

Part of Brighter Futures Educational Trust



SCHOOL BEHAVIOUR POLICY

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1. Therapeutic Thinking

Staff will at times expect all pupils' behaviour to be socially appropriate and acceptable in the following ways:

- To follow the three school expectations which are Ready, Respectful and Safe
- Follow adult instruction as they are there to support you with your learning and wellbeing (Respectful)
- BE considerate of each other's feelings through what we say and do (Respectful)
- Keep hands, feet, objects, and hurtful remarks to ourselves (Respectful, Safe)
- Remain in supervised areas and walk when inside the building (Safe)
- Look after the building and all that is in it (Respectful)
- Be polite to others and do not use inappropriate language (Respectful)
- Speak and listen to adults and accept that although they are valued, adults are in control and will ultimately make decisions. (Respectful)
- Arrive to lessons on time and participate in lessons to the best of your ability. (Respectful, Ready)

2. Supporting and Understanding Pupil Behaviour

It is important that all staff recognise that there is often an underlying reason for a pupil who displays challenging behaviour. Staff will always work with pupils, parents and, where appropriate other professionals, to identify the causes/reasons for the behaviour and seek to put strategies in place to support pupils. In some situations, the use of sanctions may be appropriate to support pupils to behave appropriately and learn acceptable behaviours. This enables them to access the learning environment in a positive way. A graded approach to the use of sanctions, clearly explained to the pupils and used consistently throughout the school. Such strategies may include:

- Early intervention/distraction/diffusion
- Behaviour reminders/use of voice intonation/visual cues/support
- Social Stories and clear and consistent boundaries
- Time Away - timed and supervised by staff in an area outside of the classroom. Pupils may be supported to reflect on their actions during this time.
- Behaviour Support Plan/ Sensory Support Plan - for pupils requiring ongoing planned support
- Physical intervention.

Rewards for positive behaviour can include, but is not limited to:

- Creating positive choices/options
- Positive reward systems PBs (Positive Points) and Level 2 and 3.
- Jobs/Monitors/Areas of responsibility and verbal praise
- Free association activities
- End of week reward trips (dependent on behaviour and attendance)



3. Brandles rewards system and consequences

At Brandles we work on a points system where students can earn up to 4 PBs (Positive points) per lesson with additional point available to be earned during social times. Points are allocated for:

- Being Ready, Respectful and Safe in class (one point is earned per school expectation students meet in class) with an additional point being available if they have displayed progress in that subject during the lesson by meeting a target set for them by the class teacher.
- Staff may award extra PBs if students have done positive things around the school.

PBs (positive points) equate to money that can be spent on appropriate items that the student would like to purchase. Each PB is worth 2 Pence. Pupils can earn a maximum of 34 PBs in a day equating to 68 Pence. This money can be saved over a period of time and used once the student has spoken to their tutor to make a purchase.

Negative Points

Just as pupils can earn positive points (PBs) they can also be given negative points. These are referred to as NBs. NBs are on a scale of NB1 – NB4. NB1s and NB2s can be given to a student for minor negative behaviours whereas NB3s and NB4s are given for more serious negative behaviours.

Days Progress

Students can accumulate days progress. They can do this by having a single positive day where the student has earned positive points and only minor negative points (NB1/NB2). Students can accrue days progress and once they have 30 days progress, they will earn access to Level 2. Level 2 is a privilege status within the school that grants access to a rewards room, extra off-site trips and other privileges around the school. Once students accrue 60 days progress, they will be able to access Level 3 which opens up further privileges. Students can lose their level 3 or level 2 status if they are given NB3s or NB4s. If they are given either of these, they will go back 15 days progress if they are level 2 and 30 Days progress if they are level 3.

Reflection on Behaviour

It is also important for pupils to learn that there sometimes need to be consequences for their behaviour e.g. when they hurt another child they need to apologise (restorative justice). Staff will always ensure that an appropriate consequence follows an incident. It may simply involve asking the child the following questions:



- What happened?
- What were the people involved thinking and feeling at the time?
- Who/what has been affected and how?
- How can we put right the harm/damage?
- What have we learned that will help you make a different choice next time?

Consequences for Behaviour can take the form of the following:

- Completing a reflection at lunch time due to receiving an NB3 or an NB4
- After school catch up for missing a lesson. We inform parents, although this is not a requirement (See Behaviour and Discipline in Schools Jan 2016)
- Limited access to outside space, not being picked for privileges and duties
- Escorted in social situations or loss of certain activities during break time
- Assisting with repairs if damage was caused
- Restorative meetings with class/ form teacher or a member of SLT
- An expectation that they will tidy up any disorder caused by their own destructive or damaging behaviour
- Time Away - Space and time to reflect

Internal Exclusion From:

- Class
- Eating with others
- Trips and rewards - This will only be the case if the pupil behaviour is too dangerous

See also consequences ladder and Trust behaviour policy for external exclusions

Planned interventions based on the therapeutic continuum and the link is established between conduct disorders and mental health and wellbeing

All interventions are based on the individual's needs. We offer a range of interventions that include but are not limited to the following:

Internal:

- Lego therapy
- Physical intervention with the PE teacher
- Sensory room/ sensory breaks
- Roots and Fruits
- Cooking
- Pastoral 1-2-1 sessions
- Coaching
- Animal assisted therapy
- Anger Gremlin
- Protective behaviours



- Homunculi
- Zones of Regulation
- Sleep intervention
- Music intervention
- Anxiety Gremlin

External:

- Therapeutic interventions
- Mental health support team - on site
- Butterfly room
- Speech and language therapy

4. Discipline

We promote the development of internal discipline and gradually replace external discipline.

At Brandles our main whole school focus is on consistency. We aim to use the de-escalation script (Therapeutic Thinking) by starting with at least some part of the script when dealing with an individual who is behaving negatively or in crisis. Our well-established staff maintain high levels of expectations, consistent consequences, and a fair approach to ensure pupils develop mentally and emotionally in order for them to self-regulate their actions and emotions.

We have also adopted a new behaviour curriculum, whereby the focus is on teaching positive behaviours through:

- Emotional regulation skills
- Social skills development
- Positive behaviour management
- Integration and application
- Transition and future planning
- Personal development.

We use anxiety analysis, therapeutic tree and risk assessments/ reduction plans to predict and prevent escalation and use differentiated responses to conscious and subconscious behaviours (this all forms part of the Therapeutic Thinking Toolkit)

All of our pupils arrive at Brandles School with an EHCP, which means that they all have different levels of needs: academically, emotionally, socially, physical, or sensory needs and from a safeguarding perspective. Children causing concern (CCC) pupils are identified in consultation with staff teams and passed onto the student support team. Their individual needs are discussed, and we look to monitor the impact weekly within CCC of the



interventions or strategies that have been implemented for that student. These students may also be discussed at SLT level to inform decisions made to ensure the individual is successful at Brandles.

5. De-escalation Techniques

We use a range of de-escalation techniques to disempower negative behaviours.

Our focus is always on trying to prevent, de-escalate and return the individual to baseline behaviour. Whilst doing this our main aim is to ensure that the student feels safe, reassured and anxieties are kept as low as possible.

We use a variety of techniques that include but are not limited to the following:

- Positive phrasing
- limited choice
- Direct statements
- Appropriate proximity
- De-escalation script (staff are expected to start with some part of the script when dealing with a student)
- Distraction/redirection techniques
- Positive praise where appropriate
- Active listening
- Asking closed questions in order to allow pupils in crisis to answer in as fewer words as possible

All responses to detrimental behaviour include a learning element and we respond to such behaviour with positive consequences instead of punishments, which can be both protective and educational. A typical educational consequence could be a student completing their work during their own time or a student completing community service if they have thrown food over a window. If this is not effective, arrangements would be made with parents/carers to put appropriate measures in place (see above a list of consequences).

6. Dealing with Disruptive Behaviour

Staff dealing with a student becoming disruptive in the classroom, or activity, who has not responded to the behaviour support techniques used by staff to de-escalate the situation, may request that the child takes time away from class.

If the child co-operates and walks themselves to the identified area the following steps should be taken by the most appropriate adult present:

- Keep eyes on the student so we know they are safe
- acknowledge the Student's co-operation by praising them for taking time away



- use the de-escalation script or parts of it.
- when the student is ready, conduct a debrief, aiming to help children reflect, connect emotions and behaviour, and look at next steps to be able to repair and restore any damage (Physical, Environmental and Emotional)
- Reintegrate the child back into class

Staff call for back fill if the teacher or TA needs time out of class or support if it is a more urgent matter. For the most serious of events staff will call for STEPS. When calling for assistance they should state the location. The adult with the child, (primarily the classroom assistant) should continue to use their behaviour management skills with the aim of de-escalating the situation and re-engage the pupil until either support or STEPS has arrived.

7. Acceptable forms of Physical Intervention

“Physical intervention” (PI) is the term used to describe contact between staff and pupils where no force is involved. There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention (PI) with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil’s individual needs. There are occasions when staff may have cause to have physical intervention (PI) with pupils:

- To comfort a pupil in distress (so long as this is appropriate to their age)
- To gently direct a pupil
- For curricular reasons (for example in PE, Drama, etc.)
- First aid and medical treatment
- In an emergency to avert danger to the pupil or pupils
- In rare circumstances when Restrictive Physical Intervention is warranted (See Below)

Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the pupil’s permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed. Staff should acknowledge that some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Staff should listen, observe and take note of the child’s reaction or feelings and use a level of contact and/or form of communication which is acceptable to the pupil.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child. In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- The pupil’s age and level of understanding
- The pupil’s individual characteristics and history

- The duration of contact
- The location where the contact takes place (it should not take place in private without others present)

Physical contact must never be used as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact shall not be made with the pupil's neck, abdomen, genital area, or any other sensitive body areas, or to put pressure on joints. It must not become a habit between a member of staff and a particular pupil. Physical intervention should be in the pupil's best interest and should only be used with an awareness of the need to differentiate the attachment to staff from the attachment to key adults such as parents and siblings.

8. Safer Working Practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/school code of conduct/trust behaviour policy and Safer Recruitment Consortium Document.

9. Definition of 'Restrictive Physical Intervention'

"Restrictive Physical Intervention" (RPI) is the term used to describe interventions where the use of force to control a person's behaviour is employed using bodily contact. It refers to any instance in which a teacher or other adult authorised by the Headteacher has a duty to use "reasonable force" to control or restrain pupils in circumstances that meet the following legally defined criteria.

10. Principles of Restraint Reduction and Elimination

Brandles is working towards being restraint free:

The aim of Brandles School is to create a safe environment where all pupils can feel secure and safe without possible exposure to Restrictive Physical Intervention (RPI). The cohort of pupils, their differentiated and sometimes complex needs dictate the need for physical intervention where necessary. We only justify a restraint when pupils are at risk of the following:

- To prevent a criminal offence
- To prevent or stop serious damage to property
- To prevent harm to themselves or others
- To prevent the loss of learning

There is no legal definition of “reasonable force”. However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

The definition of Restrictive Physical Intervention also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion, use of locked doors or changes to a pupil’s environment. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

Legal defence for the use of force is based on evidence that the action taken was:

- Reasonable, proportionate, and necessary
- In the best interest of the young person

This document takes into account DfE Guidance on Use of Reasonable Force July 2013

11. Restrictive Physical Interventions

When the use of Restrictive Physical Interventions may be Appropriate:

Restrictive Physical Interventions may be used when all other strategies have failed, and therefore only as a very last resort. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. However, there are other situations when restrictive physical intervention may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted. Staff will be aware of which pupils require this.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

The following restrictive physical holds / escort / interventions are prohibited at Brandles School:

- Any hold that increased the risk of hyper-flexion
- Basket holds
- Prone and supine holds
- Shield to elevated/ground hold
- Seated holds

- Dangerous wrist and neck grabs
- Dangerous clothing, hair, and bite responses

Staff training for any foreseeable RPI or restraint:

All practitioners have a current Therapeutic Thinking certificate for any RPI skills they are using supported by training grids and all practitioners receive a once a week briefing on RPI. Staff know who the Therapeutic Thinking Tutors are in the school and know that they can seek advice/coaching or ask questions at any time.

Pupils at risk:

Any child that has been involved in a RPI has to have a completed a Therapeutic Tree, Anxiety analysis and Individual risk assessment plan. We aim to identify such pupils beforehand through having discussions with class teams, during reflection sessions or during CCC meetings. In cases where we can identify these pupils, and we plan (full audit of need) on what interventions will best fit the pupil in crisis. The relevant staff member(s) complete a risk assessment plan and a timescale for review added to the plan. We use the Therapeutic Thinking toolkit to complete the above-mentioned forms.

12. Supervision and Governance

We have 2 trained Therapeutic Thinking tutors:

- Jake Grover - Senior Behaviour and student Culture Lead
- Meika Cavannah - Student Support

We have supervision with a Therapeutic Thinking advisor at the start of each academic year and behaviour data including incidents, time out of sessions, top achievers, Restraint and RPI's, positive behaviour development are reported to the board of Trustees at the Standards Committee

13. Consequences Ladder

TYPE OF BEHAVIOUR	POSSIBLE CONSEQUENCES
<p>LEAVING SUPERVISION AT BREAK TIME</p>	<ul style="list-style-type: none"> • No off site (Friday) activities for the week • Reflection and Indoor break • Repeat offender-removal of outdoor break on a Monday as soon as it happens (for the rest of that week) • Specific escorting around the building if level requires

LEAVING SUPERVISION AT LUNCHTIME	<ul style="list-style-type: none"> • As above but removal of (nearest) outside break which could be the next day • Specific escorting/ supervision around the building if level requires
LEAVING CLASS WITHOUT PERMISSION	<ul style="list-style-type: none"> • Class teacher can issue a "catch up".
REFUSAL TO WORK	<ul style="list-style-type: none"> • Class teacher "catch up session" to complete any outstanding work after school • Repeat offenders may be placed on a report
DAMAGE TO PROPERTY	<ul style="list-style-type: none"> • Consequence to make good damage • Where possible reflected in PB spend • Restriction of use of damaged items where appropriate • Bill sent home • Close supervision around building or higher level of observation in class • Any serious damage to be recorded as an incident on Behaviour watch and possible police involvement for criminal damage
VIOLENCE TO ADULTS OR PUPILS	<ul style="list-style-type: none"> • Suspension • Internal suspension • Repeated behaviour/severity of behaviour - referral to Police

14. Recording on Behaviour Watch

All staff will be allocated a BEHAVIOUR WATCH username and password on arrival and will be given an allocated time with a member of SLT to familiarise themselves with the system as part of their induction. New staff will be provided with support from their colleagues as they become proficient with using the system.

Ongoing feedback and training on record of incidents will be provided to ensure that all members of staff are carrying out a very high level standard of reporting.

Staff will be expected to record incidents within 24hrs of the incident occurring (ideally on the day before leaving), however if the incident has led to a RPI (Restrictive Physical Intervention), then all related documentation and BEHAVIOUR WATCH entries must be completed before they leave at the end of the school day. Support staff, where possible, will



be provided with short breaks after a large incident to access a laptop or computer to complete the BEHAVIOUR WATCH entry.

15. Incidents and other Recordings

It is expected that on a daily basis staff will have to utilise any number of Behaviour management strategies as outlined in the Trust Behaviour Policy and use Brandles School Behaviour Procedures to defuse and deal with persistent or challenging behaviour. Staff at Brandles will log all incidents witnessed and provide an accurate description of the incident for any NB3s or NB4s.

Contact logs are also recorded on Behaviour Watch.

16. Incident Referencing

All incidents are recorded on a live feed to behaviour watch. If you record an incident as an RPI, a reference number will be generated within behaviour watch.

17. Recording an Incident on Behaviour Watch

There are no limitations of the number of characters you can use in the description box but incident recording must be factual, accurate and to the point (it could be used for legal purposes)

Step one: state who, specific location and specific action of the pupil – use initials or first name and first letter of surname:

Lewis W(LW) swore during the maths lesson, threw a book on the floor and tipped up a table.

Step two: state your specific actions relating to Behaviour Management techniques i.e.:

Proximity, reminders of expectations, hurdle help offered but rejected.

Step three: describe any responses to your actions by the child i.e.:

LW became more agitated, refused to cooperate, and continued swearing. He was asked to take time away in the library, which he did.

If behaviour escalates to a restraint explain at this point the type of hold you used, how long and give justification to your actions: be specific who was involved i.e.:

In the library LW threw a chair at the door then tried to kick the computer screen. MM placed him in lone worker hold for 3 min to prevent severe damage to property.

Complete the drop down box stating adult, type and duration of physical intervention. If multiple interventions are required (PI or RPI) use the green + to add each additional intervention.



Full example:

LW swore, threw a book on the floor and tipped up a table during our maths lesson. MM used proximity, gave reminders of expectations, hurdle help offered but rejected. LW became more agitated, refused to cooperate and continued swearing. He was asked to take time away in the library, which he did. In the library, LW threw a chair at the door then tried to kick the computer screen. MM placed him in a lone worker hold for 3 min to prevent severe damage to property.

Step four: Tick the inform others button and choose the staff that were involved in the incident to add their comments. Once they receive a message, they can add to the comment box: ALWAYS START FOLLOW UP COMMENT WITH YOUR INITIALS AND DATE give a brief review of outcomes and how the incident was resolved or how you left it including details, if they re-engaged, who conducted RRR and any outline of the agreed plan i.e.:

MM 06.01.12 Lewis W (LW) explained that he was upset, couldn't do his maths and became angry/ agitated. He said that he may cope better if he was given easier task to do (inform the class teacher). He further agreed to put his hand up in future. Class teams were notified he was ready to return to class. He re-joined the group and completed his maths at playtime as a consequence.

Please note that RRR is extremely important, just like the rest of the document. This is where you explain detail what the outcomes were and what intervention will be put in place in order for avoid similar future incidents.

When you have completed your part and someone else completed the RRR, you would need to refer it for a follow up i.e. MM 06.01.12 Jen, as you took LW after the incident to your office can you please complete the follow up section with details thanks.

Please note that this in a live feed and information added or adjusted will show it being edited by that person, including date, time of editing and what was changed, and an email will be sent automatically to the person that originally recorded the incident.

18. Reporting Incidents to the Senior Leadership Team(SLT)

SLT are to be informed of major incidents involving violence, any pupils removing themselves from supervision outside of the school building/absconding and all Physical Restraints as soon as possible after or during the event. SLT will then take the relevant course of action.