



# Spring Hill School Behaviour and Discipline Policy

## **Aims of the Policy**

- To create the conditions which enable effective learning to take place
- To develop mutual respect, politeness and consideration between all members of the school community
- To develop and maintain respect for the school and wider environment
- To enable young people to develop high standards of self-discipline

## **Good Behaviour and Discipline**

The discipline of pupils is part of the total relationship between adults and pupils. Each pupil must be recognised as a valuable individual. In the disciplinary system at SHS the emphasis is placed on the positive. Encouragement and praise is given for good behaviour, for real effort and for making positive choices. If criticism is used it shows both positive and negative points.

The School uses many types of rewards and praise. These include

- Class and cottage reward systems
- Certificates
- Public mention and acclaim eg assembly, cottage meetings
- Recording achievement in reports
- Letters/diary to parents/carers
- Opportunities for greater responsibility
- Specific privileges
- Reward time

There are also a range of sanctions which can be applied with flexibility

- Verbal rebuke
- Referral to senior staff
- Principal informing parent/carers
- Withdrawal of privileges
- Time away from the group
- Reparations for damage

Staff should always avoid statements which leave themselves or members of senior management without room for manoeuvre.

Sanctions must not be designed to discourage a whole group, and must avoid long term damage to relationships and pupils' self esteem. Distinctions should be made between minor and more serious offences.

During the school day Spring Hill operates a Behaviour Reward Scheme. Pupils work towards achieving a reward at the end of the school day which takes the form of a half hour activity. In order to achieve this reward, pupils must be on task and not disrupting the learning of others for a specified amount of time. This system of reward is linked to being on task and cannot be withdrawn from a young person for other

behaviours. This is a whole school initiative, however, staff still use a range of other behaviour management tools and strategies.

Due to the nature of difficulties experienced by pupils at SHS situations may arise where a pupil has to be withdrawn from class. In such circumstances the pupil is encouraged to rejoin class once the behaviour has ceased. All young people have a Behaviour Management Plan, as a means of assisting young people to develop skills for self management some BMP's may advocate that a young person can withdraw themselves from class for a limited period of time. Such plans are reviewed regularly. If a pupil leaves a classroom without consent the situation should be monitored and again efforts are made to enable the pupil to rejoin the group.

If a sanction involves curtailment of the curriculum this must be weighed against loss of learning potential. Withdrawal from whole school events must be discussed with the Deputy Principal (Education) in relation to educational activities and Head of Care in relation to residential activities.

For some of our pupils with challenging behaviour it can be reasonably predicted that physical restraint may be necessary. See Appendix A Care and Control Policy.

When dealing with behavioural issues staff should always be aware of the following

- Under no circumstances should any form of corporal punishment be used.
- In all disciplinary actions it is essential that the pupil fully understands that it is the behaviour that is not acceptable and not the pupil as a person.
- Staff are expected to set a good role model at all times
- Around the school staff are responsible for the behaviour of all pupils within sight or sound of them.
- High expectations of good behaviour should be maintained at all times
- There needs to be a consistency of approach across the school
- All incidents should be approached in a professional manner clearly defining when an incident is over. Reprimands or sanctions should not be continued unnecessarily
- Pupils should not be put at risk of humiliation or isolation through means of behaviour management.
- Due to the learning needs of young people at Spring Hill School teachers are aware of the need to plan stimulating and exciting lessons in order to minimise disruption through negative behaviours.
- Staff should always avoid statements which leave themselves or members of senior management without room for manoeuvre
- Sanctions must not be designed to discourage a whole group, and must avoid long term damage to relationships and pupils' self esteem.
- Distinctions should be made between minor and more serious offences.

If a child is believed to have stolen something then staff cannot search a young person. Only the police can ask pupils to empty their pockets or undertake a more thorough body search.

If a pupil deliberately damages school property, whether it be to the fabric of the building or the items such as books which are defaced or damaged, pupils are expected to pay for all or part of repair/replacement. This is monitored and recorded through reparations/sanctions procedure.

Only the Principal has the power to exclude pupils on disciplinary grounds. (See Exclusion Policy)

### **Equal Opportunities**

In matters of discipline the only criterion that is used is the pupils behaviour, in the context of his/her individual needs, and irrespective of race, religion, socio-economic background, gender or disability.

Staff endeavour at all times to help pupils understand why sanctions or rewards are being applied to help the young person develop a clear understanding of the consequences of all their actions.

### **Monitoring and Evaluation.**

This policy sets out the intentions of dealing with discipline at Spring Hill School. The policy will be kept under review by the Senior Management team.