

WEST LANCASHIRE COMMUNITY HIGH SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

Introduction

This policy should be read in conjunction with the school documents 'Policy on the Care and Control of pupils' and 'Bullying Policy'.

The consideration of behaviour and discipline as it relates to pupils forms an integral part of the pastoral development of our pupils and should contribute to the positive ethos of the school. Within this context it remains the responsibility of the Headteacher of the school to ensure the maintenance of good order and discipline within any statement of general principles established by the Governing Body.

Additionally, individual members of staff share this duty towards individual pupils and should ensure their Health and Safety. Such actions should recognise the individuality of all pupils and their respective susceptibilities. However it is not reasonable that staff should be expected to foresee every eventuality nor should he/she be expected to run the risk of personal injury and indeed, they are entitled to protect themselves from harm. Staff should also balance the needs of individual children against those of other pupils.

Accordingly, this policy aims to:

- ensure the safety of pupils and staff.
- protect pupils from bullying, abuse or injury, including that which is self-inflicted.
- protect pupil's entitlement to dignity and self-respect.
- protect staff member's entitlement to dignity and self-respect.
- promote equal opportunities to learning and personal development.
- foster the acquisition of self-control, responsibility and accountability amongst pupils.
- provide an opportunity for team work and collaboration between pupils and thereby provide an appreciation of inter-dependency.
- foster individual effort and positive thinking.
- Create a learning environment which enables pupils to make choices and learn from the consequences.
- give pupils confidence in themselves and a pride in their achievements and their school.
- safeguard teachers against false and malicious allegations.

The law is clear in saying that the intentional use of force as a punishment (otherwise known as corporal punishment) is expressly forbidden (Section 47, Education (No 2) Act 1986). Although corporal punishment is not exhaustively defined, it includes the use of the cane, smacking, slapping, punching, pushing, prodding, throwing missiles, other forms of rough handling and physical chastisement. Action taken does not amount to corporal

punishment if carried out to avert an immediate danger of personal injury, or an immediate danger to the property of any person, including the pupil concerned.

Additionally, regulations made under the Children Act (1989) provide that certain disciplinary measures cannot be used. In addition to corporal punishment the disciplinary measures identified are:

- any deprivation of food and drink;
- any restriction on visiting or communication.
- any requirement for a child to wear distinctive or inappropriate clothing;
- the use or withholding of medication or medical or dental treatment;
- the intentional deprivation of sleep;
- the imposition of fines;
- any intimate physical examination.

General Behavioural Guidelines

Positive behaviour management necessitates a skilled approach from experienced and committed staff at all levels within the school. The pupil exhibiting the most difficult behaviour requires the highest level of expertise. Unrealistic or inconsistent expectations of behaviour will give rise to problems particularly if sensitive methods are employed.

In working with children who have learning difficulties we should recognise that we are required to educate the whole child, that is, not only academically, but also socially and emotionally. In the same way that our children have learning difficulties in academic subjects, likewise, they may have difficulties in acquiring acceptable behavioural standards. To offset these difficulties, teachers need to have empathy with the child and provide an affective educational regime which is designed to promote appropriate social and behavioural self-regulation. The models we offer our pupils are learned not only in direct one to one contexts but also in the ways we are observed to behave throughout the day.

Behavioural standards in the school should be set through a positively based school ethos, clear routines and good classroom management and preparation. Behavioural expectations should be clear, age-appropriate and be considered through recognition and social praise. The principles underlying behavioural expectations should encompass listening skills, turn-taking skills, politeness and considerations for others.

The following premises underwrite our work with pupils:

- Acceptable standards of behaviour, work and respect depend on the example set by staff.
- Good order needs to be worked for and does not simply happen- high standards need to be set and rules applied fairly and firmly. The expectation should be that respect should be given as well as received.

- Everyone is at school for a purpose-everyone should be treated with respect and every person as an individual.
- The dominance of one pupil by another is bullying. The fact that incidents have not been reported to staff does not mean that they are not happening. Such incidents should be addressed quickly and fairly.
- Relationships are vital. Take the initiative-greet and be greeted, speak and be spoken to, smile and relate, communicate.
- Positive behaviours should be celebrated wherever possible.
- Immediate reaction is not always effective-instead address the problem-avoid confrontation, listen, establish the facts, judge only when certain and use admonishment and punishment sparingly. Removal of privilege can be the most effective strategy.
- Success is not measured by the absence of problems but by the way we deal with them..
- All formal contact contributes to standards of behaviour. Control behaviour by taking the initiative at every opportunity.
- As a school, we should teach values as well as knowledge and skills, both formally within the lessons but mostly through the manner in which our pupils and ourselves behave to one another.
- We need to maintain a consensus among staff on the aims of the affective curriculum.
- The behaviour of staff must be consistent with the rules applied to the pupils e.g. politeness or respect for others.
- The values which underlie the rules must be consistent with them.

It is agreed that schools which simply have long lists of prohibitions and no consistent behaviour policy are more likely to be troubled by bad behaviour than those which have harmonised all the features of the institution concerned with behaviour.

General Procedures.

Behaviour Management

Where behavioural problems arise, they should be predominantly dealt with at class level. Where difficulties persist, then referral should be to Teachers with Teaching and Learning Responsibility. Further referral on to Deputy Headteacher or Headteacher may lead in turn to liaison with parents and/or other agencies. Playground misdemeanours should be dealt with by the teacher on duty and, in more serious cases be referred as before. All pupils should be taught not to take matters into their own hands, but to report to the teacher on duty.

Pupils displaying persistent, disruptive behaviour over a sustained period of time may be placed on an individual behaviour support plan (BSP). The BSP will detail aspects of behaviour to be addressed and strategies used to manage and change the behaviour. Some pupils are encouraged to learn how to manage their own behaviour using visual support systems. In addition to

this, pupils learn how to manage their own behaviour using visual support systems without the need for a BSP.

Sanctions and Rewards

Most disruptive behaviour can be corrected by the class teacher and more appropriate behaviour should be described and encouraged.

In Key Stage 3 pupils have a system where they are allowed up to 3 warnings before receiving a 'X' for incidents of behaviour.

In Key Stage 4 and 5, pupils and students receive instant 'X' for incidents of behaviour.

Sanctions for this system include:

- Missed break times
- Time away from lunchtime clubs
- Loss of free time activities on Fridays.
- Lost of privileges such as completing the monitors role, e.g. Healthy Snack Monitor, Register Monitor, Milk Monitor
- Losing the opportunity to take part in a planned leisure trip.
- Setting of work (age appropriate and only during school hours). This must be under supervision by the person setting the task.

Pupil behaviour is currently monitored across all key stages through individual class conduct files. In Key Stage 4 a 'X' in the file indicates a pupil's refusal to take part in a lesson, opting out, not completing work set and/or verbal abuse to the teacher or a member of staff./visitor. For all pupils, if they receive 5 or more X's in a week, they must see the Head to explain reasons for their actions and to discuss making positive changes. Pupils may be awarded merits and/or certificates for participation and achievements across all curriculum subject areas. In Key Stage 4, merits are counted at the end of each school week and recognised during the weekly reward assembly. More recently, pupils at KS3 have been introduced to a reward collecting card with the opportunity to work for specific reward incentives.

All classes across Key Stages 3, 4, 5 have age appropriate reward systems in place which meet the behaviour needs of a range of pupils, with incentives to work towards.

Some pupils may have a behaviour contract with specific aims and objectives to work towards and consequences resulting when contracts are broken.

Pupils are encouraged to discuss and select their own personal targets usually relating to behaviour.

Teachers report incidents of verbal abuse, physical assault and persistent disruptive behaviour using the behaviour log incident forms. These are recorded on the SIMS system which enables an accurate record of individual pupils behaviours to be produced and analysed for areas of concern. From Autumn 2015, Key Stage 4 and Learning Suite have trialled recording disruptive behaviour on behaviour sheets/cards within the conduct file.

Where incidents of behaviour are persistent, class teachers may choose to call parents to discuss the incidents and consequences given. The Headteachers may also call parents/guardians into school for further discussion and include the pupil/student.

Restraints

Reasonable physical restraint should only be used if the pupil's behaviour is likely to be a danger to himself, other pupils or a member of staff. Otherwise, pupils should not be manhandled. (see document 'Policy on the Care and Control of Pupils' Named pupils who have a Behaviour Support Plan (BSP) may have positive handling plans included as part of the BSP.

Post-Incident Procedures

Recording Incidents

Procedures followed should be those identified in the document 'Policy on the Care and Control of Pupils'

Reporting and Investigating

For these purposes reporting means the transfer of information in connection with any incident. Procedures followed should be those outlined in the document 'Policy on the Care and Control of Pupils'.

The Headteacher should be informed of serious incidents in accordance with the above procedures so that necessary action can be taken to investigate, drawing on the record of the incident.

When any serious incident takes place the school will report to the pupil's parents, the Chair of the Governing Body and the appropriate LA officer as soon as is practicable.

The Headteacher will interview all pupils and staff who have been involved in or witnesses the incident.

Post Incident Action and support

The investigative stage should have identified whatever post-incident action or support may be necessary.

- a) It may be necessary, in relation to pupils involved in serious incidents to refer to or seek medical, psychological or Social Services advice(see SEN Code of Practice). It may also be necessary to provide counselling, psychological or psychiatric support for the individual pupil. Parental support and involvement will always be sought.

The school's strategies for managing pupils involved in serious or frequent incidents will need to be subject to review. It is expected that strategies emerging from such review may include, if they do not already, the involvement of agencies beyond the school, e.g. Schools' Psychological Services, School Medical Services, Education Welfare Service element of Children's Services, and Children's care.

- b) Staff who have been involved in serious incidents are likely to be affected by the experience and may require support and advice. Members of staff who have been the victims of assault will need special support to cope with the experience. Arrangements should be made for such staff to receive counselling and support at the earliest opportunity. This could be provided by senior colleagues, officers or advisors of the Authority or by other agencies. Reference will be made to the Authority document 'Assaults on Teachers' contained in The Personnel Handbook.

The complexities of interpersonal behaviours and the nature of pupils who may be experiencing difficulties in their behaviour mean that it is problematical to cover every contingency. However, the underlying feature of our actions both with our pupils and each other should be that of mutual regard and respect.

Reviewed Summer 2016
Next review Summer 2018

References:

Education(No2) Act (1986)

Children Act (1986)

The Elton Report into Discipline in Schools(1989)

NAHT Council Memorandum-'Care and Control of Pupils'

Lancashire Authority Document-'Assaults on Teachers'(contained in Personnel Handbook)

Code of Practice on the Identification and Assessment of Special Educational needs.