

**Bramhall High School**

# Behaviour Policy

Reviewed: March 2018  
Review Date: Sept. 2020

**Our vision at Bramhall High School is for all students to maximise their potential.**

*Every Student*

*Every Subject*

*Every Grade*

Our vision 'students conduct is exemplary, they are enthusiastic and focussed learners who consistently demonstrate high levels of respect for each other and their teachers, teaching assistants and other staff members'

**Our Aims are:-**

- 1. To make learning our priority**
- 2. To ensure all students are safe and that barriers to learning are removed**
- 3. To ensure that everyone is challenged and supported so that they can maximise their potential.**

## **Behaviour at Bramhall**

At Bramhall High School our climate is positive. We have a culture where learning comes first and achievement and effort receive praise and reward. We challenge all individuals to do their best. This culture is based on mutual respect.

The Bramhall Way is the name chosen for our whole school approach to the management of rewards and consequences. As a restorative approaches school we wish to ensure that, firstly, students who make the right choices about their behaviour and learning are rewarded and that secondly students who make the wrong choices about behaviour and learning are dealt with in a way that enables them to repair and rebuild relationships. The basis of the policy is positive, where '*rewards come first*'. However, we realise that on occasions, students may behave inappropriately because they make the wrong choices.

Behaviour is first and foremost the responsibility of the individual. Consequences will result from the choices that students make.

We believe that responsibility for behaviour forms a part of our partnership between students, parents/carers and Bramhall staff. At the core of this partnership is the importance of learning. Each of the partners must share the responsibility to ensure that learning is not disrupted due to inappropriate behaviour. This is why our Home School agreement is of such importance.

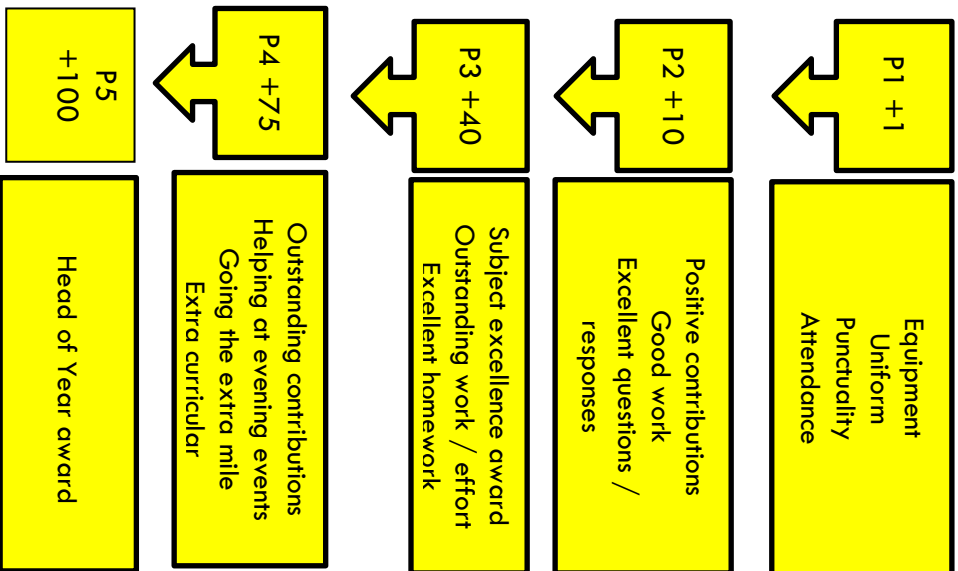
We do not tolerate anti-social behaviour in any form. At the same time, we realise that such behaviour could stem from a combination of inter-related factors. This is why we work closely with the student and parents/carers to develop strategies which can be adopted by home and school to assist the student overcome his/her barriers to learning.

When deemed necessary, the school will seek the support of outside agencies, the Educational Psychology Service. This will be done with the consent of parents/carers.

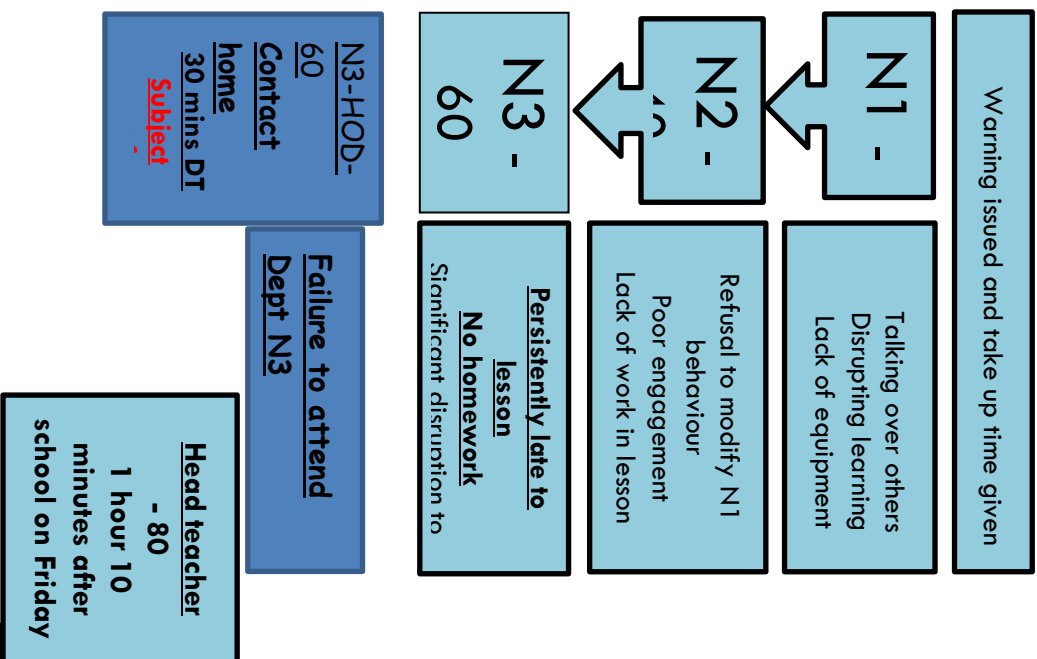
The rationale that underpins the Bramhall Way is simple. The school has developed a behaviour management strategy that meets the diverse needs of 21st Century students. In a restorative environment are 'black and white' behaviour strategies right for students, many of whom now lead such complex lives? It is against this background that the Bramhall Way has been developed. It is not just a behaviour management strategy but is a reflection of the values that the school holds highly. In this sense the Bramhall Way underpins our Spiritual, Moral, Social & Cultural curriculum, it is our restorative approach and it is our vision.

The Bramhall Way also recognises that effective teaching and learning is a key to encouraging good behaviour and engaging those pupils who sometimes outwardly display the most difficult behaviours.

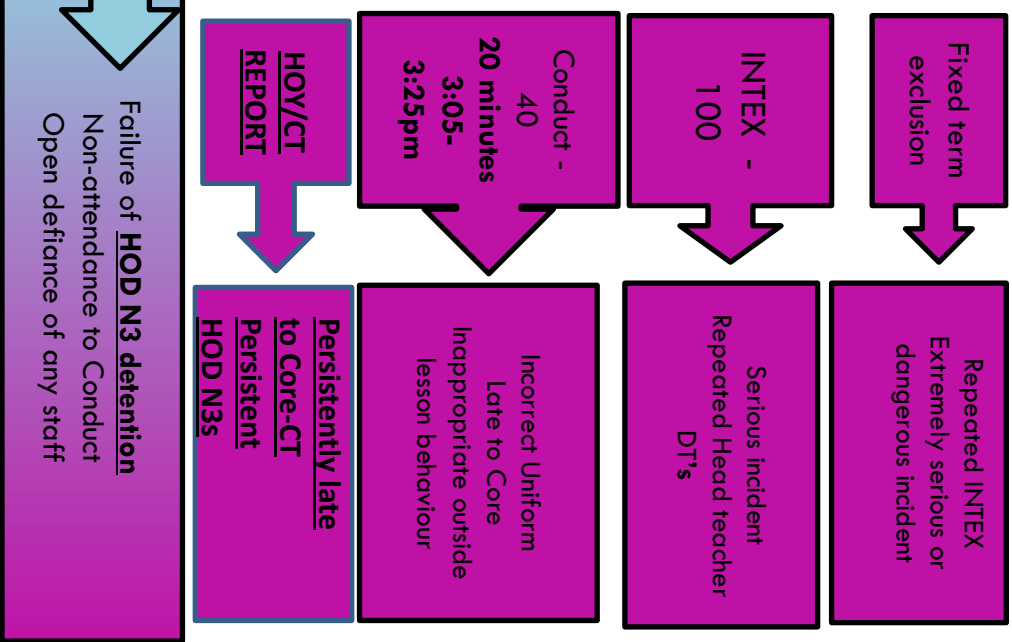
**Rewarding good self-managers of behaviour and learning**



**Consequences for poor self-managers of behaviour and learning**



**Consequences for failing to self manage behaviour**



## Rewards

At Bramhall, we believe that both achievement and effort should be recognised. We motivate and praise students for their achievement, effort and participation. We aim to reward as much as possible in lessons – ‘*catching them being good*’.

All students receive rewards over time. We ensure that there is a focus on the quiet, good students who do not make an obvious impact in lessons. Rewards are the primary focus of teacher intervention during lessons. Rewards are known as Positive Points.

Our Student management software system PARS gives teachers and support staff the option to issue rewards under the following categories:-

Positive action	Positive points	PLTS +Positive Student action	When?
P1 <i>By the student</i>	+1-5	<b>Self manager/independent enquirer</b> <b>Working well for yourself</b> <ul style="list-style-type: none"> <li>• P1 Punctuality</li> <li>• P2 Uniform</li> <li>• P3 Equipment</li> </ul> Three points will be awarded automatically on PARS <b>every</b> lesson.	Every Lesson
P2 <i>By the teacher - both in and out of lessons</i>	+10	<b>Team worker/reflective learners/ Creative thinkers</b> <b>Being a good role model</b> Good contribution to learning – engagement – cooperation. Respect for others and surroundings. Excellent questions and responses	Every lesson
P3 <i>Within the Department</i>	+40	<b>Team worker / effective participator</b> <b>Subject excellence</b> <b>Outstanding work / effort</b> <b>Excellent homework</b>	When appropriate, every half term
P4 <i>All staff</i>	+ 75	<b>Achievement which benefits the school or wider community e.g.</b> <ul style="list-style-type: none"> <li>√ <i>active participation in clubs</i></li> <li>√ <i>consistent effort or outstanding actions which promote the values of the school</i></li> <li>√ <i>giving time to others ~ charity, mentoring</i></li> <li>√ <i>excellent conduct</i></li> <li>√ <i>Helping out at events</i></li> <li>√ <i>Going the extra mile</i></li> </ul>	When appropriate
P5 <i>The ‘Head of Year’ and ‘Director reward</i>	+ 100	<b>Independent enquirers</b> <b>Simply outstanding in all aspects of school life.</b> <b>Leading the Bramhall Way.</b> <b>Head of Year award</b>	Once every term – to feed into reward assembly. All nominees into raffle in final whole school assembly.

Parents/carers and students can view their son/daughters reward via the INSIGHT link on the school website.

Students receive certificates for the number of Positive Points they are awarded:-

Total positive points	Award
1000	<ul style="list-style-type: none"> <li>• Bronze certificate</li> <li>• Core tutor sends 'good news' home</li> </ul>
2000	<ul style="list-style-type: none"> <li>• Silver certificate</li> <li>• Core tutor sends 'good news' home</li> </ul>
3000	<ul style="list-style-type: none"> <li>• Gold certificate and badge</li> <li>• Gold reward visit organised by house</li> <li>• 1 fast lunch pass</li> <li>• Core tutor sends 'good news' home</li> </ul>
4000	<ul style="list-style-type: none"> <li>• Platinum certificate and badge</li> <li>• Platinum raffle in assembly</li> <li>• 2x fast lunch pass</li> <li>• Platinum reward end of year visit</li> <li>• Core tutor sends 'good news' home</li> </ul>
5000	<ul style="list-style-type: none"> <li>• Diamond certificate and badge</li> <li>• Diamond raffle in assembly</li> <li>• 3X fast lunch pass</li> <li>• Diamond reward end of year</li> <li>• Core tutor sends 'good news' home</li> </ul>

### Rewards Events

Throughout the year the top 50 P Points students in the year group – 97% and above attendance and good attitude to learning.

### Praise Postcards

Praise postcards are sent home by the class teacher or Core Tutor for exceptional work, effort, behaviour or attitude.

### Extra-curricular activities

Involvement in activities outside lesson time are also be rewarded by teachers.

### Rewards Assembly every half term

Gives rewards and recognition to students who follow the Bramhall Way

### Sports Reward Evening

Each year during the summer term parents/carers are invited to this event to celebrate students who have committed themselves to the school's sporting programme.

### Whole School Rewards Assembly

The final morning of the summer term is used to celebrate the 'simply outstanding' achievements of our students over the past year. The aim is to reward students who have displayed a positive attitude towards their learning in their studies during the academic year. All prize winners' names then enter the raffle for an overall prize such as an i-pad.

## Sanctions – in lesson

Sanctions will be applied in line with the Bramhall Way consequence system.

<b>N1</b> -20	These are behaviours that are minor incidents that disrupt the start or flow of a lesson. An N1 should only be used when more informal behaviour management techniques have failed to modify behaviour. Recorded on PARS.	<b>Challenge</b>
<b>N2</b> -40	This is an opportunity to issue a warning and should only be given after take up time from an N1. An N2 clearly signals disappointment that the student has not modified their chosen behaviour. With an N2 the student is moved within the seating plan to a different place. Recorded on PARS.	<b>Warn</b>
<b>N3</b> -60	An N3 should not be issued in frustration but as a realisation that whole class learning is being significantly disrupted. The student should be good neighboured to another classroom with work. Recorded on PARS. <b>Monitoring by Department.</b> Non-attendance moved to N3 Head of Department detention.	<b>Good neighbour</b>
<b>Head Teachers Detention</b> -80	Failure to attend a Head of Department Detention. If the student fails to attend the Head Teachers detention they will serve an internal exclusion INTEX.	<b>Head Teacher</b>
<b>INTEX</b> -200	Internal Exclusion RA meeting Rethinking my behaviours completed.	<b>INTEX</b>

## Sanctions – out of lesson

<b>Warning:</b> take up time revisit	<u>Reminder about key rules</u> <ul style="list-style-type: none"> <li>• Take your coat off</li> <li>• Take your headphones out</li> <li>• Put your phone away</li> <li>• Pick litter up</li> <li>• Don't do that, thank you</li> <li>• Don't use your offensive language</li> </ul>	<b>Reminder</b>
--	--	-----------------

All sanctions are recorded on our student management software system, PARS and can be viewed by parents/carers via the INSIGHT link on the school website.

## 'On Report'

The purpose of placing student on report is to correct unwanted behaviours and poor student choices by reflecting back to them what is good behaviour and what does not come up to our standards in the interests of the smooth running of the school and the safety of those within it.

Subject leaders will issue subject reports for concerns connected to progress/barriers to learning within their subject areas e.g. failure to complete homework.

The Head of Year will issue three levels of reports usually concerned with behaviour, attendance, punctuality and progress:-

Core tutors will monitor the report on a daily basis and identify any areas of concern and liaise with subject teachers and parents/carers on outcomes. Punctuality to lessons will be closely monitored by the Core Tutor via the lesson by lesson registers on PARS.

Heads of Year will discuss the student's issues with parents/carers and ensure further intervention takes place. This could include referrals to other supporting agencies. Intervention will be monitored for impact.

If a student fails to respond to this specifically targeted report, parents/carers will be invited to Conduct Review Panel (see below).

## Detentions

The school operates same day detentions.

Students late to school and/or lesson or inappropriate behaviour outside of lesson will be detained for 20 minutes at the end of the day in the conduct detention. (-40 points)

## Conduct Review

Every six weeks, Heads of Year carry out a review of behaviour. Students who are causing concern are required to attend, along with their parents/carers, the Conduct Review meeting. At these meetings, with the Head or Head of Year and a governor, targets for improvement are set and contracts signed. If a student breaks their contract fixed term exclusions or managed transfer may be the consequence. In serious breaches of our behaviour code, permanent exclusion may be considered.

## Restorative Approaches

Bramhall High School is committed to Restorative Approaches. All our staff have undergone training in restorative approaches. By Restorative Approaches we mean that to punish actions without enabling students to reach an understanding of why their behaviour is unacceptable and the effect their actions have had on others is not a way forward in preventing the same



thing happening again. Staff and students may be requested to engage in a restorative approach in order to help resolve an issue of conflict. On occasions this may also entail family involvement.

### So what is a restorative approach?

- **It's about addressing the needs of victims and perpetrators**
- **It's focused on harm caused rather than assigning blame**
- **It's about accountability and inclusion**
- **It's about commitment to relationships**

All members of our teaching and support staff follow our restorative approach script

### Responding to Challenging Behaviour

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what ways have they been affected?
- What do you think needs to happen next?

### Responding to those harmed

- What happened?
- What have your thoughts been about since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you need to happen next?

## Use of Physical restraint

Bramhall High School recognises that the use of physical intervention should, wherever possible, be avoided. However, there are occasions when the use of physical force to control or restrain is necessary.

All schools have been advised that they should never seek to inhibit the ability of staff to use force by adopting a 'no contact' policy. The power to use force helps ensure pupil and school safety and the risk with a no-contact policy is that it **might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking an action needed to prevent a pupil causing injury to others.**

### Minimising the need to use force

Bramhall endeavours to create a calm environment that minimises the risk of incidents arising that might require using force. The school has embraced the use of Restorative approaches to teach pupils how to manage conflict and strong feelings.

Staff should only use force when the risks involved in doing so are outweighed by the risks involved in not using force. The school will produce risk assessments and positive handling plans for individual pupils where the need arises. All staff should follow the Bramhall Way

policy and use the N4/N5 facility for serious behaviour issues. Support from colleagues should be requested if the situation is escalating towards danger. Code 6 should be used in this situation.

Confrontation with students should be avoided and heated exchanges should be de-escalated.

#### When to use force.

When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause.

As soon as a member of staff has decided that physical intervention may be necessary s/he should :-

- evaluate the situation
- give a clear oral warning to the pupil that force may have to be used;
- obtain help from another member of staff to initially assist with the situation and thereafter be a witness.
- every effort should be made to **de-escalate** the situation
- remain calm,
- know what to say,
- respond rather than react,
- stay objective,
- stay in control.

#### Examples of when to use force.

Physical intervention should only be used to manage a child or young person's behaviour if it is necessary to:-

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- to prevent a pupil behaving in a way that seriously disrupts a lesson; or
- to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit

The power may be used where pupils (including those from another school) are on school premises or elsewhere under the lawful control or charge of the staff member (for example on a school visit).

## Control and Restraint

Control can mean either **passive** physical contact (e.g. standing between pupils or blocking a pupil's path) or **active** physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).

When members of staff use "restraint" they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them

## Legal rights

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

- committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury or damage to property; or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

The staff to which this power applies are:

- any member of staff at the school;
- any other person whom the head has authorised to have control or charge of pupils. This can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as unpaid volunteers (for example parents accompanying pupils on school-organised visits); and
- **does not** include any pupils.

## Allegations' & 'reasonable' force.

**There is no statutory definition of 'reasonable force'.** Whether the force used is reasonable will always depend on the circumstances of individual cases. Deciding on whether the use of force is justified will depend in part upon the context in which the misbehaviour takes place. **The test is whether the force used is proportionate to the consequences it is intended to prevent.** The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour.

Staff in all schools can sometimes be worried that using force will lead to false allegations of unreasonable or unlawful conduct in the form of a complaint or legal action. But if the force used is reasonable all staff will have a robust defence against any accusations. This policy is

intended to help staff feel more confident about using force when they think it is right and necessary.

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. **This means the degree of force used should be the minimum needed to achieve the desired result.**

### Pupils with Special Educational Needs and/or Disabilities

Through the SEN department the school will develop positive handling plans for individual students who through a special need /disability, are assessed as being at greatest risk of needing restrictive physical intervention. Positive handling plans set out the techniques that should be used and those that should normally not. These plans should be compatible with a pupil's statement and properly documented in school records.

As far as practically possible, staff who come into contact with such pupils should be made aware of the relevant Pupil Profile (on SEND register) of those individuals, particularly:

- situations that may provoke difficult behaviour, preventive strategies and what de-escalation techniques are most likely to work
- what is most likely to trigger a violent reaction, including relevant information relating to any previous incident requiring use of force strategies and techniques that have been agreed by staff, parents and the pupil concerned.

### Risk assessments

The Leadership team will regularly assess the frequency and severity of incidents requiring use of force that are likely to occur in their school. An individual risk assessment is also essential for pupils whose SEN and/or

- disabilities are associated with:
- communication impairments that make them less responsive to verbal communication;
- physical disabilities and/or sensory impairments;
- conditions that makes them fragile, such as haemophilia, brittle bone syndrome or epilepsy; or dependence on equipment such wheelchairs, breathing or feeding tubes.

**SMBC Care & Control Information & Guidance document should be consulted for full details.**

## INTEX

The school operates an internal exclusion facility, INTEX. This facility allows students to be isolated from their peers but at the same time allowing them to have access to learning. Attendance in INTEX also provides the time for reflection and restorative work.

## Exclusions

At Bramhall, we pride ourselves on being an inclusive school. No Head teacher likes to exclude a student from school, but there may be times when this is considered necessary. If a student is excluded it means that s/he will not be allowed to attend school because of issues concerning a serious breach of conduct. The evidence required to exclude will need to meet the 'civil standard' of proof, i.e. on the balance of probability.

## Fixed Term exclusions

A student will receive a fixed term exclusion if :-

- they have seriously or persistently broken school rules
- allowing them to stay in school would seriously harm their education or wellbeing, or the education and wellbeing of other students

Only the Head teacher can exclude a student and this decision is based on a considered view of the situation. Exclusions are entered into following careful investigation into incidents where evidence is gathered with regard to behaviours and students' involvement. In this process we use statements from students and members of staff, CCTV footage if relevant and on occasions other material provided by those involved. Students cannot be given fixed term exclusions which total more than 45 school days in any one school year. School will provide appropriate work for a student who has been given a fixed term exclusion for more than one school day.

The school will contact parents/carers on the day exclusion is given and follow up with a letter home. The letter will include information on:-

- the period and reason for the exclusion
- parent/carers duty during the first five days of an exclusion to ensure that their child is not present in a public place during normal school hours, whether in the company of a parent/carer or not.
- any arrangements made by the school that apply from the sixth day of the exclusion
- the arrangements for re-admission including the date and time of the return to school meeting.

## Permanent Exclusion

The Head teacher will only permanently exclude a student as a last resort. Other avenues of support will have been tried to improve the student's behaviour. Only when these have proven to have been unsuccessful and the impact of an individual's behaviour on the learning and wellbeing of other students and or staff continues to be an issue will permanent exclusion be considered. However, there are exceptional circumstances in which the Head teacher may decide to permanently exclude a student for a 'one-off' offence.

## Serious incidents

These include:-

- Physical assault against a student, including fighting
- Physical assault against an adult
- Verbal abuse and threatening behaviour against a student
- Verbal abuse and threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Theft
- Damaging property
- Drug and alcohol related incidents – this may include abuse of legal substances
- Serious challenges to authority
- Persistent disruption of learning
- Misuse of fire alarm
- Dealing with drugs at school
- Misuse of electronic equipment
- Misuse of aerosols
- Possession of a weapon, including replica weapons
- Serious breaches of the school's ICT code of conduct
- Making malicious allegations against a member of staff

All the above incidents are considered to be highly damaging to the ethos of our school and to individuals within it. In such circumstances the normal referral procedures may be bypassed. Serious incidents such as these are referred immediately to the Head of Year or any member of the Leadership Team.

If a student is permanently excluded:-

- The school's governors are required to consider the Head teacher's decision and parent/carers may meet with them to explain their views on the exclusion.
- if the governors approve the exclusion, parents/carers can appeal to an independent review panel of the LA, which does not have power to re-instate a student
- the school must explain in a letter how to lodge an appeal
- the LA must provide full time education from the sixth day of a permanent exclusion

## Uniform

All students will attend in full school uniform. The uniform is explained in the student's journal and on the school website.

## Smoking

The school is a non-smoking site for all users of the grounds and premises. For students this includes on the way to and from school whilst in school uniform. This includes all forms of vapour emitting devices.

## Confiscations

It is appropriate and acceptable for staff to confiscate a students' property, for example, inappropriate items of clothing or mobile technology. All confiscated property will be returned to the student or to the parent/carer.

## Additional information

This policy applies to all school related activities including visits, residential in the UK and abroad and extra-curricular events. It also includes the ways in which students conduct themselves at break and lunchtimes.

Other out of school incidents may be considered if the Head teacher believes that they will have a serious impact on the school.

## Review date

Bramhall High School will monitor this policy through analysis of our data, views of our staff and student and parent's views. Subject to review: September 2020.

## Roles within school in supporting high standards of behaviour

Head Teacher Deputy Head Teacher	Major contribution to the ethos and culture of the school. Provides support and guidance to ensure highest standard of behaviour across the whole school. Final decisions made on serious incidents including fixed term and permanent exclusions.
Senior Leadership Team members	Supports the ethos and behaviour management of the school by reinforcing highest standards of behaviour throughout the school. Close liaison with subject department links on all issues of behaviour that may be a barrier to learning.
Assistant Head Teacher Inclusion	Reinforces school ethos with staff and students. Overview of maintenance of highest standards of behaviour, attendance and punctuality. Monitoring of behaviour and rewards. Review of Behaviour for Learning policy. Provide support, advice and guidance to Head of Year and subject leaders on all aspects of support for student learning/progress.
Head of Year	The Head of Year monitors and supports pupils' academic and social development of students within their year. They lead a team of Core Tutors and support staff to promote the highest standards of pupil behaviour, conduct and attitudes. They liaise with Subject leaders over behaviour issues and gain the support of appropriate outside agencies. Liaison with home is a key aspect of their role.
Core tutors	Core Tutors should 'consistently and persistently' apply the Bramhall Way policy in their core time- ensuring 'rewards first'. They have a key role in reinforcing the school's policies and ethos. They liaise with the Head of Year over issues of concern. They provide information, advice and guidance to support the development of their students. They are the first point of contact for parents/carers.
Subject Leaders	Subject Leaders (SL) should support members of their department in dealing with behaviour management. When required subject leaders may have students referred on to them by a class teacher through the N3 system. SLs may decide with the class teacher that a student should be placed on a subject report for help in overcoming 'barriers to learning' If a pupil is persistently refusing to cooperate with a SL they should contact parents and discuss further sanctions with the Head of Year.
Teachers	Teachers should 'consistently and persistently' apply the Bramhall Way policy in their lessons - ensuring 'rewards first'. Where appropriate teachers should pre-arrange their 'good neighbour' classroom and ensure they have a behaviour plan for dealing with students. Liaison with home.
Support staff/TAs in classrooms	To support and assist the class teacher with learning and behaviour management. To be <i>another 'pair of eyes'</i> in the classroom.