Behaviour Policy

This policy should be read in conjunction with the PSHE and Citizenship Policy, the Care and Control Policy, the Anti-bullying Policy, the Single Equality Policy, the Race and Religious Equality Policy and the Child Protection Policy.

School Mission Statement

'Investing in Individuals – Transforming lives'

We believe that investing in individuals will help us transform lives and therefore we strive for excellence in all aspects of the life of the school.

Excellence in:
- The quality of learning which pupil's experience.
- The quality of teaching that we provide.
- The richness of the environment in which they learn.
- The quality of opportunity we provide, regardless of ethnicity, gender or disability.

Ethos

Every child, whatever their background or circumstances, will have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being (Every Child Matters)

Broomfield is committed to providing an environment in which all pupils can feel safe, happy, accepted

and integrated so that they are able to develop to their full potential.

To achieve this there needs to be:-
- Respect for each individual
- Concern for the welfare of others
- Recognition of achievement

Aims
For pupils to:-
- Respect others' feelings, opinions, culture, religion, ethnicity, limitations and the right to individuality
- Show good manners and consideration in everything said and done
- Take pride in their achievements and those of others
- Respect their own, school and other peoples' property

Pupils are entitled to expect:-
- Positive behaviour in the classroom
- Consistency in their dealings throughout the school
- Positive feedback when deserved
- Clear consequences for inappropriate behaviour

Staff Responsibilities

All staff must:-
- Promote positive behaviour
- Report any concerns or, in their opinion, any inappropriate management of pupils to the Principal
- Report any deviation from this policy to SLT

All staff should:-
- Be alert to triggers for behaviour and take preventative measures.
- Have a clear and consistent set of expectations for behaviour in the classroom
- Ensure that all pupils understand what is expected of them and the consequences for misbehaviour
- Be consistent with both positive and negative consequences
- Be aware of recording systems, in house and behaviour database
- Be mindful that, for many of our pupils challenging behaviour is linked to their particular needs and should be responded to appropriately

Pastoral teachers should:-
- Provide and communicate up to date behaviour strategies for pupils in their class in staff meetings and briefings.
- Write, maintain and review Positive Handling Plans, Individual Risk Assessments and/or behaviour strategy notes for pupils in their class who display challenging behaviours
- Consult with support staff, parents and outside agencies regarding behaviour management strategies

Encouraging Good Behaviour

School employs a range of strategies which help promote a positive ethos and encourage pupils to behave responsibly taking account of the school community and their role within it:

- Pupils can earn a certificate and/or "special mention" which would be presented in weekly whole school assemblies. Special Mentions are recorded on a "Building For Success" display board.
- Pupils are actively encouraged to take on responsibilities and to make a contribution to the school, and the wider community. This helps pupils develop a sense of self-worth and a positive self-image.
- Teachers are asked to share "pleased to notice" statements in meetings, where the efforts of a particular pupil are shared with all staff. The pupil can then receive praise and acknowledgement for their achievement from a wide range of staff.
- Pupils are encouraged to take examples of good work or behaviour to Senior Leaders who will then issue a "well done" sticker or stamp.
- Rewards or sanctions may be developed to suit the particular needs and level of understanding of individual pupils (for example agreeing a Star Chart or Behaviour Contract).
- As a last resort the Principal may decide to issue a fixed term exclusion if it is felt that a pupil's behaviour poses a significant risk to themselves or others.

Procedures for Managing and Documenting Behaviour Interventions

Pupil Risk Assessments, PHPs and Strategy Notes

a) Pupil Risk Assessments:
Where a pupil presents a significant risk to themselves or others a risk assessment must be carried out. The assessment should identify key risks (e.g. throwing furniture, biting etc), the level of risk, control measures in place to reduce the risk, and the level of risk after measures are in place. If the assessment identifies possible use of physical intervention as a last resort, a PHP (see below) must also be completed. Where risks cannot be reduced to acceptable levels, SLT should be informed. The risk assessment should be reviewed at least termly, and whenever the pupil's behaviour changes. The Leeds Risk Assessment proforma provides guidance on levels of risk.

b) PHPs (Positive Handling Plans)
A PHP should be considered for any pupil presenting medium to high level challenging behaviour, and **must** be in place for any pupil who may require physical intervention. A PHP should be drawn up in collaboration with the pupil's class team, parents/carers, and other appropriate professionals. The PHP lists challenging behaviour and potential triggers. It identifies de-escalation strategies to minimize such behaviour, and intervention strategies for when a pupil has not responded successfully to de-escalation. In particular, levels of physical intervention are detailed for those situations when it is necessary to physically direct a pupil (move or restrain a pupil against their will). Because of this, agreement from parents/carers must be sought, and wherever possible parents should give their signed consent for staff to carry out physical handling procedures. PHPs promote consistent management and so must be shared with all staff who work with the pupil concerned.
Except in emergencies (where there is a **significant risk** of injury to pupils or staff or property), **staff should not physically direct any pupil who does not have a PHP agreed by parents.**

c) Mental Capacity Assessment and Best Interests Assessment
Where pupils are aged 16 years or older a Mental Capacity Assessment and Best Interests assessment **must** be carried out wherever restrictive physical intervention is likely to be required frequently (see Leeds City Council draft document: "PG 533: Guidance on the use of withdrawal and seclusion in maintained schools" Feb 2015)

d) Behaviour Strategy Notes: (if a PHP is in place, strategy notes may not be necessary)
In practice many pupils display a range of low-level inappropriate behaviour. In these cases it may be useful to agree a series of strategies which should aim to a) reduce the opportunities for this behaviour, and b) give consistent guidance on how to manage the behaviour when it does occur. Strategy notes should provide some or all of the following:
- A list of behaviours presented
- Possible triggers for the behaviour
- Prevention strategies (e.g. quiet, calm voice, limit language used when talking to pupils, seating arrangements, limited contact with certain other pupils etc)
- Intervention Strategies – when the behaviour has occurred (e.g. strong, clear statement of disapproval, specific instructions to pupil, sanction etc)
- A list of possible sanctions and rewards

Recording Behaviour Incidents and Interventions once they have occurred

School employs several recording systems to ensure that:
- Pupils are safeguarded and basic rights are upheld
- Staff are safeguarded
- Pupils' progress and improvements are monitored
- Effectiveness of interventions is evaluated

a) **Online Behaviour Database (Sleuth):**

Sleuth is available on the internet and so may be accessed via the school network, or from home. An entry should be completed for each behaviour incident. Data is used to record types and frequency of behaviour, and to log serious incidents and instances of physical intervention. Staff will access Sleuth to identify patterns of behaviour for pupils in their pastoral group, and assess the effectiveness of interventions over time. SLT will access Sleuth to gain an overview of behaviour in groups, departments or across the school, to look at individual pupil behaviour, and to provide information to other agencies.

b) **Behaviour Recording Sheets:**

Designed by pastoral teachers and others to facilitate recording of a specific behaviour, and kept in pupils' profile.

c) **De-escalation suite log:**

Records usage of the peace room and provides information on frequency of use, length of stay, and context in which the room was used. Logs are kept outside the de-escalation room(s) and entries must be completed at the time the room is used. **Maintenance of this log is a legal requirement.**

d) **Logging Restrictive Physical Interventions:**

A log entry must be made **each time** a pupil requires restrictive physical intervention. Sleuth provides a facility for logging physical interventions, and all staff must use this to record any and all physical interventions. Once entered, entries cannot be deleted. If errors are made, they should be corrected within Sleuth. Note that both the original entry and the correction will be saved. Where Team Teach holds are used, these must be recorded in the appropriate place. Where physical force is used which does not meet with approved Team Teach holds, details of the physical restraint/intervention must be recorded in the "comments" section of the physical interventions section of Sleuth.
Maintenance of a physical interventions log is a legal requirement.

e) **Informing Parents:**

If a restrictive physical intervention is used to move or restrain a pupil against their will, (whether or not a pupil has a PHP), the parents/carers of the pupil involved must be informed either by letter, telephone call or face to face, on the day of the incident. A proforma letter is available on Students/Behaviour Management/Proformas. The incident log number (from Sleuth) must be referenced in the letter.
A copy of the letter, telephone conversation log, or notes from the face to face meeting must be placed in The Principal's pigeon hole for his records.
It is a requirement of the Authority that parents/carers are informed when their child has been physically restrained.

Implementation
Pupils, staff, parents and governors will be aware of the school's policy regarding behaviour

Equal Opportunities
Teachers will ensure that provision reflects Cultural Diversity, Ethnicity, Religion, Gender, Ability and Disability.

Monitoring, evaluation and review
The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Consultation
1st draft February 2006
Staff consultation via Student Syndicate – 24.05.06
SLT approval – 11.10.06
Presented for Governors approval – 19.10.06

Review
Updated July 2007
Reviewed July 2008, July 2009, July 2010, Govs sub- committee reviewed February 2011,July 2011, April 2012, Reviewed and revised July 2013, June 2014, July 2015, July 2016, July 2017

Next review due:
July 2018