



Understanding and Supporting Behaviours Policy Incl. Behaviour Principles

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BEHAVIOUR PRINCIPLES

CHAIR OF GOVERNORS

MICA COLMAN JONES

Written Statement of Behaviour Principles from the Governing Body

Brackenfield SEND School caters for a wide range of pupils with varying levels of need; communication and cognition. Brackenfield's fundamental aim is to support pupils to develop functional lifeskills including the ability to regulate their emotions so that pupils leave ready to transition to the next stage in their lives. At Brackenfield we believe that all are pupils want to learn and want to behave in a way that allows themselves and others to do this and if they are behaving in a way that impacts their ability to do this then there is an unmet need.

We understand some of our pupils are more likely to experience Social Emotional and Mental Health difficulties (SEMH) as a result of their specific learning needs and variety of other factors such as experiencing trauma. We understand that behaviours which challenge always happen for a reason and might be the only way a pupil can communicate their needs and wants at that moment in time. We work with families (families is taken to mean anyone with parental responsibility) to support pupils both inside and outside of school; we recognise that parents are the experts on their child and listen to their advice and guidance on how best to support their child. We recognise that above all Brackenfield is a learning environment and we continually support all pupils so that learning can take place for everyone.

To the Staff Body

In order to support the SEMH needs of all our pupils you operate an attachment aware approach with a shared understanding that behaviour is a method of communication. You recognise that people's behaviour is shaped by their attitudes, experiences and their specific educational needs. You appreciate that to support behaviour you have to first understand the root cause of the behaviour. You also appreciate that due to some pupils' complex and varied learning needs and life experiences that some pupils may always display behaviour that is challenging. You recognise, share and celebrate pupils' hard work and efforts.

You understand that the expectations and stresses of school life and home life can cause anxiety for our pupils which results in displays of challenging behaviour. You work closely with families to provide holistic support. You support our pupils to make appropriate choices whilst recognising that this can be difficult for our pupils due to their needs and experiences. If pupils display challenging behaviour you take action to ensure that all people are emotionally and physically safe. If necessary, you use restrictive physical interventions to keep pupils and others safe. You receive training around restrictive practices and know how to use these ethically, legally and always within the best interest of the pupil (s); you know to use the minimum amount of force for the shortest amount of time. You then record, report and reflect on the incident and work together as a team to put into any plans to support the pupil further. You will use restorative and reflective practice to help pupils reflect after incidents and restore any relationships that may have been damaged. You will not use sanctions or punishments. Any response to an incident will always be appropriate to a pupil's cognitive ability and their understanding of the situation.

To Our Pupils

At Brackenfield you will all receive an education. You will be cared for and kept safe. Your hard work and efforts will be recognised, shared and celebrated. You will always be treated fairly but this does not mean we will treat you all in the same way. Being fair means that we will do our best to give you all what you need to be successful. What you may need and what someone else needs may be very different. We recognise that you are all individuals, and we make sure that we offer you an education and environment that is right for you. We understand that your behaviour is how you communicate with us and for some of you that is the only method of communication that you have; we will always try to understand what you are telling us. We will use praise and recognition of efforts in the moment and make sure you know why you have done well. We will help you learn to self-regulate and support you with co-regulation. We will use restorative and reflective practice to support you to develop your ability to manage your behaviour, emotions and relationships.

Our Promise as a Governing Body

We will support the Headteacher and Staff Team to ensure that every pupil has the right to feel safe, valued and respected, and learn free from the disruption of others. We will not tolerate any form of discrimination towards pupils, staff, visitors or within in our own governing body. We will ensure staff and volunteers always model an excellent example to pupils. We will support the staff body to positively support behaviour in line with the behaviour policy. We will uphold our duty as a governing body to ensure that suspensions and permanent exclusions will only be used as a last resort, and only when they are likely to have an impact on changing behaviour or ensuring the safety of pupils and staff. We will support the staff team to help pupils take responsibility for their actions where this is cognitively appropriate. We will listen to and act on pupil and parent voice. Finally, we emphasise that bullying, racism, violence or threatening behaviour will not be tolerated in any circumstances.

Mica Coleman Jones

Chair of Governors

A handwritten signature in black ink that reads "Mica Coleman Jones". The signature is written in a cursive, flowing style.

UNDERSTANDING AND SUPPORTING BEHAVIOURS POLICY

DEPUTY HEADTEACHER




JESSICA LACEY

This Policy Covers:

- School Ethos and Rules
- Supporting Pupils Behaviour
 - The 95% Proactive Behaviour Support
 - The 4% Staff responses to Challenging Behaviour: Diversion; Distraction; Redirecting
 - The 1% Crisis Management and Risk Reduction
 - Instances of Bullying
- Post Incident Restoring and Rebuilding
- Recording, Reporting, Analysis and Reviewing
 - Using Behaviour Data to Inform Practice
- Behaviour Support Plans
- A Note on Rewards
- Further Information and Guidance

SCHOOL ETHOS AND RULES

Our school ethos is Belong; Believe; Be Brave.

Belong	Believe	Be Brave
		
Caring for each other; helping each other; wearing our uniforms; taking part in school events; listening to each other;	Trying our hardest; treating everyone fairly;	Never giving up; trying even when we find something hard; telling the truth

Our School Rules:

- I will engage in lessons and activities,
- I will allow others to work and learn,
- I will keep myself and others emotionally and physically safe,
- I will respect my own, others and school property.

Brackenfield understands that many pupils will struggle to follow these rules all of the time due to the individual needs; however all staff have high expectations of pupils and will continually work to enable and support pupils to meet these expectations.

SUPPORTING PUPIL BEHAVIOUR

Brackenfield's approach is underpinned by the Team Teach belief that: 95% of Behaviour support should focus on proactive behavioural support and only the remaining 5% is diversion and de-escalation, of which only 1% would be management of crisis situations.

THE 95% PROACTIVE BEHAVIOUR SUPPORT

The following are proactive strategies and systems that support behaviour:

Understanding of Pupil Need: Brackenfield works to support behaviour by having a thorough understanding of pupils' communication, cognitive, SEMH and physical and sensory needs. A challenging behaviour is a result of one or more of these needs not being met. Brackenfield uses several different assessment tools to understand and support needs.

Need	Assessment Tool	Application
Sensory	Sensory Toolkit	Sensory Profile for each pupil detailing their sensory preferences.

SEMH	Journey to Learn	Wellbeing Profiles and specific strategies and interventions for the pupil. Journey 2 Learn How to Guide
Communication	Communication Profile	Each pupil has a communication passport which details their most effective and preferred method of communication

For more information on how Brackenfield assess and supports these needs please see the Curriculum Policy.

Self-Regulation and Co-Regulation: All our pupils need support to regulate their emotions and arousal levels and recognise when they are feeling stressed. Staff understand what heightening and heightened arousal looks like for each pupil and work with pupils to regulate their emotions and arousal levels. Some pupils will always need an adult to help them regulate and staff offer opportunities to coregulate – this could be through calm talking, play, intensive interaction, mirroring or simply being present.

Understanding of Pupil Stage of Development: All our pupils are developmentally different from their neurotypical peers. When viewing behaviours and considering how to manage behaviour effectively it is important to consider the likely developmental age of the pupil – this could be markedly different from their chronological age. Brackenfield works to support behaviour by having a detailed understanding of each pupil's stage of development and understanding in order to pitch appropriate learning activities

For example, not giving work that is too hard for pupils to complete that they become despondent or too easy that they become bored. This understanding also supports expectations around socialisation. For example, pupils that are only operating at the parallel level of play will not be expected to take turns items; they will be encouraged to participate in shared play first.

Curriculum: Each pupil has a personalised and bespoke curriculum offer which is informed by their Education Health and Care Plan. The personalised curriculum has been designed to support each pupils' personal and cognitive development by providing pupils with relevant, interesting and challenging experiences.

Total Communication Approach: The adoption of a Total Communication Approach supports pupils' ability to communicate effectively and therefore reducing the likelihood of challenging behaviour. It also ensures continuity within the school environment and classroom set up therefore reducing pupil anxiety. Please see the Total Communication Approach Policy for more information.

SMSC and British Values: We promote the spiritual, moral, cultural, mental and physical development of pupils and prepare pupils for the opportunities, responsibilities and experiences of later life. The promotion of British Values within Brackenfield supports an understanding and tolerance of all people. See the Personal Development Policy for more information.

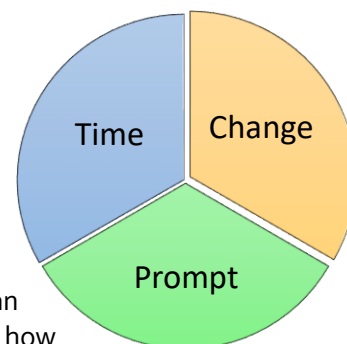
PSHE: Our PSHE curriculum aims to provide children with the knowledge and skills to keep themselves happy, healthy and safe, as well as to prepare them for life and work. See the PHSE and SRE Policy for further information.

Character Education: Brackenfield Characters are the attributes that parents, pupils and staff feel are important for our pupils to acquire. Staff actively provide opportunities for character development and seek out and recognise pupils displaying these characters. See the Personal Development Policy for more information.

Education Plan: All pupils have an Education Plan on BOOP which includes links to any risk assessment (such as a PEEP), their sensory diet, their journey to learn and their communication toolkit. Within these documents there is a clear description of preferences, motivators, communication level, likes and dislikes. Some pupils also have an individual behaviour support plan.

THE 4% STAFF RESPONSES TO CHALLENGING BEHAVIOUR: DIVERSION; DISTRACTION; REDIRECTING

The Positive Support Framework is not designed to be a prescriptive or exhaustive list and at all times staff should use their professional judgement and conduct a dynamic risk assessment to assess how best to reduce the risk of restraint. When considering responses for behaviours the best interest of the pupil concerned will be of paramount importance. Responses will be only used that are likely to modify or support behaviour and never as a punitive method. As all pupils are different and have different needs different strategies might be used to address the same challenging behaviour.



The following table gives examples of some possible responses – it is not an exhaustive list and staff are expected to make a dynamic risk assessment on how best to support the pupil.

Element	Staff Responses
Prompt	Choices; Verbal Prompts; Visual Support, Reminder of Expectations / Task; Minimal and simple language; reminder of rules / expectations
Change	Activity; task; sensory input; peer; space; support; staff member.
Time	Now and Next; First and Then; Take up time (stepping away and allowing time for pupil to be compliant); allow for processing time;

Different pupils require different responses and responses with the same pupil may be different depending on staff member and context. The consistent approach comes from staff calm and fairly responding to pupil behaviour.

THE 1% - CRISIS MANAGEMENT AND RISK REDUCTION

At times our pupils display challenging behaviour which requires the use of reasonable force to keep themselves and others safe. Reasonable force at our school means using physical contact by a member of staff on a pupil to control or restrain their actions/movements to prevent or stop (1) a pupil from committing any offence, (2) a pupil causing personal injury to any person including the pupil themselves, (3) damage to property, or (4) disruption to education and good order at the school. Reasonable force can also include physical restraint. 'Reasonable' means using no more force than is necessary and this force should be appropriate and proportionate.

Our continuing message to our pupils is that we care too much about them to allow them to hurt themselves or others. Our primary aim is to reduce the need for restrictive physical interventions whilst equipping our staff to physically intervene effectively and safely when it is necessary to do so. To ensure staff are equipped with necessary skills, knowledge and attitudes to keep pupils safe and

manage risk appropriately we train all staff in Team Teach and have in house Team Teach Tutors who are members of the Senior Leadership Team

INSTANCES OF BULLYING

Brackenfield define bullying as any behaviour that is repeated and **intended** to hurt someone. It can include but is not limited to:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Due to the cognitive ability of our pupils bullying is extremely rare at Brackenfield. For a behaviour incident to be classed as bullying the pupil must be cognitively able enough to understand their actions and intended for them to cause harm; it also must be repeated. The exception to this is racist incidents which are "any incident which is perceived to be racist by the victim or any other person", - this does not have to be repeated to be considered racist bullying and will be reported to the police if a crime has been committed.

Any instance of bullying will be dealt with in a way that is appropriate to the needs of all involved. Any form of bullying that has broken the law will be reported to the police; this includes bullying of a racist nature.

Through subjects such as Friends, Relationships and Community; Good Health, PHSE and RSE Brackenfield teaches pupils how to build healthy friendships and relationships. Staff also teach pupils how to recognise and respond to unhealthy friendships and unkind behaviours.

POST INCIDENT – RESTORING AND REBUILDING

We have a wide range of cognitive understanding and engagement with adult led activities within the school pupil population. The most important aspect of the post incident stage is to understand the

reason for the behaviour and support with more socially acceptable ways of communicating this. For example, a pupil may have tipped paint on the floor as they did not want to paint – supporting the pupil to use a communication aid to signal finish would be more socially appropriate and reduce the risk of the incident happening again. Or they may have tipped the paint as they are experimenting with filling and emptying in which case either giving less messy things to play with or ensuring it is done in area that is easy to clean will also reduce the impact of the behaviour.

Consequences will only be used when the pupil has the cognitive understanding necessary to engage and this approach is likely to positively impact on behaviour. It is therefore not always possible to apply the same consequence to the same behaviour due to the understanding of the pupil and the reason for the behaviour. There will always be a staff response to any incident – there just might not be a pupil consequence.

Behaviour	Reason for Behaviour	Potential Staff Response	Potential Consequences
Pupil pours paint on the floor.	Pupil wanted to finish the activity.	Support pupil with communication aids – perhaps pointing to a “finish symbol”	Not appropriate
Pupil pours paint on the floor.	Pupil is experimenting with filling and emptying containers.	Pupil redirected to suitable activity for filling and emptying.	There is no more paint to use. Painting finishes.
Pupil pours paint on the floor.	Pupil did not want to share paint with classmate.	Assess whether pupil is at the stage of development of when sharing can be expected and then support pupil to be able to do this through modelling and structured activities and feedback. If pupil is not at stage of development when sharing is expected, then ensure enough paint for all pupils so sharing is not required.	Pupil is supported to clear paint up. Pupil is supported to paint taking turns with classmate.

Where appropriate we operate a restorative justice approach which allows all parties to contribute to a solution and helps our pupils with their problem solving. Social stories; circle time; reflective report cards and assemblies are all also used to support pupils to reflect and identify strategies for coping in the future.

Where pupils are not able to engage in a restorative approach staff members will support the pupil to restore and rebuild relationships in a way that is appropriate. This might be intensive interaction, play or shared experiences – or whatever is an appropriate activity. It is important staff members able to engage in positive interactions with pupils to build their confidence back in the relationship.

Brackenfield uses suspensions and permanent exclusions in line with DfE Guidance.

There will always be staff actions that are designed to lessen the chance of reoccurrence. These might be updating behaviour support plans, communication with parents and external professionals, changes to support at school; restorative and reflective work and increased understanding of need of the pupil.

RECORDING, REPORTING, REVIEWING AND ANALYSIS

All incidents of challenging behaviour are recorded on Iris Adapt on the day of the incident. Staff members fill in information about what happened before, during and after the incident. Staff also describe on the intensity scale of the incident:

Mild	No aggressive or violent behaviours. Has little to no impact on others. Does not put others at risk.
Moderate	Threats of aggression or violence. An action that has not caused an injury. Has an indirect impact on others such as noise being a trigger for others' behaviours or distracting others during incident.
Difficult	Aggression towards self or others which may cause a minor injury which could need some minor first aid. Throwing items or tipping furniture which may put others or self at risk of significant harm. Absconding to an unsafe place within school or climbing on something inappropriate / beyond a safe height. Displaying behaviours that neglect self-dignity such as removing clothes, flashing etc.
Severe	Aggression or violence which results in a significant injury that requires medical attention. Behaviours that put self or others at risk of significant harm. Actions that result in significant damage that means a space becomes unusable. Absconding when out in the community.
Critical	A behaviour that results in an emergency services intervention. An action that results in an injury requiring the accident and emergency department of a hospital. Absconding when out in the community the results in emergency services interventions.

Staff members also categorise the incident as damage, harming self, harming others or socially inappropriate.

Any physical interventions need to be recorded on Iris Adapt as part of the overall incident. Staff members make the decision on whether the physical intervention was a guide (minimal resistance from the pupil); control (moderate resistance from the pupil) and restraint (rigorous resistance from pupil). All restrictive physical interventions are communicated to parents on the day of the incident. All physical interventions are reviewed by an SLT member who is a Team Teach Tutor on the day of the incident or as soon as possible after. Feedback is given to the staff member(s) as to whether the physical intervention was viewed to be necessary, reasonable and proportionate and further actions will be determined from a result of this review.

When there has been a Restrictive Physical Intervention, parents are called and informed every time. Parents are also consulted regarding behaviour plan updates. Through parent reports we inform

parents about RPIs and behavioural incident frequency, and compare this to the previous MER in relation to:

Increasing	
Remaining the Same	
Decreasing (or zero)	
Not Applicable	

We inform parents of the following:

Behaviour Incidents Progress

Our pupils have complex learning and communication needs and therefore will sometimes display challenging behaviours. Please be assured that the school is always actively supporting pupils with their behaviour and if this is increasing there is likely to be many reasons around this.

Restrictive Physical Interventions Progress

Very occasionally a pupil will display such challenging behaviours that staff need to physically intervene to keep the pupil safe, others safe or prevent extreme damage to property. If your child has been involved in an RPI you will receive a letter that day explaining what has happened and why. This also gives the option for further discussion.

Reporting to governors happens on a MERLY basis. Governors are given information on any suspensions, instances of bullying or peer on peer abuse. They are also informed about behaviour trends and actions that are in place to support behaviour.

USING BEHAVIOUR DATA TO INFORM PRACTICE

Behaviour Support is quality assured in several ways, for example class team debriefs and support and guidance from Lead Practitioners and Senior Leaders. Relationships with home are considered vital and regular contact is used to ensure information is shared and to provide support. This is done through phone calls or emails as the home-school diary only communicates positive messages and should not be used to comment on challenging behaviour.

Weekly Senior Leadership Team behaviour briefings are used to highlight and review any severe or critical incidents as well as pupils with high numbers of incidents. At each 12 week data drop a child's incident data is RAG rated and information on this provided to the class team. The aim is for each / highlighted pupils to have a 25% reduction in behavioural incidents each 12 week period. This information is discussed as part of teacher performance meetings and further strategies put into support as needed.

Detailed qualitative and quantitative data analysis is carried out on any behaviour that is causing concern. Functional Behaviour Assessments are also used. This information is used to further inform strategies and when needed to inform external professionals who may also be supporting the child.

BEHAVIOUR SUPPORT PLANS

Some pupils require an individual Behaviour Support Plan which details how to support them proactively, suitable de-escalation strategies and any relevant positive handling strategies. A visual of the pupils' behaviours against an arousal curve is used to support staff recognising when a child is escalating.

Using information and analysis from Iris we can look at the de-escalation strategies that have worked successfully with pupils. This forms the basis of the behaviour support plan (BSP) and from this we can determine what strategies do and do not work with individual pupils. The final part of the BSP outlines an Arousal Curve. This looks at pupil behaviours, known triggers and effective staff responses or control measures to support de-escalation of behaviours at each stage. This is a live document which is reviewed after any further Restrictive Physical Interventions or major incidents.

As part of the BSP, there are pupil specific risk assessments in place based on previous or known behaviours in certain situations.

Alongside behaviour risk assessments are the Harmful Sexual Behaviour (HSB) risk assessments. Harmful sexual behaviours (HSB) are developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.

Problematic sexual behaviour (PSB) is developmentally inappropriate or socially unexpected sexualised behaviour which doesn't have an overt element of victimisation or abuse. For more information please see the Safeguarding Policy.

A NOTE ON REWARDS

Brackenfield does not operate a reward-based behaviour system. We recognise, celebrate and share hard work and effort, but we do not reward it.

We are promoting a commitment to lifelong learning and independence for adulthood; the learning that takes place is linked to the value of that task. For example, we learn how to go to the shops and complete the shopping so we can feed ourselves. If we were rewarded for completing activities to do with this learning, we risk de-valuing the importance of the task and make the motivation about a reward instead of learning. We want the incentive to engage to be able what we can learn and do – not an unlinked extrinsic reward.

We want to avoid the inherent problems linked with reward problems in terms of rewards having to get big and bigger to remain motivating, pupils feeling their efforts are not rewarded or their peers have more rewards than them and the de-valuation of the activity. If the activity is not motivating enough for the pupil to take part in without a word we need to reflect on the suitability and presentation of that activity for the young person.

Brackenfield recognises and celebrates learning, engagement and character development through positive recognition, specific praise and sharing with their families, peers and other staff.

FURTHER INFORMATION AND GUIDANCE

In addition to this policy, we also follow government guidance on:

- [Reducing the Need for Restraint and Restrictive Intervention](#)

- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [School Exclusion](#)
- [Team Teach Website](#)
- [Personal Development Policy](#)