



Sunningdale School

Behaviour and Discipline Policy

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1) Legislative Links

This policy takes into account the following legislation

- Education and Inspections Act 2006
- School Standards and Framework Act 1998
- Education Act 2002

2) Key Points

DfE guidance provides the following advice:

- Teachers have the statutory authority to discipline pupils for misbehaviour which occurs in school and in some circumstances outside school.
- The power to discipline also applies to all paid staff with responsibility for pupils including CSW's.

- HT and GB must ensure they have a strong behaviour policy to support staff in managing behaviour including the use of rewards and sanctions.
- The HT must publicise the school behaviour policy in writing to staff, parents and pupils at least once a year.
- GB's have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher including school visits.
- Teachers can confiscate pupils' property
- Corporal punishment is illegal in all circumstances.
- A punishment must be reasonable-that is proportionate in the circumstances and account must be given to age, SEN, disability or religious requirements.

3) General Principles

The HT must

- Promote good behaviour, self discipline and respect.
- Prevent bullying
- Regulate the conduct of pupils
- Ensure that pupils complete assigned work

This guidance has been compiled with a mainstream setting in mind. Nevertheless the general principles can still apply to Sunningdale School. Discipline needs to be seen in the wider framework of how we seek to moderate and improve the behaviour of all of our pupils. We, at Sunningdale School emphasise a positive approach of praise, encouragement, incentives and inducements, but we acknowledge the fact that we will occasionally need to employ other techniques to safeguard all pupils. We recognise that all pupils react well to praise and positivity and that there is always something worthy of praise in pupils. Pupil restraint in the form of 'Team Teach' is only used as a last resort following the use of de-escalation strategies and only adopted to safeguard pupils and staff within the context of a positive, child centred environment.

4) Responsibilities

The school has key responsibilities in the reviewing, monitoring and applying the Behaviour and Discipline Policy.

Governing Bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The teachers and Teaching Assistants should provide a well planned curriculum and environment to reduce the likelihood of behaviour problems. They are also immediately responsible for dealing with disruptive or unacceptable behaviour and they therefore must use their own judgements as to how different behaviour should be handled but this should be within these guidelines. They are also responsible for developing Individual Behaviour Plans for pupils with ongoing difficulties.

Parents are expected to support the school in behavioural programmes and in response to specific difficulties. This will be encouraged through home/school partnership working.

Everybody associated with the school including all involved professionals are responsible for providing a well planned and safe environment which supports the school's ethos and to provide positive role models for all pupils.

5) Objectives:

The behaviour and Discipline Policy objectives are:

- To identify and standardise behavioural expectations for pupils, parents, Governors and staff.
- To ensure consistency of approach for children and in the management and monitoring of discipline by school staff.
- To operate a constructional system of rewards and outcomes which are always positive and to use positive rewards rather than sanctions. In addition the school sets out to maintain best practice by:
 - Setting good habits early: focus on behaviour as soon as pupils begin school by setting boundaries within a structured environment using a consistent approach by all school staff.
 - Early Intervention: prompt intervention is needed where there is inappropriate behaviour.
 - Rewarding Achievements: positive recognition of individual pupils, class or group achievements in good behaviour.
 - Supporting behaviour management: Individual behaviour strategies are used as necessary. These will be recorded where necessary on Individual Behaviour Plans and shared amongst all staff.

- Involving pupils: pupils help reinforce school behaviour policy by active involvement in anti-bullying policy and by contributing in assemblies and class group work.
- Commitment to equal opportunities: Stakeholders are informed that school has an equal opportunities policy and is committed to providing equality of opportunity for all pupils. Pupils should experience this in daily practice.
- Identifying underlying causes: Inappropriate behaviour may often be linked to a pupil's individual problems e.g. sensory issues. The school aims to identify these issues through liaison with parents and other professionals.
- Ongoing training staff: to develop a whole setting approach to behaviour support and intervention.

6) Curriculum

The curriculum and structured routines are central to maintaining order within the school. This is provided through

- Assemblies and PHSE/NURTURING opportunities within small class groups to discuss feelings and participate in caring and sharing activities.
- A well organised school day and environment combined with interesting and challenging activities that ensure pupils remain calm with inappropriate behaviour reduced.
- A flexible approach to curriculum delivery to meet the learning needs of pupils with severe and complex needs.
- The development of a Nurturing ethos within school which supports pupil's social and emotional needs.
- A whole staff understanding of the emotional regulation and how it can be used to support the individual needs of the child. This may involve using the 'Thrive' approach with individual children.

7) Personal Problems

Inappropriate behaviour often stems from personal problems or difficulties. The aim of support is to prevent inappropriate behaviour, rather than to merely react to it with sanctions.

It is our responsibility to note changes in pupil behaviour, work patterns and progress and communicate this formally and quickly as a priority. This would be through the usual management structure and by form or verbally in the first instance. Teachers will share all relevant information that will give colleagues an insight into significant problems that a pupil may be facing. Colleagues will then be more able to understand and deal with these changes in behaviour.

8) Transparency and Clarity

Pupils are more likely to accept our code of behaviour if it is clearly understood, consistently and fairly applied, and shown to be reasonable, sensitive and effective. Younger pupils and those with significant learning difficulties are especially confused by inconsistent approaches and expectation. Accordingly, acceptance and standardised implementation of the school's policies, by all staff, is of the utmost importance.

Sunningdale School has adopted child centred approaches to behaviour management. Adults should have no need to raise their voice and as a staff we encourage the use of positive strategies at all times. The hub of our behaviour management lies with the supervising adult, who gently and calmly defuses and then positively directs the child appropriately in adopting positive behaviour. This may have to be modelled by the adult. If an adult is in a difficult situation then another adult should help, intervening gently and quietly. Teachers will tend to take the lead in classroom discipline, but an indication of a good team is the understanding between teacher and CSW's as to who does what and when.

9) Pastoral Care for Staff

Employers should not automatically suspend a member of staff who has been accused of misconduct pending an investigation. The GB should not instruct the HT to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they have an allegation made against them.

10) Home School Diaries

The Home school diary is used as a positive educational tool that keeps parents informed of all behaviour. Messages and information sent home via this tool should always be positive. Any reports of inappropriate behaviour should be passed to parents personally or through the use of the telephone. A good relationship between home and school is, as always, a key to successful behaviour management. It is good practice that all telephone calls be logged.

11) Rewards and Sanctions

Rewards – the positive side of behaviour

Sunningdale School emphasises a positive disciplinary process. It is a process built on praise and encouragement rather than negativity. Where inappropriate behaviour occurs the adult approach should be constructive and include guidance as to how to improve the behaviour that is inappropriate. It is essential that staff separate the inappropriate behaviour from the child. Whilst we might criticise inappropriate behaviour it is important to protect the self-esteem of the child.

Praise can be given in many ways. This list is not set out in any order of priority, nor does it prevent staff adopting individual strategies that might be of benefit to the individual child.

- A pictorial/graphic representation as a positive comment on the pupil that that is directly and clearly attributable to some notable achievement of the pupil.
- A visit to a more 'senior' member of staff for commendation.
- A public word or sign of praise in front of the class or school.
- Public written acknowledgement through a special merit record of some kind.
- Public acknowledgement by presentation at assembly or by giving special responsibility.
- A behaviour reward system, with or without public acknowledgement.
- Marks, grades and assessments for behaviour as well as work.
- School badges or certificates, formally presented or otherwise, for good behaviour, community support or a positive approach.
- Prizes which reflect endeavour, especially by way of service to the community (starting with the class and school).
- Use of school reports and diaries to comment favourably, but always factually on behaviour and attitude.
- A letter or commendation to parents informing them of special achievement.
- Affording pupils the opportunity to undertake specific areas of responsibility.

Sanctions

When considering sanctions, it is important that all staff should only consider using them when positive measures have been unsuccessful or when pupils or staff are at risk. Whatever the sanction may be it is less likely to be effective if over-used. In all disciplinary actions, it is essential that the pupil understands fully that it is the behaviour that is not acceptable rather than the pupil as a person.

It is important to emphasise and so make clear that the range of sanctions must be limited according to that person's seniority in school. Generally teachers will always be involved in the imposition of any sanction that might involve the

withdrawal of 'privileges', the withholding of participation in activities or trips. Reports of playtime, lunchtime or corridor 'inappropriate' behaviour, that cannot be dealt with by a verbal correction and, or expression of disapproval should be reported to the class teacher as soon as possible.

There needs to be an extensive and flexible menu of alternatives that relate to the order of seriousness related to the child's level of disability, linked directly to a surety that they understand and will respond to the sanction.

Sanctions might include:

- A calm verbal reminder of the expected behaviour
- Removing the child from the group to give them space to settle and others a chance to learn
- Withhold participation in a school trip or event that is not an essential part of the curriculum. However, it is not always good practice to link behaviour to an outing.
- Withdraw the child from a particular lesson or peer group
- Exclude the child from school – only the headteacher has the authority to do this. In a school such as ours we would not expect to apply such a sanction.

AT NO TIME SHOULD A PUPIL BE LEFT UNSUPERVISED OUTSIDE CLASSROOMS. THIS INCLUDES CORRIDORS AND OUTSIDE PLAY AREAS.

FOOD AND WATER SHOULD NEVER BE WITHHELD.

12) Major Incidents (Use of Reasonable Force)

What is Reasonable Force:

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use Reasonable Force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff (not just staff that have completed Team Teach Training) at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- To prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on individual circumstances.

Although a rare occurrence there are times when pupils may not respond to the listed methods at which point they may have lost control or present behaviour that may place themselves or others at risk. At such times staff will need to intervene and 'positively manage' a pupil.

In order to de-escalate and manage these incidents specific named members of staff have been trained in the TEAM TEACH programme of physical intervention and prevention. This is the method approved by Sunderland Local Authority and meets statutory guidance. Staff are required to update their training every three years.

13) PHYSICAL RESTRIANT PROCEDURES:

- Staff present to use de-escalation and, if necessary, reasonable force to make the situation safe.
- Staff present to phone office to request TeamTeach Team personnel to attend.
- Office tannoy or call for Team Teach personnel to attend.

- Team adopt de-escalation techniques OR to take over safe restraint of the child.
- If de-escalation unsuccessful and no other option available adopt TT techniques to control or restrain the child.
- Allow child to de-escalate either within or without hold.
- Give child space if necessary but remain vigilant and at a reasonable distance to ensure the child's general safety.
- Ensure child is checked by First Aider for injury following intervention.
- Notify HT or DHT through C-POMS system.
- Notify child's parents and invite them to discuss incident with Team Teach staff, Teacher or SLT if they wish.
- Complete TT form (HT office, by door) and log book.
- Copy of report to be logged within child's file
- Staff involved talk through incident with HT/DHT and/ or Team
 - Teach Team.

14) Key Considerations

- A calm considered approach is required with regard to all behaviour management training
- Staff should where possible attract help and not be alone
- The least intrusive response to the above situations should be used
- Any response should be reasonable
- Physical restraint should only be used 'When staff have good grounds for believing that immediate action is necessary to prevent a child from significantly injuring himself/herself or others or causing serious damage to property.
- NB: Within Team Teach framework 95% of situations should be resolved without physical intervention.

15) Keeping Children Safe

There will still be some circumstances in which staff without Team Teach training may have to physically intervene with a pupil. All adults working or volunteering in the school have a duty to keep all pupils in their care safe. Staff have a duty to protect a pupil, a group of pupils, another child or another adult in a way that is deemed to be reasonable but necessary. It may also be necessary to use reasonable physical intervention for a staff member to defend themselves.

Physical Contact with Pupils

It is not illegal to touch a pupil. There are occasions when physical contact with a pupil is proper and necessary.

Examples are as follows:

- Holding hand of child when walking around school
- Comforting a distressed pupil
- When a pupil is being praised or congratulated
- To demonstrate how to complete an activity
- To support a child in the completion of an activity
- To give first aid
- Guiding a child out of the classroom when de-escalation is required.
- Use of 'Caring C's' to guide a child.

Pupils for where Physical Restraint use has not been identified as a risk there will already be a class positive handling plan.

Those identified as needing an increased level of behaviour management/ emotional regulation (including physical handling or intervention) will have an individual plan. This is the responsibility of the class teacher to develop with support from their class team. The plan must be agreed by a member of the senior leadership team. It is the class teacher's responsibility to ensure that the class team have read and understood this plan.

Role	Name	Signature	Ratification Date
Policy Author (if not HT)	n/a		
Headteacher	J. Waller		
Chair of Governors	V. Ingleton		

QUICK REFERENCE GUIDE FOR STAFF

- Treat pupils with respect and in a positive manner
- A pupil requires consistent approach to regulation by all adults involved. This does not mean 'do the same thing every time.'
Emotional Regulation/ behaviour management may need to be flexible depending on the child and situation. A strategy that appears to be effective in one instance may be inappropriate in another and what is appropriate for one child may be inappropriate for another
- Reduce language-amount and complexity.
- Remain calm at all times.
- Do not take a child's behaviour personally-think about the situation from the child's point of view and remember we may not know all the details that may be affecting a child.
- If dealing with a pupil accept help from a colleague if necessary
- Offer help if you think a colleague requires it
- Use other staff members for support
- Keep in mind that an individual acting when dysregulated is not the same as them consciously behaving.
- Use staff meetings, team meetings and ongoing dialogue with colleagues to pass on information about particular pupils
- Remember behaviours happen for a reason. Sometimes we know the reasons and can anticipate behaviours but sometimes we can't.
- Sometimes pupils respond positively to a 'change of face'.

- All members of school staff have a duty of care to keep pupils and other adults safe. It may be appropriate and necessary to use reasonable force.
- If in doubt about anything seek advice from a member of the Senior Leadership Team.