



**Broadlands Hall School  
Rewards and Behavior  
Policy**

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Approved by the Proprietor	<i>Keith Boulter</i>
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## **Rewards and Behaviour Policy**

### **Introduction**

Broadlands Hall School aims to encourage students to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners, good social skills and a secure learning environment play a crucial part in the development of intellectually curious students who are motivated to become life-long learners. Our values illustrate our aims:

RESPECT; RESILIENCE; COMPASSION; OPTIMISM; COURAGE: FAIRNESS

Broadlands Hall is an inclusive community. We welcome students from a wide variety of ethnic and social backgrounds, faiths and disabilities. We treat everyone as an individual, aim to develop the whole person and equip him to take his place in the modern world.

### **Code of Conduct**

Broadlands Hall School believes that education is a partnership between ourselves, the parents/carers, the Home and social workers. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest standards of behaviour, both inside the classroom, as well as outside the School in the home and the community.

We expect students to treat staff, and each other, with consideration and good manners and to respond positively to the opportunities and demands of school life. Due to the specific and widely varying needs of the students, rules are formed on an individual basis to ensure all behavioural needs are met.

Everyone at Broadlands Hall has the right to feel secure and to be treated with respect. Harassment and bullying will not be tolerated. (See Anti-Bullying Policy.)

We expect students to be ready to learn and to participate in School activities. They should attend School and lessons punctually. They should care for the buildings, equipment and furniture. We expect students to behave at all times in a manner that reflects the best interests of the whole community. Exclusion from the School would only be considered in extreme cases.

### **Rewards**

Students can earn up to £5 per day by following the school rules and working to the best of his ability. £1 is earned at the end of each hour of learning time. Every day is started afresh regardless of previous days' behaviour either in School or in the Home.

Misbehaviour in a learning hour may result in no money being awarded – the next learning hours starts afresh. Students are awarded £1 sticker tokens which they collect on their Rewards charts, which are kept highly visible to motivate the student as his earning accumulates. At the end of the week, the student calculates how much money will be banked and how much is available to him to spend as he wishes on small treats and purchases; this also serves to develop numeracy and life skills. In this way, we maintain motivation and behaviour is in high focus throughout the day.

The information is also passed on to the staff at the Home who are able to praise the Young Person if he has had a good day or speak to them about how to do better the next day in the case of a 'not so good' day.

NB: Young People are able to access their banked savings should they wish to make a large purchase (such as an iPad, telephone or Go-Kart) and this further helps them to understand the value of saving and budgeting.

#### Commendations:

Teachers may invite students who have completed particularly impressive (relative to their ability) to visit the Headteacher to receive a personal commendation.

#### Certificates:

The school holds a weekly Certificate Ceremony. Students are awarded certificates of Merit for particular success and accomplishment during the week.

### Teaching and Learning

Broadlands Hall School aims to raise the aspirations of all students and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Students are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offers every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every student to cooperate and to work hard.

### Physical Intervention

Positive handling should be limited to emergency situations and used only in the last resort. Section 550A of the Education Act 1996 and DFEE Circular 10/98 allow teachers, and other members of staff at a school who are authorised (see 'Use of Reasonable Force' July 2013 and Appendix 2) by the Headteacher, to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage to property. The guidance extends this to maintaining good order and discipline, for both on-site and off-site activities.

The school's respect for the rights of the individual takes into consideration the context of The Human Rights Act (1998) and The United Nations Convention on the Rights of the Child (1991).

If a young person is acting in a way that may harm either himself or others around him, he may need to be physically restrained. This is an absolutely final resort and, before this happens, we will have used psychological intervention to try to calm him. The majority of staff at the School are trained in NAPPI technique (non-abusive psychological and physical intervention) and are therefore able to safely physically restrain if necessary. A restraint will always take place for the shortest possible time to be effective and a full report will be written by the person who initiates the restraint, signed by all staff members involved or witnessing the incident and checked by the Headteacher as being appropriate and is then forwarded to the young person's social worker, parent (if applicable) and copied to the Manager of the young person's Home. The Headteacher will review the incident with staff and, if appropriate, the YP.

Records of Physical Intervention comprise bound books with numbered pages; individual books for each student. They are kept in the front office and may be inspected at any time by authorised personnel, parents or social workers. Incidents are analysed termly (at least) by the Headteacher in conjunction with students' key teachers in order to identify any triggers or patterns.

\*NAPPI methods and protocol document is attached as an addendum.



### Physical Interventions - Reporting / Administration Process

The involved LSA/ Teacher manages the reporting process - assisted by Lead Teacher.

1. Incident Reports must be completed by the end of the day in which they occurred.
2. Each student has their own Intervention Log book. These are kept in box files in the main office.
3. All Incidents must have a unique LOG number: Simply fill in the form by hand and take the next number in the sequence.
4. All people involved in the incident should add their signature to this form.
5. When complete, pass to the Headteacher who will organise for copies to be sent to interested parties.
6. Shortly after the incident (same day / next day) the Headteacher will meet with staff involved to discuss the incident, confirm any next actions, changes to Behaviour Plans and / or alternative strategies for the future. In addition, at a suitable future point the student will be involved in a reflection review about the incident, with their Lead Teacher and Head Teacher if necessary.

If a young person is subject to an unplanned discharge, we will work with the placing authority and receiving authority to ensure continuity of education. We will work closely with the new school or Alternative Provision facility and will pass on all information held at Broadlands Hall and, if helpful, will visit the new School.

### Involvement of Parents and Guardians and the Home

Parents, carers, social workers and others who accept a place for their child at Broadlands Hall School, undertake to uphold the School's policies, Values and regulations, including this policy. They will be expected to support the School's Values in matters such as attendance and punctuality, behaviour, dress and appearance and standards of academic work.

The Managers of the Homes will inform the School in the case of a young person being absent for any reason. If appropriate, the teacher will provide work for the student to complete in the Home.

### Involvement of Students

Our experience shows that the ethos of and respect for the School is enhanced by listening to our students and by encouraging constructive suggestions from them. The School will always share achievements with the Home Staff during the end-of-day handover (oral and in writing every day). They will also advise of any particularly difficult behaviour that might have occurred during the day.

### School Rules and Regulations

The Schools rules and regulations are designed to encourage positive behaviour.

### The School Rules are: needs to be in positive (do) language

- Treat everyone with respect
- Try your best
- Use polite language at all times
- Get permission before using or taking another person's possessions
- Be gentle: keep hands, teeth and feet away from other people at all times

- Ensure your words are kind, encouraging and friendly at all times
- Treat equipment, computers and books well and look after them
- Stay in your classroom until you are given permission to leave
- Do as you are asked quickly and without argument

### Sanctions

Sanctions are in place to help us to manage challenging behaviour and are always tailored to the individual young person's ability to understand. Parents, carers and social workers undertake to support the authority of the Headteacher in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Headteacher undertakes to apply any sanctions fairly and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time and sanctions are individually set according to the needs of each student. Sanctions will not involve any form of unlawful or degrading activity. Examples of sanctions include:

#### Sanctions Chart (for guidance)

Behaviour / Activity	Sanctions that may be set
Failure to complete home work	Detention equal to the time that should have been spent doing homework: after school or lunchtimes
Failure to complete work or engage in work in class	Detention equal to the time that should have been spent doing the class work: after school or lunchtimes OR loss of special time and privileges
Breaking equipment or wilfully damaging property	Loss of special trip attendance privilege. Paying for broken material from school rewards fund.
Aggressive and or intimidating behaviour towards another student	Loss of special trip attendance privilege. Paying for broken material from school rewards fund. Tasks set by the Head Teacher including <ul style="list-style-type: none"> <li>• Fixed time litter picking after school</li> <li>• Cleaning interior of school cars at lunchtime</li> <li>• Fixed time sweeping courtyards</li> </ul>

Broadlands Hall would only ever consider exclusion in exceptional circumstances, as a last resort, when a range of other strategies have been exhausted. Exceptional circumstances may include:

- Conscious and serious actual or threatened violence against a student or member of staff
- Supplying an illegal drug
- Carrying an offensive weapon

In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a child for a first or one-off offence.

In the event that a parent or carer wishes to lodge an appeal against an exclusion, they should address their appeal to the Proprietor, Keith Boulter.

Exclusions checklist for Headteachers added May 2016 and available from the school office.