

BLOSSOM HOUSE SCHOOL

Policy for School Discipline and Behaviour

Foundation Stage and Primary School

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, family 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 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 course of behavioural manifestations.
- Secondary pupils will be supported in gradually developing independent behavioural modification strategies, with less reliance upon external motivation. This is of course dependent upon the individual.

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 (not run) when moving around school.
- If a pupil has a grievance against another pupil, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents may lead to exclusion.
- 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 learning.

Incentive Scheme

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. 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 and for being caring, and for all aspects of good work and behaviour. Specific systems are developed for individual pupils and for each group. These are regularly monitored and changed as judged necessary. Such policies are evaluated each half term to check for efficacy (*refer to 'Recording and Evaluation' section*).

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 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 sitting, good listening’, delivered according to their age. The pupil may also need to be referred for arts therapy to provide a safe space for exploration of such emotions and possible traumas.

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

Sanctions

Sadly, there will be times when pupils behave inappropriately. Pupils need to be supported in discovering where the bounds of acceptable behaviour lie, as this is a part of growing up. A Behaviour Policy must state these boundaries firmly and clearly.

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 and 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.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, 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. Each incident is assessed carefully, and a strategy developed. This may include 'time out' or spending time away from the group and earning the right to be back with the other pupils. The staff involved in directing sanctions ensure that the pupil understands that this is 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 aggressors 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, LEA and Social Services are involved if appropriate (*refer also to the Child Protection policy*).

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 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.
- 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.

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 then the following may be used, depending on each pupil's needs. Any change or addition to a sanction must be talked through with the person responsible for behaviour management or the Headteacher first:

- 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 Time Out team on occasion (*refer to the 'Behaviour Modification' section for further detail*).
- Repeat work
- Removal of privilege e.g. miss playtime (but must be supervised)
- Behaviour modification programme – setting targets, with appropriate behaviours being rewarded.
- 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*).
- 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 of property.
- For some primary pupils 'Time Out' is used. This is only put into practise 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 restraint 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.

- Sanctions 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 book (where appropriate) and should be recorded on the 'pupils' behaviour log' by the staff member/s involved. At the end of each term, these records from the Time Out 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
- 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 restraint is necessary. Time Out details are described in the '*Care and Control*' section.

The child should be removed from the situation as soon as possible. A member of the Time Out Team is called who will take immediate action. This may involve Time Out for Primary pupils, which is recorded in the 'Time Out' folder.

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 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.

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.
- Sharing good behaviour with other children/other classes.
- Showing positive work in assembly.
- Involving parents at an early stage to make an action plan together
- Social Stories (*Refer also to the Social Stories policy*).
- The 'Kindness and Positive' books, which record a wide range of positive acts and interactions.
- The 'Hurting book' for Primary pupils, in order to label and teach pupils about behaviour which can physically or emotional 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.

- 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 tokens 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 as well as feeling that outcomes are within their own control.

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. At present (September 2008) this is *Nicola Masefield*.

Members of staff 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

Recording and Evaluating

(Added to the policy September 2008)

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.
- The Group Leader, morning and afternoon Classroom Assistants are required to 'score' the individual behaviour policies every half term. This uses a scale of 1-5 in order to rate change in behaviour. This data is then evaluated by a member of the Time Out team (*Lucinda Fowler, September 2008*), who communicates this to the person responsible for behaviour, and other relevant staff. Termly, this data is collated and averages are found and compared. A graph is then produced to show the effectiveness of an individual's chart over the year. Additionally a summative graph is produced to enable a comparison to be made between the primary and secondary school and the effectiveness of individual charts within these two different age groups. This data is studied and behaviour policies may then be adapted accordingly. This also informs future policies, plans and staff training.

NOTE: End July 2009 – This data has been useful in providing the relevant staff with data of a more quantitative nature to assess the school's policies and behaviour plans for individual pupils that are over and above the usual behaviour management techniques employed throughout the school. It is now felt that this trial can be discontinued as this data has been shown to support the staff's input and observations about a child's behavioural progress.

- Social Stories are reviewed and evaluated by the person responsible (*Charlotte Stevens, from September 2008*) who communicates this to the person responsible for behaviour, and other relevant staff. *Details of this can be found in the Social Stories Policy.*

Mobile Phones Policy

As of 10.11.08 the mobile phone policy is as follows:

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

This policy was reviewed in September 2009