

Blossom Lower School and Upper House



SCHOOL DISCIPLINE AND BEHAVIOUR POLICY

Foundation Stage, Primary

Last reviewed September 2018 Bonny Brown

Next review due September 2019

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.
- To develop the individual and group's ability to independently manage behaviour or act on strategies. This may well be incremental development for some pupils and needs to be reviewed in terms of the individual's needs.
- 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 from the OT, Arts Therapy and SLT teams as well as the teaching and LSA staff, overseen by the member of staff responsible for behaviour (Harriet Palmer, Bonny Brown and Amalia Mahon for EYFS).

Code of Conduct

- All members of the school community are asked to respect each other.
- 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 A for further illustration*).
- Pupils need to line up at the end of each lesson, morning break and lunchtime and wait to be dismissed and/or escorted to the next lesson 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 according to school policy.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents may lead to withdrawal and /or exclusion (with parental involvement).
- 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 – Proactive behaviour management Strategies

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of specific praise and reward; learning to gain attention and positive outcomes by appropriate means. This is for all pupils.

The Blossom 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.

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 listening, being sensible, showing respect’, delivered according to their age and language levels. The pupil may also need to be referred for arts therapy to provide a safe space for exploration of such emotions and possible traumas. Individual SLT can also help to address behavioural issues which are linked with social misunderstanding, misperceptions and strategies for managing emotional responses.

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 regularly sought as sensory and motor issues can often impact on behaviour. Activities such as deep pressure or ‘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.

Pupils can be referred to the SLT attached to the form group for additional input, including social stories.

Sanctions and Consequences

Sadly, there will be times when pupils behave inappropriately or unacceptably. 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

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school day. The need for and purpose of such boundaries is also explicitly stated and made clear, as this may not be inherently apparent to pupils with language and communication needs.

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. Social withdrawal is often applied (i.e. time away from peers) but relational withdrawal (i.e. pupil sitting away without an adult close by) should be applied only to pupils who do not have a history of trauma or attachment difficulties.

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. Each incident is assessed carefully, and a strategy developed. This may include spending time 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 as 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.

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

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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.

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 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.
- 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.

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- 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 (Harriet Palmer, Bonny Brown or Amalia Mahon for EYFS) or the Headteacher first. This would also include liaison with the pupil's Group Leader and any other key staff such as the SLT or Arts Therapist.

- Redirect to another activity.
- Positive reinforcement for appropriate behaviours, whilst ignoring inappropriate ones.
- 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.
- 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 Help Team on occasion (*refer to the 'Behaviour Modification' section for further detail*).
- The use of calming strategies to pre-empt behaviour from escalating to 'crisis' point will be taught as and where applicable for certain pupils. The calming strategies chosen will be individualised depending on the child's interests and the underlying function of their behaviour.
- Repeat work.
- Removal of privilege e.g. miss playtime (but must be supervised).
- Behaviour modification programme – setting targets, with appropriate behaviours being rewarded.

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- 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 to help the children 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.
- There may be occasions when it is necessary for a staff member to remove a pupil to a safe place if there is concern for his or her welfare, other pupils' welfare, staff welfare or property.
- For some primary pupils 'Time Out' is used. This is only put into practice once agreed by the person responsible for behaviour, the Headteacher and parents. Members of staff trained to carry out Time Out, will escort the pupil to the Time Out room, only using physical intervention where absolutely necessary for the safety of the pupil and others. The door of the room is left open unless absolutely necessary. Once calming, the pupil is counted down, a minute for their age (e.g. 8 years = 8 minutes). The pupil is then escorted back to the classroom and praised for being ready to be with others. The necessary members of staff are told, and the incident is logged in the Time Out folder which is located next to the Time Out room. In recent years we have not had any pupils with an individual policy of Time Out; however this can be put in place if and when needed.
- 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.
- Serious incidents are recorded in the Time Out/Calm book (where appropriate) and should be recorded on the 'pupils' behaviour log' by the staff member/s involved. Parents would then be informed by either the Group Leader or Head of House. At the end of each term, these records from the Time Out/Calm folder are filed into each pupil's 'green file' in the school office.

Challenging Behaviour

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault

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- Defiant refusal
- Absconding

Preventative Strategies

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

Intervention

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical intervention is necessary. Time Out details are described in the '*Care and Control*' section. The minimum physical intervention is always used and avoided where possible. This is to ensure the safety of all pupils and staff.

The child should be removed from the situation as soon as possible. A member of the Help Team/Behaviour Support Team is called who will take immediate action. This may involve Time Out for Primary pupils, which is recorded in the 'Time Out' folder. Removal to a safer area may be a different option e.g. the playground or calm room. Sometimes time in the OT room can be the most appropriate or calming environment, depending upon the individual's needs. Parents would be informed.

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, LA etc.

Behaviour Modification Policy

At Blossom 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 of stars/smiley faces on work, on charts and in special books.
- Use of certificates, special stickers for such things as listening, being kind, helpful etc.

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- Sharing good behaviour with other children/other classes.
- Showing positive work in assembly.
- Showing examples of success (including work, comments books, charts etc) to the Headteacher or Deputy.
- 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 'Sensible Book and Positive' books, which record a wide range of positive acts and interactions.
- The 'Not Sensible Book' for Primary pupils, in order to label and teach pupils about behaviour which can physically or emotionally hurt another. This is regularly reviewed by the Group Leader, and if the action is directed towards the same pupil on three occasions, then the pupil must see the person responsible for behaviour or the Headteacher. The usual sanction will be missing the next playtime. 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 'Appropriate Behaviour' and 'Inappropriate Behaviour' books for older 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 behaviour who will then liaise with the relevant members of staff.
- 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, to show how long he/she needs be away from the group.
- Earning stars/tallies for specific behaviours such as 'showing respect' as part of a group or individual reward.
- Special computer, art or sport time.
- 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

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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. This is carried out alongside discussion and input from key staff working with the child, for example the OT, SLT, Group Leader, Specialist Advisors and/or Arts Therapist. At present (from September 2017) this is Harriet Palmer and Bonny Brown.

Members of staffs' behaviour as role models

All members of staff should demonstrate the following:

- 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.
- An understanding of the way in which someone's individual needs can impact upon their behaviour. Being tolerant and showing that rules may be different slightly for different people.

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

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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.
- **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.

Mobile Phones Policy

Primary School: All phones must be taken to the Office for the duration of the school day and retrieved at home time.

This policy should be followed in line with 2016 DfE Guidance Advice for Headteachers and School staff