

Behaviour Regulation Policy
September 2023
C9

Statement of behaviour principles

At Brighton Girls School we aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning is able to take place. To achieve the above, good behaviour in all aspects of school life is necessary. Our Behaviour Regulation Policy has a clear and consistent structure to ensure that students can learn without disruption.

At Brighton Girls we recognise that behaviour is the communication of an emotional need and that understanding our emotions is a key aspect of understanding behaviour. Through Emotion Coaching and being attachment aware, both pupils and adults are able to manage their behaviour and to create an environment that is conducive to learning.

Central to this behaviour policy are the school values of 'be kind and be bold' and the accompanying school aims. We strive to ensure that students are kind to themselves and to others and are developing strategies to manage their wellbeing and emotions. By learning to self-manage/ self-regulate their own emotions and behaviour, we hope that they will feel a strong sense of belonging in the school community. Our policy is grounded in the belief that we are all able to develop our ability to self-regulate our emotions and behaviour. By being bold, pupils can learn to understand and articulate their individual strengths and identify their weaknesses. Adult and child relationships are integral for this to occur. Through co-regulation of feelings, pupils learn to become more independent and develop self-regulation, aiming high and believing they can make a difference. Through this we encourage reflective thinking and do not accept prejudice of any form, giving pupils the confidence to think for themselves and make sense of their own lives and experiences.

Introduction

Brighton Girls endeavours to provide a safe learning environment in which pupils can feel and be safe, enjoy and achieve. The school recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment, and promoting positive learning behaviour and good order. The school's behaviour management strategy emphasises positive strategies and a range of interventions in order that the school environment is one of cooperation, respect and shared responsibility.

Policy Statement

This policy was based on guidance provided by the Brighton and Hove Local Authority.

Policy Scope

This policy is for all staff, students, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour. Maintaining good behaviour is the responsibility of all staff, governors and parents and carers. We expect our staff and parents to be good role models for our pupils.

Policy Aims

Brighton Girls is committed to the emotional mental health and wellbeing of its staff, pupils and parents and carers. We wish to work towards this in all aspects of school life and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. Brighton Girls treats all students with respect and has high expectations for both adults' and student's learning and social behaviours. Our school prides itself on its high level of pastoral care and we understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support.

This policy aims to:

- Promote good behaviour, self-discipline and respect (for self, others, and the environment)
- Help students become Kind and Bold in line with our School Aims
- help students develop a sense of worth, self-esteem, identity and achievement.
- help students become self disciplined and to take responsibility for their own actions and make positive choices
- Set out the school's expectations in relation to behaviour and regulate the conduct of pupils
- Outline the rewards for appropriate behaviour and consequences

- applied for misbehaviour
- Prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying (in conjunction with the Anti-Bullying Policy)
- Set out the framework of pastoral support in which the policy operates, principles for communication with parents, and the legal background to specific procedures

Roles and Responsibilities

The Head:

The Head has the overall responsibility to determine the school's behaviour policy, set the standard of behaviour expected of pupils, determine the school rules and any disciplinary consequences for breaking the rules.

SLT:

The Head, together with the Senior Leadership Team, will help to create a culture of respect, inclusion and connection by reinforcing and making explicit the desired standards of behaviour and by supporting their staff's authority in responding to disruptive behaviour, and the students who exhibit such behaviour, ensuring that this happens fairly and consistently across the school. Members of the SLT will maintain a regular visible presence throughout the school day

The member of staff with day-to-day responsibility for behaviour management is Wendy Fox- Deputy Head Pastoral in the senior school.

Pupils:

Across the school we expect all pupils to demonstrate core principles of respect for all, kindness, resilience and independence. In addition, pupils are expected to follow the Code of Conduct. We expect all pupils to understand what positive behaviour is and to model positive behaviour. We will use Emotion Coaching to support pupils to understand, regulate and reflect on their behaviour, which will support them in learning how to self-regulate and self-manage. We will work closely with Pupil Focus Groups to hear their views and opinions about improving school behaviour and our school surroundings.

Staff:

All staff have a responsibility to:

- Provide a safe, welcoming environment
- Place the emphasis on learning and teaching
- Ensure pupils follow the school's expectations during lessons, in corridors and in free time
- Recognise, praise and reward appropriate behaviour

- Understand and practise restorative skills and approaches helping pupils to develop strategies to manage their wellbeing and emotions; and are responsible for leading the restorative process in their classrooms.
- Treat all pupils with respect and understanding.
- Adhere to any Individual behaviour/ learning plans that are in place and understand and cater for the additional needs of Brighton Girls pupils in their care.
- Expect their classes to behave in a responsible manner whenever the pupils are in their care
- Have high expectations of all pupils with regard to behaviour, and strive to ensure that all pupils work to the best of their ability. If needed, teachers will support pupils to co-regulate to achieve high expectations, possibly by taking the child to a calm area (the SEN Room, the wellbeing classroom etc).
- Be a social, emotional, and learning role model for pupils. When required, the class teacher is expected to restore relationships in order to maintain the correct climate for learning in their classrooms.
- Ensure early intervention in cases where behaviour falls below the expected standard
- Take responsibility for any misbehaviour initially – seeking support/advice when required
- Ensure sanctions are applied fairly and consistently, are in proportion to the nature of the incident and any relevant background context, and to take into account where appropriate the circumstances/ needs of the pupil
- Work in partnership with parents and guardians

Expectations

The following principles should underpin all our interactions with pupils and each other:

- Respect each other
 - Listen to each other
 - Treat everyone as an individual
- De-escalate incidents and seek to reconcile

These principles are consistent with the Brighton Girls Code of Conduct which states:

We expect that everyone will ...

1. Arrive for lessons on time;
2. Arrive for lessons properly equipped;

3. Listen attentively and avoid calling out or interrupting;
4. Avoid disturbing the learning and concentration of others;
5. Leave the room tidy;
6. Respect each other as individuals;
7. Listen to and be tolerant of others' opinions;
8. Look after her own belongings;
9. Respect other people's property;
10. Feel safe at school and will not tolerate bullying, verbal or physical.

We trust that by trying our best in these ways we shall:

- Grow in personal integrity;
- Develop our capacity to learn and be confident about doing new things;
- Make the school a friendly, inviting and well-ordered place.

It is the school's expectation that everybody should at all times:

- Treat others with respect, consideration and good manners
- Help to prevent all forms of bullying
- Behave helpfully and responsibly
- Respect the right of others to hold their beliefs and opinions
- Behave with the health and safety of others in mind
- Treat other people's property with care and respect
- Treat the school environment (grounds, buildings and materials) with care and respect
- Keep to and enforce the school dress code
- Allow others to learn and teachers to teach
- Adhere to other relevant codes, such as the Online Safety Policy, Acceptable Use Agreements, and Anti Bullying Policy

Approach

Brighton Girls takes a non-judgemental, curious and empathetic attitude towards behaviour. Our approach encompasses a restorative mindset, encouraging pupils to be kind to themselves and others and to learn to manage their own emotions and wellbeing. Restorative practice is an integral part of our policy and is used in partnership with a fair and consistent set of consequences. It is not a substitute for consequences. We encourage all adults to respond to a behaviour incident in a way that focuses on the feelings and emotions that might drive the behaviour,

rather than the behaviour itself. Responding to the SEMH needs of a student is everyone's responsibility. At Brighton Girls, we aim to take an attachment aware approach which focuses on the development of emotional regulation through supportive relationships and we follow the steps of Emotion Coaching:

We recognise that early intervention is imperative for addressing both active and passive behaviours, to ensure that low level difficulties can be addressed early.

Identifying possible mental health problems

Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour / emotional state which can be an indication of an underlying problem: This can include:

- Emotional state (fearful, withdrawn, low self-esteem)
- Behaviour (aggressive or oppositional; body rocking ..)
- Interpersonal behaviours (indiscriminate contact or affection-seeking, over-friendliness or excessive clinginess; demonstrating excessive 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand or recognise emotions)

The balance between risk and protective factors is most likely to be disrupted when difficult events happen in pupil lives. These include

- Loss or separation (death; parental separation; parental health; loss of friendships; family conflict (having to live elsewhere); being taken into care or adopted; deployment of parents in armed forces)
- Life changes (birth of a sibling; moving house or changing schools; transitions)
- Traumatic experiences (abuse; neglect; domestic violence; bullying; violence; accidents or injuries)
- Other traumatic incidents (eg natural disaster or terrorist attack)

Identification and measurement tools

Where there are concerns about behaviour/emotional regulation, Brighton Girls will instigate an assessment process to determine whether there are any underlying factors such as undiagnosed learning or speech and language difficulties, child protection concerns or mental health problems

- Effective use of data (changes in patterns of attainment or attendance or behaviour)
- Effective pastoral system (at least one member of staff knows every pupil well, recognises signs and there is a structure through which staff can escalate the issue and take decisions about what to do next)
- Assess / Plan / Do / Review process

Behaviour in lessons

All pupils are expected to display behaviour which shows a respect for their own learning and the learning of others. This includes arriving for lessons on time, equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the school's belief in positive reinforcement, pupils who display positive learning behaviour should receive praise and recognition.

Adverse behaviour, and pupils displaying adverse behaviour, will be corrected in line with the school's range of disciplinary consequences. Additional to the types of behaviour which place a pupil at risk of exclusion, poor learning behaviour includes a lack of effort, a lack of work, failing to complete homework, off task behaviour which interrupts the learning of others and a lack of cooperation.

Uniform, behaviour around the building and out of lessons

Pupils are expected to behave in a manner which demonstrates respect for themselves and others. This applies to use of language, to the way in which they act and behave and respond to each other, all of which should demonstrate courtesy and consideration. This includes behaviour towards fellow pupils, staff, parents, governors and visitors.

Positive behaviour includes setting high standards by wearing correct uniform and moving around the school in a manner which is orderly and respects the health and safety of others. Expectations regarding uniform and orderly conduct are reinforced in assemblies and by targeted work by the school. The school reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents or by sending older secondary pupils home to change.

Behaviour outside the School and Online

Pupils who breach the school's Behaviour Regulation Policy whilst on school business such as trips and journeys, sports fixtures, clubs, or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the school.

For incidents that take place outside the school, outside school hours and not on school business, this policy will still have effect if the misbehaviour could have repercussions for the orderly running of the school, pose a threat or cause harm

to another person, or adversely affect the reputation of the school. This includes behaviour in the immediate vicinity of the school, on a journey to or from the school, or at any time online.

Positive reinforcement and rewards

Brighton Girls recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and cooperative behaviour. This has both the impact of teaching and reinforcing expected behaviour and a motivational role in helping pupils to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviour are central to the promotion of good behaviour and good order.

The school uses a range of rewards and positive reinforcement strategies including:

- Praise
 - Written comment on work/in book/in planner
 - Merits/ Commendations
 - Certificates
 - Mention in Assemblies
 - Motivational rewards/prizes
 - Special awards at Achievement Assemblies and Prizegivings

By these means the school seeks to motivate pupils, create a positive learning environment, raise pupil self-esteem, and provide systems which can be used by all staff to contribute to raised levels of achievement.

Disciplinary Consequences

Dependent on pupil age and needs, the nature of the offence and the severity of the behaviour, the school will use a range of strategies to correct pupil behaviour. The range of consequences will include:

- Telling off and correction
- being issued with a level (Senior School)
- Restorative chat/ Emotion Coaching
- Short length detention
- Longer length detention
- Catching up on missed work
- Repeating work to the required standard
- Loss of break times
- Removal from the classroom to work under supervision elsewhere
- Being placed on report
- Setting improvement targets
- Behavioural contract / Home-school agreement

- Internal exclusion
- In line with the GDST Exclusions Policy, fixed term and permanent exclusion

This list is not intended to be exhaustive but serves as illustration of consequences used. Serious disciplinary incidents and the consequences imposed are recorded on CPOMS and SIMS.

Following a consequence, the school will employ strategies to help pupils to understand how to improve their conduct and meet behaviour expectations. These might include:

- A targeted discussion with the pupil
- A phone call or meeting with parents
- A 'case conference' with relevant staff – tutor, Head of House, SENCO, DSL etc.
- Pastoral support (see below)

The school has a zero-tolerance approach to child-on-child abuse, and all reports will be promptly and thoroughly investigated, recorded and treated according to their gravity. Abuse that occurs online or outside the school will be treated as seriously as an incident occurring in school. Further detail can be found in the *Safeguarding and Child Protection Policy* and *Safeguarding Procedures*.

For acts of aggression or behaviour which potentially threatens the health and safety of others, the school reserves the right to involve the police or other appropriate agencies.

The school recognizes that some children may adopt challenging, abusive or disruptive behaviour as a result of unmet needs or abuse. In such cases staff will provide support and intervention and apply safeguarding procedures as appropriate.

Consequences

Parents are requested to check their daughter's Firefly Page on a daily basis, which is where the majority of detentions will be recorded. The school may also inform parents through letter, telephone calls, text messages or other means as appropriate. Detentions may be imposed on the same day and outside of normal school hours. All members of staff, including support staff, can impose detentions.

Removal from the classroom

Removal from the classroom is a serious sanction which will be only used when absolutely necessary as a response to serious misbehaviour. Parents will be informed on the same day if their child has been removed from the classroom.

Senior School:

If a pupil is removed, they will be sent to the Pastoral Office where they will be supervised by the Deputy Head Pastoral. Work will be set by the subject teacher. The Deputy Head Pastoral will determine how long a student remains in removal depending on the misbehaviour and the student concerned. The Head of Learning Support may also supervise a student outside of the class.

If a pupil needs a short time-out, as per their behaviour plan, then the SEN Office or a quiet designated space in the classroom will be used for the allotted period of supervised time, and then the pupil will return to the lesson.

Corporal Punishment

Corporal punishment is against the law and is never used or threatened.

Pastoral Support Framework: monitoring, support and intervention

Through the pastoral and guidance systems the school has staff (tutors and Heads of House) whose role is to support pupil welfare and well-being. This includes helping to make explicit the school's expectations, reinforcing positive learning attitudes, applying disciplinary sanctions and monitoring behaviour which gives rise to concern.

Pastoral teams also monitor and analyse attendance and behaviour data regularly at individual, group and school level. Such analysis may trigger interventions with pupils or staff, or a review of school procedures or culture.

Pupils with SEND and additional needs

The school accepts that for a wide variety of reasons (such as having a special educational need, disability or mental health issue) some pupils require additional support in order to learn and display positive learning behaviour. For these pupils the school will draw on a range of interventions in order to support and re-track behaviour. Strategies include consideration of curriculum need, additional learning support, additional internal provision, placement on a behaviour or pastoral support programme, and use of external expertise.

Any necessary consequence will be considered in relation to a pupil's individual

needs, and reasonable adjustments will be made where appropriate.

The use of reasonable force

The school acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school staff members have a power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst pupils. Reasonable force may be used to:

- remove a disruptive pupil from the classroom when they have refused to follow an instruction to do so
- prevent a pupil from attacking a member of staff or another pupil or to stop a fight
- restrain a pupil at risk of harming themselves through physical outbursts

The school recognises the legal duty to make reasonable adjustments for disabled children and those with SEN needs.

The school will inform parents of serious incidents involving the use of force. The school will record any incidents on CPOMS. In deciding what is a serious incident, teachers will use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age

Following a serious incident involving the use of force, a risk assessment will be drawn up. Reports and risk assessments regarding the use of force are monitored and reviewed regularly.

Screening, searching and confiscation

The school acknowledges its duties and responsibilities under the applicable legislation and guidance in respect of screening and searching pupils, and confiscating items.

The Head, or any member of staff authorised by the Head, may search a pupil or their possessions for any item with consent, and for any prohibited item or item banned by the school rules without consent. The searching of a pupil will be carried out consistently, proportionately and fairly.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any other pupil or person

The list of items banned by the school is:

- e-cigarettes or vapes

The DSL will be informed of any searching incidents where the member of staff has reasonable grounds to suspect that a pupil was in possession of a prohibited item.

A member of staff can use **reasonable force** to search for a **prohibited item, but not to search for items which are identified only in the school rules.**

An authorised staff member carrying out a search can **confiscate** an item that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils
- Is prohibited, or identified in the school rules as an item for which a search can be made
- Is evidence in relation to an offence

Prohibited or illegal items will be **retained, disposed of or delivered to the police** as set out in Searching, Screening and Confiscation paras 58-68.

The Head will use her judgement to decide to **return, retain or dispose of** any other items **banned under the school rules.**

This process will follow the recommended DfE procedures with due consideration for the safety and welfare of all pupils and staff involved. The DSL will be informed without delay if a search reveals a safeguarding risk. In certain circumstances the police may be involved.

Any search for a prohibited or banned item will be recorded on CPOMS and parents will be informed.

As a general rule, school staff can seize any prohibited or banned item found as a result of a search, and any item however found which they consider to pose a risk to staff or pupils or to be evidence in relation to an offence. Items may be confiscated, retained, handed to the police or disposed of as a disciplinary penalty, when it is reasonable to do so. An incident in which a prohibited item is brought into school may result in an internal or fixed term exclusion.

Malicious accusations against school staff

The school recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff, and has procedures for dealing with such concerns.

However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The school will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

Staff Support and Development

Staff are supported in their implementation of the Behaviour Regulation Policy through the guidance and leadership of the Deputy Head (Pastoral) and other pastoral staff, regular pastoral meetings and periodic staff training.

Partnership with Parents

The school believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The school will therefore seek to involve parents/guardians actively on behaviour for learning issues. Approaches will include:

- Phone calls
- Meetings
- Early involvement
- Letters
- Supporting pupils on report
- Home school agreement
- Pupil homework diaries/ academic planners which allow for two-way communication
- Invitations to agency meetings
- Follow up & routine communication

Parents/guardians are welcome to approach the school for informal or formal discussions about their daughter's education.

Legal/guidance framework

- Behaviour in Schools: advice for headteachers and school staff (July 2022)
- Keeping Children Safe in Education (September 2023)
- Mental health and behaviour in schools (November 2018)
- Searching, screening and confiscation: advice for schools (July 2022)
- Use of reasonable force; advice for head teachers, staff and governing bodies (July 2013)
- Independent Schools Standards Regulations 2014
- Equality Act 2010 and SEND Code of Practice (January 2015)

Monitoring, Evaluation and Review

The Deputy Head Pastoral will monitor the implementation and effectiveness of this policy, review it annually through the use of data on exclusions and other consequences such as detentions, and report to the Head.

Related Policies

This policy operates in conjunction with:

- School Safeguarding and Child Protection Policy and GDST Safeguarding Procedures
- PSHE scheme of work
- Anti Bullying Policy
- School Online Safety Policy
- GDST Inclusion Policy
- GDST Exclusions Policy
- GDST Acceptable Use Agreements
- GDST Equal Opportunities Policy
- GDST and School Drugs Policy
- Brighton Girls Rewards and Consequences Policy (Senior School)

Date September 2023

Date of review: September 2024

Appendix 1: Emotion Coaching

All behaviour is communication

Responding to a behaviour incident

5 Steps to be an Emotion Coach

Step 1: Be Aware of Emotions

Be kind to others by recognising, empathising and soothing, and demonstrating sensitivity.

Step 2: Use Emotions to Connect

Listen and collaborate helpfully. Articulate the student's strengths in dealing with the situation. Respond positively.

Step 3: Label the Emotions

Connect with the student, demonstrating a growing understanding of their emotions

Understand and recognise a student's strengths.

Step 4: Communicate Empathy and Understanding

Demonstrate clear and obvious engagement and enthusiasm. Empathise and understand the different perspectives.

Step 5: Set limits to behaviour and problem solve with the student

Be prepared to offer ideas. Help the student to develop strategies to manage their wellbeing and face challenges with confidence and creativity.

Respond confidently but sensitively (setting boundaries confidently) enabling a student to show ambition to improve and to feel they belong in the school community

Recognising emotions



