

BEHAVIOUR AND DISCIPLINE POLICY



March 2022

Ratified by the Governing Body on: 29th March 2022

Chair of Governors Signature: *Jaswinder Bhogal*

BEHAVIOUR AND DISCIPLINE POLICY

The Pines School is a designated special school educating children with Autism Spectrum Conditions. All of the students have an autistic spectrum condition; and may have greater difficulty than other students with social understanding and communication. It is essential that this policy be implemented consistently to support all students and maintain physical, social and emotional development. It is important to note that an individual's behaviour at school towards another student may be rooted in their disability, however for the individual who is on the receiving end of unwanted behaviour the behaviour is still of concern. The proactive way to manage positive behaviour is to take account of and put in place appropriate autistic specific approaches and systems of support.

This policy needs to be read in conjunction with the following policies:

- Safeguarding and Child Protection
- Whistle Blowing
- Anti-bullying
- Health and Safety
- Special Educational Needs
- E-Safety
- Use of Touch Protocol
- Keeping Children Safe in Education
- Staff Code of Conduct
- Complaints

We are a fully inclusive school and will not tolerate discrimination against an individual based on the race, religion, gender, sexuality or ability of another individual.

DEFINITION

Discipline is the system and ethos which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions and for their consequences.

AIMS

- (1) To create a safe, secure, orderly and harmonious community in which effective learning can take place.
- (2) To teach children to act in a positive way, and to recognise that their good work, perseverance and consideration for all individuals, is rewarded by staff.

The ultimate aim is for the pupils to develop their full potential by taking responsibility for their own behaviour and to enable them to develop as high a standard of self-discipline as they can.

We endeavour to achieve these aims by establishing good habits of attendance and behaviour as early as possible, through a process which involves parents/carers as partners. We work closely with parents and carers to share exceptions and work in collaboration with them.

The Pines is aware that all behaviours are a way of communicating in some way and should be treated as such.

PARENTS

For behaviour to be at the highest level possible in order to learn effectively, the school actively collaborates with, and supports parents to try to ensure children receive consistent messages about how to behave both in and out of school through the use of Class Dojo (a web based system of communication), Home School diaries, phone calls and the Home School Liaison Team), as well as via personal contact with those who come into school. Parents are informed of concerns about their child's behaviour and encouraged to share their concerns with staff in order to develop strategies to reduce negative behaviours.

In the unlikely event that a child causes damage to school property, the Head teacher will make a decision as to whether a charge for the repair should be issued to the family.

The school follows the disciplinary policy of the City of Birmingham Authority. Where self-discipline is shown to be inadequate a variety of sanctions may be imposed fairly and consistently.

Corporal punishment is not permitted in this or any Birmingham school.

The school believes in, and upholds, the UNICEF Rights of the Child and has the level 1 award.

RSHE, through the Jigsaw system, is used to promote an understanding of the positive attitudes necessary to live and work together at a level appropriate to the children's understanding. Mindfulness is practiced in some classrooms as a way of promoting calm within school. Around school all staff are responsible for the behaviour of all pupils within sight or sound of them encouraging appropriate behaviour and discipline at all times. As well as classroom time to promote positive attitudes the school employs Evolve (an outside agency) to work with children on improving self-worth and attitude.

Pupils benefit from clear boundaries and routines, but there is a continual process of evaluation and reflection to ensure that flexibility is used to ensure individual needs are met while consistency is achieved. They need to see that rewards and sanctions are used consistently and are fairly administered by all staff. This consistency is particularly important as many pupils wish to define the discipline boundaries themselves, testing their behaviours with different members of staff. These positive strategies for behaviour management are shared with Lunchtime Supervisors and pupil Escorts.

Emphasis is always placed on positive attitudes and a positive environment to encourage and reward good learning behaviour. The environment is organised to promote good learning behaviour and reduce the potential for negative behaviours. Transitions are managed throughout the day, using planning and appropriate communication tools including visual strategies as appropriate to the child.

Staff are aware of particular behaviours which may be evident in children with autism spectrum conditions which may include:

- self-injurious behaviour

- aggression towards others
- ritualistic or obsessive behaviour
- socially unacceptable habits such as spitting

Generally, accepted systems of punishment may be not appropriate for pupils with autism, since their lack of social understanding may preclude an awareness of responsibility. It is necessary, therefore, to specifically teach desirable behaviours, to appreciate the possible causes of inappropriate behaviour, and, where possible, to eliminate them by modifying the child's environment or by reducing frustrations caused by communication or sensory processing difficulties. Positive approaches are taught where possible to enable children to self-regulate their behaviour.

Staff are responsible for individual pastoral welfare for the pupils in their care. (see Safeguarding and Child Protection). Staff try to ensure that all children form a stable relationship with one or more members of staff, preferably in their own year group, but many children will continue to be especially aware of certain staff throughout the school and this may be used to promote desired behaviours.

All of our pupils have complex special needs and it is vital that tasks and activities set and the curriculum they receive are relevant, stimulating and appropriately matched to these needs. Effective teaching strategies are used to deliver all areas of the curriculum in order to minimise disruptive behaviour.

In all disciplinary actions it is essential that the pupil understands fully that it is the behaviour which is not acceptable and not the pupil as a person. Although with very young children and pupils with more complex learning difficulties this is sometimes difficult to convey, every attempt is made to help the pupil realise why the behaviour is unacceptable.

If a pupil is disruptive or non-conforming s/he may be sent to another class (Time Out) for a short period (by arrangement between staff), or to a member of SLT depending on the circumstances.

Children are never sent out of class unsupervised unless on specific and appropriate tasks which may be used to promote desired behaviours (e.g. taking the register, finding specific areas of school as part of Geography etc.)

No groups of children are left in the care of a volunteer or student or agency staff without a member of school staff present.

Staff are aware of the need to check for various reasons why children might display behaviours and may consult agencies such as the school Occupational Therapist, Mental Health Mentor or ask parents to consult their own, or the school GP.

REWARDS

Rewards may involve some of the following, but will often be tailored to the specific requirements of the child:

- Verbal praise
- Non-verbal praise i.e. Thumbs Up or High 5
- Written comment

- Stickers, Stamps, Star charts
- Certificates, praise postcards
- Comment to parent/carer on Class Dojo
- Dojo points
- Class collective reward system
- Phone call to parent/carer
- Visit to SLT
- Visit to member of staff the child is particularly happy to be praised in front of

Staff try to diffuse situations at all times and may use several different strategies including:

- Reducing language
- Using symbols and sign to aid understanding
- Increasing processing time given
- Removing potential audiences (both child and adult)

CONSEQUENCES AND SANCTIONS

A range of sanctions are available to staff. These may include:

- Verbal comment
- Non-verbal gesture
- Quiet Time – (Time within the classroom)
- Time out – (Time outside the classroom in a safe place with adult supervision)
- Repeated work i.e. when the child has not worked to the best of his/her ability
- Visit to SLT
- Withdrawal of part playtime/ dinner-time play

Staff try to use positive rewards rather than consequences and sanctions wherever possible and are aware that some children find it hard to see the relation between an action and a consequence. However, throughout the school children will be enabled to understand that actions do have consequences.

Staff avoid threats or statements that leave them or senior staff without room for manoeuvre.

Staff record incidences of behaviour on Behaviourwatch and this is monitored by the Behaviour Co-ordinator with more significant incidents and any incidences of Positive Handling, being monitored by the Headteacher.

PHYSICAL INTERVENTION

Positive handling refers to physical contact when it is appropriate and necessary. 'Positive Handling' involves the minimum degree of force necessary for the shortest period of time to prevent a pupil harming themselves, peers, staff or property i.e. reasonable force.

The vast majority of staff are trained in the Team-Teach approach to behaviour management. Physical intervention may incorporate:

Physical Contact

This refers to appropriate physical contact between staff and pupils, e.g.: in games/PE; to comfort pupils (e.g. hand on pupil's arm), social rewards, encouragement and gentle 'shepherding' to encourage a pupil to move in a certain direction, administering First Aid.

Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, elbow, or shoulder with little or no force. (Team Teach techniques)

Physical Control/Restraint

This will involve the use of a specific physical intervention when there is an immediate risk to self, other pupils, staff or property. "Reasonable force" will only be used as a last resort when all other behaviour management strategies have failed.

The physical restriction of a pupil's liberty does not form part of any sanctions at The Pines School. Staff who are appropriately trained in Team Teach and authorised by the Headteacher to use positive handling strategies with a pupil. This will always be reasonable and proportionate. Positive handling strategies are used to prevent:

- harm to the child or to others
- serious damage to property
- a criminal offence from being committed

These apply to circumstances which may occur either in or out of school. Positive handling is always kept to an absolute minimum to preserve as much as possible the child's self respect and dignity, and encourage them to regulate behaviours and emotions. The main purpose of positive handling is to restore safety for all parties. All staff should strive to avoid the need for positive handling by using foresight and diversion, and should never use it as a substitute for good behaviour management.

The Team Teach approach to behaviour management is used which enables staff to use non-physical interventions to calm undesired behaviours so that physical restraint may not be required. If, however, it is necessary to physically restrain a child, the incident is recorded on Behaviourwatch and this is then approved and commented upon by the Head Teacher. This forms a digital bound and numbered book. Only staff who have received Team Teach training are authorised to restrain pupils, however, in an emergency where there is a risk of injury occurring, any member of school staff may intervene.

A specific risk management plan containing behaviour and positive handling may be drawn up for individual children containing written guidelines developed in conjunction with parents/carers, and implemented by relevant staff. Where the child has a medical condition, specific advice is sought from the appropriate medical source.

These plans are kept in the class file so that anyone working in the class can be made aware of the specific needs of children. Master copies are also kept in the school office and can be shared with key individuals working with pupils.

While risk management plans may be set up for specific children there are times when unforeseeable risks present. At these times staff will have to make a 'dynamic risk assessment' and mentally decide how to act in the best interests of all.

If a pupil deliberately damages school property significantly, whether it be to the fabric of the building, such as broken windows, or items such as books which are defaced or damaged, this is reported to the Headteacher, who may choose to notify parents/carers with a request for payment for repair or replacement.

EXCLUSIONS

We do not wish to exclude any child from school, but sometimes this may be necessary. Only the Head teacher (or the Deputy Head teacher in her absence) has the power to exclude a child from school. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year.

In extreme and exceptional circumstances, the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If a serious situation has occurred where violence or aggression is used deliberately and where there was a definite intention to hurt another person either a pupil or member of staff, the Head teacher may consider a fixed-term exclusion (FTE).

Parents will be involved and pupils will be informed that this is the consequence of such an action.

The parents of the aggrieved child will also be informed that such an action has been taken. Apologies and redress will be sought to make full use of the learning that will hopefully have taken place.

- If the Head teacher excludes a child, she informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make such an appeal
- The Head teacher informs the governors of any FTE on a termly basis.
- The Governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.
- The Governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the Full Governing Body.
- When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the Local Authority (LA), and consider whether the child should be reinstated.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the student was excluded, consider any representation by parents and the LA, and consider whether the student should be reinstated. If the governors' appeals panel decides that a student should be reinstated, the Head Teacher must comply with this ruling.

However, The Pines is a Special School which admits pupils with behaviours that are likely to be challenging, therefore staff will alter the threshold for unacceptable behaviour according to the child's special needs.

BULLYING

Bullying is unacceptable behaviour at The Pines School. The school refers to the Anti-Bullying Alliance (ABA) definition of Bullying as:

The repetitive, intentional hurting of one person by another person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal or psychological. It can happen face to face or online. The Anti-bullying Senior Lead within school is Pam Campbell and our Governor with responsibility for the school's approach to Anti-bullying and Safeguarding is Jas Bhogal (interim until new Safeguarding Governor is appointed)

If children or parents have any concerns about bullying they can contact any member of staff or the Head teacher. If Guides or Lunchtime Supervisors have any concerns they are also able to speak to any member of staff.

Incidents of bullying - wherever it occurs - are dealt with immediately, as failure to do so will only reinforce this behaviour. It is our intention to modify the behaviour positively thus improving social skills. All incidents of bullying are recorded on Behaviourwatch.

The Pines school is a member of the Anti-Bullying Alliance and has worked to achieve the "All Together Award" which has included the use of a Wellbeing Questionnaire for some children to complete to guide future practice.

If behaviour challenges persist with a child, then staff inform the Behaviour Co-ordinator and Head teacher so that parents/carers can be encouraged to be involved. It may be necessary to involve other agencies, for example Educational Psychologist, Disabled Children's Social Care, FTB or a Psychiatrist or Mental Health Mentor so that specific counselling and guidance are given. Pupils may be placed on a specific behaviour modification programme. All such programmes are developed and discussed with the Behaviour Co-ordinator and then agreed by the Head teacher.

VIOLENT AND AGGRESSIVE BEHAVIOUR

If this is directed towards a pupil by a pupil, or a pupil towards a member of staff, then participants are separated as quickly as possible using the appropriate minimum amount of force necessary. If there is any physical injury, then medical attention is sought from a qualified First Aid member of staff. If the injury necessitates the attention of a doctor then parents/carers are informed immediately of:

- a) the incident
- b) any first aid treatment administered
- c) the hospital to which the child has been taken

Where pupils are emotionally distressed, rather than physically injured, every effort is made to ensure that a cooling off period is available under the careful supervision of a

member of staff. Follow up work - individual counselling - by a member of staff they trust is crucial.

All incidents and outcomes are recorded on Behaviourwatch.

RACIAL AND SEXUAL DISCRIMINATION OR HOMOPHOBIA

Both staff and pupils within school represent a range of ethnic origins, and all pupils are encouraged to respect and value both peers and adults within school, and to recognise the diversity of individual cultures, religions and social traditions.

Positive images of race, religion, age, disability and gender are promoted throughout school life, and tolerance of individual differences and abilities forms a major part of the Religious Education and PSHE curriculum, and is reflected in school resources.

Discrimination, prejudice or harassment in any form is addressed as a serious issue, and any such incidents are recorded by the Head teacher and reported to governors and parents/carers. Action taken as a result of such behaviour is appropriate to the child's level of understanding.

All incidents are recorded on Behaviourwatch.

INCLUSION AND EQUAL OPPORTUNITIES

In matters of behaviour and discipline the only criterion that is used is the pupil's behaviour, in the context of his/her individual needs. The policy is based on the principles of the Equality Act 2010 which protects all regardless of age, disability, SEN, gender reassignment, race, religion or belief, sex and sexual orientation.

CONCLUSION

This policy sets out the Governing Body's intentions for dealing with matters of behaviour and discipline at The Pines School. The policy is kept under review by the Governing Body and staff.

Opportunities for the discussion of any issues relating to this policy will be with the Head teacher in the first instance.

Chair of Governors

Date: 29th March 2022