

Policy: **Discipline and Behaviour Management**  
 Procedure Reference: **SHHS/TOO 1**  
 Version Number: **1.0**  
 Date : **September 2017**  
 Review Date: **September 2018**  
 Authorised by: **Directors and Responsible Individual(RI)**  
 Updated by: **Gary Edmunds**  
 To be read in conjunction with: **The Care and Control Policy 2016, The Attendance Policy**

**1.0 Introduction**

The purpose of our school is to provide a positive, motivating environment where our students have the best opportunity to realise their full potential. Our school ethos strives to create a welcoming caring environment that is underpinned by the Family Social Model. We respect and celebrate adults and children’s religion, race and culture in the implementation of our behaviour policy. We aim to develop a positive self esteem in each child to encourage the best efforts, independence, self-reliance and responsibility for their own actions.

**2.0 Aim**

- To support staff in managing behaviour
- To encourage good behaviour and self discipline and respect
- To prevent bullying
- To ensure that students complete assigned tasks.

**3.0 General Principles Acknowledging Acceptable and Unacceptable Behaviour**

At Spring Hill High school we do not believe in children “being bad” but instead we see good children making wrong choices. We recognise that students may communicate distress, anxiety, lack of confidence and uncertainty through their behaviour. General principles acknowledging acceptable and unacceptable behaviour consistently and appropriately ensures that our students learn how to make the right choices and gain control of their behaviour. The school will reward success through a point -keeping reward system where the students are given responsibility points for their own behaviour.

Behaviour we encourage	Unacceptable behaviour includes:
<input type="checkbox"/> Respect for other people, their views and their work <input type="checkbox"/> A sense of right and wrong. <input type="checkbox"/> Self-respect.	<input type="checkbox"/> Racial harassment. <input type="checkbox"/> Violence and aggression <input type="checkbox"/> Hurting other people’s feelings

## Spring Hill High School (TOO) Policy on Discipline and Behaviour Management.

<ul style="list-style-type: none"> <li><input type="checkbox"/> Respect for the environment</li> <li><input type="checkbox"/> Working cooperatively</li> <li><input type="checkbox"/> Honesty and trust.</li> <li><input type="checkbox"/> Fairness.</li> <li><input type="checkbox"/> Self-discipline.</li> <li><input type="checkbox"/> Politeness and good manners.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Threatening behaviour including bullying</li> <li><input type="checkbox"/> Dishonesty</li> <li><input type="checkbox"/> Lack of respect</li> <li><input type="checkbox"/> Discrimination.</li> <li><input type="checkbox"/> Using unacceptable language</li> <li><input type="checkbox"/> Deliberately damaging property</li> <li><input type="checkbox"/> Disrupting teaching and learning</li> </ul>
---	--

### **4.0 Whole School System for Behaviour Management**

All staff are responsible for promoting good behaviour and discipline in the school. The **Responsibility Points** system is used to monitor, support and reward positive choices.

Staff support students by using non confrontational language, as they encourage students to keep their points and reinforce the students' choice in managing their own behaviour.

### **5.0 The Responsibility Points System is outlined below.**

Each student has responsibilities to himself, or herself, and others in the school.

The rules they choose to keep are **their** responsibility.

They have **5 points** in their possession at the start of each lesson. Students **choose** to keep them, or **give them away** by not following the responsibility expectations of each point.

**5.1 Responsibility Points:** The following gives an outline of the school's Responsibility Points.

- **Responsibility Point 1:** To be on time and ready to start
- **Responsibility Point 2 :** To listen to the teacher and follow instructions
- **Responsibility Point 3:** To use appropriate behaviour and language
- **Responsibility Point 4:** To show respect and earn respect
- **Responsibility Point 5:** To complete tasks set

**5.2 Rewards:** The school operates a robust reward system which rewards and acknowledges students positive behaviour, high levels of attendance and personal achievements.

**The following gives an outline of how the system works.**

- Teachers and staff begin with positive verbal reinforcement for students' choice of good behaviours each lesson, and a positive verbal reinforcement at the end of the day for the positive choices made.
- Pupils understand that each lesson is a fresh start so they can turn their day into a positive experience at any time.

## Spring Hill High School (TOO) Policy on Discipline and Behaviour Management.

- Lunch time is included, as it is part of the social interaction monitoring which informs the behaviour plans.
- The Responsibility Points Chart records the points kept or given away. This allows Individual Behaviour Plans to be designed and monitored weekly, to show progress for set targets.
- At the end of each week, in Individual Tutorial time, the students review the points they have kept and students receive a certificate to represent 40-59%; 60-79%; 70-99% or a Gold certificate which records keeping 100%. The review is held to discuss the progress made and to set a target for the next week.
- The certificate that is awarded may be taken home or displayed in the student's classroom. Verbal praise at this time also rewards the student. Progress is charted for them to see.

### 5.3 What do these certificates earn?

- 40 -59 target earns a **yellow** merit : **Value 1**
- 60-79 target earns a **green** merit : **Value 2**
- 80-100 target earns a **purple** merit : **Value 3**
- 100/100 earns a **gold** certificate

### 5.4 Rewards with Financial Value

Each **gold** certificate gains a reward at the end of each term with a value of £5  
The value of the merits is added up every 5 weeks or half term

Example:

5 **yellow** merits = Value 5  
2 **green** merits + 3 **yellow** merits = Value 7  
5 **purple** merits = Value 15

Values	0 – 4	= 0
	5 – 9	= £5.00 voucher
	10 – 13	= £10.00 voucher
	14 – 15	= £15.00 voucher

### 6.0 The Post 16 Reward System

- Post 16 students, in the sixth form, may choose to have half-termly Certificates, but this is reflected on an individual basis. Pupils' Responsibility Points in the Sixth Form Provision are rewarded weekly with a bursary.

### 7.0 Sanctions

Appropriate sanctions will be applied when unacceptable behaviour is observed. There are clear sanctions for failure to comply with the educational programme or with the expected standards of behaviour. These sanctions may include:

- A verbal reprimand

## Spring Hill High School (TOO) Policy on Discipline and Behaviour Management.

- Loss of privilege- for instance the giving up of points, the giving up of certificates and the giving up of financial rewards.
- An agreed period of reflection of 24 hours where the student is educated at home under the supervision of parents/carer/foster carer or home manager. This period of reflection may be agreed by the school and student, or the school and parent/care/foster carer/social worker, or between the school and home manager. During the period the student reflect on their behaviour and will have a discussion with site deputy about behaviour controlling strategies and how to make the right choice. For the period at home reflecting on behaviour that was deemed inappropriate the student will give up their Responsibility Points.
- In more extreme cases schools may use temporary or permanent exclusion.

### **8.0 Suspensions and Exclusions**

Spring Hill High School may suspend a student from education if the student is a severe risk to themselves, to others, or to property. This is a temporary suspension and may be from ten minutes to a period of days.

The temporary suspension will be dealt with internally by the headteacher, deputy headteacher and or one of the school's deputy headteachers. The school will work with the student, parents, social workers or carers, where possible, to solve problems and carry out risk assessments. After a one day suspension and depending on the severity of the risk, the school will arrange with the student, and their parent/carer/foster carer and or social worker a reintegration meeting where strategies to help the student understand his/her behaviour will be discussed. It is the hope that we will deal with the behaviour and allow the student to return to school as soon as it is safe to do so.

**8.1** In the most extreme cases of violent or aggressive behaviour and / or when it is deemed that the student has been wrongly placed at Spring Hill High School and / or is putting others at severe risk, the students' future at Spring Hill High school will be reviewed by the school, the Local Authority, parent/carer, and social worker. According to the Special Educational Needs Code of Practice 2001 Section 80:8 and as a school we need to ensure that student's attendance is compatible with the efficient education of other children at the school.

In these very severe cases the school follows the process as outlined below:

1. The parent/care/social worker/the education placement team of the student's local authority and LACES in the the case of looked after children are first informed by a formal letter within 24 hours of the incident.
2. The school's SENCo or the headteacher contact the LA and the student's social worker/parent/carer/foster carer to request an Emergency Review of Needs meeting. The meeting must take place within two weeks of the incident.
3. Due to safeguarding concerns the student may not be allowed on any of the school sites, this is at the discretion of the headteacher in consultation with

## Spring Hill High School (TOO) Policy on Discipline and Behaviour Management.

the directors of the company. Therefore work will be provided for the student daily at home.

### **9.0 Confiscation of inappropriate items**

At Spring Hill High School all teachers and staff have a responsibility to ensure the safety of students and colleagues. Staff have a right under the “Discipline in Schools- Teachers’ Power” on page 3 and 4, to confiscate, retain or dispose of student property if it is deemed to be a high risk item and is not in line with health and safety.

The school also have the power to search without consent for “prohibited item” including:

- knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Fireworks
- Pornographic images
- Any article that has been used or likely to be used to commit an offence, cause personal injury or damage to property;
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The general power to discipline( as described in the bullets under the heading “Discipline in Schools-Teachers’ Power” on page 3 and 4) enables teachers and staff to confiscate, retain or dispose of a student’s property as a punishment, so long as it is reasonable in the circumstances and as long as it is done within the law.

Weapons and knives and extreme or child pornography will be handed to the police. Otherwise, all other confiscated items will be returned to parents, carer, foster carer, or social worker. Confiscated items will be returned to a responsible adult in person.

### **10.0 Power to use reasonable force**

Spring Hill High School in conjunction with the law allows all adults authorised by the Headteacher and the Directors of Thoughts of Others Ltd to be responsible for students and to use such force as is reasonable to prevent a student from:

- Committing a criminal offence (or for younger children that which would be an offence)
- Causing personal injury, injury to others or damage to property
- Engaging in any behaviour prejudicial to maintaining good order and discipline in the school.
- Headteachers and authorised school staff may also use force as is reasonable given the circumstance when conducting a search without consent for knives or weapons, alcohol illegal drugs, stolen items, fireworks, pornographic images or articles that could be used to commit an offence or cause harm.

The law regarding the use of force by teachers and others was clarified in the Education Act 1997 and came into force on 1st September 1998 with added guidance provided in the White paper in March 2011. The criteria for using reasonable force is also outlined in the Behaviour and discipline in schools, advice

## Spring Hill High School (TOO) Policy on Discipline and Behaviour Management.

for teachers and school staff(January 2016) and the Use of reasonable force, advice for headteachers, staff and governing bodies(July 2013).

As part of the Admissions Policy at Spring Hill High School all parents are asked to sign a consent form giving the school permission to physically intervene based on the criteria out-lined above.

All members of the teaching staff are trained in approved care and control techniques, and physical intervention for their own and the student's safety. There are currently two methods of physical Intervention being used alongside each other in the school. The school's parent company Thoughts of Others Ltd has adopted the National Federation for Personal Safety(NFPS), to replace PRICE(Protecting Rights In A Caring Environment) and PRIME Care(Positive Reaction In a Managed Environment). NFPS will replace PRIME and PRICE over time. It means that some members of staff are trained in NFPS, PRIME care techniques and some are PRICE trained. Whether through NFPS, PRICE or PRIME training all staff are taught to build relationships with the students and promote choice. NFPS will provide a system which focuses on primary and secondary prevention strategies. Staff are taught to adapt a more person -centered approach **the use of physical intervention is a last resort and MUST only be used when all other options have been explored.** The focus is on value base, knowledge and underpinning legislation. No staff member is employed in the school unless they are successful in this training. The training is refreshed for all staff annually.

We would like to reassure students and parents/carers that all staff at Spring High School will continue to act professionally and with integrity.(See the School's Care and Control Policy and associated guidance for further details).



