



Behaviour and Discipline Policy

To be read in conjunction with the
Care and Control and
Safeguarding Policy
Including Child Protection,
E-Safety and
Safeguarding from Extremism
and
Home School Agreements

Agreed by Governors on: 22/01/2018

Signed by Chair of Teaching & Learning Committee: Jodie Crabtree

Statutory Policy Yes

Frequency of review period: 3 years

Document History

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28/11/11	Agreed by Governors
08/12/14	Agreed by Governors
22/01/18	Agreed by Governors

Aims and Principles

To provide Safe, Happy Learning

The Rationale of the Behaviour Policy

This policy provides a positive, consistent approach to behaviour, which supports the aims of the school and follows the Behaviour and Discipline in Schools Guidance for Governing Bodies July 2013. This policy also supports DfE advice :

School support for children and young people who are bullied'; March 2014 ;
'Preventing and tackling bullying: Advice for headteachers, staff and governing bodies' October 2014: ;
'Advice for parents and carers on cyberbullying' : November 2014 ;
'Cyberbullying: Advice for headteachers and school staff': November 2014

Due to the complex nature of our pupils learning needs, many of our pupils need significant support in the development of appropriate personal and social behaviours. This learning forms an integral part of the school's curriculum.

We view inappropriate behaviours displayed as forms of communication. We look for the reasons behind inappropriate behaviours displayed rather than reacting to the effects of these behaviours.

This policy is fundamental to meeting the needs of our pupils and should be read in conjunction with other key school documents – Care And Control Policy **Equalities Policy**, Safeguarding Policy and the Home School Agreement.

The Purpose of the Behaviour Policy

The schools aims and objectives are designed to guide the school towards what it believes to be important.

The Aims of the Behaviour Policy are

- To provide a safe and purposeful stimulating and supportive learning environment which addresses individual needs
- To enable access to learning and success, celebrating individual achievements consistently.
- To provide a consistent whole school approach and clear guidance on the management of behaviour
- To encourage self-awareness and an understanding of responsibility to others within the school and community, **by promoting community cohesion and social, moral, spiritual and cultural development**
- To recognise and reward positive behaviour, promote the self esteem of all pupils and to provide positive role models for others.
- To provide an atmosphere of fairness and honesty where rewards and sanctions are applied consistently.
- To ensure pupils privacy and dignity is maintained at all times.
- To ensure respect is given to all, including pupils and adults within the school and the wider community, **by promoting community cohesion and social, moral, spiritual and cultural development**
- To prepare pupils for life in the wider community and taking responsibility for their own behaviour, **by promoting community cohesion and social, moral, spiritual and cultural development**

- To work in partnership with pupils, parents, governors and other relevant professionals in developing appropriate behaviours.
- To work in partnership with pupils, parents, governors and other relevant professionals in keeping all pupils safe.
- To allow good school attendance and to support attendance where necessary

At Delius Special School we promote positive behaviour in a climate where pupils can access the curriculum, achieve success, enjoy learning and participate in lessons and activities which facilitate academic, social and personal development. Behaviour and learning are seen as interdependent not separate. As a staff team we aim to provide a secure, enjoyable learning environment where expectations are clear and conflict and crisis are minimised so that everyone's self-esteem is enhanced.

Our behaviour policy will support these aims by:

- Showing and encouraging respect and tolerance for each other and the school.
- Valuing the contribution of each person in the team.
- Working in partnership with parents/carers/governors to achieve our aim.

We believe that:

- The encouragement and reinforcement of good behaviour is a collective responsibility.
- Every child/young person and adult has the right to feel safe and unthreatened by bullying which includes verbal, physical, cyberbullying and online safety, on social networking sites.
- Children/young people and adults should be fully aware of the consequences of unacceptable behaviour.
- Where a child/young person's understanding is limited, we will work together towards encouraging greater understanding and awareness.
- It is important to work collaboratively with parents/carers and other professionals.

Behaviour we expect

We will encourage Safe, Happy Learning and encourage children at a level appropriate to themselves to:

- work hard
- be kind
- share
- be independent
- stay safe

This is how we will achieve this

Delius School will:

- Have high expectations of pupils and give immediate positive feedback for pupils' efforts and achievements
- Involve pupils in setting targets as appropriate and in the choice of rewards they receive.

- Value the reflections of children and listen to what they say
- Celebrate achievement through our class and school reward systems, our regular special assemblies and through displays of work or photographs
- Inform parents about their child's progress through home school diaries and regular opportunities for discussion, meet the team days and parent consultation days.
- Adhere to the Home School agreement
- Be positive role models for acceptable and appropriate behaviour
- Teach communication skills as the basis of all learning so that pupil needs and choices can be expressed and acted upon
- Provide a vibrant and stimulating environment, in order to encourage appropriate behaviour, encouraging children to think and talk about what they are doing and develop a pride of ownership in their school. A calming environment may be more supportive, depending on the needs of the child.
- Provide school and classroom organisation where grouping of children, quality of lessons, good record keeping, assessment and regular reviews of overall all round progress have positive effects on pupil behaviour
- Provide a well organised, quality curriculum with exciting and challenging or appropriately calming activities which contribute to the development of pupil maturity and behavior.
- Provide pastoral care which will contribute to learning and to the ethos of the school, helping all pupils and their parents/carers and families to be confident that they are well known, that their progress is regularly checked and followed, that guidance and help is always available when needed and that their problems will be sympathetically and professionally handled ie. Someone cares and children know they can rely on adults for support
- Show and encourage respect and tolerance for each other and the school.
- Through School and Campus council work.

Pupils

Pupils are encouraged to:

- Respect each other and adults.
- Respect all property and resources.
- Look after one another by letting an adult know if they are worried about another pupil.
- Resolve disputes without violence.
- Refrain from name-calling.
- Recognise safe and unsafe situations and communicate with an adult if they feel unsafe. ***(This includes the teaching of e safety, relationships and sex education and Community Cohesion within PHSCE and across the curriculum)***

Pupils will be reminded regularly as part of their personal, social, moral, spiritual **and cultural** development of how they might be able to demonstrate appropriate behaviour in these areas.

Staff

Staff have a vital role to play as they are at the forefront of behaviour management and support and are responsible for the behaviour of pupils. They have the closest knowledge of the pupils in their care and will wish to build up a relationship involving mutual support, trust and respect.

We expect that staff will:

- Provide pupils with a good role model.
- Positively reinforce models of good behaviour.
- Provide pupils with a framework of behaviour, which supports the whole school policy.
- Allow time for discussion and/or visual strategies about positive and negative behaviour.
- To follow and adhere to Team Teach procedures
- Keep records of positive/negative behaviour where appropriate.
- Keep parents/carers informed about issues concerning behaviour either through a home/school diary, by telephone call, by letter, or a member of the Senior Leadership Team depending on the circumstances.
- Attend and update training skills in dealing with behaviour through school CPD
- Keep the schools governing body informed regarding issues concerning behaviour management through the Head teacher.
- Offer each other mutual support.
- Use Behaviour for Learning methods and strategies to enable pupils to access the curriculum, enjoy learning and achieve success.
- Value the contribution of each person in the team.
- Work in partnership with parents/carers/governors and external agencies to achieve our aim.
- Update and review where necessary individual pupil behaviour support plans
- Report serious incidents within 24 hours to a member of SLT

Parents/Carers

We would expect parents/carers to:

- To be involved and support us in meeting our aims.
- To feel confident that everything is being done to make sure that their child is happy and safe at school.
- To be informed about and fully involved in aspects of their child's behaviour.
- At mutually agreed times, attend meetings to discuss and support pupils with their behaviour.
- Adhere to the home school agreement
- Attend any training or information sessions offered
- Ensure their child attends school regularly, well nourished, clean and ready to work

Governors will:

- Know that staff are constantly striving to provide a safe, happy and stimulating environment.
- Be fully informed of matters concerning behaviour.
- Support the Head teacher and staff in the implementation of this policy.
- Play a full and active role in ensuring our aims are met.
- Safeguarding governor to check and sign all behaviour recorded incidents half

termly

Undesirable Behaviour

This is behaviour which is unpleasant or inappropriate. The nature of the pupils in the school make it inevitable that some of them will display undesirable behaviours. The pupil's special educational needs will be taken into account in determining an appropriate response. If the behaviour is persistent the pupil will have a Behaviour Support Plan with clear action for supporting improved behaviour.

Undesirable behaviours include:

- Making anyone in the school feel unhappy or unsafe (this includes bullying and cyberbullying)
- Offensive behaviour
- Behaviour which makes it difficult for other pupils to learn and teachers to teach effectively
- Behaviour which lead to physical or emotional harm of self and others
- Any form of racist, sexist or homophobic and transgender behaviour
- Damaging property.
- Disrupting the running of the school.
- Making excessive demands of both staff and resources.
- Continuously putting school property at risk.
- Producing self-injurious behaviour.

How we manage inappropriate behaviours

- (See Care and Control Policy)
- Ensuring pupils are treated as individuals
- Using a calm and controlled manner
- Having a consistent approach in each class and throughout school in the case of particular pupils whose behaviour has been discussed at a whole school staff meeting
- Ignoring inappropriate behaviour whenever possible and focusing on appropriate behaviour
- Distracting pupils from engaging in inappropriate behaviour
- Ensuring pupils have access to appropriate communication strategies to support their needs and give clear behavioural expectations
- Ensuring pupils requiring additional help are provided with a Behaviour Support Plan
- Ensuring all staff are trained in Team Teach (a behaviour management programme)
- Ensuring pupils with identified undesirable behaviour are monitored and supported by The Behaviour Support Team
- ***Teaching a "better way" to express emotions and allowing children, within their ability to learn about any related issues e.g. racist comments .***
- In ***some*** cases seeking advice from external support agencies e.g. Educational Psychologist or calling a multi agency Team Around the Child Meeting
- ***Record via Child Protection , Cause for Concern ' forms if required.***
- ***The use of exclusion will be considered in very serious cases.***

Unacceptable behaviour

Bullying/Cyberbullying

- Bullying can be the verbal or physical hurting, threatening or frightening of another person. If acts of bullying are reported, staff should immediately deal with the occurrence – including giving support to the victim. Incidents need to be reported to the Head teacher, recorded, as appropriate in the Class Incident Book, Serious incident Book, and record via Child Protection , Cause for Concern ' forms if

required and school online safety system CPOMS

- Where appropriate, class teachers will address bullying by teaching a **“better way” to express emotions and allowing children, within their ability to learn about any related issues e.g. racist comments, and** consider ways of rewarding non-aggressive behaviour.
- **Ensure pupils and parents are taught about online safety**

Racist, Extremist, Sexist or Homophobic Behaviour in School

Racist, extremist, sexist and homophobic, transgender behaviour is unacceptable. Should this behaviour occur, and working within the child's ability, understanding, motivators and communication systems e.g using signing and symbols, the following courses of action will be followed : Staff will :

- take immediate steps to stop the behaviour
- in the case of graffiti, arrange to have it removed as soon as possible
- confiscate any literature, insignia, etc and explain why
- counsel the offender and support the victim
- **teaching a better way” to express emotions and allowing children, within their ability to learn about any related issues e.g. racist comments**
- **ensure pupils and parents are taught about online safety**
- report all incidents to the Headteacher
- and **record via Child Protection , Cause for Concern ‘ forms if required, e.g. if safeguarding from extremism, which would include reporting to parents/carers**

The Headteacher/Senior Leader will :

- keep written records of all incidents
- report incidents on monthly returns to LA
- report all incidents to appropriate LA officer if extreme
- Inform staff of any incidents
- If extreme political organisations are suspected of involvement, inform the police
- Involve parents in extreme or persistent cases
- **record via Child Protection , Cause for Concern ‘ forms if required.**

The nature of the pupils in the school and their special educational needs means that there are regular reviews of pupils progress including an annual review of the pupil's Education Health Care Plan. Should there be any significant change in the pupil's needs which has implications for provision an early review would be convened. This would make the use of temporary or permanent exclusion extremely unlikely and the school would wish to avoid using this sanction unless there were extreme and exceptional circumstances.

Staff will aim to ‘match’ the level of their response to the degree of seriousness of the undesirable behaviour and in relation to the pupil's needs and degree of understanding. The aim is that pupils are aware that:

- *their behaviour is being responded to fairly and appropriately*
- *if their behaviour is repeated it will be treated with increasing severity*

Strategies to reinforce appropriate behaviour

Non-verbal and verbal approval is extensively and appropriately used by all staff across the school. Classes will offer general rewards and praise and work within the child's ability, understanding, motivators and communication systems e.g. using signing and symbols,

The following reward system will operate where it is considered appropriate:

- Classes will also recognise anything praiseworthy (not necessarily linked to specific targets)
- Praise will be recognised by a signifier(e.g. a smiley face/stamp/sticker/tick/leaf/star/etc) on an individual achievement record (e.g. a ladder/tree/chart etc)
- The individual achievement record will have a number of steps i.e. 10 steps on the ladder, 5 stars in the circle
- This will be phrased in positive terms and be clear to the pupil and achievable on a daily basis.
- Each class will create their own signifiers, charts or methods e.g. Reward Boards which will have as many steps as appropriate, or gives many opportunities for staff to reward positive behaviour

When the appropriate number of class steps have been achieved the pupil will:

- go to the Headteacher's special drawer to choose a Headteacher's award sticker and a reward from the drawer and look in the Special Star Mirror.
- be recorded in the Special Star Book , and put up their star photograph and be thanked in Assembly

Pupils will also be rewarded in a similar way for achievements in work or behaviour that are exceptional. This allows us to celebrate their exceptional achievement or exceptional behaviour. The reward will be as above and they can also receive a special certificate and share their 'star' photograph and achievement in Special Star Assembly.

Special Star are awarded in Friday afternoons as a celebration of achievement. Parents and friends are welcome to attend. Assembly takes place at 2.30 – 2.45pm.

This is an opportunity for personal, social and moral development. The School song is sung starting with the verse 'we are the stars, the stars of Delius'.

Parents will be informed by staff putting a note in their child's diary. This will enable parents to talk to their child in a positive way about school. Certificates will be kept in a Star File and displayed in the entrance to enable Friends and Families to share the celebration of the achievement of the pupils.

How Delius Identifies and improves inappropriate behaviour

Delius Special School have a successful and thorough behaviour monitoring system in place where the Behaviour Support Team will offer advice and guidance to support the pupil where necessary and this includes when:

- A member of staff feels they require support and complete a behaviour referral form.
- A behaviour support plan needs to be written for a pupil.
- A child has been identified as having frequent minor incidents that involve staff and children.
- A child has had 10 or more incidents recorded in the class incident book and highlighted through the schools database.

Team -Teach

'TEAM TEACH' is a Positive Behaviour Management system which includes safe and accredited physical restraint /positive handling to safeguard pupils, staff and visitors to the School.

Team Teach promotes using positive behaviour support strategies as described above for "95%" of our interaction with pupils. We will work within the child's ability, understanding, motivators and communication systems e.g. using signing and symbols.

There are occasions in school when some children behave in ways which are potentially dangerous. If a child is in danger of injuring him/herself, another child or adult or seriously damaging property then it is clearly unacceptable to ignore the situation. Only when all other means of control have not had an effect (95% of time in de-escalation) will staff use recognised 'Team-Teach' holding techniques which both staff and governors feel provide the minimum possible risk of injury to both staff and children. Only adults trained in these techniques will use them.

Parents will be fully involved if it is felt necessary to use the above techniques in dealing with their child and will have been informed through the child's behaviour support plan. Parents are invited to discuss the behaviour plan and to sign if they are in agreement.

Records of use of the above techniques will be kept by staff in a class incident book. If a different hold or technique has had to be used, parents will be informed and invited in to discuss a change to their child's behaviour support plan.

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Special Star assemblies are held on Friday afternoons as a celebration of achievement. Parents and friends are welcome to attend. Star Assembly takes place at 2.30 – 2.45pm.

Staff write in the Special Star book and the pupils in the book that week publicly receive recognition from the Headteacher and put their star photograph on the special star board for the week. This is an opportunity for personal, social and moral development. The School song is sung starting with the verse 'we are the stars, the stars of Delius'.

Parents will be informed when and why their child is in Special Star, book by staff putting a note in their child's diary. This will enable parents to talk to their child in a positive way about school. Certificates will be kept in a Star File and displayed in the entrance to enable Friends and Families to share the celebration of the achievement of the pupils.

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