

# **BAGINTON FIELDS SCHOOL**

## **Policy for the Management of Student Behaviour and Discipline**



*"Dedicated to delivering inspirational learning experiences"*

## **Policy for the Management of Pupil Behaviour and Discipline.**

<b>Aspects of Whole School Management to be covered by the policy.</b>
--

1. Recognition of the personal, social and emotional dimensions of SEN that pupils at Baginton Fields School are likely to exhibit.
2. Aims of the policy to govern management of pupil behaviour and discipline.
3. Definition of “Loco Parentis”. The duties and responsibilities of staff, governors, external agencies, parents and pupils.
4. Encouraging appropriate behaviour, desired skills and attitudes, code of conduct and methodology of delivery within the curriculum.
5. Coping with challenging behaviour and issues relating to sanctions, consultation and negotiation, staff training and recording methods.

It is the duty of staff to ensure that pupils learn effectively and have high expectations of pupils in terms of both achievement and behaviour. Staff also have a responsibility to apply principles and practice relevant to the policy and to ensure that their work in the classroom takes place within the framework of the school’s policy on behaviour and discipline.

Parents have an obvious role in helping children develop appropriate behaviours and wherever possible a working relationship between school and home should be sought in order to reach common understandings. Parents should seek to make themselves aware of the detail of school’s policy and practice, as regards behaviour and discipline, and feel confident in discussing their own child’s circumstances with members of school staff.

Policy at Baginton Fields School is intended to provide fair and consistently applied management of pupil behaviour in which the emphasis is upon the promotion of appropriate behaviours. The individual roles of pupils within maintaining policy and practice will depend upon the circumstances of the pupil concerned and will be within the understanding that pupils attending Baginton Fields School are likely to display complex personal and social needs that will require careful assessment and management according to an agreed regime.

In maintaining its policy on the management of pupil behaviour and discipline the school recognises the role of loco parentis. All staff members are bound to the duty as acting as caring and reasonable parents to pupils for whom they are responsible at any given time. Bound within this duty of care is an expectation that members of staff are required to maintain good order and safeguard the health and safety of pupils on the school premises or on authorised school activities elsewhere.

### **Personal and social characteristics of SEN that need to be considered at Baginton Fields School:**

- The majority of pupils, if not all, will have difficulty communicating by verbal or written means and are therefore likely to experience frustrations when dealing with a community where communications are sophisticated and also central to the functioning of that community.
- Most pupils will have very limited language development and will have difficulties in understanding concepts and the ability to consider information in a rational way.
- Many pupils will have an additional disability that might include multi physical and / or sensory factors to the extent that naturally occurring interpersonal interactions are severely inhibited.
- Some pupils have ongoing health difficulties that are likely to inhibit the normal pattern of emotional and social development.
- Some pupils are likely to exhibit inappropriate behaviours as a result of delayed emotional and social development and may be aggressive towards others, self-injurious and /or have obsessive, self-stimulating interests that severely inhibits interactions with their immediate environment.
- Many pupils will have limited ability to manage their personal needs or even be totally dependent on adult assistance for even their basic needs.
- The majority of pupils will be vulnerable because of their limited understanding within health, safety and social issues.

### **Aims of the policy for the management of pupil behaviour and discipline:**

1. To help the school manage pupil behaviour effectively and in empathy with the personal and social circumstances of each pupil.
2. To encourage a whole school approach to behaviour and discipline and help define the roles of staff supporting professionals, pupils and parents.
3. To promote respect for the individual and facilitate the rights and needs of pupils within the community and according to relevant legislation.
4. To help facilitate meaningful participation for each pupil within the community that is in empathy with their personal circumstances.

5. To assist in the identification of behaviour management and discipline that can be rehearsed via the curriculum.

### **Roles and Responsibilities:**

The role of the school goes beyond that of simply maintaining good order amongst its pupils. It should play an active role in promoting the spiritual, moral, cultural, emotional, physical development of its pupils. Responsibility and duty go hand in hand with rights and school must be clear in the values to it and its community.

It is the duty of the headteacher to determine the measures, rules and provisions that are necessary to promote practise within pupil behaviour and discipline.

The quality of leadership provided by the headteacher is crucial to the success of such a policy:

- Managing personnel.
- Managing affective communication systems.
- Fostering a sense of community.
- Taking the lead in setting standards and values.
- Encouraging collective responsibility.
- Supporting staff.
- Managing organisational or curriculum practice.

It is therefore the responsibility of the headteacher to define the aims of the school in relation to pupil behaviour and discipline and to create the conditions that are necessary in order to facilitate such aims and to ensure that standards are applied consistently throughout the school.

The Governing Body has a key role in influencing the ethos of the school and its standing in the community it serves. The governors should take the lead, in consultation with the headteacher, in developing the overall policy on behaviour and discipline and ensuring that they are satisfied that the headteacher discharges duties appropriately within the policy.

Governors also have a responsibility to monitor and review that school's policy on pupil exclusion and also on the number of exclusions that take place.

### **Encouraging appropriate behaviour:**

This policy is intended to set the framework by which appropriate interpersonal skills and attitudes may be positively encouraged. Good role modelling by staff is seen as essential towards facilitating appropriate social behaviours but in itself does not go far enough.

The staff of Baginton Fields School have confirmed a list of interpersonal skills within which it was felt pupils would experience some difficulty as a consequence of their overarching learning difficulties –

- Expressing an opinion.
- Relating to others.
- Coping with stress.
- Trusting others.
- Coping with anger.
- Making decisions.
- Managing feelings of affection and sexuality.

It is recognised that interpersonal difficulties could result in pupils exhibiting unacceptable behaviours. The organisation of the whole curriculum at BFS will therefore facilitate regular opportunities for pupils to develop their interpersonal skills. Opportunities will be organised in an informal manner as part of the programme for PSHE and in a more formal manner as part of good teaching and learning methodology.

### **Challenging Behaviour:**

- It is essential that school maintains an ethos that encourages and rewards appropriate pupil behaviour, that a pupil's difficult behaviours are never considered in isolation from a pupil's positive behaviours and from the contextual circumstances that surround the behaviours.
- Rewards to encourage good behaviour, particularly social rewards such as praise, should always be used more often than reprimands / sanctions.
- Forming positive relationships with a pupil should be seen as the first step in behaviour management.
- General classroom rules are applied consistently and that they are fair and reprimands are in relation to the scale of the pupil's misconduct.
- Any incidences of challenging behaviour should be recorded using the SOLAR Behaviour System. This is monitored regularly by SLT to determine patterns of behaviour and to inform day to day management policy.
- Reprimands and sanctions should be applied fairly, be understood by the pupil and likely to include:
  - Verbal reprimand in private
  - Loss of privileges
  - Loss of breaktimes
  - Carrying out meaningful tasks / restitution
- Pupils should be helped to understand how they can avoid the need for future reprimands.

- Some punishments are not permissible within the framework of the policy.
  - Corporal punishment including hitting, slapping, rough handling, throwing missiles, pinching, restraining the liberty of pupils by the use of furniture, straps, rooms and the use of physical actions that could constitute battery.
  - Threatening a pupil with corporal punishment.
  - The deprivation of food and drink normally available to the pupil.
  - The wearing of distinctive and/or inappropriate clothing as a punishment.
  - The identification of individual pupils as scapegoats for the actions of others nor the whole group being punished for the misconduct of an individual.
  - Ridicule or the deliberate use of cynicism.
- Incidents of bullying, homophobia, racial harassment and sexual harassment should be recorded in the first instance on SOLAR. If they then become persistent they should be reported directly to the headteacher who will determine an appropriate response.
- Staff who have more than occasional difficulties in managing a pupil's challenging behaviours have a duty to share such difficulties with colleagues at an appropriate time during weekly departmental meetings. In a supportive role, staff have a duty to offer advice and consultancy and agree a joint strategy for managing such difficulties in a constructive manner. Such agreements should be recorded by the Key Stage coordinator and disseminated as appropriate. It is good practice that lesson plans include opportunities to reinforce appropriate behaviour and to rehearse those skills and attitudes that are sought from pupils. Please see the attached flow diagram for an explanation of the steps to follow if a member of staff feels a pupil is presenting challenging behaviour. A Behaviour Support Plan should be written on the agreed proforma (see attached) for all students that present behaviour that challenges.
- Whenever pupils present behaviours that result in staff physically intervening full reference **must** be made to the **Policy for Care and Control**.
- Whenever pupils present persistent challenging behaviours it will be necessary to complete a **Risk Assessment. (Refer to Policy for Care and Control)**
- For details regarding **Physical Intervention Training** refer to the Policy for Care and Control.
- The Behaviour Support Plan may need to consider the risks of outings from school and interaction with other students. A further risk assessment may need to be completed in these instances.
- When a pupil continues to pose significant challenging behaviours despite the use of intervention strategies then the headteacher will arrange a Multi Disciplinary Team Meeting. This will involve the headteacher inviting professionals as appropriate to conduct a holistic evaluation of the difficulties. It is intended that this meeting will agree critical intervention with the pupil's behaviour.

- The headteacher will retain the power to exclude a pupil on a temporary or permanent basis should the behaviour of the pupil pose serious threats to the health and safety of the pupil and /or others and be unresolved by the agreed strategies and interventions. Arrangements for exclusion will be in accordance with the national and local instruments of school governance.

#### **Educational Inclusion and Equal Opportunities:**

The Governing Body of Baginton Fields School is committed to the inclusion of **all** pupils to ensure all pupils receive their statutory curriculum entitlement. The headteacher will ensure this policy is applied fairly and without prejudice. Responses to pupil behaviour will be consistent in the context of the individual special educational needs of the pupil concerned.

#### **Associated Policies:**

- Policy for Care and Control.
- Policy for Safeguarding
- Policy for PSHE
- Policy for Educational Inclusion.
- Policy for Special Educational Needs.

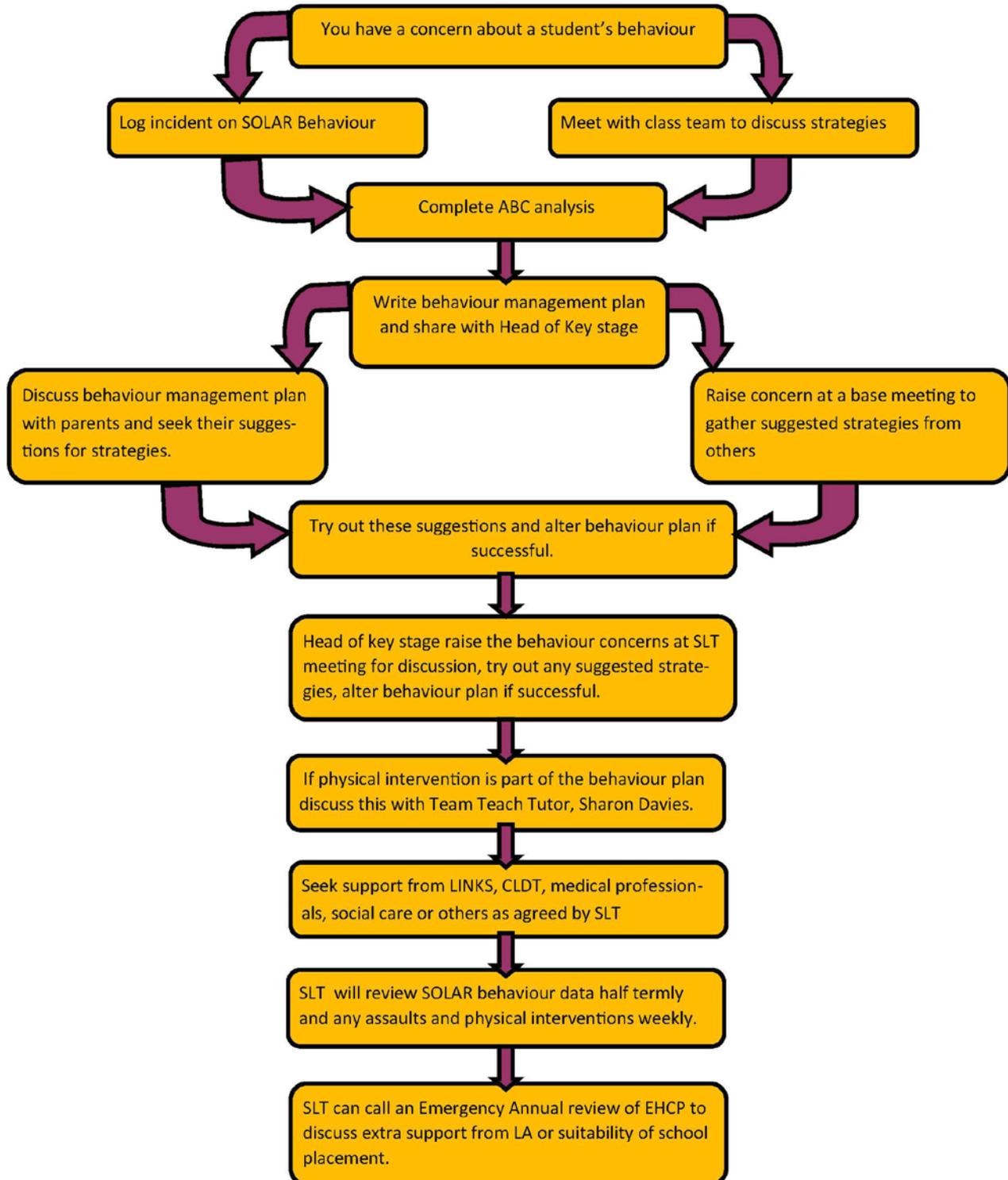
# Baginton Fields School

"Dedicated to delivering inspirational learning experiences."



## Behaviour that Challenges

**Purpose:** to describe the teacher's role and involvement of the class team when dealing with behaviour that challenges.





# BEHAVIOUR SUPPORT PLAN

<b>Pupil:</b>	<b>Year Group:</b>	<b>Written by:</b>	<b>Date:</b>
<b>De-escalation Stage 1</b>			
<u><b>Topography</b></u> <i>(pupil actions)</i>		<u><b>Strategies</b></u>	
-		-	
-		-	
-		-	
-		-	
<b>De-escalation Stage 2</b>			
<u><b>Topography</b></u> <i>(pupil actions)</i>		<u><b>Strategies</b></u>	
-		-	
-		-	
-		-	
-		-	
<b>De-escalation Stage 3</b>			
<u><b>Topography</b></u> <i>(pupil actions)</i>		<u><b>Strategies</b></u>	
-		-	
-		-	
-		-	
-		-	
<b><u>Post Incident Learning/Mental Health Support</u></b> <i>(Strategies for mending/strengthening relationships after incidents i.e. intensive interaction when all parties are ready, spoken review/highlighting better ways next time)</i>			
-			
-			
<b>Signed by Class Staff:</b>		<b>Signed by Parents:</b>	
<b>Review Date:</b>			



## BEHAVIOUR SUPPORT PLAN

<b>Pupil:</b>	<b>Date:</b>
<b>Written By:</b>	<b>Review Date:</b>
<b>Specific Concern</b> ( <i>i.e. Safe Entrance into School</i> )	
<b>History Relating to Concern</b> ( <i>Specific factors that make the plan necessary, for example risks related to pupils personal safety, risk to others</i> )	
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	

Strategic Steps to Follow to Manage Concern	Staffing Levels
1.  2.  3.  4.  5.	
Emergency Plan in Event of Strategy Breakdown	Staffing Levels
1.  2.  3.  4.  5.	
<b>Post Incident Learning/ Mental Health Support</b> ( <i>Strategies for building/strengthening relationships</i> )	
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	
<b>Signed by Class Staff:</b>	<b>Signed by Parents:</b>