsibility for these items:

- iPod/MP3 players
- iPad/tablets
- laptops
- headphones
- mobile phones
- smart watches

Electronics and mobile phones must be handed into the school office at the beginning of the school day. Students who fail to comply will have their electronics/mobile phone confiscated and parents will be contacted. The item will be returned to the parent/carer at the end of the day, having been first signed for.

Monitoring and evaluating the impact of the Behaviour Policy

The policy is a working document, subject to revision in the light of changing circumstances and the impact of actual practice. The SLT has the responsibility for ensuring that the policy is monitored and formally evaluated.

See appendix 1 - 4 for the school's behaviour management strategy based on 'Behaviour to Achieve.'

Reviewed in Staff Meeting.

Person responsible for editing: Jeanette May, September 2019

_____ **Signature**

_____ **Date**

_____ **Headteacher**

_____ **Date**

This policy will be reviewed:

September 2020

Appendix 1: Behaviour to Achieve in the Senior School

The following behaviours will result in a fifteen minute detention (C3):

1. Swearing
2. Being rude towards another pupil/member of staff. For example, calling someone a name.
3. Being out of bounds

If a pupil is being too 'hands on' (for example, pushing someone as a joke) – this escalates quickly to a C3, but each time they do it make sure to state "that is a C1" and so on.

This also goes for refusing to complete work, give them a C1 and remind them that if they choose not to attempt the work it will be a C2 and so on.

The following behaviours will result in a thirty minute detention (C4):

1. Hitting someone with the intention of hurting them
2. Swearing at another pupil/member of staff
3. Leaving a lesson without permission

General Notes:

If a pupil gets an hours' worth of detentions in a week then this is an inclusion

If the pupil gets to a W then send them out for a five minute learning break to calm down (and hopefully prevent them from getting a C4).

If a pupil is being disruptive to other pupils learning and gets to a C4 then have them removed from the lesson. If they get a C4 from minor incidents and they are not impacting on the learning of others then keep them in the lesson.

Detentions:

There are two types of detention slip.

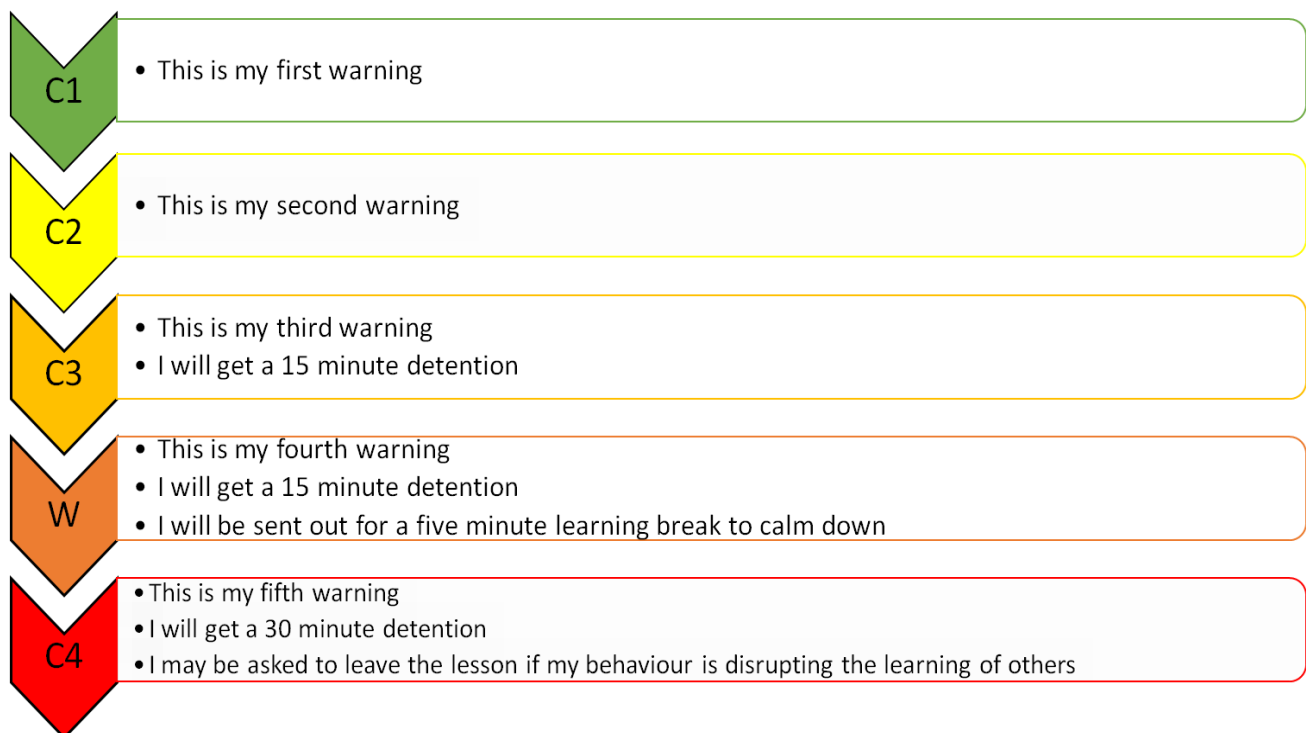
Type 1: a C3 slip

This is for a 15 minute detention, on the detention slip the member of staff issuing the detention needs to fill in the following information; the date; the time; the lesson; the member of staff issuing the detention and the details of why the pupil got given the C1/C2/C3.

Type 2: C4 slip

This is for a 30 minute detention, on the detention slip the member of staff issuing the detention needs to fill in the following information; the date; the time; the lesson; the member of staff issuing the detention and the details of why the pupil got given the C1/C2/C3/W/C4.

Appendix 2: Visual displayed in each classroom



Appendix 3: Behaviour to Achieve in the Junior School

Due to the success of the use of BTA in the Senior School the junior school have adopted a similar system.

Pupils work their way up to a C3 in lessons which has the consequence of losing 10 minutes of Golden Time (reward time on a Wednesday and Friday afternoon) if a pupil loses 30 minutes of Golden Time (obtained 3 C3s) they have a behaviour meeting with a member of SLT and then have the opportunity to earn some of the Golden Time back. This is at the discretion of the teaching staff and time can be earned back in 5 minute increments.

If a pupil gets a C3 in a lesson and they then continue to be disruptive then have a member of the SLT or the Student Management Coordinator remove them from the lesson.

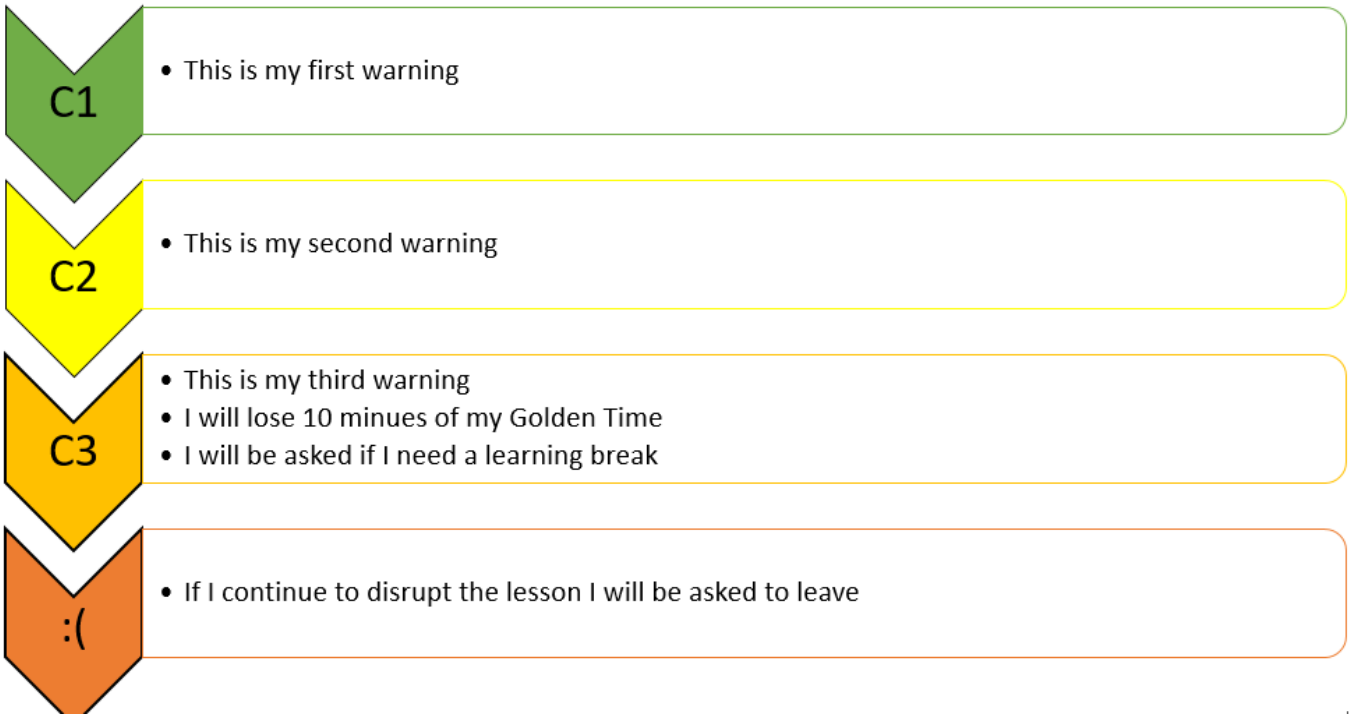
Detentions:

Detentions in the juniors are given for the following reasons:

1. Swearing
2. Leaving a lesson without permission
3. Deliberately hurting another pupil

Detentions are 10 minutes long and are completed at morning break or lunch.

Appendix 4: Visual displayed in each classroom



Appendix 4: Visual displayed in each classroom