

**Outcomes
First
Group.**

**ACORN EDUCATION
AND CARE**

**Person-Centered
Behaviour Policy**

Bramfield House School

BEHAVIOUR POLICY

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1.0 INTRODUCTION

Outcomes First Group places the safety and well-being of the children and young people we educate and care for as its highest priority. We are committed to meeting their individual needs and aim to create a culture where children and young people flourish and enjoy their education. Our approach is informed by our clinical well-being strategies which are based on the most current and up to date research.

Our schools have different identities and approaches, which are unique to them and reflect the needs of their pupils. The aim of this policy is to promote positive behaviour through a supportive and consistent approach that is based on an understanding of our children and young people’s individual needs.

Bramfield House School is a specialist provision which offers support for children and young people with complex needs. Bramfield House School has a complex SEMH cohort with ages from 7- 16 years of age drawn from a wide geographical area with most children travelling over an hour out of county to attend the setting. All boys who attend the school have an EHCP.

The table below highlights the number of ACE’S, diagnosis that our population have.

Trauma Profile			Area (Comorbidity)			Clinical Needs (Direct work as per EHCP)		
	No.	%		No.	%		No.	%
One or more ACES	55	49%	SEMH	60	67%	Specialist OT Direct	10	11%
Two or more ACES	29	26%	ADHD	30	28%	Specialist SALT Direct	14	13%
Three or more ACES	16	14%	ASD	42	38%	Specialist Psychology Direct	15	13%
Four or more ACES	5	5%	SPD	4	4%	Identified Enhanced Clinical Support		
Five or more ACES	6	6%	CD	0	0%	Enhanced Support	81	72%
			ODD	2	2%			
			DYSC	3	3%			
			DYSL	6	6%			
			DYSP	2	2%			
			VIS	8	7%			
			HEAR	4	4%			
			PDA	2	2%			

49% of children have had at least one ACE and 11% of the population have had 4 or more complex ACE's prior to attending. 28% have a diagnosis for ADHD and 38% ASC. The school has 10 pupils (9%) in local Authority care attending the setting (National data 2%) and almost 3 times the number of young people eligible for free school meals.

100% of young people attending the school have experienced one or more placement breakdown before coming to the school and 18% have been educated at home prior to attending.

The table below shows the external support and previous education:

External support		
	No.	%
Child looked After (National data 2% 2022)	10	9%
Has a Child In Need (CIN) Plan (National data 3.3% 2022)	7	6%
Has a Child Protection (CP) Plan (National data 2.9% 2021)	1	1%
Has a Child with Disabilities (CWD) social Worker (SW)	2	2%
CAMHS	0	0
FLO – In school	19	17%
Special Guardianship	7	6%
YOT	1	1%
FSP	6	5%
Pupil Premium* (National average 22.5%- 2021)	73	66%
Pupil Premium Plus*	14	13%
TEP	6	5%

Disrupted education		
	No.	%
Educated in alternative / Pru / short term provision	14	13%
Educated at home or with tutoring	20	18%
Educated in Independent SEMH	3	3%
Educated in local authority SEMH	10	9%
Educated in mainstream	10	9%
Young People with one or more placement breakdown	111	100%

*Please note that the school does not receive Pupil Premium Funding

The school's local arrangements can be read in Appendix 1.

The school has a trauma informed, needs-led approach that encourages positive behaviour by proactively recognising and flexibly supporting our pupils' holistic individual needs. Staff are trained to apply this approach in practice at all times and support our children and young people consistently and fairly, developing positive, respectful relationships with them.

2.0 LEGAL FRAMEWORK AND GUIDANCE

This policy complies with all relevant regulations and other legislation as detailed, including:

- [The Education \(Independent School Standards\) Regulations 2014](#)
- [The Independent School Standards \(Guidance for independent schools- updated April 2019\)](#)
- [Equality Act \(2010\)](#)
- [Education Act \(2011\)](#)
- [Children and Families Act 2014](#)
- [Positive environments where children can flourish, Ofsted Guidance \(2021\)](#)
- [Behaviour and Discipline in Schools DFE Guidance \(2016\)](#)
- [Behaviour in Schools A guide for Head of Schools and School Staff \(September 2022\) DFE Guidance](#)
- [Use of reasonable Force – advice for school leaders, staff and governing bodies](#)
- [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#)
- [DFE Guidance on Searching, Screening and Confiscation \(July 2022\)](#)

The [Behaviour and discipline in schools \(2016\) guidance](#) states that 'schools need to ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions'. Behaviour policies are typically informed by Behaviourist approaches; however, we are aware that punitive approaches to behaviour management in schools are damaging to children's mental health. This is especially true for Acorn schools who have a significant number of individuals with lived experience of trauma and complex needs.

[Behaviour in schools \(2022\) guidance](#) is clear that good behaviour in schools is central to a good education, with schools providing a calm, safe and supportive environment which pupils want to attend and where they can learn and thrive.

3.0 POLICY FRAMEWORK

The Group is committed to reducing the use of restraint and restrictive practices and supporting preventative practices across all services and is part of the Reducing Restraint Network. The Group's Restraint Reduction Practices Board has developed a policy supplement, *The Use of Restrictive Practices and Restraint Terms of Reference*, which must be implemented as part of this policy.

Our schools are underpinned by our needs-led and Trauma Informed Practice Strategy, drawing upon evidence-based core principles of **Connect, Co-Regulate, Co-Reflect**. Both the Strategy and Accreditation has been shared with our Lived Experience Expert Group (and our Advisory Board).

This policy should be read alongside the above strategies, guidance and other relevant school and Group policies and guidance, including:

- Safeguarding Policy
- Anti-bullying Policy
- Child-on-Child Abuse/Peer-on-Peer Abuse Policy
- Suspension and Permanent Exclusions Policy
- Self-Harm/Self-Injurious Behaviour policies
- Medication Policy
- Code of Conduct and Ethics Policy
- Managing Allegations Against Staff Procedure
- Complaints Policy

- Trauma Informed Practice Strategy (Connect, Co-Regulate and Co-Reflect)
- Ask, Accept, Develop (Autism Strategy) where appropriate.

4.0 PURPOSE OF THIS POLICY

The policy aims to reflect and demonstrate the importance of the school's commitment to promoting the entitlement of young people to the highest quality of education. This policy aims to support an evidence based, person-centered and inclusive approach where pupils are supported to learn effective ways of managing their emotions and behaviour to prepare for their future.

4.1 POLICY IMPLEMENTATION

Everyone is expected and supported to treat one another with dignity, kindness and respect. We use an 'inclusion by design' model, meaning we create school environments which are predictable and comfortable.

This policy can be implemented alongside Individual Plans, which may identify a specific approach tailored to a pupil's strengths and needs.

When incidents of behavioural distress and emotional dysregulation occur, we respond promptly, predictably and with confidence to maintain a calm, safe learning environment. We consider and reflect together how the likelihood of such incidents recurring can be reduced.

5.0 OUR PHILOSOPHY

Young people are all individual and unique and we celebrate this.

- ❖ We value developing strong and respectful relationships within the whole School community. This includes young people, between staff, with parents/carers, and the wider community, such as CAMHS.
- ❖ We maintain clear boundaries and expectations to create safe and predictable environments.
- ❖ We regularly consult pupils to ensure their voices are heard.
- ❖ We recognise children can be distressed and can experience meltdowns or shutdowns. We also recognise that some behaviours are just part of everyone's childhood and adolescence, for example, pushing boundaries when developing independence.
- ❖ We recognise that as a whole School community we impact one another. Regular reflective practice enables us to understand, make sense of and support this impact positively.
- ❖ Our philosophy is never based on punishment but **focused on solutions**. Our young people are managing the best way that they know how, with the skills they currently have.
- ❖ There are times when children may become so distressed that additional measures may be required to keep them and others safe. Our staff are trained to respond appropriately and must always use the least restrictive intervention possible.
- ❖ Our teachers and School team are role models in helping our pupils learn more skillful ways to experience success.

6.0 MAINTAINING HIGH STANDARDS OF WELL BEING TO SUPPORT POSITIVE BEHAVIOUR

Senior Leaders take responsibility for implementing measures to ensure our school's approach to supporting needs and behaviour meets the following national minimum expectation:

- ❖ We have high expectations of pupils. Our expectation relating to their behavior is always understood according to their individual strengths and needs.
- ❖ School leaders visibly and consistently support all staff in supporting pupils' needs and behaviour through following this policy.
- ❖ Universal and personalised measures are in place to support our pupils to be the best versions of themselves.

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- ❖ All members of the school community create a positive safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully.
- ❖ Any incidents of bullying, sexual violence and harassment, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

6.1 KEY ROLES

The Role of School Leaders - Our School leadership team is highly visible, with leaders routinely engaging with pupils, parents / carers and staff on setting and maintaining the school culture and an environment where everyone feels safe and supported.

Leaders ensure that all new staff are inducted into the Group and School culture to ensure they understand its rules and routines and how best to support pupils to participate in creating the culture of the school. All new staff receive bespoke training as part of their induction into understanding the needs of the pupils through the group's Trauma Informed Practice modules and Neurodiversity training modules as appropriate, and *CPI (Crisis Prevention Institute) De-escalation and Behaviour Management Training*. Ongoing training and support is also provided via the School's professional development arrangements and the Group's Well-being and Clinical Team.

The Role of School Staff - All School staff have a responsibility to provide a safe environment in which pupils can learn, including regulation of their own emotions and behaviour, encouraging respect for others, and preventing all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) and being alert to any signs of child-on-child abuse. Staff have an important role in developing a calm and safe environment and establishing clear expectations and boundaries. Staff uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed.

Staff communicate School expectations, routines, values and standards both explicitly through teaching skills, visual supports and in every interaction with pupils. Staff also receive clear guidance about School expectations of their own conduct, which are set out in the Group's *Code of Conduct and Ethics Policy*.

The role of pupils - All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is made aware, in line with their individual capacity, of the School standards, expectations, pastoral support, and therapeutic consequence processes. Pupils are taught that they have a duty to contribute to the School culture and are asked about their experience of the School and provide feedback in ways that are accessible and meaningful to them. This can help support the evaluation, improvement and implementation of this policy. Every pupil is supported to achieve the best standards they can, including an induction and transition process that familiarises them with the School culture.

The role of parents/carers - The role of parents/carers is crucial in helping the School to develop and maintain our culture and approach. Including parents and carers within the whole School community is key to ensure comprehensive support around the young person. Parents/carers are encouraged to get to know the School's Behaviour Policy and related policies and, where possible, take part in the life of the School and its culture.

Parents/carers should be encouraged to reinforce the policy at home as appropriate. Where a parent/carer has any concerns, they should raise this directly with the School while continuing to work in partnership with them.

We build and maintain positive relationships with parents/carers, by keeping them updated about their child, encouraging them to celebrate successes, or holding sessions for parents/carers to help them support the consistency of the policy and their child's needs. Where appropriate, parents/carers should be included in pastoral work, including attending reviews of specific interventions in place.

Clinical and Well-Being Approaches - The overarching wellbeing approach throughout the Group is embedded by delivering care, education and clinical provisions that meet a young person's needs, informed by current wellbeing research theory and evidence. The Clinical Well-Being Team is multi-disciplined, and

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includes psychology/psychotherapy, speech and language therapy and occupational therapy. The Team provides training, consultation, individual therapy, group sessions and facilitate reflective practice for staff teams.

Focus on relationships – Positive and meaningful relationships throughout the whole-school community are essential to fostering a healthy environment for all. Empathy, trust and consistency are all important in building relationships. For various reasons, children can test and challenge relationships, therefore adults responsible for them require the ability to sensitively and confidently manage the adult-child relationship. There is an expectation that we are kind to one another and help to lead and drive high standards of culture and positive behaviour across the Group to benefit young people.

Individual needs – We celebrate difference and make reasonable adjustments to enable children to access learning and engaging to the best of their ability. This approach is informed by formal assessments (e.g. Educational/Clinical Psychologist), EHCP's, Clinical-Wellbeing Assessments and Plans and getting to know our young people – their likes, dislikes, and how to help them reach their potential. As far as possible, we use a proactive approach to anticipate likely triggers of behaviour.

7.0 CREATING AN INCLUSIVE COMMUNITY

- **Clear expectations and consistent boundaries:** We clearly communicate our expectations through speech, visuals and modelling so all staff and pupils (in line with their ability) are aware of the expectations and boundaries appropriate to their strengths and needs.
- **The Curriculum:** Our behaviour curriculum is part of our Personal, Social, Health and Citizenship / Sex and Relationships curriculums.
- **Routines:** Routines and structure are integral to the school day. For example, staff will ensure that pupils receive a timetable for their learning and daily activities.
- **Environment:** We create calm, welcoming and clean spaces, taking into account the sensory sensitivities and needs of our population.
- **Communication:** We use a total communication approach which aligns with the communication strengths and needs of our population.
- **Emotional Understanding:** Many of our pupils may experience more intense emotional responses and/or struggle to process, share, express their emotions. We support our pupils to develop skills to understand and manage their emotions and behaviour through the use of models, such as, the *Zones of Regulation*. This helps supports a shared language approach within the whole-school community.
- **Rewards and Recognition** – We recognise and celebrate effort as well as achievement. Examples of our rewards and reinforcements include praise, 'pupil of the Week,' certificates, days out, unexpected rewards, choice time, certificates. Efforts and achievements will be shared with the wider community, such as parents/carers. Rewards are never taken away from a pupil once they have been earned for the intention of providing a sanction.
- **What we do not support** – this list is inclusive of, but not exhaustive – the Group does not support talking about children in front of them or others, shouting at one another, swearing, and disrespectful language.

Rewards:

The achievement of points sets an expectation and a cognitive understanding that encourages students to 'work towards' something of benefit to them, thus promoting positive behaviours and reinforcing this through praise and recognition. This approach also promotes motivation, determination, enthusiasm and improved confidence. Resilience is established through improved self-esteem and students having the confidence to take controlled risks.

We believe that it is important to encourage good behaviour throughout the school by celebrating and rewarding positive behaviour. This will include the use of incentives to praise young people for positive actions,

stimulating a voluntary and progressive improvement in their behaviour and increasing their motivation towards the achievement of social and emotional development.

The upper school (key stage 4) has a person-centred points system in place to support the young people to achieve inside the classroom and socially across the school day. We believe that awarding points and recognising positive interactions and social experiences supports with a positive community and culture.

Our 'Bramfield boy ethos' links directly to our points system where our young people gain points (1 for each value achieved within the lesson) linked directly to assessment for learning. They are the following:

Ready – Understanding key vocabulary related to each lesson – Talk, understand and use key vocabulary.

Team - Engagement- Asking and answering questions (Joining in)

Adventure - Achieving success criteria and talking about your learning

Spark – Presentation- work is well presented with next steps completed

Grit- Extending your learning – Have you retained and mastered?

Our young people can also achieve points directly linked to the values below: These are monitored on sleuth and staff members can add these on at any point throughout the day.

Skip to Next	Accepted failure	Accepted responsibility	Actively sought new challenge	Actively sought new experience	Attempted new activity	Attempted new challenge	Did not show fight / fight response	Displayed British Values
Displayed compassion	Displayed coping strategies	Displayed determination	Displayed empathy	Displayed generosity	Displayed good moral values	Displayed persistence	Displayed tolerance	Encouraged others to make right choice
Engaged for whole lesson	Engaged in Charity activity	Engaged in community project	Engaged in reparation activity	Helped others	Improved communication skills	Improved Motivation	Improved self-awareness	Improved self-esteem
Lesson Objective Achieved	Listened well	Managed difficult situation	Positive behaviour in wider community	Positive contribution	Praised a peer	Read non-verbal cues	read social cues	Reflected with staff support
Requested additional work	Resisted peer pressure	Responded positively to criticism	Self-reflected	Shared with a peer	Showed respect	Showed self-control	Spoke in front of class	Team player
Took turns in conversation	Tried something out of comfort zone	Understood right from wrong	Wanted to succeed	Worked well in a large group	Worked well in a small group	Worked without incentive/reward	Completed additional work	+ve Reinforcer
Weekly Target								

Our young people can redeem points at any stage and 'cash them in' to receive an incentive / option of their choice. The system is person centred and the young person can work towards a prize that they would like (amazon voucher as an example). The points system is also a positive way of the young person getting used to saving, as points can be saved a redeemed for a higher prize. This is a positive rewards system where the following can be achieved:

- 1 point for each of the learning objectives achieved within the lesson. (Ready, Team, Adventure, Spark and Grit)
- Total of 5 points per lesson (1 point for each objective achieved)
- Additional points for social periods
- More points can be achieved by targets set by staff and / or on double / treble point's days.

In the Lower and Middle School Class DOJO is used where points are rewarded for educational and social progress linked 'Bramfield boy'. Grit, spark, team, ready and adventure. Person centred targets are also added and rewarded. Each young person's parents / carers have access to class DOJO as this enables us as a school to interact with home and showcase what the individual is doing at school. Class DOJO has supported our young people and their families to engage in positive conversations and has allowed parents / carers to make a positive contribution to the individual's day.

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In parallel with the upper school points system, each young person can choose when to redeem the points that they have gained. The longer that the points are saved the bigger the prize. The system supports us to educate the young people about saving also.

Lower school classes use DOJO prize boxes as we recognise that positive outcomes deserve to be recognised and the use of smaller instant prizes support with this.

During mealtimes we recognise the importance of educating our young people on good manners and interactions so have enhanced our rewards by offering a table of the week. The tables will be monitored by Learning Mentors and the best table for the week will be rewarded with additional drinks and treats (waiter or waitress service) for a Friday Lunchtime due to a positive week. This will be based on positive interactions, a tidy table and good manners.

Choice time is offered across the school to our young people, and this is to support our young people with positive social experiences and interactions. Choice time takes place on a Thursday afternoon for the Lower School and a Friday morning for the Upper and Middle school. There is an option for a reward trip for the young people who have had a positive week (red cards will be monitored and incidents). The staff decide on the young people who should access this by looking at points and recognising hard work and effort throughout the week. Reflective conversations and sessions support the young people who have received 4 red cards or whom have lessons to catch up work in.

8.0 PRESCRIBED MEDICATION - Staff must be familiar with the Medication Policy for schools

Children and young people within our settings may take prescribed medication. We will work in collaboration with the prescribing professional and those supporting the young person to ensure their needs are well supported, in line with our legal responsibilities. We will support and monitor the impact of this medication. Attendance at school is not dependent on a pupil's taking their medication. We will also support young people in their informed consent around medication.

9.0 RESPONDING TO DISTRESS AND NEED

There are times when our pupils become distressed and may require other sources of support. When a member of school staff becomes aware they respond empathically, predictably, promptly and clearly in line with this policy.

The first priority will be to establish the physical and emotional safety of pupils and staff and to restore a calm environment. Keeping pupils safe is always the highest priority for all staff.

We will also consider whether the behaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Staff must be familiar with, and follow, the School's Safeguarding Policy. All concerns, no matter how small, that a child is being harmed or is at risk of harm must be reported to the School's Designated Safeguarding Lead (DSL) or Deputy.

The School has the responsibility to respond to pupil's behaviour outside of the [School](#) premises (including online) to such an extent as is reasonable.

The School adopts a range of initial intervention strategies to help pupils support their emotional regulation and behaviour.

10.0 NATURAL AND LOGICAL CONSEQUENCES

A non-punitive and no sanctions-based approach is embraced at OFG. Positive reinforcement combined with natural and logical consequences support a positive and whole school culture.

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All children require boundaries and consequences that are fair, predictable and understandable. Children are encouraged to be a part of devising these.

Natural Consequences occur without the intervention of an adult. For example, a young person might throw a favoured object when they are feeling angry which might then break and therefore cannot be used. Shame is also considered a natural consequence, and young people will require support with this.

Logical consequences are adult-led and are linked to the event, and when a natural consequence may not occur or may be a safety hazard. For example, if a young person removing their seatbelt during a car journey – a logical consequence to ensure safety may be to avoid car journeys whilst a plan to ensure seatbelts are worn is in place.

Natural and Logical Consequences will be communicated to the young person in an empathic and collaborative way, never in a shaming way.

Our School does not use punitive sanctions, for example detention, removal of privileges, continuing with a consequence at home after the incident at school. These can promote a sense of shame, are often not linked to the behaviour and therefore do not encourage our pupils to learn what to do instead. The consequence must always be linked to the behaviour to provide a learning opportunity.

Repairing relationships (a restorative approach) is a key part of natural and logical consequences and it is the staff's responsibility to approach this repair if it is difficult for the young person.

11.0 DE-ESCALATION

De-escalation techniques are our primary responsive strategies, these include:

- positive framing
- planned positive distraction
- diverting
- change of the environment
- changes to the team around the child
- use of space
- verbal and or visual support.

12.0 THE USE OF RESTRICTIVE PHYSICAL INTERVENTION

We are aware that restraint of any kind can have a negative impact on a child's mental health and damage relationships between children and those who educate for them.

Restraint is only ever used as a last resort response to maximise safety and minimise harm of the child/young person and others.

A reasonable, proportionate and least restrictive course of action is taken when there is an imminent or immediate risk of harm to self or others.

It will always be used for the shortest time possible and only when there is no other alternative to help children and staff to stay safe. Staff are fully trained using CPI and work in line with the Group's *Use of Restrictive Practices and Restraint Terms of Reference*.

Where possible we consult with all pupils about their de-escalation plans to ensure their voice is heard and understood in relation to their triggers and how they want their staff team to respond.

De-escalation – De-escalation techniques can include positive framing, planned positive distraction and diverting, change of the environment, changes to the team around the child, use of space and verbal and or visual support. De-escalation techniques are our primary responsive strategies – it is not ignoring the young person but being attuned with and meeting their relational needs whilst supporting progression and

development of new skills. Asking children why they are behaving in a particular way is often not helpful and can increase distress for the young person.

The use of restrictive physical intervention – Staff will be trained in the OFG decided approach to restrictive intervention and this is always used as a **last resort**. As a general rule nobody has the right to touch, move, hold or contain another person, however the services may need to act within exceptional circumstances and operate within a higher duty of care due to the needs of each individual, therefore we set out to clearly define the justifications by which the staff are to use restrictive physical intervention in order to maintain appropriate practice. Seclusion which involves a young person being forced to spend time alone against their will is not a practice supported at OFG, in line with our legal and statutory responsibilities.

Staff have an obligation in delivering a duty of care both on school site and during school outings, guidance is given that the use of RPI / Reasonable Force has been permitted by the Head of School (in line with the DfE 2013 Use of Reasonable Force guidance) in a response to student potentially or actually:

- **Harming themselves;**
- **Harming others;**
- **Causing damage to property;**
- **Causing disorder to the running of the school or outing; and / or**
- **Are suspected or in the process of committing a crime.**

RPI is used in the best interest of the student and as a response to presented or suspected behaviour(s) that challenge, safeguarding all parties and property surrounding them; this includes the management of violent and / or aggressive incidents in a controlled and caring manner by utilising staffs core training in the use of **CPI** techniques or the implementation of Reasonable Force. **CPI** is our selected modality and is accredited by the Crisis prevention institute accredited by the Restraint reduction network.

All staff at the school are fully trained, and have the authority to use force when reasonable, and this extends to any other person whom the manager has given the responsibility to be in charge or in control of the young people. Staff can also use this power when they are lawfully in charge of young people but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of physical intervention, the school will speak to the parents (if appropriate) and social worker concerned. Physical intervention will **never** be used as a punishment. Such serious incidents involving the use of physical intervention will also be recorded by the school.

De-Briefing - It is good practice to provide a space for young people to de-brief following a significant incident and to support relationship reparation. This needs to be at a time that is appropriate and timely and when everyone is ready. This gives staff and young people the opportunity to reflect and feed into future planning and support.

Colleague Well-Being – It is recognised that managing complex needs can be incredibly stressful for individuals and for teams. Supporting colleagues after an incident is to be non-judgmental and empathic and post incident de-briefs are mandatory. Ultimately de-brief offers the opportunity for reparation and reflection helping to inform. Reflective Practice Groups are a supportive function and clinicians can support with specific skills to utilise, such as mindfulness. The Employee Assistance Program can provide more regular support if required.

Recording and reporting – it is important to record incidents to enable effective monitoring and support to young people. When a young person has been supported in a physical intervention, we require the staff who carried out the intervention to record the incident on sleuth before the end of a shift. Services will have their own recording process and systems to support this. Other events important to record are absent or

missing from school, school physical intervention, accident or illness, incident at school, safeguarding, self-harm and school information report.

13.0 SEARCHING, SCREENING AND CONFISCATION

School staff can confiscate, retain or dispose of a pupil's property in line with the [DFE Guidance on Searching, Screening and Confiscation](#) Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Items which contribute to the pupil's wellbeing, neurodivergence and sense of safety (for example fidget toys) will never be removed unless there is a risk of significant harm.

14.0 REMOVAL FROM CLASSROOM

Removal from a classroom is only ever considered when the safety and well-being of the individual, classmates and teaching staff are at risk. A dynamic risk assessment must be taken at that time.

The pupil will continue to be supervised at a level appropriate to their emotional and intellectual needs and will be integrated back into the classroom as soon as it is safe and appropriate to do so.

Staff will reflect on and review the action that was taken.

15.0 SUSPENSION AND PERMANENT EXCLUSIONS

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Principal and Head of School can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school adaptations and support .

This will also be seen as a very last resort, as removing a pupil from school as an environment with trusted adults is rarely likely to be in a pupil's best interests. We also recognise the impact this might have on and young person and or parent/carers and will work to support the young person and their family/carers. Please refer to the *Suspension and Permanent Exclusion Policy* for more information.

16.0 DE-BRIEFING

It is good practice to provide a space for young people to de-brief following a significant incident and to support relationship reparation. This needs to be at a time that is appropriate and timely and when everyone is ready. We can use visual and narrative techniques to support and promote learning during any pupil's de-brief. It is recognised that some neurodivergent pupils will struggle to reflect as they may not recall memories during a meltdown and therefore, we ensure all de-briefs occur in the pupil's best interest. Staff are also supported to de-brief and a joint de-brief may be appropriate to support the repair of a relationship. The emphasis is on the adults approaching this repair with the child, acknowledging that this is about repairing the relationship, not to focus on the behaviour.

16.1 COLLEAGUE WELL BEING

It is recognised that managing complex needs can be stressful for individuals and for teams, and at OFG we aim to create a positive and trauma informed whole school culture. Our Trauma Informed Practice strategy supports individuals to be aware of and also manage their own well-being. Schools support colleagues after an incident and/or challenging day in a non-judgemental and empathic safe space and post incident de-briefs are mandatory. Teams are also supported with regular reflective practice groups to enable them to process the impact of the work.

17.0 RECORDING AND REPORTING

The School has a strong and effective system for data capture, including all components of the behaviour culture (e.g. Sleuth). This is monitored and objectively analysed regularly by designated staff, with a monitoring and evaluation cycle, with engagement from school leaders and governors. This includes, behaviour incident data, attendance, permanent exclusion and suspension data, incidents of searching, screening and

confiscation, and surveys for staff, pupils, governors, proprietors and other stakeholders on their perceptions and experiences of the School behaviour culture.

School leaders and staff analyse and audit data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice help the School ensure that it is meeting its duties under the *Equality Act 2010*.

Reporting to outside agencies: Behaviours presented by the young people which are dangerous or criminally harmful will require reporting to outside agencies, such as the police. If concerns are raised about staff, referral to outside agency may be required, such as the Local Authority or police. Staff must follow the process set out in *School Safeguarding Policy* and *Managing Allegations Against Staff Procedure*.

18.0 ANTI BULLYING

Children may lack the social skills required to manage relationships, and/or they may not have learnt a way of managing relationships through appropriate role modelling. Staff will remain vigilant to signs of bullying, which could be obvious or subtle, in person or online, and will be dealt with according to the School's *Anti-Bullying Policy*.

19.0 CHILD-ON-CHILD ABUSE and SEXUAL HARRASSMENT

Please refer to the Child-on-child Abuse Policy

Following any report or concerns raised of child-on-child abuse or sexual harassment offline or online, the School will follow the *Child-on-Child Abuse Policy* and notify the Designated Safeguarding Lead (DSL) or Deputy immediately. They should also inform their Clinical Well-being Lead. The School is clear that sexual violence and sexual harassment are never acceptable, will not be tolerated and that incidents where behaviour falls below expectations will be addressed. All staff are aware of the importance of challenging all inappropriate language and behaviour between pupils.

The School will never normalise sexually abusive language or behaviour by treating it as 'banter,' an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships. It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the School will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

20.0 ONLINE INCIDENTS – Please also see the Staying Safe Online Policy

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the School's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the School premises. The School is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, and the process set out in the *Safeguarding Policy* for reporting must be followed when an incident raises a safeguarding concern. The Designated Safeguarding Lead or Deputy must be informed immediately.

The School will address with pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the running of / reputation of the School.

Please also see the School's Mobile & Smart Technology Policy

21.0 SUSPECTED CRIMINAL BEHAVIOUR

In cases when a member of staff or SLT suspects criminal behaviour, the School will make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and the School will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, the School will ensure any further action they take does not interfere with any police action taken. However, the School retains the discretion to continue investigations and implement their own consequences so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to the Local Authority. The School's Safeguarding Policy must be followed, with the Designated Safeguarding Lead (or deputy) being informed immediately.

22.0 COMPLAINTS

Any complaint or concern raised by a young person will be taken very seriously, and staff will be vigilant to obvious and subtle signs of this. A complaint will be dealt within in accordance with the Complaints Policy.

APPENDIX 1

Bramfield House School

Our young people who present with Complex Trauma have often been exposed to abusive or neglectful early environments. They will likely have experienced a lack of boundaries, having to make their way in the world in an overly independent way and often any boundaries that were present will have been inconsistent. This means our young people have not learnt that the way they think, feel or behave has a consistent and predictable response. This can be part of the reason why young people have not been supported in making safe decisions and why they can present with risky behaviour. Helping the young people we live and learn with understand the link between cause and effect creates opportunities for them to learn.

Our young people can be very sensitive to any sense of criticism, as it can trigger shame and be interpreted as rejection. We need to ensure that helping our young people learn effective and safe responses is supported in a trauma informed way. Consistent use of what we call logical and/or natural consequences are trauma informed ways of supporting our young people learn cause and effect.

All young people need to be supported to learn that behaviour has responses in order to reduce the risk of future anti-social or inappropriate and risky behaviour. It is important to note that consequences should be delivered alongside therapeutic parenting practices and in conjunction with a high level of nurture, empathy and relationship repair. The young person should be supported to develop their self-esteem and overall resilience. This approach will support the young person to learn that their behaviour is not okay but will not reinforce their beliefs of being “bad”.

Natural consequences are consequences that occur in response to a behaviour, *without* influence from the adult. Below are some examples:

- If a young person decides to stay up late on a school night, the natural consequence is that they will be tired the next day.
- If they throw an object at the TV screen, it will break, and they can't watch the TV over the next week as it is broken.

Logical consequences are consequences that are set by an adult. Below are some examples:

- Cleaning a room or helping to repair something that they have damaged.
- Being supported in writing a letter to a member of staff to repair the relationship following a physical assault.

The consequence must be **related** to the behaviour, otherwise it is unlikely to have any effect.

The 3 R's of logical consequences (Nelson, 1985) highlight that consequences should be:

Related to the behaviour.

For example, a young person has been using their mobile phone in an unsafe way, and it should have been handed in, therefore the phone is removed to keep them safe.

Not related: you stop them attending Bramfield Boy.

Respectful- towards the young person, not shameful or blaming. You have this discussion with them in private and **connect** with the young person first before correcting with a natural or logical consequence, demonstrating that you are being curious and accepting of the underlying need, for example their need to make friends and feel accepted and empathise with this.

Reasonable- both in the view of the young person and adult. The young person is supported to learn about the potential impact of their unsafe mobile phone use, how they can use it and make friends in a safer way and work with you to develop a plan to earn it back. The plan should clearly outline what is expected of the young person and should be adhered to.

Student support

We aim to support all our young people to ensure that every child succeeds during their time with us. Where it becomes clear that a young person is having on-going difficulties in managing their behaviour, staff need to adopt some key points to support at this time. Young people need clear boundaries and to know what is expected of them.

Our fair play scheme enables staff to use a clear tiered approach to explaining, supporting and managing behavioural issues, giving clear options and guidance to our young people throughout.

Whilst using the fair play scheme we require our staff to use a trauma informed approach when working with our young people. We encourage our staff and our young people to use the STOPP technique:

- Stage 1 – Stop and step back.
- Stage 2 – Take a breath.
- Stage 3 – Observe
- Stage 4 – Put back/ perspective (what is the most effective thing to do?)
- Stage 5 – Proceed and practice.

When you feel like reacting– practice the STOPP technique



Stop and step-back

Take a breath

Observe

Pull back/Perspective (what is the most effective thing to do?)

Proceed and Practice

The Fair play scheme

The scheme is broken down into four stages to support our young people, with decision making and the cause-and-effect process. The scheme is implemented within the school day and is a trauma informed system to support our young people to regulate, decision make and learn.

For our young people the four stages are broken down below. Each stage is linked with a response from staff. When using the fair play system staff members will point out and/ or reference the display board, this will give visual prompts. This will enable us to communicate with our young people visually and verbally.

Sleuth is used to track and monitor the fair play scheme. This gives them oversight of which young people need support and encouragement.

(See Appendix 1 and 2)

Stage 1 - VERBAL INSTRUCTION

Point out the display or verbalise – reference Fair Play System.



calmly point out or verbalise the desired behaviour

Allow time and give time for the young person to respond to your request

Maintain a calm empathetic tone

Provide alternatives

Name the behaviour in a non-threatening way

Use a side on stance



Stage 2- DIRECT INSTRUCTION

Use name of young person

Explain what they are continuing to do.

Direct them to what they have to do.

Explain that this is now a yellow,

Youth Coach gives options; 5 minutes, change of seat, walk, fiddly toy, further support.

Encourage positive choices.



Stage 3- RED (Young person to take time outside the classroom)

- Take the young person outside to re-focus and regulate.
- Go for a walk with the Youth Coach

RE CONNECT

Stage 4 – RETURN REPAIR RESTORE

Go back in the classroom

Below is how we will require staff to support and model the language at each stage, whilst supporting our young people to connect, co-communicate and co-reflect. The way the language is communicated to our young people is key as it gives them choice throughout each stage but allows support from staff to inform the choices that they make.

Stage 1 - VERBAL INSTRUCTION

Connect, Co- communicate / regulate , Co-reflect

“I can see that..... (You’re struggling to listen to others)”

“I wonder if..... (You’re finding the subject difficult to talk about)”

“I have noticed that..... (You’re talking over the top of other boys)”

“Would you like help with... (Getting your point across)”

Stage 2- DIRECT INSTRUCTION

Connect, Co- communicate / regulate, Co-reflect

“You are continuing to (tap on the desk and annoy your partner)”

“I would like you to (Stop doing that because it’s distracting for other classmates)”

“Please can you (put you pen down and look at the teacher)”

“This is the second time I have spoken to you about....”

Stage 3- RED (Young person to take time outside the classroom)

Connect, Co- communicate / regulate, Co-reflect

“You have been given an opportunity but you have failed to stop..... (Shouting out)”

“I think we need 5 minutes out to work out how to move forward”

“Can we go an reflect on what’s going for you”

RE CONNECT

RE CONNECT

Stage 4 – RETURN REPAIR RESTORE

Go back in the classroom.

Our young people will make mistakes and do require educating around topical subjects, however, below are non-negotiable red cards that will result in a fast-track red card.

Aggression directed, prejudicial behaviour and Physical Aggression

Below shows the breakdown of red cards and explains the effects at each stage.

If a young person verbally receives a red from a member of staff, then they will:

- 1 red card – restorative conversation regarding the incident with staff and other young person
- 2 red cards - break time discussion regarding the incident and reflection - PDS
- 3 red cards - lunch time discussions with the young person and reflection – PDS
- 4 red cards in a week - restorative choice time with Learning Mentor / Teacher covering topic.
- 5 red cards- Additional option to paid End of Half-Term trip.

When on red card young people will be asked to leave the classroom and young people can:

Have a walk, have a chat and refocus in an additional space (usually with pastoral support).

- Restorative conversations will take place to support all parties.
- Young people will be welcomed back in class, depending on the incident and this will be supported by additional staff to encourage 'time in'.
- Repair relationship

Break times and lunch times will be used to reflect and discuss what is going on for the young person. This then enables the individual to put things right and move on with the day. Letters of apology maybe used to support and educate.

Red cards – will reset at the end of every half-term, with Learning Mentors monitoring the number received within the class.

Staff should always consider the progress made with the individual. Whilst we recognise that we are supporting the young people with decision making and cause and effect, the Fair Play scheme should recognise positive steps and progress made by every individual and reflect on the individual personal circumstances.

When on red card young people will be asked to leave the classroom and young people can:

Have a walk, have a chat and refocus in an additional space (usually with pastoral support).

- Restorative conversations will take place to support all parties.
- Young people will be welcomed back in class, depending on the incident and this will be supported by additional staff.
- Repair relationship

Break times and lunch times will be used to reflect and discuss what is going on for the young person. This then enables the individual to put things right and move on with the day.

Below are the school strategies to deal with incidents of prejudicial, discriminatory and child on child behaviour. Whilst we see it as our duty and job to educate and support our young people direct use of prejudicial and or discriminatory behaviour is a criminal offense. The school will complete intervention work with the young person and have restorative conversations. Contact with parents, carers and external agencies will take place to inform and work alongside the young person. If we see persistent use of prejudicial or discriminatory behaviour we will have no option but to report it to the police. This is something that we do not take lightly and is a last resort to support all parties.

Our strategies to tackling incident when they arise- prejudicial, discriminatory and child-on- child:

TIER 1- ONE OFF INCIDENT: STAGE 1

Verbal warning given by staff-This is the staff managing and dealing with the incident at the time. The incident will be recorded on sleuth and a restorative conversation will take place.

TIER 2- SECOND INCIDENT DIRECTED AT ANOTHER YOUNG PERSON (SAME PERSON) STAGE 2

PDS carried out by Learning Mentor / Teacher around the behaviour displayed and appropriate behaviour required from the young person. Phone call home to parent / carer. Support / intervention for the victim and call home also.

TIER 3 – THIRD INCIDENT DIRECTED AT ANOTHER YOUNG PERSON (SAME PERSON) STAGE 3

Meeting with the Teacher, Learning Mentor and the parent or carer, followed by a proactive intervention and restorative conversation with the victim.

TIER 4 – CONSISTENT INCIDENTS DIRECTED AT ANOTHER YOUNG PERSON (SAME PERSON) STAGE 4

Meeting with Learner Mentor, Assistant Head teacher, and the parent or carer, followed by a proactive intervention and restorative conversation with the victim.

TIER 5 – PROLONGED AND REGULAR INCIDENTS AT ANOTHER YOUNG PERSON (SAME PERSON) STAGE 5

Meeting with the Assistant Head teacher and the Head of School with the parent or carer, followed by a proactive intervention and restorative conversation with the victim.

If the perpetrator continues to target students with child-on- child type abuse the Head of School may be forced to implement the suspension policy.

The key points of a positive behaviour approach are:

- The ground rules are discussed with the student so that their views can be taken into account.
- Staff should be honest about any non-negotiable issues;
- Expectations need to be realistic and ideally phrased as a "do" rather than a "do not". If "do not" predominates in your rules, consider what young people are supposed to do if they are cross/angry for good reason, when your rules say they cannot, for example, shout, swear or hit out? Young people need to be helped to express themselves and need to know what is acceptable for them to do when they are faced with a situation which will provoke unacceptable behaviour;
- Young people may need to be reminded from time to time of the expectations regarding their behaviour and of why we have rules.

A student may have disabilities that affect their behaviour, social skills and understanding and so require extra help to be able to behave within acceptable boundaries. Others may be faced with a variety of stresses that are difficult for them to manage without support.

It is imperative that we have realistic expectations of young people according to their age and ability. Young people with disabilities, however, are unlikely to benefit when staff fail to assist them to realise their potential to behave appropriately.

Staff need to be aware that young people under pressure can have strong feelings of frustration, distress or anger. Staff can help children to behave in a more socially acceptable manner when they legitimise a young person's feelings. For example, acknowledging that a young person's feelings are legitimate may help them to understand that their behaviour e.g. hitting out or swearing is not legitimate.

Some young people may resort to challenging or unpredictable behaviours due to difficulties in making themselves understood. It is important that such behaviour is seen in the context of the young person's ability to communicate the wishes and feelings. If there are known trigger factors which appear to impact on how the student behaves then these should be recorded clearly in the placement plan the young persons "My Support Plan" and every effort made to avoid such situations happening - such information should be sought from relevant professionals who has worked with and knows the child well.

Tips for delivering natural and consequences in a trauma informed way to maintain a therapeutic approach:

- The relationship you have with the young person is a key part of the foundation for discipline. If a young person trusts and respects you, the natural and logical consequence will be much more effective, as they will want to repair the relationship with you.
- The young person needs to know what the natural or logical consequence is going to be if the unwanted behaviour continues. This can help support learning cause and effect.
- Remain calm because getting angry will trigger further emotional dysregulation in the young person and likely trigger shame and rupture the relationship. The young person may be "inviting" you to re-enact their past trauma (e.g. they may hold the belief and expectation 'I deserve to be punished' due to their early experiences) so it is important to take a break or swap with another member of staff. A child cannot make you behave in a certain way, you have control over this and make choices about your behaviour. It is important that natural and logical consequences are not given in anger as they are likely to be overly exaggerated and critical of the young person. It is fine to say, 'I'm going to have a think and we can come back together to discuss how we support one another here'
- Natural and Logical consequences should be applied as soon as possible after the behaviour to help link cause and effect. However, it is important that the young person is emotionally regulated first, for them to be able to learn.
- Consult with others in your team or professional network if you are unsure, don't deliver a natural or logical consequence for the sake of it in the heat of the moment.
- Natural or logical consequences become less effective when used too frequently. Children may lose their motivation and it can reinforce their past experiences and beliefs that they 'deserve to be punished as I am bad'
- Natural and Logical consequences should be time limited and not open ended e.g. "you won't be going out on your own until I can trust you again" This type of consequence will not motivate the young person, instead be clear on what they need to do to earn this trust back. This can be completed by writing a contract with the young person, for example a mobile phone/internet contract.
- Think about natural and logical consequences in relation to the young person's trauma; your chosen consequence may be trauma triggering or shaming. For example, sending a

young person to their bedroom when historically, time in the bedroom has previously been unsafe.

- Natural and logical consequences should not involve “time out” or time away from relationships with staff due to significant attachment needs. Relationships should remain consistent and be unconditional.
- Young people should not pick their own consequences on their own. Young people who have experienced trauma may pick harsh punishments, in line with their previous experience. Young people can input into what they believe might be appropriate to give them a sense of control and to help with discussions around learning, but this needs to be adult led.
- Focus on providing consistent and predictable parenting, to support the young person to feel safe.
- Make use of PACE – Playfulness, Acceptance, Curiosity and Empathy. Accept how the young person is feeling both about what led to the behaviour and the consequence. Curiosity will help you to make sense of what is going on for the young person; seeing beyond the behaviour and Empathy will demonstrate that you care and want to support the young person. Make use of playfulness when appropriate.
- Attention from a caregiver can be reinforcing, even if it is negative. Focus on finding regular opportunities to offer positive attention.
- Use a **restorative approach** to help young people learn and repair relationships – may be to do chores in the home to pay towards an item they have broken or clean the walls that they damaged. The restitution should be related to the behaviour and never be about shaming or embarrassing the child. The child needs to be supported to take responsibility for their behaviour in the most effective way.

Punitive measures do not work with our young people!

Punishments will often undermine the purpose of discipline because it does not support the young person to learn and often re-enacts past trauma. It also builds up feelings of resentment, relationship ruptures and low self-esteem (Kohn, 2006). Instead of reflecting on and learning from their own behaviour or mistakes, the young person will be directed towards feelings of anger toward the enforcer. There is also the risk that punishments can be given out of our own anger, which are likely to be overly critical or unlinked to the behaviour. Our young people’s projections of anger can be very powerful, and it is natural that we might want to respond in a punishing way; the process of re-enactment is powerful. Ensuring you pause, reflect and recognise this and discuss you’re your support network is important. This can help you be in charge of your own responses.

Positive consequences

These can be used when a young person has done something particularly well, such as being kind, caring or helpful. Often young people can find it difficult to work towards an incentive, they may think they do not deserve the rewards, may be mistrusting of the person offering the incentive or have beliefs that the reward comes at a price. Unanticipated, small rewards along with praise will help to encourage positive behaviour.

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world.



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