

BEHAVIOUR POLICY

A route to a positive future :

Committed to providing a quality education to pupils with complex needs, including autism and sensory impairment in West Berkshire and Greater Reading



Brookfields
Specialist SEN School

Reviewed : Spring 2017
Due for Review : Spring 2018
Policy Holder : C Bernie

Brookfields School Equalities Statement

All pupils at the school are offered a broad, balanced, stimulating and relevant curriculum regardless of their background, culture or ability. Each pupil is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community. Through the work we do across the school on developing Values, we actively promote the importance of tolerance, co-operation, courage, determination, friendship and respect. Through this approach, pupils develop independence, confidence and integrity which prepares them for their future lives.

Introduction

Staff and Governors believe that all pupils have a fundamental right to be educated in an environment where good behaviour, self control and high standards of discipline are the norm. How this is achieved will vary depending on the age and ability of the pupil. Brookfields School maintains a happy and well balanced atmosphere where we aim for everyone to feel valued and fulfilled. The school fosters a climate in which equality of opportunity is supported by a policy to which the whole school subscribes and in which positive attitudes to gender equality, cultural diversity and special needs of all kinds are actively promoted.

However, in considering behaviour and discipline all Key Stage policies will adhere to the following principles which are applicable to all areas of the school irrespective of age or ability:

Principles

- Pupils will be valued and respected irrespective of their race, ethnicity or nationality, gender, age, sexual orientation, religious belief or disability (Equality Policy).
- Pupils have a right to be educated in a safe environment where they will not be intimidated, harmed or racially or sexually harassed (Equal Opportunities Policy).
- Pupils have a right to expect that teachers organise and plan lessons to ensure opportunities to promote positive behaviour are enhanced.
- Pupils, where appropriate, are made aware of and have the opportunity to contribute to the code of conduct applicable to their age and ability. This Code of Conduct will be available to parents / carers through Key Stage handbooks.
- Unacceptable behaviour will not be permitted to spoil educational opportunities for others and suitable sanctions, linked to the Code of Conduct, will exist to reduce the incidents of inappropriate behaviour. These sanctions will reflect the importance the school attaches to good behaviour and high standards of discipline and wherever possible, proactive strategies will be in place to reduce the likelihood of challenging behaviours occurring.
- Acceptable behaviours, linked to the Code of Conduct, will be recognised, encouraged and appropriately rewarded to reflect the importance the school attaches to good behaviour and high standards of discipline.
- Pupils who exhibit challenging behaviours will not be disadvantaged and a specific policy and procedure related to their management will be implemented by all staff. This will include individual behaviour management programmes which will be discussed with parents / carers

at Annual Reviews (see The Use of Physical Contact in the Care, Education and Management of Pupils policy).

- The support of parents/ carers will be actively sought and they will be informed of any concerns relating to behaviour at an early stage. Parents / carers will be encouraged to discuss behavioural issues with class teachers and they will be made aware of the behavioural and home support available to them provided by the ABSS (Autism and Behavioural Support Service) team. Key Stages will encourage parents / carers to consider home / school links during the year.
- All staff will be required to keep individual pupil behaviour records when appropriate. These will be updated regularly and passed on to the ABSS team/PROACT SCIPr-UK® Instructors to act upon.
- Where a serious incident of bullying, whether verbal or physical, or intentional aggression occurs it must be recorded in the pupil's individual behaviour record but a Webrisk Reporting Form should also be filled in. This will enable the Senior Leadership Team to keep a track of incidents. Once an individual pupil's behaviour record sheet is full then it must be submitted to the ABSS team and the action taken must include the writing and implementation of a behaviour management programme. Support and advice will be available to staff. Staff can also refer pupils for support or request advice in managing behaviour from their Heads of Key Stage, PROACT SCIPr-UK® Instructors and the ABSS team if necessary.

Code of Conduct

To be agreed and differentiated by each Key Stage.

Rewards and Sanctions

To be agreed and differentiated by each Key Stage.

Exclusions

The exclusion of pupils is a difficult process for all concerned and is one which is not taken lightly. It is the ultimate sanction to be used to maintain behaviour and discipline and as such will be used rarely and normally only after a number of other steps have been tried. Only the Headteacher (or a deputy head acting in the Headteacher's absence) has the legal power to exclude. The decision to exclude will only be taken after all the relevant facts have been considered and the head teacher is satisfied that there is firm evidence to support the allegations made. Account will also be taken of previous behaviour history (based on individual pupil records) and the age and ability of the pupil. **It is important to remember that the decision to exclude or not to exclude will always be based on individual circumstances and will reflect the severity of the incident, the special needs of the pupil and the probable impact on other pupils and staff. On the very rare occasions that pupils are excluded the decision is invariably made on health and safety grounds.**

Regulations concerning exclusions are contained in 'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, 2008'.

Links with Parents / Carers

The relationship between home and school is very important in the education of pupils. All our parents / carers are encouraged to take an active part in their child's education and to maintain a close relationship between home and school. Working together and supporting each other we are more likely to achieve the best for individual pupils.

Details of Links with Parents / Carers will be differentiated and agreed by each Key Stage.

Bullying and Racial Harassment

This section should be considered alongside the school's equal opportunities policy.

Definition of Bullying / Harassment

This is any pattern of behaviour which, when used systematically intimidates, harms or harasses another person.

Aims

Brookfields School maintains a safe, happy and well balanced atmosphere where we aim for everyone to feel valued and fulfilled.

If bullying or racial harassment occurs unchecked Brookfields will be unsuccessful in achieving the above aim which is central to the ethos of the school. It is therefore important that all staff, parents and pupils understand that when bullying or harassment occurs it is not acceptable and there are effective procedures in place to deal with it in a sensitive and effective manner.

It is equally important that staff, parents / carers and pupils have the confidence in the procedures to communicate openly and in confidence about bullying or harassment that might be concerning them.

By treating incidents of bullying in a sensitive yet serious way the school will emphasise the importance of working co-operatively in all aspects of school life.

Preventative Strategies

It is important that structures exist which support and encourage an atmosphere which reduces the potential for conflict and promotes a school culture where pupils feel safe and valued. This will be achieved by:

- Ensuring adequate supervision at all times
- Developing the school grounds so that recreational periods are meaningful and purposeful play facilities reduce the opportunities for boredom.
- Providing extra-curricular activities for pupils at lunchtimes. E.g. football training

- Using the curriculum to challenge attitudes to bullying behaviour, increase understanding for supporting the bullied pupil and help build an anti-bullying ethos in the school.
- Supporting the victim and responding to the bully in a way which does not reinforce the fact that bullying tactics work. E.g. care needs to be taken that staff response to an incident is not seen as bullying the bully.
- Enable pupils to take responsibility for supporting the development of an anti-bullying ethos in the school and to take pride in creating an environment in which all pupils are safe.

Procedures to follow in response to bullying

- Staff have an obligation to intervene whenever bullying or harassment occurs.
- The priority must be to give protection, reassurance and support to the victim.
- Staff must take every opportunity, through curriculum time and assemblies, to make it clear to all pupils that bullying behaviour is unacceptable and will not be tolerated.
- All incidents of bullying, no matter how trivial they may seem to the interviewer, must be reported to the relevant class teachers who will keep a record of the incident.
- Where a pattern is emerging detailed records will be kept and the Key Stage Manager will be informed. At this stage details will be recorded in the individual pupil's behaviour record and entered onto the Behaviour Management Database. A suitable sanction will be used depending on the Key Stage sanctions identified.
- Where bullying / harassment behaviour persists parents / carers will be involved and the head teacher will outline escalation of sanctions including possible exclusion if behaviour does not change.

Signed:
Policy Holder

Date:

Signed:
Headteacher/Governor

Date: