

Positive Behaviour Policy April 2018

Signed by the Chair of the Management Board Date.....

Review Date:

April 2018

Vision

The Braybrook Centre is committed to creating a positive teaching and learning environment where the teacher is responsible for the learning, social and personal needs of students. Students are encouraged to achieve in an atmosphere of safety and mutual respect.

Braybrook aims to provide an educational experience, which will enhance and support a return to mainstream education if appropriate. Where this cannot be achieved, their experience will enable them to develop positive skills and attitudes for their future.

Everyone is expected to behave in a positive way, to accept responsibility for their behaviour and encourage others to do the same.

We believe in the mantra that we **Support Trust Achieve Respect (STAR)**.

The Purpose of the Behaviour Policy

To provide a simple, practical code-of-conduct for staff, students and parents which:

- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions

Uniform

All black shoes

Plain white shirt/polo shirt

Black trousers

Plain black sweatshirt/jumper

School Culture/Curriculum

We constantly reinforce the mantra **Support Trust Achieve Respect (STAR)**. This feeds into everything we do.

One of the key ways we support this is by our curriculum. Every afternoon pupils take part in an alternative curriculum that they have opted for. These options broaden the pupils' horizons and give them a say in their education.

Rewarding Positive Behaviour

Braybrook runs a positive reward system, a pupil can always earn back rewards. Staff are diligent in entering Achievement and Behaviour Points in SIMS. Pupils know that they can make up for poor behaviour by accumulating more achievements.

Achievement Points – Behaviour Points = Conduct Point

Rewards are given little and often, allowing for immediate recognition.

Golden Tickets

Pupils will get these when they have done exceptional work, giving the pupils something to show SLT/Take Home. They will also gain 2 achievement points, going towards their weekly reward total.

Golden Time

Pupils each receive 45mins Golden Time once a week. They earn this during the week for consistently good conduct.

Before they are allowed in Golden Time they must have a restorative intervention with/or about staff who have had issues during the week. **Once completed pupil may have their Golden Time.**

Weekly Rewards (given during a weekly rewards assembly)

Plus 30 or more Conduct Points - £5 love to shop voucher and post card/text message home.

Each department gives out rewards specifically for their subject.

In addition to the above we also:

- Use spontaneous praise
- Award reward certificates
- Informing staff and peers of progress in the learner's presence
- Asking the student to share their work with others (HT/DHT)
- Displaying work prominently and attractively
- Involvement in extracurricular activities
- Recreation time
- Phone calls home
- Invite parents in for positive news meetings and positive praise during Parents Evenings
- Positive feedback to mainstream school
- Reward Trips
- Form Awards
- Positive external projects

Rewarding Improved/Consistently Good Attendance/Punctuality

Attendance has a separate rewards structure to behaviour, with attendance being a key priority, from a number of perspectives including safeguarding.

The students get 3 points per day. 1 for attending (am mark), 1 for attending all day, and 1 for being punctual. Logged daily on SIMs.

Weekly the students get a certificate and a small prize for top attendance points, the same rewards are used for improved attendance and improved lates.

At the end of term the top students go on the attendance trip.

At the end of term there is also a £30 voucher given to the top attender for that term. Throughout the term the week by week attendance of each form is tracked and each week the winner is announced. Every member of the form that wins the most weeks get a £10 voucher.

Punctuality is also rewarded by the breakfast reward club so if students attend on time Monday-Thursday on a Friday they can have a bacon sandwich/sausage sandwich/pancakes and hot chocolate/cup of tea.

Preventing Negative Behaviour

Braybrook believes in preventative measures where possible. This works because of the team ethos, allowing for a proactive staff presence at all times.

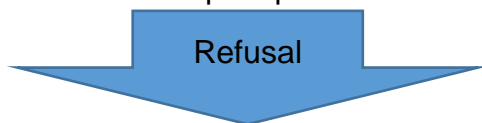
Positive Start

- Pupils on entry to Braybrook each morning will be met with a positive atmosphere.
- Staff will engage with pupils, informally assessing pupils' mood.
- Pupils are then 'processed', coat hung up, phone and valuables handed in, wanded to ensure safety of all.

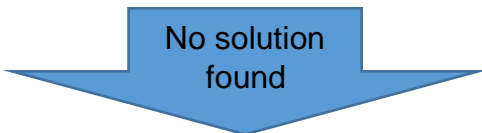
Uniform

If a pupil comes into school out of uniform:

- We ask them to put spares on.



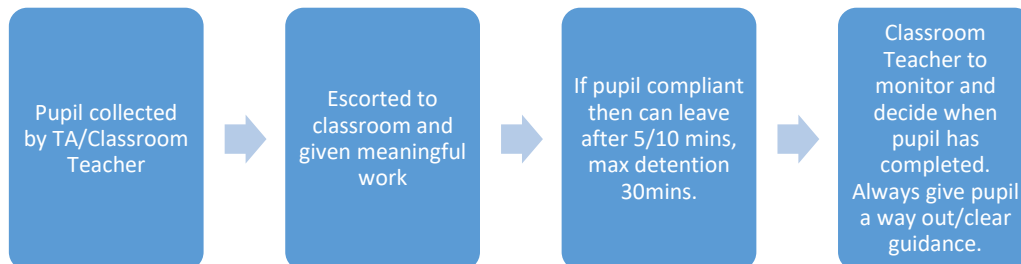
- Contact home – parents bring in clothing, pupil allowed home to change, extenuating circumstances discussed.



- Isolated with a member of staff, students curriculum delivered.

Detentions

- Ownership of classroom behaviour stays with class teacher.
- Teaching staff use detentions for defiance/poor behaviour in their classrooms.
- End of school pupil will be kept for TA or Teacher to collect.



End of Break

- All staff to support in getting pupils to sit in form groups at their tables in the canteen.
- Tutors use this time to have positive conversations with pupils:
 - Review the day so far – using SIMS.
 - Ensure they know what they are doing for the rest of the day.
- SLT to dismiss pupils, with their teacher for period 3.

End of Lunch

- All staff are around the site, particularly canteen, collecting pupils and ushering them into lessons.
- Teaching staff identify their pupils', take the willing ones and ensure the others are being dealt with.
- Last 10 mins of lunch – extra staff presence in canteen/games room.

Leaving Site without Permission

- Pupil to have a 10min detention at the end of the day, if they leave the Braybrook site.
- Students will not be allowed to collect their things from the cloakroom.
- Students returning will be wanded.

End of School

- Pupils dismissed from the canteen.
- Kept if they have a 'catch up' session.
- Staff presence at cloakroom and at gate.
- Behaviour team split between the canteen and reception, more staff the better.

Behaviour Board

To provide the most up to date information on each pupil we make an at least 2 weekly update to the behaviour board. This allows all staff to share their knowledge, ensuring a consistent approach. The headings we look at are:

- **Regular Behaviours** – What is the norm? Trainers, refusing to go into lesson etc.
- **Positives/Ways in** – Hobbies, Interests, Use of Humour etc.
- **Triggers** – What winds them up? How can you tell they are struggling?
- **Strategies/De-escalation** – How can we de-escalate situations? Go for a walk, key staff etc.

| Student | Surname | Staff Link | Form | Yr | ABM | Baseline Behaviour | Positives/ Ways in | Triggers | Strategies | Agencies |
|---------|---------|------------|-------|----|-----|--------------------|--------------------|----------|------------|----------|
| | | | Green | 10 | | | | | | |
| | | | Blue | 10 | | | | | | |
| | | | Red | 10 | | | | | | |
| | | | Red | 10 | | | | | | |
| | | | Green | 10 | | | | | | |
| | | | Blue | 10 | | | | | | |
| | | | Red | 10 | | | | | | |
| | | | Blue | 10 | | | | | | |
| | | | Green | 10 | | | | | | |
| | | | Blue | 10 | | | | | | |
| | | | Green | 10 | | | | | | |

Risk Assessments/Induction Meetings

On Induction this forms a key part of the student voice, and the initial input on the Behaviour Board. This gives the pupil the opportunity to tell us about themselves. For example what are their aspirations, interests, hobbies, etc? This allows staff to have a full picture of the pupil from day one.

Induction Meeting

| | |
|-------------------------|--------------|
| Student Name : | Date: |
| Venue: Braybrook | |
| Staff Attending: | |

| |
|----------------------|
| Centre Rules: |
|----------------------|

| |
|------------------------|
| Points of Note: |
|------------------------|

| |
|---------------|
| Likes: |
|---------------|

| |
|------------------|
| Dislikes: |
|------------------|

| |
|---------------------------|
| Help during anger: |
|---------------------------|

| |
|--------------------------------|
| Self-Identified Issues: |
|--------------------------------|

| |
|---------------------------------|
| Staff Identified Issues: |
|---------------------------------|

| |
|--|
| Subjects: PSHE: P.E: Humanities: Maths ICT: English: Art: Food Technology: Design Technology: Science |
|--|

| |
|-----------------------------|
| Medical Information: |
|-----------------------------|

| |
|------------------|
| Analysis: |
|------------------|

| |
|---------------------------------|
| Notes from Student File: |
|---------------------------------|

Additional Support

Wherever possible support is put into place for students during the induction process to help them manage their own behaviour, however following incidents of negative behaviour additional support may be put in place, e.g.:

- Anger Management Courses
- Reparation meetings with staff involved following incidents / exclusions
- Restorative practice
- Community Resolution with the Police
- Parental involvement
- Outside agency involvement

Recording and Reporting

All pupils' behaviour positive and negative is logged on SIMS by members of staff.

If the incident is serious enough to require a Fixed Term Exclusion or the use of a restrictive physical intervention, then all staff involved fill out an Incident Report Form, as well as logging on SIMS.

If a restraint was necessary then this will also be logged separately in the Bound Book.

When managing incidents we use **Team Teach - Positive Handling** techniques.

Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally. These are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe.

Exclusions

The Head of Centre is the sole person in the centre who may exclude a student or, in his absence, the Deputy Head of Centre. All exclusions of 5 days may be subject to a review by the Management Board. It is therefore important that accurate and sufficient records of behaviour or actions that have led to an exclusion are available. [Exclusions beyond five days can be invoked only where alternative provision for the student is in place from the sixth day of exclusion. Exclusions between 6 and 15 days may also be subject to review by the Management Board. Any exclusion beyond 15 days MUST, in law, be considered by the Management Board. An excluded student should not be prevented from sitting a public examination or mock examination. An excluded student is expected to complete work at home. Class teachers are asked to set work which will be sent home. When it is returned it will be marked by the teacher and further work will be sent home.

Students and their parents will be invited to a post exclusion meeting. This could be with their Form Tutor/ Pastoral Manager / Head of Centre / Deputy Head of Centre or any combination. This meeting is vital and marks the pupil's reintegration into the centre. It maybe that an additional

programme is put in place following an exclusion to support the pupil's re-integration back into the centre.

Every situation and every student is unique and the Head of Centre reserves the right to exercise professional judgement in the light of investigation by him and other staff.

1:1 Working

1:1 Working is an alternative to exclusion. Isolation means a pupil will work on their own supported by a member of staff.