



Policy Name: Behaviour and Discipline

Date of Policy: 01/06/2005
Reviewed Date: 10/03/2014
Review Period: 1
Responsible Person: Head Teacher
Governor Approval:

08/03/2016

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Chair Of Governors Signed by:
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To be read in conjunction with any other behavior related policies e.g. anti- bullying / safe space / exclusion policy

INTRODUCTION

The population of our school is constantly changing but we will always have a number of students with some form of challenging behaviour. It is important for every member of staff to be aware of how individual behaviour is recognised, assessed and managed and realise the need for recording and monitoring behaviour.

This policy sets out our aims and expectations relating to the positive behaviour, emotional wellbeing and attitudes of the members of the school community.

The development of personal qualities through valuing and supporting each individual lies at the heart of the School Aims and Values Statement. Positive teaching and learning activities and experiences can only be sustained in an environment which is well ordered and managed. There must be appropriate, fair, agreed and well understood strategies for developing and maintaining positive learning and social behaviours.

AIMS OF THE POLICY

By working together we will aim to provide:-



- For Pupils** ○ A safe, supportive, and stimulating learning environment. ○ Identification of needs and appropriate strategies to meet them. ○ Support to become responsible for and to manage their own behaviour.
- Positive role models from staff and other members of the school community. ○ Fair and consistent systems of rewards and sanctions. ○ PHSE programs which underpin a whole school approach which encourages pupils to:-
 - value the rights of the individual
 - develop empathy and respect for self and others
 - develop self-esteem and confidence
 - exhibit politeness and consideration for others
 - respect for the school environment and routines

- For Staff** ○ A safe, supportive and well-ordered working environment. ○ Access to appropriate training and information. ○ Appropriate guidance and support from Governors and School Leaders.
- A team approach which acknowledges that asking for help is a sign of professional strength.

- For Parents** ○ Confidence in the School and its' staff. ○ Supportive contact with school staff.
- Access to specialist support and guidance.
 - Involvement in drawing up Behaviour Plans and Risk Assessments

(2)

- Governors fulfill their responsibility by:-** ○ Monitoring, evaluating and reviewing Behaviour and related Policy.
- Observing practice within School to ensure that the educational, social and behavioural needs of pupils are met during class / lesson observations.
 - Setting up and implementing complaint procedures.

PRINCIPLES

- All members of the school community are entitled to work and play without threat, fear or disruption.
- We understand that behaviour is often a means of communication and will work to teach pupils how to communicate needs in a more appropriate manner
- We will promote a culture of fairness, mutual respect, trust, tolerance and honesty.
- We will recognise, encourage and reward positive behaviour.



- We will, as far as possible, discuss and negotiate with pupils about their own behaviour and set realistic targets.
- We will judge the actions not the person.
- We will maintain calmness and avoid confrontation
- We will learn and comply with the principles and practice of Team-Teach and will use appropriate physical interventions only to prevent harm and in accordance with agreed guidelines. Any actions taken against a school member will be in their best interests and will be reasonable and proportionate
- We will ensure that the School's Team-Teach Trainers have access to the material resources and professional support needed to carry out their demanding roles.

IMPLEMENTATION

The School will endeavour to ensure that all pupils are offered an appropriate curriculum designed to meet their individual needs. The content should be motivating and stimulate their desire to learn and participate fully.

The learning environment will be modified as far as possible to reduce sensory stress on pupils with sensory needs

Pupils' efforts to work and behave well will be encouraged and rewarded through praise and class based systems for celebrating good work.

Endeavour and success will be celebrated publicly through Good Work Assemblies and an Annual Presentation of Awards and Certificates.

Pupils' work will be recognised by inclusion in displays in their classrooms or in public areas of the school. Well-presented displays reflect the high value we place on pupils' efforts and successes.

Circle time provides opportunities for pupils to listen and share experiences, to express their feelings and emotions and to begin to understand how others are feeling. Older students are able to be involved in discussion, decision making, role play and resolution of conflict.

PHSE and Citizenship modules enable pupils and students to develop an understanding of right and wrong and to explore relevant aspects of their rights and responsibilities within the school, their families and the wider community.

Opportunities for older students to provide valuable role model behavior and work as part of our 'in house' work experience to develop and foster good relationships encouraging buddying partnerships in the wider school environment / playground etc.



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Pupils who, for a variety of reasons, present challenging behaviour will be supported by individual Behaviour Plans and Risk Assessments based on careful observation, recording and assessment of needs. As the need arises, pro-formas to support our students are likely to change to meet current need. These will set out strategies and suggested timelines for managing the behaviour and describe any agreed physical interventions (Team-Teach) that may be needed. They will be monitored, updated and discussed with parents and relevant professionals when necessary but will also form an important part of the Annual Review process.

Pupils and students with physical or co-ordination difficulties may require physical guidance, support and prompting to comply with routines and instructions e.g. standing, sitting, walking, stopping (MOVE). Firm physical prompts or hand over hand working may be needed when pupils have limited comprehension of spoken, signed or symbol instructions and these may be used to model and practice a complex task.

All adults will model the good behaviour that they expect from pupils. They will use praise, rewards and sanctions fairly and consistently. They will work collaboratively to support pupils and each other.

The School Council provides a forum for pupils and students to discuss related issues and to contribute to the Code of Conduct and the systems of reward and sanctions.

The school values its' strong links with of a range of professionals within the Education Service and from other agencies. They have specific expertise in supporting pupils and families. Referrals can be made by the school with the agreement of parents / carers.

RECORDS

After any Incident/Accident/ Near Miss relevant paperwork is completed as soon as is possible and definitely on the day. All reports are then read by Head Teacher and any relevant action taken.

REFERENCES

DFE Use of reasonable force guidance August 2011/2012

DfES Guidance on physical interventions (2002)

The Children Act (1989)

Interpretation of The Children Act (Feb 1997)

The Education act (1996)



Guidance for Safe Working Practice for the Protection of Children & Staff in Education Settings (September 2006)
Current Team-Teach Course Manual & Workbook

Please see Flow chart below

Springwater School

Responding to Pupils who Challenge

Step	Lead	Activity	Support/ Points to consider	Time line
1	Class teacher	Initial assessment of pupil identifies issues that challenge Gather baseline data on frequency, duration and behaviour that challenges	<ul style="list-style-type: none"> • Documentation and information from previous placement/class • Info from family • Baseline data collected using existing ABC charts • Frequency charts • Tally charts 	2 days to 1 week
2	Class teacher	Behaviour plan Risk assessment Ongoing data collection Peter Imray Magnificent 7 <ul style="list-style-type: none"> • Why • Consistency • Positive • Reward • Control • Time • Success 	<ul style="list-style-type: none"> • Cognitive and communication levels • Motivators • Sanctions if appropriate • Imray stuff • Scripts • Social stories • Red line blue line 	Beginning week 2
3	Class teacher	Implement programme	□ Consistency, consistency, consistency	Week 2-5

4	Class teacher and class team	Review situation If behaviour reducing continue with plan and review 1/2 termly		Week 5-7
5 5 cont.	Class teacher Lead teacher	<p>Daily behaviour planning and review meeting led by CT (5 mins)</p> <p>Daily behaviour meeting LT to attend Mon and Wed HT/AST to attend Fri.</p> <p>If behaviour stayed same or escalated or changed:-</p> <ul style="list-style-type: none"> • Family meeting • Big conversation to share information and review strategies/ programme • Revisit and tweak behaviour plan • Set clear and achievable behaviour targets • Implement daily review 		Week 712



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6	Lead teacher	<ul style="list-style-type: none">• Termly review• If behaviour improving decide how to reduce level of support• If behaviour same or increasing repeat step but include other agencies in meeting		Week 12 then termly thereafter
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NB. 3 serious injuries within a half term would fast track response to LA and initiate annual review.