Behaviour Policy for Wrap Around Provision Brooke Hill Academy

Date September 2026

Date Review by Sept 2027

(review annually)

Ratified By

Directors in Liaison with Brooke Hill Academy Headteacher

Behaviour Policy :

PURPOSE

To promote a positive experience where:

• Children develop a strong moral code underpinned by the school values.

• Children are taught to understand that they have a responsibility for their own actions and how they affect others.

• All adults have high expectations for behaviour and conduct and apply these fairly and consistently.

• Excellent behaviour and effort is expected, encouraged, rewarded, and used as a model for others to follow.

• Venue property is respected and a pride in the school and each other is nurtured.

• Unacceptable and/or inappropriate behaviour and attitudes are dealt with promptly.

• Parents are expected to be involved in, and support, the promoting of high standards of behaviour.

EXPECTATIONS

Our expectations for behaviour, conduct and positive attitudes to learning are founded in these simple rules:

Be READY to learn

Be SAFE

Be RESPECTFUL of the venue and others

GUIDING PRINCIPLES

• Children's learning is inspiring and engaging and takes account of individual ability and needs. Strong teaching/activities and learning lessens the opportunity and need for inappropriate or off-task behaviour.

• All adults take responsibility for addressing, and having high expectations for, the behaviour of all children (not just those that they directly work with).

• All adults will act as good role models in their actions as well as the tone of voice and language used to children. They will be calm and speak appropriately to children addressing the behaviour positively and consistently following the behaviour system.

• Children are taught and encouraged to become self-disciplined and take responsibility for their own actions to develop their confidence and independence.

• Children need to understand the impact and consequences of inappropriate behaviour. They also need to know that they can always improve their behaviour and make a new start.

• Use of sarcasm that may humiliate children is never acceptable

• We do not use 'group punishments' as we believe that children need to be supported to understand their own individual behaviour and be responsible for this.

• Parents are informed of the expectations and will be informed at an early stage when problems occur.

• Poor behaviour is monitored. Ongoing behaviour concerns will be monitored and recorded on CPOMs.

• Individual behaviour reports may be used to track the behaviour of individual children. They may go home at the end of each day or week where appropriate to be signed by parents. Elite Sports Academy DSL's & Brooke Hill Academy Headteacher will monitor these as appropriate.

• For children who struggle with their behaviour, a Support Plan may be put in place that will

detail the expectations, approaches and arrangements (reasonable adjustments) that are needed to support that individual effectively.

POSITIVE PRAISE, REWARD AND RECOGNITION

We actively promote exceptional behaviour by giving children who behave well a high profile. We consistently recognise children who have a good attitude to learning and behaviour and they are rewarded, publicised and used as a model for others to follow. Most importantly of all, we use positive recognition to help children to have high expectations of themselves, be proud of their achievements and learn to develop a strength of character and self-esteem.

There are a number of ways that we recognise and support children to make wise choices and develop a positive attitude to learning. We support children to learn our expectations through explicit teaching, reminding and reinforcing through praise and recognition. Our children should be encouraged to support each other by sharing, discussing and modelling appropriate behaviours.

BEHAVIOUR SYSTEM

We will follow the school's Behaviour Policy to enable easy transition into their Wrap Around Environment.

We expect adults to have high expectations and model a calm, clear and consistent approach to behaviour. Our approach is based on reflection and rebuilding (Appendix 1) and is a child-friendly approach to support the children to make appropriate choices and take responsibility for their own behaviour.

Reflection is a key part of behavioural learning. It is not a punishment but an essential time to think about what has happened and how to learn from it. 'Time to reflect' is for the children to reflect on their behaviour and how they will improve it. Where appropriate staff should support using this script:

1 – What did YOU do? 2 – WHO did it affect? 3 – What can you do to MAKE IT RIGHT?

Children should know and understand this script so it must be used consistently every time they reflect. This will enable them to learn the impact of their actions and how it affects others.

It is also important that any work missed due to their behaviour must be completed!

Appendix 2 provides a simple staff guide to behaviour expectations in the building.

RECORDING AND REPORTING

Any of the following behaviours (and any other behaviours causing concern) should be referred to the

DSL (Elite Sport Academy) & School Headteacher and will be recorded on CPOMS:

• Bullying.

• Racist, homophobic or hate incidents.

• Child on child abuse.

• Insolent/disrespectful behaviour to an adult.

• Persistent disruptive low-level behaviour that affects the learning of themselves and others.

• Violence (and where there are repeated violent incidents).

• Children exploring themselves inappropriately or being involved in inappropriate play of a sexual nature.

• Fighting.

• Inappropriate or offensive language directed at others.

• Damage to property.

• Stealing.

• Threatening behaviour to an adult or peer.

BULLYING, RACIST, HOMPHOBIC OR HATE INCIDENTS

Please also refer to the Anti-Bullying Policy.

Bullying, racist, homophobic and hate incidents will always be taken seriously and will be investigated thoroughly. These will be referred directly to the Headteacher and may result in a loss of privileges such as removal of break times, eating in the hall at lunchtime or requiring time working out of class. Where deemed appropriate, or for repeated incidents, a fixed term suspension may be considered. Hate incidents of any kind will not be tolerated and where these occur parents will be informed and work done with the child to understand the impact of their actions. Bullying, racist, homophobic and hate incidents are reported to the Local Governing Board as part of the School's Headteacher report.

CHILD ON CHILD ABUSE

Please also refer to the Anti-Bullying Policy and Safeguarding Policy

Any form of child on child abuse will not be accepted in our venue. This may include (but may not be limited to):

• Bullying (including cyberbullying, prejudice-based and discriminatory bullying).

• Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse).

• Abuse in intimate relationships between peers.

• Sexual violence and sexual harassment.

• Causing someone to engage in sexual activity without consent.

• Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm

• Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).

• Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

Any such behaviours must be recorded on CPOMs. If a member of staff is concerned that the behaviour may indicate any form of child on child abuse they must report it directly to the DSL (Elite Sport Academy Limited & the School's Head Teacher.

Staff must challenge any behaviour that could cause harm to others. They must also challenge any attitudes that could signal discriminatory ideals and intentions. For example, making clear that sexual violence and sexual harassment is never acceptable, will never be tolerated and is not an inevitable part of growing up; or not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'.

Dismissing inappropriate behaviour risks leading to:

• A culture of unacceptable behaviours.

• An unsafe environment for children.

• A culture that normalises abuse, leading to pupils accepting it as normal and not coming forward to report it.

BEHAVIOUR AND SEND

When a pattern of behaviour becomes a concern the class teacher will discuss this with the Host School's SENDCO or School's Headteacher. Parents will be informed and if appropriate be invited into a meeting to discuss the issues that are causing concern.

The following reasonable adjustments may be put in place as appropriate:

• Strategies explored and implemented to create a supportive environment and put in place systems to support the child.

• Individual behaviour charts kept which records positive behaviour as well as issues. This will be monitored weekly by class teacher.

• Daily behaviour logs may be kept providing a more detailed record of behaviour.

• A Support Plan to detail the support and arrangements required.

• External support and advice sought and put into place.

• An EHA may be considered to support the child and family with possible help from external agencies, such as Educational Entitlement, health, the Educational Psychologist and Child & Family Services.

POSITIVE PHYSICAL INTERVENTION

Staff will use a range of supportive techniques to manage challenging behaviour, these include; distraction, praise, rewards, humour, time out, calm talking and stance, consequences, planned ignoring and reassurance. Occasionally, and only when absolutely necessary, the use of physical techniques may be required to keep the child and others safe. The physical techniques will only be used by staff Team Teach Trained.

SUPSENSION and EXCLUSION

Where serious or repeated incidents have occurred then parents will be contacted to discuss their child's behaviour and ways to move forwards. Where deemed necessary and appropriate the Managing Director (Elite Sport Academy) in guidance with the school's

Headteacher may suspend the pupil from the provision for a fixed period. This may be for such things as

severe disruption to the learning of others, offensive language, violence or damage to property.

We recognise that particular environmental factors are often an influence in negative behaviours

being exhibited by children that could warrant a fixed-term suspension. In such instances, every

effort to support a child who may be vulnerable to the risk of suspension or permanent exclusion is

made through implementing a Support Plan in liaison with the school. This will detail the specific arrangements put in place

to support that child.

The support of external agencies may also be pursued where appropriate.

In extreme circumstances or where the child's behaviour presented a significant risk to the safety,

well-being or learning of themselves, other children or staff a permanent exclusion may be

considered as a last resort.

APPENDIX 1– BHAT Behaviour System

The following is displayed all around the schools.

Reception

Key Stage 1

Key Stage 2

At each step the children will be given a clear instruction about the expected behaviour and the consequence

of inappropriate behaviours. This provides a clear and consistent structure to encourage the children to think

about their actions and make good choices about their behaviour.

the child will need to complete any time given for them to reflect on their actions. This is a time for the child to

think about their behaviour and how they can put it right in the future. Reflection time will be completed quietly in a quiet space. After they have completed their time to reflect there will be a fresh start for the next activity.

Step 1 – Being Ready, Safe and Respectful

This is where we expect the children to be all the time. This is supported by praise and rewards and recognition

of great behaviour and hard work.

Step 2 – Thinking Time

After a reminder (that they are not being Ready/ Safe/ Respectful) has been given, the adult will remind them of the expected behaviour and give a clear choice - 'you need to……. Or you will need to reflect for a minute after the lesson'. At this point the children should think about their behaviour and what they need to do to put it right.

Step 3 – Time to Reflect

After another reminder that they are not being Ready/ Safe/ Respectful. Take up time will be given as well as

clear instructions about the expected behaviour so the child understands what they need to do. As with

thinking time the instruction 'you need to….. or you will need to reflect for a minute after the lesson' will be given. The same calm, supportive and clear instructions will be given at each part of the system.

Step 4 – Time Out of the Activity

If behaviour continues to disrupt the other children, or the child has done something unsafe such as extreme disruption to others, hurting others physically or with unkind words, or refusing to follow instructions they will be sent directly to one of the Senior Leadership Team. This is to ensure that the other children are not disrupted and to keep everyone safe.

Parents will be contacted by the Management Team to inform them of the ongoing issues.

Children who act in an unacceptable or dangerous way may not be allowed to use certain areas or activities. They may have to stay with the management team until the mangement decides it is safe for them to rejoin the wider group

Children's names must not be displayed on whiteboards or for everyone else to see. Adults working with the children will keep a record for each activity of any children on a separate record sheet that is not visible to the children.

Reflection is a key part of behavioural learning. Our behaviour system and language refer to consequences as 'time to reflect after the lesson'. This is time for the children to reflect on their behaviour and how they will improve it. Elite Sport Academy Staff should support using this script:

1 – What did YOU do? 2 – WHO did it affect? 3 – What can you do to MAKE IT RIGHT?

Children should know and understand this script so it must be used consistently every time they reflect.

This will enable them to learn the impact of their actions and how it affects others.

PRAISE AND POSITIVITY

• Actively promote exceptional behaviour by giving children who behave well a high profile through praise, recognition, awards and responsibilities – These are our role models!

• Most importantly of all we use positive recognition to help children to have high expectations of themselves, be proud of their achievements and learn to develop a strength of character and self-esteem.

• Staff will be positive role models, encouraging and supporting children to be confident & willing to have a go and make mistakes.

We expect all children to be

Be READY to learn

Be SAFE

Be RESPECTFUL of the venue and others

You are not alone! If you need help or someone to talk to, please share it with a colleague or the school's Headteacher

We use positive, encouraging and supportive language with children. Sarcasm is never acceptable as it can be humiliating for children and do not use terms of endearment such as 'sweetheart' or 'darling' as this is not professional.

Conduct around school: Children should be taught and expected to move around in a calm, smart and safe way. This needs to be praised, reminded and reinforced all the time

All behaviour, positive and negative, fit within these 3 rules.

These are the ONLY rules used in our setting and must be referred to when addressing behaviour E.g.

'Thank you for showing that you are listening, this shows you

are ready to learn.'

'You need to walk sensibly as this is safe for you and others'

This will be supported by using the behaviour system.

When addressing unacceptable behaviour it must be simple, calm and clear.

After a reminder that they are not being Ready/ Safe/ Respectful remind them of the

expected behaviour and give a clear choice

‘you need to……. Or you will need to reflect for a minute’

This allows the children to think about their behaviour and how to put it right.

Powerful phrases to use are ‘WHAT WE DO IN OUR ACTIVITY/ SCHOOL’

These are explicitly clear on our expectations and enables you to

highlight excellent behaviour as well as address those not meeting it.

High Expectations should be the same from all adults including reminding children of uniform,conduct, manners and tidying up.

We never use group punishments. Reflection and feedback should be personal and focused on their own behaviour

APPENDIX 2