



SENDAT BEHAVIOUR AND DISCIPLINE POLICY

This policy is reviewed biennially by the SENDAT Provision Committee

To be read in conjunction with, but not limited to:

- Safeguarding and Child Protection Policy
- Physical Restraint and Positive Handling Policy
- Anti-bullying Policy
- British Values Statement
- Relationships Policy

	SENDAT Behaviour and Discipline Policy
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Issued	June 2021
Reviewed by	Lawrence Chapman
Changes	
Approved by:	Provisions Committee (insert date)
Next Review:	June 2023
Directors:	This document needs to be received by the full board

History of Document

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1. Context

SENDAT is a growing multi-academy trust providing education for students and young people with a range of Special Educational Needs. Our approach to student behaviour and discipline is guided by a shared framework of principles across all the schools, settings and services within the Trust. These are informed by a trust-wide investment in Trauma Informed practice, and the values and ethos of Conscious Discipline.

The Trust encompasses a range of provisions, including special schools meeting a variety of special educational needs, Alternative Provision, and specialist units attached to mainstream schools. For this reason, while our core values remain the same, the detail of how they are implemented is specific to each setting, and is set out in locally agreed procedures.

2. Values

We believe that every member of the SENDAT community has the right:

- To be treated with dignity, respect and empathy
- To be themselves
- To be safe and healthy (physically, emotionally and psychologically)
- To learn without interruption

3. Aims

The aims of the policy are:

- to promote acceptable and appropriate behaviour
- to support the teaching of self-regulation
- to enable all students to learn and achieve their personal best
- to promote students' personal, social and emotional growth
- to prepare students for adult and community life
- to prepare students for their next stage of education
- to promote a positive working atmosphere
- to respect diversity in others
- to enable students to make informed choices, to take responsibility for their own behaviour and actions, and understand their consequences

4. Objectives

Our aims will be best achieved in each setting by:

- providing a clear and fair behaviour management system within a nurturing environment, based on the above Values, that is understood by the whole school community
- establishing clear expectations of good behaviour, supported by appropriate rewards, consequences and restorative work
- providing a curriculum that is relevant, challenging and well taught
- providing clear guidance, training, mentoring and supervision for staff on the teaching and consistent management of behaviour
- engaging the support of parents/carers, ensuring that they fully understand the expectations of work and behaviour
- pro-actively teaching students and offering interventions (including therapeutic interventions) to enable them to recognise their emotions and regulate their responses
- promoting tolerance and respect for others and their property
- showing respect for the rights and values of others, regardless of race, gender, sexuality, beliefs or abilities
- celebrating and rewarding achievement and success
- when interacting with students:
 - structuring conversations around the shared values and the setting's behaviour management system
 - using consistent language and terminology across the setting, that reflect the Values and Aims above (for example, "Consequence", rather than "Punishment or "Sanction").
 - using Trauma Informed and Conscious Discipline-bases approaches, such as WINE, PACE, STAR
- responding to student behaviour with a personalised approach that aims to meet the needs of the individual student
- employing a range of strategies to engage each student and support self-regulation, such as co-regulation, a safe place, one-to-one time, emotional availability, brain breaks, therapeutic interventions, work experience and access to therapeutic professionals.

- providing all students with both an Individual Learning Plan that includes targets for behaviour where appropriate
- securing consistent management of behaviour by staff

4. Roles and Responsibilities

All members of staff will challenge unacceptable behaviour and language. The Trust expects that all will:

- be good role models, setting good examples of behaviour and respect in their manner of communication, authority, co-operation and compliance with the Policy
- develop positive, supportive and respectful staff-student relationships
- identify and address inappropriate student behaviour
- help students to recognise and change unacceptable behaviours
- support colleagues in challenging unacceptable behaviour
- contribute to an inclusive working and learning environment.

The **Local Academy Board** will monitor each setting's management of behaviour and discipline. It will play an active role in working with the Headteacher/Head of School to create a safe learning environment, establish sound discipline and promote success and achievement.

The Headteacher/Head of School has the overall responsibility of maintaining discipline and good behaviour within each setting to ensure the health, safety and welfare of all who are part of the school community and will:

- Support staff, students, parents/carers in promoting a consistent and positive approach to behaviour management
- Manage and maintain a safe working environment for teaching and learning
- Ensure that the curriculum promotes good standards of work and behaviour
- Reinforce good practice in teaching to promote learning and achievement
- Keep records of all reported incidents that occur
- Oversee agreed consequences for breaches of discipline
- Report to the LAB on the implementation of the policy
- Ensure staff are supported after negative behaviour incidents.

All adults

Managing the behaviour of students is the responsibility of all the adults who are employed to work directly with them. The policy expects student-facing staff to:

- Maintain consistent, acceptable standards of behaviour
- Plan activities that are appropriate to the needs and abilities of all students within the class
- Prepare resources required for an activity beforehand
- Keep secure and safe any potentially dangerous implements
- Engage enthusiasm, active participation and co-operation
- Arrange the environment as appropriate to the needs of individuals and groups
- Be punctual, prompt and orderly in starting and concluding sessions particularly at times of transition
- Ensure that children and supporting staff understand lesson targets and timescales
- Communicate in a clear and concise way to give information and instruction

- Expect children to respond to instructions and tasks
- Adapt and differentiate according to developments within the session
- Deal with the demands of the lesson and class in a calm and assertive manner
- Use positive strategies to encourage good behaviour
- Reinforce good work and behaviour by praise and reward
- Recognise early signs of problems and take appropriate preventative measures.
- Make an effort to maintain contact with parents and carers to help them understand how their child's learning and behaviour is progressing, and support effective partnership working

Parents and carers are asked to accept and support the principles and expectations of the Behaviour and Discipline Policy. Each setting will all parents to work with staff to establish consistent boundaries for behaviour at home and at school. Parents and carers are viewed as partners with whom we will work hard to establish good working relationships.

6. Local Procedures

Each school within the Trust will have its own set of procedures relating to behaviour and discipline, agreed by the Local Academy Board and Trust Leadership Group. These local procedures will support the Values, Aims and Objectives, and comply with all other sections, of this policy.

5. Searching students

Under the Education Act 2011 the Headteacher/Head of School **or staff authorised by them** has the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. We interpret this as including students' bags and the contents of boarders' bedrooms (where applicable). Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette paper
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used
 - to commit an offence
 - and/or to cause personal injury to, or damage to the property of, any person (including the student)

This power will be exercised rarely and with caution. There must be two members of staff present, at least one of whom is the same gender as the student in question. If it is felt appropriate, for example if the student is carrying a weapon and presenting a risk to the staff attempting to conduct the search, the student will be detained and the police called.

The Headteacher/Head of School and staff authorised by them can also search with consent from the students for banned items. These currently include:

- mobile phones and other electronic devices that have not been handed in on arrival
- energy drinks
- chewing gum and bubble gum
- any items brought from out of school that are likely to cause disruption or distraction

The CEO / Headteacher /Head of School reserves the right to ban items at need, for example when a new toy or gadget becomes popular, “the latest craze”, and is a source of disruption or potentially dangerous.

If a member of staff suspects that a student has a banned item in his possession they can instruct the student to turn out their pockets or bag and if the student refuses the teacher can apply an appropriate consequence.

All searches of students and/or their possessions must be recorded by the member of staff conducting them on the school’s behaviour monitoring system.

6. Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. Non-prohibited items will usually be returned to the student or their parent/carer at the discretion of the Headteacher / Head of School. Prohibited items will not be returned, but will either be destroyed, thrown away (for example smoking materials) or passed to the police where necessary (for example knives or weapons).

7. Detention

Students may be detained after school as a means of supporting the completion of work, or as a consequence for inappropriate behaviour. Detention must be approved by a senior member of staff, the parents/carers notified and given reasonable notice. Detentions must be recorded on the school’s behaviour management system.

8. Exclusion

The CEO / Headteacher has the authority to exclude a child from school on a fixed term or permanent basis. When giving an exclusion, the parent/carer will be informed immediately to give reasons. A letter will follow to confirm details and advise parents/carers about the procedure, and drawing attention to relevant sources of free and impartial information. When excluding a student the CEO/Headteacher will adhere to the DfE guidance:

<https://www.gov.uk/government/publications/school-exclusion> .

The Trust Directors will review the decision and the parent/carer will be invited to discuss the exclusion, if:

- the exclusion is permanent;
- it is a fixed term exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term; or
- it would result in a student missing a public examination or national curriculum test.

If the Directors support the decision to exclude permanently, parents/carers may ask for the decision to be reviewed by an independent review panel. A permanent exclusion will always be followed by an emergency Annual Review of the student's EHCP, where applicable.

9. Behaviour outside school premises

Schools may implement consequences when students behave inappropriately outside school and are under the authority of the school. This includes school trips and on school transport.

10. Restrictive Physical Intervention

The safety of students and staff is paramount. Teams of two or three trained staff may control a student by the use of non-harmful methods of control or more restrictive restraints to prevent a subject from either:

- i. harming others,
- ii. harming themselves, and
- iii. causing serious damage to property or committing a criminal act.

Designated members of staff who work directly with students will have received appropriate and validated training in dealing with violent or dangerous behaviour. Staff will adhere to the Code of Conduct in the Staff Handbook. Parents/carers are informed as soon as possible, and the incident recorded.

All students who have been involved in an incident of restraint should be given the opportunity to discuss with a relevant adult who was not directly involved. Staff are expected to seek and record the child's views and feelings within 24 hours of restraint being used, recording them on the designated form available in the main office. This should then be passed to the Headteacher/Head of School. Please refer to the *Physical Intervention and Positive Handling Policy* for further information.

Following a restrictive physical intervention the student's risk and behaviour-related documentation should be reviewed.

11. Recording Incidents

All incidents must be recorded on the appropriate system. SENDAT is working towards a unified approach as follows:

- Arbor for behaviour incidents and positive commendations
- CPOMS for safeguarding and physical intervention
- Medical Tracker for injury/treatment