

Behaviour Policy and Exclusions

Status: Statutory

Purpose:

We aim to promote positive strategies to help young people to learn to manage their own behaviour and to learn respect the rights, safety and well-being of other people.

The school has adopted the philosophy and beliefs of PROACT -SCIPr UK® (Strategies for Crisis Intervention and Prevention).

This policy relates to the following policies and guidance:

The PROACT-SCIPr-UK® programme works within the current legal framework. For details, please see behaviour support handbook. Instructors are trained under BILD (British Institute of Learning Difficulties) and relevant legal frameworks through PROACT -SCIPr UK®.

Roles and responsibilities of the Headteacher, Staff and Governors:

The Head Teacher will ensure that staff follow the philosophy and principles of PROACT-SCIPr-UK®. By committing the school to the principles of PROACT-SCIPr-UK® we will endeavour:

- to promote a positive, functional and therapeutic environment
- to maintain a proactive approach to the management of behaviour, raising self-esteem for each individual.
- to provide a holistic, multi-disciplinary approach and to enhance team work and therefore consistency for the individual.
- to gain the necessary skills and information which will increase the staff's own confidence level
- to support pupils to manage their own behaviour
- to empower the individual pupil and involve them in decisions about school rules
- to respect the beliefs and rights of all people
- to develop systems of analysing behaviour
- to develop proactive and effective behaviour management strategies
- to consistently work within all current legal frameworks
- to use physical intervention, only as part of a planned, agreed and documented behaviour management programme or when there is threat to persons or property
- to use non-judgemental, non-punitive strategies.

The Governors will:

Ensure that the behaviour policy is regularly reviewed.

Reasons for inappropriate behaviour

'Schools which put too much faith in punishments to deter bad behaviour are likely to be disappointed.'

Elton Report

This quotation reminds us of the importance of not just setting out to punish poor behaviour, but of trying to understand why a pupil is misbehaving and the message of the behaviour. There are many possible reasons for a pupil exhibiting poor behaviour. They can include:

- Low self-esteem
- Inappropriate curriculum
- Inappropriate teaching styles
- Problems at home

- Problems with peers
- Medical problems
- Environment
- Communication

It may well be the case that the problem is a combination of reasons. There is, however, a general acceptance that for pupils who regularly display poor behaviour a major reason is that they have low self-esteem (Cooper, 1993; Gordan, 1996). Again, the reasons for this low self-esteem may be varied and outside the influence of the school, however, as Cooper says:

'Whatever a pupil's social or home background, the educational environment of the school exerts a powerful influence on the child's self-esteem and feeling of self-worth, or lack of it.'

As a result of this our Behaviour Policy focuses on rewards, but also on sanctions, or consequences of the behaviour. It is imperative that we work hard to improve the pupil's self-esteem and social skills.

Strategies for improving behaviour

There are many ways of trying to promote good behaviour. Two ways that are highlighted by research are the importance of good staff-pupil relationships -

'Effective behaviour management is made more likely when there is good relationship between teachers and pupils'

(Gordan)

and the importance of consistency amongst staff in implementing school policies and when dealing with individual pupils -

'Variability of teachers' responses leads, in time, to 'staff inconsistencies', which is one decisive factor in producing anti-social attitudes and disaffection amongst pupils'.

(Gordan)

Other ways of encouraging positive behaviour include:

- Ensuring a curriculum appropriate for each individual pupil
- Using a variety of teaching styles
- Recognising achievement - regular use of praise for specific positive behaviours - 'catch them being good'
- Treating pupils as individuals and recognising, and trying to meet, their needs
- Encouraging pupils to accept individual differences.

All staff at The Castle School will accept responsibility for maintaining good behaviour throughout the school, and model the type of behaviour encouraged by its rules and expectations.

Rewards

'... each child needs encouragement like a plant needs water. Without it, his growth is stunted and his potential sapped.'

(Dinkmeyer and Dreikurs)

At The Castle School we are committed to promoting, celebrating and rewarding achievement. We recognise that our pupils possess a range of talents and abilities. We are, therefore, committed to recognising and rewarding effort and achievement at all levels.

At The Castle School we reward pupils on both an individual and group basis. There are many ways in which pupils are rewarded, e.g. class rewards and Headteachers rewards. However, we recognise that one of the easiest and most effective ways of rewarding a pupil is the use of praise. Low-level interventions, such as a smile, thumbs-up, use of a smiley face or proximity praise can be very effective in promoting positive behaviour. As Gordan says:

'Praise is probably the most obvious and effective means of reinforcing appropriate behaviour and motivating pupils to meet the school's work and behaviour expectations.'

Examples of appropriate rewards:

Praise for specific positive behaviours and/or work
Individual targeted awards in class
Sent to member of Leadership Team for good work
Sent to Headteacher for Headteacher's Award
Letters home
Star of the Week
Class Star of the Year
Certificates/Awards
Stickers
Celebration in assemblies

Arrangements for monitoring and evaluation

A **red Behaviour Support File** will be kept in each classroom. (A section for each pupil)

Inside the file will be:

- A **daily log sheet** recording the behaviour of each pupil (N.B. this is only for significant behaviours and may not be completed for each pupil every day)
- A copy of a pupil's **Behaviour Support Plan** (where applicable) will be logged in the red Behaviour Support File and a copy placed in the staff room Behaviour Support Plan (Staff Room) File for reference by other staff. The plan will be signed by a PROCT-SCIPr-UK@ instructor and sent home for signing by parents/carers to ensure consistency.
- In extreme cases, when pupils are not responding to **Behaviour Support Plans**, a multi-professional meeting may be called, to assess the situation and to plan any actions that may be needed.
- Significant accidents or incidents must be recorded on a **FRIAR 1** form and passed to the PROACT -SCIPr UK@ Lead the same day. This should record all details about the incidents, including details of any injuries and any first aid measures given. There is a Minor Accident form for minor injuries such as cuts and grazes. Copies of the FRIAR 1 or the Minor Accident form should be filed in the red Behaviour support file. All injuries should be reported home as soon as is possible by phone and home-school book.
- A physical intervention form should be completed if it has been necessary to carry out any of the PROACT -SCIPr UK@ interventions. The form should be passed to the PROACT -SCIPr UK@ Lead as soon as possible and a copy kept in the red Behaviour support file.

Positive Behaviour Support Plans

Positive Behaviour Support Plans will be set-up to help support pupils who are having particular difficulties with behaviours. These may be set-up because of one or all of the following:

- Increase in FRIAR 1 reports for a particular pupil
- Increase in repeated behaviours
- Observations from staff to Leadership Team
- Positive Behaviour Support Plans will be written with input from the class team and a PROACT-SCIPr-UK@ Trainer from the Leadership Team. Risk assessments will need to be written if it is decided that a Physical Intervention should be included on the Positive Behaviour Support Plan.
- When a Positive Behaviour Support Plan is written, this should be discussed with parents. Every effort should be made to get the Behaviour Support Plan signed by parents/carers.
- Positive Behaviour Support Plans are a standing item for discussion at weekly Leadership Meetings.

- The Positive Behaviour Support Plan will be reviewed termly (or whenever significant changes to behaviours occur) to make sure that it is still appropriate. PROACT -SCIPr UK® Lead will lead on reviews.

Exclusions

In some extreme cases of behaviour the pupil may have to be excluded from school. The decision to exclude will only be taken when it is deemed by the Headteacher to be unsafe to keep the pupil on the school premises. The staff team will work hard to avoid exclusions and all other internal strategies will be exhausted before this decision is taken.

The procedures for appealing against exclusions are contained within the Behaviour Policy (Procedures and Additional Information) Appendix document.

Safeguarding of excluded pupils

Given that safeguarding is everyone's responsibility, and that pupils who are excluded from school are particularly vulnerable, all those working with the pupil or family, however tangentially, should check with school staff, social workers, parents and other colleagues, to assure themselves of the pupil's safety whilst out of school.

Any concerns expressed should be passed on to CAAS (Contact Advice Assessment Service) in the usual manner.

Good practice would be to discuss safeguarding concerns with more than one person from the school, family and other colleagues so that a decision is not made based on one person's opinion.

If WBC's Exclusions Officer is involved he will record that he has discussed any safeguarding concerns with the school and others. If EWO (Education Welfare Officer), Eps (Educational Psychologist), SEN Department, YOT (Youth Offending Team) and other colleagues are involved then they should routinely record, within their normal note-taking system, that safeguarding concerns have been discussed and acted upon if appropriate.

Schools should be encouraged to do the same whenever they exclude a pupil.

Rights Respecting Schools

This policy adheres to the principles of the United Nations Convention of the Rights of the Child (UNCRC) specifically articles: 3, 4, 5, 6, 12, 15, 16, 19, 23, 28, 37 and 39.

Last review: 18 January 2018

Next review: Sept 2021

Behaviour Policy (Procedures and Additional Information) Appendix 2017

Detention Policy

The school will not usually use detention after school although it can be used giving at least 24 hours notice to parents. What is 'reasonable' is the main consideration. Pupils may be required to finish work for part of a lunch break if necessary.

School uniform

The school has adopted a school uniform policy. Pupils are required to wear the uniform and the school may refuse to admit a pupil who is wrongly dressed. This also applies to extremes of fashions in hairstyles, offensive slogans etc. In such cases pupils may be sent home in order to return appropriately dressed. Due to the nature and needs of our pupils, we will work with parents to be flexible and supportive when needed.

Personal Effects

- Personal effects are brought into school at pupils own risk. Mobile phones, personal stereos, iPods etc. must be handed in to the class team at the beginning of each school day where they will be kept securely. They may be collected at the end of the day.
- Watches, rings, bracelets etc., should be removed during PE lessons as they could cause injury to either themselves or others. Similarly, earrings must be removed. (Ear studs, for occasions when ears are newly pierced need to be covered with a tape so that any accidental knock to that part of the body will not result in injury). If pupils remove these items for PE lessons they should be handed to staff for safekeeping.
- Chains should not be worn in school as these too may cause injury during break and lunch time.

Body piercing

- All body piercing constitutes a risk of injury to either the pupil or others in the school environment. Injuries can be caused by tearing the piercing from the body, and subsequent bleeding and the risk of infection.
- Any pupil who has a body piercing will be asked to remove it before he/she attends school. If this is not possible (i.e. if the piercing is new and has not had time to heal), the pupil will be asked to provide tape/plasters to cover the area of the piercing. Pupils will be asked to self-apply these.
- Teachers will then need to make adjustments to the activities in which the pupil is involved in order to reduce the risk of injury to themselves or others.

Confiscation of items.

The school may confiscate any items that may be dangerous e.g. a knife or a weapon. The school has the power to search for weapons (The Violent Crime reduction Bill/Act 2006). The school may also confiscate ordinary items being used incorrectly e.g. mobile phones, balls in classrooms etc. Although these items will usually be returned at the end of the day, schools are not liable for items legally confiscated.

Attendance issues

- It is the parents' duty to ensure that a child attends school regularly and that they arrive at school on time. If a pupil is absent through illness the school should be contacted on the first day of absence.
- Holidays in term time cannot usually be authorised but can be requested in writing if there is a specific reason.
- Regular lateness, truancy or non-attendance at school may result in court fines.

Help for parents

If parents are finding real difficulty with matters relating to their child, the school will link the support agencies who will endeavour to help. There is a Pastoral Support Team and Family Support Worker to help support families of pupils at the school. The school has a school nurse. There is a good working

relationship with social services, the Local Authority and Educational Welfare Officers. Parents may speak with a member of the school staff to make the initial contact with support agencies.

Complaints Procedure

Usually, staff and parents will work together for the benefit of the child and will resolve difficulties through discussion. However, in some circumstances, a formal complaint may be made. Formal complaints will be made directly to the Head teacher who may refer the matter to the Governors if necessary (Please see Complaints Policy.)

Anti Discrimination

All members of the school, both adult and pupils along with visitors will be treated equally irrespective of the age, sex, ethnic or cultural background, ability or religion.

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The Governing Board will review the exclusion following the flowchart below, which is taken for the DfE document "Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion, September 2017"

With regard to the statutory advice, If the Governing Board decide that a pupil should be reinstated they will give the appropriate direction to the Headteacher (who is under a duty to comply with it) and inform the parent and LA of their decision.

If they decide that a pupil should not be reinstated, they will inform the parent, the Headteacher and the LA of their decision. In the case of a permanent exclusion they will notify the parent in writing of their decision and the reasons for it within one day. The letter will advise the parent of his or her right to appeal against their decision, whom they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

Annex A – A summary of the governing board’s duties to review the head teacher’s exclusion decision

