

Seva Education & Special School

POSITIVE BEHAVIOUR AND EXCLUSIONS POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Please note: 'School' refers to all school sites and age groups at Seva Education & Special School; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to all pupils, Students and Young Adults enrolled at Seva Education and Special School.

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Cyber Bullying Policy, Physical Restraint and Use of Reasonable Force Policy, and Disability Policies.

The school recognises its duties under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities.

This policy has been drawn up using advice from Behaviour and Discipline in Schools: Advice for Headteachers and School Staff DfE, January 2021.

This policy should be read in relation to the following policies:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- E-Safety Policy
- PSHE Policy
- Cyber Bullying Policy

Behaviour & Personal Development

As a school that caters for pupils with extremely complex needs, often the result of experiencing trauma during the early years, it is imperative to identify the root cause of any behaviour in order to support their social and emotional needs. Therefore, it is of the highest importance that policies with regard to behaviour and supporting emotional needs are flexible, effective and centred on building positive relationships and being endlessly positive.

Our pupils also have histories of rejection and exclusion from previous educational settings. In order to meet our pupils' complex needs, they are often taught 1:1 in satellite locations and work towards being able to access a small classroom environment when they are ready.

To ensure this is effective, we have a well organised and supportive team who use a combination of strategies to support, encourage and reward behaviour that is conducive to learning and focuses on achievements and values wherever possible.

Further considerations are that many of our pupils have not experienced secure attachments throughout their early years and developing positive relationships with staff members can help to make up for some of the social and emotional development that has been missed. Each pupil is supported differently but the key principles for all support will include:

- Unconditional positive regard for our pupils and everyone we work with
- Caring relationships with staff that are underpinned by positive support, appropriate boundaries and empathy
- Consideration of any need that is not being met and the possible years of difficulty that has led the pupil to their current situation and level of need
- Communication that is clear, consistent and positive (or in some cases, appropriately passive)
- Consistency in support, interactions and (high) expectations for behaviour and learning – being predictable is very important
- Co-operation with pupils to explore their emotions and reflect on how they may have been feeling and working together to overcome challenges or difficult behaviours

These principles are important whether pupils are supported in classrooms onsite or at a satellite location.

OUR EXPECTATIONS

Because of the complexities and uniqueness of the behaviour and challenges we face; we have two simple expectations that act as our school rules:

- We respect each other, our school and ourselves
- We always try our best

The Aims throughout the whole school are:

- To promote good behaviour, self-discipline and respect;
- To promote an environment where everyone feels safe, valued and secure;
- To prevent bullying

Promoting Good Behaviour

As well as staff acting as positive role models, the school will endeavour to promote and teach good behaviour by having the following expectations of the pupils:

- Courtesy and Politeness;
- Respect;
- Dress (uniform, cleanliness, any adornments, including make-up, hair);
- Lessons and punctuality;
- Property;
- Privacy;
- Safety;
- Technology.

In our discipline, we should be positive, encouraging and caring and to set an example through our own behaviour, appearance, punctuality and courtesy. We aim to cultivate responsibility and self-discipline in each pupil.

The fundamental relationship between staff and pupils should be a constructive partnership in learning; one which allows for mutual respect. Appropriate attitudes will be encouraged.

Good behaviour will be reinforced with the following rewards:

- Verbal praise to the individual
- Drawing attention positively among the group or class to the work or behaviour
- Positive comments written on child's work and/or in Home/School contact book
- Award of a gold or blue slip for work or behaviour
- Award of a certificate in an assembly

Discipline must be tempered by sensitivity and tact and take account of a child's personal circumstances. Rules, orders and instructions should be clear. Positive guidance techniques should be used, including:

- Re-directing children
- Early intervention
- Anticipation and elimination of potential problems

A collective staff vision is important in achieving these goals.

In the event that misbehaviour occurs, one of the following actions would be taken:

- Time and space to calm and reflect on the inappropriate behaviour
- A warning of the consequences if the misbehaviour is repeated.
- Temporary separation of a child from main group/ nurture calming and reflection time.
- Missing part of playtime-to reflect on behaviours
- The loss of a privilege, e.g. doing a free-choice activity
- Persistent misbehaviour would require liaison with the child's parent or guardian
- In extreme cases, e.g. violence against another pupil or member of staff, the advice and support of the Head may be sought.

Transition of Pupils

Aims

- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions; and for their consequences. This will be done primarily through PSHE but, where appropriate, will be incorporated into any lesson.
- To create a school where children are happy and secure in an orderly framework of rules; thus, allowing effective learning and the opportunity for each pupil to fulfil their potential, while encouraging mutual respect between all members of the community. Staff should set a good example to pupils in matters of dress, punctuality and commitment; regarding themselves responsible for the behaviour of pupils within the school.
- To teach the pupils respect for their environment.

Methods

Our policy at Seva Special School is to use a positive attitude to discipline rather than simply issue punishments for bad behaviour. Praise and encouragement are seen as very important, from an encouraging smile to a quiet word, a public word or commendation in assembly, written comments on work, the 'card' system, or a visit to other staff, including the Head, or Senior staff to show special achievements.

Incentives

The school uses a system of Dojo points through the card system (bronze, silver and gold). These are awarded, among other things, for good work and behaviour. They are totaled every week for each class team, with the running totals announced in the assembly. The pupils are thus encouraged to work not only for themselves but for the 'good of the class'.

Our discipline at SSS aims to be firm and fair. While misbehaviour is checked immediately, the individual circumstances of each child are carefully monitored by Class Teachers so that staff are aware of any extenuating circumstances. The pastoral care system at SSS is an integral part of every child's daily school life. Its aim is to develop the social, moral, personal and educational wellbeing of the child through discussion, interaction and awareness of issues appropriate to the age of the child. This is normally lead by the Class Teacher, but all teachers have a responsibility through their lessons to encourage and support pupils to be better citizens. We believe that the better the rapport between pupil and staff, the less the pupils will 'step out of line'. An appropriate verbal rebuke or encouragement, together with an explanation the pupil clearly understands, is an important part of the discipline process.

However, there are occasions when it is necessary to correct bad behaviour or work. We aim for all staff to implement any sanctions consistently and to have the backing and co-operation of parents.

Sanctions

Poor work may be re-written at break so long as a pupil does not miss both breaks in a day and that missed breaks do not become the norm. Communication between staff is an important part of this process.

If pupils are found to have made malicious accusations against staff disciplinary action will be taken which may result in the pupil's exclusion.

Children who are causing concern academically, physically or socially are discussed with the Senior Leaders; actions could include:

1. Talking to the pupil to better understand the reasons behind the behaviour
2. A relevant task or written punishment
3. Monitoring behaviour
4. Inviting parents to discuss the concerns raised
5. Monitoring progress carefully by putting the pupil (or class) on report – comments written by staff after each lesson and checked by the tutor with the pupil at the end of each day.
6. The report may well be in the form of a 'comment book' where staff record where a pupil has made a special effort to co-operate or to produce good work, rather than the more severe report slip.

Any concerns regarding serious verbal or physical behaviour must be reported immediately to the Head.

Parents will, of course, be advised and involved in any disciplinary matters at the appropriate stage in order to make them aware of their child's behaviour in school and to work together to resolve the problem before more serious measures become necessary, such as parental meetings and the support of external agencies.

Discipline Policy - Principles and Aims

Aims

- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions; and for their consequences.
- To create a school where pupils are happy and secure in an orderly framework of rules; thus, allowing effective learning and the opportunity for each pupil to fulfil their potential, while encouraging mutual respect between all members of the community. Staff should set a good example to pupils in matters of dress, punctuality and commitment; regarding themselves responsible for the behaviour of pupils within the school.
- To teach the pupils respect for their environment.

We aim to provide:

- Good adult and peer role models of caring and co-operative behaviour.

- Reinforcement of positive attitudes to expectations.
- Recognition of a wide range of achievements.
- Acceptance by all pupils in school of a common responsibility for maintaining good discipline and promoting the school's basic guidelines.

Practice

Guidelines to pupils at SSS; we expect you to:

- Show respect for others and their property.
- Follow all instructions given by staff or other adults working with the pupils.
- Move quietly in and around school.
- Bring all the equipment and books that you need for each session.
- Be punctual.
- Be safe.
- Complete all assignments on time.
- Ask for help and support whenever you need it. It's OK to be proactive.

Classroom Guidelines

We expect you to work hard and

- Enter the room quietly and sensibly.
- Prepare for your lesson on arrival by having books and equipment out.
- Limit eating and drinking to break and lunchtime. (Pupils are encouraged to drink water and should bring a sealable bottle for this purpose.)
- Listen carefully to others without interrupting. Put up your hand when you wish to speak or add to the discussion in class.
- Treat the room and furniture and other people's belongings with respect.
- Leave the room tidy.
- Leave in an orderly way when you are asked.
- Respect the views of others.
- Any mobile telephones should be switched off and handed in whilst in school.
- Chewing gum, alcohol, drugs or solvents are banned at all times.
- Mobile digital devices, such as tablets etc. must not be used in school time/on school premises, unless they are part of your agreed support to access learning. They are the responsibility of the pupil.

Serious Misconduct

Serious misconduct, e.g. physical violence, serious safety risk, total defiance will result in the pupil being sent home pending enquiries, after which the pupil may return to school on a behaviour and performance contract / report, internally suspended, externally temporary excluded, or permanently excluded or withdrawn by parents. The individual circumstances will determine the course of action by the school.

School Monitoring Reports

The School uses a variety of strategies and reports to help support pupils in their learning. Some reports are disciplinary while others are intended to support a pupil with a particular issue, i.e. 'organisation'. The aim is to ensure that all individuals continue to make good progress. Generally, where a pupil is on report they will present this daily to their Class Teacher.

Lateness

Pupils arriving late after registration must sign in at Reception. This will be recorded on the registration system for the teacher to see.

Uniform

Pupils coming in to school with incorrect uniform will be given the option to borrow an item of uniform from school. Parents will be contacted by the school. Inappropriate or offensive slogans and images are not permitted on any clothing.

Smoking

Smoking is banned at all times. If a pupil is caught smoking on or off the school premises the parents will be informed and the pupil will be sent home immediately. The school reserves the right to consider with parents a disciplinary sanction where a child is seen smoking whilst in school uniform or are attending a school function or event away from the normal school sites.

Criminal Activity

If a pupil is caught or suspected of being involved in any criminal activity, she will be sent home, with their parent(s), whilst the case is investigated. Where the situation would require the intervention of the police, the school will not conduct any interviews or investigation without the prior consent of the police. Activities of a criminal nature may result in the pupil being asked to leave the school.

Illegal Substance Abuse

If a pupil is suspected of using any illegal substance, within school time, the school reserves the right to give the pupil involved a drug test. If tested positive for any Class A and/or B drugs, then the pupil will be dismissed instantly. If the pupil tests positive for cannabis, then the school will monitor his/her punctuality and general behaviour until a second random drug test is given (typically within a month). If the pupil tests positive for a second time, then she will normally be asked to leave the school.

Possession of an Illegal Substance or Alcohol

If any pupil is caught in possession of any illegal substances, including cannabis or alcohol, they will be temporarily excluded from the school immediately, whilst an investigation is conducted. Proven possession will result in the temporary exclusion becoming permanent. The school reserves the right to inform and involve the police or other services either to

comply with the law or to act in the best interests of the child's health and welfare.

Mobile Phones

Mobile Phones have to be handed into Reception at the start of the day and collected at the end of school. Pupils are not permitted to use mobile phones when on school trips or sporting venues.

Inappropriate use of mobile phones, including taking pictures, videos or other recordings will result in the phone being confiscated and given to the Deputy Head. The phone can be collected at the end of school on the same day. Repeated use or misuse of the phone will result in the parents and the child being informed that the parents must not allow their pupil to bring a phone to school.

EXCLUSIONS POLICY

BEHAVIOUR: CONSEQUENCES, REFLECTION & RESTORATION

Rewards and positive consequences play a key role in supporting our pupils effectively. In order to create a culture where staff focus on celebrating positives, we use class dojo to track and share positive behaviours throughout the day. Class dojo is a cloud-based program that allows a teacher to create an account for watch pupil and award them points for different positives throughout the lesson. It is secure and can only be accessed via a login link set by the teacher. The teacher is able to send access to TA's, parents, careers and professionals who can monitor the behaviour, shared work for each child at any time.

This system forms an ongoing score that can be used to track improvements in behaviour over a day, week, term or year. Teachers use it to track behaviour and engagement and also decide whether pupils achieve rewards each day, week or term. This includes golden time and termly reward trips.

Golden time is a short period of time at the end of the week where the pupils can choose an activity to engage in. The pupil gets to choose the activity with some support from staff as the goal is to allow them to have a reward that they have earned but also ensure they are still engaging in activities where they are developing their social, emotional and independence skills.

Negative consequences primarily involve missing out on positives, continuing the focus on being endlessly positive. However, at times, it is important to establish appropriate boundaries, particularly in instances where there has been a serious incident, bullying, peer to peer abuse, abuse around the protected characteristics or when safety has been compromised. In situations such as these, staff implement a Reflect & Restore process which involves a consequence appropriate to the behaviour and then conversation where the pupil reflects on the behaviour and causes of the behaviour and how they might overcome those challenges in the future. The discussion then looks to restorative actions and the pupil decides on steps they should take. The stages and relevant recommendations are:

EXCLUSIONS, EMERGENCY REVIEWS & ENDING PLACEMENTS

In extreme cases, the head teacher may exclude a pupil for a fixed term of, typically, one or two days. A fixed-term exclusion of more than two days is exceptionally rare. When the decision is taken to exclude a pupil, an explanatory letter is always posted to the parent/carer on the same day – as well as to the placing authority – and homework is provided.

In very exceptional circumstances, such as a pupil bringing illegal drugs or weapons into our schools, the head teacher may make the decision to permanently exclude.

When we cannot meet a pupil's needs, we will call for an emergency annual review with the placing authority to re-evaluate the suitability of the placement and recommend that another provision be sought.

Stage	Behaviour	Consequence	R&R
1	Minor incident Verbal abuse (relative to pupil) Damage	Restorative action Partial loss of reward (catch up) Follow up from teacher	Informal follow up with staff member best placed to follow up. Most commonly this would be the lead teacher or teacher leading the lesson in which the behaviour/incident occurred
2	Persistent verbal abuse Persistent or moderate damage Moderate/Serious incident Presenting risk to others Repeating stage 1 behaviour	Restorative action Significant loss of reward Follow up from leader	Formal follow up with lead teacher after the incident or the next morning. Staff member and pupil work through the formal R&R.
3	Attempt to harm or Presenting significant risk to others Significant damage Serious incident Repeating stage 2 behaviour	Meeting with SLT, parents and relevant professionals before returning to school	Formal follow up with lead teacher or leader. Pupil to be brought in after the start of the day at a time agreed by leaders. Staff member and pupil work through the formal R&R. Staff to be confident the pupil is reflective before returning to school.
4	Serious Assault Repeating stage 3 behaviour	Short term exclusion and meeting with leader, parents and relevant professionals before returning to school	Formal follow up with lead teacher or leader. Pupil to be brought in after the start of the day at a time agreed by leaders. Staff member and pupil work through the formal R&R. Staff to be confident the pupil is reflective before returning to school.

This is not the same as exclusion.

RECORDING AND COMMUNICATING BEHAVIOUR MANAGEMENT EVENTS

- General positives behaviour and minor negative behaviour is logged.
- Physical interventions are logged in our handwritten Physical Intervention Log.
- Serious incidents and incident of concerning categories such as bullying, and discrimination are logged.
- Accidents, injuries and use of first aid are reported using the school's accident books.
- All events logged are analysed by the leadership team on a weekly basis and changes are made proactively and rapidly to avoid repetition.

Pupils guilty of serious misconduct may be liable to either fixed-term or permanent exclusion. In circumstances where a pupil's behaviour, while she is not at School (as defined below), damages or threatens, actually or potentially, the wellbeing of any member of the School community or the reputation of the School, the School may investigate the pupil's conduct. As a result of this investigation, if it is considered appropriate to protect the wellbeing of other pupils and the School's reputation, sanctions may be imposed proportionate to the

seriousness of the misconduct.

For the purposes of this policy “at the School” means each of the following:

- On School premises;
- anywhere where a pupil is engaged in an activity organised by School staff or anyone acting on behalf of the School; and
- whenever and wherever the pupil is wearing school uniform or other clothing which identifies her as an SSS pupil, including when travelling to and from the school.

“serious misconduct” means:

- violent or threatening behaviour
- indecent, offensive, abusive, bullying or harassing behaviour
- theft
- possession or consumption of illegal drugs at the school
- possession of offensive weapons or any dangerous, poisonous, flammable or explosive items
- cheating in examinations
- deliberate or reckless damage to property
- rudeness to a member of staff or other adult involved in or encountered in the course of an event organised by the School, or acting on behalf of the School
- serious misuse of School ICT facilities (see the ICT Policy)
- repeated breaches of the School Code of Conduct
- breach of the Code of Conduct after a pupil has signed a behavioural or academic contract that is criminal; and/or illegal
- has or could have had a serious adverse effect on: (i) any part of the physical environment of the School; (ii) any aspect of the wellbeing of any member of the School community (pupils and staff); and/or (iii) the learning of the pupil himself or that of any other pupil; and/or harms the public image of the School.

To support a pupil receiving a fixed-term exclusion and who would thereby be at risk of permanent exclusion (in the event that he / she were to commit another breach of the Code of Conduct), the pupil will be required to sign a Pupil Contract in which she will agree to number of targets for behaviour improvement and/or academic performance. This will be monitored by the SLT.

Parents may appeal against the exclusion of their child through the school’s Complaints Policy.

Liaison with Parents and other Agencies

- The school actively encourages parents to keep in contact and to keep the lines of communication open. Parents will be kept informed of any serious behavioural issues regarding their child. If a Pupil Contract needs to be put into place, parents will be actively encouraged to be involved in the process. Occasionally, the school

may need to liaise with outside agencies (e.g. Child Protection Officer, Educational Psychologist, local authority MASH team case worker) to gain advice or to work in tandem to provide the best support for a pupil.

- The policy is available at all times on the school website.
- The policy will be reviewed annually. If any amendments are made at other times parents will be informed via the school's newsletter.

Staff Training

- Staff will receive annual training on this policy, so that they have a clear understanding of the systems and procedures, and their legal responsibilities.

The Designated Safeguarding Lead is Noreen Rahman Executive Headteacher.

Malicious Accusations against Staff

Sanctions may be imposed on any pupils who are proven to have made malicious allegations against a member of staff, but that the decision on how to proceed should be dealt with sensitively.

In order not to deter pupils from making genuine allegations, the pupil found to have made a malicious accusation should be offered confidentiality.

According to the circumstances, s/he may:

- Receive counselling to help identify why he/she made the allegation

Register of Sanctions

The school uses a central register of sanctions imposed for serious misbehaviour.

Noreen Rahman
Executive Headteacher

Date: 15 July 2020

Review Date: 15 July 2021