



## **Broadfield Specialist School** **Behaviour Policy**

### ***Introduction***

The purpose of this policy is to inform and guide school staff members in teaching and rewarding appropriate student conduct that enables and supports learning, progress, achievement and enjoyment of school life.

### ***Aims and Objectives:***

#### *Aims:*

The two most important aims at Broadfield Specialist School are:

- **To allow each individual to fulfil their own potential in an environment appropriate to their special educational needs;**
- **To help each Individual learn to live and work as a member of society (self-discipline) accepting its discipline and responsibilities and respecting the rights and needs of others.**

#### *Objectives:*

1. To ensure the safety and well-being of each individual student.
2. To ensure the safety and well-being of other students
3. To ensure the safety and well-being of members of staff or of the general public.
4. To protect the environment.
5. To protect the student from self-inflicted abuse or injury.
6. To divert a student from an inappropriate to an appropriate conduct.
7. To curb or divert obsessive conduct in order to allow learning to take place.
8. To teach students to have self-control, and subsequently to take responsibility and be accountable for their actions.
9. To teach students that actions and choices have consequences.
10. To allow a student to develop and demonstrate positive abilities and attitudes.

In order to achieve these important aims and objectives, an atmosphere of good order and control needs to exist within the school. It is the responsibility of every member of staff to set appropriate standards themselves and promote appropriate student conduct. This policy is based on the principle that all students and staff throughout the school are valued members of the school and productive relationships are central to our ethos and approach.

This policy should be read in conjunction with those policies listed below:

- Special Education Need (SEN) & Policy and Procedures for Annual Reviews
- Care and Control of Pupils Policy
- Intimate Care and Safe Touch Policy
- Teaching Students with ASD policy
- Home/School Agreement Policy
- Health and Safety Policy
- Attendance (for students) Policy
- Absconding Policy
- Teaching & Learning Policy
- Assessment, Recording and Reporting Policy
- Personal, Social, Health and Citizen Education Policy
- Equal Opportunities Policy
- Staff Conduct Policy

In the writing of this policy, particular reference has been made to

- DfE Keeping Children Safe in Education - 2016

- Behaviour and Discipline in Schools - 2016
- *Ensuring good behaviour in schools* - Advice for Principals, governing bodies, teachers, parents and pupils on good behaviour in schools - 2012
- *Screening, searching and confiscation* - Advice on academy's powers to screen and search pupils - 2014
- *Use of reasonable force in schools* - This is non-statutory advice to clarify the use of force in academies/schools for governing bodies, Principals and academy/school staff - 2013
- DfE Guidelines on behaviour management and use of reasonable force in schools - Updated continually

### ***Broadfield Special School Context***

As a special school we acknowledge that challenging behaviour is often the result of a breakdown in communication. We aim to understand what function the behaviour serves and to support the students to learn more socially acceptable ways of expressing their feelings. As a school we provide a diverse, and often personalised, curriculum to meet a wide range of learning needs. Likewise, we offer a similar range of strategies and approaches to support behaviour. This may include a Behaviour Support Plan and/or How to Help Me documents.

### ***The Term 'behaviour'***

At Broadfield Specialist School, 'behaviour' refers to the way we interact and respond to people, objects, situations and events we find ourselves within. Behaviour is anything we do or say which other individuals can observe and as such can be positive, neutral or negative. It is also context specific, for example, behaviour displayed at home that is deemed appropriate might not necessarily be appropriate for the school environment. Similarly, particular behaviours may be informed and impacted by a young person's disability, learning difficulty, emotional wellbeing and the effects of medication, or other personal circumstances. Consequently, this policy refers to student conduct.

Where a student's conduct interferes with their learning, the good order of the class or that of the school, we must develop their actions to find more socially acceptable ways in which to conduct themselves. Invariably, we will seek to reward appropriate conduct, although sometimes we might also apply sanctions.

### ***Broadfield Special School Ethos***

The School has very clear and simple rules, known as *Code of Conduct*.

- Be nice to others
- Be nice to everyone
- Come to school everyday

As with the school mission statement, it is the expectation that staff will constantly reinforce, remind and refer to these rules. This policy is not primarily concerned with rule enforcement it is a means of promoting good conduct and positive relationships, so that people can work together with the common purpose of helping everyone to learn.

### ***School Curriculum:***

The importance of providing a relevant and stimulating curriculum is crucial. We differentiate according to students' abilities, realising the frustration that can be caused when work is too easy, too difficult or inappropriate. Lessons need to be fun and engaging and support the school's aspirations to meet all our learners' needs.

### ***Staff Conduct***

Staff act as positive role models and their conduct is essential to promote good student conduct:

- teachers and teaching assistants should be in class prior to the start of the lesson;
- be prepared for the lesson;
- keep everyone on-task and interested;
- identify and manage the mood of students wherever this is possible;
- extend and motivate students;
- mark work promptly and constructively;
- maintain an stimulating, clean, tidy and safe room;
- keep interesting wall displays;

- understand each individual student's needs;
- treat students consistently whilst maintaining an awareness of individual needs; plan whilst taking into account all aspects relating to each individual including their disability or learning difficulty;
- communicate effectively to young people in ways appropriate to their individual needs;
- identify as early as possible, developing situations, in which a student's inappropriate conduct may escalate and possibly lead to a crisis situation. Staff should draw on the training they have received in positive handling techniques beginning with de-escalation, to ensure such situations can be defused as early as possible. Particular attention should be given to the use of the Team Teach student Help Script or other de-escalation approaches (as detailed in the Behaviour Support Plan);
- staff must also view an individual's conduct as a form of communication and as such endeavour to understand the intention of this communication, whether it be concerned with task avoidance, attention seeking, boredom, anxiety or a reaction to an event that may or may not be understood by the school staff.

### ***The PSHCE Curriculum***

Our PSHCE curriculum is specifically tailored to meet the needs of students with social, emotional, and mental health difficulties. We place significant emphasis on PSHCE during all of our school week.

Pupils' Code of Conduct is displayed and regularly referred to. Assemblies often focus on issues of how we conduct ourselves and treat one another.

### ***Rewards and Sanctions***

Rewards and sanctions must be appropriate to the individual student and take account of a number of factors that include age, ability (including their learning difficulty or disability) and context. Some need to be immediate in order to be relevant whilst others can involve some delay.

#### *Rewards*

The school rewards good conduct in order to encourage the repetition of good conduct, allow young people to understand what is expected of them and encourage learning, cooperation and enjoyment of school life. Staff praise and reward students in a variety of ways:

- congratulate and provide praise in accordance with an individual's level of understanding, making selected use of words, signs, symbols and appropriate physical touch in order to communicate effectively;
- awarding certificates presented during assemblies;
- 'good work' stickers;
- sharing achievements with senior staff/staff valued by the individual;
- the use of house point systems whereby young people can accumulate points towards an overall house point score monitored and celebrated at the end of term;
- teachers may adopt their own 'classroom specific' strategies (always agreed with SLT)
- share success with parents, carers, relatives (positive postcards are often sent home).

#### ***Sanctions***

If a student has displayed inappropriate conduct the school will employ a wide variety of strategies and/or sanctions to encourage improved conduct and to develop an understanding of the impact their behaviour can have on others. Sanctions will be personalised, taking into account the incident, the student's level of understanding and behaviours associated with their SEND.

- the simplest form of sanction is to ignore undesirable conduct and reward appropriate conduct;
- supportive words from the teacher or teaching assistant in charge of the moment may be sufficient;
- a further development of this approach would be the use of distraction techniques such as giving a student a task that breaks a developing pattern of conduct or simply asking the student to take 'time out' of the class. More able students may accept the discipline of being asked to leave the room with or without staff supervision (as appropriate to the student) for an appropriate period of time (always for the shortest possible time);
- the temporary withholding of desirable activities/events;
- restorative approaches where a young person takes responsibility for their conduct and is able to make an apology or reconcile with a classmate or staff member;
- a young person may be referred to a member of the Senior Leadership Team and sent to the

Headteacher;

- a meeting with the student's parents or carers may be convened;
- in the event of more serious conduct issues it may become necessary to use physical intervention, reflection time or exclusion. Some cases could involve external agencies such as Children's Social Care or the Police.

### ***Serious Incidents***

A decision will be made by Headteacher, or in their absence a member of the SLT, on whether the incident necessitates the completion of a Serious Incident form. This is very much dependent on the student's SEND, the nature of the incident, and use of Team Teach physical intervention. All Serious Incidents are monitored, recorded and reported to the Governing body on a termly basis. Part of the monitoring process may involve developing or revising a Behaviour Support Plan, and/or supported opportunities to reflect on and learn from the incident. Contact will be made with parents/carers to inform them that a Serious Incident has occurred.

### ***Conduct out of School***

In some cases sanctions and rewards will be applied to conduct outside of the school. All school visits and residential activities will be counted as 'school time' and therefore covered by this policy.

If it becomes known that a young person has broken the law, the Headteacher will take appropriate action.

### ***Absconding students***

Decisions taken in response to absconding are outlined within the Absconding Policy

### ***Anti-Bullying***

Broadfield Specialist School is totally opposed to bullying in any of its forms and it will not be tolerated in school. We have a comprehensive anti-bullying policy which operates within Broadfield School. We are committed to providing a safe, caring environment for all students so that they can learn.

### ***Confiscation***

These are two sets of legal provisions which enable school staff to confiscate items from students:

1. the general power to discipline enables a member of staff to confiscate, retain or dispose of students' property as a punishment; staff are protected against liability to damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably; confiscated items will be returned to the student via the parent unless the item is illegal or the result of a crime/misdemeanour.
2. power to search without consent for 'prohibited items' including:
  - a) knives and weapons;
  - b) alcohol;
  - c) illegal drugs
  - d) stolen items;
  - e) tobacco and cigarette papers;
  - f) pornographic materials;
  - g) mobile phone, electronic tablet, media player etc. (use of these items is not permitted in classrooms and they should be handed to nominated staff on arrival in school. See mobile phone policy.);
  - h) any article that has been, or is likely to be used, to commit an offence, cause personal injury or damage to property.

Weapons and knives, extreme or child pornography and illegal drugs must be handed to the Police. Otherwise it is for the Headteacher to decide if and when to return an item, or whether to dispose of it.

### ***Physical Intervention***

All staff who work at Broadfield Special School are Team Teach trained; a framework designed to focus on positive behaviour support approaches with an emphasis on de-escalation, risk and restraint reduction.

We follow the Team Teach code of practice and protocols as outlined in Care and Control Policy. Staff make every effort to avoid physical interventions. However, should this be unavoidable, they use agreed Team Teach techniques. All physical intervention should be reasonable, proportionate and necessary; using the minimum amount of force for the minimum amount of time.

## **Exclusion**

In extremely rare cases, following LCC guidance and procedures, the headteacher can take the decision to exclude a student from Broadfield School for a fixed period of days or permanently.

Prepared by	Approved by	Date
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