

Newfield School

Pupil Discipline & Behaviour Policy



Responsible:
Mrs Furlong

Review Date: September 2021
Next Review: September 2022

Newfield School Pupil Discipline & Behaviour Policy

Staff will follow the guidelines detailed in this policy, together with the Special Educational Needs policy and the Care and Control policy.

In fulfilling our legal duties in regards to race and equality, we are guided by three essential principles:

- Every pupil will have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education
- Every pupil will be helped to develop a sense of personal and cultural identity that is confident and open to change and that is receptive and respectful towards other identities
- Every pupil will develop the knowledge, understandings and skills that are needed in order to participate in Britain's multi-ethnic society and in the wider context of an independent world, supporting social, moral, spiritual and cultural education.

Newfield School is a Special School providing places for children who are experiencing social, emotional and mental health difficulties. As such, Newfield has the same responsibilities to its pupils and parents as all schools, but has additional responsibilities to each child on an individual basis, given the evidence of special educational need as the criterion for admission. At Newfield we are quite clear that we exist as a school first and foremost, where classroom achievement is of primary importance; however, we constantly develop our knowledge, skills and understanding of specific needs to enable us to be a therapeutic institution that supports our primary purpose. Our approach in managing behaviour is to present an opportunity to educate a child around regulation and enable them to settle to learn

The term "social, emotional and mental health difficulties" is broad in itself. Experience has taught us that few of our children are likely to learn spontaneously even in the most stimulating environment without clear and consistent direction from the staff.

We recognise that many children may have to reach specific emotional objectives before they can overcome their special educational needs: At Newfield school we aim:

- 1 To improve the self-concept, including self-image, self-esteem and awareness by out-put and achievement.
- 2 To widen and deepen the range of outside interest by enjoyable, satisfying and stimulating educational experiences.
- 3 To increase understanding of human interaction and improve co-operation.
- 4 To provide a positive, stimulating, warm caring and enjoyable environment which our pupils wish to attend.
- 5 To develop appropriate in-school behaviour to facilitate learning.

- 6 To foster the acquisition of social skills and the development of responsible and positive attitudes to self and others.
- 7 To encourage personal awareness, confidence and autonomy in a variety of settings.
- 8 To achieve the successful reintegration of pupils back to an appropriate mainstream school whenever possible.

We challenge the idea that difficult behaviours are permanent. We believe that our children may have formerly experienced difficulties in mainstream schools due to a range of complex needs and issues.

Once learned, problematic behaviour can become habituated with practice and can prevent the child from experiencing those positives in the natural environment which are necessary for the growth and development of a healthy self-image.

Our task at Newfield is to help children learn new, appropriate behaviour or to unlearn maladaptive behaviour. This can be achieved by demonstrating positive behaviour in a systematic way, supported by therapeutic practice. We believe that the acquisition of new behaviour and the culmination of undesirable behaviour are both best achieved by teaching and positive reinforcement. The most important aspect of this process is the sustained and consistent recognition of desirable and acceptable behaviours and their reinforcement. Staff at Newfield School will aim to teach pupils the skill of self-regulation and how to be responsible for their own behaviours.

All pupils referred to Newfield have some kind of behaviour, which is deemed problematic e.g. aggressive, lacking control, anxious, low self-esteem, inconsequential, irrational, provocative, or withdrawn. Newfield School is equipped to manage these behaviours and aims to provide the right tools for successful learning.

We aim:

- 1 To manage pupils so that their behaviour does not:
 - a) dictate to or unduly influence others
 - b) override the aim of the school in effectively presenting a broad and balanced curriculum.
 - c) limit the opportunity for learning
 - d) cause hurt or distress to others
 - e) restrict the enjoyment of othersIn doing so we seek to ensure equal opportunities for all our pupils regardless of their differing level of need, gender, ethnic, social and cultured background, religion or minority interest.
- 2 To help pupils to change their problematic behaviours to those which will be more helpful to their general development.

- 3 To set a positive climate in which pupils become aware of their own success, improve self-esteem and progress towards confident, autonomous individuals at the same time retaining a real awareness of the needs of others.

Implementation - Climate for Learning

Every pupil has a right of access to a broad and balanced curriculum. If this is to be achieved problem behaviours need to be minimised so that they will not adversely affect the general climate of learning and progress. A positive ethos within the school will be maintained, where it is expected that work will be attended to and that progress will be made.

Implementation – Reporting Systems

Newfield School has reporting systems on causes for concern, (dealt with under the Child Protection policy). Whilst the majority of causes for concern may stem from possible neglect or abuse, emerging issues such as extremism, radicalisation, female genital mutilation (FGM) and e-safety are emerging, and our Child protection training reflect this. Newfield School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

General School Environment

Newfield School will be kept clean, in good repair and attractive, thus providing the idea that it is a place which people and things are valued. Every opportunity will be taken to display pupils work and achievements. Displays will be coloured, tasteful, stimulating and engender pride.

Wider recognition, usually during an Assembly will be given to children's good work and achievements and an opportunity given for them to present objects, skills, interests or ideas which they find of worth. Positive reinforcement through verbal praise, the giving of certificates, the presentation of prizes should be promoted. The encouragement of good behaviour is also a disincentive to bad behaviour. Praising and rewarding good behaviour will communicate what is and is not acceptable behaviour and is vital in developing the self-esteem of the child. Rewarding will include praise and thanks for what may at times appear to be very minor acts or events.

Organisation. General

Every effort will be made to promote a sense of order and consistency. An element of predictability, that is, that similar timetabled events occur on a regular basis is helpful in providing security.

Facets of good order will be:

- a) Wearing School Uniform

- b) Lining up to come into School
- d) Walking quietly into class
- e) Assembling in a quiet manner
- f) An insistence on reasonable manners and suitable conversation
- g) An extension of courtesy to others and the opportunity of service.
- h) Abiding by staff requests on school rules i.e. uniform, mobile phone handed in / kept switched off during school time

The school aims to provide a safe, secure, happy and caring environment. In order to create this environment in which children feel safe and in which there is an ethos of achievement through endeavour it is essential we support all our pupils

Our expectations on staff support for school behaviour are as follows:

- We use the help script before assisting with someone else's incident
- As long as documenting, using correct holds with reasonable force, and where possible witness to event, allegations are incidental and an accepted risk
- We record information appropriately.
- **We ask for SLT support for severe incidents, not as the main point of call in managing behaviour. We define severe incidents as “when class/phase staff behaviour management techniques have not de-escalated and there is a HIGH risk of injury to pupils/staff/high cost damage”.**
- We are all expected to positively handle, unless there is a temporary medical reason not to
- Behaviour is a feature of our pupil; we expect it and deal with it as needs not issues.
- We expect uniform to be worn
- We termly update Individual Pupil Risk Assessments and Positive Handling Plans.

Where challenging behaviour poses a risk to the health and safety of the child, staff or others; staff may, once all other strategies have been exhausted and only as a last resort, have to include the use of positive handling to reduce the risks to themselves or others.

All staff bi-annually trained in Team Teach and will be involved in physically controlling or restricting a child's movement at some stage of their career at school. In the event of a physical intervention, all paperwork relating to the incident must be completed on SIMS on the day or within 24hours.

All pupils who display challenging behaviour have an individual behaviour plan, which is updated termly, but can be updated more regularly depending on changes in behaviour. It is the responsibility of the class teacher to ensure that all staff who work with the child during the school day or during lunch/ after school clubs are aware of the plan and have been given the opportunity to read and

understand the plan. **It is the responsibility of all staff that they make themselves aware of the plan and follow it, when working with the child.**

Behaviour Values we focus on:

- Uniform: All pupils are expected to wear full school uniform (provided) and remove hats and coats within the building
- Attendance to school, lessons and activities.
- Respectful language – to each other and staff/visitors
- Respect for property – work, equipment, displays, school environment, transport

Our pupils come to us with very complex needs; training materials are available to help staff to manage behaviours through understanding of the specific needs, in addition to focus on rewards and sanctions. These are held on the 'Teacher Drive' on the School Network; additional support can be obtained from Ms E White, SENCo

REWARDS AND SANCTIONS

The main emphasis in Newfield School is to educate pupils to modify inappropriate behaviour and recognise positive behaviour. This may range from a smile or verbal praise, to a tangible reward for a whole group or class who have managed to ignore poor behaviour.

Rewards

- Verbal praise
- Positive comments and tick charts
- Classroom privileges
- Positive note or telephone call home
- Reward for the whole class
- Head Teacher stickers and prizes in Primary Phase
- Points system in secondary leading to ½ term reward trip for top ten pupils
- Pre-planned visits
- Class of the week reward - secondary
- Outstanding work of the week award - secondary

Consequences

At staff level: **lower school**

- Discussion.
- A verbal warning.
- Lower school utilise their red and yellow card system to manage behaviour incidents.
- Reduced points in lesson.
- Internal move into another class.

Upper School

- Discussion
- Verbal warning, name on board, break/lunch time detention.
- Three break/lunch detentions in one week, then fourth detention is one hour after school.
- Reduced points in lesson.
- Internal move to exclusion room.
- Catching up on work during morning or lunch time break.
- Involvement of parents /carers
- Involvement of external agencies.

At SLT Level:

- Involvement with parents/carers/external agencies.
- To provide support to staff when requested
- Will take part in return to school meetings with parents and pupils after a fixed term exclusion.
- Will take part in meetings when pupils have refused entry to school due to persistently not following the school rules.
- Will, when possible pupils are escorted to the internal exclusion room be present to oversee the escort and facilitate easy access to the room, as key holders.

At HT Level: (DHT Level in HT Absence)

- Restorative Justice involving high level damage or assault on pupils or staff.
- Can issue a fixed term exclusion
- Will attend all return to school meetings with parents/carers and pupils following fixed term exclusion.

Pupils on a detention MUST be supervised at all times. KS4 will be required to make their own way home from a detention. KS3 parent/carer to collect or provide transport for pupils.

All staff must to follow and support the Behaviour Policy. The ethos at Newfield School is to respect each other. All staff should strive to diffuse aggressive situations. However, challenge is expected to show that the behaviour is not appropriate and a consequence will occur. Whenever possible an audience should be removed. This may mean that in some circumstances, a lesson will have to stop and a class moved to an empty classroom, or the school hall. At least one member of staff should remain with the pupil and if necessary help should be sought. A pupil may be positively handled following a dynamic risk assessment by the staff dealing with the situation.

Our efforts are concentrated to ensure that School is an orderly community and a happy and productive work-place.

Classroom

Within the classroom there will be an expectation of quiet concentration in a spirit of co-operation. There will be an insistence on good quality work.

This may be achieved by:

- a) Staff being present and watchful so that disruptive behaviour is stopped in the early stages before it can dominate others.
- b) Staff setting an example of courtesy
- c) Staff working as a team showing consistency in their expectations and implementation of the behaviour system.
- d) All Staff showing fair but firm control. Judgement may be made, to allow a lesson to proceed if a pupil is behaving inappropriately by removal of the pupil, or if not appropriate, the lesson may be stopped in order to remove the class from the situation (least disruption and consideration of the safety of all pupils)

Once behaviour incidents have been dealt with (i.e. pupil is calm, restorative measures have been put in place e.g. restored classroom to acceptable level having caused damage and any sanctions completed) mistakes in behaviour will be put to one side and an opportunity given for the pupil to start again. Having established a learning atmosphere it is important that within the classroom every opportunity is taken for promoting emotional growth and the development of understanding of self and others.

By doing this we will be moving towards increasing pupil independence and mutual respect. We recognise that for these processes to be engendered most pupils will need to have their self-esteem raised by:

- a) Offering differentiated tasks and skills
- b) An expectation that our pupils have potential
- c) Respecting ideas and contributions to lessons
- d) Encouraging the class or group to listen to each other and appreciate other contributions
- e) Having their opinion being valued by staff and other pupils.

The balance of time between the Curriculum and behavioural change

Learning may be interrupted by a problematic behaviour. Difficult behaviour is always dealt with and may take time from the lesson.

Curriculum as an influence on behaviour

Newfield staff will use teaching and learning to reinforce positive behaviour in lessons.

Parent/Carers Involvement

Parents and carers will be kept regularly informed of difficult behaviour and strategies for behaviour management, by telephone or face-to-face contact. We will involve mums, dads and carers and work in partnership with them to help work towards successful behaviour modification. When pupils are excluded from school, parents and carers will be informed both verbally and also in writing. School work will be provided for the length of time of the exclusion.

Following exclusion the Head/deputy head or behaviour manager will hold a return to school meeting with parents/carers and the pupil to be recorded on return to school agreement.

Assault on staff.

Newfield School recognises the right of staff to work in a safe environment. Newfield School takes deliberate acts of assault on staff members seriously. It will take appropriate action against pupils who deliberately assault staff. Newfield School supports the rights of staff who have been deliberately assaulted to take further action with outside authorities if they wish to.

Removal to another place / Aggression

In cases of aggression, members of staff will always try to stop pupils fighting, where safe to do so. If a verbal command has no effect then the fighters will be parted physically, using appropriate guidelines, strategies and techniques as detailed in the Care and Control policy and approved by Team Teach and seeking support from other staff where necessary

Where there is a need to remove a child from class, they will be monitored by a member of staff appropriate to the situation or needs of the child. In this situation, the aim is to de-escalate the situation. Pupils may be prevented from leaving a room that they have been referred to, if they may be at risk to themselves, another pupil, at risk of severe property damage or likely to cause significant disruption to learning within the school, and will be used only in EXCEPTIONAL circumstances, considering the special needs of the child and acting reasonably and proportionately. Children will NOT be locked in a room. Staff must record and report on SIMS/CPOMS the incident.

Concluding

At Newfield we aim to promote an atmosphere of good order and consistency of approach which provides our children with the opportunity to realise their potential, become aware of their own success and in doing so adjust to the demands of society happily and successfully.