



Behaviour Policy

Procedure Originator: Senior Leadership Team

Approved By: Headteacher

Date of Last Review: January 2026

Next Review Date: January 2027

At Brookhaven School we believe that all students have the right to the best possible education to enable them to reach their full potential – an education provided within a positive environment, which sets high standards in behaviour and tolerance. Most importantly, they have the right to be safe and happy in their educational setting.

We believe the development of self-esteem is fundamental in all we deliver across the curriculum. We have high levels of expectation in all areas – in work, in behaviour and in attitude. We wish all students to experience the positive aspects of learning, of social and emotional development and of moral and spiritual growth.

Aims and expectations:

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued.
- To encourage increasing independence and self-discipline so that each student learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To raise student's self-esteem.
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- To help students, staff and parents have a sense of direction and a feeling of common purpose.
- To develop strategies collaboratively with staff to manage behaviours in the classroom.

This policy reflects the requirements of section 89(1) (a to e) of the Education and Inspections Act 2006 as well as sections 110 and 111 of the School's Standards and Framework Act 1998, keeping children safe in education 2019.

The Brookhaven School supports the view that appropriate behaviour is necessary for the social, academic development and emotional well-being of the pupils. Successful teaching and learning is based upon appropriate behaviour and discipline. Good standards of discipline are necessary to:

- Protect pupils from inflicting injury on themselves and / or others
- Create a diverse and respectful environment
- Provide a positive learning experience
- Modify obsessive, inappropriate or bullying behaviour

- Encourage self-control
- Encourage pupils to understand that their actions have consequences
- Encourage standards of courtesy and concern for others
- Educate students on drug/substance abuse
- Educate pupils on the law on upskirting (is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm)
- Educate and discourage and protect child on child abuse (that could be physical, sexual, emotional and financial abuse, and coercive control, exercised within young people's relationships)

Teaching is effective where good standards of behaviour are based on shared values, this is supported by engagement points logged on Arbor. Credits are calculated weekly with certificates awarded in assembly for the highest key stage 3 & 4 students and a tutor group for achieving the most credits in a week.

We seek to understand what truly motivates each student and we offer positive reinforcement for good behaviour through celebration when positive behaviour occurs.

Some ways in which good behaviour may be celebrated include, but are not limited to:

- Verbal praise
- Written praise in the marking of work
- Displaying work to build self esteem
- Contact with parents/carers through phone call/email from form teacher
- Engagement points
- Student of the week engagement certificates
- Student of the week 'Be kind, Be ready, Be respectful' certificates
- Enrichment Friday activities

All pupils at Brookhaven School have an Educational Health Care plan which can include cognition and learning, communication and interaction, sensory/physical and social emotional, mental health. Such a diverse population means that all behavioural issues need to be dealt with sensitively, considering the individual needs of pupils involved.

Aims

We aim to create this positive atmosphere and shared values by having clear and concise guidelines which are defined and understood by all staff, pupils, parents/carers, School Academy council, and other relevant external agencies.

Expecting the whole School community to support the School rules, agreed by the pupils and staff, which are:

Be Kind

be Ready

Be Respectful

At the Brookhaven School we have several rooms and trained staff that students can access if they require a safe place to help them self-regulate and have some time out.

The success of this policy is based on **three** clear principles:

1. Celebrating good, appropriate, and acceptable behaviour at every opportunity.
2. Addressing unacceptable behaviour within a positive, clear structure, which is understood by all.
3. Discouraging any form of anti-social, inappropriate or unacceptable behaviour. (bad language, physical/verbal abuse, bullying, racist gestures.)

Teaching Positive Behaviour

At Brookhaven School we believe that positive behaviour stems from learning core skills:

- Independence and organisation
- Self-image and self-esteem
- Motivation
- Reflection and self-control
- Fairness
- Co-operation with adults/parents/carers
- Collaboration with other students
- Empathy

Every child and young person are unique, and we do not expect a 'one size fits all' approach. Individual needs plans, personalized learning opportunities and adapted curriculum plans are designed and developed to ensure learning is accessible for all individuals to ensure there is a consistent approach in supporting students to self-regulate while effectively safely manage their emotions and behaviours. All plans are updated regularly with the students input where appropriate.

Staff Responsibility

We believe that all staff at the school have a responsibility to actively help students develop these core skills by ensuring clear understanding of expectations and consequences through:

- Staff modelling the skills and abilities directly
- Setting appropriate boundaries for student behaviour
- Showing empathy and understanding of all students
- Showing respect and understanding to everyone in the school community
- Using positive consequences to encourage the learning of appropriate behaviour
- Reinforcement across all subjects, within class groups and weekly assemblies.
- Working collaboratively with SLT, and families to establish strategies.

The SLT track the effectiveness of behaviour management and interventions across the school using records from Arbor data.

Rewarding Good Behaviour

The school rewards positive behaviour students can achieve additional credits for going above expectations. This positive behaviour policy is designed to promote good behaviour, rather than merely deterring from negative behaviour. We celebrate

students' achievements with families/carers in the weekly newsletters. Certificates and awards are given out in weekly assembly allowing us to acknowledge achievements, effort or acts of kindness in the school

Dealing with Inappropriate Behaviour

In dealing with inappropriate behaviour, we seek to help students make "the right choices" and in so doing, change their behaviour and attitudes over time. The safety of students is paramount in all situations. If a student's behaviour endangers the safety of others, the class teacher has the right to stop the activity, ask the student to leave/or be removed from the room and prevent the student from taking part in the rest of that session.

If a student threatens, hurts or bullies another student, then we would also follow the procedures detailed in the Anti Bullying Strategy Policy and the Safeguarding and Pupil Protection Policy. Any allegations of bullying are reported to the Senior Leadership and safeguarding teams.

Sanctions

The school, with the support of the Academy Council, employs several sanctions to ensure a cooperative, safe and positive learning environment for all. To ensure reasonable adjustments are in place to respond to the needs of students with a range of differing learning needs, each sanction is deployed appropriately to each individual situation and each individual's needs.

If a student misbehaves in class, the class teacher will deal with the incident by using a range of strategies. Inappropriate behaviour is recorded on Arbor and discussed at the daily debrief. If undesirable behaviour continues, direct input from the form tutor or SLT may be requested to help and implement strategies. Behaviour records are important here, as they form the evidence that allows us to monitor the effectiveness of behavioural interventions and the support strategies used.

Examples of sanctions used include:

- The class teacher may contact a parent /carer if there are concerns about the behaviour or welfare of a student.
- If a student is disruptive or acting inappropriately in class, they may be removed from the class until s/he can regulate and is ready to re-join the lesson. This is called "Time Out" which takes place in a separate area under the supervision of the classroom teacher/ teaching assistant or a member of SLT.
- If behaviour is persistently poor or serious in nature SLT are informed who will work with staff and students to remediate the situation where possible and to suggest alternative strategies which may be used.
- For serious misdemeanors of School rules internal exclusion for a fixed period may apply e.g., behaviour that is threatening or harmful to others.
- For the most serious offences a student may face permanent exclusion i.e., involving harm of another student/ staff, serious damage to property, or other persistent behaviour deemed to be detrimental to the welfare of self or others.

Behaviour can be described as challenging, when it is of such an intensity, frequency, or duration that it results in one of more of the following:

- Lack of engagement in learning

- Disruption to others' learning
- Refusal to follow school rules
- Risk of or actual injury to self
- Threat of, or actual physical or emotional harm to others
- Property destruction (however minor or major)
- Criminal acts

Any form of low-level challenging behaviour is discouraged and students are supported through a range of interventions to help them return to a place where they can access, enjoy and benefit from a happy, stimulating and orderly school environment. When behaviours risk becoming highly challenging, or a dangerous behaviour occurs, staff take urgent and decisive action to stop it and this may include Restrictive Physical Intervention (restraint).

Internal processes

The following list should not necessarily be considered a linear order that must be worked through, as different behaviours need different support, depending on their frequency, duration and intensity as well as their function.

However, this gives examples of the strategies that might be used at each level.

We fully understand the link that often exists between behaviour and the need for support, sometimes of a safeguarding nature. Therefore, at any stage of supporting a student, we may refer into other agencies, as appropriate.

Level 1 –Level 3 Inappropriate behaviours that can be managed by the class team

- Quality first planning and EHCP targets in place
- Communication with families and recording on Arbor (My Concerns report to the Safeguarding Team if there are Safeguarding concerns). Ensuring the staff are alerted.
- Family support offered through signposting
- Class solution-focused debriefs
- Internal professional meetings

Level 3+ – Inappropriate behaviours that need to be escalated to the Assistant Headteachers

- Review meetings between Assistant Headteacher and family
- Review of curriculum offer
- Behaviour support agreement between student and school

- Personalised behaviour support targets
- Referrals to external services

Level 5 – Inappropriate behaviours that need to be escalated to the Headteacher

- Review meetings between Headteacher and family with agreed actions
- EHCP emergency review to advocate for a change in provision type and/or setting type
- Suspension
- Permanent exclusion

Physical Intervention/Team Teach

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the Education and Inspections Act 2006. Staff only intervene physically to restrain students if they consider it necessary to prevent personal injury to another, or if a student is in danger of injuring him/herself or putting him/herself in a position of danger or prejudicing the maintenance of good order and discipline at the School, whether during a teaching session or otherwise.

The actions that we take are in line with government and Local Authority guidelines on the restraint of children. If RPI (Restrictive Physical Intervention) is used, then this will be communicated to parents and the incident will be recorded in line with afore mentioned guidance.

All staff receive appropriate training and refresher courses in Team Teach. This positive behaviour training programme provided staff with the confidence and strategies they need to de-escalate challenging situations and reduce the need for physical intervention.

Team teach equips staff with the knowledge and skills to manage distressed behaviors safely and respectfully. Team Teach training provides a gradual and graded approach using Team Teach techniques for when physical intervention is necessary, therefore techniques range from the least intrusive to more restrictive intervention. This includes the background, theory and rationale behind the Team Teach approach as well as an understanding of personal space and body language before any physical techniques are taught.

Staff have a duty to intervene in order to prevent children and young people from hurting themselves or others, causing serious damage to property or serious disruption to good order in the school or in the community.

If necessary, the use of force might be required to prevent:

- Harm to self
- Harm to others including other students, staff, others in community etc.
- Damage to property
- An offence being committed
- Any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its students.

Individual Needs Behaviour Plans

Students who frequently exhibit behaviour which may challenge have an individual behaviour plan that sets out likely antecedents and successful strategies for management. The IBP is a working document that is reviewed on a termly basis and modified when required.

Consented Search

Should a member of staff have a suspicion that a student is in possession of any item that should not have been brought into school or have property that may have been stolen from school, staff or another student. SLT may search a student's bag and inform parents of the reason.

Prohibited items are and not exhausted to:

- Knives and weapons
- Replica weapons (BB guns)
- Alcohol
- Illegal drugs and highs
- Fireworks
- Stolen items
- Tobacco/E-cigarettes
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Where possible 2 members of staff will be present during the search. However, this may not be reasonably practical. In some circumstances, for example where there is suspicion the student is carrying a knife or other bladed article, the police may be called to support staff with the search.

Confiscating items that are not allowed in School.

Items such as mobile phones, and other personal music equipment that can cause distraction and/ or annoyance to other students, may be confiscated and returned at the end of the School day. Items such as chewing gum may be disposed of. Vapes, Cigarettes and lighters will not be returned to students but may be collected by parents/ carers by prior arrangement with the office. Controlled drugs, other substances, stolen items and extreme pornography will be handed to the police. Alcohol, cigarettes or smoking paraphernalia will be destroyed by staff at Brookhaven.

School operates the following rule for mobile phones:

Phones are handed in on arrival and kept in a secure location, students do not have access to their phones throughout the day.

They are not permitted to use them during:

Lessons, form time/morning routine, social times.

Any use of mobile devices in school by students must be in line with the acceptable use agreement. Any breach of the acceptable use agreement may trigger disciplinary action in line with the school behaviour policy, which may result in the confiscation of their device or a complete ban on them being able to bring their mobile device into the school.

Suspensions

The Headteacher monitors all reported serious incidents and has the authority to give fixed term suspensions to individual pupils if:

they have seriously broken School rules.

allowing them to stay in the school would seriously harm their education or welfare, or the education or welfare of other students.

However:

No student can be given fixed period (non-permanent) suspensions which total more than 45 School days in any one School year.

If a student is suspended, the school will set work and mark it.

If a fixed term suspension is deemed necessary by the Headteacher, the School will contact parents by phone and follow this with a letter that includes information on:

- The period and reason for suspension
- A parent's duty to ensure that during the first five days of any suspension their child is not present in a public place during normal school hours, whether in the company of a parent or not

- Any arrangements made by the school that apply from the sixth day of the suspension.

Permanent exclusions

We will only permanently exclude a student as a last resort, after trying to improve behaviour through other means. However, there are exceptional circumstances in which the Headteacher may decide to permanently exclude a pupil for a 'one-off' offence. If the student has been permanently excluded, parents should be aware that:

the Academy Council is required to review the Headteacher's decision and parents may meet with them to explain their views on the exclusion.

if the Academy Council confirms the exclusion, parents can appeal to an independent appeal panel organised by the local authority.

the school must explain in a letter how to lodge an appeal.

the local authority must provide full-time education from the sixth day of a permanent exclusion.

The Headteacher informs the LA (Local Authority) and the Chair of the Academy Council about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Parents must ensure that their child attends the suitable full-time education provided by the local authority from the sixth day of exclusion. If they do not, the school or local authority may ask them to sign a parenting contract, may issue a financial penalty or the local authority may prosecute them.

Parents are expected to attend a reintegration interview following any fixed period suspension. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority applies for one.

The Headteacher and the School Council have a right to act against individuals who bring the good name of Brookhaven School into disrepute by their inappropriate behaviour or activities either within, or outside of the school.

Departmental for Education advice Updated: 26 April 2012 States the following:

What the Law Allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The role of Parents/Carers

Parents/Carers are asked to work in partnership with the school in order that students receive consistent messages from home and the school about acceptable behaviours. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

Where this is successful, students tend to be happier at the school because they know what is expected of them.

We share our school rules on the school website and to students and parents during transition visits. We ask parents to support these through our home/School partnership agreement in line with Parent code of conduct policy.

If Parents/Carers have any concern about the way their child has been treated, they should initially contact the class teacher. If this does not resolve the issue, then the Headteacher or Assistant Headteacher may be consulted. If subsequently, parents believe that discussions with the Headteacher have failed to resolve matters, they will be referred to Local Authority guidance explaining the official complaints procedure.

The role of the School Council

The School Council has a legal duty under the 2010 Equality Act in approving these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The School Council supports the Headteacher in carrying out these guidelines.

If necessary, the School Council will convene a discipline committee made up of between three and five members or co-opted members which considers any exclusion appeals on behalf of those appealing. When an appeals panel meets to consider a permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the School Council appeals panel decides that a student should be reinstated, the Headteacher must comply with this ruling.

The Headteacher has the day-to-day authority to implement the School behaviour and discipline policy, but the School Council may give advice to the Headteacher about particular disciplinary issues. The Headteacher will take this into account when making decisions about matters of behaviour.

The Chair of the School Council can be contacted through the school.

Allegations of abuse against staff

Allegations of abuse against staff are taken very seriously and must be reported to the Headteacher immediately either in the form of a written incident sheet or verbally if this is more appropriate. The school will then ensure they deal with allegations quickly, in line with School policy, in a fair and consistent way that provides effective protection for the student and supports the person who is the subject of the allegation.

Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported, but may become necessary, based on an assessment of risk.

In cases where the Headteacher is the subject of the allegation or concern, reports should be made to Chair of the School Council. Contact should be made immediately with the Local Authority Designated Officer (LADO) responsible for providing advice and monitoring cases.

Malicious Allegations against Staff

It is important that allegations which may appear to be malicious in nature, are investigated thoroughly and without prejudice. The allegation may be due to a range of reasons and could, in reality, be a cry for help. If this is found to be the case then all appropriate and available support systems will be accessed for the wellbeing of the student. It is important that the teacher involved, should also receive all necessary after-care, with access to counselling and support as required as this experience can, understandably, have devastating and long-lasting effects on the individual concerned.

The statutory guidance from the Department for Education updated 26 April 2012 is as follows:

If an allegation is determined to be unfounded or malicious, the LADO (Local Authority Designated Officer) should refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the head teacher should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be

appropriate against the person responsible, including if he or she was not a pupil. In September 2010 the Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997.

Allegations that are found to have been malicious after a full investigation will be classified as a highest-level offence. Parents will be informed in all cases and the School will therefore consider an appropriate sanction, which could include a fixed period of behaviour support and monitoring following reparation with the staff member concerned wherever possible; or temporary exclusion within the School or at home; or a permanent exclusion, as well as referral to the police, if there are grounds for believing that a criminal offence may have been committed.

Malicious allegations should be removed from the personnel records of the member of staff involved and should not be referred to, in employer references. As above, all appropriate support and aftercare should be given to the staff member involved.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the School Council on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of behaviour via a Arbor to the Senior Leadership Team.

The school keeps a record of any student who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Academy Council to monitor the rate of exclusions, and to ensure that the Positive Behaviour Policy is administered fairly and consistently.

This policy is linked to other Brookhaven School policies such as Equality and Diversity Policy, Anti Bullying Strategy Policy and Department of Education advice- Searching, screening and confiscation. These can be obtained by request from the school office.

The school has used The Statutory Guidance from the Department for Education updated 26 April 2012 in producing this policy.

Review

The School Council reviews this policy every two years. They may review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.