



Outcomes  
First Group

# Person-centred Neurodivergence Affirming Behaviour Policy

BRAMFIELD HOUSE SCHOOL

2025/26

## BEHAVIOUR POLICY

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**This policy is for Acorn Education and Options Autism schools and colleges**

**Terminology** - please note that the terms “our teams” and “team member/s” include everyone working with the people in Outcomes First Group’s services in a paid or unpaid capacity, including employees, consultants, agency staff and contractors.

## 1.0 INTRODUCTION

We place the safety and well-being of the children and young people we educate and support 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 and colleges have different identities and approaches, which are unique to them and reflect the needs of their pupils and students. 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 needs.

Bramfield House School is a specialist provision which offers support for children and young people with complex needs.

Bramfield House School is a specialist provision which offers support for children and young people with complex needs. It is an all-boys establishment catering for the age range of 7-16 and is registered for 136 pupils. We are situated in rural Suffolk 10 minutes' drive from the heritage coast. The classroom facilities are independently placed within the grounds and consist of purpose-made specialist subject provisions. The school's local arrangements can be read in Appendix 1.

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

The school/college has a neurodivergence affirming, trauma-informed, needs-led approach that encourages positive behaviour by proactively recognising and flexibly supporting our pupils and students' holistic individual needs. Team members 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 Teachers and School Staff \(2024\)](#)
- [Use of reasonable Force – advice for school leaders, staff and governing bodies](#)
- [Keeping Children Safe in Education \(KCSIE\) 2025](#)
- [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 team members 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 and Options pupils and students who have a significant number of individuals with lived experience of trauma and complex needs.

[Behaviour in Schools: A guide for Head Teachers and School Staff \(2024\)](#) is clear that good behaviour in educational settings is central to a good education, with settings providing a calm, safe and supportive environment which pupils and students 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 and colleges are underpinned by our needs-led and (Acorn Schools - Trauma Informed Practice Strategy, drawing upon evidence-based core principles of **Connect, Co-Regulate, Co-Reflect** (Options settings – Neurodivergence Strategy drawing upon evidence-based principles of Ask, Accept, Develop. Both the Strategy and Accreditation have been shared with our Lived Experience Expert Group and 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 Employees Policy
- Complaints Policy
- Trauma Informed Practice Strategy (Connect, Co-Regulate and Co-Reflect)
- Ask, Accept, Develop
- Parent\Carer -School Communication Policy
- Serious Incident Notification Policy

### 4.0 PURPOSE OF THIS POLICY

This policy aims to promote a move towards an evidence and person-centred, inclusive approach where our pupils and students are supported to experience a sense of belonging.

The policy, practice and procedures aim to reflect and demonstrate the importance of the school's/college's commitment to promoting the entitlement of children and young people to the highest quality of education. This policy aims to promote an evidence based and inclusive approach where pupils and students 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 and college 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/ student'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. De-briefing occurs at the end of each day to consider everyone's actions and responses and how to improve practice.

## 5.0 OUR PHILOSOPHY

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

- ❖ We have an inclusive by design approach.
- ❖ We value developing strong and respectful relationships within the whole school/college community. This includes young people, between team members, 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/college 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 team members are trained to respond appropriately and must always use the least restrictive intervention possible.
- ❖ Our team members are role models in helping our pupils learn more skillful ways to experience success and create inclusive communities.

## 6.0 MAINTAINING HIGH STANDARDS OF WELL BEING TO SUPPORT POSITIVE BEHAVIOUR

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

- ❖ We have high expectations of pupils and students. Our expectation relating to their behavior is always understood according to their individual strengths and needs. We help children understand their needs are unique and responses are such.
- ❖ School/college leaders visibly and consistently support all team members in supporting pupils'/students' 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.
- ❖ All members of the school/college community create a positive safe environment in which bullying behaviour, 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 behaviour, 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/college leadership team is highly visible, with leaders routinely engaging with pupils, students, parents / carers and team members on setting and maintaining the school culture and an environment where everyone feels safe and supported.

Leaders ensure that all new team members are inducted into the setting's culture to ensure they understand its rules and routines and how best to support pupils and students to participate in creating the culture of the setting.

All new team members 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 are also provided via the professional development arrangements and the Group's Well-being and Clinical Team.

**The Role of team members** - All team members 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 behaviour (including cyberbullying, prejudice-based and discriminatory bullying) and being alert to any signs of child-on-child abuse.

Team members have an important role in developing a calm and safe environment and establishing clear expectations and boundaries. Team members uphold the whole-setting 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.

Team members communicate the school/college expectations, routines, values and standards both explicitly through teaching skills, visual supports and in every interaction with pupils. Team members also receive clear guidance about 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/college standards, expectations, pastoral support, and therapeutic consequence processes. Pupils and students are taught that they have a duty to contribute to the school/college culture and are asked about their experience of the school/college 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/student is supported to achieve the best standards they can, including an induction and transition process that familiarises them with the school/college culture.

**The role of parents/carers** - The role of parents/carers is crucial in helping the school/college 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 our Behaviour Policy and related policies and, where possible, take part in the life of the school/college 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/college 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 includes psychology/psychotherapy, speech and language therapy and occupational therapy. The Team provides training, consultation, individual therapy, group sessions and facilitate reflective practice for team members.



**Focus on relationships** – Positive and meaningful relationships throughout the whole-school/college 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 Documents 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 potential stressors that might lead to behaviour.

## 7.0 CREATING AN INCLUSIVE COMMUNITY

- **Clear expectations and consistent boundaries:** We clearly communicate our expectations through speech, visuals and modelling so all team members and pupils/students (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/college day. For example, team members will ensure that pupils and students receive a timetable for their learning and daily activities that is appropriate to their unique age and stage.
- **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/college community.

**What we do not support** – this list is inclusive of, but not exhaustive – the Group does not support talking about children and young people in front of them or others, shouting at one another, swearing and disrespectful language.

## 8.0 USE OF REWARDS AND RECOGNITION

- **Recognition** - We recognise and celebrate effort not just achievement and examples of our rewards and reinforcements include praise, Star of the Week, days out, unexpected rewards, choice time, certificates. Achievements will be shared with the wider community, such as parents/carers. Rewards are never taken away from a student once they have been earned for the intention of providing a sanction. The use of food as rewards will not be relied upon.
- **Rankings** – Reward systems will not be on public display as we recognise this could be shaming and demotivating for some young people. We do use class Dojo and our own points system see below.
- **Unfair incentives** - we have eliminated unfair school/colleges incentives, such as attendance awards, as we know neurodivergent young people will have difficult days when they struggle to attend school and they should not be penalised.
- **Use of monetary rewards** – Money will not be used as an incentive for good behaviour.

## 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.

Our points systems are class based either using our sleuth points system or class dojo. This is 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 / flight 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 (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 and 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.

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.

In parallel with the sleuth 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 (stages 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 stage 3 incidents.

## **9.0 PRESCRIBED MEDICATION – Team members must be familiar with the Medication Policy**

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/college is not dependent on a pupil or student taking their medication. We will also support young people in their informed consent around medication.

## **10.0 RESPONDING TO DISTRESS AND NEED**

There are times when our pupils/students become distressed and may require other sources of support. When a team member 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, students and team members and to restore a calm environment. Keeping children and young people safe is always the highest priority for all team members.

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

The school/college has responsibility to respond to pupils'/student's behaviour outside of the setting's premises (including online) to such an extent as is reasonable.

The school/college adopts a range of initial intervention strategies to help emotional regulation and behaviour.

## **11.0 NATURAL AND LOGICAL CONSEQUENCES**

Positive reinforcement combined with natural and logical consequences are important and necessary to support our whole school/college culture.

All children and young people require boundaries and consequences that are fair, predictable and understandable. Children and Young People 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.

We do not use punitive sanctions, for example detention or removal of privileges. 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 team member's responsibility to approach this repair if it is difficult for the young person.

## 12.0 DE-ESCALATION

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

- our team members will use a calm approach with neutral body language
- our team members will use minimal verbal interactions during de-escalation
- we will use positive framing language ("kind hands" rather than "stop hitting")
- we will use planned and proactive positive distraction (for example talk about the young person's passion)
- we will divert the young person to a different, preferred activity or experience
- change their environment (for example allowing a young person to access a calm room or outdoor safe space)
- we will encourage the young person to engage in a preferred sensory activity or strategy to help them co-regulate
- changes to the team supporting the young person
- use of space and allowing the young person to move and run, perhaps complete a sensory circuit.
- using visual supports to support the young person to process and understand
- any unique strategies that the young person themselves has requested as part of their consultation to their individualised plan that aligns with the Ask, Accept, Develop Strategy and Connect, Co-Regulate and Co-Reflect.

We do not use:

- planned ignoring
- asking a student why they are behaving in a certain way
- any shame based approach
- any language which could be interpreted as threatening, e.g. last chance.'

## 13.0 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. We work closely to integrate the AAD, TIP and RRN Strategies.

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 young people and team members to stay safe. Team members 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 team members to respond.

## 14.0 SEARCHING, SCREENING AND CONFISCATION

Team members can confiscate, retain or dispose of a pupil's property in line with the [DFE's Searching, Screening and Confiscation Guidance](#). Team members 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.

## **15.0 REMOVAL FROM CLASSROOM**

Removal from a classroom is only ever considered when the safety and wellbeing of the individual, classmates and team members are at risk. We will always additionally consider the potential disruption of others learning opportunities in immediate area. The student will continue to be supervised at a level appropriate to their emotional and intellectual needs. At other times, we may choose to remove the rest of their peers in order to ensure their safety and to cause minimal disruption to their learning.

The Headteacher, Principal or equivalent maintains strategic oversight of any removals, makes sure the reasons that may lead to pupils being removed are transparent and known to all team members, pupils and students, that removal is for the shortest time possible, in an appropriate place that is resourced to learn and refocus, supervised by trained team members, with a clear process for reintegration of the pupil into the classroom as soon as it is appropriate and safe to do so. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher, Principal or equivalent.

Team members will reflect on and review the action that was taken to make practice improvements where possible.

## **16.0 SUSPENSION AND PERMANENT EXCLUSIONS**

All pupils and students are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers, Principal or equivalent can use suspension and permanent exclusion in response to serious incidents and to enable time to make the environment safe and ready again before the pupil/student returns.

This will also be seen as a very last resort, as removing a pupil/student from school/college as an environment with trusted adults is rarely likely to be in a pupil's/student's best interests. We also recognise the impact this might have on the 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.

## **17.0 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. There are trauma informed neurodivergence affirming de-brief documents that are aligned with the restraint reduction network pledge.

### **17.1 COLLEAGUE WELL BEING**

It is recognised that managing complex needs can be stressful for team members, and we aim to create a positive and trauma informed whole setting culture. Our strategies support individuals to be aware of and manage their own well-being. Schools and colleges 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.

## **18.0 RECORDING AND REPORTING**

The school/college has a strong and effective system for data capture, including all components of the behaviour culture (e.g. Sleuth). This is monitored through trends and patterns objectively analysed regularly by designated team members, with a monitoring and evaluation cycle, with engagement from school/college leaders and governors. This enables us to support a whole school/college approach to reduce behaviour incidents and restrictive practice. This includes, behaviour incident data, attendance, permanent exclusion and suspension data, incidents of searching, screening and confiscation, and surveys for team members, pupils, students, governors, proprietors and other stakeholders on their perceptions and experiences of the setting's behaviour culture.

School/college leaders and team members analyse and audit data with an objective lens and from multiple perspectives: at school/college level, group level and individual team members and pupil/student level. School/college 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 setting 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 team members, referral to outside agency may be required, such as the Local Authority or police. Team members must follow the process set out in the *Safeguarding Policy* and *Managing Allegations Against an Employee Policy*.

## **19.0 ANTI BULLYING BEHAVIOUR**

Children and young people 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. Team members will remain vigilant to signs of bullying behaviour, which could be obvious or subtle, in person or online, and will be dealt with according to the *Anti-Bullying Behaviour Policy*.

## **20.0 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/college 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 team members are aware of the importance of challenging all inappropriate language and behaviour between pupils. The school/college 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/students and team members; 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/college 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.

## **21.0 ONLINE INCIDENTS – Please also see the Staying Safe Online Policy**

The way in which pupils and students relate to one another online can have a significant impact on the culture at school or college. Negative interactions online can damage the school/college's culture and can lead to school/college 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 premises. The school/college 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.

We will address with the pupil/student online behaviour online that poses a threat or causes harm to another pupil or student and/or could have repercussions for the running of / reputation of the school or college.

**Please also see the Mobile & Smart Technology Policy**

## **22.0 SUSPECTED CRIMINAL BEHAVIOUR**

In cases when a team member, Headteacher, Principal or equivalent suspects criminal behaviour, the school/college 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 every effort will be made to preserve any relevant evidence.

Once a decision is made to report the incident to police, the school/college will ensure any further action they take does not interfere with any police action taken. However, the school/college 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 setting's Safeguarding Policy must be followed, with the Designated Safeguarding Lead (or deputy) being informed immediately.

## **23.0 COMPLAINTS**

Any complaint or concern raised by a young person will be taken very seriously, and team members 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.



## The Fair play scheme

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 – Communication is key, think about tone and highlight the behaviour you wish to see, giving options.**

- ☐ Point to display or make reference Fair Play System.



- ☐ calmly highlight 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- Give the young person an instruction, explain what you require them to do and encourage them to make positive choices.**

- ☐ Use name of young person
- ☐ Explain what they are continuing to do.
- ☐ Direct them to what they have to do.
- ☐ Explain that this is the second time they have been given support
- ☐ Staff member gives options; 5 minutes, change of seat, walk, fiddly toy, further support.
- ☐ Encourage positive choices.

**Stage 3- The young person requires staff intervention. This is a higher level of behaviour. Aggression to others, high risk behaviour, discriminatory, prejudicial. Young person to take time outside the classroom, use a quiet space, use an intervention.**

- ☐ Take the young person outside to re-focus, regulate and reflect

- ☐ Go for a walk with the staff member

Complete additional work. Staff will need to support

Staff discussion

PDS with young person

Reflect in additional space

Intervention / interventions around topic/ area

Additional environment used for young person possibly

**RE CONNECT**

**Stage 4 – RETURN REPAIR RESTORE**

**Time supports our young people at this stage.**

**Reflection with the young people through PDS / Conversations**

**Reparation and supportive conversation support the incident and young people**

**Additional space and environment might be used****Go back in the classroom / environment – when reflection and relationship repaired**

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- 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- regulate, Co-reflect

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

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

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

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

**Stage 3- Young person to take time away from activity or outside the classroom -use additional space.**

Connect, Co- 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 and reflect on what’s going for you”

**RE CONNECT****Stage 4 – RETURN REPAIR RESTORE**

Time to be taken away from incident and area

Reflect

Complete PDS

Discussion / Apology / Letter

Reparation

PDS /Intervention

Go back in the classroom / activity if settled and repaired

Our young people will make mistakes and do require educating around topical subjects, however, below are non- negotiables that will result in a fast-track stage 3 event.

**Aggression directed, prejudicial, discriminatory and high-risk behaviour**

Below shows the breakdown of staged events and explains the effects at each stage. Depending on the severity of these events

If a young person verbally receives a stage 3 from a member of staff, then they will:

1 Stage - 3 event - restorative conversation regarding the incident with staff and other young person

2 Stage - 3 events - break time discussion regarding the incident and reflection (PDS)

3 Stage - 3 events - lunch time discussions with the young person and reflection (PDS)

4 Stage - 3 events - restorative choice time with Learning Mentor / Teacher covering topic.

5 Stage - 3 events - Middle leaders and SLT to discuss and look at activities / trips due to potential risk behaviours that the pupil has shown / is showing. Risk assessments will be taken into consideration.

Stage 3 events are high end behaviour, and this will result in a change to the risk assessment.

When on stage 3 individuals will be asked to leave the classroom or area 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 / activity, 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. Letters of apology maybe used to support and educate.

If a young person receives over 5 stage 3 events in a half-term the SLT will look into this and discuss the options for the young person including changes of current plans. Risk assessments and contributing factors will be taken into account with the pupil accessing certain areas of the school or attending external trips.

Stage 3 events will reset at the end of every half-term, with Learning Mentors from the class monitoring the number received. Further quality assurance will happen from Lead Learning Mentors, Behaviour Lead and SLT.

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.

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. Phone calls to parents of young people involved.

#### 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 of young people involved. Support/intervention for the victim and call home also.

#### TIER 3 – THIS INCIDENT DIRECTED AT ANOTHER YOUNG PERSON (SAME PERSON) STAGE 3 – THIS NOW CONSTITUTES BULLYING:

Meeting with Learning Mentor for class, Learning Mentor Lead and Behaviour Lead with the parent or carer, followed by a proactive intervention and restorative conversation / activity with the victim.

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

Meeting with Learning Mentor for class, Lead Learning Mentor, Behaviour Lead, Assistant Headteacher with the parent/carer, followed by a proactive intervention and restorative conversation with the victim.

TIER 5 – PROLONGED AND REGULAR INCIDENTS TOWARDS ANOTHER YOUNG PERSON (SAME PERSON) STAGE 5 - Meeting with the Behaviour Lead, Assistant Headteacher 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 / Principal 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 considered.
- 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 young person 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.



Outcomes  
First Group