



Behaviour and Discipline Policy

July 2022

Review September 2024

Please read in conjunction with the anti-bullying and exclusions policy

EXCEPTIONAL IDEAS LTD BEHAVIOUR AND DISCIPLINE POLICY

Promoting Positive Behaviour

The ethos of the school is based on the expectation that all members of the community will treat each other with consideration and respect. We actively promote courteous and positive behaviour and while we expect good manners, we do not demand excessive formality.

We promote and positively teach self-discipline through our expectations and therapeutic work. Our only hard and fast rule in our schools is RESPECT; of each other, ourselves, the environment and visitors. We also believe that if authority figures demand respect, they should show respect at all times and ask themselves, 'this student needs to learn to behave better: how will I teach him / her to do so?' This starts by outlining what we mean by 'acceptable' behaviour. This will be differentiated in light of the difficulties and special needs experienced by each student, but the bottom line is the rule of respect. This is true of students in the school setting or out in the community.

We encourage students to complete the tasks set to the best of their ability and to communicate if they feel unable to do so.

Where children do not meet the high standards we expect of each other at school, a range of sanctions is used: details of these, including exclusions, are included in this policy.

Staff Responsibilities

The members of staff are role models for the students and should promote positive behaviour by contributing to an environment where children feel appreciated and gain a sense of belonging to the school community. This is achieved by:

- Making children aware of their expectations.
- Addressing children by name and making eye contact.
- Being approachable (without being overly familiar).
- Encouraging and praising where appropriate.
- Diffusing any negative behaviour.
- Promoting good manners in words and deeds.
- Being aware of and sensitive to the needs of others.
- Encouraging a community spirit.
- Acknowledging the achievements of others, both in and out of school.

Expectations of Children

Positive behaviour is implicit throughout the curriculum.

- This is reinforced through literacy with books and stories, social times and the example set by the staff.
- Students are encouraged to develop a positive work ethic and to take ownership of their own learning where possible. This is reflected in positive

and honest comments in their books and outstanding work is also commented on and shared with other staff and students.

- Progress is reported to the parents through home visits, reports and regular telephone contact.

Community Awareness

The importance of the individual child and their learning and therapeutic needs is recognised whilst raising an awareness of community, both as a school and as part of the wider community. This is achieved through visits to local sports facilities, libraries, educational resources and places of interest, work experience and preparation for Post-16 employment and training and through an increasing link with the wider community. We actively seek community links through activities and work encounters and experience.

School Strategies for Promoting Positive Behaviour – Celebrating Achievements

Courtesy and progress are their own reward and at the school we recognise achievement and reinforce appropriate social interactions verbally at the point of occurrence. We further recognise appropriate behaviour by:

- Contacting parents on the day of the behaviour and acknowledging the progress.
- We use a dynamic risk assessment system which is continually under review for every student.
- Recording behaviours of concern daily in our therapeutic records and monitoring difficult behaviours to monitor and measure progress against targets.
- Monitoring all plans on a ten-week cycle.
- Reflection 1:1 time.
- Termly school reports or parent consultations.
- Discussions during social times in and out of school.

The ethos of the school emphasises the importance of independence and self-discipline. Staff encourage students to focus on their own improvement through guidance from their teachers/mentors and in line with the individual targets set for them. Consequently, the school does not quantify achievement by merit or any other type of mark as this can encourage children to compare themselves negatively with their peers.

Dealing with Inappropriate Behaviour

In dealing with this behaviour it is essential that the difficulties and vulnerabilities of each student is recognised. These difficulties and vulnerabilities are not, however, used as an excuse for the behaviour but the basis from which to address behaviour through proactively teaching the appropriate and required behaviour in a range of situations. The type of behaviour should be identified and whether or not the behaviour is an isolated incident or a persistent problem. Assessment of links to diagnosed functional or psychological difficulties will be undertaken as well as any concerns about SEMH (social, emotional and mental health).

Targets will be set for recurring behaviour and will be addressed by all staff at all times through agreed approaches and programmes and through individual plans for therapeutic input.

Inappropriate behaviour is recorded daily in the therapeutic records and progress is monitored. Students are made aware of their targets, as are parents/carers.

Raising a concern

Daily briefings/debriefings allow staff to monitor student behaviour which is recorded against agreed targets in the therapeutic records, these are recorded daily and reviewed on a ten-week cycle. Students who are new to the school are monitored closely throughout their induction period and this is recorded after every session with the student and by all members of staff. If any member of staff has concerns about any student, or witnesses any inappropriate behaviour, they share it immediately with all staff members who are present in the school at the time so this can be monitored and risky situations can be avoided or responded to immediately. If the management team are not present at this time, they should be informed either immediately by telephone or at the end of the day and an incident report completed. Where behaviour is suspected or known to be as a result of poor SEMH this will be recorded on the incident form and discussed with the Therapeutic Lead in the school.

Students should be encouraged to report any wrongdoing to the mentor working with them. It is important that the staff support and encourage the students to resolve any petty grievances and the students in dispute should speak face to face with an adult present to mediate where necessary.

Behaviour in the classroom

Staff should make students aware of their expectations and the types of behaviour which are considered inappropriate. Students should be reminded of these on a regular basis. Signs are present in all areas of the school condemning bullying and indicating how to deal with it.

All behaviour targets and sanctions are individualised for each student.

As a guideline the student/s concerned should be given 3 warnings for inappropriate behaviour

- On the first warning the member of staff should indicate that they have noticed the inappropriate behaviour and why this is inappropriate. Staff should be explicit about how the student should change their behaviour and what support they can offer.
- The second warning should indicate that there will be consequences should the behaviour continue. The student may be encouraged to take time out from the lesson to reflect upon the issue or a storyboard approach may be used to visually break down the issue to its component parts.
- At the third warning the member of staff will put the consequence in place – see sanctions. For younger students these may be modified as considered appropriate by the member of staff.

Outside the building

The procedure for outside of the building mirrors the three-warning guideline for the classroom, i.e.

- First warning raising awareness of the issue and notifying the student of the desired change.
- Secondly warning and possible time out of the situation to reflect.
- Thirdly consequence issued.

Serious Incidents

There are some incidents where no warning can be given as they occur too quickly and are clearly unacceptable. These include all incidents where the behaviour of a child could have a negative impact on the physical and/or mental wellbeing of another. This could include:

- Physical aggression.
- Verbal aggression.
- Bullying (please see Anti-bullying Policy which should be read in conjunction with the Behaviour and Discipline Policy).
- Bringing drugs or alcohol into school.

Where a serious incident occurs Brett Runchman or Hazel Bunting should be informed, incident reports gathered and collated. The information should then be passed on to the parents and casework leader at referring agency.

Sanctions

If a sanction is deemed appropriate this should be suitable to the nature of the behaviour(s). Depending on the nature of the behaviour(s) the following methods of intervention may be used. The student should be aware of the course of action and the reasons why these decisions have been taken.

- Daily behaviour report to parents and feedback to student.
- Removal from group.
- Instruction in alternative ways of behaving.
- Fixed periods of exclusion, internal or external or working at home for a period until the dangerous behaviour can be addressed (supported by outreach service).
- Permanent exclusion (in extreme cases where violence or extreme risk-taking has been involved and where strategies to address the behaviour through the above measures have been unsuccessful).

Preferred sanctions are those that have a community benefit, e.g. helping the child come to an appreciation of the unacceptable nature of their behaviour. Subject-related work should not be used as a sanction.

Corporal Punishment and Restraint

In accordance with the law there is no corporal punishment allowed by the school. However, any member of staff may use reasonable force to prevent a student from causing personal injury or damage, including to themselves.

Links to other Policies

Exclusions Policy, Anti-Bullying Policy, SEMH policy

Monitoring and Review of this Policy

Directors will review this policy every other year.