

Promoting Good Behaviour & Discipline Policy

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Statement of Principles, Values, Aims and Objectives

At Belmont School we aim to promote positive social, emotional and behavioural change in our students through a supportive and consistent approach across education and care based on the needs of our students. Our Behaviour Management Strategy is based on holistic approaches and the therapeutic belief that all people have the capacity for growth and development no matter what their ages or life experiences and that behaviour can change.

Belmont School admits vulnerable students who experience social, emotional, communication difficulties and associated challenging behaviours. Many of our student's exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of our holistic strategies is to overcome these barriers. We aim to provide a consistent and well supervised environment where students feel safe and secure and reach their potential through positive relationships.

Principles and Values that Underpin this Policy

The policy, practice and procedures aim to reflect and demonstrate the importance of the school's commitment to promoting the entitlement of students to the highest quality of education, care, health and therapy. The philosophy and ethos of the school reflects acceptance and respect for all students irrespective of their age, sex, religion, disability, ethnicity, sexual orientation, gender identity and gender reassignment or immigration status and includes a clear set of values that are seen to be important within the school and wider community, they are as follows:-

- To value each other and our community
- To listen to each other and ask for help when we need it
- The promotion of mutual respect, acceptance, trust and honesty
- To develop and encourage self-confidence, self-worth, self-discipline and ultimately independence
- To proactively manage and de-escalate challenging and unacceptable behaviours
- To implement holistic, integrative and consistent approaches which promote positive behaviour, develop children and young people's understanding and manage behaviour fairly, effectively and encourage young people to achieve their potential
- To establish and consistently apply clear and obvious boundaries, to ensure children and young people's safety, security and well-being
- To work in partnership with all stakeholders, to promote good behavior
- To apply rules reasonably and fairly, to use sanctions effectively and proportionately in relation to the age, needs and ability of the child or young

- person, or any religious requirements affecting them
- To develop and reinforce the principles of good citizenship, including the fundamentals of British values of democracy, the rule of law, individual liberty,

and mutual respect for and tolerance for of those with different faiths and beliefs

- Corporal punishment is illegal in all circumstances

3. The Objectives of this Policy

- To set out clearly how our principles and values can be translated into effective everyday actions
- To provide clear guidance and support to all staff
- For staff to provide leadership and positive role models to students
- To promote good behavior and make positive change for our students, setting them clear and achievable goals
- To expect the highest standards of educational attainment and achievement, through the development of acceptable standards of behavior and conduct
- Students should be assisted to show respect, tolerance, empathy and understanding and to demonstrate through their daily actions, a clear understanding of what is right and wrong
- To help students to work with the knowledge of their rights, and be encouraged to recognise and respond to their responsibilities
- To develop and implement, coordinated and cohesive practices and procedures between home and school
- To regulate the behavior and conduct of students
- To prevent bullying
- To comply with the Independent School Standards 2012

This statement should be read alongside key policies;

- Curriculum
- Teaching and learning , including SMSC
- Safeguarding
- Anti-bullying
- Care and Control
- Equality and diversity
- Managing allegations against professional staff
- Health and Safety, e.g. risk assessments, first aid and educational visits
- E Safety
- Exclusion Policy

3.1 Review

This policy is subject to annual review.

Next scheduled review August 2015.**4. Headteacher**

Responsibilities and the Legislative Framework

The Principal of Belmont School will set out measures in this Good Behaviour and Discipline Policy, which take into account the principles, values and objectives identified above and act within the legislative framework. The Principal must decide on the standards of behaviour expected and strategies to teach good behaviour, and determine the rules and any disciplinary penalties for breaking them. The Principal will also consider measures and strategies to manage the following;

- Students behavior, attitude and conduct outside of school, e.g. transport and educational visits
- The screening and searching of students
- The power to use reasonable force and other physical contact
- When to work with other local agencies to assess the needs of students who display continuous disruptive behavior
- To have in place an effective Safeguarding policy and procedures
- To have in place an effective anti-bullying policy
- To publish annually the Good Behaviour and Discipline Policy to Parents and Staff Support and pastoral care for staff accused of misconduct
- Clear guidance to all staff with regards their responsibilities to manage students positively and have the power to discipline where students misbehave either in or outside school

The legislative framework, Headteachers are required to consider;

- Education and Inspection Act 2006
- The Education Act 2002, Section 175
- Education (Independent School Standards) (England) Regulations 2010 (Amended) (England) Regulations 2012
- EU Convention on the Rights of the Child 1989
- Equality Act 2010
- The Human Rights Act (1998)
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders July 2002
- OFSTED Summary Report D Managing Challenging Behaviour (2005)
- DfES Guidance The Use of Force to Control or Restrain Students 2007
- DfES Guidance on Use of Reasonable Force (July 2013)
- DfE Advice to Headteachers and School Staff; Behaviour & Discipline (2014)

5. Creating a Positive and Structured Environment

The principle function of Belmont School is to provide a safe, secure and caring environment where expectations and achievements are high and students realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence. In order to create an environment in which students feel safe and secure and in which there is an ethos of achievement through endeavour it is essential that there is nurture, care and support balanced with good order and discipline. Students, through the School Council, should play an active part in the review of the Behaviour Policy.

We aim to promote politeness, courtesy and respect between all members of the Belmont School community, adults and children.

Whilst the principles and procedures contained in this policy document will be applied equally to all students, each student at Belmont School is an individual and will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use rewards, consequences and behaviour programmes as appropriate to the unique individual needs of each student. This reflects the whole ethos of the school in treating students as individuals and tailoring our work to meet individual needs through Individual Education/Behaviour Plans.

The main emphasis at Belmont School is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the students; or are related to consideration for themselves and others.

Staff will intervene and apply consequences or sanctions in circumstances where a young person's behaviour is likely to prejudice a positive teaching and learning environment; the health and safety of the students and adults; or show lack of consideration for others and impact on their learning.

The school primarily seeks to create a warm and caring environment where students learn to trust adults. In order to provide security for individuals and the school to promote personal development, students need to develop an appreciation of the limits on their behaviour set by society and their community.

Students need to understand the implications for breaching these limits. A clear framework of authority facilitates the development of inner self-discipline and maturity. As maturity or responses develops a greater diversity of trust, independence and autonomy should be possible. Informed choices are more

probable. A carefully structured environment is fundamental in bringing this about.

Well planned teaching and learning should encourage acceptable behaviour within a formal learning situation, facilitating achievement and raising students' self-esteem and self-confidence.

Relationships

The principle reward and encouragement for any student is the positive attention and frequent expression of approval and support by the adults around them. The progress and development of students principally relies on the positive relationships they develop with significant adults in their lives. Belmont School encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students.

Students will test and challenge relationships, therefore adults responsible for them require the ability to sensitively, firmly and confidently manage the adult/student relationship. Empathy, trust and consistency are all important in building relationships and influencing students in making appropriate choices about their life and development.

Equally important is the expectations adults have of students, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development.

Target setting is a useful tool to involve the student, develop their understanding and facilitate positive engagement. Adults need to assess and evaluate the developmental phase the student is functioning at to communicate, rationalise and provide guidance through the relationship to move the student on in developing social responsibility.

Challenging Behaviour and Students with Social, Emotional and Communication Difficulties

Student's social, emotional and communication needs are statistically more likely to exhibit behaviours which challenge those around them and the settings which educate and care for them. One of the reasons for this is that these students

generally experience much greater difficulty in expressing their feelings, needs and choices.

Belmont School adopts the following general approaches to reduce the likelihood of such behaviours occurring or developing:

- Teaching and learning that is outstanding or at least consistently good
- Teaching and learning that is relevant, differentiated to meet the needs, aptitudes and abilities of the students
- The opportunity to make meaningful choices
- Careful attention to physical and emotional needs
- Experiences and activities which are appropriately stimulating
- Consistent and careful management of the environment, including the setting conditions and triggers for behaviours
- Warm and caring relationships with adults and their influence and impact
- Structure, predictability and consistency in daily routines
- Clear and explicit boundaries and rules within the learning environment
- Regular explanation of the rules and expectations
- Clear warnings to students that their behaviour is a cause of concern
- Rewards and sanctions consistently and fairly applied in line with the policy

Students and staff are supported in managing and reducing challenging behaviour by a dedicated Behaviour Support Team. The work of the staff team is coordinated through the Senior Leadership Team, and is subject to regular review and monitoring.

8. Pastoral Support

The School endeavours to provide support for student that enables them to achieve academically, socially and personally. Systems of support include the Key Stage / Head of Year, SENCO, Family Liaison/ Pupil Welfare Officer, Learning Mentors, Pupil Support Workers, an independent school counsellor and members and a dedicated behaviour team. Pastoral support can also take the shape of home/school agreements or specific behavioural contracts, with a clear focus on improving particular aspects of a student's behaviour. Home/school liaison is a key feature in promoting consistency of approaches, parental support and agreed actions.

Where identified individual support is provided consistently by experienced pupil support workers (PSW). Team around the student meetings will consider and incorporate all professional views from within the school, involve the student and their parents/carers and review all data and reports, before revising targets and actions.

When the school considers the behaviour under review gives cause to suspect that a student is suffering, or is likely to suffer, significant harm school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment

is necessary.

9. The Use of Restrictive Physical Intervention (RPI) at Belmont School

Many of the students at Belmont School display a variety of challenging behaviours which result in a range of strategies, including RPI being used in order to reduce risk. Staff are encouraged to adopt different methods of de-escalation via appropriate training and the promotion of positive relationships throughout the school. By doing this we wish to create an environment whereby all parties are kept safe but that also encourages students to be involved in the process of being reflective about their behaviours.

The organisation (Acorn Care and Education) uses Team Teach as a preferred method of RPI as approved by The British Institute of Learning Difficulties. Members of staff have the power to use reasonable force to prevent students from;

- Committing an offence
- Injuring themselves or others
- Damaging property
- Prejudicing the good order and discipline within the classroom

RPI involves a proportionate degree of force where a student is showing an increased level of risk to themselves or others. At Belmont School the use of RPI is always used as a last resort where other means of de-escalation are unsuccessful and where the degree of risk has been appropriately assessed. The use of RPI as a strategy in the event of a situation that involves elevated risk will always be determined in reference to:

- The seriousness of the incident
- The relative risks arising from using a physical intervention compared to an alternative strategy.
- The age, needs, culture, background, gender, stature and medical history of the student
- The application of increasing or decreasing force in response to the student's behaviour.

All of the above would be considered through Risk Assessment and Behaviour Planning, and subject to regular review and monitoring.

10. Rewards and Sanctions Statement

Rewards and Sanctions form part of the School's Behaviour Policy practices and

procedures. Rewards should reinforce positive behaviour or recognise a good achievement across all learning environments. Sanctions should be consistently applied and explained to deter unacceptable behaviour.

REWARDING SUCCESS

Staff should adopt a positive approach to improving student behaviour. Such an approach must focus on rewarding effort, developing positive relationships and to help build student's self-esteem. At Belmont School, staff help to create an ethos of "Positive Achievement" in the following ways:

- A. Personal praise and reward
- B. Sharing an individual's success in Friday's tutor periods and options
- C. Celebrating success in school assemblies
- D. Displaying student's work in the classroom, school displays, etc.
- E. Informing parents and carers of an individual's success
- F. Celebrating individual achievement of behavior improvement and progression, most notably through end of term reward trips and prize giving
- G. Student's receiving personal certificates through merit and subject awards
- H. Extra trust, responsibilities and privileges can be earned, such as paid work and trips out
- I. The school will also reward students who are striving to improve their performance by awarding "The Head Teachers Award" on a weekly basis
- J. Students can also earn the right to represent the school in sporting activities and other associated activities linked to rewards.

11. Unacceptable Behaviours and Sanctions

UNACCEPTABLE BEHAVIOUR includes:

- Physical assaults
 - Verbal abuse
 - Play fighting
 - Bullying and intimidation
 - Discrimination and prejudice towards age, ability, gender and gender identity, race, sexual orientation or religion
 - Smoking is NOT permitted and will be treated as a serious breach of the school code of conduct.
 - Alcohol and the use of prohibited drugs will also be treated as a serious breach of the school's rules.
 - The intentional disruption of lessons will not be tolerated. All students are entitled to learn in their lessons; students preventing learning will face consequences.
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- The use of mobile phones is prohibited in school; students are advised not to bring mobile phones to school. Students bringing in mobile phones will be required to surrender them to staff upon arrival where they will then be locked

away for safe keeping till the end of the day.

CONSEQUENCES and SANCTIONS

The age and needs of students will be taken into account when sanctions are administered. Generally speaking, as students move up through the school, expectations as regards behavior increase as students are expected to take greater ownership of their behavior and act in a more mature manner

Staff must act reasonably, fairly, consistently and proportionately when administering a sanction. Staff should also evaluate the risks or special circumstances when administering a sanction.

The school will apply the following sanctions for breaches of the school's standards of expected behaviour and for displaying any of the unacceptable behaviours listed above. The school will always consult parent/carers and local authority representative if any of the following may have to be considered and will attempt to be as supportive as possible during the exclusion process including regular communication with parents/carers and providing appropriate work for the young person.

Initial consequences or sanctions that all education staff can apply:

- Verbal reprimand/correction
- Apology/reparation
- Time out away from the main group
- A restriction for more serious issues, usually disrupting other students. Students are restricted to certain area for a period of time i.e. removal room (M4) or withdrawal room (M3)
- Restrictions or removal from organised activities
- Subject or activity bans
- Loss of break - Pupil will stay in class and provided with opportunity to complete work or discuss behavior
- Detention – Kept back after school, that evening. Detentions are overseen by the Behaviour Manager and can be given for differing reasons such as persistent poor behaviour, academic (missing specific lessons) or following a significant incident.
- Daily monitoring of behaviour
- Catch-up with missed or incomplete work
- Home / school contact, including daily / weekly phone calls home or written diary

Lost options / Catching up missed work

What is it?

It is a very simple system that we have in place to provide an opportunity for students to catch up on any school work that they may have failed to complete.

How does it work?

- Any pupil who has no valid reason for not attending or who removes him/

herself from a timetabled activity will be expected to catch up any work missed.

- This will take place on Friday during their afternoon 'options' time.
- Allocated members of staff will be responsible for providing the work to be completed.

Those students more regularly missing lessons may also be subject to:

- A subject specific target being implemented
- Catching up missed work during break and lunchtimes
- After school academic detention

- Each after school session ordinarily will last no longer than 1 hour (45 minutes if the student engages from the start).
- Details of any pupil receiving an academic detention and / or subject specific target will be recorded, reviewed and monitored by the Behaviour Manager and Subject Teacher.

Consideration of Fixed Term Exclusions

The school (Principal or Head of School) will consider applying fixed term exclusions for continuous breaches of the following unacceptable behaviours:-

- Verbal abuse of another pupil or staff
- Bullying, Racism, Sexism, Homophobic behaviour, Intimidation
- Persistent infringement of the non-smoking, prohibited substances rules
- Persistent disruption of lessons over a long period of time
- Persistent health and safety issues e.g. unsafe travel in transport to and from school, unsafe behaviour off site during the school day
- Threatening, violent or aggressive behaviours (verbal or physical)
- Presenting a significant risk to the health and safety of themselves or others

Consideration of Permanent Exclusion

- Violent physical assault on another individual that causes actual bodily harm
- Use of alcohol or prohibited drugs
- Knowingly bring weapons onto the school site

Considerations of police involvement -

The Senior Leadership Team only are permitted to sanction police involvement on the site of the school. Staff are entitled to consider police involvement but should inform and consult with the SLT before pursuing such action.

The school monitors sanctions and incidents for effectiveness of use via behavior team records, daily pupil tracking and twice daily key stage briefings. A record of

all serious sanctions is maintained via the weekly tracking log and electronically via the Sleuth Software system.

Support after exclusion or concerning behaviours:

After an exclusion the school will usually initiate a meeting between school, student, and the student's parents/carers that sets limits for student behaviour, rewards good choices, and outlines consequences for poor choices. The school may then draw up a reintegration contract that sets out behavior targets, or the school may introduce an individual behavior plan, in consultation with those involved.

Strong home / school communication helps significantly with progress with students. The student is asked for input which encourages him to connect into the process even further.

The school will make every attempt to promote positive behaviour. We hope that by promoting positive behaviour all students will access the wide range of rewards and incentives available.

12 Expected Standards of Student Behaviour;

Belmont School will provide clear behaviour guidelines to Students and Parents, with regards the Schools expectations. The school sets high standards of behaviour from students both in and out of school, the following is a code of conduct for students;

- Students are expected to be polite, respectful and use appropriate language at all times with staff, other students and visitors
- Students are expected to cooperate and comply with staff requests and instructions at all times
- Students are expected to engage positively in all lessons, completing set work and requesting support appropriately
- Students are expected to achieve their potential and apply themselves across all aspects of the curriculum
- Students are expected to cooperate and comply with Health and Safety requirements e.g. the wearing of protective clothing in Science and Vocational lessons
- Students are expected to cooperate and comply with the School dress code
- Students are expected to cooperate and comply with the schools policies and procedures on mobile phones, smoking (Belmont School is a 'no smoking' school), the use of the internet, weapons and drugs
- Students are expected to uphold the good reputation of the school
- Students are expected to behave appropriately and engage with staff and the active positively during unstructured times of the day, and educational visits
- Students are expected to refrain from any acts of intimidation, threats or acts of aggression towards other students, visitors, members of the public and staff
- Students are expected to cooperate and comply with the Equality and Diversity Act 2010, which stipulates that all members of the school community respect SEN, religious faith and beliefs, race/ethnicity, sexual

orientation, gender and immigration status

Every student will be expected to follow the classroom expectations as set out below:

Classroom Expectations

1. Line up and enter classroom sensibly
2. Put your hands up to speak
3. Ask permission before leaving your seat
4. Keep chairs on four legs
5. Pay attention during instructions and teaching
6. Follow instructions given by staff
7. Accept staff guidance without arguing
8. Be polite to staff and other pupils
9. Leave the room in an appropriate way
10. Talk to your PSW or Teacher about issues at a sensible time