



Promotion of Good Behaviour Policy

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Version	Date	Comments	Author
	November 2021		Gemma Lewis Ashley Anderson Stephen McMullan

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1. INTRODUCTION

Brent River College (BRC) is committed to providing an environment where everyone can feel safe, happy, accepted and integrated. It is important that a purposeful framework exists within which effective positive relationships can develop to ensure teaching and learning can take place within a caring, co-operative ethos ensuring the well-being of the whole community.

This framework will:

- Be trauma informed
- Promote independence
- Include pupil involvement

BRC also holds an important position in the wider community, educating the young citizens of tomorrow in a way which will ensure that they take a positive and proactive role within their community in the future. It is therefore important that the individual has a high self-esteem and confidence reflected through a good education, appropriate presentation and working in a quality learning environment.

The framework is based on the school's co-operative values of:

- Belief
- Respect
- Integrity
- Vision
- Excellence
- Responsibility
- Courage

Good behaviour creates a climate where effective learning can take place. The best way to encourage good standards of behaviour is a clear code of conduct backed by positive and negative consequences. Creating a positive community modelled by adults constantly having high expectations and recognising good behaviour and giving praise and thanks.

This policy is based on the principles of trauma informed care:

- Safety
- Transparency and trustworthiness
- Choice
- Collaboration and mutuality
- Empowerment

Behaviour is communication, we will strive to understand the precipitating factors to the behaviour in order to preserve positive relationships. We will all endeavour to learn from the experiences ensuring early intervention.

2. AIMS

The overall aim of the Behaviour Policy is to determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied in line with trauma informed practice.

- To support young people to manage their behaviour so that learning takes place in all lessons.
- To encourage increasingly independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To promote independent behaviour particularly during less structured parts of the day such as lunch times.
- To ensure that all young people and staff feel safe at all times.
- To prevent bullying so that all young people feel respected regardless of gender, race etc.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To ensure that all staff understand that it is their duty to identify and address all inappropriate behaviours. However, we recognise that changing behaviour does not take place overnight and so we celebrate small steps whilst accepting that there will be many disappointments and setbacks.
- To ensure that all staff own, know and understand the policies for the promotion of positive behaviours and attitudes.

3. PRINCIPLES – Written Statement of Behaviour Principles – Appendix A

4. RESPONSIBILITY

It is the responsibility of everyone in the School community to promote positive behaviour.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of School policy, procedures and expectations. Students have the responsibility to show consideration and respect for others and to be aware of the effects of their behaviour on their own learning and that of others. Students and staff will follow the Brent River College Behaviour System, Reward System (Appendix B) and the guidance in Behaviour Management Handbook.

Students have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported to the appropriate person in the School.

Staff have the responsibility of setting a good example through their own behaviour. They should encourage and acknowledge good behaviour and deal constructively and consistently with inappropriate behaviour in line with School procedures. As well sharing the responsibility for establishing and sustaining good behaviour within the School, all staff are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied.

Parents/carers/siblings have a responsibility to support family members and work positively with BRC. Parents together with their children are responsible for the behaviour both inside and outside BRC. All staff will promote partnership working with parents/carers/siblings that will maintain high standards of behaviour and use appropriate behaviour. BRC encourages parents to engage and raise concerns promptly in an appropriate manner.

The Management Committee will establish, in consultation, this policy for the promotion of good behaviour and keep its effectiveness under review. The Management Committee, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or natural origin, cultural, religious, gender, disability or sexuality. It will also ensure that the concerns of students are listened to and appropriately addressed.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures through Heads of Centre. Routinely, she/he will report regularly to the Management Committee, including reporting any major incident as soon as possible after it has occurred to the Chair of the Management Committee.

5. EXPECTATIONS AND CODES OF CONDUCT

Our expectations and Code of Conduct are outlined in Appendix C – BRC expectations, D – BRC Classroom Code of Conduct and E- BRC Offsite Code of Conduct

6. REWARDS AND SANCTIONS

These are outlined in Appendix F- BRC Reward and Sanctions 2021

7. MALICIOUS ALLEGATIONS

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the needs of staff accused of misconduct.

8. Strategies to promote Positive Behaviour - Please see Appendix G

8.1 Classroom management - Please see Appendix H

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

8.2 Safe Intervention/Physical restraint – Please see Physical Interventions Policy and Please see Appendix J

Following the principles of Safety Intervention, staff may hold pupils and restrict their movements. In accordance with current legislation and guidance the circumstances that may justify the use of restrictive interventions include.

- When an individual poses a significant risk to self
- When an individual poses a significant risk to others
- When an individual causes damage to property that may result in significant risk of harm to self or others

The use of Safety Intervention must be reasonable, proportionate and least restrictive to maximise safety and minimise harm. All BRC staff are guided by the following legal and professional considerations.

- Duty of Care
- Best interests
- Reasonable and proportionate
- Last resort
- Least restrictive
- The risk of doing something and the risk of doing nothing
- Human Rights

8.3 Confiscation and Searching and Screening

Any prohibited items such as weapons, knives, drug and drug associated paraphernalia found in students' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. Items not deemed detrimental may be returned to pupils after discussion with senior leaders and parents, if appropriate.

The searching and screening of pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf). (January 2018 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

8.4 Support for students

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

All students referred to Brent River College will have an initial appointment where their needs will be accessed and reviewed with parents/carers and the young person. On arrival at the school, the student will complete an evaluation of their learning needs and behaviour. Their individual tutor will set targets based upon this evaluation. In addition, the school's expectations and procedures will be explained to the student in order to support their success.

BRC uses a range of strategies to support the students including restorative justice practices, trauma informed care, counselling, anger management programmes, using outside agencies and mentoring.

We will work closely with all agencies to co-ordinate and support to promote positive behaviour for learning.

The school's special educational needs co-ordinator will evaluate all pupils who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Pupil transition

To ensure a smooth transition to the next year, pupils have sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

8.6 Bullying – Please see Anti-Bullying Policy

Bulling of any form will not be tolerated and will be treated very seriously. We have a separate policy which covers this area in more detail.

9. TRAINING

Safety and intervention training is provided on a frequent basis, through whole school sessions and on an individual basis if required. A review of procedures will take place after incidents requiring an incident review in order that we learn from the experience and identify training needs.

On Induction staff receive full guidance on the expectations, procedures and support available.

10. MONITORING, EVALUATION AND REVIEW

The implementation and effectiveness of the Behaviour Policy is monitored throughout the year and reviewed annually, involving staff, students, parents and Management Committee Members.

The written statement of behaviour principles (Appendix A) is reviewed and approved by the Full Management Committee every **two years**.

11. EQUALITY IMPACT STATEMENT

BRC will do all we can to ensure that this policy does not discriminate, directly or indirectly through regular monitoring and evaluation. On review we shall assess and consult relevant stakeholders on the likely impact of our policy on the promotion of racial equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

Appendix A

Brent River College Written Statement of Behaviour Principles

The Education and Inspections Act 2006 requires Governors to make, and from time to time review, a written statement of general principles to guide the Head Teacher and staff in determining measures to promote good behaviour. This statement has been adopted by Brent River College. Young people, parents and carers are made aware of these principles during their induction following a referral to the College.

At Brent River College we value everyone as an individual, capable of growth, change and development despite previous behaviours associated with their circumstances and needs. Our motto: “iDream, iBelieve, iAcheive” and our commitment to our core values of Belief, Respect, Integrity, Vision, Excellence, Responsibility and Courage guarantee that we work unstintingly with young people to help them achieve their absolute best in terms of social and academic outcomes. Additionally, staff work closely with young people to encourage and support them to take more responsibility for their behaviour so that they can move successfully onto appropriate provision. Unacceptable behaviour is always challenged in an appropriate and systematic way. Staff, pupils and parents are encouraged to learn from their experiences.

Our relationships are underpinned by the principles of Safety, Transparency and trustworthiness, Choice, Collaboration and mutuality and Empowerment. We have high expectations supporting the development of young people as effective and responsible citizens.

The purpose of the behaviour policy is to encourage the best possible behaviour from all of our young people and we endeavour to work alongside students and parents/carers to plan individual approaches to maintain positive conduct.

Our priority is to encourage positive behaviour by:

- Creating a climate in which the management of behaviour is: “Firm, Fair, Flexible and Forgiving”.
- Ensuring that every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- Recognising that behaviour is a form of communication and understanding precipitating factors.
- Providing a relevant and appropriate curriculum which is tailored to meet the individual needs and preferred learning styles of the pupil to promote **independent learning**.
- Teaching pupils behaviours for learning so that they can fully access the curriculum.
- Helping pupils to take responsibility for their own actions and develop a level of accountability and to promote **independent behaviour** management.
- Encouraging young people at the College to support each other re self-regulation of behaviour and as such providing opportunities for **independent leadership**.
- Dealing with unacceptable behaviour promptly and fairly with minimum fuss and in a consistent and logical manner
- Working closely with families / carers and their child to develop healthier communication strategies which foster improved relationships.
- Promoting a consistent approach to positive and negative consequences from all staff.
- Ensuring that all staff are appropriately trained to manage the complex needs of young people with significant and complex difficulties including SEMH.
- All staff and volunteers will be role models demonstrating excellence in all that they do.

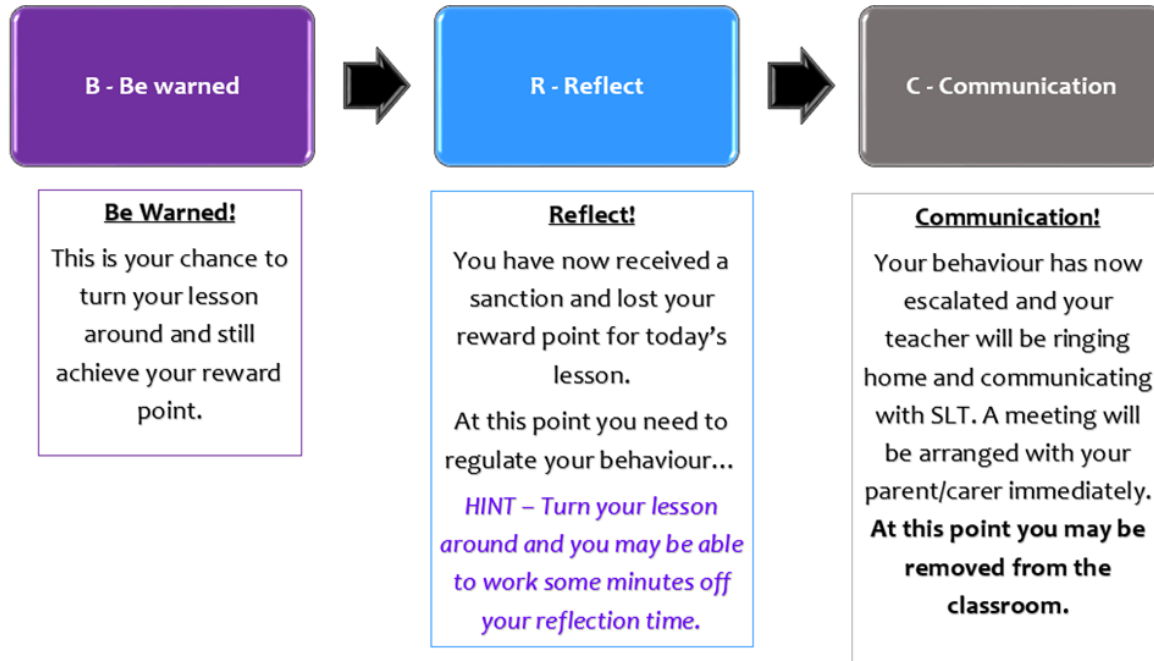
The management committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by [the Full Management Committee](#) every 3 years

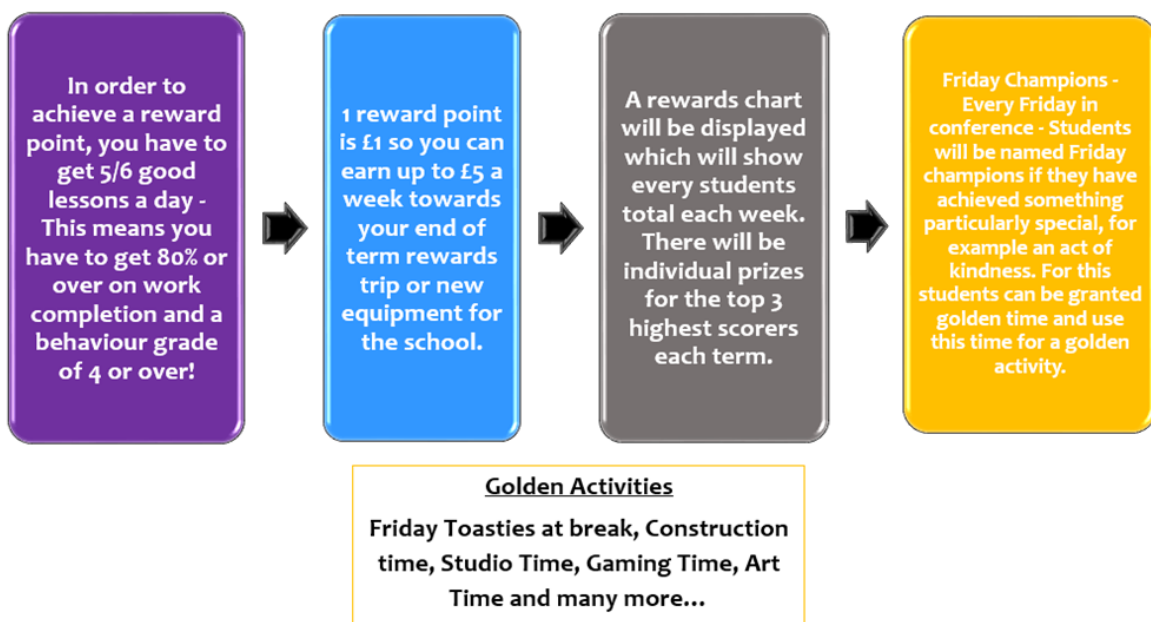
Appendix B

BRC Behaviour and Reward System 2021

Brent River College Behaviour System 2021



Brent River College Rewards System 2021



Appendix C

Brent River College Expectations

Our Expectations aim to:

- keep everyone safe,
- help students develop positive behaviour for learning
- enable teachers to teach in calm respectful environment
- provide support and opportunities for everyone as part of the BRC community to learn and develop.

➤ **Belief**

We believe that all our students have potential to achieve both socially and academically. All staff have high expectations and therefore look for every opportunity to support, positively reinforce and publicly recognise each other. All staff believe that our students have the potential to become independent and confident learners

➤ **Respect**

Within the BRC community we respect each other and show this through our verbal, physical and written communications.

➤ **Integrity**

We will be transparent, trustworthy, honest and truthful.

➤ **Vision**

We will develop everyone's vision, value it and support their journey.

➤ **Excellence**

We strive for excellence in everything we do.

➤ **Responsibility**

We all have responsibility to be punctual and prepared for work. We take responsibility for our actions and are reflective. It is everyone's responsibility to help others to succeed.

➤ **Courage**

We have the courage to try and the courage to fail in order to learn. We have the courage to follow others who are morally right and the courage not to follow the poor behaviour of others.

Appendix

Brent River College General Do's and Don'ts

- No Bullying
- No Hands On
- No Banta
- Do not use offensive language
- Speak appropriately to adults
- Respect others' personal space
- Follow instructions at all times
- Do not leave site without permission
- All dangerous items are forbidden e.g. knives, laser pens, fireworks.
- Alcohol, solvents and any other form of drugs not prescribed by a doctor are forbidden.
- Mobile phones must be handed in on entry to the Centre and comply with our search on entry
- Only approved web sites can be accessed using the School's IT equipment.
- Smoking is forbidden at all times in the building and the local area.
- Eating or drinking, is not allowed in any part of the building except the designated areas.
- Every person is responsible for leaving the eating area in a clean condition.
- Litter must be placed in the bins provided.
- Students must conduct themselves at all times in a manner not to cause a nuisance to our neighbours or the wider community.
- Students must not cause wilful damage to property of the School or its neighbours.
- Accept sanctions appropriately

Appendix D

Brent River College Classroom Code of Conduct

- Be punctual and ready to learn
- Have the correct equipment
- Sit according to seating plan
- Stay in the classroom during lesson time
- Stay in your seat unless otherwise instructed
- Make sure you don't disrupt the learning of others
- Complete all classwork to the best of your ability
- Treat all equipment with respect
- Respect the opinions, feelings and abilities of others
- Leave the classroom tidy and presentable
- The lesson ends when the teacher tells you.

Appendix E**Brent River College Off-site Code of Conduct**

- Have fun
- Be on time
- Follow instructions immediately
- Behaviour should not bring the school into disrepute
- Respect members of the public
- Respect the rules and regulations of places that are visited
- Follow emergency procedures as directed
- Respect others' property
- Report to the person responsible for you at the times requested
- Our General expectations still apply
- Any criminal behaviour will be reported to the police

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Appendix F

Rewards and Sanctions

Rewards

Positive behaviour will be rewarded in line with 2021 system.

They could also include the following:

- Verbal and Non-verbal praise
- Certificates, letters, phone calls, text or postcards home to parents
- Special responsibilities/privileges
- Trips
- Points through the reward system

Sanctions

Sanctions will be in line with BRC behaviour system 2021

The school may also use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning
- Expecting work to be completed at home, or at break, lunchtime or afterschool
- Reflection at break or lunchtime, or after school
- Communicating with senior leadership team
- Communicating with home
- Agreeing a positive behaviour support plan
- Putting a pupil 'on report'
- Placement at another site
- Fixed term exclusion
- Referral to Inclusion to be directed to another provision
- Permanent exclusion

Appendix G

Strategies to Promote Positive Behaviour providing recognition and reinforcement

1. All staff will follow BRC Behaviour System 2021 to support the provision of a positive climate and preventative and de-escalation strategies. These strategies are supported by CPI Safety Intervention and other training. Positive behaviour is always acknowledged informally and formally through BRC Behaviour and Reward System 2021.
2. On an everyday basis teachers recognise and encourage good behaviour through positive reinforcement. Individual tutors will contact home two times a week highlighting positive behaviour.
3. All staff model positive behaviour through their own actions and interactions.
4. Staff will teach behaviour for learning and incorporate it in lesson planning.
5. In dealing with inappropriate behaviour staff should:
 - Stay calm and in control of your own emotions
 - Intervene early, at the least intrusive level, to deescalate the situation
 - Use a respectful language and a positive tone.
 - Use CPI training techniques in de-escalation
 - Avoid confrontation, sarcasm or embarrassment.
 - Be assertive and set limits in line with CPI training.
 - Repair/rebuild relationships as soon as possible after an incident, using restorative justice and reflection
 - Make the consequences of inappropriate behaviour clear by using BRC Behaviour System 2021 on display.
 - Be fair and consistent in dealing with behaviour.
 - Reflect with other staff on student behaviour
 - Work with parents to ensure the development of positive behaviour

Appendix H

Classroom Management

1. The class teacher has first line responsibility for management of students' behaviour and is expected to follow BRC Behaviour System 2021 and BRC Reward System 2021. They should also:

- Plan high quality, engaging lessons which include challenge and build independence.
- Intervene early providing positive reinforcement
- Considered the use of Teaching Assistants
- Reflect on own strategies and review the seating plan etc.
- Follow-up appropriately

2. If student fails to respond teachers should use the three stage system 2021, be warned, reflect and communication.

Concerns across the Curriculum

1. If the SENCO receives referrals from more than one teacher, a special report could be used, monitored daily by tutor and parents. A round robin process may be implemented to gain information from a number of staff.
2. If there is no improvement, the Head of Centre will contact parents and the student will be monitored.
3. If concerns continue, a Positive Support Plan will be drawn up, involving parents.

Misbehaviour out of Class

All staff should intervene and deal with any inappropriate behaviour around the school. Inform tutor of problem, in writing, for follow-up.

Staff must make sure that any School **reflections/sanctions** are recorded and parents notified.

Parents should be informed as soon as possible of failure to comply with behaviour system.

Internal Exclusion and Fixed Term Exclusion

Highest level sanctions, can be used for extreme misbehaviour or failure to respond to interventions. These could be a severe incident, persistent disruptive behaviour, or failure to comply with Behaviour System.

The Head of Centre can organise 1:1 tuition in school. Parents/carers will be informed.

Only the Headteacher can decide on a Fixed Term or Permanent Exclusion, BRC follows the DFE guidance "Exclusion from Maintained Schools, Academies and Pupil Referral Units in England 2021 update." (Hyperlink)
Parents will be informed by telephone and in writing. A re-integration meeting will be arranged with parents and carers.

Any exclusion and its timescale is determined in consultation with SLT, as appropriate to individual student and nature of offence.

Appendix J

Safe Intervention/Physical restraint

Following the principles of Safety Intervention, staff may hold pupils and restrict their movements. In accordance with current legislation and guidance the circumstances that may justify the use of restrictive interventions include.

- When an individual poses a significant risk to self
- When an individual poses a significant risk to others
- When an individual causes damage to property that may result in significant risk of harm to self or others

The use of Safety Intervention must be reasonable, proportionate and least restrictive to maximise safety and minimise harm. All BRC staff are guided by the following legal and professional considerations.

- Duty of Care
- Best interests
- Reasonable and proportionate
- Last resort
- Least restrictive
- The risk of doing something and the risk of doing nothing
- Human Rights

BRC complies with the DFE guidance “use of reasonable force in schools 2013”

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

and “reducing the need for restraint and restrictive practices 2019”

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf

Staff are trained using the CPI Safety Intervention Programme this complies with the British Institute of Learning Disabilities Association of Certified Training. BRC therefore complies with the Restraint, Reduction, Network, Training, Standards (April 2021).

All staff will be responsible for the care, welfare, safety and security of all young people and follow non-judgemental practice. Through their training all staff will manage their own behaviour to influence the outcome of another’s behaviour. Using the skills and knowledge from Safety Intervention staff will de-escalate situations while constantly risk assessing.

BRC provides this guidance in order to:

- Keep staff safe
- Keep the individual in crisis safe
- Keep others around them safe

Restrictive interventions should be a last resort, non-restrictive interventions should be considered after risk assessment. These could include:

- Removing items that could be dangerous
- Removing the person
- Removing other people
- Asking staff members to help
- Calling for help

Staff will always risk assess and following that risk assessment decides whether a low, medium or high level of restriction is appropriate.



Incidents of restriction are recorded on incident form including statements from any witness present. Incidents are also recorded in the centre red book.

There will always be a post crisis intervention meeting. During this time both staff and young people can reflect on their response to the crisis and make this a learning opportunity for all concerned.

All staff should regularly review the information provided in the CPI Safety Intervention Foundation Participant Workbook and seek opportunities to practice both disengagement and holding skills.