

BEHAVIOUR POLICY

January 2017

An overview of the approach used at Breckenbrough to help pupils manage and improve their behaviours, so that they can become productive and effective members of society.

This policy is augmented by appendices which provide guidance for specific situations.

1. Context

- a. Many of pupils who attend Breckenbrough bring with them a history of learned behaviours, some of which are confrontational, oppositional and aggressive, others of which are avoidant, anxious and fearful.
- b. Due to prior experiences they frequently distrust adults, particularly teachers and others in positions of authority.
- c. In previous placements, nearly all of our pupils have responded with great difficulty to traditional forms of school discipline, in particular the use of punishment.
- d. In addition to this many of our pupils are diagnosed with psychological and neurological conditions, such as Autistic Spectrum Conditions, Attention Deficit and Hyperactivity Disorder, Tourette's syndrome, Pathological Demand Avoidance, General Anxiety Disorder, Severe and Reactive Attachment Disorder and Sensory Processing Disorder.
- e. They are in the main of average or above ability but may have specific learning difficulties such as dyslexia, dyscalculia, dyspraxia, semantic pragmatic disorder, slow processing or executive functioning problems.
- f. They are frequently prone to high anxiety and a range of sensory impairments.

2. Our Approach

- a. All staff at Breckenbrough recognise that traditional and neurotypical approaches to academic and social education are not effective or appropriate with our pupils.
- b. All staff have a high level of understanding of the difficulties that the pupils face on a daily basis and work with the pupils in a tolerant and forgiving way.
- c. Staff work extremely hard to develop a high level of trust with each pupil, in order to enable each pupil to develop strategies and skills to overcome their personal difficulties.
- d. Staff, at all times, act as significant adult role models, modeling the positive behaviours and skills that we hope the pupils will acquire, develop and master.
- e. Staff recognise that decreasing the distressed behaviours that many of our pupils exhibit will take time and patience to achieve, and that during this time each pupil will have to overcome significant challenges.
- f. The school can provide a range of placement options to provide the most effective response to an individual pupil's difficulties.
- g. We use conflict resolution and restorative justice to respond to incidents of distressed behaviours and promote self-awareness, reduce negative behaviours and provide positive social growth.
- h. We use a variety of reward schemes, which recognise good behaviours and reinforce positive outcomes.
- i. We provide a nurturing, low anxiety and low sensory environment to help and support each pupil achieve self-regulation.
- j. We seek to understand the 'whole pupil' and work in a holistic way to support the mental, social, emotional and behavioural growth of all pupils.
- k. We provide a variety of therapeutic input to meet the needs of each and every pupil.
- l. Pupils have an academic mentor and a keyworker to help guide them through the process of achieving self-regulation and positive outcomes.
- m. We provide effective communication within school and between parents, professionals and local authorities.

- n. We will be consistent in implementing the Positive Behaviour Support Plan as set out for each individual pupil and reflect upon the effectiveness of our practice during a debrief, if one is required.

3. The pupils

- a. We focus on pupils who have not been able to manage the routines and systems of mainstream education and as a result have suffered learning and developmental deficits.
- b. The most successful pupils at Breckenbrough develop a strong desire to change and develop and recognise that working in partnership with academic and social education staff is the most effective way of achieving this.
- c. We are unlikely offer places to pupils who are socially deviant, involved in drug or alcohol abuse or have a history of youth offending.

4. How our approach works

a. Restorative justice and conflict resolution (see appendix 1)

- i. Restorative justice can be defined by its fundamental principle, namely that when one person has harmed another, the most useful response is to try to repair the harm done. The restorative justice approach redefines crime primarily as harm or injury rather than law breaking.
- ii. Restorative justice at Breckenbrough aims to reduce bullying and victimisation, manage conflict positively and improve attendance; research and evidence supports restorative justice in schools as a particularly promising approach to improving behaviour and attendance.
- iii. Restorative justice enables pupils affected by bullying, or other serious behavioural incidents, to communicate and agree on how the harm caused by their actions or done to them is to be repaired. When well implemented, perpetrators learn to understand the consequences of their behaviour and take responsibility for repairing the harm. When this happens victims usually experience the perpetrator's commitment to reparation that means their fear of re-victimisation is reduced and they are more readily able to put the incident behind them.
- iv. Restorative justice at Breckenbrough can involve holding 'conferences' between the perpetrator and the victim with a mediator, peer mediation by trained school pupils and informal restorative approaches by staff. Conferences can be used for the most serious incidents of bullying or victimisation to reduce the use of exclusions or, when exclusions cannot be avoided, to support the successful reintegration of the excluded student. Peer mediation involves trained school students assisting in resolving less serious incidents of conflict among students. Staff can also use restorative approaches more informally in dealing with behaviour problems.

b. Conflict resolution, an example of restorative justice.

- i. This is a simple approach to resolving difficulties between pupils and pupils and pupils and staff, through mediation and negotiation. It will be normally led by each person's academic or social mentor.
- ii. It requires recognition from both parties that our individual behaviours have an impact on others and a willingness to want to do something about it.
- iii. In its simplest form it has three stages:

1. Stage One: Self Check

- a. Each person must ask themselves are they ready and willing to solve the problem.
- b. If one, or both, feel too angry or upset to deal with the conflict, then they will be given time to calm down.
- c. Each party will be ready when they can follow these simple rules
 - i. No arguing or fighting
 - ii. Be honest
 - iii. Listen without interrupting

2. Stage Two: Honest Communication

- a. Each person must listen actively to the other.
- b. Each must recognise that each will likely have a different perspective or view about what happened, this is perfectly normal and acceptable.
- c. Each should not argue about what happened or apportion blame, conflict resolution is about listening, understanding and finding solutions to the problem.

3. Step Three: Find a solution

- a. Each person must consider what each can do to improve the situation.
- b. Many possible solutions may be discussed until a compromise or agreement is reached.
- c. A plan of action must then be drawn up to clearly show what each person will do to resolve the conflict.
- d. This plan must be agreed and signed by both parties.

c. Other forms of restorative justice

i. Putting it right

1. This involves the pupil agreeing to some form of reparation for the impact that their behaviour has had, this is particularly useful in responding to behaviours which have caused damage to the school fabric or somebody's property.
2. An example of how it might be used.
 - a. A pupil damages school furniture or fabric.
 - i. Through mediation the pupil understands the impact of their behaviour.
 - ii. They agree they will work towards putting it right.
 - iii. They undertake paid community service.
 - iv. The payment for the service is agreed beforehand and goes towards the cost of repairing the damage.

d. Positive rewards (see appendix 2)

- i. We use a scheme whereby following our expectations pupils can earn a variety of rewards some of which may be specific to an individual pupil.

e. Role modelling (see appendix 3)

- i. All staff are required to act as positive adult role models, modelling the behaviours we wish the pupils to adopt.
- ii. Examples of modelling behaviours are active listening, talking in calm voices, not attributing blame, showing tolerance and forgiveness, taking turns, never being patronising and not using sarcasm.

f. Physical intervention only when absolutely necessary to safeguard a pupil or pupils (see appendix 4)

- i. All staff at Breckenbrough work hard to avoid physical intervention as a means of controlling behaviours.
- ii. Staff will employ a range of non-invasive interventions to seek to deescalate a situation. These may include verbal de-escalation, distraction, space, silence and solitude or a combination of these.
- iii. Staff are trained to use a simple non-intrusive form of physical intervention, but this must only be employed when all alternative strategies to deescalate a situation have been exhausted and only

when absolutely necessary; typically when a pupil is putting themselves or other pupils and or staff, at risk of danger or harm.

- iv. If physical intervention is used then the simple hold must be released as soon as is safe to do so.

g. Academic mentor (see appendix 5)

- i. This is a key feature in the academic education of each pupil and involves:
 1. Ensuring each person working with each pupil is fully aware of the pupil's background and difficulties, is working towards agreed targets and outcomes and monitors the effectiveness and impact of this work.
 2. Monitors lesson attendance and puts in place strategies to overcome problems when they occur.
 3. Liaises with parents to keep them informed about their son's academic progress.

h. Social Education Keyworker (see appendix 6)

- i. This is a key feature in the social education of each pupil and involves:
 1. Ensuring each person working with each pupil is fully aware of the pupils' background and difficulties, is working towards agreed targets and outcomes and monitors the effectiveness and impact of this work.
 2. Monitors social progress through the tracking system and puts in place opportunities for acquiring and practicing independent living skills and the development of strategies to overcome identified problems and other as and when they occur.
 3. Liaises with parents to keep them informed about their son's social progress.

5. Serious incidents

A serious incident is defined as one in which a pupil or pupils become extremely agitated, disturbed or angry and cause significant damage and harm to themselves and/or the school fabric, other pupils and/or staff, or put themselves or others in danger.

a. Managing serious incidents

- i. Staff are trained to respond to difficult situations and behaviour calmly and to use de-escalation techniques, where possible, to avoid serious incidents.
- ii. If a serious incident occurs, staff work collectively to control the situation whilst reducing the impact on other pupils.
- iii. The school recognises that physical intervention may have to be used to manage a serious incident, but this is only used as a last resort or when a pupil is placing themselves or others in danger or causing harm to themselves or others.
- iv. Immediately (or very soon after) after a serious incident the serious incident log on Schoolpod should be completed by staff involved in managing and witnessing the incident. *(See appendix 7)*
- v. As soon as possible after the incident there will be a debrief by staff involved to reflect on the incident and the way it was handled and to apply lessons learnt to Positive Behaviour Support Plans, risk assessments (safeguarding plans) and future interventions. The outcomes of this debrief should be recorded on the serious incident log.

b. The school's response to serious incidents

- i. Overcoming and moving forward: With the exception of setting off the fire alarm, the school does not have a blanket policy of consequences, instead where ever possible trying to work with pupils to overcome their difficulties and respond in a more positive manner. However, in certain circumstances, a fixed-term exclusion may be the response.

6. Exclusions

- i. Whilst the school always tries to bring about a positive conclusion after a serious incident, there are times when the Senior Leadership Team reach the decision that an exclusion from school is the only remaining course of action. Exclusion from school is not a decision taken lightly, as we are firmly aware of the potential impact this can have upon the student. We are also aware that exclusions rarely bring about a positive change in behaviour but are necessary when such behaviour has a detrimental impact upon the school community. Any decision that results in an exclusion is only carried out after consultation and discussion with all parties involved in the incident, including the student.
- ii. An exclusion could be issued in the following circumstances:
 - a. **Setting off the fire alarm:** This is a serious issue at Breckenbrough, as it causes a major disturbance to the emotional well-being of other students, increasing anxiety levels and potentially triggering other challenging behaviours. Setting off the fire alarm always leads to an immediate one day fixed-term exclusion from school and it is a measure of our student's desire to be part of the school community that this rarely happens.
 - b. **Harm to students or staff:** For serious incidents which involve harm to students or staff, an exclusion may be necessary to support the victim of such behaviour. Consultation and discussion is an essential part of the process in making such a decision.
 - c. **Time out periods:** There are times when a formal exclusion is not considered appropriate or necessary but a short cooling off period away from school would help to calm an otherwise difficult situation and prevent any further escalation. Time out periods can be instigated by the school, by parents or the actual student, with a decision being made when all parties have been consulted.
 - d. **Safeguarding:** If there are safeguarding issues associated with a young person a range of consequences may ensue, from the involvement of social care and the police, to a period of exclusion.
- iii. During a period of exclusion, support is offered from the school. This includes providing school work, outreach work from key staff and home visits. In some circumstances, home visits from senior staff and/or the school psychologist can be undertaken to help the students to reflect on the behaviour, consider how things can change and to support in working towards reintegration into the school environment. It must be noted, a period of exclusion may be extended pending the need for involvement from an external professional agency. However, it is always the priority of the school to reintegrate the student as swiftly and safely as possible.
- iv. After a period of exclusion, a reintegration meeting takes place within school (or within the home in certain circumstances) attended by senior staff, parents and the student. The reintegration meeting supports the Quaker ethos of reflection, forgiveness and conflict resolution and is a crucial aspect of the student returning to the school environment and making a fresh start.
- v. Ending a placement: This is a rare consequence and only comes about following a series of placement reviews with both the student's Local Authority and his parents/guardians. A decision to end a placement is not taken lightly and is only taken if the school feels that it has run out of strategies and resources to help the student change and progress, and as a consequence believes that the student's needs would be met in an alternative placement with a different approach. In such cases, the school will work closely with the LA and parents to bring about a managed move and will try and provide as much support to achieve this as is possible.

7. Risk Reduction and Management

At Breckenbrough we seek to create an environment in which all pupils are safe and secure. In order to support this, we use a number of profiling tools that seek to identify the risky behaviours of pupils and provide supportive strategies to remove or reduce the risks associated with them.

- a. Risk Profile:** This provides a score based on level of risk associated with the behaviour against the probability of the behaviour occurring. This is an initial profiling tool.
- b. Individual Pupil Safeguarding Plan:** This document operates on a similar basis to a risk assessment and provides information on triggers, behaviour profiles and lists actions taken to reduce risk.
- c. Social, Emotional and Behavioural Support Plan:** Where a pupil has complex needs we will create a specific plan that provides a context for all behaviours, highlights potential areas of risky, challenging and positive behaviour and illustrates the current practical support strategies and approaches in place to support a pupil.

8. Pupil Voice

We listen and respond to pupils needs and will regularly review the support approaches that we employ for a pupil. We will seek to include the input of pupils in the management of their own behaviours. This is completed at various stages throughout a pupil's time at Breckenbrough and can include 1:1 meetings with Keyworkers and/or Mentors, during reviews, post incidents of disturbed behaviours and at many other stages that may present themselves. There are also opportunities for more formal feedback through the School Council, Unit Meetings and Pupil Surveys.

Reviewing Schedule Date	Name	Date of Ratification and by whom
Drafted by GB January 2017	Geoff Brookes - Headmaster	10.03.17 Full Board meeting
Reviewed and amended by SB April 2018	Simon Bannister -Headteacher	N/A