

	Discipline and Behaviour Management Policy
Person(s) Responsible:	
Approval:	Governing Body
Head Teacher:	Gary Edmunds
Policy Originator:	Gary Edmunds
Date Approved:	September 2020
Date of Review	September 2021

To be read in conjunction with: The Care and Control Policy, The Attendance Policy, Absconding Policy, Student Behaviour on Home to School Transport Policy

1.0 Introduction

The purpose of our school is to provide a positive, motivating environment where our students have the best opportunity to realise their full potential. Our school ethos strives to create a welcoming, caring environment that is underpinned by the Family Social Model. We respect and celebrate adults and children’s religion, race and culture in the implementation of our behaviour policy. We aim to develop a positive self esteem in each child to encourage the best efforts, independence, self-reliance and responsibility for their own actions.

2.0 Aim

- To increase students’ repertoire of adaptive behaviours
- To support staff in managing behaviour
- To encourage good behaviour, self discipline and respect
- To prevent bullying
- To ensure that students complete assigned tasks
- To increase student’s range of positive life opportunities

3.0 General Principles Acknowledging Acceptable and Unacceptable Behaviour

At Spring Hill High school we do not believe in children “being bad” but instead we see **good children making wrong choices**. We recognise that students may communicate distress, anxiety, lack of confidence and uncertainty through their behaviour. General principles acknowledging acceptable and unacceptable behaviour consistently and appropriately ensures that our students learn how to make the right choices and gain control of their behaviour. The school will reward success through a point-keeping reward system where the students are given responsibility points for their own behaviour.

Behaviour we encourage	Unacceptable behaviour includes:
<ul style="list-style-type: none"><input type="checkbox"/> Respect for other people, their views and their work<input type="checkbox"/> A sense of right and wrong.<input type="checkbox"/> Self-respect.<input type="checkbox"/> Respect for the environment<input type="checkbox"/> Working cooperatively<input type="checkbox"/> Honesty and trust.<input type="checkbox"/> Fairness.<input type="checkbox"/> Self-discipline.<input type="checkbox"/> Politeness and good manners.	<ul style="list-style-type: none"><input type="checkbox"/> Racial harassment<input type="checkbox"/> Violence and aggression<input type="checkbox"/> Hurting other people’s feelings<input type="checkbox"/> Threatening behaviour including bullying<input type="checkbox"/> Dishonesty<input type="checkbox"/> Lack of respect<input type="checkbox"/> Discrimination<input type="checkbox"/> Using unacceptable language<input type="checkbox"/> Deliberately damaging property<input type="checkbox"/> Disrupting teaching and learning

4.0 Whole School System for Behaviour Management

All staff are responsible for promoting good behaviour and discipline in the school. The **Responsibility Points** system is used to monitor, support and reward positive choices. The use of **functional analysis** to support staff with proactive strategies that seek to alter the contexts in which challenging behaviours occur, and those which support the development of new skills that serve the same function as the behaviour, or which enable the student to cope more effectively with situations that they find hard to manage.

5.0 The Responsibility Points System is outlined below.

Each student has responsibilities to himself, or herself, and others in the school.

The rules they choose to keep are **their** responsibility.

They have **5 points** in their possession at the start of each lesson. Students **choose** to keep them, or **give them away** by not following the responsibility expectations of each point.

5.1 Responsibility Points: The following gives an outline of the school's Responsibility Points.

- **Responsibility Point 1:** To be on time and ready to start
- **Responsibility Point 2:** To listen to the teacher and follow instructions
- **Responsibility Point 3:** To use appropriate behaviour and language
- **Responsibility Point 4:** To show respect and earn respect
- **Responsibility Point 5:** To complete tasks set

5.2 Rewards: The school operates a robust reward system which rewards and acknowledges students' positive behaviour, high levels of attendance and personal achievements.

The following gives an outline of how the system works.

- Teachers and staff begin with positive verbal reinforcement for students' choice of good behaviours each lesson, and a positive verbal reinforcement at the end of the day for the positive choices made.
- Pupils understand that each lesson is a fresh start so they can turn their day into a positive experience at any time.
- Lunch time is included, as it is part of the social interaction monitoring which informs the behaviour plans.
- The Responsibility Points Chart records the points kept or given away. This allows Individual Behaviour Plans to be designed and monitored weekly, to show progress for set targets.
- At the end of each week, in Individual Tutorial time, students review the points they have kept and students receive a certificate to represent 40-59%; 60-79%; 70-99% or a Gold certificate which records keeping 100%. The review is held to discuss the progress made and to set a target for the next week.
- The certificate that is awarded may be taken home or displayed in the student's classroom. Verbal praise at this time also rewards the student. Progress is charted for them to see.

5.3 What do these certificates earn?

- 40 -59 target earns a **yellow** merit : **Value 1**
- 60-79 target earns a **green** merit : **Value 2**
- 80-100 target earns a **purple** merit : **Value 3**
- 100/100 earns a **gold** certificate

5.4 Rewards with Financial Value

Each **gold** certificate gains a rewards at the end of each term with a value of £5
The value of the merits is added up every 5 weeks or half term

Example:

5 **yellow** merits = Value 5
2 **green** merits + 3 **yellow** merits = Value 7
5 **purple** merits = Value 15

Values	0 - 4	= 0
	5 - 9	= £5.00 voucher
	10 - 13	= £10.00 voucher
	14 - 15	= £15.00 voucher

6.0 The Post 16 Reward System

- Post 16 students, in the sixth form, may choose to have half-termly Certificates, but this is reflected on an individual basis. Pupils Responsibility Points in the Sixth Form Provision are rewarded weekly with bursary payments based on students' points retention.

7.0 A clinical, multi-agency approach to behaviour management

7.1 Functional Analysis

The school does a regular functional analysis of student's behaviour as part of our personalised approach to education.

A functional analysis consists of:-

- A clear description of the challenging behaviour. These include classes or sequences of behaviour that occur together;
- The identification of the events, times and situations that predict when the behaviour will and will not occur across the person's full range of typical routines;
- The identification of consequences that maintain the behaviour. That is the purpose or functions that the behaviour appears to serve for the person;
- The development of one or more summary statements or hypotheses that describe specific behaviours. An A (antecedent), B (Behaviour), and C (consequence) is developed, with accompanying strategies to modify the specific behaviours.

7.2 Personal Behaviour Support Plans

Personal Behavior support plans will be used to help students learn to manage their behaviour by discussing with them what triggers their behaviour and what can be done to improve it. It is founded on these elements:

- **Key element 1:** Positive relationships.
- **Key element 2:** Modification of the classroom environment.
- **Key element 3:** Differentiated instruction.
- **Key element 4:** Understanding individual student behaviour.
- **Key element 5:** Social skills instruction.

Each student will have a PBSP with the aim of reducing instances of poor behaviour and reducing the need for physical intervention.

8.0 Consequences and Restorative Approaches

Appropriate sanctions will be applied when unacceptable behaviour is observed. There are clear sanctions for failure to comply with the educational programme or with the expected standards of behaviour. These sanctions may include:

- A verbal reprimand
Where possible, students will be provided with the opportunity to undertake restorative action through their Personal Behaviour Support Plans
- Loss of privilege- for instance the giving up of points, the giving up of certificates and the giving up of financial rewards
- **The Student will be debriefed following an incident and have the chance to discuss it. Weekly tutorial time is also an opportunity to address concerns and find solutions to behaviour issues. Any solutions will feed into the Personal Behaviour plans.**
- In more extreme cases schools may use temporary or permanent exclusion

9.0 Exclusions

Spring Hill High School recognises that all children have the right to education, however good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education, and that exclusion may be necessary in ensuring this. Only the Headteacher may make the decision to exclude a student and this decision must be lawful, reasonable and fair in the circumstances.

The school also recognises its statutory duty to not discriminate against students on the basis of protected characteristics (as defined by the Equality Act 2010), such as disability or race, and that schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion e.g. those with SEN needs.

The school believes that disruptive behaviour can be an indication of unmet needs. Where the school has concerns about a student's behaviour, it shall try to identify whether there are any causal factors and intervene early in order to reduce the need

for a subsequent exclusion. In this situation, the school shall consider whether a multi-agency assessment that goes beyond the student's educational needs is required.

The fixed term exclusion will be dealt with internally by the headteacher, or one of the school's deputy headteachers. The school will work with the student, parents, social workers or carers, where possible, to solve problems and carry out risk assessments. After a one day exclusion and depending on the severity of the risk, the school will arrange with the student, and their parent/carer/foster carer and or social worker a reintegration meeting where strategies to help the student understand his/her behaviour will be discussed. It is the hope that we will deal with the behaviour and allow the student to return to school as soon as it is safe to do so.

9.1 Factors to consider before deciding to exclude

As set out in *Exclusion from Maintained Schools, academies and PRUs in England (DfE) September 2017*, the school reserves the right to exclude a student from education if the student is a severe risk to themselves, to others, school property, academic achievement or if they are disturbing the good order of the school, i.e. where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. This is on a case-by-case basis, and the Headteacher will consider any contributing factors that are identified after an incident of poor behaviour has occurred. This is a temporary suspension and may be for up to 5 days.

9.2 Exclusion Process

In these severe cases outlined above, the school follows the process as outlined below:

1. The parent/carer/social worker/the education placement team of the student's local authority and virtual school, in the case of looked-after children, are first informed by a formal letter within 24 hours of the incident.
2. The school's SENDCo or the headteacher contact the LA and the student's social worker/parent/carer/foster carer to request an Emergency Review of Needs meeting. The meeting must take place within two weeks of the incident.
3. Due to safeguarding concerns the student may not be allowed on any of the school sites; this is at the discretion of the headteacher in consultation with the school's governing body. The school's approach to distance learning is outlined in the Distance Learning Policy. It may be the case that school staff are unable to administer synchronous lessons while the student is at home because of relationship breakdown between the home and the school. Therefore learning experiences will be provided daily for the student at home and feedback provided. The school shall take reasonable steps to set and mark work for students during the first five school days of an exclusion; and alternative provision must be arranged from the sixth day. One of the school's senior leaders will do regular safe and well visits to ensure that the student is safe.

10.0 Confiscation of inappropriate items

At Spring Hill High School all teachers and staff have a responsibility to ensure the safety of students and colleagues. Staff have a right under the “ Discipline in Schools- Teachers’ Power” on page 3 and 4, to confiscate, retain or dispose of student property if it is deemed to be a high risk item and is not in line with health and safety.

The school also has the power to search without consent for “prohibited items” including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Fireworks
- Pornographic images
- Any article that has been used or likely to be used to commit an offence, cause personal injury or damage to property;
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Any other items in relation to a safeguarding concern or which is not permissible under the students’ risk assessment, or which is subject to criminal investigation

The general power to discipline (as described in the bullets under the heading “Discipline in Schools-Teachers’ Power” on page 3 and 4) enables teachers and staff to confiscate, retain or dispose of a student’s property as a consequence, so long as it is reasonable in the circumstances and as long as it is done within the law.

Weapons and knives and extreme, or child, pornography will be handed to the police. Otherwise, all other confiscated items will be returned to parents, carer, foster carer, or social worker. Confiscated items will be returned to a responsible adult in person.

A student refusing to cooperate with such a search raises the same kind of issues as where a student refuses to stop any other kind of unacceptable behaviour. In such circumstances the school can apply an appropriate disciplinary penalty.

11.0 Power to use reasonable force

Spring Hill High School in conjunction with the law allows all adults authorised by the Headteacher and the Governing Body to be responsible for students and to use such force as is reasonable to prevent a student from:

- Committing a criminal offence (or for younger children that which would be an offence)
- Causing personal injury, injury to others or damage to property
- Engaging in any behaviour prejudicial to maintaining good order and discipline in the school.
- Headteachers and authorised school staff may also use force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol illegal drugs, stolen items, fireworks, pornographic images

or articles that could be used to commit an offence or cause harm.

The law regarding the use of force by teachers and others was clarified in the Education Act 1997 and came into force on 1st September 1998 with added guidance provided in the White paper in March 2011. The criteria for using reasonable force is also outlined in the Behaviour and discipline in schools, advice for teachers and school staff (January 2016) and the Use of reasonable force, advice for headteachers, staff and governing bodies (July 2013).

As part of the Admissions Policy at Spring Hill High School all parents are asked to sign a consent form giving the school permission to intervene physically, based on the criteria outlined above.

All members of the teaching staff are trained in approved care and control techniques, and physical intervention techniques for their own and the student's safety and the safety of each other in the school. The school uses the Care and control training and secondary prevention strategies from recognised providers. All staff are taught to build relationships with the students and promote choice. They are taught to adapt a person-centered approach.

- **The use of physical intervention can only be used where the staff members and the student are on school premises or somewhere where the members of staff have lawful control or charge of the student (for example, a school trip).**
- **The use of physical intervention is a last resort and MUST only be used when all other options have been exhausted. The focus is on value base, knowledge and underpinning legislation.**

We would like to reassure students and parents/carers that all staff at Spring High School will continue to act professionally and with integrity. (See the School's Care and Control Policy and associated guidance for further details).

Ratified by:

Name: Barbara Scrivens

Role: Chair of Governors

Date:

Signature: