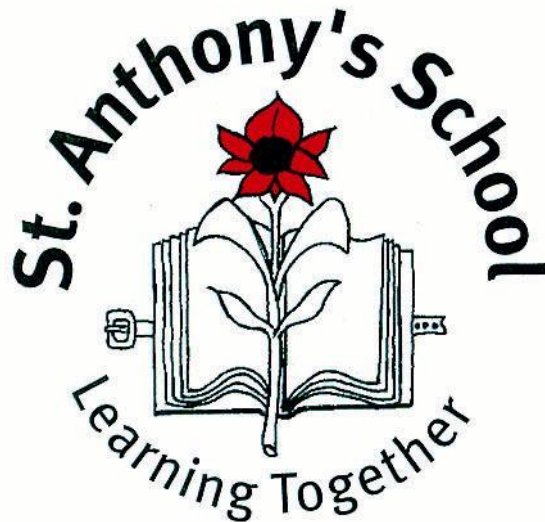


# ST. ANTHONY'S SCHOOL

## A Policy for Behaviour and Discipline



**Written/Reviewed by:** Helen Ball

**Approved by GB:** Nov 2016

**Revised:** 11/13, 12/14, 12/15, 12/16

**Displayed:** Staffroom & Intranet

**Current Version:** December 2016

**Review cycle:** Bi-Annual

## **ST. ANTHONY'S SCHOOL GOVERNING BODY**

### **A Policy Statement for Behaviour and Discipline**

Effective discipline is a shared responsibility between home and school. The governing body of St. Anthony's School view discipline within the wider framework of how we seek to moderate and improve the behaviour of our pupils. We aim to support the Headteacher and her staff, in maintaining good order and discipline at all times during the school day when pupils are present on the school premises, when they are engaged on school activities outside of school and whilst they are travelling to and from school.

We expect good standards of behaviour at all times and aim to develop self-discipline and independence in our pupils.

The school provides a secure, well-ordered environment for learning to thrive and teaching to be effective. We aim to promote a positive working environment in an atmosphere of mutual respect. The school rewards good work and good behaviour, and uses sanctions to discourage behaviour that upsets a sense of order and purpose.

The use of sanctions does not apply to the vast majority of our pupils and good discipline is maintained by the expectation and encouragement of good work and behaviour. The school emphasises the importance of pupils' taking responsibility for their education – the School Council, formed in Spring 2000, offers pupils a forum for expressing their views and enables them to contribute to school policy.

#### **We support the staff in their aim to promote good order and discipline through:**

- Developing in pupils a sense of **self** discipline and an acceptance of responsibility for their own actions
- The use of a Code of Conduct which is familiar to everyone and a few simple, easy to understand rules (many of which are suggested by the pupils)
- Creating the conditions for an orderly community in which effective learning can take place, in which there is a mutual respect between all members and where there is proper concern for the environment
- Fostering positive relationships with the families of our pupils so that two-way communication between home and school becomes a fundamental and essential part of the educational process

Adopted by governing body  
(July 2000)  
Reviewed October 2013  
Reviewed December 2014  
Reviewed December 2015  
Reviewed December 2016

# BEHAVIOUR AND DISCIPLINE POLICY

## Rationale

Effective discipline is a shared responsibility between home and school. At St. Anthony's School, we view discipline within the wider framework of how we seek to moderate and improve the behaviour of our pupils. We aim to maintain good order and discipline at all times during the school day when pupils are present on the school premises, when they are engaged on school activities outside of school and whilst they are travelling to and from school

We expect good standards of behaviour at all times and aim to develop self-discipline and independence in our pupils.

The school provides a secure, well-ordered environment for learning to thrive and teaching to be effective. We aim to know students well as individuals and to promote a positive working environment in an atmosphere of mutual respect. We reward good work and good behaviour, and use sanctions to discourage behaviour that upsets a sense of order and purpose.

Our pupils react well to praise and we can find praiseworthy performances and behaviour in **every** child!

## **We aim to promote good order and discipline by:**

Developing in our pupils a sense of **self**-discipline and an acceptance of responsibility for the own actions

The use of a Code of Conduct which is familiar to everyone and a few simple, easy to understand rules, many of which are suggested by the pupils (see attached)

Creating the conditions for an orderly community in which effective learning can take place, in which there is a mutual respect between all members and where there is proper concern for the environment

Fostering positive relationships with the families of our pupils so that two-way communication between home and school becomes a fundamental and essential part of the educational process

This involves:

- Ensuring that consistency and fairness are apparent at all times
- Ensuring that rewards and sanctions are realistic and achievable
- Expecting high standards of behaviour whilst recognising that this is not always achievable!

In principle, we would wish to reward the good and ignore the bad, but we recognise that we cannot ignore behaviour that threatens the well-being and safety of others or disrupts their learning.

We agree that the best way to achieve our aims is to nurture a relaxed, pleasant atmosphere in which learning is the priority. Pupils are encouraged to give of their best, both in the classroom and in extra-curricular activities and are stimulated and supported to their full potential. This, in turn, demands a positive policy encouraging appropriate attitudes, reward and praise.

The provision of a relevant and appropriate curriculum for children with special needs, the use of inspiring and motivating teaching methods and the full involvement of all pupils and staff are important ingredients in ensuring a well-ordered, well-motivated school.

The use of sanctions does not apply to the vast majority of our pupils and good discipline is maintained by the expectation and encouragement of good work and behaviour. The school emphasises the importance of pupils' taking some responsibility for their own education – the School Council, formed in Spring 2000, offers pupils a forum for expressing their views and enables them to contribute to school policy.

### **Personal Problems**

Poor behaviour can stem from personal problems or difficulties. To punish the bad behaviour and ignore the reasons for it will only have a short-term effect and will not provide a lasting solution. We must therefore look for the reasons for poor behaviour and our child-centred approach and pastoral system help us to maintain discipline. All members of staff have as important a role to play in this as those given the specific pastoral role of form tutor or class teacher. We expect that any changes in pattern of work, behaviour and progress of a pupil are noted and communicated to colleagues.

At St. Anthony's School, we have established close relationships with external support services such as the Education Welfare, Psychological, health, Community and Social Services, CAMHS and the Police.

### **Staff Responsibilities**

Our pupils should know that they are under supervision at all times when they are in school and/or on authorised school activities. We must ensure the presence of staff on duty or a teacher in the classroom before a lesson begins as an effective way of obtaining good behaviour. The attitude of all our staff in the disciplinary process is of great importance. It is we who establish the environment in which good staff/pupil relationships can develop. These relationships call for sensitivity and tact. In particular, a teacher or support assistant's influence depends on attitude, example, teaching skill and the rapport established with pupils. We are expected to set a positive example to pupils in matters of dress, punctuality, commitment and demeanour. We should also be aware at all times of the need to promote the positive ethos and Code of Conduct of the school and the share responsibility for the welfare of pupils. No member of staff should ignore evidence of disruptive or poor behaviour.

## **Rewards – the positive side of discipline**

We must emphasise the positive approach of encouragement and praise, rather than negative criticism. Where we consider that criticism is appropriate, it should be constructive in its approach and include advice on how to improve behaviour.

We use the following examples of “rewards” (not in any order of priority):

Infant Department -

- Verbal praise
- Informal internal class merits/rewards
- Written comments in Home/School books

Junior Department –

- Verbal praise
- Certificates awarded
- Individual merits/points given for good work and behaviour
- Other awards such as stickers, small novelties e.g., for meeting individual targets through a tick system

Secondary Department –

- Verbal praise
- Individual merits for good work or behaviour. Once a certain number are achieved, a special certificate is awarded in assembly. (See Merit Systems attached)
- Recognition of good behaviour, attitude and achievement in assemblies and on presentation day.
- Golden Time

Across the school, examples of good work are displayed on notice boards and shown and discussed in “Good Work” assemblies.

On Presentation Day, prizes that reflect endeavour in curriculum areas and in other areas such as community service, attendance and merit achievement are awarded.

We use school reports, to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes.

## **Sanctions**

Even in a well-ordered and positive environment such as ours, we find it necessary from time to time, to apply sanctions. We have an extensive list of sanctions, on the grounds that it is not sensible to reach the ultimate sanction too soon. We also recognise that any sanction is less likely to be effective if it is over-used. Similarly, we should attempt to avoid threats or statements that leave the teacher or more senior member of staff with no room to manoeuvre. **In all disciplinary actions, it is essential that the pupil fully understands that it is the behaviour which is not acceptable rather than it being the pupil as a person.**

We may use the following sanctions:

- Verbal warnings
- Changing seats
- Flexible arrangements for teachers to ask other teachers to take pupils for a short space of time
- Withdrawal of break-time or lunchtime privileges
- Withholding participation in any school trips or sports events that are not an essential part of the curriculum
- Ask that they leave the group with the appropriate supervision
- Withdrawal from a particular lesson(s) or tutor group including work set to be completed in isolation
- Carrying out a useful task in the school  
Being placed on report/behaviour chart
- Referral To Key Stage Co-ordinator, Pastoral Manager and then to member of Senior Management Team as appropriate
- Parents informed and asked to visit if necessary
- Internal Inclusion
- Exclusion, fixed term or permanent

Offences for which exclusion or other serious consequences may be considered include:

- A. Repeated verbal or physical aggression (or threats of) towards a member of staff or a pupil (which is not due to an exceptional S.E.N.)
- B. Behaviour likely to cause danger to others, including serious vandalism
- C. Bringing and/or using weapons or illegal substances (including alcohol) to school
- D. Serious criminal activity
- E. Where the learning of others is detrimentally affected by the wilfully disruptive behaviour of an individual or group. This behaviour continues despite several attempts to change and improve behaviour and after appropriate intervention and support has been given.
- F. Repeated racism or any other discriminating behaviour

The school has adopted the WSCC's policy on exclusion and will instigate a "behaviour support plan" for any pupil at risk of exclusion.

Pupils, in the secondary department, who are excluded or who are working in isolation will receive work set by subject teachers, which will be marked on their return to main school life. On their return to school, an excluded pupil will be given help and advice on how to reintegrate back into school life. A contract is often entered into when pupils are re-admitted after exclusion.

## Success Criteria – how will we judge?

If .....

- The behaviour of a pupil giving cause for concern is modified/adapted to an acceptable standard bearing in mind the individual involved
- Pupils are able to work – and learn – with small or large groups without restricting or affecting the progress of their peers
- Pupils acquire the personal and social skills, which will enable them to make the move into the outside world. They achieve the **self-discipline** to become responsible members of the community.
- The aims of the school are being achieved to a satisfactory level within the remit of the Behaviour Policy

This policy complies with section 89 of the Education and Inspections Act 2006

**St Anthony's has an agreed approach to managing behaviour positively. Including where necessary the use of physical intervention if necessary. A full control and restraint policy is available upon request or via the Intranet**

**Please read in conjunction with Policy The Use of Reasonable Force to Control or Restrain Pupils**

### **Team Teach**

St Anthony's uses this holistic approach to behaviour management. The focus is on the use of de-escalation strategies which calm and reassure the pupil when they find themselves in difficult situations. On occasions physical intervention may be required to keep either the pupil or other pupils/staff safe. This would only ever happen as a last resort and adults using physical intervention need to have been given permission by the head teacher to do so. Only staff who have undertaken the Team Teach training have permission to use Physical Intervention. This also applies to volunteers and any other adults working in the school and/or assisting on school trips.

All staff are trained in Team Teach and are supported by two qualified Team Teach trainers. If physical intervention is applied the incident is recorded using the form available at from the Pastoral manager. Following such an incident parents are informed on the same day by telephone and in writing and if required Positive Handling Plans put in place.

### **Positive Handling Plans:** (see appendix)

Some pupils require individual Positive Handling Plans to support them and to ensure that staff adopt a consistent approach to the managing their behaviour. These are made available to all staff and agreed by parents and where appropriate the pupils.

### **When to use physical interventions: DfE Guidance for Schools, May 2012**

This part of the policy which relates to the reasonable use of force takes into account that at St Anthony's School School it is understood that we have a legal duty to make reasonable adjustments for our children with regards to their disabilities and special educational needs (SEN).

### **What is reasonable force?**

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 5) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

- 1) All members of school staff have a legal power to use reasonable force Section 93, Education and Inspections Act 2006



- 2) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 3) The follow list provides some examples of situations where reasonable force can and cannot be used;

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot

- Use force as a punishment – it is always unlawful to use force as a punishment.

### **Power to search pupils without consent**

In addition to the general power to use reasonable force described above, head teachers and authorised staff (Members of SLT) can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”

- Knives
- Alcohol
- Illegal Drugs
- Stolen Items
- Tobacco and Cigarette papers
- Fireworks
- Pornographic Images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

Force cannot be used to search for items banned under the school rules such as Mobile Phones, I-pods etc.

Reviewed January 2009  
Reviewed October 2012  
Reviewed October 2013  
Reviewed December 2015  
Reviewed December 2016

Suggested Attachments:

Code of Conduct and new rules sheet  
Home School Agreement  
Merit system and certificates  
School aims  
Example of Positive Handling Plan

**Code of Conduct**

we are kind and considerate

we help others and listen to what they have to say

we move quietly around the school

we follow our classroom rules

we help keep a safe and tidy school

we keep ourselves looking neat and clean



## HOME SCHOOL AGREEMENT

Name of Child: .....

### 1. Parents

I/We will:

- see that my child goes to school regularly, on time and properly equipped;
- notify the school and give reason for absence on first day of non attendance;
- support the school in encouraging positive attitudes, behaviour and relationships at all times;
- let the school know about any concerns or problems that might affect my child's work or behaviour;
- support the school's policies and guidelines for behaviour;
- support my child in homework and other opportunities for home learning;
- attend parents' evenings and discussions about my child's progress;
- collect my child from school should this be necessary at any time.

### 2. School will

- contact parents if there is a problem with attendance, punctuality or equipment;
- let parents know about any concerns or problems that affect their child's work or behaviour;
- send home regular assessments and an annual Record of Achievement;
- set, mark and monitor homework and provide facilities for children to do homework in school;
- arrange parents' evenings and annual review meetings during which progress will be discussed;
- keep parents informed about school activities through regular letters home, newsheets and notices about special events.

Signed: .....(Parent/Guardian)

Signed: .....(Headteacher)      Dated: .....

## Merit Processing

- Subject Teachers and Staff award merits for a variety of reasons. Staff record awards in Pupil homework diaries.
- Tutor records merits in Tutor Action File.

Carded certificates are awarded at:	25	= Commendation
	50	= Bronze
	75	= Silver
	100	= Gold
	150	= Platinum
	200	= Distinction
	275	= Headteachers Award

The office in the school office should be notified of merits by 9.30 on a Friday at the very latest for certificates to be received on that afternoon

# St. Anthony's School

## Aims

Governors and staff have agreed the following aims:

- To provide a safe and secure environment where every member of the school community is given the support and encouragement necessary to maintain good human relationships.
- To encourage sensitivity, tolerance and respect for self and others, within a warm and caring atmosphere.
- To provide access to a broad, balanced, differentiated and relevant curriculum.
- To encourage links between school, home and community within the context of a changing society.
- To assist students in acquiring skills for independent living and for life beyond school.

The school provides a curriculum which offers a modified and adapted National Curriculum. The curriculum extends the breadth and balance for children with moderate learning difficulties by the addition of extension groups for language support, riding for the disabled, college links and, where appropriate, counselling support. Positive links between home and school are essential for each child's success and we encourage parents to be closely involved during their child's time at St. Anthony's.



## **DEPARTMENT RULES**

### **SENIOR DEPARTMENT**

- We do not bring dangerous things like knives and razors to school.
- We do not borrow, lend, buy or sell things at school.
- We know that fighting and play fighting are not allowed at school.
- We do not bring chewing gum, cigarettes, matches, lighters or alcohol to school.
- We know that swearing, insults and name calling is not acceptable at school.
- We stay within the school grounds.

### **JUNIOR DEPARTMENT**

- We do not bring dangerous things to school.
- We do not borrow, lend, buy or sell things at school.
- We know that fighting and play fighting are not allowed at school.
- We do not bring chewing gum to school.
- We know that swearing, insults and name calling is not acceptable at school.
- We stay within the school grounds.

Each class teacher may wish to add to these rules

Pupil  
Photo

## Positive Handling Plan/Risk Assessment

Name of child	Date of plan	Review Date
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### Hobbies/Interests/Possible diversion strategies

Describe interests, word, objects etc which may divert attention away from an escalating crisis.

### Triggers and Environments

Circle situations which have led to a dangerous situation in the past

Name Calling    Failure to understand instruction    Particular lesson    Particular environment

Correction    Non-Verbal Communication    Working with others    Body Language/touching

Peer Conflict    Queuing/Waiting    Trigger touch    Raised Voice

### Behaviour

Circle the level of potential risk:                      Low                      Medium                      High

Circle and/or describe precisely what might happen:

Persistent refusal to follow instructions    Assaultive language    Slap    Punch    Push

Bite    Spit    Hair Grab    Neck Grab    Clothing Grab    Arm Grab

Weapons/Missiles    Damaging displays    Self Harm    Kick    Lies

## **Prevention**

Describe support which may be put in place to reduce the risk of a serious incident e.g. environment,

**Any medical conditions or personal history that should be taken into account before physically intervening.**

## **De-escalation**

Describe any strategies which have worked in the past or should be avoided



**Physical Intervention**

Describe any strategies which have worked in the past or should be avoided

**Re-integration**

Describe steps taken for a child to re-enter the classroom/learning or care environment

**Positive Listening and Debrief**

Describe support which may be put in place to reduce the risk of a serious incident e.g. environment, staff

**Recording and notification Required**

Please circle

Behaviour Log    Parents/Carer    LA    Social Worker    EP    Others

Staff Members:                      Name:    Signed:

Staff Members:                      Name:    Signed:

	Try	Avoid
Verbal advice/support		
Firm clear directions		
Negotiation		
Limited choices		
Distraction		
Diversion		
Reassurance		
Planned ignoring	*	
Take up time		
Withdrawal offered	*	
Withdrawal directed		
Transfer adult		
Reminders about consequences		
Use of humour		
Success reminders	*	
Other		

	Try	Avoid
Friendly Escort		*
Help Hug		*
Standing Wrap		*
Sitting Wrap		*
Standing Double Elbow		*
Standing Single Elbow (2 person)		*
Sitting Single Elbow (2 person)		*
Other		