




Branas School

Behaviour Policy

	Reviewed:
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CareTech's children's education services provide a safe and stimulating learning environment in which young people are always offered a fresh start, and empowered to achieve and fulfil their unique potential

1. Description and Ethos of Branas School

OUR CULTURE AND ETHOS

We are committed to providing a nurturing, safe and vibrant learning environment that fosters a love of learning and enables every student to become the best they can be. Respectful and supportive relationships are at the heart of all that we do: we value every member of the school community equally. We recognise that our pupils bring different experiences, interests and strengths, and we understand these will influence the way they learn. Therefore, we take a child-centred approach to education that recognises and responds to individual need. We celebrate effort and achievements and set high expectations. We are here to help our Learners learn the skills they need to become successful, motivated and resilient young adults who are fully equipped to make a positive contribution to society.

Branas Isaf operates an integrated model of care, education and therapy underpinned by the Good Lives Model. The school exists to improve the quality of life of our pupils both now and in their future. We specialise in supporting the Good Lives Model as a framework to offender rehabilitation, and as an underpinning therapeutic model across both care and education for the development of pupils.

The Good Lives Model (GLM) is grounded in the ethical concept of human dignity and universal human rights, and as such, it has a strong emphasis on human agency. That is, the GLM is concerned with individuals' ability to formulate and select goals, construct plans, and to act freely in the implementation of these plans. A closely related assumption is the basic premise that offenders, like all humans, value certain states of mind, personal characteristics, and experiences, which are defined in the GLM as primary goods.

OUR SCHOOL

Branas School is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

The school provides specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked after Children.

OUR PUPILS

All young people in Branas School have a history of harmful behaviours and social, emotional and mental health needs often accompanied by a range of additional learning needs.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:

- aged 11 to 18;
- boys only;
- placed within the residential setting of Branas Isaf;
- residents from placing authorities throughout the United Kingdom;
- all present a range of harmful behaviours;
- most are in receipt of an EHC plan or a Statement of SEN.

THE VISION

BELIEVE, EMPOWER, ACHIEVE, ASPIRE

BELIEVE IN OUR TEAM AND IN OUR LEARNERS

EMPOWER OUR LEARNERS TO BELIEVE IN THEMSELVES AND THEIR PERSONAL JOURNEY

NURTURE OUR LEARNERS TO **ACHIEVE**

AND **ASPIRE TO BE THE BEST THEY CAN BE.**

The school moto is at the heart of everything we do at Branas School -

“Community with learning, is a community with heart”

“Cymuned a’i chynefin, sy’n chymuned â chalon”

This vision drives everything we do and will be achieved through:

- A rich, deep and personalised education designed to meet the needs of each pupil;
- A pupil centred, skills focused curriculum that is relevant to the 21st century and inclusive of all;
- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning;
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education;
- Providing personalised careers education and guidance, with aspirational next steps planning, preparing pupils for their future;
- Recognising that time is precious; working quickly to turn around pupils’ attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer;
- Working collaboratively with our professional partners to support the needs of each individual pupil.

Pupils will:

1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training;
2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society;
3. Create, nurture and maintain healthy positive relationships with others;
4. Experience success, whatever form it takes;
5. Become enterprising, creative contributors ready to play a full part in life and work;

6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world.

OUR MISSION

Our mission statement is:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

OUR VALUES AND AIMS

Our values are:

- **Aspiration** : We encourage each other to be the best we can be
- **Curiosity**: We never stop learning and wondering about the world
- **Independence**: We think for ourselves and determine our own future
- **Innovation**: We look for new and creative solutions to problems
- **Reflection**: We learn from our experiences
- **Tolerance**: We value difference and respect other people's opinions
- **Trust**: We believe in the honesty and reliability of others



Our Aims:

- All pupils will undergo a 2 week induction period where we look to initial assess and diagnose learners within core subjects areas and look to support a transition timetable to reintegrate learners successfully back into education
- Within the first 6-weeks all pupils will undergo in depth assessments in order for us to fully understand them and their needs for effective learning;
- Everyone in Branas Isaf supports and challenges pupils to invest in education as a priority for a successful placement;
- All pupils are supported and challenged to achieve at least 95% attendance in school;

- All pupils are supported and challenged to engage in creative learning experiences appropriate to their needs, and supported by an accurate individual learning plan;
- All pupils are supported and challenged to achieve nationally recognised academic awards in core subjects;
- All pupils are supported and challenged to achieve accreditation in a wide range of subject areas ;
- All pupils are supported and challenged to become independent learners;
- All pupils learn how to keep themselves safe, and build positive relationships with those around them;
- All pupils are enabled to take part in decisions that shape their lives, the school and the community in which they live;
- All pupils are supported to demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- All pupils are enabled to attend and participate in regular therapy sessions;
- All pupils learn strategies to manage their feelings and know where to go for help when things are difficult;
- All pupils will have the opportunity to participate in work experience and work-related learning opportunities;
- All our pupils learn the skills to interpret data and apply mathematical concepts;
- All our pupils learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- All pupils are supported and challenged to lead healthy, active lifestyles and be prepared to make a positive contribution to society as adults.

2. SUPPORTING SYSTEMS

i) GENERAL PUPIL MANAGEMENT

In order to maintain a basic level of safe and sensible behaviour in school, there is a consistent approach to general behaviour management: this underpins the individual programmes in place for every pupil. There are three areas of consideration: expectations, classroom management, and management of transition times.

a) Expectations

The schools have a set of five overarching expectations. The school rewards systems are linked to these. The expectations are:

- **Stay calm and behave safely**
- **Allow others to learn**
- **Be respectful and tolerant of others**
- **Listen carefully and follow instructions**
- **Work hard and do your best**

b) Classroom Management

In order to help reluctant learners, engage in education, teachers should pay attention to social order and physical structure in their classroom to provide an appropriate learning environment. They do this by consistently following the principles of good classroom management. The Executive Head Teacher routinely monitors classrooms formally and informally to ensure that these techniques are consistently applied.

- Classrooms are free of clutter and mess. Physical space is clean and well-kept.
- Pupils' work is well organised, easily accessed and regularly assessed.
- Appropriate resources for the lesson are organised and on hand prior to start.
- Lessons adhere to agreed format, and with understanding of differentiation and inclusion, and allocation of resources and support staff.
- Pupils enter the room in a calm manner.
- Teachers direct where students sit and ensure they remain in their agreed work areas. Encourage students to take responsibility for their personal work area.
- Pupils are aware of 'time out' areas.
- Teachers use the individual reward system to encourage and praise desired levels of engagement and achievement. These should always be visually available to pupils.
- Teachers introduce the lesson objectives at the start of every lesson.
- Teachers use the points system to determine consequences (rewards and sanctions).
- Teachers control the working environment and dictate the lesson structure.
- Teachers direct the support staff available for the lesson.
- At lesson's end pupils remain quietly in their seats waiting for the teacher to direct the manner in which they should leave.
- Teachers never leave their classroom unattended or unsupported during lesson time, unless cover is agreed.
- Teachers plan lessons that allow adequate time at the beginning to settle and present starter activities and allow time at the end to offer a plenary and reflect on the points for the lesson.
- Teachers begin each lesson with an appropriate and relevant starter activity
- Teachers organise the room by organising pupils' work, resources and materials before the lesson
- Help students a sense of pride and ownership in their learning environment by displaying their work and encouraging them to keep classrooms clean and tidy
- We seek to apply the Dyslexia Friendly Approach to all aspects of school life as a tool for improving access and motivation to learning for all young people.

c) Transition and Break Times

The periods in the school day where pupils are out of the classroom, either in transition between classes or at break times, are often the most difficult times to manage effectively. It is essential that staff communicate and work together to ensure that these periods flow as smoothly as possible and that young people arrive for their next lesson or break on time.

Each class group has assigned support staff who act as Learning Support Assistants. It is their responsibility to support in class and guide pupils effectively at transition times. Teachers should wait at the door of the classroom at beginning and end of lessons to monitor pupil movement, assist in transition and make sure that pupils leave and enter classrooms in a calm and orderly manner. Support staff and teachers who are not teaching in the next lesson should support this process by placing themselves strategically to pre-empt any issues at this time.

At break times all young people are guided by their support staff to the break rooms and supervised by their staff. At the end of break time the procedure should be managed in reverse, where pupils are supported to the classroom for their next lesson.

Should it be required, it will be possible for a student to take part in a 'working break' with a member of staff. The teacher concerned should spend some time with the young person to ensure that they and their staff understand the work they have to do.

ii) THE STRUCTURE OF THE SCHOOL DAY

Generally most pupils at Branas School respond well to the consistent structure to their school day. We take into consideration the needs they may have regarding remaining focussed; socialising with peers and participating in group activities. The routine of the school day, the timetable and length of lessons provide an appropriate structure to meet these needs.

iii) INCENTIVES, REWARDS AND SANCTIONS

Rewards and incentives:

The school operates an incentives and rewards system based on Reward Points. Every pupil can earn points each lesson by following the classroom expectations and working towards individual behaviour targets. At the end of the lesson, the plenary is used, in part, to review each student's points for that lesson. Pupils who do not meet the required threshold may receive a Working Break. Students NEVER lose points during a lesson but may not achieve them.

At the end of each week, awards and rewards such as certificates and reward activities are given on the basis of points earned over the week.

Sanctions:

Working Breaks:

This is to a large extent determined by the young person's ability to engage positively after a situation that has arisen when a student did not engage to a sufficient enough level in a lesson or series of lessons. Working Break is an opportunity to catch up on some of work missed that lesson, or to improve on work that is of the expected standard for that pupil. Working Breaks are not 'carried over' to the next day so that pupils always have a fresh start each day.

Working Breaks can take place in the morning break, at lunchtime and for 15 minutes after school each day. These sessions are facilitated by the teaching staff. It is most important, during working breaks, that a member of staff helps the pupil reflect on the lesson and consider any reasons that might have led to their disengagement from the lesson.

Time Out

Sometimes students may struggle to maintain their behaviour within the group. They may become disengaged from the lesson and disrupt the learning of others. When other strategies have been exhausted it may be appropriate to direct them to an alternative area to give them time and space to re-engage in their learning.

When possible, they could use a designated “time out” area in the classroom. This allows them to take time away but without isolating them from the lesson. When this is not possible, Time Out should take place in an empty classroom or reflection room. It should not take place in the corridors or on the stairs.

Proactive planning:

Sometimes a student presents a significant risk in a particular classroom, using specific equipment or on an offsite activity. It may be appropriate to make alternative arrangements to maintain their safety until there has been a review of the risk assessment. It is important to understand that these arrangements are not a punishment, but are necessary to minimise risk of harm to self, others or damage to property.

Should behaviours continue to cause serious concern for the wellbeing of the pupil or those about him, then consideration of an exclusion may be appropriate (see below).

iv) EXCLUSIONS

Branas School believe that exclusion is often counterproductive when working with young people who have experienced rejection from education in previous school placements. However, there may be occasions where the actions of a young person lead to no alternative on the grounds of safeguarding for them and those around them.

The school does not take the decision to exclude lightly. All exclusions must be authorised by the Head of Service. Exclusions are governed by the guidance issued by the Welsh Assembly Government – this defines the process that must be adhered to should an exclusion take place.

Reasons for Exclusion:

The decision to exclude a pupil should be taken only:

- In response to serious breaches of the school’s behaviour policy; AND,
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Acts that may result in exclusion:

- Acts of threatened or actual deliberate physical violence against students and staff
- Acts of extreme or constant disruption leading to serious instability in the class or school group
- Acts of drug or alcohol misuse whilst on school premises or supplying drugs
- Extended periods of non-cooperation in the school routine involving or leading to previous acts
- Acts of sexual abuse or assault
- Acts of general, sexual, racial, or homophobic bullying
- Possession, use or threatened use of an offensive weapon
- As a result of safeguarding allegation

Given the nature of our students’ needs and difficulties, we do not use exclusion as an automatic response. Each situation is treated on a case-by-case basis: assessing the level of risk; considering the needs of all those involved; and reviewing the wider context in order to decide whether exclusion is appropriate.

For a more detailed description of our approach to exclusions, please refer to the school Exclusions Policy.

v) PLANNING FOR THE INDIVIDUAL

Careful and accurate planning that takes account of the social, emotional and learning needs of individual pupils is essential to increase levels of self-esteem and inclusion, and reduce disruption to learning.

This planning begins at the referral stage and continues to evolve throughout the pupil's time with us. We use the following systems and procedures to assess and identify a pupil's needs and ensure our documentation and processes give them the right support.

- a) The Referral and Assessment process
- b) Baseline assessments, tracking and review
- c) Risk Assessments and Behaviour Plans
- d) Individual Education Plans & Positive Handling Plans
- e) Personal Education Plans and EHC Plans
- f) Placement Plans
- g) Differentiation

For a more detailed description of each of these processes, please see Appendix

MANAGING CHALLENGING BEHAVIOUR

BEING PROACTIVE

Taking a positive and proactive response by challenging unwanted behaviour early may prevent a situation from escalating.

Early intervention in school relies on staff being consistent, vigilant and appropriate in their response. All staff:

- challenge the behaviour and not the individual (assertive support)
- praise appropriate responses and choices
- encourage the young person to take responsibility for their actions
- allow the young person the opportunity to explain their actions
- ensure initial intervention is early but low key
- offer the young person alternative choices – the “way out”
- attempt to diffuse and distract early on, to refocus the young person on the task
- are clear and assertive in their expectations of young people
- offer constant reminders and praise to the class or individual to keep the focus on learning

RECORDING AND MONITORING OF INCIDENTS

Incidents that are not diffused quickly must be recorded in the Incident Log Book in the staff room.

This includes:

- behaviour requiring Time Out
- disruption to another pupils' learning

- refusal to engage in tasks
- disrespectful behaviour to others
- damage to school property.

These records provide a full record of sanctions and help to monitor behaviour in school. They can help identify patterns of behaviour, and flag up issues that may require a change in approach for a particular pupil. They can also be evidence of progress.

Serious incidents are also formally recorded on an Incident Report. These reports will be attached to the pupil's file and copied to the Registered Manager and the therapist to ensure that there is a consistent approach across care, therapy and education. The Registered Manager will send copies to the social worker.

Patterns of poor behaviour are also discussed at Placement Planning Meetings (PPM) and may lead to a multi-agency response.

RESTRICTIVE PHYSICAL INTERVENTION

At times there is a need for staff to physically intervene when a situation has reached a point that the safety of the young person and those around them is at risk. All staff at Branas School are trained to manage conflict and challenging behaviour using MAYBO skills and techniques.

Restrictive physical intervention at Branas Schools only occur with regard to the following legislation:

- Children's Act 1989 / 2004
- Education Act 2002
- Education & Inspections Act 2006
- The Human Rights Act 1998
- European Convention on Human Rights and Fundamental Freedoms
- Use of Reasonable Force: Advice for Headteachers, staff and governing bodies
- Safe and Effective Intervention Guidance document no: 097/2013

Within the context of these documents, Physical Intervention only occurs if one or more of the following circumstances is true:

- **The young person is harming themselves or is in danger of harming themselves**
- **The young person is harming others or is in danger of harming others**
- **The young person is committing acts of damage on property**
- **The young person is causing major disruption to the education of others or disorder in the classroom or about the school.**

This is different to the guidance for care staff working in young peoples' homes.

Following an incident involving physical intervention, staff complete a Physical Intervention Report within 24 hours of the incident occurring. The Physical Intervention will be logged in the PI log and a notification sent to the Registered Manager. The Registered Manager will notify the placing authority. A report must be completed and authorised as complete by the Headteacher within 24 hours of the incident occurring. Once authorised, the fully completed version will be copied and sent to the Registered Manager.

A young person will be given the opportunity to reflect on the incident and should be offered the chance to contribute to the written report. They will be offered the opportunity to seek medical advice, if needed, and to speak with someone about the incident other than those involved.

Staff involved in an incident will be offered the opportunity to reflect on what happened as part of a de-brief. If the Executive Head Teacher believes that there has been poor practice and improvements are needed they will report this to the member of staff with line management responsibility for the staff involved.

Dependent on the nature of the incident and the outcomes, it may also be necessary for Senior Management to revisit the risk assessment and behaviour plan for the individual to ensure that it is still accurate and appropriate.

FOR FURTHER INFORMATION PLEASE SEE APPENDIX D

COMPLAINTS & REPRESENTATION

Every young person has the right to make a complaint about something that has happened to them. This includes any grievance they may have about the initiation, method or outcomes of any process of behaviour support occurring in the school day.

A young person may wish to make an informal complaint or make use of the formal process, as documented in the Branas School "Complaints Policy". All complaints should come through the Head Teacher during the school day, or other senior manager in absence. A young person may ask a member of staff to advocate on their behalf, but the advocate must still come to the Head Teacher.

Whilst the details of an informal complaint are not formally investigated, a log note must be made of the complaint and its nature in the Complaints Book. The Headteacher will make enquiries and seek resolution of the matter without recourse to the formal procedure, yet subject to policy timescales.

If a young person wishes to make a formal complaint this is recorded in the "Complaints Book" held by the Head Teacher and a formal investigative procedure is followed and recorded, with timescales for resolution agreed.

Should a complaint raise a safeguarding concern, the Head Teacher will follow the school Safeguarding Policy.

It is the right of every child to have access to an advocate should they request. The advocate is able to help and empower the young person express their views and wishes where otherwise they might find it difficult to be heard. Should a young person request such representation the school has a duty to ensure that this happens.

FOR FURTHER INFORMATION PLEASE SEE BRANAS SCHOOL COMPLAINTS POLICY

STAFF DEVELOPMENT & SUPPORT

In order for members of the staff team to achieve a level of consistency in their working practice with young people they must be given the opportunity to develop their skills as a team and given regular opportunity to communicate and reflect. Such opportunities can be divided into the training and development offered to staff throughout the year, and the support networks in place for all staff allowing for them to discuss issues, reflect on practice and communicate problems; either as a group or on an individual basis.

i) CONTROL & RESTRAINT TRAINING

All staff working as part of the teaching team undergo formal training in the use of physical intervention, de-escalation techniques and methods of self-protection. This takes the form of a three day course under the tuition of an accredited MAYBO provider and provides the framework in which staff can operate should incidents occur or restrictive physical intervention be required.

All staff are required to take part in this course during their induction period and to participate in a refresher course every 12 months.

The teaching staff team endeavour to use time during weekly staff meetings to refresh the use of methods as taught in the course. This gives the opportunity to reflect on incidents occurring and consider the methods used, and whether effective or appropriate to the situation.

ii) CONTINUING PROFESSIONAL DEVELOPMENT & TRAINING

The school timetables five INSET days into the school year with provision for an extra 2 if needed. CPD focuses on the needs of the staff team with regards to their understanding of Additional Learning Needs and the needs of the young people in our care. CPD may involve teaching practices, understanding current legislation and its application, Health & Safety requirements, focussing on particular needs or the processes young people experience in their lives to bring them to the school and how we work with these effectively.

CPD targets the particular needs of the staff group to enhance their knowledge and improve working practices to effectively meet the needs of the young people.

The Headteacher identifies the CPD needs and arranges the programme. All teaching staff are expected to attend CPD days and participate fully in the training on offer.

iii) SUPERVISION & APPRAISAL

The supervision of staff is an essential way of allowing them to have individual time with a line manager where they can explore working practices and discuss issues in confidence. As a two way process the supervisor also has the opportunity to explore the same from his/her perspective, with both parties contributing to the agenda.

Supervision for all staff is the responsibility of the Headteacher, and occurs once per term and for a minimum 1 hour period. Supervision dates are arranged in advance to allow for preparation, and both parties sign a supervision

contract committing them to participate within certain guidelines. Supervision notes are confidential between supervisor and supervisee unless anything disclosed is either requested/agreed to be shared with a third party or involves a child protection issue. At the end of the supervision the supervisor takes a copy of the notes, to be filed in a secure area, and the supervisee keeps the original notes. This is to prevent any allegations of tampering that may occur in the future.

Supervision is an important facility for the discussion of behaviour support of young people, forming a part of the agenda and coming into various headings on the agenda structure. It allows frank discussion and reflection of practice without fear of others involvement and is dependent on both parties taking the process seriously and working to build a trusting relationship within which open and honest discourse can occur.

Evidence of supervision, and the contents of such, are used to evidence the requirements of annual appraisal and to demonstrate progress in working practice. Supervision is also used to develop individual staff CPD requirements.

iv) STAFF COMMUNICATION

At Branäs School, clear staff communication is essential for effective working practice. Whilst it is impossible to communicate everything instantly, by providing forums for discussion and reflection, systems for regular communication and support, and written documentation available to all, the level of communication can be developed to an efficient level.

All staff are expected to attend the “morning briefing” before the start of the school day. This meeting seeks to inform staff of anything timetabled to occur in the day, remind of particular areas of working practice and allow staff to express any particular information or concern not previously shared.

All staff are expected to attend the ‘Debrief’ at the end of the school day and as required. This is an opportunity for staff members to reflect on the day and discuss any incidents that might have occurred. It is important that staff have the opportunity to reflect as a team and issues aired can then be instantly communicated to all and decisions incorporated into working practice.

All staff are expected to attend a half termly staff meeting. This is an opportunity for staff to explore issues or practice in more depth. It is an opportunity for the team to be informed of new ideas and developments to be incorporated into the school. It is an opportunity to develop as a team and, on occasion, to participate in some shorter training sessions relevant to the group.

The Executive Head Teacher ensures that all new written policies, documentation and information is passed onto staff as soon as possible in order for them to be aware of developments, implemented fully and incorporated into working practice.

MONITORING AND REVIEW

This policy will be reviewed and updated on an annual basis, and scheduled as part of the school’s policy review calendar.

The date of next review will be September 2024

Monitoring of all recorded information in the school takes place half-termly, data involving incidents of bullying will be used to review and improve school policy on a more regular basis if required.

APPENDICES

This Behaviour Support Policy and accompanying Guidance Notes should be read with reference to the following internal and external documents to give a clearer picture of the expectations of working practice in the teaching staff team at Branas School

Appendix A: SCHOOL POLICIES

- Safeguarding Policy
- Complaints Policy
- Whistleblowing Policy
- Incidents and Physical Intervention Policy
- School Timetable
- Exclusion Policy
- Statement of Independence
- Referral & Admissions Policy
- Quality Framework

Appendix B: A HOLISTIC VIEW

Embedded in the daily operation of the educational establishment are a number of defining concepts relating to integration and consistency, which determine a safe and supportive environment for all our pupils, and that promote ownership and equality for all who attend the school. These are described in this section.

a) Integration & Consistency:

It is essential that in order for young people to feel safe and secure in their learning and residential environment, the school provide a level of consistency in working practices across all aspects of daily life. This can only exist if a degree of integration is developed across all staff and operational structures; such that all staff are working towards the same goal and young people can expect a similar response in any given situation. It is accepted that every individual personality may approach or respond to a situation slightly differently but that the outcome must remain the same in order for consistency to exist.

At Branas School three areas of practice are defined; Education, Care and Therapy, each of which has a responsible senior manager and all coming under the direction of the Heads of Service (Education and Care). In the areas of education and care these senior managers have a vertical management structure allowing them to delegate responsibility for aspects of daily management to others whilst maintaining an overview of operational systems, development and consistent working practice.

In order for consistent practice to be developed in the staff team, effective communication and consistency at a management level is critical. Through discussion and development in the management team consistent practice can be agreed and then disseminated to all staff across these areas of responsibility. Once communicated to and developed within staff teams, accountability exists and working practice can be challenged when seen to deviate from the prescribed ethos of the school. Communication between managers is achieved through a structure of

regular meetings with an agreed agenda. All aspects of the school and individual young people are considered and managers seek to integrate an intervention package consistent with the therapeutic, educational and care needs of the individual. Such information is then presented to and developed with the staff team at weekly staff meetings; separate for education and care.

Outside of regular meetings, daily communication between all managers is essential in order to keep everyone current with matters arising and agree a strategy for which to approach the support of the young people. Such communication may take the form of conversation, handover and education reports, formal meetings or email, and all ensure a constant flow of information allowing best practice to be maintained.

Provision of an integrated service is essential if the school is to provide appropriate and consistent intervention for the individual, empowering them to engage in all aspects of life at Branas School successfully.

b) Ownership and the Positive Environment:

Young people can only engage in their learning environment if they find the experience a positive one and can accept some ownership of and responsibility for the place in which they come to learn.

Young people will not be able to take ownership of an environment, which does not stimulate or offers negative reinforcement of behaviours, and seeks to reinforce learnt stereotypes of past educational experiences. All the young people attending education at Branas School arrive with a wide range of experiences of other educational establishments, many of which were not positive. Often as pupils elsewhere, schools have struggled to manage them effectively or understand and meet their unique needs. Whilst this is not the fault of many of these schools, often being simply because the pupil does not meet the model for which that school was intended, the pupil struggles to engage in the learning environment provided, resulting in episodes of behaviour, support and exclusion. As a result the pupil suffers from decreasing self-esteem and motivation to learn, eventually regarding themselves as “unteachable” and becoming a self-fulfilling prophecy across subsequent school placements. On arriving at Branas School the pupil, along with their individual learning needs, has often become disengaged from education and is very reluctant to put themselves through another frightening and debilitating educational experience.

Therefore, in order for the school to re-engage its pupils in learning it must be understanding and accepting of their needs and work to provide its young people with a positive educational experience in which they feel safe, supported and encouraged to participate, learn and achieve. Only once these needs are met, and pupils’ self-esteem and learning confidence begins to increase, will they be able to take some ownership of their environment and begin to feel a sense of identity within the school community.

At Branas School it is essential that the young person is supported to find their identity within the school environment and this process begins at the referral stage and is continually developed, reassessed and adjusted throughout their time at the school to ensure that an appropriate and effective package remains in place to meet and progress their needs.

It is also essential that the pupil enters a nurturing environment in which they feel safe and supported; an environment in which negative behaviours such as bullying and aggression are not tolerated yet positive behaviours and progress are praised and rewarded. It is essential to provide an environment in which pupils can develop appropriate and trusting relationships with the teaching staff and peers and are encouraged to

communicate their thoughts and feelings without fear of being disregarded. It is essential to provide an environment in which pupils can rediscover that learning is a process in which they can engage and achieve without fear, no matter what their ability, and that it is stimulating and fun. Finally, it is essential that pupils come to school knowing that if the day does not go as expected they are always welcome to return to try again, without fear of rejection.

At Branäs School we strive to ensure that this is the experience encountered by pupils when they attend and this is reflected in the whole ethos of the school and the working practices of the teaching team. Whilst there is always a need for structure, boundaries and behaviour modification, this pupil-centred approach underpins all the work done with young people to help them feel safe to engage in their education.

By promoting a positive learning environment, and with young people feeling that it is safe to engage in their learning, they begin to take ownership of their School and this is supported further through commitment to aspects of school life such as school uniform, named tutor groups, school-wide initiatives and activities, or participation in the school council. The latter provides an important link between the pupils and the management of the school, allowing representatives to present the thoughts and wishes of the pupil group and have an impact on the development of the school. By seeing the results of such impact pupils will begin to accept more responsibility for the way the school operates, knowing that they have a voice to initiate change.

c) A Therapeutic Overview

Branäs School exist to improve the quality of life of its pupils both now and in their future. It specialises in supporting the Good Lives Model as a framework to offender rehabilitation, and as an underpinning therapeutic model across both care and education for the development of pupils. This approach is supported by the onsite therapeutic team.

The Good Lives Model (GLM) is grounded in the ethical concept of human dignity (see Ward and Syversen, 2009) and universal human rights, and as such it has a strong emphasis on human agency. That is, the GLM is concerned with individuals' ability to formulate and select goals, construct plans, and to act freely in the implementation of these plans. A closely related assumption is the basic premise that offenders, like all humans, value certain states of mind, personal characteristics, and experiences, which are defined in the GLM as primary goods. There are eleven classes of primary goods. These are now defined as:

1. **life** (including healthy living and functioning)
2. **knowledge** (how well informed one feels about things that are important to them)
3. **excellence in play** (hobbies and recreational pursuits)
4. **excellence in work** (including mastery experiences)
5. **excellence in agency** (autonomy, power and self-directedness)
6. **inner peace** (freedom from emotional turmoil and stress)
7. **relatedness** (including intimate, romantic, and familial relationships)
8. **community** (connection to wider social groups)
9. **spirituality** (in the broad sense of finding meaning and purpose in life)
10. **pleasure** (feeling good in the here and now)
11. **creativity** (expressing oneself through alternative forms).

Therapeutic assessment and intervention are keystones in the process of helping our pupils to address behaviours and needs, often arising from previous, often negative, life experiences.

Therapeutic assessment begins at the referral stage in order to determine whether the school can meet the needs of the young person and whether a positive addition to the peer group, dependent on their current needs. This work is carried out by the Head of Therapy. On admission, the process is continued in order to develop a “Therapeutic Plan” and to decide the best method of therapeutic intervention appropriate to individual needs. The Therapeutic Plan is a document used by all staff in order to guide best practice and methodology and ensure consistency when supporting the individual. This allows therapeutic practice to become embedded holistically into the daily school routine.

Such targeted, appropriate and consistent practice, underpinned by knowledge of individual background and associated therapeutic needs is paramount in the process of appropriate behaviour support. It ensures documented best practice and strategies for supporting behaviour in a framework of positive regard for the individual indicative of an empathetic approach.

Such practices are enhanced by formal therapeutic interventions appropriate to the needs and level of engagement of the individual.

d) Positive regard, positive reinforcement and assertive support

Branas School promote equality and positive regard for all members of the community. Positive regard for the individual is supported by all members of the staff team and reference to stereotyping actively discouraged and challenged. It is imperative that recognition is given to the individual personality of all pupils so that appropriate ways of working can be identified and developed. Staff must provide positive role modelling at all times, with pupils and each other, in order for young people to identify with what is culturally acceptable within the school and in order for the unacceptable to be challenged consistently.

Whilst a system of appropriate boundaries and methods for intervening with behaviours exists within the school (see later sections), emphasis is given to the positive reinforcement of appropriate or progressing behaviour through praise and reward, such that the pupil identifies these occasions with success and achievement. Inappropriate behaviours are challenged in such a way as to allow pupils to reflect on what they have done, take responsibility for their actions and consider alternatives. The school does not seek to provide a punitive regime and, whilst on occasion interventions have to be initiated in order to keep young people safe, time for reflection and discussion should always be considered a part of the process in order to support the behaviour of our young people.

The teaching staff team operate a model of “Assertive Support” in which the personalisation of requests to pupils is absent, preventing transference of or disassociation from behaviours that are being challenged. This gives the pupil no other option but to take ownership of their behaviour, the responsibility for their course of action remaining with the individual. Teaching staff are instructed to use the phrase “Your direction is.....” before making a request in order to achieve this model, and should do this three times before the pupil incurs a consequence for their actions. By insisting that all teaching staff use the same phrase and give the same number of chances before action the school can provide a high degree of consistency in which all pupils are aware of the process and have the opportunity to feel safer within these boundaries. Non-personalisation of the way in which challenges are made

also allows staff to target the behaviour and not the individual, allowing the maintenance of positive regard and removing any personal bias that may exist in the pupil-teacher relationship.

The strength of a pupil-teacher relationship should never be underestimated when supporting pupils in managing their behaviour and an essential aspect of the teaching staff role is to develop strong, trusting and appropriate relationships with the pupils who attend the school. Engaging pupils in learning takes a wide variety of skills and experiences, but paramount to all is the ability to communicate effectively with young people. Positive regard for the individual allows teachers to build relationships with pupils equally but inevitably there are those with whom the staff member finds it easier to relate. It is important that teaching staff are supported in developing these relationships and are allowed to utilise them effectively when teaching and challenging behaviour around the school.

e) Learning resilience and emotional literacy

The school places an emphasis on enabling the young people to develop resilience and emotional literacy. This happens through the formal curriculum in PSHE lessons and tutor sessions, and incidentally through every aspect of school life.

Examples of ways we encourage pupils to be resilient are:

- developing Growth Mindset;
- teaching skills and strategies to enable them to pick themselves up after setbacks;
- demonstrating that making mistakes is an essential part of learning;
- recognising when they have shown resilience in their learning or in their general attitude.

Examples of ways we encourage pupils to develop emotional literacy are:

- teaching them to express their views and feelings about issues in an assertive way;
- naming and recognising their feelings;
- helping them take charge of their feelings and make positive behaviour choices;
- helping them to understand how their behaviour may impact on the feelings of others;
- building positive relationships with everyone in school community.

f) Restorative Justice:

A **restorative** school takes a **restorative** approach to resolving conflict and preventing harm. **Restorative** approaches enable those who have been harmed to convey the impact of this to those responsible, and for those responsible to acknowledge this and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

This approach has many benefits, including increased attendance, reduced exclusions and improved achievement.

It can alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

To be effective, restorative approaches must be in place across the school. This means all pupils, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively

means and how they can do it. As a result, restorative schools adopt a whole-school approach to restorative methods.

<https://www.restorativejustice.org.uk/restorative-practice-schools>

Branas School seek to adopt a restorative approach to resolving conflict and incidents in school, including bullying. This approach is used reactively: to challenge parties to reflect on why an incident occurred and its impact on others, and to consider ways to make amends; and proactively: to recognise issues between parties and seek to resolve them.

Appendix C: PLANNING FOR THE INDIVIDUAL

Whilst it is important to have an overall regime to give structure and consistency to the school day, the needs of the pupil are addressed on an individual basis. Each pupil has their own, unique range of needs that cannot be addressed by a 'one-way fits all' system, and information gathering and planning for the individual is critical in order to help them engage and make progress within the overall school system. A young person may often present behaviour that challenges in circumstances where they feel unsure or fearful, are unable to access the learning being offered, do not feel included or their needs are not being met. Careful and accurate planning for the needs of the individual can ensure that the learning opportunities presented are appropriate to the needs of the pupil and so work to increase levels of self-esteem and inclusion, and potentially lessen the young person presenting particular behaviours.

Such planning must begin at the referral stage and continue its development through every aspect of a young person's school placement in order to deliver a package most appropriate to the needs of the individual. The following systems and procedures enable the school to assess and identify the needs of the pupil and put in place appropriate documentation and processes to support the pupil in their education.

- The Referral and Assessment process
- Baseline assessments, tracking and review
- Risk Assessments and Positive Handling Plans
- Individual Education Plans & Behaviour Support Plans
- Personal Education Plans and EHC Plans
- Placement Plans
- Differentiation

Risk Assessments and Positive Handling Plans

Risk assessments for young people are constructed prior to admission, based on information collected from previous placements and/or involved agencies and are developed as our knowledge of a young person in placement increases. These assessments give detailed information as to the likelihood of risk to or from a young person in all areas of daily life such that all staff are aware of likely occurrences and can plan for them accordingly. Alongside the risk assessment, and developed using the information contained therein, the positive handling plan details the methods of intervention with an individual that are appropriate given their past history and current needs. Both tools provide a clear and consistent framework, within which all staff should adhere when working with an individual to keep them safe. Such consistency of practice allows the young person to understand how staff

will respond to them, providing clear boundaries in which to keep them safe and so lessening increased anxiety leading to more challenging behaviour. Should behaviour escalate to a point where restrictive physical intervention becomes necessary, the behaviour plans also document the methods appropriate to the individual, such that intervention can take place in a manner that quickly keeps safe and de-escalates a situation, by a process that does not further arouse the emotions of a young person.

Individual Education Plans and Individual Learning Plans

Each young person has an individual learning plan (ILP) identifying targets which are relevant across the curriculum and school day and must be SMART (Specific, Measurable, Achievable, Realistic, Time bound). The ILP determines appropriate strategies and resources necessary to enable a pupil to work towards a target with the help of staff. Whilst identified and reviewed by the class tutor, in conjunction with relevant teaching staff and the pupils, they are the responsibility of all teaching staff to consider and develop in the school day. Targets are relevant to the identified needs of the individual pupil in order that they have the opportunity to progress in key identified areas. Pupils are encouraged to work towards these targets. ILPs are reviewed and re-written at least once every term.

As part of the ILP staff will look at Person Centred Plans to look at any identified Subject or Behavioural/Social targets and further breaks it down into a wider range of actions and strategies applicable to all areas of the school day.

Through the use of the learning it is possible to help a young person focus on a particular area of learning or behavioural/social difficulty and work through a process of modification linked to the curriculum. Should the desired result not have been achieved at the end of a term, the target can be modified to make it more Achievable and Realistic, such that the young person can continue to be supported in modifying behaviour but with a slightly more realistic target.

ILPs are also communicated to the care staff team, and appended to placement plans, such that these targets can continue to be worked on in the home through use of homework or the extended curriculum. Communication between tutors and keyworkers is essential if action and progress are to be reviewed appropriately.

Placement Plans

All young people who are Looked After in the residential setting are subject to the Placement Plan, detailing all aspects of individual need within the residential placement, including education. This plan is also linked to IEP/IBP targets, risk assessments and behaviour plans to ensure integrated and consistent approaches for each individual across the whole staff team.

Differentiation

Differentiation means that students sit at the centre of their learning. Each learner has a different set of learning needs and therefore every teacher proactively plans a variety of learning activities and teaching methodology in order to ensure learning experiences are suited to the various learning needs of the learners. In its pursuit of this foundational goal, methods of differentiation attempt to qualitatively, as opposed to quantitatively, match learners' abilities with appropriate material; include a blend of whole-class, group, and individual instruction; use

numerous approaches to facilitating input, processing, and output; and constantly adapt to learners' needs based upon the teacher's constant assessment of all students.

It is important that all teaching staff at Branas School understand the concepts of differentiation and that these are incorporated effectively into all planning and utilised in the classroom so as to ensure that all young people experience equality of access to learning and have the opportunity to achieve their potential. As a concept for improving inclusion, self-esteem and confidence in learning through improved access, a decrease in anxiety and associated behaviours can be expected.

Appendix D: PHYSICAL INTERVENTION

Physical Intervention requires an application of reasonable force.

Definitions:

- a) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- b) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- c) 'Reasonable in the circumstances' means using no more force than is needed.
- d) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- e) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- f) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible.

Guiding principles:

- Any intervention should be verbal initially with the intention to de-escalate or diffuse a situation through a variety of techniques but should be done with consideration to body language, position, tone of voice and relationship with the individual.
- Consideration should be given to the use of guiding the young person through use of shepherding techniques; arm around shoulder, linking arms, friendly holds. Particular thought should be given to the safety of the staff member should a situation further escalate. It is also easier to upgrade a hold from this position if necessity dictates.
- Should a situation require immediate physical intervention this should be done quickly and with confidence to secure the young person. Thought should be given to the type of hold necessary, communication with other staff members, who will take the lead, communication with the young person and the safety of surrounding environment.
- Although not always practical, single person holds should be avoided if at all possible and physical intervention not initiated if in a room alone with a young person.
- Whilst the desired outcome is to release a young person as soon as it is safe to do so, of paramount importance is the use of downgrading holds as required by the situation. This allows a little extra time for a young person to be kept safe, allows staff time to make further assessment and, should the situation deteriorate again, holds can be upgraded once more. Any release of a young person should be done gradually and in communication with all parties.
- It is essential that, once physical intervention is assessed as necessary, staff take control of the situation and remain in control. It is the decision of the staff members, in communication with each other and the young person, as to how the process proceeds. It is NOT the decision of the young person as to when it is safe to downgrade and release the hold.