



Samuel Cody Specialist Sports College

PUPIL BEHAVIOUR MANAGEMENT POLICY

At Samuel Cody we strive to achieve appropriate behaviour through the means of self discipline rather than imposed discipline. Good behaviour is more consistent and readily achieved if pupils understand why the desired conduct is desirable and conform willingly rather than through the fear of punishment if they are caught indulging in inappropriate behaviour. To this end we actively encourage good behaviour and reward it, rather than merely punishing bad behaviour. In this way pupils are constantly reminded of what is expected of them.

We keep school rules to an absolute minimum and those that do exist are mainly for safety and good order reasons, but we do expect pupils to show:-

- ◆ Respect for themselves.
- ◆ Respect for their own property.
- ◆ Respect for other people and their feelings. This relates to individual differences such as Race, Sex, Disability, Religion and Sexual Orientation.
- ◆ Respect for the property of other people.
- ◆ Respect for the law of the land.
- ◆ Respect for their school.

We acknowledge appropriate behaviour and attitudes through praise and rewards. Staff actively seek opportunities to praise appropriate behaviour and this may well involve public praise, ie., at tutor time or assemblies. Staff also give team Merits which are totalled each week and contribute to an annual prize for best team.

Staff also acknowledge appropriate behaviour by allowing individuals or groups a greater degree of responsibility and trust

Where inappropriate behaviour does take place we seek in the first instance to understand, advise and guide rather than punish. If the problem persists we involve parents and seek their support, but if the problem still continues we do have a range of sanctions that we can impose if appropriate. A full list of possible sanctions can be found in the procedure document.

As well as the sanctions listed plus any other sanctions that might be appropriate for individual pupils we also have the exclusion sanctions for very persistent or very extreme “one off” incidents. Guidelines for the use of exclusions are issued by the LEA, but generally they fall into two main categories:-

- ◆ Short, fixed term exclusion
- ◆ Permanent exclusion

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Exclusions are only really appropriate where the actions of one pupil are either putting staff or other pupils in danger, or where their persistent inappropriate behaviour is such that it is adversely affecting the education of others to a considerable degree.

It must be remembered that we are dealing with pupils with special educational needs and very often they do not react/respond in the way one would usually expect. Their levels of frustration are often quite low. They may have a very poor self image and on their own cannot find any other way of 'making a name for themselves'. Youngsters who have a poor self image find it difficult to accept that you can be genuinely interested in them as individuals. Basically they do not believe what you say. They can therefore 'test you out' to see how much you really are interested in them or care about them. Sometimes they will test to destruction by forcing you to take extreme punitive action. This then confirms what they already believed, that you do not care about them as a person and all that you had said previously was untrue.

They may also be choosing inappropriate role models to copy or they may genuinely have a degree of emotional disturbance and be unable to cope with the pressures of adolescence. It should be remembered that while our pupils are of secondary age and size, intellectually and emotionally they are often functioning at a primary school level and we must take care to separate what are deliberate acts of disobedience from those that arise from emotional or intellectual immaturity and to respond to them accordingly. We must also be very aware of cultural difference and possible variation in standards expected of them in different situations in their lives.

In the first instance any problem should be dealt with by the class teacher at the time. If that proves ineffective the matter should be referred to the group tutor who will probably involve the parents. If the problem still persists the matter should be referred to the relevant Key Stage Co-ordinator and the Inclusion Manager who may develop an individual behaviour plan for the child. Ultimately the matter will be passed to the Headteacher who should have been kept informed at each stage and records should be kept in the form of ABC tracking sheets located in each tutor group's classroom folder. At the end of a fixed period of time the ABC tracking sheets will be assessed by the Inclusion Team to track recurring behaviours and develop a system to effectively deal with arising problems.

For most of our pupils the causes of inappropriate behaviour will be individual as will be the most effective rewards and sanctions. All staff should therefore be mindful of this and constantly be aware of possible rewards and sanctions that may be useful in the future.

Discipline which relies on the fear of being caught and the punishment that may follow is only effective while staff are present or near and there is a 'danger' of being caught, but self discipline which is based on knowing the 'right thing to do' is effective at all times and is more likely to be continued into adult life. It follows therefore that counselling, guidance and constant encouragement is more likely to have long term effect than punishment.

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Punishment also develops a negative relationship between staff, pupil and school and is therefore not conducive towards a good attitude to school in general.

This policy is not overly prescriptive as this would not allow staff at any level to keep their ‘options open’ to deal with individual cases or ‘one off’ incidents. Where a prescriptive system is felt necessary, consultation with other relevant agencies may be initiated.

Society allows for variation in response to certain misdeeds and for extenuating circumstances to be taken into consideration. We put it to our pupils that they too have the same rights and can expect similar responses when being dealt with in school. However in the case bringing ‘illegal substances’ into school a permanent exclusion will result. The vulnerability of other children must not be compromised by exposure in school to drugs.

The school recognises that some pupils have emotional and behavioural needs which go beyond the normal needs of children. We have hence developed a specific inclusion department where staff are trained to help individuals who have such needs. Each individual will then work on a programme which will enable them to develop the necessary skills to overcome their specific problem areas.

All staff, teaching and non teaching, are given the opportunity and encouraged to pursue additional training in behaviour management. Key staff are trained through the Team Teach course in behaviour management techniques which includes physical restraint. Individual children whose behaviour causes concern have risk assessments and plans to support them in school. For activities outside of the school buildings and grounds children’s behaviour is assessed to ascertain what measures need to be in place to support the child or if the risks are too high for the child to attend the trip. Physical restraint will only be used as last resort where pupils are highly likely to put themselves, others or the buildings in danger.

Reviewed June 2017

Agreed by Governors June 2017