



# 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: January 2021  
Due for review: January 2022  
Policyholder: Catherine Bernie



## Brookfields School Therapeutic Thinking Relationships Policy, Whole School Behaviour Plan and Individual Pupils Therapeutic Plan

**All pupils at the school have a right to 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

Brookfields School maintains a happy and well balanced atmosphere where we aim for everyone to feel valued and fulfilled. Staff and Governors believe that all pupils have a fundamental right to be educated in an environment where pro-social behaviour is the norm. How this is achieved will vary depending on the age and ability of the pupil. 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.

This Policy sets out exactly how staff will respond to pupils who break the rules set out below. All staff will respond in a consistent and appropriate manner sharing our belief that all pupils will behave in a prosocial manner whenever they can if they have the ability and motivation to do so. Our shared ethos puts understanding pupils at the core of all we do and we view behaviour that challenges as an indicator that we have not yet managed to equip our pupils with the skills to behave in a prosocial manner. We believe it is our responsibility to work in conjunction with families and the wider community to facilitate this.

Safety of pupils and staff is paramount at all times. We aim to support our pupils therapeutically towards acquiring the critical ability to self-regulate and maintain safety and to develop a community of aspiration and learning and within which all can flourish and lay the foundations necessary to enable them to reach their potential.

Many of our pupils are prosocial and are capable of self-regulation. Prosocial behaviours are characterised by a concern for the rights, feelings and welfare of other people as well as themselves. For these pupils we expect them to follow the rules below unless there is a specific reason why they are unable to do so. On these occasions there may be family circumstances or relationship difficulties with peers which mean pupils are unable to follow the rules.

Pupils can be supported by; staff determining the cause (use the Behaviour Escalation Cycle in Appendices), Emotional Literacy Support Assistant (ELSA) support and the understanding and kindness of staff and peers. A Therapeutic Thinking Risk Assessment will not be required. Should this become a regular occurrence then we will move to initiating a Risk Assessment.

Some pupils will display Unsocial rather than Prosocial or Anti-social Behaviours. A majority of these pupils are safe learners and are on the journey from relying on external discipline to being able to regulate their own behaviour. Unsocial behaviours are those which may be used by the pupil to keep themselves safe if they fear embarrassment or humiliation for example, such as when asked a question they don't know the answer to or because they are not yet at a level where they understand the need to behave in a socially appropriate manner. They don't yet understand the impact of their behaviour on their peers. These behaviours may range from silence, blurting out things inappropriately, to walking out of class.

Pupils can be supported by; staff determining the cause (use the Behaviour Escalation Cycle in Appendices), ELSA support and the understanding and kindness of staff and peers. Some of these pupils may be *sociable* but are not yet *prosocial*. A Therapeutic Thinking Risk Assessment will not be required initially but, should this become a regular occurrence, then we will move to initiating a Risk Assessment.

A minority of pupils will display Anti-social behaviours. These may disrupt learning for others, lead to themselves, other pupils and staff feeling unsafe or uncomfortable, or/and demonstrate a lack of respect and an inability to

demonstrate fundamental British Values \*\*. Pupils who regularly display Anti-social behaviours or respond behaviourally with such intensity, severity or duration that they, staff or peers are no longer safe, will have a Therapeutic Thinking Risk Assessment initiated and all staff will then follow the resulting Therapeutic Plan.

### **Whole School Behaviour Plan**

For Pupils capable of regularly demonstrating pro-social behaviours Brookfields expectations are that unless otherwise authorised:

1. Pupils will attend school
2. Pupils will be on time
3. Pupils will wear school uniform in the Primary and Secondary parts of the school
4. Pupils attending Sixth Form will adhere to the dress code
5. Pupils will demonstrate pro-social behaviour towards a) peers and b) staff c) other authorised adults
6. Pupils will attend lessons detailed on their timetables
7. Pupils will complete tasks as requested by any adult at any time
8. Pupils will use equipment in a way that doesn't damage it
9. Pupils will communicate their needs pro-socially
10. Pupils will keep the school environment clean and tidy

#### **Staff response to the rules 1-5 above not being followed should be:**

1. Check with office to see why pupil is not in.  
Ring home to find out why if family have not contacted the school to let them know why pupil is absent.  
Contact Family Support Worker (FSW) if the behaviour reoccurs or if there is an underlying reason that requires intervention.  
Alert Head of KS and Autism and Behavioural Support Service (ABSS) team if further input is required.  
Monitor and review individuals plan put in place to support attendance.
2. If late, pupil should report to reception. Office staff will contact pupils family if lateness is repeated on more than two occasions within any one week or if arrival is later than 9.30am, and will alert the class-teacher.  
Staff should record as late on the Schools Information Management System (SIMS), after 9.30am.  
Staff should involve pupil in plan to improve punctuality should a pattern evolve.  
Monitor and review.  
\*Pupils transported to school by LA transport will be exempt unless the pupil has been the cause of the delay.
3. Families of pupils will be contacted if a pupil attends school on more than one occasion in a term in clothes other than the agreed school uniform without prior consent of the Head teacher. Staff should involve pupil in plan to improve adherence to the uniform code where the pupil is consciously making a decision not to wear uniform. (see point 7 if pupil refuses)
4. Pupils will be asked to change into appropriate clothing if not adhering to the Sixth Form dress code. (See point 7 if pupil refuses)

For pupils capable of adhering to our rules above, a protective or/and educational consequence should be introduced if the pupil regularly find it challenging to follow them. A consequence is something that logically or naturally follows from an action.

**A Protective consequence is the removal of a freedom in order to manage risk of harm, examples would be:** increased staff ratio, limited access to outside space, escorted in social situations, restricted off site activities, differentiated teaching space and exclusion

**An Educational Consequence is the learning, rehearsing or teaching of appropriate responses so the freedom can be returned, examples would be:** completing unfinished tasks, rehearsing and practicing activities, assisting with

repairs or the planning for repairs, alternative educational opportunities, researching the real world implications of their behaviour, conversation and exploration

**For Prosocial or Unsocial pupils who are on occasion unable to follow rules 5-10, staff response will vary depending on the age and the ability of the pupil but should always include the following principles:**

- **Safety:** ensure staff and pupils are safe, give a clear instruction to enable the pupil to go to a safe space or be supported to do so, proximity to the pupil-too close?
- **Clarity:** Reduce your language, check the expectation is achievable and clearly communicated, support visually
- **Need:** feelings underlying the behaviour, are basic needs being met
- **Record** the behaviour-use the Behaviour Escalation Model (see Appendices)

**For pupils who are either regularly unable to follow rules 5-10 or who respond with such intensity, severity or duration that they are unsafe staff response should be as follows:**

5. Pupils who are regularly unable to demonstrate pro-social behaviour towards their peers will have an individual Behaviour Assessment. (including but not exclusive to a Risk Assessment and recording and observation using the forms in Appendix A) undertaken which looks at the following:
  - Feelings underlying the anti-social or unsocial behaviour
  - Reasons for those feelings
  - Strategies required to support the development of pro-social behaviours

Once the behaviour assessment has been completed and observations of the pupil and discussion had with parents/carers and the staff team, a Therapeutic Plan will be put into place which all staff working with the pupil must follow.

6. Pupils who are regularly not able to attend lessons **which are both accessible and relevant** as detailed on their timetable, will have an individual Behaviour Assessment (including but not exclusive to a Risk Assessment and recording and observation using the forms in Appendix A) which looks at the following:
  - Feelings underlying the refusal
  - Reasons for those feelings
  - Strategies required to support the development of attendance in lessons

Once the behaviour assessment has been completed and observations of the pupil and discussion had with parents/carers and the staff team, a Therapeutic Plan will be put into place which all staff working with the pupil must follow.

7. Pupils repeatedly not completing tasks **which are both reasonable and within their ability to complete**, as requested by an adult will have an individual Behaviour Assessment (including but not exclusive to a Risk Assessment and recording and observation using the forms in Appendix A) which looks at the following:
  - Feelings underlying the refusal
  - Reasons for those feelings
  - Strategies required to support their ability to complete tasks as requested

Once the behaviour assessment has been completed and observations of the pupil and discussion had with parents/carers and the staff team, a Therapeutic Plan will be put into place which all staff working with the pupil must follow.

8. Pupils regularly damaging equipment intentionally will have an individual Behaviour Assessment (including but not exclusive to a Risk Assessment and recording and observation using the forms in Appendix A) which looks at the following:
  - Feelings underlying the refusal
  - Reasons for those feelings

- Strategies required to support their ability to use equipment safely and appropriately

Once the behaviour assessment has been completed and observations of the pupil and discussion had with parents/carers and the staff team, a Therapeutic Plan will be put into place which all staff working with the pupil must follow.

9. Pupils who are unable or unwilling to communicate their needs in a prosocial manner will have a Communication Assessment and an individual Behaviour Assessment (including but not exclusive of a Risk Assessment and recording and observation using the forms in Appendix A), which looks at the following:
- Their ability to communicate effectively by another means
  - Feelings underlying the use of inappropriate communication methods
  - Reasons for those feelings
  - Strategies required to support their ability to communicate effectively and to ensure their prosocial communication is responded to appropriately

Once the behaviour assessment has been completed and observations of the pupil and discussion had with parents/carers and the staff team, a Therapeutic Plan will be put into place which all staff working with the pupil must follow.

10. Pupils who are unwilling or unable to keep their environment clean and tidy due to refusal to co-operate rather than physical ability will have an individual Behaviour Assessment (including but not exclusive to a Risk Assessment and recording and observation using the forms in Appendix A) which looks at the following:
- Feelings underlying the refusal to keep the environment as requested
  - Reasons for those feelings
  - Strategies required to support their understanding and ability to behave in a pro-social manner

Once the behaviour assessment has been completed and observations of the pupil and discussion had with parents/carers and the staff team, a Therapeutic Plan will be put into place which all staff working with the pupil must follow.

For pupils who fall outside any of the above for whatever reason, please don't hesitate to contact ABSS or the Therapeutic Thinking Team straight away.

\*\* fundamental British Values are defined as: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011.



Signed:

Date: 27<sup>th</sup> January 2021

Policy Holder



Signed:

Date: 27<sup>th</sup> January 2021

Headteacher/Governor

**Pre-formal Pathway: Examples of ....**

## Therapeutic Plan Risk Assessment

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

<b>Seriousness</b>	
<b>1</b>	Foreseeable outcome is upset or disruption
<b>2</b>	Foreseeable outcome is harm requiring first aid, distress or minor damage
<b>3</b>	Foreseeable outcome is hospitalisation, significant distress, extensive damage
<b>4</b>	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
<b>Probability</b>	
<b>1</b>	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
<b>2</b>	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
<b>3</b>	The risk of harm is more likely than not to occur again
<b>4</b>	The risk of harm is persistent and constant

*Risks which score 6 or more (probability x seriousness) may require a Therapeutic Plan*

**Signature of Plan Co-ordinator..... Date .....**

**Signature of Head teacher.....Date.....**

**Signature of Parent / Carer..... Date .....**

**Signature of Young Person.....Date.....**

# Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

**Anti-social / difficult / dangerous Behaviours**

- 

**Pro- social behaviours**

- 

**DEFAULT**

**Anti-social / negative feelings**

**Pro-social / positive feelings**

**Anti-social / negative Experiences**

- 

**Pro-social / positive experiences**

-

# Therapeutic Plan

<b>Name</b>	<b>DOB</b>	<b>Date</b>	<b>Review Date</b>
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<b>Photo</b>	<b>Include risk reduction measures and differentiated measures (to respond to triggers)</b> <b>The differentiated experiences we give this pupil to help lower anxiety and create pro-social experiences, feeling and behaviours</b>
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<b>Pro social / positive behaviour</b>	<b>Strategies to respond</b>
<b>Anxiety, antisocial difficult behaviours</b>	<b>Strategies to respond</b>

<b>Crisis, antisocial dangerous behaviours</b>	<b>Strategies to respond</b>
<b>Post incident recovery and therapeutic debrief</b>	

**Signature of Plan Co-ordinator..... Date .....**

**Signature of Headteacher.....Date.....**

**Signature of Parent / Carer..... Date .....**

**Signature of Young Person.....Date.....**