



## **PUPIL AND STUDENT CONDUCT**

### **Introduction**

The purpose of this policy is to inform and guide school staff members in teaching and rewarding appropriate pupil and student conduct that supports learning, progress, achievement and enjoyment of school life.

Our aim is that all pupils and students should be able to achieve their potential in a safe and happy environment; wherever possible, acquire the self-discipline that will make them good citizens of the future; and lead satisfying and fulfilling lives.

This policy is based on the principle that all pupils, students and staff throughout the school are valued members of the school and productive relationships are central to our ethos and approach.

This policy should be read in conjunction with those policies listed below:

- Care and Control Policy
- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Attendance Policy
- Single Equalities Policy
- Teaching and Learning Policy
- Key Skills Policy
- Home School Agreement
- Special Educational Needs Policy
- Lunchtime Arrangements Policy
- Staff Conduct Policy
- Consistent Understanding of Autism Handbook
- Mood Management Guidance
- Online Safeguarding Policy

### **Special School Context**

As a special school for learners with learning disabilities and difficulties we have a wide range of abilities to cater for. Many of our young people are intellectually immature and as such expectations regarding their conduct must be modified; profound learning difficulties, severe learning difficulties, Autistic Spectrum Conditions, Prader-Willi have a direct impact upon how these young people conduct themselves.

Some young people have learned to express themselves through inappropriate conduct and/or attention-seeking behaviours and in these cases the careful management of their conduct is essential and should be seen as integral part of an individual's Conduct Support and Positive Handling Plan.

In other cases, more able young people with moderate learning difficulties can display willful behaviour that requires a firm and consistent approach commensurate with practice in a mainstream school. Conditions such as ADHD, Autistic Spectrum Conditions, mental health conditions or the impact of medication need to be taken into account regarding the expectations of a young person's conduct and our reactions to this.

### **A note about 'behaviour'**

At Tor View School, 'behaviour' refers to the way we interact and respond to people, objects, situations and events we find ourselves in. Behaviour is anything we do or say which other people can observe and as such can be positive, neutral and negative. It is also context specific, for example, behaviour appropriate at home or in a social setting might not necessarily be appropriate for the school environment. Similarly, particular behaviours may be informed and impacted by a young person's disability, learning difficulty or personal circumstances. Consequently, this policy refers to pupil and student conduct.

We should, therefore, resist using the term 'behaviour' to describe negative or inappropriate actions.

Where a pupil or student's conduct interferes with their learning, the good order of the class or that of the school, we must develop their actions to find more socially acceptable ways in which to conduct themselves. Invariably, we will seek to reward appropriate conduct, although sometimes we might also apply sanctions.

### **Classroom Management**

The School has a number of very clear and simple rules.

School Rules:

- Be kind to others
- Be prepared to learn
- Good sitting
- Good looking
- Good listening
- Good thinking
- Look after our school

These are supplemented by the Healthy School Rules.

## Healthy School Rules:

- Always eat breakfast
- Eat fruit and vegetables every day
- Drink lots of water
- No crisps, chocolate or sweets in school
- Exercise every day
- Don't hurt
- Care for others

As with the school mission statement, it is the expectation that staff will constantly reinforce, remind and refer to these rules to help pupils and students can learn and anticipate be dealt with consistently by staff members at all times. This policy is not primarily concerned with rule enforcement it is a means of promoting good conduct and positive relationships, so that people can work together with the common purpose of helping everyone learn.

Children are taught, sometimes specifically and sometimes (due to a learning difficulty or disability) through experience and consistent staff responses, to take ownership of their own conduct and to understand the importance of choice. We aim to teach pupils and students to make appropriate choices.

The importance of providing a relevant and stimulating curriculum is crucial. We differentiate according to children's abilities, realising the frustration that can be caused when work is too easy, too difficult or inappropriate. Lessons need to be fun and engaging and support the school's aspirations to be creative and cater for all our young people's needs. This is why the Personal and Social Development curriculum is a core subject studied by pupils and students at Tor View School.

Where an individual pupil or student's conduct is an on-going priority, the individual will have a detailed Conduct Support Plan. This will be carefully drawn up in collaboration with staff, parents and carers and if relevant, the pupil/student.

Staff conduct is essential to the maintenance of good pupil / student conduct:

- teachers and teaching assistants should be in class prior to the start of the lesson;
- be prepared for the lesson;
- keep everyone occupied and interested;
- identify and manage the mood of pupils and students wherever this is possible (see Mood Management Guidance);
- extend and motivate pupils;
- mark work promptly and constructively;
- maintain an attractive, clean, tidy and safe room;
- keep interesting wall displays;
- understand each individual pupil's needs;

- treat pupils and students consistently whilst maintaining an awareness of individual needs; plan whilst taking into account all aspects relating to each individual including their disability or learning difficulty;
- communicate effectively to young people in ways appropriate to their individual needs;
- staff must also view an individual's conduct as a form of communication and as such endeavour to understand the intention of this communication whether it be concerned with task avoidance, attention seeking, boredom, anxiety or a reaction to an event that may or may not be understood by the school staff.

## **Rewards and Sanctions**

Rewards and sanctions must be appropriate to the individual pupil and take account of a number of factors that include age, ability (including their learning difficulty or disability) and context. It is vital for staff to choose age and ability appropriate rewards that are effective and do not patronise the pupil or student. Some rewards will need to be immediate in order to be relevant whilst others can involve some delay.

Equally, sanctions must suit the individual and take account of whether the conduct of the individual is willful or is more directly related to intellectual and emotional immaturity.

### **Rewards**

Rewards should always adhere to the principles that they are immediate, relevant and presented with enthusiasm.

The school rewards good conduct in order to encourage the repetition of good conduct, allow young people to understand what is expected of them and encourage learning, cooperation and enjoyment of school life. Staff praise and reward children in a variety of ways:

- congratulate and provide praise in accordance with an individual's level of understanding, making selected use of words, signs, symbols and appropriate physical touch in order to communicate effectively;
- awarding certificates presented during assemblies;
- gold or other 'good work' stickers;
- sharing achievements with senior staff/staff valued by the individual;
- the use of token economy systems whereby young people can accumulate 'credits' towards events and activities that have been designed specifically for them (always agreed with Heads of Department)
- the Secondary Department merit system (see specific policy) and Trusted / Privileged Pupil badge system (see specific policy)
- Teachers may adopt their own 'classroom specific' strategies (always agreed with Heads of Department)
- Share success with parents, carers and relatives

### **Sanctions**

If a child has displayed inappropriate conduct the school will employ a wide variety of sanctions to encourage improved conduct or deal with a specific problem regarding their conduct. Sanctions will take account of the event including how serious this might be and how the child's conduct is impacted by their learning difficulty or disability:

- the simplest form of sanction is to ignore undesirable conduct and reward appropriate conduct;
- similarly, a supportive word from the teacher or teaching assistant in charge of the moment may be sufficient;
- a further development of this approach would be the use of distraction techniques such as giving a pupil or student a task that breaks a developing pattern of conduct or simply asking the pupil or student to take 'time out' of the class. More-able pupils and students may accept the discipline of being asked to leave the room with or without staff supervision (as appropriate to the individual) for an appropriate period of time (always for the shortest possible time);
- the temporary withholding of rewards or events or Privileged/Trusted pupil badges;
- restorative approaches where a young person takes responsibility for their conduct and is able to make an apology or reconcile with a classmate or staff member;
- a young person may be referred to a member of the Senior Management Team and sent to the Principal or Senior Management Team Office;
- a meeting with the pupil or student's parents or carers may be convened;
- more-able secondary department pupils (such as those in the T and A groups) have a specific policy relevant to their circumstances (see T & A Conduct Policy);
- in the event of more serious conduct issues it may become relevant to use physical interventions, detentions and exclusions and in some cases involve external agencies such as Children's Social Care or the Police (see below).

All use of sanctions and rewards should be recorded and these records kept up to date at all times.

### **Conduct out of school**

In some cases, sanctions and rewards will be applied to conduct outside of the school. All school visits and residential activities will be counted as 'school time' and therefore covered by this policy.

Where a young person is travelling to and from school on home-school transport, staff will endeavour to work closely with Passenger Assistants and drivers to encourage and promote good conduct. In some case school may intervene by placing school staff on transport. In the case of some of our most challenging young people the school may manage and provide home-school transport.

Where young people use public transport and pedestrian skills to travel to and from school the Principal will take a view of any reports of inappropriate conduct and may involve parents and external agencies where they may be repercussions which disrupt

the good order of the school; cause potential harm to that young person, other pupils or members of the public; adversely affect the reputation of the school.

If it becomes known that a young person has broken the law, the Executive Principal or Head of School will take a view and employ strategies as outlined in this policy.

When students are out of school or in school on work experience they must adhere to the dress code and policy of the work place and the School Uniform policy for pupils and students.

## **Detention**

In some cases, where deemed appropriate to the ability of the young person, the use of a detention might be applied. This will invariably allow for work, not completed in class, to be done so at lunchtime, playtimes or in consultation with parents and carers after school. Detentions will always involve relevant work and be supervised by appropriate school staff and wherever possible take place as close to the misconduct event as possible.

In some cases, where it is not appropriate for a pupil to travel on home-school transport due to on-going difficulties with their conduct, senior staff will make the decision to keep the pupil/student at school.

In the case of an after school detention parents / carers must be informed and if necessary the detention delayed a maximum of 24 hours prior to this taking place. In some cases, a 'standing arrangement' might be agreed with parents so that school can act promptly ensuring that the sanction is entirely relevant and linked with the work that has been missed.

## **Exclusions**

As a last resort and in rare cases, exclusion will be used as follows:

- internal exclusion whereby the pupil or student continues their work outside of their usual classroom or class group and possibly on in isolation or in another class;
- exclusions from school whereby the pupil or student is not permitted back into school for a fixed period of time; this will only be used in cases of very serious misconduct which is deemed willful on the part of the student (i.e. where staff decide that the young person is capable of understanding the context of their conduct); examples include:
  - aggression toward other school pupils or staff;
  - persistent serious disruption to the learning of others and the safety of the school environment;
  - serious damage to school property or that of pupils, students, staff and visitors;
  - illegal actions involving theft, drugs, alcohol, pornography or other such serious misconduct.

It is possible that a young person may be excluded as a last resort whilst resources are put in place to provide appropriate support to make that person and other members of the school community safe from harm and free to learn. In this case it is possible that the young person may not, due to their learning difficulty or disability, fully understand the context and implications of their conduct.

In all such cases the decision to exclude a young person will only be made by the Executive Principal/Head of School. In their absence a Deputy Principal will take the decision.

Exclusions will invariably be for one or two days and might also, where possible and appropriate, involve the compulsory attendance of school outside normal school hours thus ensuring that learning is not compromised and absence does not unwittingly reward the inappropriate conduct.

Permanent exclusions will be only made if the school is unable to meet the young person's needs and a more appropriate provision is available to the Local Authority. Such a decision cannot be made without the approval of the Local Authority.

In all cases of exclusions, the Local Authority and parents or carers will be informed immediately and where relevant a young person's social worker / advocate will be involved.

Parents have the right to make representations to the governing body about an exclusion and the Governing Body must review the exclusion and in the case of permanent exclusions have a right of appeal.

### **Absconding Pupils**

Some of our pupils and students are prone to abscond from school. These pupils and students are noted on a confidential school record. In some cases, individuals will be prevented from absconding or followed if they do so, whilst other individuals will be allowed to leave school depending on their ability, an individual risk assessment, their Conduct Support Plan and Positive Handling Plan and in agreement with parents and carers. A list of possible abscondee's and appropriate staff responses is kept in all classes, the main office and reception.

### **Anti-bullying Policy**

Tor View School is totally opposed to bullying in any of its forms and it will not be tolerated in school. We have a comprehensive anti-bullying policy which operates within Tor View School. All pupils, parents and staff are made aware of the content of the policy and what to do should a pupil feel they are being bullied and what to do with a perpetrator.

We are committed to providing a safe, caring environment for all students so they can learn in a relaxed and secure environment (see Anti Bullying Policy).

## **Online safeguarding Policy**

Pupils and students must adhere to the Online Safeguarding Policy and agree to the terms and conditions in the Acceptable Use Policy.

## **Confiscation of inappropriate items**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. the general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment; staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably; confiscated items will be returned to child via the parent unless the item is illegal or the result of a crime / misdemeanour;
2. power to search without consent for 'prohibited items' including:
  - a. knives and weapons;
  - b. alcohol;
  - c. illegal drugs;
  - d. stolen items;
  - e. tobacco and cigarette papers;
  - f. pornographic images;
  - g. mobile phone, electronic tablet, media player etc. (these items are not permitted in school and should be handed in to the form tutor or classroom staff on arrival in school);
  - h. any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the Executive Principal/Head of School to decide if and when to return an item, or whether to dispose of it.

## **Power to use reasonable force**

- See Care and Control Policy

All school teaching staff members are trained in Team Teach Positive Handling (2-day Basic Course) as part of their induction. It is the expectation that all curriculum staff use this training to inform their work at all times.

## **Roles and Responsibilities including School Support Systems**

The role of the class teacher and teaching assistants:

- It is the responsibility of class teachers and teaching assistants to ensure that the school rules are enforced and that children conduct themselves in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to their conduct, and they strive to ensure that all children work to the best of their ability.



- The class teacher treats each child fairly, showing respect and understanding of individuals.
- If a child repeatedly displays poor conduct in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if the poor conduct continues, the class teacher will seek help and advice from the Head of Department / Deputy Principals / Head of School / Executive Principal.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the Local Authority's behaviour support service.
- The class teacher reports to parents and carers about the progress of each child in their class. In line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the conduct or welfare of a child. Behaviour procedures may follow between school and parents. For example, the home-school diary.

The role of the Executive Principal:

- It is the responsibility of the Executive Principal under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Principal to ensure the health, safety and welfare of all children in the school.
- The Executive Principal / Head of School and support the staff by implementing the policy, by setting the standards for conduct, and by supporting staff in their implementation of the policy.
- The Deputy Principal keeps records of all reported serious incidents of misbehaviour.

### **Consultation, monitoring and evaluation**

The Deputy Principal monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of poor conduct. The class teacher records minor classroom incidents. Senior Staff record those incidents in which they have been sent a child on account of poor conduct. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the Deputy Principal's office.

The Executive Principal/Head of School keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek

to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

### Reference documents

DfE (2014) Behaviour and discipline in schools: Advice for Headteachers and school staff – [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

DfE (2012) Use of reasonable force – Advice for Principals, staff and governing bodies - [www.education.gov.uk](http://www.education.gov.uk)

DfES (2007) The Violent Crime Reduction Act 2006 (screening and searching of pupils for weapons guidance for school staff)  
- [www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity/](http://www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity/)

DfES / DoH (2002) Guidance on the use of restrictive physical interventions for staff working with Children who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders  
- [www.teachernet.gov.uk/wholeschool/sen/piguide](http://www.teachernet.gov.uk/wholeschool/sen/piguide)

DfES / DoH (2003) Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties  
- [www.teachernet.gov.uk/wholeschool/sen/piguide](http://www.teachernet.gov.uk/wholeschool/sen/piguide)

Lancashire County Council (2012) Protocol on the use of restrictive physical interventions in schools, residential homes and other care settings for children - [www.lancashire.gov.uk](http://www.lancashire.gov.uk)

Risk Assessment Pro Forma -  
<http://www.teachernet.gov.uk/docbank/index.cfm?id=5334>

The Education and Inspections Act 2006 - Section 93 replaces section 550A of the Education Act 1996 - <http://www.opsi.gov.uk/ACTS/en2006/06en40-f.htm>

The Children's Act 1989  
- [http://www.opsi.gov.uk/acts/acts1989/Ukpga\\_19890041\\_en\\_1.htm](http://www.opsi.gov.uk/acts/acts1989/Ukpga_19890041_en_1.htm)

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