



## **Behaviour & Rewards Policy**

Prepared By	Shane Rowe Head Teacher
Approved by the Proprietor	Keith Boulter
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# **Behaviour and Rewards Policy**

## **Introduction**

Broadlands Hall School aims to encourage young people 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 young people who are motivated to become life-long learners. Our values illustrate our aims:

- Respect
- Resilience
- Compassion
- Optimism
- Courage
- Fairness

Broadlands Hall School is an inclusive community. We welcome young people 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 young people to take their place in the modern world.

## **Code of Conduct**

Broadlands Hall School believes that education is a partnership between us, 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 at home and in the community.

We expect young people 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 young people, expectations are formed on an individual basis to ensure all behavioural needs are met.

Everyone at Broadlands Hall School has the right to feel secure and to be treated with respect. Any form of harassment and bullying will not be tolerated.

We expect young people 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 always expect young people to behave in a manner that reflects the best interests of the whole community. Exclusion from the school would only be considered in extreme cases.

## **Rewards**

Young people can earn up to £5 per day by following the school expectations. £1 is earned at different intervals of the day.

1. Completing Reading / Assembly and reflect & review at the end of the day
2. Lunch & breaktime
3. Lessons between 09:00 – 10:40
4. Lessons between 11:00 – 12:40
5. Lessons between 13:20 – 14:40

Every day is started afresh regardless of previous days' behaviour either in school or at home.

Not adhering to the school expectations in a period may result in no money being awarded – the next always period starts afresh. Young people earn the whole pound this is not split.

Young people can be awarded £1 sticker tokens for those who require a visual aid. These can then be collected on their reward charts. These are kept highly visible to motivate the young people as their earning accumulates.

At the end of the week, the young people 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.

This information is also passed on to home who can praise the young person if he has had a good day or speak to them about how they could improve the following day.

Certificates:

The school holds a weekly assembly which includes a certificate ceremony. All young people are awarded certificates of merit for success and accomplishment during the week.

## **Teaching and Learning**

Broadlands Hall School aims to raise the aspirations of all young people and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Young people are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the even better if in a sensitive way. Our teaching staff offer every young person a high level of individual attention, together with consistent and helpful advice. In return, we expect every young person 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 by the Head Teacher, to use such force as is reasonable in circumstances where the young person 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 physically intervene. This is a last resort and, before this happens, we will have used psychological intervention to try to calm him. Most staff at the school are trained in NAPPI techniques (non-abusive psychological and physical intervention) and are therefore able to physically intervene with a young person safely if necessary. A physical intervention will always take place for the shortest possible time to be effective and a full report will be written by the person who initiates this, signed by all staff members involved or witnessing the incident and checked by the Head Teacher as being appropriate. This is then shared with the young person's

social worker, parent (if applicable) and copied to the Manager of the young person's Home. The Head Teacher will review the incident with staff and, if appropriate, the young person

Following all incidents of physical intervention an incident debrief will be completed with the staff involved and the young person.

Records of physical intervention are kept in the school office and may be inspected at any time by authorised personnel, parents or social workers. Incidents are analysed at least termly by the Head Teacher in conjunction with a young person's key teachers to identify any triggers or patterns.

### **Physical Interventions - Reporting / Administration Process**

The involved LSA/ Teacher manages the reporting process.

- Incident Reports must be completed by the end of the day in which they occurred.
- Each young person has their own Log. These are kept in the main office.
- All Incidents must have a unique Log number allocated.
- All people involved in the incident should add their signature to this form.
- When complete, pass to the Head Teacher who will organise for copies to be sent to interested parties.
- Shortly after the incident (same day / next day) the Head Teacher or NAPPI trainer 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 young person will be involved in a reflection review about the incident with the most appropriate person.

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 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 young person to complete at home.

### **Involvement of Young people**

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

## **Sanctions**

The Head Teacher 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 young person. Sanctions will not involve any form of unlawful or degrading activity. Any sanction will be logged in the sanctions log kept in the school office.

## **Exclusions**

Broadlands Hall School 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 young person or member of staff
- Supplying an illegal drug
- Carrying an offensive weapon

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

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