

BRAMLEY PARK ACADEMY



BEHAVIOUR POLICY POLICY

Bramley Park Academy is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.

Policy reviewed by: C Green, S Wingfield, K Thorpe
Date: September 2019 Review Date: September 2020

Whole School Behaviour & Discipline Policy

Rationale

At Bramley Park Academy we are committed to ensuring that the children in our care learn in a happy, secure and safe environment where mutual respect and understanding is fostered and developed in every lesson and throughout the school

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Bramley Park Academy. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community.

The policy is the result of consultation with pupils, parents, governors and staff. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of rules and consequences.

Introduction

This policy takes account of:

- a) legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance, particularly in relation to:
 - Education and Inspections Act 2006, Section 93;
 - Education Act 2002;
 - Equality Act 2010. Refer to Department of Education guidance November 2011 “Behaviour and discipline in Schools – a guide for head teachers and school staff” for an overview of the powers and duties for school staff.
- b) The underpinning values and ethos which are most appropriate for children and young people placed within the Academy, as outlined below:

Underpinning values and ethos

At Bramley Park Academy we aim to meet the diverse needs of our pupils through:

- the provision of a predictable and safe environment, explicitly founded on nurture and attachment principles, that promotes security through consistent routines, clear boundaries;
- an unrelenting focus on celebrating, promoting and positively reinforcing good behaviour.
- the application of an ***Unconditional Positive Regard for all pupils***, acknowledging and addressing any inappropriate behaviours which may arise;
- The provision of an appropriate learning curriculum with carefully-planned learning opportunities including the development of social, emotional aspects of learning.

Successful schools/academies often share a number of features that help to create and sustain their success:

- *Committed, highly visible leaders, with ambitious goals, supported by a strong leadership team*
- *Effectively communicated, realistic, detailed expectations understood clearly by all members of the school*
- *Highly consistent working practices throughout the school*
- *A clear understanding of what the school culture is and the values it holds. High levels of staff and parental commitment to the school vision and strategies*
- *High levels of support between leadership and staff*
- *Attention to detail and thoroughness in the execution of school policies and strategies*
- *High expectations of all pupils, and a belief that all pupils matter equally*

It is through this pupil-centred and inclusive approach that pupils will learn to understand, manage and improve their own behaviour, and to build positive relationships with adults and other pupils.

Consequently, all pupils at Bramley Park Academy have the right to:

- Recognition of their unique identity and individual consideration of their needs;
- Be treated with respect and dignity and feel valued members of the learning community;
- Learn and work in a safe environment;
- Be protected from harm, violence, assault and acts of verbal abuse.

Furthermore, Bramley Park Academy strives to ensure that:

- Parents, carers, staff and pupils are highly positive about behaviour and safety;
- Pupils make an exceptional contribution to a safe, calm, purposeful, orderly and positive learning environment;
- Pupils show very high levels of engagement, respect, courtesy, collaboration and cooperation in and out of lessons;
- Pupils have excellent, enthusiastic attitudes to learning;
- Pupils are adept at managing their own behaviour, supported by systematic, consistently applied behaviour management approaches;
- Instances of all types of bullying are extremely rare, and that pupils are acutely aware of different forms of bullying and actively try to prevent it from occurring;
- All pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe;
- Rules are more effective when they are positively framed and used to reinforce and develop desired behaviours;
- Teachers will be responsible for developing class rules in conjunction with their pupils, making it clear to pupils what is expected in their learning environment;
- The provision of a safe and predictable learning environment is paramount and all staff are expected to provide clear and regular routines that support the implementation of rules and ensure Maslow's Hierarchy of Needs are met;

- Pupils need to be familiar with the expectations of staff over their behaviour. Therefore consistency and the regular maintenance of high standards is highly important;
Routines are expected to be in place for pupils on arrival at school and throughout the entire day – including social time.
- All pupils need to be aware of the rules and routines and the consequences of meeting or transgressing rules and expected standards of behaviour:

This document is a statement of the aims and strategies for ensuring positive behaviour within the school.

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Bramley Park Academy are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self-discipline

We always consider the safety of other children, and impact upon learning, while helping children acquire self-discipline.

- Reinforcing good behaviour helps our children feel good about themselves.

Aims

We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. We aim:

- To ensure that every member of the school community will feel valued and respected, and all persons will be treated fairly.
- To develop an ethos of mutual respect and understanding through a set of whole school rules that apply to everyone

- To have a clearly structured policy that is applied throughout the school in a consistent manner
- To deal with inappropriate behaviour quickly and efficiently
- To keep parents well informed about the behaviour of pupils
- To foster an atmosphere of mutual support with the implementation of the behaviour policy

Our behaviour policy is formulated around rewarding positive behaviour and discouraging inappropriate behaviour through a carefully planned rewards and consequences structure.

Expectations

At Bramley Park Academy we will:

- As adults, treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the 3 school rules (linked to British Values) and that each class has its own classroom code. – All classes will display the school rules in their classrooms for children and visitors to see.
- Record warnings and consequences using class lists and CPOMS from warning 3 onwards. Behavioural patterns will be monitored on a half termly basis by the learning mentor.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through

demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. **Detailed discussion of an individuals behaviours should be carried out in private.**

Choice and consequence: rewarding positive behaviour

- Behaviour that leads to rewarding consequences are more likely to be repeated;
- All staff are actively involved in consistently rewarding positive behaviour;
- Positive achievements and successes both in and out of school are celebrated and shared with parents and peers;
- The types of rewards used across the school are varied and reflect the individual nature of class groups and pupils.

Informal rewards include:

- Smiles/positive eye contact/gestures;
- Targeted praise statements to the pupil or groups of pupils;
- Peer group praise, both spontaneous and planned;
- Direct positive praise home to parents;
- Additional responsibilities;
- Sharing good work and behaviour with peers/adults/senior staff;
- Written comment on work/in books;
- Displaying good work;
- Work towards an activity chosen by the pupil;
- Recognition and celebration of learning and behaviour in assembly;
- Stickers and stamps;
- Positive praise postcards and letters home.

Formal rewards are targeted and individualised according to age and need, and celebrated with the peers and the whole school as appropriate e.g. certificate presentations in assemblies for progress in particular social skills.

A focus on restorative approaches to addressing and changing behaviour

At Bramley Park Academy, staff intervention over the correction of behaviour is clearly based on pupils' level of development, their needs and circumstances. Subsequently, any "consequences" to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

The types of “consequences” used across the academy reflect the individual nature of class groups and pupils. Informal consequences may include:

- Use of planned ignoring, where possible;
- Facial expression of disapproval;
- Verbal warnings and reprimands;
- Loss of privileges or rewards;
- Restorative conversations and discussions;
Temporary withdrawal from the learning environment
- Pupils remove themselves from a situation which causes anxiety or distress to a location where they can be supported, continually observed until they are ready to resume their usual activities. This “time out” could be time in a quiet area of the classroom or Key Stage, the playground, around the school site, or in the designated “Quiet Room” (see “Use of Quiet Rooms” policy).
- Formal consequences are implemented following due consideration of any incident and the pupil’s age and needs:
- Detention: following consultation with parents/carers, pupils may be required to stay on at school for up to a period of 30 minute after the end of the usual school day. This time should be used as a means to facilitate restorative work;
- Exclusion: following consultation with parents/carers, pupils may be excluded from school for more serious or persistent incidents of unwanted behaviour (refer to Appendix 1 – Guidance on exclusions).

Core Expectations for all Pupils at Bramley Park Academy

Golden Rules

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| <ol style="list-style-type: none">1. Follow instructions2. Keep hands, feet and objects to yourself.3. Treat others with kindness and respect |
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1. ‘Follow instructions’ The class can be taught to:

- stay in their seats unless permission is given to move,
- walk in the corridor, keeping to the left one behind the other using a silent voice
 - line up in the classroom one behind the other, using a silent voice
- talk to your partner using quiet voices etc.
- put up your hand/put your finger on your nose if you know the answer

2. ‘Keep hands, feet and objects to yourself.’

The breaking of this rule can be minor or severe, staff will use their professional judgement to decide whether individual violations require warnings through the normal system or more immediate action.

3. 'Treat others with kindness and respect'

Staff and pupils will always treat others how they would wish to be treated themselves. They will always try to use **positive language**. This class rule has a strong link to British Values (tolerance and respect for others of different faiths and beliefs).

Bramley Park Academy follow a positive behaviour model, specifically adapted for our school – Stay On Green (see below).

Gold

Postcard home (via post).

In addition the following could also take place:

- Juice and biscuits with the Principal/Vice Principal Principal special lunch time treat
- Featured in the newsletter.
- Half-termly green zone party in classes for pupils who always 'Stay On Green'.
- Pupils who are on Bronze ten or more times in a half term will receive a special certificate of acknowledgment in Celebration Assembly.
- Pupils who achieve Silver ten or more times in a half term will receive a special prize in school; this could include a picnic on the park, or a special film viewing.
- For those lucky ones who get reward with Gold ten times or more in a half term, will get to go on another special activity *outside* of school; this could include bowling, a cinema trip, or even a good old McDonald's for lunch!

Consequences

- Teachers use least intrusive skills to redirect behaviour.
- At least one warning is **always** provided for pupils in between each stage.
- Teachers constantly help pupils make the right choices to move back to the green square and beyond.
- Children who get onto the blue, yellow or red zones three times or more in a half term, will miss 15 minutes of the green zone half termly party. Class teachers are to use their professional judgment/discretion to determine if time out can be reduced or increased for exceptional circumstances. No child should miss the entire of the green zone party. If staff are unsure, they are to seek further guidance from Kirsty Thorpe, Lynn Dove or a member of SLT.

The staying on green system is a teaching tool. It needs to be explicitly referred to so that children can:

- ☐ Take opportunities to change their behaviour
- ☐ Use verbal feedback and the visual cue of the card to monitor and track their own behaviour, and remind themselves of where they are and what they have to do.
- ☐ Realise that they are headed towards consequences and that they need to change their behaviour

The following colours are consequences:

Stay on Green	1 st warning (opportunity to be reminded of positive behaviour) (Recorded on behaviour log)
Blue	2 nd warning ('thinking zone' – time to reflect on behaviour and attempt to move back to Green) (Recorded on behaviour log)
Yellow	3 rd warning (sit away 10 minutes in class (Recorded on behaviour log and CPOMS)

4th warning (removed to another class for remainder of session, phase leader in the first instance, parallel classroom if the phase leader is unavailable) (Recorded on behaviour log and CPOMS)

Red

5th warning (sent to a member of Pastoral or SLT)
Possible exclusion due to poor behaviour.
(Recorded on behaviour log, CPOMS and spend 15 minutes in reflection at lunchtime for a Restorative Conversation)

Stages may be jumped, depending upon behaviours exhibited. Staff reserve the right to miss out any stage of the sanctions and go straight to their choice of sanction, depending on the seriousness of the incident and the age of the child.

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Please note:

Behaviour logs must be handed in weekly to the pastoral team so that information can be uploaded onto CPOMS.

Leadership Team involvement:

Pupil name is recorded in the Behaviour Book/File (which is kept in main office) when he/she receives a red card. If this happens 3 times in a half term the Principal/Vice Principal will meet with the parents/carers. Once the pupil has returned to class they have a fresh start.

Teachers make decisions on children being able to move back to green during the day. All children revert back to the green card at the start of each session (am and pm).

Colour	Examples of behaviours	Consequences
Remain on green		1st warning
Blue	-not listening -distracting behaviours	2nd warning
Yellow	-repetitive negative behaviours -calling out -misuse of equipment -negative verbal comments directed at others	3rd warning
Yellow	-repetitive negative behaviours -swearing/cursing directed at peer or adult -verbal taunting or bullying	4th warning

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Red	<p>-repetitive negative behaviours all of the above -physical or verbal aggression towards peer or adult</p> <p>If a serious incident occurs, or in cases of extreme behaviour or if there is no response to all our previous strategies children may be put on:</p> <ol style="list-style-type: none">1. Internal exclusion2. Excluded from school by a member of the Leadership Team, in line with Exclusion Guidelines.	<p>Leadership team involvement: Pupil name is recorded in behaviour book/file If this happens 3 times in a half term the Principal/Vice Principal will meet with the parents/carers with class teacher and other staff involved. Once pupil has returned to class they have a fresh start.</p>
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A parent leaflet of the above can be found in Appendix 1.

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Warning 1

Action Taken

If the child chooses to ignore your instruction then issue a warning and record the warning on the paper class list (Appendix 3).



Warning 2

- Repetition of above – following warning
- Any behaviour which is more disruptive/or has been taught a few times e.g. name calling, arguing etc.

Action Taken

Warning 2 recorded on paper class list. The child then spends 5 minutes working on his/her own within the classroom



Warning 3

- Repetition of any of the above

Action Taken:

Warning 3 recorded on paper class list and added to CPOMS by class teacher/HLTA responsible for class at that time. The child sits on his/her own to complete their work for the remainder of the session



Warning 4

Persistently ignoring instructions given
More serious incidents – hurting other children, direct rudeness to staff

Action Taken:

Warning 4 recorded on class list added to CPOMS by class teacher/HLTA responsible for class at that time.. The child gets sent to another class for the remainder of the session. KS1 miss 10 minutes playtime KS2 15 minutes reflection time at lunch...
(If this is at the end of the day, then the children will be sent to Vice Principal/Assistant Principal.



Warning 5

Persistent use of not following instructions
Swearing at staff/or serious incidents towards other children – e.g. fighting

Action Taken:

Record on class list as warning 5 and added to CPOMS by class teacher/HLTA responsible for class at that time.

Phone call home made by the person responsible for giving out the final warning with child present. KS2 pupils serve 15 minutes reflection time at lunchtime. KS1 pupils miss morning playtime. Child to be sent to SLT for the remainder of the session.

*Please note pupils can “jump” to any stage of warnings if their behaviour merits this.
Pupils with specific needs may have Individual Behaviour Plans or Support Plan
(Appendix 4 and 5) which can run alongside this system.*

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Dinner and Playtime behaviour

- Golden rules still apply and are referred to after any issue • Warning 1 – Pupils have rule broken highlighted and told they have 1 dinner time warning
- Warning 2 – Pupils again have rule broken made clear and have 5 minute reflection time stood with a member of staff.
- Warning 3 – As above with a further 10 minutes reflection time.
- Warning 4 – Rule reminders, pupil stays with member of staff for remainder of playtime.
- Warning 5 – Pupil sent to a SLT member – parents contacted, SLT member issues follow up sanctions.

Warning 3 onwards recorded on CPOMS by Family support manager/pastoral officer who will also regularly track and monitor patterns in behaviour As with the rules above pupils can jump to any stage if their behaviour requires this.

REFLECTION ROOM

The teacher on duty will discuss the pupils behaviour and their reasons for their sanctions. Pupils will complete, to the best of their ability and with staff support, a restorative slip (Appendix 1), which will be checked by the member of staff on duty and filed in the reflection room folder.

WARNINGS

Pupils who demonstrates poor or recurring poor behaviour will be placed on a behaviour report (Appendix 2).

Every time a child gets 5 warnings, a phone call will be made by the member of staff who issues the 5th warning.

Termly behaviour reports will analyse warnings for all pupils and action will be taken to address any issues raised for individuals or groups of pupils

If a child gets 5 warnings twice, then the parents will be invited to discuss behaviour with the headteacher.

These discussion will involve:

A reminder of school's rules

A review of the pupils CPOMS Data

A discussion with the class teacher

Agreeing future goals/rewards and sanctions

Next Steps:

Meeting with the SENDCo to discuss IBP/support plans. If behaviour doesn't improve, looking at the possibility of fixed term exclusions.

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Possible reasons for temporary fixed term exclusions

- Striking an adult with intent
- Serious damage to property
- Serious/sustained disruption to the good order of learning
- Breaking in to school – plus the police/community police to be informed. Parents should attend meeting with child.

If there is a known reason why the child would be put at risk whilst excluded, then an emergency meeting between all involved parties (e.g. parents, child, outside agencies) will take place. A decision will then be made.

Rewards

We will reward positive behaviour through:

- Praise - actively looking for positive behaviour - **being effusive in praising those pupils who are behaving well**, rather than focussing on the negative
- Stickers and praise stamps etc
- Sending children to another member of staff for praise
- Executive Principal's Praise – given to reward effort, achievement and attainment. Praise will be given and a Executive Principal sticker awarded
- 'The Golden Table' – a weekly lunchtime activity held where one child per class [in receipt of the positive behaviour certificate] eats lunch with a member of the SLT at the Golden Table
- The Merit Card system: All children in the school will receive a merit card – merits will be rewarded for consistently positive behaviours. **Class teachers will ensure that merits are distributed fairly and consistently**
- The card system is organised as follows:
20 merits earn a Bronze Award ; 40 merits earn a Silver Award and 60 merits earn a Gold Award. When a child receives their Gold Award, they will visit the head teacher for praise and a prize from the Gold Award box. Gold award recipients should be reported in the school newsletter
- Certificate of Achievement - Awarded weekly by the class teacher and presented during a special weekly assembly [normally 2 per class per week]. The child's name will be recorded in the school newsletter and a star with their name is put on display in the foyer.

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- Positive Behaviour Certificate – awarded weekly for behaviour success in the classroom , presented in assembly and noted in school newsletter
- Lunchtime supervisors’ awards – An award will be presented in achievements assembly each week for a child in each key phase.
- Praise postcards sent directly to pupil’s home address (postcards to be sent through school office).
- Each class has a book of raffle tickets which will be distributed to the children who are following the school rules and/or performing well in class. These tickets will then be collected and taken down to assembly on a weekly basis for a prize draw.

Behaviour and Discipline

All staff should follow the guidelines contained in the behaviour and discipline matrix as following:

Behaviour and Discipline Procedures

In every incident the unacceptable behaviour will be explained to the pupil and they will have the opportunity to explain their actions. The procedures listed will follow the core principles of being: **Clear, Calm, Caring and Consistent**

Please remember that these systems are designed to help create and maintain the best possible learning environment for all pupils in our school.

Restorative Sessions

Following serious incidents or crisis, pupils may not always be immediately ready to do the restorative work required to re-establish relationships and be ready for learning. In these cases, after consultation with parents/carers, it may be agreed that a pupil should go home for a “cooling off period” after which, they will be brought back to school, usually outside normal school hours for an agreed period of time, to complete restorative work.

This system is an alternative to fixed term exclusion and should not be viewed as a sanction but as a means of creating space for the restorative approach that the Academy follows. Care team leaders on each site will ensure that these sessions are properly planned, staffed and structured to support the restorative process.

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If a parents or carers do not agree to pupils coming back to school to complete a restorative session, then this will be recorded as a fixed term exclusion, for a minimum period of half a day.

Personalised Approaches to Learning

In order to ensure that the behavioural needs of all pupils are met, all pupils have:

- an Individual Pupil Risk Assessment (IPRA) – to define specific risks potentially posed by pupils' behaviour and identify how those risks can be mitigated
- a Personal Behaviour Plan / Support Plan (PBP) (*Appendix 4 and 5*) – that clearly sets out targets for behaviour improvement and individualised approaches and strategies to dealing with behaviour incidents, including physical intervention.

At Bramley Park all teaching and non-teaching staff at the Academy have responsibility for the care of pupils who are struggling to access learning. We recognise however, that at certain stages in a child or young person's school life.

They may struggle to access the typical provision offered by Bramley Park Academy as a result of their Social, Emotional and Mental Health needs. Even when the curriculum is reasonably adapted in line with best teaching and learning practice and the young person is appropriately supported within our usual systems, there are occasions when they will still struggle to access full time education.

In these instances, the Principal may consider that a personalised timetable is an appropriate means of supporting the young person up until the point when they are better able to access full time education. The aim of a personalised timetable will always be to support the young person so that they can return to full time education as soon as possible. The duration will however, depend on the needs of the individual.

Support systems for parents

- In addition to involving our parents at all stages in their child's education and in particular gaining their support for effective positive behaviour teaching and learning, parents may also benefit from the opportunities listed below:
- Contact with class teacher / form tutor
- Parent Support Officer support;

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- Signposting through school to parenting support programmes and other voluntary parenting skills courses;
- Regular pupil progress reviews

If a pupil or parent feels that the measures in the behaviour policy are unfair or have been unfairly applied, then they can lodge a complaint through the school's complaint procedure. This is available on the Academy website or from the Academy office on each site.

Support systems for pupils In addition to regular teaching and learning about positive behaviour and regular attendance underpinned by a nurture approach, the school provides the following support to pupils:

- Use of Early Help process;
- liaison with parents/carers, previous schools, outside agencies and services;
- regular pastoral reviews to identify pupils most at risk, included as part of any regular academic progress reviews;
- the delivery of an exciting and innovative curriculum underpinned by nurture approaches;
- regular contact with parents to inform them of progress being made by their child and with regard to the celebration of achievement and behavioural achievements;
- contact with parents on the first day of any unexplained absence and discussion between the pupil and staff responsible for their registration;
- contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation;
- referrals for specialist advice from agencies linked to the school via the Parent Support Advisor;
- Access to therapeutic intervention;
- Educational Psychologist support
- Access to regular, professional counselling service

Guidance: Dealing with pupils who climb

Climbing within school time

There are a number of pupils within our Academy that have a history of climbing. These pupils will climb onto roofs, up fences, trees or onto other objects. Where a pupil is a known "climber", this will be identified clearly in their IPRA and PBP.

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The Academy takes steps to ensure that buildings and areas of the school have appropriate measures in place to prevent climbing, such as barriers and anti-climb fences. However, these cannot be relied upon wholly to prevent climbing and staff should therefore be aware that because this behaviour has clear risks and should act to prevent climbing. This can be done by:

- Increased vigilance, where the child is a known “climber”
- Appropriate supervision of areas where pupils are known to climb
- Appropriate physical intervention by staff using Team Teach techniques

Despite these measures, occasionally, some pupils may climb onto roofs, trees or other high places. When this happens the following guidance should be followed:

- No attempt to follow the child by climbing should be made – this is likely to cause greater risk to the child, who will usually attempt to get further away, and to the staff member
- Staff should not attempt to pull down climbing pupils as this increases the risk of falling
- Staff should, wherever possible, keep the child in view
- Staff should talk calmly to the child and express concern for their safety and encourage the child to climb down
- A member of the leadership team should be informed
- The member of staff who has the best relationship with the child should be summoned to talk to the child
- Staff and pupils not required to be involved in the incident should leave the area and hence remove the audience a child may be seeking
- Dialogue from staff should focus on concern for the child’s safety – e.g. “I’m really worried you might hurt yourself, climb down carefully please”
- Staff should avoid threats of punishment that may dissuade the child to climb down – e.g. “When you come down, you’ll be in trouble”
- If the pupil has climbed onto a building other than the Academy building, the occupants of that building should be informed
- If another building is affected, i.e. if the pupil is in close proximity to another building that is occupied, then people in that building should be informed to ensure that they are reassured that the incident is being dealt with and that they do not respond in a manner that may worsen the situation.
- Calling the emergency services such as the Fire Brigade or Police may worsen the situation by making the child anxious or want to get away. This

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should therefore be avoided unless the child is trapped, stuck, can't get down, is in obvious and immediate danger or is causing a danger to others e.g. throwing objects

- Observation and dialogue should continue and focus on keeping the child safe – pointing out dangers such as skylights that a child may fall over or through.
- Staff talking to the child should maintain a clear, assertive and caring tone
- Observation of the child should continue until the child climbs down

Experience has shown that in almost every case, children will climb down safely on their own once the audience has been removed and a calm approach to their behaviour is presented by staff.

Where a child has climbed onto the **main building roof**, senior staff may access the roof via the terrace to prevent the child from injuring themselves on the plant equipment that is situated there. When doing this, staff should remain in the centre of the roof and make no attempt to move towards the edge of the building. However if they lose sight of a pupil and feel they are reducing risk of injury by moving towards the edge, it would be appropriate to do so. Staff going onto the roof should adhere to the following guidelines:

- stay on the non-slip walkways wherever possible
- wear appropriate footwear
- do not go under the handrails

After the incident

When the child has climbed down it is essential that a restorative conversation takes place that explores:

- What happened
- Who was affected / upset / distressed by it and why
- What can be done to put this right

After the event a debrief of staff should focus on:

- How the child managed to climb
- Where they climbed and how this area could be better protected
- How supervision could be used to prevent a reoccurrence
- How the child's Personal Handling Plan / Behaviour Plan / Support Plan (*Appendix 4 and 5*) could be amended to prevent this happening again.

Parents should be informed of the incident.

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Discouraging climbing outside school

There have been a number of incidences in the Leeds area and nationally of young people being injured or killed after falling from buildings onto which they have climbed.

It is important therefore that we identify opportunities for discussions about risk taking behaviour outside school within our curriculum so that this issue can be addressed directly.

Opportunities for this may arise in PHSE or circle time or when topical news items carry relevant stories. In these sessions, pupils should be made aware of the risks and dangers of climbing on buildings outside school. Emphasis should be placed on concern for their safety and the effect accidents can have on friends and family.

Pupils who Abscond

The purpose of this policy is to set out clearly for all stakeholders, the process that will take place should a child abscond from the Academy.

Definition: To abscond is to 'leave without permission'.

Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their pupils. This duty of care requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the Academy at all times throughout the Academy day and during Academy led activities.

Where a pupil, present at registration, is found to be absent from the Academy without authorisation the following procedures should be followed: a) Where it is unclear where the child/pupil is:

- Member of staff to inform Principal or member of SLT, and the Academy admin office.
- Principal or member of SLT organises search of buildings and known places that the pupil may have gone to.
- If the pupil is not found then all available staff to complete a more thorough sweep of the Academy and check the perimeter of the grounds.
- Academy office to phone the police when area has been fully checked if the child is not found.
- Academy office to contact parents/carers and inform them of the situation.

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- Consideration will be given to whether the search should be extended beyond the Academy's perimeter. This decision will be based on staff's knowledge of the child and on the levels of risk, and on what action is in the child's best interests.
- Any staff who leave Academy grounds to take mobile phone to contact Academy.
- Once a pupil has been found then the lead SLT member will use their professional judgement to outline the response towards the pupil and the support the pupil will need in the future.
- A written report will be filed using the Academy's behaviour recording system.
- Member of SLT to brief police (if they have been contacted) and parents.

b) Where a pupil attempts or is seen to be leaving the Academy premises without authorisation the following procedures should be followed:

- Staff must follow the pupil to the perimeter fence or gate and must try to persuade the pupil to stay in the Academy.
- If a pupil is deemed to be a high risk to himself or other people then staff should adhere to the Care and Control Policy with reference to holding the pupil, if appropriate.
- At all times staff must be aware that active pursuit may encourage the pupil to leave the immediate vicinity of the Academy and may also cause the pupil to panic, possibly putting him or herself at risk by running onto a busy road, for example.
- If the pupil has left the immediate vicinity of the Academy the Academy office, the Principal or SLT members must be contacted immediately and the lead person will direct the course of action.
- Staff will follow the pupil at a safe distance if in view.
- The SLT lead may direct additional staff to join the search in a vehicle, taking a mobile phone to contact Academy.
- The SLT lead will ensure contact is made with the pupil's parents/carers. If the searching staff lose sight of the pupil they must contact the Academy office giving details of their location and the clothes which the pupil is wearing. The SLT lead will then ensure that Police are notified.
- If the pupil(s) has left the immediate vicinity of the Academy grounds and is no longer visible then the SLT will make a decision as to how to take matters further which will take into account the age of the pupil, the prevailing weather conditions, the nature of the incident which led to the pupil absconding, the

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pupil's previous history of being involved in episodes of absconding and their outcomes.

- If the pupil returns of their own volition, parents/carers and the police will be informed as soon as possible.
- Upon his or her return to Academy, and when the pupil is calm, the pupil must be seen by the SLT so that the reasons for absconding may be discussed in detail.
- At this point a decision will be made as to the appropriateness of further actions.
- A written report will be filed on the incident using the Academy's behaviour reporting system.

c) Where a pupil absconds during an educational visit

- Where a pupil is a known risk of absconding, this must be indicated within the risk assessment for the educational visit and reference to this policy made as a means to managing the risk
- Where ever safe to do so, staff should attempt to calmly follow the pupils and engage them in conversation in order for them to return to the group
- Staff will follow the pupil at a safe distance if in view
- Staff should only leave other pupils to follow one who is absconding if there is sufficient staff to safely supervise those left behind
- Staff following should take a mobile phone with them
- At all times however, staff must be aware that active pursuit may encourage the pupil to leave the immediate vicinity of the group and may also cause the pupil to panic, possibly putting him or herself at risk by running onto a busy road, for example.
- Where an absconding pupil has been lost from sight, the Academy should be contacted by the group leader immediately
- The Academy will inform Parents
- The designated contact at school (usually the office manager) will contact the police to inform them.
- The group leader should liaise with the school contact at fifteen minute intervals or immediately in the case of either losing contact with the pupil or the return of the pupil
- If the pupil returns of their own volition, parents/carers and the police will be informed as soon as possible.
- Upon his or her return to Academy, and when the pupil is calm, the pupil must be seen by key staff so that the reasons for absconding may be discussed in detail

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- At this point a decision will be made as to the appropriateness of further actions
- A written report will be filed on the incident using the Academy's behaviour reporting system.

NB. After all serious incidents, a serious incidents form (Appendix 3) MUST be completed by all staff involved. This is compulsory, and staff must alert parents/carers if any physical restraints have been applied to their child.

Exclusions

'for a person to "grow", they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood).

Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water.' Carl Rogers

Successful schools/academies often share a number of features that help to create and sustain their success:

- Committed, highly visible leaders, with ambitious goals, supported by a strong leadership team
- Effectively communicated, realistic, detailed expectations understood clearly by all members of the school
- Highly consistent working practices throughout the school
- A clear understanding of what the school culture is and the values it holds
- High levels of staff and parental commitment to the school vision and strategies
- High levels of support between leadership and staff
- Attention to detail and thoroughness in the execution of school policies and strategies
- High expectations of all pupils, and a belief that all pupils matter equally

As an inclusive organisation, Bramley Park Academy believes that:

- we should develop a supportive culture where exclusion is seen as an absolute final resort and where best endeavour is used by all our leaders to avoid permanent exclusion from school.
- Fixed term exclusion should be viewed, not as a sanction, but as a mechanism to provide support and plan interventions.

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- we should seek alternatives to the use of fixed term exclusion with an understanding that its use is sometimes unavoidable.

In order to achieve these goals, Bramley Park Academy will:

- develop high quality behaviour policies and systems that allow all children to prosper and flourish.
- develop expertise in restorative practice, post incident learning, behaviour management and personalisation.
- explore, with sophistication, the reasons why children display challenging behaviour and develop strategies to address this.
- develop alternatives to fixed term exclusion and create a culture that sees permanent exclusion as a rare and last option.
- deliver high quality SEND interventions and develop appropriate strategies to support children with additional needs.

Where a suitable alternative cannot be found and the Principal on site deems that a fixed term exclusion is appropriate, they must notify the Executive Principal at the earliest opportunity. Notification should be sent to the central Wellspring Trust team, stating the name and date of birth of the pupil, the reason for the FTE and period for which the pupil is excluded.

The Principal on site will ensure that legal guidance on the recording and notification of exclusions is followed and that appropriate written communication is sent to parents and carers.

Appendix 1

At Bramley Park Academy, our behaviour system is called *Stay on Green*.

We use colours to help children understand the choices they are making, each colour representing a clearly defined set of behaviours.

Every class has a *Stay on Green* display. At the start of each session (morning and afternoon) all children begin with their name on the *Green* section.

Green means children are following the Golden Rules: following instructions, keeping hands, feet and objects to themselves and treating everyone with kindness, care and respect.

When children follow the Golden Rules they *Stay on Green*

If they consistently make positive choices about their behaviour they may move to bronze, silver or gold.

If children make poor or inappropriate behaviour choices they move to blue, yellow, or even red.



Negative choices

Blue is the 'Thinking Zone'. If children go into the 'Thinking Zone' they have the opportunity to reflect on their behaviour and think about what they need to do to get back to *Green*.

Between each stage, children are given time for reflection and the opportunity to change their behaviour.



Positive choices

GREEN BEHAVIOUR

- ✓ keeping the Golden Rules
- ✓ always trying my best
- ✓ listening well
- ✓ being honest and truthful
- ✓ being gentle – not being rough and hurting others
- ✓ being kind – saying and doing nice things
- ✓ having good manners
- ✓ looking after our school
- ✓ moving around school safely
- ✓ respecting all adults

Rewards

Individual

The following colours show children that they are making the right choices:

Green: Merits for merit cards. If a pupil stays on Green for the duration of the half term, they will get to attend all of their class' green zone party as recognition for their efforts and to acknowledge that they always do what is expected of them.

Bronze: Bronze reward – stickers. Pupils who are on Bronze ten or more times in a half term will receive a special certificate of acknowledgment in Celebration Assembly.

Silver: Silver reward – note home to parents/carers from the class teacher. Pupils who achieve Silver ten or more times in a half term will receive a special prize in school; this could include a picnic on the park, or a special film viewing.

Gold: Gold reward – post card sent home. For those lucky ones who get reward with Gold ten times or more in a half term, will get to go on another special activity *outside* of school; this could include bowling, a cinema trip, or even a good old McDonald's for lunch!

Children *Stay on Green* every day for the year will receive a special badge to keep as recognition for their achievements!

Consequences

All staff will support children to make good choices. Where poor choices are made, staff will encourage children to make better choices and acknowledge positive changes in attitude and behaviour as they occur.

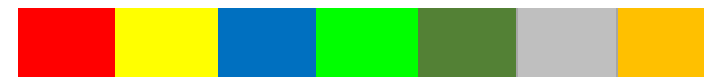
The following colours are consequences:

Blue: Verbal reminders of how to *Stay on Green*. Time in the 'Thinking Zone' to reflect on behaviour.

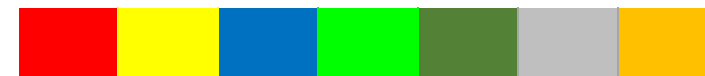
Yellow: 10 minute time out from the class to continue with work, or sent to another classroom behaviour continues to disrupt the learning of others.

Red: Removed from the classroom and sent to a member of pastoral or SLT for the remainder of the session. They will also be expected to complete 15 minutes restorative conversation in Reflection Room during lunchtime (15 minutes).

All consequences/warnings will be continued to be monitored by the pastoral team through weekly behaviour logs, and on our online monitoring system.



**Working Together
to**



Stay on Green

**at
Bramley Park Academy**

Bramley Park Academy
Pupil Report for:
Date: 12th November – 16th November 2018



Day	8:45-9:30	9:30-10:30	Break	11:00– 12:10	Lunch	13:00 – 14:00	14:00 – 15:05	Summary
Monday								___out of 7 Signed: _____
Tuesday								___out of 7 Signed: _____
Wednesday								___out of 7 Signed: _____
Thursday								___out of 7 Signed: _____
Friday								___out of 7 Signed: _____

Ap
ped



SIGNIFICANT INCIDENT REPORT

Section A

Student Name:		Year Group:	
Details of any EHCP/Disability/Vulnerability:			
Date of Incident:		Time:	Location:
Name of staff members involved:		<i>Names of any witnesses:</i>	
Name of any other students involved:		Name of witnesses:	

Reason for Intervention			
Danger to self:		Danger to others:	
Severe damage to property:		Severe disruption to other pupils:	

Describe lead up to incident including attempts to de-escalate:

De-escalation techniques used & effectiveness rating (1 = not effective, 5 = very effective)

Verbal advice & support		C.A.L.M. Talking	
Distraction		Options offered*	
Time out offered		Planned ignoring	
Time out directed		Success reminded	
Transfer adult		Contingent touch	
Choices, limits & consequences		Persuasion	
Reassurance		Step away	
Appropriate behaviour reminder		Negotiation	
Praise points		Take up time*	
Other*		Please specify	
Due to the violent outburst, there was no opportunity to de-escalate using the above techniques			

Details of incident:

Witness signatures:	
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Section B (to be completed if physical intervention used)

Physical intervention used & effectiveness rating (1 = not effective, 5 = very effective)				
Guided escort		Friendly hold		Front Ground Recovery
Describe hold:				

Breathing monitored		Duration of physical intervention		Number of staff involved	
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Section C (medical intervention)

Injury suffered by child		Please complete HS2 (NE) form (blue) and attach copy*
Treatment required		
Injury suffered by staff		Please complete HS2 (V) form (green) and attach copy*
Treatment required		
Injury suffered by others		Please complete HS2 (NE) form (blue) and attach copy*
Treatment required		

**please complete incident log in all cases and accident log where applicable*

Action Taken					
Return to class		Restorative Justice		Referred to police	
Time-out room		Withdrawal room		Contacted home	
Other		Please specify:			
Potential refer to other service				Potential EHA	

Ground Recovery Medical Team-Teach Checks

This document should be completed by a member of staff with a First Aid qualification that includes basic life support skills. Observations are required immediately after any physical intervention involving a Ground Recovery Hold.

Name of client:

Name of person conducting medical checks:

Respirations and Colour Checked

5 mins

30 mins

60 mins

Please initial the boxes each time checks are completed and record observations below

Observations

Please record the outcome of the First Aid check. Describe any injuries noted and actions taken.

Nothing to report, all vitals normal.

Section D (follow up)

Pupils point of view: (if applicable)

Pupil's behaviour target: (amend EHCP) (if applicable)

Section E (line manager's checklist – please tick)

	Tick ✓
Incident/accident log book completed	
Serious incident form checked	
Barnsley MBC forms checked and dispatched	
Letter sent to parents	
Staff debriefed	

Action taken by Safeguarding Officer:

Safeguarding Officer's signature:

Date:

**Appendix 4
Positive Behaviour Plan**



**Child's Name: Date of Plan:
Review Date of plan:**

Completed by:

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours	Stage 4 Reflective Behaviours	Stage 5 Recovery Behaviours

What are known common triggers?

Diversions and distractions / Praise Points / Key phrases

Term 1	What does progress look like?	Review (Termly) of progress
Term 2		
Term 3		

De-escalation skills	TRY	Possible consequences of this approach		TRY	Possible consequences of this approach
Verbal advice and support			Time-out		
Giving space			Supportive touch		
Reassurance			Transfer adult		
Negotiation			Success reminded		
Choices			Simple listening		
Humour			Acknowledgement		
Consequences			Apologising		
Planned ignoring			Agreeing		
Take up time			Removing audience		
Other			Other		

Any medical conditions to be taken into account before using Physical interventions?

Is advice from medical professionals required?

Preferred method Physical intervention?

Intermediate	TRY	Possible consequences of this technique
Friendly escort		
Single elbow		
Figure of four		
Double elbow		
Single elbow in seats		
T Wrap		
Seated T Wrap		
T Wrap on ground (DW)		
Other		

Parent/Carer Signature.

Student Signature.

Date

Support Plan

Name: CHILD'S NAME DOB: 28/11/2019

Class/Form: 3RH Date: April 2018

I would like you to know that:

I have been diagnosed with Autism. This is a lifelong developmental disability that affects how I picture the world and how I interact with others.

This means that I need:

To follow my individual behaviour and reward chart.
Reliant on the class teacher and staff to inform me of my next steps.
Regular access to small social friendship groups to teach me the skills other children acquire intuitively.
Plenty of time to take in new information and extra time to complete tasks.

My outcomes are / I want to achieve:

I want to be able to be happy in class, and learn at my own speed and in my own time.

My sensory needs to be understood and met by all staff in class and school.

What I like / am good at:

- I love my reward time, and playing on the computer or playing with my train-set.
- I like a quiet space where I can work on my own.
- That there is good communication between home and school.
- I like established routines and can get anxious if there is change.
- I am good at ICT.
- I show a great interest in numbers and am really good Maths.

I will help myself by:

Following my individual behaviour and reward chart.
Verbalising to staff when I am not happy/struggling.

It would help me if you could:

I use a visual timetable and I will need plenty of time to take in and process new information.
Give me extra time to complete tasks.
Give me clear and concise instructions, and if I struggle to make a good choice, give me 2 clear options; one which is

Additional support/provision:

Regular sensory breaks.
Reward time.
Access to the Learning Mentors office when necessary.

Adults at school who are important to me:

My keyworker and staff who I come into contact with, especially my teacher.

Things I find difficult:

Being touched.
I am extremely sensitive to loud noises.
I have difficulty processing everyday sensory information. This might affect my behaviour.
I find it hard to ask for help
I am unaware of potential risks or danger.
I find it hard to regulate my emotions (frustration and temper).
I find it difficult to concentrate.

About this policy

Written by: Wellspring Academy

Date: September 2019

Presented to Governors September 2019

Ratified by Governors September 2019

To be reviewed by September 2020