

S.T.F.C.H
BEHAVIOUR AND DISCIPLINE POLICY
AND GUIDANCE

Statement

The school takes its legal duties under the Equality Act, in respect of safeguarding and in respect of pupils with special educational needs (SEN) very seriously.

Values

- All the students will be supported, through the provision of a positive environment, in learning appropriate personal and social skills in order to achieve a standard of acceptable behaviour within school and the wider community;
- All students regardless of their gender, race, disability or religious beliefs are equally valued. (Equal opportunities and Race Equality).

Aims

- to provide opportunities and experiences for students that develop independence, self-discipline and a sense of responsibility towards themselves
- to provide consistency within a whole school approach for promoting positive behaviours and managing negative behaviours
- to implement procedures which identify student difficulties early leading to the provision of relevant support with a view to safeguarding and promoting the welfare of the students
- to develop partnerships with parents/carers and other relevant agencies to support the development of positive behaviours

Objectives

- to ensure that self-esteem is raised and positive behaviour is learnt through the organisation, content and delivery of the curriculum
- to ensure a shared understanding of the principles of behaviour management promoting consistent school practice
- to ensure that behaviour and discipline is the subject of regular review
- to ensure that the development of individual students with behavioural needs and the school provision is regularly monitored for effectiveness

- to ensure that any incidents of bullying, racism, sexism and malicious accusations are prevented and managed effectively if and when they occur
- to ensure that the students are provided with opportunities to exercise independence. There should be continuity and progression with regard to students having responsibility for their own self- discipline and learning leading to respect and responsibility for others.

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PART 1 - DISCIPLINE POLICY

This policy sets out the school's values and principles underlying our expectations for student behaviour and provides staff with advice and guidance on the implementation of strategies which influence behaviour. The Governing Body have a statutory duty, under the Education Act 1997, and subsequent acts such as the Children's Act 2004, to ensure that the school's discipline policy is publicised once a year to staff, parents and students.

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This authority extends to all paid staff (unless the Head Teacher says otherwise) with responsibility for students, such as teaching assistants. Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher during any school-organised/related activity. Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school - such as travelling to or from school, while wearing school uniform or in some other way identifiable as a student at the school and for any incident that may have repercussions for the orderly running of the school, poses a threat to another student or member of the public or could adversely affect the reputation of the school. If appropriate, taking into consideration the student's age, any special educational needs or disability and any religious requirements affecting them, the teachers may impose detention outside of school hours. Teachers can search for and confiscate prohibited items. They can also confiscate student's property as a sanction. Weapons and knives and extreme or child pornography will always be handed to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

School Discipline

Outline of good practice

We all have positive contributions to make in order to achieve acceptable standards of behaviour, work and respect:

- Set high standards and apply rules firmly, fairly and consistently.
- Give and receive praise.
- Take the initiative.
- Greet and be greeted.
- Speak and be spoken to.
- Smile and interact.
- Make eye contact.
- Communicate.

Basic Rules

- Keep calm before dealing with any discipline problem or reprimand.
- Be aware of the reason for action.
- Always give verbal/gestural prompts prior to physical intervention.
- Staff, who witness any incidents of inappropriate behaviour during lunchtime must inform the designated member of staff in charge and complete the appropriate incident books/forms.
- The Pastoral Teacher must be informed of any issues arising during breaks/lunchtimes. They will also check that the appropriate incident books/forms have been completed.
- For students with particular difficulties there should always be written guidelines on discipline for all members of staff to refer to. This will be contained within the student's individual behaviour plan which is completed by the Pastoral Teacher with support from the student's parents/carers, teachers and HOD.
- Discipline is the legal responsibility of the Head Teacher, however all staff share and contribute to the corporate duty.
- Specialist chairs or other equipment must not be used to restrain a student.

Tolerance and support must always be the strongest principles applied in school.

Minor Sanctions

For an isolated incident, it will not be necessary to write an individual behaviour plan. Generally a minor sanction would consist of:

- A quiet word and a warning.
- Extra work or repeating unsatisfactory work until it meets the required standard for that individual
- Time out - informally - allowed time and space to calm
- formally - withdrawal of a privilege
- Withdrawal - assisted to move to a safe place
- Missing break-time or up to half an hour of lunch-time

A student may require support, for a short period, following a number of incidents. If this is the case our monitoring system should be followed.

Withdrawal

Withdrawal exists to remove an unsettled student from a situation (preferably before the behaviour escalates). The aim is to provide both the student and staff the opportunity to calm down and think the situation through. The student may be moved to an alternative area of the classroom if they are not likely to disrupt further (time out). Alternatively they may be moved outside the classroom to a safe area, where they can be observed to ensure they do not harm themselves (time out). A separate room (behaviour support or a safe space) is used when it is in the best interest of the student. Withdrawal from a lesson should be time limited and not generally for whole lessons.

Major Sanctions

- Detention during lunch-time allowing time for the student to eat, drink and use the toilet
- After school hours detention giving reasonable notice to parents/carers to make suitable travel arrangements for their child/young person if they do not travel independently to and from school. Parental/carer consent is not required for detentions but in most cases parents/carers should be informed of such a detention even if their child/young person can get home safely independently. When issuing an after school detention the student's safety must not be compromised. After school detentions are unreasonable for a student with caring responsibilities. The student's age, their special educational needs or disability and any religious requirements affecting them must be taken into consideration.
- School based community service or imposition of a task - such as picking up litter, weeding school grounds, tidying a classroom, clearing up the dining hall after lunch or removing graffiti
- Extra physical activity - if appropriate to student condition and needs
- Removal from class or classes for extended period.
- A disruptive student may be placed in isolation away from other students for a period when it is in their or the other student's best interests. The health and safety of the students and staff and any requirements in relation to safeguarding and student welfare

must be maintained. students should be in isolation for no longer than is necessary and the time spent there must be as constructive as possible.

- Fixed term exclusion. The school strictly follows statutory guidance on this.
- Permanent exclusion. The school strictly follow statutory guidance on this.

Individual student sanctions and monitoring should be discussed with appropriate staff, other professionals, parents/carers and the student themselves where appropriate. Any sanction must be reasonable taking into consideration the student's age, any special educational needs or disability and any religious requirements affecting them.

Prohibited Sanctions

- **Corporal Punishment.** [This was abolished in all Maintained Schools by the Education (no2) Act 1986.] Corporal punishment is the intentional use of force as a punishment. For example - Use of cane, smacking, slapping, punching, pushing, prodding, throwing missiles, other forms of rough handling or physical chastisement.
- **Deprivation of food or drink.** N.B. It is reasonable if a student is exhibiting unacceptable behaviour at mealtimes to be told he/she will only be allowed to have a drink or meal when he/she behaves properly, and to remove the drink or meal if the unacceptable behaviour persists. However, staff **MUST** ensure that the student has a drink or a meal at a later time, without making this appear to be in any way a reward for unacceptable behaviour.
- **Withholding medication, medical or dental treatment.**
- **Any sanction with intent to humiliate or ridicule.**
- **Seclusion.** **This is forcing people to spend time alone against their will, which requires a statutory order other than in an emergency, for example, being placed behind a locked door.** Those students that prefer to be left alone to calm must be unobtrusively monitored while they do so. It may be justifiable to seclude a student as a temporary, exceptional measure to protect against attack.
- Equipment such as wheelchairs should not be used as a method of controlling a student's behaviour.
- Chairs with harnesses should only be used for purposes prescribed by the physiotherapist.

ANY MEMBER OF STAFF PROVEN TO HAVE USED ANY METHODS OF PUNISHMENT LISTED ABOVE MAY BE SUBJECT TO DISCIPLINARY PROCEDURES.

PART 2 - BEHAVIOUR MANAGEMENT POLICY

Position Statement - Behaviour

Legal Framework - The policy is based upon the guidance from:

- A. DFEE Circular 10/98 (Section 550A of the Education Act 1996)
- B. DFEE Circular 9/94 - The Education of Children with Emotional and Behavioural Difficulties.
- C. DFES 'Guidance for Restrictive Physical Interventions - How to provide safe services for people with Learning Difficulties and Autistic Spectrum Disorder July 2002
- D. Mental Health Act Code of Practice 1993
- E. RMBC LEA Policy and Procedures on Behaviour and Discipline
- F. "Discipline in School 1989 Report of Committee of Enquiry chaired by Lord Elton
- G. The use of Physical Intervention to control or restrain pupils RMBC July 2003
- H. The Education Act 1997 - School Discipline
- I. The Heads Legal Guide
- J. TEAM TEACH Positive Handling methods and procedures
- K. Children's Act 1989 - 2004
- L. Any subsequent guidance from DFE

For teachers the duty of care is set out in the School teachers' Pay and Conditions document, wherein it is specified that teachers are required to maintain good order among students and to safeguard their health and safety, both on school premises and when engaged in authorised activities elsewhere.

Teachers, act 'in loco parentis' when caring for students and should only take those measures which would be deemed appropriate by a 'reasonable' parent. Parents only have a duty to safeguard their children, not to make choices for them if they are capable of understanding the consequences of their choices.

Sometimes a student's behaviour is not entirely driven by their own experiences, emotions and learning difficulties, but in response to a "trigger" in the environment. **One of the most important triggers that can be managed and controlled in order to shape the behaviour of the student is the behaviour and responses of adults in the student's environment.** Effective communication (adult to adult, adult to pupil, pupil to pupil) enables students to exert control over events, make choices, express feelings and form relationships.

To enable students to interact within our environment - they require the appropriate social behaviour in their repertoire - hence the importance placed on the development of personal and social skills.

Sir Tom Finney Community High School promotes a safe and orderly community. Behaviour and discipline affect learning and the quality of life in school. Our aim is to have a safe, happy environment where students can learn and achieve.

Unacceptable behaviour

Unacceptable behaviour is that which:

- Makes anyone in the school feel threatened
- Prevents teachers from teaching and pupils from learning
- Damages school property
- Is of an inappropriate nature

Inappropriate Sexual Behaviour

A school is a public building and as such is covered by the law. When there is an incident involving inappropriate sexual behaviour, depending upon the level of understanding and ability of the child/young person, they will be made aware that this is not acceptable in school. Parents/carers will be informed of the behaviour. An individual behaviour plan will be written with advice from professionals who will outline strategies to deal with the behaviour.

The DSL (Designated Safeguarding Lead) must also be informed.

All staff are aware that child-on child abuse can occur between pupils of any age and gender both inside and outside school. Any child-on-child abuse is reported to the pastoral team, behaviour team and the DSL are also informed.

Sir tom Finney Community High School and the DSL will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)
- Risk assessments will be recorded and kept under review as a minimum termly
- Refer to *Guidance in Keeping Children Safe in Education Sept 2022, Part 5*.

Students

We expect that students

- Show respect to all adults
- Show respect to other students in the way that they talk, communicate and treat each other
- Respect all property
- Look after other students letting an adult know if they are worried about another student

From these expectations a set code of conduct can be established for example:

In corridors and moving around school

1. Walk, talk, move in calm and sensible way
2. Have patience - not everyone is as speedy as you
3. Take care of equipment
4. Appreciate and respect displays
5. Use toilet appropriately
6. Complete task and return to class
7. Try not to disturb or interrupt others

Lunchtimes

1. Respect lunchtime staff, listen to their instructions
2. Look after equipment
3. Be sensible at the serving hatch, wait for meal, eat carefully
4. Appropriate behaviour at table
5. Play with friends, take turns, be kind, share etc.
6. Tidy away - safely

Entering/ leaving classrooms

1. Calmly, carefully, safely
2. Awareness of others (opening doors, etc)

3. Knocking on doors - when appropriate

In Class / Assemblies

1. Peaceful and calm in all working areas
2. Listen, take turns, share, behave appropriately
3. Join in celebrations/ birthdays/conversation
4. Respect others when they are talking

Any other areas - for example:

- Out of school- mini bus
- walks - public areas
- near the road
- near water
- when near strangers
- College / other school environments

All of the previous expectations apply where appropriate

Relationships with adults and other students

- Co-operation- willingness to co-operate with adult and conform to adult request.
- Collaboration - ability to work as part of group with other students towards a common goal and make appropriate friendships with peers.
- Assertiveness - ability to express wishes, taking account of needs and feelings of others
- Empathy - ability to understand feelings and thoughts of others and be aware of how others may see or judge ones behaviour
- Altruism - ability to help others without the expectation of personal gain

Personal development

- Reflection - ability to stop and think before acting and be able to predict the likely outcome of one's own behaviour
- Independence - ability to work and play independently without the need for adult attention
- Realistic self- image - being aware of one's strengths and areas for development
- Positive self-image - valuing one's strengths and feeling positive about oneself

- Attention control- ability to focus- sustain and shift attention in a range of situations
- Motivation - encourage students to work toward internal rewards or long term goals rather than immediate gratification

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Governors

We expect that governors will:

- be aware that staff are constantly striving to provide a safe, happy and stimulating environment.
- be fully informed of matters concerning behaviour
- support the Head Teacher and staff in the implementation of this policy
- play a full and active role in ensuring our aims are met.

Staff

Staff have a vital role to play as they are at the forefront of behaviour management. They have the closest knowledge of the students in their care and will wish to build up a relationship involving mutual support, trust and respect.

It is the responsibility of **all staff** to encourage acceptable and appropriate behaviour by using consistent approaches and positive attitudes, with clear, realistic expectations, in order to promote mutual respect amongst all school members.

Staffing Structure

- The Head Teacher is the school's person with overall responsibility for Behaviour and Discipline decision making, but may choose to delegate some of this responsibility to staff
- All staff share equal responsibility for the maintenance of appropriate behaviour and discipline in school in accordance with the school's policy.
- It is the responsibility of each staff member to ensure that all aspects of the Behaviour and Discipline Policy are understood and adhered to, thereby contributing to a healthy supportive school ethos.

Expectations of staff

It is essential that all staff value and respect each other's role and recognise each other's expertise.

- **staff must provide good role models in their attitude and behaviour towards each other and to students**

- **all staff should be punctual and in the appropriate place at the right time**
- all timetables will be planned and coverage of curriculum broad and balanced
- ensure students time at school is interesting and worthwhile
- it is essential that all information about students and their families is disclosed only when and to whom it is appropriate and that **confidentiality and respect are preserved at all times by all the staff**
- staff should acknowledge that they share the responsibility to seek out and **actively promote positive behaviours and minimise negative behaviour with an effective calm approach**
- staff must act within the guidelines for rewards and sanctions as stated in the school policy
- when appropriate it is necessary for staff to deal with negative behaviour promptly but not to prolong any sanctions.
- provide students with a framework of behaviour which supports the whole school policy
- positively reinforce examples of good behaviour, alongside individual class/department systems and other rewards, e.g. stickers, verbal praise, certificates etc.
- allow time for discussion with students about positive and negative behaviour.
- keep clear records of positive and negative behaviour as appropriate, including incident logs.
- keep parents/carers informed about issues concerning behaviour.
- keep the school governing body informed regarding issues concerning behaviour management through the Head Teacher.

Parents/carers

Involving parents/carers and working together

It is the policy of Sir Tom Finney Community High School to involve parents/carers in their child's/young person's education despite the problems caused by the distances between home and school. It is recognised that when staff and parents/carers work together there is a greater chance of promoting good behaviour both at home and in school. It is expected that parents/carers will reinforce the work done in school to encourage good behaviour both in class and outside at all other times. The latter will include breaks, lunchtime and travelling to and from school.

The class teacher and support staff are normally the main day to day link between parents/carers and school. In some cases the Deputy or Head Teacher will be the contact if a situation requires this. If parents/carers have concerns regarding their child/young person then staff are available through appointment to meet and discuss matters with them. It may be the concerns of school staff that initiate such meetings and the co-operation of parents/carers in taking part in these meetings is welcomed.

It is essential that there is a shared understanding of the value of good behaviour so that parents/carers will:

- Feel confident that their child/young person is developing socially, personally and morally
- Know their child/young person will receive support and security when they need it
- Always feel welcome in school to discuss their child's/young person's behaviour in a constructive atmosphere
- Share and understand the school's disappointment when inappropriate behaviour is displayed by students and work with the school and their child/young person to improve it

We expect that parents will:

- Be involved and support us in helping to meet our aims.
- Feel confident that everything is being done to make sure that their child/young person is happy and safe at school.
- Be informed about and fully involved in all aspects of their child's/young person's behaviour.

Bus escorts play a key role in the communication between home and school, i.e. bringing verbal or written information into school and taking information from school to home.

Recording of serious incidents

The serious incident book

This should be used to record any incident of a serious nature or any event at school which may give rise to disciplinary or legal action or be in the interest of subsequent inquiry or become a matter of public interest. It is not possible to give a comprehensive list of what should be included and the Head Teacher will exercise discretion in individual cases; but examples for inclusion would be injury to persons, damage to property, R.P.I. and other serious or recurrent problems.

When incidents of a serious nature occur, detailed reports should be obtained from the staff involved and from any witnesses. Such reports should be signed by those concerned and annotated with the date and time. This is particularly important following any incident involving physical intervention or restraint. A report should be made by all staff concerned.

The Serious Incident Book is held in the Main Office and will be filled in as soon as possible and definitely within 24 hours of the incident. As well as being a statutory requirement, Circular 9/94, it is also extremely useful when trying to understand the nature of a child's/young person's difficulties.

- The Serious Incident book will be kept in school and available for inspection by appropriate authorities if requested.

N.B. Standardised forms are available for accidents and use of positive handling and near misses.

Department incident books may also be useful but this does not replace the Serious Incident Book. Remember that records are vital as they may provide a solution.

Behaviour Management Plans

The Behaviour Management Plans must be included in the Annual Review and form part of the student's Individual Education Plan (IEP). Staff should make themselves aware of the behaviour management programme.

Agencies

People who can be consulted and informed on both a formal and informal basis are:

- Parents/carers
- Colleagues
- The school nursing staff
- The Community Learning Disabilities Team
- Educational Psychologist
- Clinical Psychologist
- Education Welfare Officer
- The Behaviour Support Team
- School Improvement Service

It is essential that teachers disseminate:

- Good practice
- Inform all staff of concerns with pupil's/young person's behaviour. This can be done either at staff meetings or at departmental meetings.

Training

This is both formal and informal.

Informal

- General discussions help and support from colleagues.
- Senior Leadership and Management Team meetings
- Staff Meetings.
- All staff have the right and responsibility to place issues on the department meeting's agenda.

Formal

- Training in TEAM TEACH from qualified Team Teach Tutors.
- Consultation with Educational Psychologist is available on request.
- External training from consultants or providers

Conclusion

Good positive behaviour is an important part of school life. The importance of good behaviour cannot be overstated and it must be encouraged and nurtured in all areas. It is an essential part of a happy and dynamic school.

PART THREE - STRATEGIES THAT CAN BE USED TO MANAGE BEHAVIOUR

The School curriculum, its organisation and delivery

It is every teacher's responsibility to differentiate the content, organisation and delivery of the curriculum for individual students to ensure that it is appropriate for their interests and ability levels. This will prevent some students developing behavioural difficulties arising from inability to access activities.

- students must be given opportunities and experiences to enhance their self-esteem, develop independence and self-discipline and a sense of responsibility towards themselves and others

- PSHE, Religious Education, Collective Worship and Citizenship contain elements which provide opportunities for learning about how other people think and respond which may be different from their thoughts and responses. Provision of structured experiences in areas that can prevent incidents of bullying, racism, sexism etc are to be encouraged.

Classroom Practice

Position Statement

In addition to the teachers and support staff in each class, the following people join us to ensure a multi-disciplinary approach to meeting the needs of the "whole" child/young person:

- Physiotherapists
- Speech and Language therapists
- Teachers for the visually impaired
- Teachers for the hearing impaired
- Transition worker(Year 9 and above)
- School nurse, medical personnel and doctors
- social workers
- In-house/External counselling
- Educational psychologists
- Teacher observation
- Community workers e.g. police, fire brigade

Class Rules

All staff and students must be aware of acceptable behaviour within the classroom. Class rules are discussed (where possible) and agreed and promoted consistently.

Classroom routines

Routines vary from class to class, however certain elements are common to all, and these include:

- arrival in school and greetings activities and register
- moving around school as a group
- the importance of seating considerations in the classroom

- lunchtime routines
- end of the day routines
- class rules and routines

These points should be revisited through group/ team building activities whenever new students move into a class.

Teaching and rewarding positive behaviours

- individual students have their own behaviour management programmes which are devised by class staff, led by the Pastoral Teacher, and followed by the school as a whole.
- Staff expectation of behaviour is discussed regularly within class groups.
- Staff response to unacceptable behaviours is consistent.
- **Class teachers are responsible for ensuring that all educational programmes are differentiated for each student.**

Staff should be aware that students copy behaviour and they should, therefore, be good role models by exhibiting appropriate behaviour themselves by:

- **Never** shouting aggressively, humiliating or speaking roughly to a student.
- Using language that is at the child's/young person's appropriate level of understanding.
- Not over reacting.
- Avoiding confrontation.
- Enforcing boundaries.
- Listening.
- Establishing the facts.
- Judging only when certain.
- Using sanctions sparingly.

Remember

- To notice and praise positive work and behaviour.
- To create and sustain a positive, supportive and secure environment.
- To be well prepared with stimulating lessons which help to generate good behaviour and earn respect.
- To begin lessons on time.

- To be prepared for the lesson.
- To keep everyone occupied and interested.
- To extend and motivate all students.
- To maintain an interesting and attractive environment.

Do All You Can To:

- Use humour
- Keep calm

Know your students as individuals and help the child/young person to understand the consequences of his/her behaviour and the sanctions used.

Inappropriate/ anti-social behaviours

A distinction and judgement needs to be made between inappropriate and severely challenging behaviour. Inappropriate, anti-social, behaviour is defined as general naughtiness, arguing, fighting, hitting, being cheeky, pushing, spitting, name-calling, swearing, bullying and stubbornness. Whenever possible, inappropriate behaviour is dealt with in the classroom situation.

Managing and altering the above behaviours

- Inappropriate behaviour will be responded to quickly, firmly, fairly and consistently.
- Bullying will not be tolerated and will be dealt with by the sanctions in this policy and in the school's Anti-bullying Policy.

Severe challenging behaviour

Due to the nature of some of our students, despite creating the right environment and providing pastoral care and opportunities for counselling, there will be times when challenging behaviour occurs.

Severe Challenging Behaviour can be managed successfully with a consistent and sustained programme of support and intervention.

Most challenging behaviours are: escape behaviours, i.e. avoidance, and attention seeking behaviours which are maintained by positive reinforcement. Common to both of these is the concept that such pupils are struggling to make sense of a complex and frightening

environment. Challenging behaviours become established because they provide the student with a significant element of control.

Specific general approaches to challenging behaviours which can be used in consultation with the SLT and in accordance with school policies are:

- Behaviour modification
- Child/young person focussed/individual approach
- Gentle touching -contingent touch
- Time out/withdrawal
- Reinforcement Praise
- Defining and understanding the behaviour
- Positive approach
- Distraction
- Non-aversion/non-confrontational
- Ignoring
- Passive restraint
- Therapeutic approach - massage/aromatherapy - relaxation techniques
- Referral to senior staff
- Token economy system
- Loss of privileges
- Reprimand
- Social Skills Teaching
- Individual Teaching
- Referral to other agencies.
- Anger Management

Practical techniques for responding to outbursts:

- Calm the student in a non-obtrusive manner and try to redirect
- Protect yourself, the student and others
- Do not chastise the student; remain calm and soothing
- Redirect the student to the task or activity
- As the student redirects, focus on participation and reward
- In future focus on prevention
- Try to redirect as precursors appear

Practical techniques for responding to aggression:

- Protect yourself unobtrusively
- Say nothing about it

- Calmly redirect the student to the task
- Use gesture and physical assistance
- Demonstrate concrete instructional goals
- Give strong reward
- Continue re-direction

Time-out/Withdrawal

Time-out is a behaviour modification technique that denies a student, under close supervision, the opportunity to participate in an activity or event for a period of time from several seconds to several minutes with the intention of restoring order and calm when a situation has become fraught.

If an individual remains agitated for a longer period of time and as a consequence sustained and persistent disruption occurs, that is unsettling for them and the class, they should withdraw or be helped to withdraw to a safe and calm alternative environment. Isolation, to prevent a student from leaving a room of their own free will, is only used when it is in the student's, and other students best interests preventing any risk presented by the student to themselves and others. As with other strategies, the school must act lawfully, reasonably and proportionately in all cases.

An individual must return to class as soon as possible when it is safe to do so.

Strategies should be carefully planned and withdrawal time must be recorded. Staff should be aware of the behaviour plan and the risk assessment for individuals, these define the 'principles' and strategies to be employed.

School System for rewards and sanctions - should reflect a departmental ethos

- In each department rules should be appropriate and applied consistently
- In each department Staff should have a clear understanding of rewards available and they should be used consistently
- In each department Staff should have a clear understanding of the range of sanctions that can be used and they should be used consistently
- In each department Staff should be aware of a range of specific techniques which can be used to deal with challenging behaviours

Current Practice

All staff have a collective responsibility for behaviour management and provide consistency in their approach.

In school generally a central recording system is currently employed (CPOMS), but there are examples of good practise and alternative methods which may be appropriate for use and shared.

Added Class Dojo Points (KS3), Positive attitudes and celebration (KS4, SFX & FE) denotes reward for good positive attitude and behaviour, helpfulness and supportive of others

Loss of class dojo points (KS3) and Verbal interaction acts as a warning that behaviours are tending toward inappropriate and should cease immediately

Recording behaviour on CPOMS denotes departmental sanctions will be applied according to level of behaviour, cognitive understanding of individual, age appropriateness and any current individual behaviour plan.

CPOMS is a method of recording behaviours, which is monitored by the school behaviour team; of which individual observations may be put in place followed by advice and recommendations to support and improve behaviour.

Staff should feel able to acknowledge difficulties and seek help. This depends on effective and open communication between colleagues

It is essential that sanctions are not applied unless they can be effectively followed through by the person applying them. Before applying any sanction which will affect other members of staff, full co-operation must be sought. If this is not practical then the sanction should not be applied.

Red and yellow slips should not be used in a threatening manner.

Rewards

When giving rewards we must ensure that the student understands why he/she is receiving the reward. This also gives a positive message to other students. Effective praise helps the child/young person appreciate how his/her achievement is helped by his/her own attitude; it acknowledges effort, focuses attention on relevant behaviour and fosters intrinsic motivation. Examples of rewards we give include-

Body Language	House points/Dojo points/Merit stickers
Private praise	Class prize
Public praise	Special board/Displays
Responsibility in class	Observer Notice board
Responsibility in school	Informing parents/guardians
Record of achievement	Certificate
Show work to others	Praised during assembly

Use of sanctions

When dealing with behaviour we are conscious to always maintain a student's self-esteem and that **it is the behaviour that is unacceptable never the child/young person**. Examples of sanctions include:

Body Language	Removal from classroom (behaviour support, safe space)
Silent reprimand	Denial of group reward
Verbal reprimand	See senior member of staff
Isolation within classroom	Involve parents
Loss of breaks, clubs	Detention
Internal exclusion	Exclusion (last resort)

Reflection

- Check by asking the student that they understand why he/she is in trouble. (If their level of understanding warrants this approach).
- Establish if she/he knows the behaviour was unacceptable,
- Explore the effect that behaviour has on others
- Examine strategies for avoiding the same situations in the future
- Encourage children/young people to think of, or offer some alternative strategies.

Bullying

The structure and much of the content of an Anti- Bullying Policy is taken from current legislation and LEA guidance.

Bullying can be defined as actions, criticism or personal abuse either in public or private, which humiliates, intimidates, undermines or demeans the individual involved. Where instances of bullying are discovered all those involved will be dealt with as immediately as possible. Further work on relationships and caring about others will be taught via the PSHE curriculum.

Bullying involves the abuse of power, it is persistent and it is personal to the individual child/young person. Although quite unacceptable, one-off acts of random violence against a child/young person who happens to be in the wrong place at the wrong time are different.

It should be recognised by all staff, students and Governors that:

- Within any group of students incidents that may be defined as "bullying" may arise.
- The different nature of many student's difficulties in school may be a factor in potential behavioural and bullying incidents.

- That children's/young people's learning can be seriously hampered if they are scared, worried or frightened and that in order to learn, be happy and be fulfilled, bullying will not be tolerated and must be dealt with by staff.

Addressing behaviours related to racial discrimination

The school welcomes its duties under the Race Relations (Amendment) Act 2000. Both *the Macpherson Report, 1999*, and *The Parekh Report in 2000*, along with subsequent research and legislation argued that the promotion of race equality necessarily involves also, the recognition of cultural diversity.

We are committed to:

- Promoting equality of opportunity
- Promoting good relations between members of different racial, cultural and Religious groups and communities;
- Eliminating unlawful discrimination.

In fulfilling our legal duties above, we are guided by the essential principles of the aims of the school.

- Preventing and dealing with discriminatory behaviour, abuse, or racial harassment will be regarded as the responsibility of all members of the school community.
- Incidents of racial abuse will be promptly, consistently and openly tackled using the clear procedures in place and reporting according to LA guidance.
- We will make every effort to challenge images of racial discrimination and stereotyping.
- We will give all students at appropriate stages the opportunity to discuss, explore and understand the implications of racism and other forms of prejudice and bias.

General

- It is the teacher's role to assess challenging behaviour and with parents/carers and senior staff devise a behaviour management strategy.
- This strategy, when approved, must be written down and subsequently monitored and evaluated.
- All staff coming into contact with the student should be made aware of the behaviour strategies. This awareness raising is the responsibility of the class staff.
- Staff should provide good behaviour role models at all times.

For teaching staff, the duty of care is set out in the school Teachers Pay and Conditions Document. **Teachers are required to maintain good order** among their students and to safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

Linked to this duty of care is the requirement to act '**in loco parentis**' in the manner of reasonable and caring parents. This applies to all students in their charge or for whom they are responsible at any one time. The students have a right to make choices if they understand the consequences. Teachers only have a duty to safeguard them.

Monitoring and Reviewing

In order to ensure effectiveness, the behaviour policy will be monitored and reviewed regularly. Channels of communication within the school, and between school and parents/carers, governors, the community and the outside agencies will also be reviewed regularly.

Monitoring the development of policy in practice

- Regular discussion of individual students at staff meetings
- Review policy
 - with Governors
 - with staff
 - with parents/carers
- Annual Review of students
- Planned staff development

Criteria for evaluating the success of the school's Behaviour and Discipline Policy

- Ongoing whole school evaluation of Behaviour and Discipline

Complaints Procedure

If a complaint is made to teachers or other staff by parents/carers or any other party on any matter arising from the situations described in this document, they should immediately refer the person concerned to the Head Teacher or Deputy Head Teachers.

The Head Teacher or Deputy Head Teachers will deal with any serious complaint according to the Code of Practice agreed by LCC and Child Protection Procedures appertaining to the School and LEA.

Conclusions

The above guidance has been written in the belief that:-

- Staff are very active in responding to the needs of individuals, in developing a wide range of strategies, in motivating and developing students and responding to instances of increasingly challenging behaviour.
- That children respond better to systems which recognise their strengths and difficulties
- Staff adhere to all guidance relating to the safeguarding of children.

Reviewed and updated October 2022