



SENDAT
 Special Educational Needs & Disabilities
 Academies Trust

SENDAT WELFARE AND DISCIPLINE POLICY

This policy is reviewed biennially by the SENDAT Provision Committee.

To be read in conjunction with but not limited to:

- SENDAT Safeguarding policy
- SENDAT Anti-Bullying policy
- SENDAT Physical Restraint policy

and other relevant policies and procedures

History of Document

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STATEMENT OF INTENT

SENDAT is a Multi Academy Trust specialising in the care and education of young people with Special Educational Needs and Disabilities. This policy should be considered in the light of this context and the complexity of need that is accommodated within the trust.

1. Introduction

Each staff member brings to their work a unique combination of experiences, values, attitudes and expectations. Judgements regarding discipline matters will be influenced by these factors. Any discipline policy must take into account these variables and yet provide a framework for consistent action by teachers to modify student behaviour. Unacceptable behaviour is behaviour that denies or interferes with another's rights. The most important factor in encouraging positive patterns of behaviour for children is for them to know that all unacceptable behaviours will be noticed and acted on by all staff.

The precise manner of dealing with the behaviour will vary from staff member to staff member but it must be dealt with every time. All students must be aware that there will be a consequence to their unacceptable behaviour. The agreed action will vary from student to student subject to their individual special needs. The consistency must be in noting and acting on unacceptable behaviour.

It is critical that small issues are noticed and dealt with. It is these relatively minor matters that determine the overall tone of the school and dealing with them generally insures that major matters do not arise. This is true of the classroom as well as the school in general.

2. Trust Responsibilities

Our Directors and SENDAT staff believe that the issues of discipline and welfare are inextricably linked and have therefore determined to develop this Welfare and Discipline policy statement to give due emphasis to this critical aspect of SENDAT.

Student Welfare relates to all the activities that the Trust undertakes in order to provide for the well-being of its students. It is aimed at ensuring that each student can achieve the maximum benefit from the school experience. It arises from concern for the student in the learning situation and from a concern for the student as an individual. SENDAT takes bullying very seriously and works hard to teach students the social skills that will enable them to cope with social situations in which they may feel uncomfortable or threatened. (ref. Anti-bullying Policy)

Student Discipline is the measure the school community imposes to encourage positive student behaviour, which is appropriate to the particular circumstances. It is socially acceptable, predictable and orderly and allows a non-threatening, safe environment at school.



3. Aims of the Welfare and Discipline Policy.

Welfare relates to the protection and provision of one's rights. Discipline relates to the action taken because of a failure to meet one's own responsibilities and the failure to allow another their rights.

In developing the Welfare and Discipline Policy our aim is to:

- Create the best environment for the development of such values as conscience, independences, responsibility, honesty, fairness, punctuality, reliability and compassion.
- Encourage acceptable patterns of behaviour.
- Develop a climate where all people are accepted and valued
- Provide support for students and staff in achieving their rights.

4. Education and Inspection Act 2006

The Act gives additional powers to schools in terms of:

- **Search**

Students may only be searched with the agreement of the CEO/Head teacher or Head of School/Other Provision. At such times 2 members of staff (1 senior) will always be present. The event will be formally recorded and the parents/carers informed. In incidents related to eSafety, the school may ask to see content on phones or other devices.

- **Detention**

The Trust occasionally uses detention as a means of supporting work completion and managing disruptive behaviour. When a detention is issued it must be recorded on SIMS. Detention must be approved by the Head teacher/Deputy Head teacher who will ensure that parents are notified and given reasonable notice. A detention is defined as a period after school. When a student is kept in during the school day this is to support welfare and discipline issues.

- **Disciplining students for misbehaviour outside school premises**

If students behave inappropriately outside school appropriate sanctions will be implemented by senior staff.

- **Confiscation**

Students rarely have items confiscated. At such times parents will be asked to collect these items.

5. SENDAT Values

- Be your own person
- Be respectful of others
- Follow adults' instructions
- Keep your hands, feet and things to yourself
- Call people by their proper name
- Move safely around the school



6. SENDAT Rights

- Each person has a right to safety (physical, emotional, and psychological)
- Each person has a right to dignity, respect, politeness and the freedom to be themselves.
- Students have a right to concentrate on and enjoy their work without serious interruption.
- Adults have the right to fulfil their role.
- Each person has a right to a healthy and safe environment.
- Students have a right to a school environment that enhances their learning.

7. SENDAT Responsibilities

- Everyone has a responsibility to respect themselves and others.
- Everyone has a responsibility to behave in a way that allows others to learn.
- Everyone has a responsibility to respect the school environment.
- Everyone has a responsibility to respect their own and others' property.

8. How do we go about it?

SENDAT is committed to the implementation of strategies which:

- Provide constant positive reinforcement of desirable behaviours
- Improve self-esteem
- Encourage friendship between students and good relationships between students and staff
- Develop respect and a caring attitude towards others and acknowledgement of difference
- Maintain appropriate confidentiality (ref Safeguarding Policy)
- Encourage sharing, tolerance and compassion among students
- Encourage contact between parents and the school and their involvement and support
- Make special effort to assist and involve students with problems
- Make special effort to encourage and engage students with special talents
- Apply logical and fair disciplinary measures
- Encourage responsible play in the playground
- Guides and supports every individual student to reach and sustain positive behaviour which puts them in a place where they are able and ready to learn.

9. Staff are expected to:

- Continually evaluate and improve teaching and management strategies
- Set positive examples in manners, behaviour and appearance
- Provide active supervision throughout the school
- Encourage awareness and understanding of the school rules
- Assist and encourage students to follow school rules
- Maintain emotional neutrality
- Seek advice and assistance when necessary
- Complete personal and social notes whenever appropriate
- Use the merit and house point systems
- Reward and celebrate achievement whenever possible.



- Seek information from parents and carers as appropriate

10. When Things Go Wrong

Where students violate others' rights or fail to fulfil their responsibilities, teachers will decide on appropriate procedures. The agreed procedures must balance the need for sanction with the need to preserve and develop fragile self-esteem. Teachers will take the necessary action to protect their own rights and the rights of other students, staff and parents and carers based on their own judgement and, where necessary, following consultation and support from senior staff. This may also require the completion of an individual/group/activity risk assessment. This action taken will depend upon a range of factors including:

- age of student,
- the nature of the learning/emotional/behavioural difficulty,
- type of misbehaviour,
- the level of occurrence and the situation in which it takes place.

11. Management Strategies (not an exhaustive list)

CLASSROOM MANAGEMENT

Preventative Management:

- Clear rules based on school policy
- Clear expectations
- Attractive environment
- Well-planned room
- Adequate and accessible resources
- Maintain lesson momentum
- Effective differentiation

Consequences and strategies:

- Verbal re-focusing
- Reminder of rules/rewards
- Close supervision
- Reminder of behaviour targets
- Verbal warning
- Apology – acceptance of responsibility
- Removal from situation
- Work alone
- Loss of privilege
- Supervised work completion during break
- Supported or directed play
- Information to Tutor/KS Lead via SIMS

KEY STAGE MANAGEMENT

- Behaviour Plan or information
- Pastoral Support Plan (PSP)
- Individual risk assessment
- Behaviour monitoring

- Discussion with parents
- Positive daily report
- Positive note on SIMS
- Daily report with behaviour targets
- Letter of apology
- Completion of 'pay-back' work or task
- Out of class supervision
- Time out
- Negotiating possible alternative with staff
- Reflection
- Tutor consultation with KSL or SLT



- Removal of student or object
- Phone office for support
- Removal of audience
- Refer to KS Lead
- Refer to SLT
- Limited freedom during breaks
- Reconciliation
- Letter home to parents
- 'Pay-back' to community
- Mediation
- Problem-solving discussion

SENIOR MANAGEMENT

- Planning meeting
- Discussions with external agencies
- Behaviour contract
- Internal exclusion/exclusion*
- Behaviour counselling
- SIMS behaviour monitoring
- Racist, bullying and homophobic
- Monitoring

**Any exclusions will reflect appropriate legal and safeguarding guidance.*

12. Monitoring and evaluation

This will be undertaken by EMT through Key Stage Leads and the Head of Care and reported to Directors on an annual basis or as required.

13. Linked policies

- Teaching and Learning
- Welfare and Discipline
- Anti-Bullying
- Acceptable Use Policies
- SENDAT Coded of Conduct for Staff and Volunteers
- SENDAT Safeguarding policy