# St Paul's School

## Promoting Good Behaviour & Discipline Policy

# St Paul's School

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| Policy Version | Version 6 |
|---|---|
| Review Date | July 2018 |
| Owner Name | Kerenza Palmer |
| Owner Job Title | Head of School |

| Version | Comments / Amendments | Name | Date |
|---|---|---|---|
| 1 | Review | Julie Eaton | May 2014 |
| 2 | Review | Kerenza Palmer and John Kahn | Nov 2015 |
| 3 | Review | Kerenza Palmer and David Cusack | Dec 2016 |
| 4 | Review | Kerenza Palmer | Jan 2017 |
| 5 | Post Ofsted Inspection | Kerenza Palmer & Fiona Bilsborough | July 2017 |
| 6 | Review | Fiona Bilsborough | Aug 2017 |
| 7 | Review | Kerenza Palmer & Fiona Bilsborough | Nov 2017 |
| 8 | Review | Kerenza Palmer | Oct 2018 |
| 9 | Review | Kerenza Palmer | Nov 2018 |

**Introduction**

This policy supports the school statement of intent "that every pupil has the opportunity to achieve their potential in a safe and positive learning environment whilst developing an understanding of respect for themselves and others".

It also supports the aims of 'TEAM-TEACH':

To promote the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, nonverbal de-escalation strategies being used and exhausted before positive handling strategies are utilised.

- To enable staff to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, by training in Team-Teach.
- To reduce the amount of serious incidents involving physical controls in all settings and to emphasise the importance of exhausting behaviour management strategies in the first instance.
- To increase the awareness of staff concerning the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling.
- To provide a process of repair and reflection for both staff and pupils.

Team-Teach training is fully accredited by the British Institute of Learning Disabilities and is affiliated to The General Services Association.

TEAM-TEACH is a structured, non-violent, staff development programme that promotes techniques that are effective with anger, aggression management utilising therapeutic, education, awareness and communication handling strategies. It puts an emphasis on whole teams of people working together to teach and help facilitate change.

This policy is also shaped by the values outlined in "Every Child Matters" striving to meet 5 key outcomes for all pupils:
- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Wellbeing

The school will always seek to promote positive attitudes and relationships between the school staff and pupils, their parents/carers and other key professionals. The ethos and values of the school, like Team Teach, emphasise that a wide range of gradual and graded responses be used to reduce the probability of challenging behaviour escalating towards violent or destructive behaviour. The emphasis is always on preventative measures, diffusion and de-escalation. Where a physical intervention does prove necessary this is not seen as the end of the matter. Rather it leads to a process of repair, reflection and review to ensure all involved learn from these situations and to reduce the probability of similar incidents re-occurring.

**Rationale**
- The pupils attending St Paul's School have a history of emotional, social and mental health difficulties and a statement of special educational needs or Education Health and Care Plan which notes the nature of these difficulties. Such difficulties are often the cause or the result of other special educational needs. They may arise out of difficult life experiences or be the result of a medical condition.
- Some pupils have a long history of disruptive behaviour of a serious kind that may include violence towards peers and/or staff. Therefore, the school acknowledges that our pupils may from time to time exhibit challenging behaviours that vary both in intensity and duration.
- In developing appropriate behaviour in our pupils the school promotes the use of a range of techniques.

It also acknowledges that some pupils' behaviour may be so severe as to require the use of reasonable force and that all school staff have a legal power, under section 93 of the Education and Inspections Act 2006, to use reasonable force to prevent a pupil from committing an offence, causing injury or damage, or prejudicing the maintenance of good order.

It is crucial to the successful management of these behaviours that staff work closely with parents/carers, other interested parties and the pupils themselves to ensure a consistent approach to behaviour management is implemented which actively develops each pupil's own ability to take responsibility for and control of his own behaviour. The approach used draws from the school's own experience of 'best practice' combined with the principles and practices of TEAM-TEACH.

**Aim**
The aim of the policy is to ensure a consistent approach to supporting pupils in modifying their own behaviour.

**Objectives**
The objectives of the policy are to:
- promote a shared understanding of what constitutes good practice in responding to behaviour difficulties,
- promote, encourage and reinforce the highest possible standard of pupil behaviour,
- encourage consistency of response to both positive and negative behaviour
- ensure staff use consistent approaches which encourage pupils to develop their ability to manage their own behaviour,
- ensure that reinforcement of appropriate behaviour supports learning,
- ensure the school's expectations and strategies are widely known and understood
- support the school's approach to the physical management of pupils
- Enable every pupil to function and perform appropriately and successfully in and out of the school environment, both now and in their life after school.

**School Ethos**
School staff have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the children.

As a staff team we aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

**Philosophy**

In seeking to achieve these objectives the school recognises the importance of a commitment to promoting the spiritual, cultural, moral, academic, social and emotional development of the pupils in an atmosphere of mutual trust and respect.

The philosophy and ethos the school reflects respect for all pupils irrespective of their age, sex, religion or ethnicity and includes a clear set of values that are seen as important both within the school and the wider community. These include respect for all, for property and for honesty, trust and fairness. The school recognises that pupils are entitled to feel safe, cared for and free to learn and to know that they will receive appropriate praise, reward and encouragement to achieve their potential. However, if they or other pupils impinge upon this process they need to be made aware that sanctions will be imposed. Within such an environment the school aims to ensure the growth of each pupil's self-respect and self-discipline.

It is crucial to the maintenance of this ethos that the staff recognise the importance of their leadership role and present positive models to pupils. They should not act in any way that is likely to destroy trust and/or respect. Therefore, staff should never act or comment in a way that lessens a pupil. Rather they should set clear, appropriate and attainable goals for which pupils can be rewarded when they are achieved. Pupils should be helped to work with the knowledge of their rights and be encouraged to recognise and respond to their responsibilities. They should be assisted to show tolerance, empathy and understanding and to demonstrate, through their daily actions, a clear understanding of what is right and wrong.

**Implementation**

Successful implementation of the policy requires that pupils should be provided with a consistent approach to their needs in an orderly environment. To this end:

- each period of tuition should commence and end on time; be delivered in a suitable learning environment for the pupil and; have due regard to the identified learning style.
- pupils should receive well-planned lessons with suitably differentiated materials and approaches where appropriate.
- tasks set should be clearly explained with outcomes positively stated and should relate to any specific learning targets contained in the pupil's individual plan.
- staff should listen to pupils and respond accordingly.
- external interruptions should be kept to a minimum and with all necessary materials for the delivery of each lesson being readily accessible to pupils.

All pupils agree to the school's educational and behavioural philosophy outlined in the school code of conduct before admission. However, not all pupils' intrinsic motivation and state of acceptance will be the same and individuals may bring distraction and disturbing concerns to the working environment

on occasions. It is, therefore, necessary for such pupils to be helped to learn to value being taught in their teaching group and be concerned at any absence from class. This will require support from the teacher and Family Group Tutor who should use a staged response to incidents as part of an individual behavioural plan. However, on occasions, pupils and staff may find it advantageous to seek to resolve a problem outside the classroom.

Some pupils may seek confrontation. Such confrontation will need to be deescalated skillfully by staff, who will offer opportunities for "repair meetings" with relevant support. Staff should ensure they do not model aggressive behaviour. Rather such behaviour should be discouraged in a calm and well-measured style. The basic school rules and generic behaviour system should reduce the possibility of major issues occurring. The physical management of pupils should only be use in extreme situations.

**Approaches to behaviour management**
The concept of behaviour management understood and used in our school is based around the positive philosophy, aims and ethos of the school in conjunction with current legislation. Central to this is the positive encouragement of individual pupils by all relevant parties using specifically designed and agreed individual programmes of learning and behaviour (IEBPs).

Behaviour improves best where there is a shared agreement between pupils, parents, carers the placing authority, where appropriate, the local social services department, and the school as to the best approaches to be used. Each party involved must accept their responsibility and work together to achieve the desired outcome for the individual pupil's welfare, education and development. This process begins at the referral stage and includes the completion of a risk Assessment. Unless the concerns presented are significant the risk assessment is usually conducted within the first half-term of admission (6-8 weeks). The reason for this is so that the new pupil can make a fresh start and has time to settle and become used to how the school operates, whilst enabling the school to gain a clearer picture of his needs.

**Classroom Management**
Classroom management and teaching methods have an important influence on pupil's behaviour. The classroom environment gives clear messages to the pupil's about the extent to which they and their efforts are valued. Relationships between staff and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the pupils to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

**Rules and Procedures**
Rules and procedures are designed to make clear to the pupils how they can achieve acceptable standards of behaviour and must:
- Be kept to a necessary minimum;
- Be positively and clearly stated, **telling the pupil what to do rather than what not to do;**

- Actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

The school has a basic set of classroom rules which is displayed in every teaching and learning area.

**Behaviour Team**
In addition to the already high levels of support and guidance available to the pupils the school has a Deputy Head Teacher who has overall responsibility for behaviour which provides specialist input and support to pupils and staff alike.

**Behaviour Plans**
Every pupil has an IEBP which forms part of the annual review process and provides a basic overview as to their behavioural performance.

It may be that a risk assessment based on available information, or one based on an assessment carried out during the pupil's first few weeks at school reveals the potential for violent behaviour. In this case it may be deemed that the pupil is identified as demonstrating a higher risk of requiring physical intervention by staff. In these cases the pupil will have Positive Handling Plan (PHP) drawn up. This plan will include:
- typical behaviours which may lead to confrontation
- strategies to be used to defuse the situation
- recommended strategies and techniques where physical intervention is unavoidable
- typical responses to physical restraint, if known
- strategies/techniques to be avoided during physical intervention
- any essential medical or other information

**The PHP will be reviewed:**
- On or before the date specified in the plan
- If the plan is not leading to a reduction in incidents requiring physical intervention

If a pupil displays improved behaviour and/or a reduction in the frequency, level or intensity of physical incidents the plan may be:
- Suspended and his progress monitored
- Amended to reflect recent improvements
- withdrawn completely (on the understanding it may be reinstated should it be deemed necessary)

There may be occasions when specific behaviour problems continue on a regular basis despite the school's efforts. If it is then identified by senior staff in the school that this continuation of behaviour is causing a significant risk in relation to an individual pupil then an emergency meeting will be organised. It may be appropriate to impose a fixed term exclusion on the pupil at this point, inviting the local authority, parents/carers and the school's own consultants to assist in addressing the pupil's difficulties.

NB. It should not be assumed that every pupil subject to a PHP presents confrontational or aggressive behaviours. PHP's are designed to cover a wide range of additional need including:
- medical needs and conditions
- levels of supervision required
- for the safety and protection of an individual
- for pupils presenting a greater risk to themselves or others

**Criteria for the exclusion of pupils from school**
Only the Head of School or, in her absence, the Deputy Head Teacher can exclude a pupil from school for a fixed term period. No pupil is to be permanently excluded without the express agreement of the Head of School and the Chair of Governors (see exclusion policy for further details)

**The use of rewards and sanctions**
As previously stated, the schools' systems for behaviour management relates to the overall school philosophy and therefore is based upon an individualistic approach. This is a complex goal to achieve. However this system is central to each individual pupil's success and achievements in his personal, social, emotional and academic development.

Rewards and sanctions should be used in a sequential and graded manner.

**Rewards and Positive Choices**
Rewards should be used to increase motivation, the desire to succeed and to build self-esteem through the recognition of such things as the achievement of high standards of work, good behaviour and attendance. **The reason for and the nature of the rewards should be clear to both staff and pupils and should be awarded as soon after the event as possible.**

The basic rewards system is based upon gaining individual personalised development, vocational and attendance targets for each lesson. Consequently, any pupil displaying good attendance, behaviour and work progress throughout the week will gain pupil points resulting in numerous awards, prizes and opportunities to access activities on a Thursday afternoon known as 'Enrichment'.

As every week provides a fresh start for all pupils each begins the week with 3 enrichment options. Pupils who achieve over 40 points are eligible to take part in the full enrichment programme. Pupils who achieve under 40 points have to take part in catch up and then can take part in some form of enrichment programme.

In addition to the weekly 'pupil points targets' numerous other rewards are offered including:
- Public and/or private praise and recognition of achievement, effort and appropriate behaviours
- Written praise on work and to home via e-mail or phone call once a week?
- Certificate (daily, weekly, termly or annually)
- Phone call home by senior member of staff
- Gain a reward for achieving a specific target
- Gain an end of term trip or event for consistently good behaviour, attendance or academic progress
- Gain a termly prize for academic progress
- Represent the school team for a sporting event
- Earn money from a variety of jobs and tasks around the school

Specific rewards may also be stipulated on a pupil's target sheets (IEBP) covering such things as:

- Behaviour in specific lessons
- Behaviour during transport
- Attendance
- Behaviour at meal times
- Behaviour at break times
- Behaviour in all lessons

- A successful system of 'right choices' relies upon the pupils being aware of what constitutes appropriate behavior. A classroom philosophy that aims to encourage and stimulate learning and behaviour should reduce the need for the use of sanctions. **The adult-pupil relationship is central to this process.**
- In dealing with pupils, staff must ensure that they do not become over familiar as this may only serve to produce a negative response. In addition, staff should use simple and appropriate language that indicates to the pupil that a problem is arising and this could lead to a strike. Before a member of staff imposes a strike s/he must take account of the pupil's current circumstances that may account for, if not, justify his actions. Any strike used should be recorded appropriately.

The school works on a highly structured positive choice system comprising:

- Inform pupil of what he is doing is not appropriate. (Warning)
- Inform pupil that should he not stop his actions, he will not gain the target for that session if he continues (Reminder)
- Pupil has not altered his behaviour despite the above consequently he will be informed of not earning specific pupil points
- Despite chances to improve their behaviour the pupil continues to exhibit significantly disruptive and unacceptable behaviour leading to their withdrawal from class/group environment

In addition to the sanctions system the school uses numerous additional strategies including:

- Note home via email or phone call
- Loss of privilege
- Separation from class group for set period
- Phone call home from senior member of staff
- Making a verbal or written apology
- Home visit by a member of staff
- Internal exclusion for pupils who will respond positively to this sanction
- Fixed term or permanent exclusion (normally after all other channels have been exhausted)

**The physical management of pupils**

The school ensures that all placing Local Authorities and Social Service Departments, parents/carers and potential pupils are made aware of the school's policy on the physical management of pupils. This is discussed with parents/carers and potential pupils during the interview process where the reasons for and the methods used to physically manage behaviour should be demonstrated. This should ensure that all concerned have a clear understanding of the school's approaches and should the physical management of a pupil be required then the method used should not come as a shock to them.

The school recognises that despite its philosophy, ethos, expertise and experience, a pupil may on occasions be unable to control his own actions to such an extent that his behaviour meets the agreed criteria for the set procedures for physical intervention to be implemented.

The use of physical intervention must take account of the pupil's own best interests, sensitivities and sensibilities, his own likely perceptions of situations, his emotional state and levels of understanding. Physical intervention should never be used as a punishment and must only be used in line with agreed criteria and procedures.

**Anti-Bullying and Harassment**
The school adopts a zero tolerance policy on bullying and harassment in whatever form it takes. This is clearly outlined in the school's anti-bullying policies. Pupils are actively encouraged to report bullying. The high levels of supervision mean that any such unacceptable behaviours will be tackled immediately and swiftly. The issues of bullying and harassment also form part of the schools PHSE and form group programmes.

**Absconding**
The school does operate a locked door policy. Pupils are never permitted to leave site unsupervised however there are occasions when an individual may choose to abscond despite the high levels of supervision in operation at the school. The **school's absconding policy details** the procedure to be followed in the event of a pupil leaving the site without permission.

**Smoking**
The school does not allow smoking on site. All pupils are made fully aware prior to admission that any smoking materials must not be brought into school. Any pupil failing to surrender smoking materials, and then subsequently discovered to have them on their person will have them confiscated and not returned. Parents and pupils are also made aware of this practice prior to admission.

**Communication and parental partnership**
We give high priority to clear communication within the school and to a positive partnership with parents/carers since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. Early warning of concerns should be communicated to pertinent staff so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents / carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Where behaviour is causing concern parents/carers will be informed at an early stage, and given an opportunity to discuss the situation.

In all of the above staff must look to parents/carers for support and daily dialogue, when required, to ensure consistent approaches and management methods are employed for the benefit of the pupil.

This policy should be read in conjunction with the following, which form the St Paul's School Safeguarding pack, and which are available, on request, from the school:
- Safeguarding Policy

- Recruitment and Selection of Staff
- Procedure for Managing Allegations Against Adults
- Absconding procedure
- E-safety
- Critical Incident Management
- Anti-Bullying
- Exclusion
- First Aid Policy

# St Paul's School

## INDIVIDUAL EDUCATIONAL / BEHAVIOURAL PLAN (IEBP)

## (Refer to EHCP to support this IEBP process)

| Student name: | | | Year group: | |
|---|---|---|---|---|
| Area of need/s: | | | | |

| IEBP monitoring process | |
|---|---|
| Monitored by: | Pupil progress meetings, annual reviews, during form group one to one meetings. |
| Staff involved with IEBP | All relevant teaching staff were asked to provide feedback on the pupil's progress to date, targets and relevant support strategies |

| Short and Long term goals |
|---|
| |

| Likes and Dislikes | |
|---|---|
| Likes:<br>● | Dislikes:<br>● |
| Sensory issues:<br>● | Rewards / Motivators:<br>● |

| Triggers / Cues to Behaviours: |
|---|
| ● |

| upportive and Intervention Strategies (✓) | | | |
|---|---|---|---|
| Verbal advice and support | | Distraction (keywords, objects, likes) | |
| Reassurance | | Withdrawal | |
| Environmental changes | | Time out to calm | |
| Humour | | Transfer adult | |
| Consequences | | Rewards / incentives | |
| Planned ignoring | | Seating plan | |
| Preferred handling (PHP) | | Mini whiteboard | |

| Details of Supportive and Intervention Strategies: |
|---|
| ● |

# St Paul's School
## Positive Handling Plan

| Positive handling plan for: | | Year | |
|---|---|---|---|
| Completed by: | | Date: | |

| ADDITIONAL INFORMATION: eg Medical Data: known medication/Asthma/Nose bleeds etc |
|---|
| |

| TRIGGER BEHAVIOURS: (Describe situations/behaviours which are known to have led to Positive Handling being required) | | | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

| POTENTIAL BEHAVIOUR/S | | | |
|---|---|---|---|
| Verbal aggression | | Aggression towards the public | |
| Physical aggression to staff | | Damage property | |
| Physical aggression to peers | | Manipulation of staff and peers | |
| Serious emotional distress | | Making false allegations | |

| What might cause you to display such behaviour? | | | |
|---|---|---|---|
| When I am upset and pupils start talking about me | | | |
| When people stop me doing things that I want to do | | | |
| I don't like confrontation with staff or pupils | | | |

| What can we do to prevent problems from arising? | | | |
|---|---|---|---|
| Let me be alone in the quiet work room | | | |
| Speak to someone I get on with | | | |

| What tends to calm things down? | | | |
|---|---|---|---|
| When I am moved to quiet place | | | |
| Staff talk to me in positive way | | | |
| Time out side on the grass | | | |

| Preferred physical techniques? | | | |
|---|---|---|---|
| Escorted to the quiet work room | | | |
| By a person I get on with | | | |

| REPAIR AND REBUILD PROCESSES FOLLOWING THE INCIDENT (Where, when and how to debrief after an incident?) | | | |
|---|---|---|---|
| Calm talking with my tutors in family group room | | | |

| Not in front of other pupils | | | |
|---|---|---|---|
| **Who has the plan been shared with?** | | | |
| Form Group Tutor | | Deputy Head Teacher | |
| Head Teacher | | All staff | |
| SENTA | | | |
| Parents / carers | | | |

| **Pupil name** | | **Signature** | | **Date** | |
|---|---|---|---|---|---|
| **Senior Manager** | | **Signature** | | **Review date** | |

| **Additional notes (as required)** |
|---|
| |

# St Paul's School Classroom Rules

1.   Line up and enter the classroom sensibly

2.   Put your hand 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 Family Group Tutor or Teacher about issues at a sensible time

# St Paul's School
## Statement of Intent & School Values

"Every pupil has the opportunity to achieve their potential in a safe and positive learning environment whilst developing an understanding of respect for themselves and others".
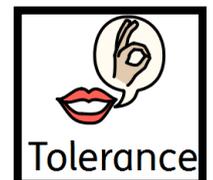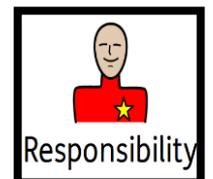
# Ambition

# Respect

# Tolerance

# Responsibility

# Honesty

# Equality