



Positive Behaviour and Relationships Policy

Ambition, Spirit, Vision and Values



Our Ambition
To be the leading light for Alternative Provision

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Our Spirit
Support **T**rust **A**chieve **R**espect

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Our Vision
The Braybrook Centre aims to facilitate positive change in young people's lives. Our ethos encompasses Recognition, Responsibility and Reflection.

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Our Values
Kindness, Empathy, Honesty, Positivity, Curiosity, Resilience, Commitment, Responsibility

Braybrook opens the doors to success where young people have previously faced adversity.

Mission Statement:

Our mission at The Braybrook Centre is to create an environment for our young people with the Spirit of Support, Trust, Achieve, and Respect (STAR). We want our young people to be independent and motivated by their natural curiosity and feel safe to explore. This positive behaviour and relationship policy is designed to promote and role model positive behaviour and relationships.

Rationale:

At the Braybrook Centre we believe that challenging behaviour is a communication of unmet needs or is an adapted, defensive stress response. We understand that young people learn best within positive, trusting relationships and this informs our approach to managing and changing behaviour. We expect staff to work to identify the need and provide appropriate support to meet needs and address these barriers to successful engagement in Centre life and beyond.

We expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding behaviour that is positive. We understand the importance of 'feeling safe' in promoting social engagement, learning and behaviour change. Our focus is to ensure that all young people feel safe within the Centre and develop positive, trusting relationships with all members of the Centre's community.

Centre Environment

The environment, curriculum and staff structure are under continual review so that we are able to provide a wide range of graduated responses to challenges and to prevent, as far as possible, the escalation of difficult behaviours and the use of physical interventions.

The management of young people's behaviour is the responsibility of all members of staff, but the Centre's Pastoral Team take the lead on managing behaviour.

All teaching and support staff receive Team Teach training at the earliest opportunity as part of their induction. Team Teach is a nationally accredited behaviour management and physical intervention strategy. The Braybrook Centre has several Advanced Level Trainers to provide more intensive support where necessary.

Young people benefit from small class sizes, differentiated work, restorative practices, tailored curriculum, additional pastoral support systems and quality first teaching. As part of Lawnswood Campus, the Centre also benefits from being able to access the onsite Counselling Service LITS, the HUB programme and STARNet the intervention provision. There is a strong emphasis on the use of positive language, modelling, and encouragement to build young people's self-esteem and relationships. The central environment is kept tidy, well maintained, and bright, with displays that promote positive engagement from young people and value their achievements.

The management of risk is the responsibility of all staff. It will be expected that staff act to de-escalate a situation as far as possible and to use the least intrusive strategy to make circumstances safer. To support and promote a positive, safety focused ethos and culture within the Centre we operate a rewards system using 'Star Cards', which encourage and rewards young people who take positive ownership over their behaviour choices. Ownership extends to Tutors taking ownership over their form groups. We deliberately build Social Capital, one of the ways we do this is by engaging with the young people in the Recreation Room and the Sports Hall during breaks and lunch.

Positive Start

On entry to Braybrook each morning young people will be met at the gate. In the Centre there are smiling faces and music in the background which all help to create a positive atmosphere. Staff will engage with young people, informally assessing the mood of our young people. The young people are then expected to walk through the metal detector to ensure the safety of all.

They are then asked to place their belongings such as their phone and valuables in their own wallets and hang their coat up.

Our Expectations - Staff

All staff in the school share these 5 Pillars of Practice.

1. Consistent, calm adult behaviour.
2. First attention to best conduct.
3. Relentless routines.
4. Scripting difficult interventions.
5. Restorative conversations

We praise in public, we reprimand in private.

Our Expectations – Young people

We have key expectations which underpin our vision and values and our day-to-day practice.

Support

We support by...

Showing kindness
Supporting each other
Showing understanding

Trust

We trust by...

Following instructions
Treating equipment appropriately
Being in the right place

Achieve

We achieve by...

Arriving to lessons on time
Sitting where asked
Taking a full part in lessons

Respect

We show respect by...

Listening to each other
Using appropriate language
Showing respect to all

Deliberately Building Relationship Capital

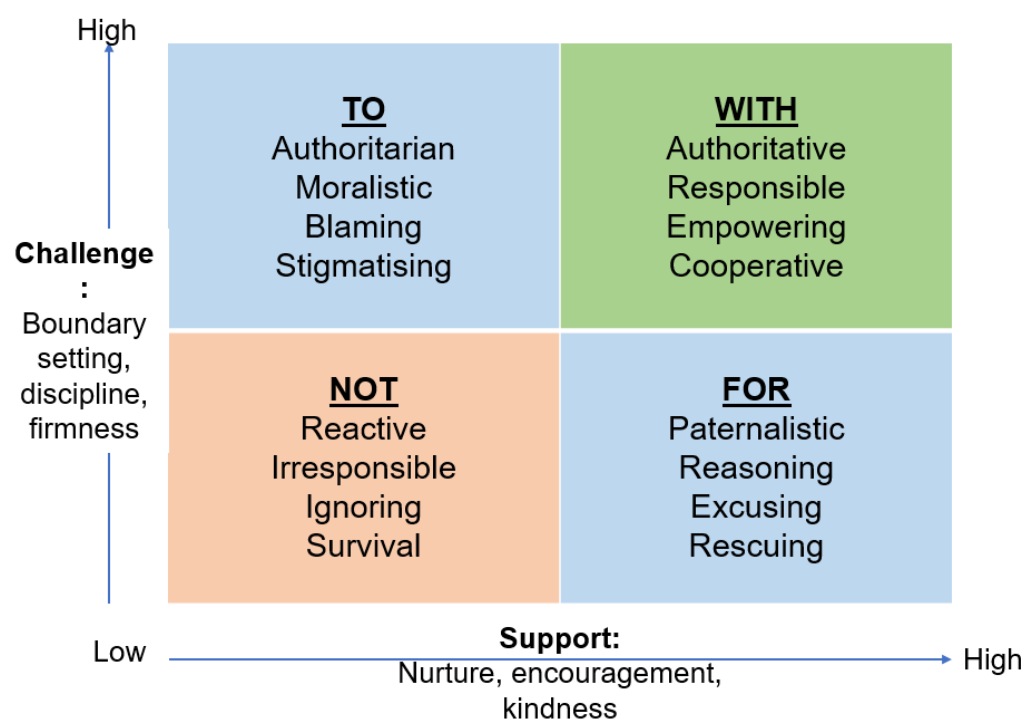
We believe in building relationship capital as the best way to support positive behaviour. We do this in every interaction we have, but also via deliberate “relationship capital” building activities, which are in our curriculum. In the afternoon our enrichment timetable enables staff to interact with young people away from the pressure of outcomes and academic learning expectations, our enrichment offer includes:

Pottery, Art, Sport, Outward Bound/Biking/Hiking, Music/DJ/Guitar, Film Club, Golf, Woodwork, Nail Art, Cooking, Boxing, Pottery, Crafts.

We understand that our vision and values require the presence of positive relationships. Staff and young peoples’ relationships must be built on mutual respect and trust in the same way that we expect that young people’s relationships with their peers must be built upon our Spirit of Support, Trust, Achieve Respect and tolerance for each other.

Building Relationships Model

We strive to make all our interactions with young people fit into the ‘with’ square of the Building Relationships Model, highest challenge with the highest support. Staff reflect on all their interactions to evaluate if “I have stayed within the ‘with’ square?”



Attachment and Trauma Sensitive Approach

A deep understanding of trauma and childhood adversity underpins our approach to positive relationships within our Centre's community. We are committed to ensuring that our Centre develops an Attachment and Trauma Sensitive Approach to ensure that all our young people develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adverse Experiences (A.C.E.) on long-term mental, emotional and physical health. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

At the Braybrook Centre, we believe in the power of positive and frequent praise for positive and kind behaviour as a more effective way of improving standards and relationships between young people. Staff within the Centre's environment have a duty to provide positive role modelling.

Our differentiated response to challenging behaviour recognises that our young people are individual and that some will require additional support to achieve the high expectations we have for behaviour for all young people. We aim to actively promote high self-esteem and high aspirations for all young people, through an ethos that values every young person. For young people, being able to self-regulate and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

Our differentiated response:

We ensure a differentiated response to behaviour in several ways:

1. Behaviour Boards

Our Behaviour Boards are a key way of sharing information about our young people:

- **Baseline Behaviour** – What is the norm for a particular young person?
Aggressive to staff, gang affiliation, high levels of anxiety etc.
- **Positives/Ways in** – Hobbies, interests, humour, favourite lesson etc.
- **Triggers** – What escalates behaviours? How can you tell they are struggling?
Mention dad, goes quiet, time of year etc.
- **Strategies** – How can we de-escalate situations? Predict and prevent, go for a walk, key staff, allow time etc.

2. Risk Assessments

Individual Risk Assessments are continually reviewed and updated, particularly after key incidents. Tutors are expected to keep ownership of these but are available to all staff within the Pastoral Channel of Teams.

3. Behaviour Intervention Room

If a young person has a behaviour difficulty during lessons, they can be supported within the behavioural intervention room by one of the Pastoral team.

4. Duty Rota

Positive behaviour is supported at break and lunchtime by having staff on duty during these times. Staff are encouraged to check in with young people, play games and interact during these unstructured parts of the day.

5. STARNet

STARNet is an onsite service which provides a learning and intervention space for our young people from all centres who require an additional layer of support as well. STARNet enables:

- A **Supportive** and calm environment.
- Young people to regain **Trust and** reintegrate back into all centres.
- Young people to **Achieve**, improve their attendance and receive focused interventions.
- **Respect** between staff and young people to increase, relationships restored using STARNet as a positive place for conversations.

6. The HUB

Our HUB Service is an onsite and off-site, one to one provision for Lawnswood Campus. It is a bespoke offer which meets the complex needs of young people for whom provision on site is currently not available or appropriate due to health and safety concerns. All young people are discussed weekly and their learning and engagement journey is monitored carefully with a view to working towards a full-time timetable.

7. Modified Timetables

In Wolverhampton we use Special Personalised Learning Plans (SPLPs) these are agreed with parents, carer, the Head of Centre, young person, and the Local Authority. They are monitored on a weekly basis and are reviewed every 4 weeks.

Our Approach to Positive Behaviour

All our young people and staff belong to a form group. We use our form groups to create a sense of belonging and ownership.

1. Our STAR Card – Young Person Led Reward System

Every day our young people receive a STAR Card. Ten stars or more in a lesson counts as a 'positive' lesson and they receive a STAR Point on SIMs. They collect these for a reward of their choice plus a positive call home by their tutor for every 'positive' day.

Tutors have a clear understanding of their roles and responsibilities see 'The Role of the Tutor', Appendix A.

2. Our first attention is for best conduct – STAR Board

We always look for ways to praise our young people. One of the ways in which we do this is the STAR Board, at the end of the day teachers write names of the board of any young people who have done something worthy of public praise. The following morning staff and the young people see the names, giving a positive conversation starter.

3. Rewards Lunch

Termly, the Executive Headteacher invites young people to a rewards lunch, for progress in attendance, learning and behaviour.

4. Our ABCs (Achievements Behaviours Conduct) – Teacher Led Reward System

The ABC's are key, they enable us to give accurate information to all professionals, evidencing how a young person is making progress in terms of behaviour. Teachers are expected to input Achievements and Behaviours on SIMS every lesson. Young people understand the importance in evidencing their Achievements, and know that they lead to half-termly Gold, Silver and Bronze reward trips such as go karting, cinema, lunch at a restaurant, or an outward-bound activity.

We follow four steps to support a young person in crisis:

1. Protect: Move to a safe space; increase social engagement, reduce the stress, remove the audience, protect their dignity
2. Relate: Show empathy, listen, find words for feelings, allow the young person to feel understood
3. Regulate: Mindfulness, Microscript, physical intervention, protect dignity

4. Reflect: Emotional Coaching; restorative practice asking five key questions to ensure the conversation is reflective yet is not detrimental to a young person's view of themselves.

Damage

All staff should try and prevent damage from occurring. If it continues despite staff requests, staff can use Team Teach to prevent significant damage. All young people will then be expected to either support the repair of the damage or pay a contribution towards the cost of repair. The behaviour team must be informed so a letter can be sent to parents.

Searching young people:

If a member of staff suspects that a young person is in possession of a prohibited object the young person may be searched using 'the wand'.

This search of a young person should be conducted by the Head of Centre or a member of staff authorised by the Head of Centre. The search should be conducted by the same gender as the young person, and with another adult (where possible of the same gender). Before any search is undertaken consent will be sought from the young person. If consent is refused, the young person will be asked to say why he/she has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances will warrant a sanction. Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as "prohibited items"), the young person may be searched without their consent. Advice should be sought from the Head of Centre if this is the case.

Searches will be conducted in such a manner as to minimize embarrassment or distress. When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the centre rules. Where any article is thought to be a weapon it must be passed to the police. It is not necessary to consent from parents or carers, before or after a search takes place however if a search does take place their parent/carer will be contacted. Where objects are found however, the individual young person's parents/carers will be contacted. Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Absconding

If a young person absconds, staff are to follow and keep the young person within eye distance. Staff will need to inform Senior Leaders, parent/carer will then be contacted. If the young person is deemed to be vulnerable because of their age, Child Sexual Exploitation (CSE) risk or being in an unfamiliar location the Police will need to be contacted to report the child missing.

Physical Intervention:

We use physical intervention as a very last resort and use a wide range of de-escalation techniques first. However, if physical restraint may be required:

1. Where there is an imminent risk of injury to the young person or another person.
2. Where there is risk of considerable damage to property.

Procedures for how to deal with such incidents are found in the Centre's "Positive Handling Policy".

Violent Incidents:

There are sometimes when the young people are in such a heightened state that they may become violent. Staff are to use every de-escalation tool they have, but if under threat from serious violence, physical intervention may be used. If the situation cannot be resolved by staff, Police can be contacted, but the Senior Leader and Executive Head must be informed. Any violent incidents towards staff must be recorded on SIMs, an incident form, and a R1 Form.

Problematic sexual behaviour that requires intervention:

All staff working at The Braybrook Centre have a responsibility to respond to behaviour that could be considered sexually inappropriate in a public place. Staff challenge any unacceptable or harmful behaviour. All incidents are recorded and investigated by the DSL and using safeguarding concerns forms, CPOMs, sexual behaviour referral forms and Multi Agency Support HUB (MASH).

Peer on Peer Abuse:

Peer-on-peer abuse can take various forms and include serious bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour, and/or gender-based violence. All staff have a responsibility to pass any safeguarding concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) using CPOMs.

Race Hate:

At the Braybrook Centre we teach about acceptance and tolerance. Any racial abuse must be challenged by all staff and reported to the Senior Leadership, entered onto SIMs and sent to the Local Authority using an R1 Form. Interventions will then be put in place as well as a restorative conversation to ensure relationships are repaired.

Homophobic Comments:

At the Braybrook Centre we teach about acceptance and tolerance. Any homophobic abuse must be challenged, reported to the Senior Leadership, entered onto SIMs and sent to the Local Authority using an R1 Form. Interventions will then be put in place as well as a restorative conversation to ensure relationships are repaired.

Think Before We React or Speak

We all understand when any occasion in which harm, disruption or conflict occurs a restorative response involves first asking ourselves a set of **'silent questions'** based on the five key themes:

Restorative Practice

At the Braybrook Centre Restorative Practice is at the heart of everything we do. Our aim is to develop a healthy community, increase social capital and to manage tension, conflict and antisocial behaviour by using both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches.

The Restorative Conversation

Our staff

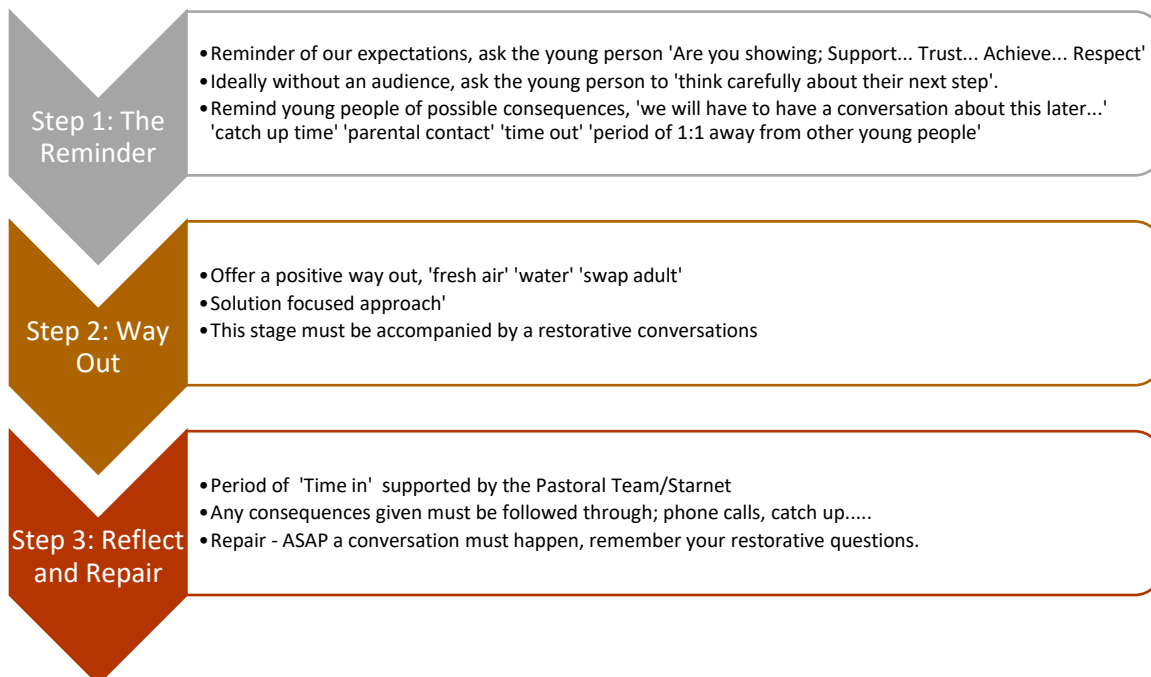
	Theme	Language
1	Everyone has their own unique and equally valued perspective	What's happening from my own perspective? What am I seeing and hearing?
2	Our thoughts influence our emotions; our emotions influence our behaviour	What's going through my mind? What sense am I making of this? How is this interpretation affecting my own emotional response?
3	Empathy and consideration	How am I being affected?
4	Needs and unmet needs	What do I need right now - is it appropriate to bring these needs into the equation right now?
5	Collective responsibility for the choices made and for their outcomes	Will I invite the others here to consider my needs as well? Can I support them to find ways forward without my interference, or do I need extra support myself?

carry out these restorative conversations throughout the day, but particularly after an incident with a young person. These conversations can happen at any time, whenever possible before that young person leaves that day. Allowing every day to be a new day.

The Restorative Eight:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Our Behaviour Steps for Staff



Young Person's Voice

We ensure that all young people always have a voice. We have a strong young person's council who meet regularly and feedback to the staff. We assess young people's wellbeing via tools as the Emotional Literacy Checklist, PASS survey. We also have a termly questionnaire which can help current the thoughts and feelings of the young people so they can be quickly addressed.

Working with Parents/Carers

Clear communication on behaviour issues with parents/carers is critical. Tutors call parents/carers daily if young people have had a positive day, and alongside the behaviour team will contact if issues need discussing. Simple agreements that give the young person the same message have maximum impact. Parents/carers must take responsibility for their young person's behaviour – this responsibility does not stop at the school gate. Some of our best moments as a centre are events such as the Christmas Fayre or Graduation when parents/carers come in for positive reasons.

Working in partnership

As a Centre we work in close partnership with a range of agencies to improve outcomes for our young people. This includes working with partners such as;

- Multi Agency Support Hub
- Education Welfare
- SENSTART
- School Nurse
- Connexions
- YOT
- Catch 22
- Base 25
- Wolverhampton 360
- Educational Psychologists
- Police Panel

This might be through additional support given to those young people within classroom settings and during break and lunchtime.

Being Inclusive

We do not give up on young people; we provide chance after chance. Using a “dynamic” approach, we utilise several types of provision ranging from STARNet; The HUB to support our young people and make them feel included. The aim is to always provide our young people with a chance to put things right and demonstrate positive behaviour and re-engage with their learning. We believe in an inclusive culture and therefore do not exclude our young people.