

Brentwood School and College

Behaviour Management Policy

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1. Rationale

All students at Brentwood School and College have severe learning difficulties, PMLD, autism and/or complex health needs. This results in students being highly vulnerable. Some of our students have faced adversity in their lives including adverse childhood experiences and attachment issues, which can cause traumatic and lasting impressions on young people.

Some of our students display dysregulation due to their individual needs. Behaviourist 'punitive' approaches are rarely appropriate for our cohort. We recognise that students with SEND require strategic support to ensure that everyone is kept safe, with clear boundaries and expectations that are put in place empathetically.

Keeping young people safe, without using forms of punishment, is an essential part of helping them to feel safe and secure. At Brentwood, we promote a relational and inclusive approach for the whole school community. We are understanding of the huge challenges that come with supporting young people with complex needs, but promote the use of consistent positive experiences to improve outcomes.

Our fundamental principle in supporting young people is that **'all behaviour is a form of communication'**. By encouraging staff to utilise this principle we learn to understand the root causes of dysregulated behaviours and support our young people to develop strategies to self-regulate. Furthermore, through the underlying principle of de-escalation, embedded through Team Teach, we limit the times that young people reach a point of crisis.

At Brentwood we recognise that it is everyone's responsibility to continually work to provide a supportive environment for students. This in turn will result in students having opportunities to learn and thrive, so that they will want to attend school and succeed. Students have a right to be safe in school and leaders will implement protective measures where required to mitigate risk to others.

Our aim is for staff and students to form positive, trusting relationships. This in turn leads to students accepting appropriate boundaries. Once boundaries are embedded, students will be in a much better position to fully engage with their learning and respond to educational challenge. Ultimately this results in students having raised self-esteem enabling them to fully engage with their educational experience.

2. Objectives

- To recognise that each student is an individual
- To develop an ethos that promotes the development of trusting relationships
- To support students to have greater self-awareness
- To build students' self-esteem through positive interactions and opportunities
- To work collaboratively with parents and carers to build a clear picture of the needs of individuals
- To help students develop a sense of worth, identity and build self-esteem and understanding of themselves
- To support students to develop strategies to self – regulate in a sensitive and supportive environment
- To provide a safe community for all staff and students to enable learning to take place
- To provide a kind and caring environment of mutual support where there is understanding of the complex behaviour needs of students

3. What is appropriate behaviour?

Whilst we acknowledge the difficulties faced by some of our students, we expect students to work towards behaving appropriately. Having these skills will support students to participate fully in school and college life, and work towards having a fulfilling future life beyond Brentwood.

Brentwood's Rules:

We recognise that all students are individuals. At Brentwood we expect everyone to follow Brentwood's Rules. These have been written in consultation with students:

We want everyone to feel happy at Brentwood so we:

- Do our work
- Be kind and helpful to other people
- Look after each other
- Look after school/college property
- Look after other people's property
- Move around school/college quietly and sensibly
- Listen and follow instructions
- Attend school/college

4. Strategies to Support Appropriate Behaviour

Our aim at Brentwood is to have sufficient understanding of each individual student's needs to prevent them becoming dysregulated. A range of strategies can be implemented to support students. These include:

4.i Behaviour Advice Sheets

Behaviour advice sheets are created where a student may display low level behaviours that do not reach 'crisis' point. These outline strategies, observed behaviours, trigger and hot spots, every day behaviours and motivators.

A range of strategies will be used and included in the advice sheets, including visual support, to increase students' understanding of what is expected of them. Strategies will be implemented to support students' transition in school.

4.ii Behaviour Support Plans (BSPs)

BSPs are written by the class team and document levels of behaviour, including the possible function of behaviour, proactive strategies, and opportunities for debriefing. For students with a diagnosis of autism we record additional sensory information. We also record possible triggers and hot spots, motivators and what every day behaviour normally looks like. It is vital that these plans are followed consistently by all staff. BSPs are reviewed on a termly basis. BSPs also include information regarding the possibility of the use of restrictive physical intervention. Parents/ carers have the opportunity to liaise with class teams or SLT to discuss these if required.

BSPs will consist of a full detailed plan which highlights the levels of behaviour that students may reach. They will outline possible behaviours and suggested strategies to use at each level of behaviour.

4.iii Student Risk Assessments

All students at Brentwood have an individual risk assessment which outlines areas of risk for a student, and strategies used to mitigate that risk. If students are identified as needing restrictive physical interventions as part of their behaviour support plan then this will be included in their individual risk assessment.

4.iv Sensory Passport

Many of our students require interventions to support them with their sensory needs. Staff are highly trained in sensory integration strategies and are able to identify and support any underlying sensory issues that may be a trigger for behaviour. Each student with a diagnosis of autism has a sensory passport. Some students will have been assessed by a Sensory OT and this assessment will inform that student's sensory passport.

4.v Non-verbal Support

Most of our students respond well to a limited use of language, particularly when they are in crisis. Using traffic lights, social stories, visual timetables and 'first and then' boards can serve to support students to regulate without the additional pressure of processing language.

4.vi Transitioning the student

As part of a behaviour management strategy, students may need to transition from one place to another as a pro-active strategy. This may be within the classroom, into quiet spaces linked to the classroom, outdoors or into the quiet room. Students will be closely monitored at all times.

Students may choose to use the quiet room if they feel they need a quiet space away from others or time to self-regulate. Staff will encourage this as a proactive strategy. Staff must leave the quiet room door open and staff must observe from either inside or outside the door so staff can observe students at all times. Students must be able to leave the room freely. On other occasions, staff may need to direct or physically guide students to the quiet room using a restrictive physical intervention to prevent injury to themselves or others. Staff will monitor students at a safe distance and will record time spent on a Withdrawal Form which will then be submitted to the headteacher.

4.vii Individualised strategies

Individual students may respond well to specific individualised strategies depending on their specific needs. This can include 'planned ignore', use of humour, redirecting to task or a change of face.

4.viii Debrief

Whilst we recognise that a punitive approach to behaviour is not appropriate to students within Brentwood, it is important that students are given the opportunity to reflect on their behaviour. By providing students with an opportunity to debrief, they can be supported to learn how to behave appropriately, and the impact that their dysregulation may have on other students and staff. A debrief should be undertaken where there is sufficient understanding by the student, and may in some circumstances include an agreed consequence. However, consequences are only deemed appropriate where a student has full understanding of the circumstances in which consequences are delivered e.g. through reward charts or other means of establishing expectations of behaviour.

4. v Seclusion and Withdrawal

Seclusion and withdrawal are specific strategies that should be employed only in very specific circumstances. These strategies may only be considered when a student exhibits severe disruptive behaviour that poses a risk to their own safety, the safety of others, or disrupts the learning environment in a way that cannot be managed by less intrusive interventions. Seclusion, which involves isolating the student in a safe space (ideally an outside space), and withdrawal, where a student is removed from a particular situation or environment, should always be used as a last resort and for the shortest duration possible.

During these circumstances an outside space will ideally be used, enabling staff members to observe from an adjacent playground and offer reassurance and support during the withdrawal period. Before implementing these strategies, a thorough assessment of the student's needs, behaviour triggers, and the potential impact on their well-being is essential. Additionally, they must be part of a broader, personalised behaviour intervention/support plan that includes positive behavioural supports, teaching alternative skills, and providing emotional and self-regulation tools. It is also crucial that these practices are in line with legal guidelines and that the student's dignity and rights are always respected throughout the process. The students to whom this will apply, will be identified and this aspect of support will be written into their behaviour support plan and will be reviewed on a regular basis. Withdrawal forms will be completed during each withdrawal incident. This intervention will only be carried out with the support of SLT or a member of the behaviour team present.

5. Behaviour Team

At Brentwood we have a Behaviour Team. The team oversee the creation and implementation of behaviour plans in support of the class teacher, and ensure staff record and report any behaviour incidents. The team will support staff across the organisation with strategies to help support students in line with their behaviour plans. The team will support the monitoring of incidents in school through behaviour monitoring meetings. These meetings are attended by the behaviour team, class team, SLT and other agencies where appropriate. The purpose is to highlight any concerns and work together to develop a consistent approach and create an action plan. These plans are reviewed on a minimum of a termly basis, but the Behaviour Team will intervene sooner if required.

6. Further advice from external agencies

Some students may require separate advice from an educational psychologist, specialist nurse, and or clinical psychologist. Where this is the case, Brentwood will make the necessary referrals and liaise with external agencies and parents/carers.

7. Recording and Communication

At Brentwood, we monitor and record all incidents of challenging behaviour. We monitor behaviour and incidents by:

- The use of ABC charts which monitor regular behaviour throughout the school day. These serve to outline what happens before, during and after an incident of challenging behaviour.
- Tally charts to record any frequent behaviours which a student may demonstrate throughout the school day e.g. spitting, pinching etc.

- Accident forms (HS1) are used to record any serious incidents and accidents for students and staff. These are passed to the Headteacher who, in turn, sends them to Trafford Health and Safety Unit where appropriate.
- The Bound and Numbered Book is used to record any incidents where restrictive physical intervention has been used. This is kept in the Headteacher's office.
- CPOMS is used to record student behaviours and can be used to inform Multi-agency teams such as social workers, the behaviour team and the school nurse.

This information is used to provide data regarding behaviour trends, and the effectiveness of implemented strategies. It is most useful in evaluating the impact of strategies used to support individual students. Staff will also develop case studies, where appropriate, to demonstrate the impact of strategies used to support students.

Staff will communicate with parents and carers at all stages.

8. Staff training

At Brentwood we believe that, if staff are appropriately trained to understand student needs, they will develop the skills to support students with their behaviour. Induction training provides staff with the context of the organisation and the systems in place to support students. Other training including sensory integration and communication provide staff with further insight into the needs of students. All staff also undertake Team Teach training within their first academic year at Brentwood. (see below).

9. Team Teach

Team Teach is a holistic approach to support students by providing staff with ideas to reduce risk, deescalate and divert behaviours. The majority of staff at Brentwood who work face to face with students are trained in Team Teach. Brentwood have four internal Team Teach trainers and the training programme is followed diligently. This means that all new staff undertake the full Team Teach training course, with refresher courses for all staff every two years. Comprehensive records of staff Team Teach training are kept and recorded with Team Teach. Team Teach trainers undergo updates to their training every year. The physical interventions used will be a last resort to keep students and staff safe at Brentwood.

10. Use of Reasonable Force

Staff, including new staff that have not as yet been trained in Team Teach, are able to use reasonable force in extreme circumstances in order to safeguard students. Should reasonable force be used by a member of staff, this will be investigated by a member of SLT to ensure that appropriate actions have been taken. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Where physical intervention has been used, parents/ carers will always be informed.

11. Sexual Misconduct

Occasionally some of our students will display sexually inappropriate behaviours which are never acceptable at Brentwood. Through PSHE/ RSE and individual interventions, we will work with students to understand what is acceptable and appropriate. We will also seek advice from external agencies to support our students in their understanding of this issue where appropriate. We will always be mindful of the need to protect and keep all students safe and to ensure that victims are reassured, supported and kept safe. (See Safeguarding Handbook)

12. Bullying

Our aim is to ensure that Brentwood is safe and students are free from bullying and harassment. Whilst we do our utmost to ensure that bullying does not take place at Brentwood, we recognise that it can and does happen. Both physical and verbal bullying can cause long-term distress for students. Bullying is unacceptable behaviour and will not be tolerated.

Strategies used to prevent bullying include:

- Creating a climate of trust and confidence so that students feel able to communicate to staff about difficulties experienced by themselves and other people.
- Discussing issues openly in lessons and assemblies.
- Supporting the victim by taking the incident seriously.
- Explaining the hurtful nature of the action to the perpetrator.
- Making sure the perpetrator makes amends for his/her actions and keeping a watchful eye on them.
- Staff being vigilant at all times.

If parents/ carers are aware that their child or young person is being bullied they should inform school/college so that the matter can be dealt with.

*All incidents of aggression between students or bullying will be recorded on CPOMS as Peer on Peer Abuse.

13. Travelling to and from Brentwood

Students are either transported to school by their parents/carers or using transport arranged by TTCU (Trafford Transport) or other Local Authority providers. Where there are issues with students' behaviour on transport, staff will liaise with transport staff and Local Authority Transport Teams to share good practice and resources to support students on their journeys. Where appropriate Brentwood staff will deliver training to transport staff to support them with their understanding of strategies to meet the needs of individuals.

14. Mobile phones

Most of the students at Brentwood are unable to operate a mobile phone independently. However, where students bring a phone into school or college, it will be locked in the safe until the end of the day. This will be reviewed on an individual basis if, for example, the student can utilise the phone to support them with community learning opportunities.

15. Online behaviour

Brentwood recognise that students are at risk from inappropriate online behaviour. Students will be taught how to behave appropriately online, and will be supervised to mitigate their online risk (see Safeguarding Handbook)

16. Pastoral Care for Support Staff

Any member of staff who has an allegation made against them, or whose conduct may be held to question will be dealt with using the principles laid out in the Department of Education document 'Dealing with Allegations of Abuse against Teacher and other staff' The Headteacher will work closely with representatives from HR and the LADO in managing such cases.



This policy has been written in conjunction with:

Brentwood Safeguarding Handbook
Suspensions and Permanent Exclusions Policy

Documents used to support this policy:

Use of Reasonable Force advice for Headteachers, staff and governing bodies 2013
Department of Education – Behaviour in Schools Advice for Headteachers and school staff September 2022
Department of Education – Behaviours in Schools: sanctions and exclusions
Department of Education – Behaviour and Discipline in Schools Guidance for Governing Bodies
The Equality Act 2010
Children and Families Act 2014
Keeping Children Safe in Education 2023
Department of Education - Searching, screening and confiscating at school guidance
Department of Education - Sharing nudes and semi-nudes: advice for education settings working with children and young people 2020 Advice
Department of Education – Dealing with Allegations of Abuse against Teachers and Non-Teaching Staff March 2012

Confirmation the policy in respect of Brentwood School and College has been discussed by the Governing Body

Signed by:			
Chair of Governors:		Date:	26.03.25
Headteacher:		Date:	26.03.25
Agreed at the Governing Meeting on:	26.03.25	Minute Reference:	17