

# **Blossom Lower School and Upper House**



## **SCHOOL DISCIPLINE AND BEHAVIOUR POLICY**

**Secondary, Post 16**

**Last reviewed March 2013 Charlotte Lawrence-Smith  
Next review due March 2014**

## **POLICY FOR SCHOOL DISCIPLINE AND BEHAVIOUR**

### **Aims**

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, staff members and children, based on a sense of community and shared values.
- By applying positive policies to create a caring, community atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property).
- For all staff members to model positive values, attitudes and behaviour to assist the children's ability to learn these and generalise them in a wide variety of contexts.
- To encourage 'good' behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities. To help children to understand that they will gain attention through appropriate means.
- To make clear to pupils the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- To aim to develop the pupils self-regulation skills, and support them in developing strategies for dealing with anger, frustration, worry and anxiety, which may be the root cause of behavioural manifestations.
- Secondary pupils will be supported in gradually developing independent behavioural modification strategies, with less reliance upon external motivation. This is of course dependent upon the individual.
- To create holistic whole school, group and individualised behaviour policies which make use of the multi-disciplinary team in understanding and then supporting behavioural needs. This may include input for the OT, Arts Therapy and SLT teams as well as the teaching and LSA staff, overseen by the member of staff responsible for behaviour (N Masefield).
- In Secondary and Post 16, there is a stronger focus on developing the individual's self awareness in terms of his or her difficulties and how these might manifest in

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behaviour needs or difficulties with social interaction. The overall aim is to support the pupil to understand how he or she can use his or her strengths to support areas of difficulty; developing his or her ability to implement strategies independently and in the longer term, becoming more internally motivated.

### **Code of Conduct**

- All members of the school community are asked to respect each other.
- All pupils are expected to participate, co-operate and show respect to each and staff during lessons, to the best of their individual ability.
- All pupils are expected to respect staff members, other adults and fellow pupils.
- All pupils are expected to respect their own and other people's property and to take care of books and equipment.
- Pupils are asked to be well-behaved, well-mannered and attentive, relative to their needs.
- Pupils should walk on the left (not run) when moving around school (*Refer to Appendix C for further illustration*).
- Pupils need to wait respectfully at the end of a lesson or break time and wait to be dismissed by a member of staff.
- If a pupil has a grievance against another pupil, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents may lead to exclusion or withdrawal.
- Foul or abusive language is not acceptable.
- Pupils are expected to be punctual, although they need support with transitions.
- Pupils must not bring sharp or dangerous instruments to school, or any item that might cause a problem.
- Pupils should wear the correct school uniform, in line with the school's *Uniform Policy*.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of educational and social learning.

## Incentive Scheme

A major aim of the school policy is to encourage pupils to practice good behaviour by operating a system of specific praise and reward. This is for all pupils.

The Blossom and Upper House School scheme is based on a range of stars, stickers, tallies, tokens, comments books and certificates for which children can be rewarded for academic and non-academic achievements, for effort (social and academic) and for being caring, and for all aspects of good work and behaviour (relative to the individual's needs). Specific systems are developed for individual pupils and for each group. These are regularly monitored and changed as judged necessary, through regular communication, liaison and meetings with the relevant staff. The individual's chronological age and developmental levels need to be taken into account when designing such programmes.

Individual certificates celebrating achievements will be awarded throughout the year. All members of staff give verbal, descriptive praise as often as possible. Staff are directed to do this in a manner appropriate to the age and individual needs of the pupil. This is also the case for the development of individual policies and behaviour plans.

As many of our pupils have "failed" so often in the past they need to be praised for behaviours that are usually taken for granted - e.g. 'Good sitting, good listening, , being sensible, showing respect', delivered according to their age. The pupil may also need to be referred for arts therapy to provide a safe space for exploration of such emotions and possible traumas.

Pupils are encouraged to display their achievements in and out of school in assemblies and on display boards around the school.

Most pupils respond to this positive approach over time, where their efforts are seen to be valued, and make considerable efforts to improve their work and their behaviour.

Advice and suggestions from the O.T. department are often sought as sensory and motor issues can often impact on behaviour. Activities such as deep pressure 'squashing' for example may be incorporated into the pupil's individual policy.

Advice and suggestions from the Arts Therapy department, and referrals may be made for individual or group therapy.

**Secondary:** There is a *token reward system* in place throughout the Secondary. This involves pupils earning tokens in every lesson for showing respect, participation, co-operation and organisation (terms which are taught by the SLT team). These are signed by a member of staff in each individual's planner. The individual aims to reach a set target by the end of the week (taking absences into account) in order to 'cash in' tokens for short term rewards (such as computer time or football) or longer term rewards (such as vouchers).

*Refer to Appendices A and B for illustration and explanation of the Secondary Token Reward System.*

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'*Special Mentions*' is also specific to Secondary. Members of staff record any specific achievements or efforts into a document which is then read out during an end of term assembly by the Principal. This could relate to academic, social and/or emotional achievements, relative to the individual.

### **Sanctions and Consequences**

Sadly, there will be times when pupils behave inappropriately. Pupils need to be supported in discovering where the bounds of acceptable behaviour lie, as this is a part of growing up and becoming a member of society as a whole. A Behaviour Policy must state these boundaries firmly and clearly. Staff are directed to make these boundaries explicit to groups of and individual pupils throughout the school day.

Minor breaches of discipline are generally dealt with by the staff involved at the time in a caring, supportive and fair manner, with some flexibility regarding age of the child, level of understanding and control over the behaviour, as far as sanctions are concerned.

Each case is treated individually. Generally pupils are made aware that they are responsible for their own actions and that breaking rules will have a consequence.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, significantly disrespectful behaviour towards other pupils and staff, bullying behaviour, and disruptive behaviour in class. These are dealt with by the Headteacher, the member of staff responsible for behaviour, or a senior member of staff, in liaison with the Group Leader and Head of House. Each incident is assessed carefully, and a strategy developed. This may include 'withdrawal': spending time working away from the group and earning the right to be back with the other pupils. The staff involved in directing sanctions or consequences ensure that the pupil understands that this is a result of a particular behaviour. Serious acts of aggression may result in the pupil being collected by their parents/guardians and possibly followed by a period of exclusion. The aggressor's own needs, reasons for the act, and any extenuating circumstances would also be taken into account, as well as any impact upon the other pupil/s involved.

Secondary: If a pupil is significantly physically aggressive towards another pupil or member of staff then his or her parents will be contacted and he or she will usually need to go home, or not come into school the next day. Individual's needs will be taken into account.

Secondary: For a certain level of behaviour over a length of time, the relevant staff involved, alongside the individual's parents, may need to implement a 'behaviour contract'. This would usually only be considered for Key Stage Four pupils.

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At times, it may be necessary to introduce policies specific to a given cohort. Parents will be included in this process and receive notification of consequences that forms part of the process.

Close contact with parents is always involved. Other agencies such as CAMHS, LA and Social Services are involved if appropriate (*refer also to the Child Protection policy*).

### **Exclusion Policy**

The school's positive approach to behaviour management and ethos of ensuring success for all pupils means that formal 'exclusion' from school is avoided wherever possible. Instead, considerable efforts are made to investigate the root causes of behaviour and to design individual behaviour plans with the long term aim of reducing significantly disruptive or aggressive behaviour. This work would always aim to include parental input as much as possible, as this is a significant determinant of effective intervention. The school strives to ensure that pupils feel 'included' within this educational community, fostering a sense of belonging, which exclusion can rupture. However, effective behaviour management also includes the clear and consistent setting of rules and boundaries, with expected, fair and proportional consequences. It is vital that pupils are supported in learning the outcomes of their behaviour for later life. Therefore, rather than formally issuing a 'fixed term exclusion' or 'permanent exclusion', 'withdrawal from the group' (or 'working away') may be implemented if a pupil (or pupils) are not able to work successfully or safely within their cohort or around other pupils. This withdrawal may take place in school or away from the main site, depending upon the nature of the behaviour and/or incident. The length of the withdrawal will be dependent upon the severity of the behaviour/incident, his or her age, individual needs and situational factors. Pupils will gradually be reintegrated into their group as and when this is deemed to be safe and successful.

At other times, some pupils may experience particular periods of stress, frustration or anxiety; perhaps linked to changing needs, growing awareness of difference or difficulties, or events/changes outside of school. This can occasionally lead to extended or repeated 'unsafe' behaviour in school. On these occasions the Headteacher may, in liaison with the parents, decide that the school environment is too overwhelming or challenging and that the pupil needs to be collected or have some time at home.

In the case of Secondary pupils, significant aggression would usually result in parents being contacted and going home for the rest of the day. This may be extended to a second day, depending upon the nature of the incident.

Other behaviour which would usually result in parents being contacted and the pupil going home are: smoking on site, the use of alcohol or drugs on site, weapons, continued refusal to conform with the uniform policy and/or leaving the school premises without permission.

The school would carefully plan a pupil's return to the group or to school in order to limit triggers and ensure success. The pupil would be given multi-disciplinary support

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in order to ensure that a clear causal link is made between his or her behaviour and the subsequent withdrawal or time at home.

The Headteacher and key staff would carefully monitor whether behaviour warranting such consequences is reducing, and if not, investigate alongside parents, why this might be, putting together a long term plan for how the pupil's needs can best be met.

### Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending the Parents' Evenings, parents' functions and by developing informal contacts with school.
- By taking part in the 'New Parents' sessions, which involves the Arts Therapy team also. This aims to help to develop support systems for parents and build rapport between school and parents, which is very highly valued by the school.
- By knowing that learning and teaching cannot take place without sound discipline and consistent boundaries.
- By remembering that staff deal with behaviour problems patiently and positively.
- By working with the Headteacher or staff member responsible for behaviour in creating and implementing a behaviour plan to be used both at home and at school so as to ensure continuity. This may be delivering a reward at home which the pupil earns through showing a desired behaviour/s at school to vice versa.
- To provide continuity for the pupil between home and school.
- Discuss problems or concerns with school, where appropriate, and share any worries that they have regarding the school's handling of behavioural incidents.
- To inform the school of any changes at home that may impact upon the way in which a child presents in school (e.g. a parent going on holiday may create raised anxiety).

## Care and Control of Pupils

At all times staff should encourage good behaviour through praise and rewards, as well as understanding the reasons for sanctions and consequences when necessary. No member of staff must in any way physically chastise, or shout at a pupil.

If there is a need for sanctions or consequences then the following may be used, depending on each pupil's needs. Any change or addition to a sanction or consequence must be talked through with the person responsible for behaviour management (C Lawrence-Smith) or the Headteacher first:

- Redirect to another activity.
- Positive reinforcement for appropriate behaviours, whilst ignoring inappropriate ones, where appropriate.
- Talk to the pupil – discuss what has happened and remodel where possible. The use of timelines, and cartoon strips can be very helpful with this, if appropriate to the pupil's age and language levels. It is important not to patronise.
- Discussion in groups or individually.
- Move the pupil from the group to work on his/her own.
- Tell pupil he/she is not ready to be with the group, take pupil outside and tell them to come back when they are ready. This may need support from a member of the Behaviour/Time Out team on occasion (*refer to the 'Behaviour Modification' section for further detail*).
- Repeat work.
- Removal of privilege e.g. miss breaktime (but must be supervised).
- Behaviour modification programme – setting targets, with appropriate behaviours being rewarded.
- Use of Social Stories aimed at improving the child's understanding of what behaviour and interaction is appropriate and desirable, as well as directing future behaviour (*refer to the Social Stories policy*).
- The use of comic strips or 'drawing out' to help the pupils involved to understand what happened, why and how it could be done differently next time.
- Parental involvement. This may include a reward or consequence being delivered at home. Home-school behaviour books are useful in maintaining parental involvement.
- Use of the 'Calm Room' to provide a safe space for the pupil if upset or angry.



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- There may be occasions when it is necessary for a staff member to direct a pupil to a safe place if there is concern for his or her welfare, other pupils' welfare, staff welfare or property. Physical intervention is not used with Secondary pupils unless it is to ensure the safety of other pupils and staff, once alternative strategies have been tried, in which case the minimal force, for the minimal period of time is used. Staff are directed to remove themselves and other pupils instead and/or to direct the individual to a 'safe place' (such as the playground or calm room) or to 'take a break'. Parents would be contacted if any physical intervention were required or if the school is concerned that an individual's behaviour is reaching this level. Due to the nature of Upper House, it is usually the case that such incidents are rare and incidents are minimised due to the specialist environment and high levels of support (*Refer also to the Physical Intervention Policy*).
- Sanctions or consequences as described above. These are to be agreed by the member of staff responsible for behaviour, and where necessary, the parents. Sanctions must be made very clear to the pupil before being implemented. They are designed to be appropriate to the pupil and relative to the behaviour. Sanctions must be regularly reviewed through date recording and meetings with relevant staff.
- Significant incidents are recorded in the pupil's 'pupil log' and the Head of House, Group Leader and member of staff responsible for behaviour are notified by the staff members involved.

### **Challenging Behaviour**

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding

### **Preventative Strategies**

See '*Sanctions*' and '*Care and Control*' above and behaviour policy procedures.

### **Intervention**

If a pupil violently attacks another child or adult and does not respond to requests to calm down, then physical intervention is necessary. Refer to the '*Care and Control*'

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section. The minimum of physical intervention is always used and avoided where possible. This is to ensure the safety of all pupils and staff.

The pupil should be removed from the situation as soon as possible. A member of the Time Out/Behaviour Support Team is called who will take immediate action. Removal to a safer area may be a different option e.g. the playground. Parents would be informed. This will be recorded in the pupil log.

The Headteacher and the staff member responsible for behaviour with the staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service, CAMHS etc.

### **Behaviour Modification Policy**

At Upper House School, we use behaviour modification strategies to change individual children's behaviour. These are used by all staff. Staff are given training in the school's approach and ethos as well as the types of strategies used.

Each pupil is different, so it is important that the cause and triggers of the behaviour are investigated and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour. This is also dependent upon the age of the pupil, and individual needs. These can include:

- Change in classroom organisation.
- Using different resources.
- Rewards (e.g. specific praise, token rewards, comments books, referral to Principal/Deputy with evidence of particular effort, charts).
- Use of certificates, where appropriate.
- 'Special Mentions' in assembly.
- Sharing appropriate behaviour with other pupils/other classes.
- Supporting younger children (peer support/role modelling/paired reading).
- Showing positive work and achievements in assembly.
- Involving parents at an early stage to make an action plan together
- Social Stories (*Refer also to the Social Stories policy*) and comic strips.
- The 'Appropriate Behaviour' and 'Inappropriate Behaviour' books for secondary aged pupils. These are reviewed daily by the Group Leader and ongoing issues are brought to the attention of the Principal or the person responsible for

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behaviour (C Lawrence-Smith) who will then liaise with the relevant members of staff. If such behaviour continues towards another pupil, then this is deemed to be moving into 'bullying behaviour' and parents may then become involved. *Refer to the 'Anti-Bullying policy' also.*

- The 'not ready' rule, for leaving the classroom until the pupil is 'ready' to show appropriate behaviours within the classroom. Note that this is not 'sending out'. The amount of time that the pupil needs to spend away from the group is dependent upon the pupil's age, needs and arousal levels. Where necessary, a clock should be visible, with Blu Tack placed on the clock for younger pupils (or pupils who require this due to issues with time), to show how long he/she needs to be away from the group.
- Earning tokens for specific behaviours such as 'showing respect' as part of a group or individual reward.
- Working towards a longer term goal, such as a residential trip.
- Special computer, art or sport time.
- Making 'real-life' links; e.g. In Key Stage Four, making the link between behaviour and exam success explicit.
- Home-school books designed to include parents in the behaviour plan.
- Use of the 'Calm Room' to provide a safe space for the pupil if upset or angry.

All staff are encouraged to employ rewards which are appropriate for each individual child and/or group according to their age, interests, and levels of understanding. Care is taken to deliver all behaviour modification strategies and rewards in a manner which shows the pupil respect and avoids condescension.

By using a positive system of rewards, and reinforcing good behaviour we help pupils to feel good about themselves and want to repeat a desirable behaviour in the future as well as feeling that outcomes are within their own control, as well aiming to explain why such behaviours are desirable in society as a whole.

### **Role of the Member of Staff Responsible for Behaviour**

This staff member is responsible for advising and directing all other staff (alongside the Headteacher) in their implementation of all behaviour modification techniques, sanctions and rewards. At present (March 2013) this is *Charlotte Lawrence-Smith*.

### **Members of staff behaviour as role models**

All members of staff should demonstrate the following:

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- A positive value system towards all children and members of staff.
- Adopt positive behaviour and use of language towards each child and member of staff.
- An accepting and respectful attitude towards each child and member of staff.

### Recording and Evaluating

It is important to regularly review behaviour management policies that are set up for individual pupils, in order to assess effectiveness.

- Incidents are detailed and recorded in the individual child's '*pupil log*' which is found in each pupil's folder on shared files. The Group Leader, Head of House and person responsible for behaviour are also notified if it is a significant incident.
- An ongoing record of the pupil's behaviour management policy and strategies is kept in the '*Individual Current Provision Form*', which is found in each pupil's folder on shared files.
- Regular communications and meetings are held with the relevant staff in order to review behaviour policies and strategies.
- Social Stories are reviewed and evaluated by the relevant staff (*refer to the Social Stories Policy*).

### Monitoring Behaviour

As a result of the wide variety of staff involved, the number of strategies in place and the embedded nature of the school's behaviour management systems, it is challenging to find meaningful ways of providing 'data' which supports the belief that in the vast majority of cases, these systems are, over time and depending on external variables, effective. Behaviour is dynamic and multi-faceted and therefore assigning numerical data to it can sometimes be misrepresentative of the 'bigger picture'. The school has found that the most meaningful ways of reviewing and assessing whether group and individual policies are effective in managing behaviour is usually through a combination of more qualitative means:

- **Observation** of the group and/or individual.
- The **pupil log** to record incidents.
- The **Time Out and Calm Room logs** to describe antecedents, behaviour and consequences.

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- **Multi-disciplinary discussions** between key staff working with a group or individual (e.g. the Head of House, Group Leader, LSAs, teachers, Arts Therapist, SLT, OT and the behaviour management co-ordinator).
- **Parental** feedback and/or meetings.
- **Email communication** between staff usually on a daily basis.
- Individual pupil and whole class **'behaviour' books**.
- On occasion, the school also employs the support of an independent **Educational and/or Child Psychologist** to check whether the system in place is effective and/or to seek further advice and input.

### **Policies Specific to Secondary School**

The main ethos and processes detailed in this policy are usually applicable to Upper House Secondary School also. However, it is vital that they are delivered in a way that is appropriate to the individual pupil's age, level and needs. Regular communication with parents is also very important. Some policies and strategies are specific to Secondary:

- No physical restraint to be used at all, unless absolutely necessary for the safety of the pupils.
- No Time Out.
- Use of the Calm Room specific to Secondary Pupils
- If a pupil is significantly physically aggressive towards another pupil or staff member then this will usually result in parents being called and the pupil going home. If this behaviour were to become a regular occurrence then further action would be taken.
- Use of the Token Reward System, where by pupils earn tokens for showing respect, participation, co-operation and independence (organisation). These can then be 'cashed in' for short term individual rewards such as 'computer or sport time', or saved up for longer term individual rewards such as shop vouchers. This system aims to reward consistently positive and appropriate behaviour in particular, as well as helping towards the behaviour modification policies.
- Pupils 'planners' are used as a memory and self-organisation aid for the pupils, but also as daily (where necessary) communication between parents and school.

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- Jewellery: Pupils may wear a watch and one pair of small gold or silver studs. Other jewellery is not allowed (*Refer to Appendix B for full jewellery, make-up and uniform rules*).

### **Policy for Leaving the School Premises without Permission**

If a pupil leaves the school premises without permission, or hides where they cannot be found, then this course of action will be followed:

- Staff will attempt to help the pupil to return to the school grounds as far as it is possible to do. This is dependent upon the circumstances and may not always be possible.
- If the pupil will not return to school, or is already a distance away, his or her parent/s will be telephoned immediately.
- The police will be notified.

### **Policy for Smoking during the School Day**

It is unacceptable to smoke on the school premises, and during the school day. If a pupil is found to have been smoking during the school day, then his or her parents will be notified and he or she will usually be sent home.

### **Mobiles and iPods**

All phones and iPods must be given to Group Leader at the beginning of the day. They will be locked away and returned at home time. Any pupil who is seen to be using their phone or iPod during the day will have it confiscated for 2 days. Pupils who continue to break this rule may have their phones or iPods confiscated for longer, at the Headteacher's discretion.

### **Alcohol, Drugs, Weapons and Inappropriate Reading Materials Policy**

In line with the no smoking policy, it is unacceptable to be in possession of or partake in any of the above on the school premises, and during the school day. It may be necessary for staff to search lockers, bags and possessions if there is reasonable grounds for suspecting such items may be on the school premises. If a pupil is found to be in possession of, or partaking in any of the above during the school day, then his or her parents will be notified and he or she will usually be sent home. This may also result in further consequences, depending upon the nature and severity of the incident (to be decided by the Headteacher).

In the case of illegal drugs, the school will need to notify the Police.

This policy is written and reviewed to be in line with  
DfE (2011): [\*Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies\*](#)  
DfE (2011): [\*Behaviour and Discipline in Schools: A Guide for Teachers and School Staff/Governing Bodies\*](#).

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DfE (2011): *Use of Reasonable Force: Advice for Headteachers and Governors.*