



**LIFE SCHOOL**  
**BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE, SANCTIONS,**  
**AND EXCLUSIONS POLICY**

*This policy, which applies to the whole school, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from school.*

**Document Details**

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**Amendments:**

Date	Amendment

**Availability:** This policy applies to all activities undertaken by the school, inclusive of those outside of the normal school hours and away from the school site and is inclusive of all staff (teaching, support and agency staff), students on placement, contractors, the Chief Executive Officer, the Advisory Board and volunteers working in the school. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy being required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

**Monitoring and review:**

*LIFE SCHOOL is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.*

- This document will be subject to continuous monitoring, refinement and audit by the Headteacher
- This policy was last reviewed agreed by the Advisory Board in January 2021 and will next be reviewed no later than January 2022 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Sarah Quilty  
Headteacher

Alastair Saverimutto  
Chief Executive Officer

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**Staffing Method:** The Headteacher has overall responsibility for supporting personal, social and emotional development of staff, students and student behaviour. This process requires:

- An understanding of current legislation, research and philosophy on promoting positive behaviour and on handling student’s behaviour where the student may require additional support;
- Being able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development;
- Recognition that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of LIFE SCHOOL;
- All staff to provide a positive model of behaviour by treating students, parents and one another with friendliness, care and courtesy;
- New staff members to become familiar with the school’s positive behaviour policy ensuring staff are updated about students causing concern through CPOMS, email reporting system, and weekly, minuted students behaviour meetings;
- Ensuring staff receive appropriate training on positive behaviour management when necessary;
- Instant messaging via CPOMS between staff so that all members of staff are aware of any and all behavioural incidents in real time;
- Ensuring staff are supported by the Headteacher when dealing with students displaying misbehaviour and that there is consistency in managing the behaviour.

**The Proprietor and the staff team at our school are committed to making provision for the education and supportive social and behavioural care for up to 20 students aged 11 - 19 years.**

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Our school provides a caring and supportive learning environment where students make progress relative to their individual starting points and where all members of the school community feel valued, safe and respected. Our aim is to encourage students to develop personal, social, and employable skills to enable them to become confident, independent, and aspiring young people. Working with parents and carers is fundamental to the success of this policy. We expect reinforcement of positive behaviours out of school so that there is always consistency of expectations and outcomes .

LIFE SCHOOL is committed to School-Wide Positive Behaviour Support (PBS), a highly effective, evidence based approach to improve behaviour and quality of life for all students, that seeks to understand behaviour based on assessment of the social and physical environment in which the behaviour happened and to shape and encourage positive, wanted behaviours via skills teaching, environmental changes and use of positive reinforcement.

PBS seeks to avoid the use of punishment, not least because punishment:

- Is rarely effective in the long term
- Does not teach alternatives - 'what to do '
- Behaviours often still occur when the person delivering the 'punishment 'is not around
- Often leads to escalating behaviour or people 'getting their own back '
- Limits opportunities for the person to behave appropriately (and for us to encourage and reinforce this)
- Tactics are often aversive and unpleasant
- Individuals can easily become habituated to punishment
- May not actually be 'punishment '(e.g. being 'spoken to 'if the behaviour was functioning for attention)
- For sanctions that remove privileges, once it is gone (taken away) what's the point?

Every case is different and must be dealt with on an individual basis. Our approach to behaviour leadership is to look very carefully at what has triggered the reaction of the student in the first place, what has historically maintained that problem behaviour, and to work at ways of avoiding such situations by teaching new skills, thereby increasing tolerance and understanding of similar circumstances. Therefore, where needed, students at the school will have a behaviour support plan, written in conjunction with the student themselves, in order to share their triggers and possible problem behaviours with staff.

**Statement of intent:** We believe that students flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the School to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, bad language, vandalism and theft, which undermines these aims. Parents should not only be aware of our behaviour policy but through our close home school links they and their student's needs should actively shape it. Our school fulfils its duties under the Equality Act 2010, including issues related to students with special educational needs/disabilities and how reasonable adjustments are made for these students: Our school provides support systems for students and liaises with parents and other agencies. Our school manages students 'transitions and disciplinary action is taken against students who are found to have made malicious accusations against staff, which could lead to exclusion if necessary.

As part of our behaviour policy, our school believes students and adults have the right to live in a supportive, caring environment in which students feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

Within their abilities and understanding, we ensure that students are given opportunities, appropriate to their cognition, to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety. Our school fulfils its duties under the Equality Act 2010, including issues related to students with special educational needs/disabilities and how reasonable adjustments are made for these students: Our school provides support systems for students and liaises with parents and other agencies. Our school manages students '

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transition and disciplinary action is taken against students who are found to have made malicious accusations against staff.

Managing the behaviour of the students effectively and appropriately is a key part of the work of the school. The Behaviour Management Policy dovetails with the school Anti-Bullying Policy to provide a framework within which high standards of personal behaviour can be promoted. Students are given clear guidance about acceptable and unacceptable behaviour. It is emphasised that racism, sexism and other behaviours based on prejudice and discrimination are never acceptable. Students are expected to adhere to these guidelines, and parents as well as staff are expected to apply them consistently in their dealings with students.

The Behaviour Management Policy is based on recognising that all behaviour, good or bad, is an expression of a student's emotional state, and has to be considered in the wider context of the student's needs, wants, abilities and challenges. We start from the position of asking what the student is intending to communicate or achieve through a particular behaviour. We feel that every student has a right to be listened to, and that the role of behaviour management is to help our students find appropriate ways to express themselves. Through support and guidance students can learn strategies that will enable them to communicate their emotional states effectively so that they will be heard and understood in the school, at home and in the wider community. The intention is to empower students through providing them with the skills that they need to monitor and regulate their behaviour and come to a better understanding of how this can affect others.

The focus of our Behaviour Management Policy is primarily preventative, not reactive. We believe that this policy, applied consistently through the whole school in conjunction with personalised behavioural strategies that focus on each individual student's behavioural challenges, can prevent the vast majority of potential negative behaviours being demonstrated by the students. In the few instances where negative behaviours occur, they are challenged and dealt with by staff members according to established practices, using appropriate sanctions. This is always done with a view to understanding the problem and supporting the student in their efforts to manage their emotional state more appropriately. We are very careful in our application of behaviour management procedures not to seek to control students' behaviour and make their good conduct dependent on the framework of support and guidance they receive at the school.

The key to our effective behaviour management is the whole school multi-disciplinary collaborative approach that applies to all aspects of the school's work. The highly skilled staff team have detailed personal knowledge of each student. Individual personalised behaviour strategies derived from assessments of any special educational needs and observations of their actual behaviour are prepared for each student. The staff team pay detailed attention to the mood and effect of each student and are able to observe any changes in students' conduct. This information is then shared with colleagues through CPOMS, active verbal communication allowing personal behaviour strategies to be revised in the light of actual behaviour, and for these revisions to be applied consistently across the whole school. This allows any new instances of maladaptive behaviour by a student to be identified and managed, preventing them from becoming habitual.

The Behaviour Management Policy at LIFE SCHOOL is based on knowledge of the biological bases of behaviour and how these impact the affective and cognitive domains. It is essential that we continue to develop our understanding in these areas in order to review and revise our policies and practices in the light of scientific advances.

**Ethos:** This policy is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain a caring atmosphere, conducive to learning, with courtesy and mutual respect as basic requirements. The ethos of our school is such that all who come here are valued as individuals in their own right. Students are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other students and adults. Students should never be allowed to feel that sexism, elitism, racism etc. are acceptable. We expect all members of our school – students, parents and staff – to keep to the guidelines, requiring these to be applied consistently. The Behaviour Management Policy is dove-tailed with the Anti-bullying Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying. All staff play an important role in promoting good behaviour.

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At LIFE SCHOOL we consider behaviour to often be an expression of a child's emotional state and as such consider all behaviour, positive or negative, in the wider context of a child's needs, abilities and disabilities. Every child has the right to be listened to, we view behaviour management as our way of supporting students to express themselves appropriately so that they will be listened to and understood, in school, at home and in society. It is our duty to empower our students and we take this approach in behaviour management. We do not seek to control our students's behaviour, rather we provide our students with the skills they require to moderate their own behaviour. We prompt and support our students but do not teach them to be dependent upon us, they need to be able to use their skills in wider society not just in school. We believe that it is incumbent upon us to look at preventative measures more than consequences, that in supporting our students with whole school as well as personalised behavioural strategies we can prevent many of their negative behaviours, it is the 95% of preventative measures (modification and accommodation) which mean they demonstrate only 5% of their potential negative behaviours.

**Aims and Objectives: Our aims are to**

- Treat behavioural difficulties and problems in the same way we treat all learning difficulties and errors: through understanding, patience and skills teaching;
- Understand the underlying factors causing and maintaining behaviours, in order to respond positively, consistently and effectively, provide a caring, safe and supportive learning environment, structures and strategies to empower the individual to manage his/her own behaviour, promote emotional regulation and independence, enhance communication and socialisation and raise self-esteem;
- Treat all students with respect and fairness celebrating their achievements and support students to participate in their local community
- Understand that challenging behaviour has a communicative intent, recognise that the ultimate function of all behaviour is to get needs met, appreciating that students on the autistic spectrum may have different needs and more limited means of achieving, identifying and communicating those needs;
- Protect and keep safe the individual concerned and the other people around the child including staff.
- Eliminate all forms of discrimination, harassment and bullying as well as promoting equality of opportunity and wellbeing of all students and staff in the school;
- Accept that the child has a right to make choices and express themselves using satisfactory means;
- Teach and promote the skills necessary to meet the needs of all individuals to enable them to change the behaviours that tend to stigmatise and/or isolate them;
- Understand that punishments are not successful in affecting long term positive behaviour change, not least because they do not teach what 'to do', appreciating that students learn from experiencing the immediate outcomes of their behaviour i.e. the natural consequences;
- Support students to be in the most effective state for learning (happy, relaxed engaged and motivated) and ensure the wanted behaviours they display are positively reinforced in an environment where generalised reinforcers such as praise and encouragement are the norm;
- Understand that what is reinforcing for one individual on one occasion may not be on another occasion or for another person, and seek to identify and use positive reinforcement effectively in all school processes
- Support each student to develop their emotional regulation skills.
- Support students that need a higher tier of behavioural support with individual behaviour plans see Appendix 5 - 6 working with outside agencies such as mental health professionals to seek advice and support as necessary;
- Train and support staff to understand behaviour and equip them with skills and knowledge to effectively manage problem behaviour using PBS approaches
- Detail strategies that support the development of positive behaviours
- Define roles and responsibilities of staff, whole school, and the parents

The School rules are based on respect, accountability and concern for others. We feel they promote a sense of community and collective responsibility within the school. In having rules we hope to ensure the health and safety of the students whilst providing a happy and stable environment for staff and students. We aim to teach students to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development. This policy includes details of:

- How we promote good behaviour amongst students including rewards and
- The sanctions we adopt in the event of student misbehaviour.

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The purpose of this policy is to:

- Support all who work with our students to consider behaviour to be an expression of a child's emotional state and as such consider every behaviour, positive or negative, in the wider context of a child's needs, abilities and disabilities.
- Create an environment that is conducive to achieving the aims of the School.
- Provide clearly defined limits that are easily understood by students, staff and parents.
- Aid all staff in the management of behaviour.
- Ensure high standards of behaviour are promoted and maintained.
- It is a primary aim of our school that every member of the school community feels valued and respected, whether child, teacher, non-teaching staff or parent and that each person is treated fairly and well.
- The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way and also contribute to effective teaching and learning.
- It aims to promote an environment in which everyone feels happy, safe and secure.
- It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn.
- This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- The school expects every member of the school community to behave in a considerate way towards others and encourages mutual respect.
- We treat all students fairly and apply this behaviour policy in a consistent way.
- This policy aims to help students:
  - to grow in a safe and secure environment;
  - become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.
- This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

**Implementation:** The Headteacher has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. LIFE SCHOOL in compliance with DfE Guidance (2016) ([www.education.gov.uk](http://www.education.gov.uk)) *Behaviour and Discipline in Schools*, ensures that our professional practise:

- fulfils its duties under the Equality Act 2010; including issues related to students with special educational needs or disabilities and provides reasonable adjustments for these students;
- has a consistent approach to behaviour management;
- has at least weekly whole school discussions about student's behaviours and records behaviour strategies in online behaviour management logs;
- ensures a strong school leadership;
- supports teachers with classroom management;
- implements rewards and sanctions; behaviour strategy and the teaching of good behaviour;
- provides support to students to self-manage their behaviours
- takes into account all aspects of the child and why they are displaying certain behaviours
- provides staff development and support;
- ensures support systems are in place for students;
- liaises with parents and other agencies;
- manages students 'transition;
- has clear, well organised working practices along with maintaining its facilities to a high standard
- takes appropriate disciplinary action against students who are found to have made malicious accusations against staff including exclusion if appropriate.

**The Rights and Responsibilities of Students:** We take seriously the rights and responsibilities of students and believe that as a child you have the right to:

- develop to your full potential in every area of school life;
- be treated fairly and with respect.
- learn in a calm and uninterrupted atmosphere

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### **Understanding and Managing the Challenging and Unwanted Behaviour of our Students:**

Students with learning difficulties may have damaged self-esteem and self-confidence. Challenging and unwanted behaviour may be a reaction to these difficulties and an attempt for the individual to control a situation or communicate distress or frustration. As teachers working in a mutually supportive partnership with parents we must seek to understand the child's behaviours in the wider context of the individual, their difficulties and their response to their environment at school and at home. Whilst we empathise that certain behaviours are characteristic of the needs of our students, we teach appropriate social skills and coping strategies to help the child understand and accept boundaries of reasonable behaviour. We aim to understand the underlying factors causing the behaviour in order to respond positively, consistently and effectively. We will provide structures and strategies to empower the individual to manage their own behaviour, promote independence, enhance communication and socialisation and raise self-esteem. This work is in line with our ethos statement for the school.

**Staff Behaviour policy (Code of Conduct):** It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good behaviour and good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all students fairly and apply this behaviour policy in a consistent way. This policy aims to help students to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

### **Care for Others:**

- All students of the School should show consideration, courtesy, respect and sensitivity to one another, to visitors to the school and to those of the public they come into contact with. The School will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the School.
- Any incident of bullying should be reported to an adult immediately. (Please see school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and sanctions for the perpetrator decided upon, support should also be extended to him or her in the form of assistance from the Headteacher or outside agencies.

### **Expectations**

- Encourage the development of personal independence and responsibility
- Our school is opposed to discrimination on the grounds of sex, race or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals.
- This school is opposed to any form of open, or concealed, racism or racist behaviour
- All students in the school have the right to the best possible education regardless of ethnic origin, colour, sexual orientation or religion
- All staff and parents of students in the school have a right to be treated equally regardless of ethnic origin, colour, sexual orientation or religion.

The ethos of our school is such that all who come here are valued as individuals in their own right. Students are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. We expect all members of our school – students, parents and staff – to keep to the guidelines, requiring these to be applied consistently. Disciplinary action should be appropriate to the misdemeanour and should take place as quickly as possible. Strategies used will be planned in an individual way for each child taking into account the reasons for such behaviour. These will be discussed at weekly staff meetings and implemented fairly and consistently. They will be reviewed regularly and changed as required.

**Organisation and Facilities:** Within the organisation of the school, there is a total commitment by all the staff team to place students at the centre of concern. This is supported by our policy, procedures and working practices. We have a clear ethos

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and culture along with appropriate educational facilities within our environment which enable students to become as personally adequate, socially competent and as independent as their potential will allow.

**The School Environment:** We are well aware of the impact of the LIFE SCHOOL environment on the behaviour of our students. If we are to raise self-esteem and demonstrate the value of each individual member of our school then we must make sure that this is reflected in the appearance of the school. All aspects of the school facilities have been thoughtfully designed to support all aspects of our students's social, academic and physical needs. The entire school is accessible for all users.

Our students move around the school for their lessons making the most of our wonderful facilities and increasing their sense of ownership of their school. Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around. The students will also be encouraged to be likewise aware so that they feel they personally have a responsibility for keeping the school clean, tidy and attractive.

### **Behaviour management/Promoting positive behaviour**

- As staff we treat each other, all our students and all visitors with respect and courtesy as part of our ethos but also as an example to our students.
- We employ a variety of strategies to enforce the school rules and ensure a safe and positive learning environment.
- Opportunities to learn how to understand and express emotions appropriately are given throughout the school day.
- Parents are integral to our promotion of positive behaviour and as such we work closely with them on all aspects of their child's learning, behaviour and programmes.
- We apply each strategy appropriately to each individual situation.
- The starting point of any consequence is an assessment of why a particular behaviour has occurred.
- The antecedent of any behaviour will determine the consequences.
- In the first instance we will modify any situation to accommodate each individual child so as to prevent negative behaviours occurring.
- We will provide opportunities according to each child's need for sensory input to address sensory integration difficulties which may lead to disruptive behaviour. As such, the specially modified, sensory based 'alert programme '(see appendix) is used throughout the school to support students to recognise, understand and respond appropriately to their sensory state.
- Where appropriate a child will be redirected to engage in a more suitable behaviour or activity.
- Where a child seeks attention inappropriately we may place this behaviour on extinction (ignore and/or redirect it).
- When appropriate we will employ the strategy of rewarding preferred behaviour in order to reduce specific less desirable behaviour.
- If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during social integration lessons and all staff during staff meetings.
- All strategies and behaviours are discussed and implemented consistently across the whole school by all staff and volunteers.
- The school does not tolerate bullying of any kind.
- If we discover that an act of bullying or intimidation has taken place, we act immediately to stop and prevent any further occurrences of such behaviour.
- While it is very difficult to eradicate bullying, we do everything in our power to ensure that all students attend school free from fear.

### **Skills Teaching**

This policy acknowledges that problem behaviour is often the result of skill deficits, which may include, communication skills, emotional regulation, tolerating aversive environments and situations (including physical stimuli, waiting, accepting no), identifying own needs, social skills, yet also extends to academic skills deficits, where fluency in a topic or skill area may require excessive response effort and problem behaviours functioning to escape and avoidance of demands subsequently seen. Furthermore, academic skills deficits often result in unsuccessful learning experiences resulting in work demands or making errors becoming extremely aversive.

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Staff will proactively identify skills deficits that are related to behaviour through use of the positive behaviour self-assessment checklist tool, observations during classroom learning activities, reviews of any behaviour incidences and teach these systematically through use of games, role-play, challenge tasks and board games. These areas will also be supported by the school's social skills and PSHE curriculum. The school will also seek to ensure that academic task demands are sufficiently differentiated according to individual need, with clear step-by step instructions, multiple opportunities for success presented with a focus on building fluency of precursor skills.

#### **Differential reinforcement:**

Differential reinforcement involves positively reinforcing (strengthening) wanted behaviour, while not giving value to unwanted behaviour.

Staff will be given training, support and guidance to help ensure they do not give unwanted behaviour value (e.g. responding to behaviour functioning for attention with any sort of attention e.g. eye roll, 'having a word 'or a reprimand). Where any low level unwanted, or problem behaviour occurs, staff will use the following strategies:

- Praise others displaying the wanted behaviour
- Remind (the whole class) of expected behaviour
- Give clear instructions to re-focus the class
- Look for pauses in the unwanted behaviour then (after a pause in the behaviour):
  - Prompt expected behaviour to the individual
  - Offer an appropriate 'way out 'e.g. by prompting an appropriate alternative communication or strategy

Staff will use a range of generalised reinforcers such as varied, task specific praise, gestures and will seek to identify students individual preferences to increase the likelihood of an action (such as giving praise) being an effective reinforcer. A range of reward systems will be used as generalised reinforcers will seek to motivate students to display positive, wanted behaviour.

#### **Rewards**

- We praise and reward students for good behaviour in a variety of ways:
- Teachers congratulate students, offering regular praise.
- The school acknowledges all the efforts and achievements of students, both in and out of school.
- Additionally, extra, individualised incentives and rewards are put in place for each child when a particular behaviour change occurs.
- Rewards and incentives are individually tailored for each child, so, at times a child may bring items from home as part of a behaviour strategy in school. This also reinforces the link between home and school, further ensuring consistency.
- When students are rewarded they are reminded why it is that they are receiving a reward in order to further promote future positive behaviour.

#### **Behaviour Management Strategies inclusive of Sanction**

- For inappropriate behaviour a student may receive a warning.
- On occasions where a child has behaved inappropriately they may spend some of their free time with a member of staff reflecting on their behaviour and practising alternative ways of expressing them self eg reading their school rules.
- When a sanction is put in place or a reward not given the child is reminded why that is the case and provided with alternative strategies to manage the same situation in the future.

#### **Punishments that are humiliating or degrading will not be used.**

**The following sanctions / punishments will *never* be used:-**

- Corporal punishment
- Any form of hitting of a child (including hitting a child in anger or retaliation).
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone; parents or any appropriate independent listener or helpline.

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- Requirement to wear distinctive clothing or the wearing of nightclothes by day.
- Withholding of any aids or equipment needed by a child.
- No-one in our school hits, pushes or slaps students.

*Concerns about the welfare of colleagues or students should be communicated to the Headteacher immediately.*

**Physical Restraint:** Under subsection 548(5) of the Education Act 1996, teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)'. Teachers' powers under section 4 of the 1997 Act to restrain students from engaging in certain activities remain.

- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Students*. Teachers in our school do not hit, push or slap students. Staff only intervene physically to restrain students or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of students. We use physical restraint, such as holding, only to prevent physical injury to students or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headteacher and recorded in the physical restraints log. The student's parents are informed on the same day.
- Teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person' (including the child). The position is stated in DfE Guidance Behaviour and Discipline in Schools. The actions that we take are in line with government guidelines on the restraint of students.
- Training and Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable.

*Concerns about the welfare of colleagues or students should be communicated to the Head Teacher immediately.*

*Remember, these guidelines will protect you, the students and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.*

#### **The Role of all staff**

- It is the responsibility of all staff to ensure that the school rules are enforced throughout the school day at all times and that students behave in a responsible and safe manner when in the care of the school.
- The school has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management (See Managing and Changing Students' Behaviour Document)
- All staff, volunteers and visitors will treat each child fairly and enforce the school's policies consistently. All staff will treat all students with respect and understanding.
- If a child displays challenging behaviours or ill-discipline repeatedly in any aspect, the school keeps a record of all such incidents. In the first instance, the member of staff involved deals with incidents his/her self in the normal manner in accordance with the school's policy. However, if this behaviour continues, then s/he seeks help and advice from the Headteacher.
- All staff report to the Headteacher about the progress of each child in the school, in line with the whole-school policy. The Headteacher, in turn reports to parents about their progress. Staff may also speak to the Headteacher who will contact a parent if there are concerns about the behaviour or welfare of a child.

#### **The Role of the Headteacher**

- It is the responsibility of the Headteacher to:
  - implement the school behaviour policy consistently throughout the school;
  - ensure the health, safety and welfare of all students in the school.
- The Headteacher supports the staff by:
  - implementing the policy;
  - setting the standards of behaviour;
  - supporting staff in their implementation of the policy.

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- The Headteacher keeps records of any reported incidents of misbehaviour.

### **The Role of Parents**

- The school collaborates actively with parents so that students receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning and to co-operate with the school.
- We must build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to ensure a child's good behaviour, we expect parents to support the actions of the school.
- If parents have any concerns about the way that their child has been treated, they should contact the Headteacher.

**The Role of the Students:** Students are guided to take responsibility for their own behaviour and share in the School policy, procedures and expectations. Students are also encouraged to ensure that incidents of disruption, violence, bullying and any forms of harassment are expressed. At LIFE SCHOOL we recognise that every student has the right to feel safe, to learn and to be treated with respect. Our attention to PSHEE and individualised curriculum promotes self-awareness and regulation alongside speaking out and being heard.

**The role of other agencies:** LIFE SCHOOL has access to educational psychologists, speech and language therapists, physiotherapists and occupational therapists. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

**Incident and Sanction Books:** On those rare occasions where the behaviour of a student becomes completely unacceptable and/or is seriously disturbing the learning of others:

- If possible the child should be taken to the Headteacher until the end of the lesson/session or the Headteacher will be called to the incident.
- Students are not to be sent out of lessons unaccompanied in the case of an incident
- All such incidents would be recorded in the incidents book in the school office and the child's behaviour log.

Any serious incident that is very aggressive or uncontrolled behaviour, has put other students at risk or has endangered the safety of the child concerned which leads to a fixed term or permanent exclusion is recorded in the serious sanctions book. This is always discussed with the Headteacher and the child's parents.

**Behaviour outside school (See Behaviour Management on Educational Visits and Off-site Activities):** Student's behaviour outside school on educational visits is subject to the school's behaviour policy. Negative/inappropriate behaviour in such circumstances will be dealt with as if it had taken place in school. In cases of serious inappropriate behaviour parents may be contacted to come and collect their child from the venue.

The Headteacher may not allow students to participate in an educational visit (including residential visits) if their behaviour at school indicates that the student's presence on the activity will be prejudicial to good order and/or safety. Any serious offences, whilst on an educational visit will result in the student being sent home at the parents' expense.

**Anti-Bullying:** For information of how we deal with incidents of bullying, please see our anti-bullying policy. If a case occurred of severe or persistent bullying strong sanctions, such as exclusion, would be implemented.

**Record Keeping:** Although there is no legal requirement for the school to keep records of searches or confiscation. However, as part of our normal procedures any such event will be recorded.

### **Equality Impact Assessment**

This document forms part of our school commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics, as well as to promote positive practice and value the diversity of all individuals and communities. As part of its development this document and its impact on equality has been analysed and no detriment identified.

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**Activity / event expectations:** Expectations for specific activities or events will be treated in the same way as general class expectations (as described above). Expectations will always say what students are expected to do, with staff carrying out brief checks for discrimination of understanding of what expectations and school values mean before an activity starts. As above, staff will use expectations, as a prompt to praise and reinforce wanted behaviour.

**Positive behaviours skills self-assessment:** Staff will work with students to teach and practice skills they are missing or find difficult. Staff will also work with students on identifying triggers and to what emotional level.

**Duties under the Equality Act 2010 and supporting students with special educational needs and disabled students:** In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. In particular we give due consideration to our students who require such, due to their special educational needs or disability when considering behaviour, discipline and sanctions. Adjustments will be made according to the students's individual specific needs.

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability. The school will always take account of any special educational needs when considering whether or not to exclude a student. Students will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the child.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all students fairly and apply this behaviour policy in a consistent way. This policy aims to help students to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and self-discipline.

**Staff Development and Support:** We support our staff in managing and modifying student's behaviour through appropriate Continuous Professional Development (CPD) whereby we bring in specialist trainers to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

**Support Systems for Students:** In our school we have set procedures for supporting students with their behaviour problems. Students are supported in their behaviour through high expectations of positive behaviour instilled in school. We may implement a behaviour plan for students with serious behaviour issues so that staff, parents and the child understand what is expected of them and the strategies which will be used. In some cases, we may refer students to outside agencies who will liaise with both the school and the child's parents to provide additional support.

**Liaison with Parents and other Agencies:** Parents are supported through the school website, newsletters, IEP meetings and meeting the Headteacher/Class teachers/therapists when necessary.

**Managing Students' Transition:** We carefully manage the progression of the students in this all age special school not only through their educational milestones but also in transition to other schools when required. A particular strength of our school is the relationship staff develop with the students. Because our staff team are in constant communication, any specific student support systems or strategies are seamlessly integrated as each student moves through the school to ensure consistency in their behaviour management.

**Disciplinary Action against Students who are found to have made Malicious Accusations against Staff:** If an allegation is determined to be unfounded, the school will refer the matter to Students's Social Care Team to decide whether the student concerned needs services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Headteacher may temporarily or permanently exclude the student. Malicious accusations against our staff are not acceptable and are taken very seriously. LIFE SCHOOL may take disciplinary action against students who are found to have made malicious accusations against staff, which if necessary, may include exclusion.

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**Students' Conduct Outside of LIFE SCHOOL:** Any student found to show misbehaviour or bullying outside of school (including students travelling to/from school, on an educational visit or where a student can be identified such as through an email etc.) that is witnessed by a staff member or is reported to the Headteacher; will be subject to proportionate disciplinary measures, which may include exclusion. External misbehaviour includes: behaviour that could have repercussions on the orderly running of the school, posing a threat to another student or member of the public, or behaviour that could adversely affect the reputation of the school.

**Behaviour of Parents on/off the School Premises:** It is expected that parents will comply with our school regulations regarding dropping off and collecting their students and when on the school premises. Parents must on arrival at the school, ring the buzzer and remain in the foyer until met by a member of staff. They may not wander around the school premises unaccompanied, unless permission has been sought e.g. to collect an item of uniform. Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary with another member of staff. Complaints should be handled according to the Complaints Procedure.

Parents do not have permission to turn up at the school during school hours unannounced demanding to see their child's teacher. If this happens, and they refuse to leave, they will be escorted off the premises. Parents may not meet class teachers when they are teaching and appointments must be made. If there is a court order against a parent seeing their child the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called. Advanced notice must be given if a student has to be taken out of school hours e.g. for a doctor's appointment. The child will then be collected by a member of the office staff ready to meet the parent at the appropriate time. The student is then signed out and back in again on return. Parents should not approach other parents on the school premises concerning external matters

**Searching and Confiscation which is an appendix to this policy:** (Please refer to our policy).

**The following legal status documents, related documents and references have been taken into consideration**

**Legal Status:**

- Regulatory Complies with the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.
- *Behaviour and Discipline in Schools, Advice for Head Teachers and College Staff* (DfE: updated January 2016)
- [www.gov.uk/government/publications/behaviour-and-discipline-in-schools](http://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)
- *Special Educational Needs and Disability Code of Practice: 0 to 25 years Statutory guidance for organisations who work with and support students and young people with special educational needs and disabilities* (DfE and Department for Health: January 2015)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- *Use of Reasonable Force. Advice for Head of Schools, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.
- *Equality Act 2010* (HM Government: 2010)

**Related documents:**

- Managing and Modifying Behaviour through Positive Language
- Managing and Modifying Students's Behaviour
- Anti-bullying Policy and Procedures, Alert Chart, Safeguarding Students - Child Protection Policy and Procedures, Exclusions Policy, Physical Intervention – Use of Reasonable Force, Spiritual, Moral, Social and Cultural policy (SMSC) including Personal, Social, Health and Economic Education (PSHEE) and Supervision of Students Policy.

LIFE SCHOOL makes the relevant information available to comply with the above. The policies, working practices, documentation and record keeping support the implementation outlined above.

**Care and consideration will be given to the age and special needs of the student when following the guidance in this policy**

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## APPENDIX 1: EXCLUSIONS

**Fixed Penalty Exclusion and Permanent Exclusions:** LIFE SCHOOL will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. Ultimate sanctions at LIFE SCHOOL are: Fixed Penalty Exclusion or Permanent Exclusion

Neither sanction is used lightly. The power to suspend or expel a student can only be exercised by the Headteacher. If the Headteacher excludes a student, the parents are informed immediately, giving reasons for the exclusion. It is the responsibility of the Chief Executive Officer (who is also the Proprietor) to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. Every student has a right to confidentiality – it will be kept in the strictest confidence and only disclosed to those who need to know. We appreciate that such sensitive matters must be dealt with in confidence. If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period temporary exclusion or to convert it into a permanent exclusion, the Headteacher will write again to the parent with the reasons for this decision. Students returning to school after exclusion will be subject to a reintegration meeting organised by the Headteacher. This will normally involve the parents.

We may consider it inappropriate to re-instate a student who:

- Threatened or committed violence against other student/s or staff
- Sold illegal drugs
- Stole from the school or a fellow student
- Displayed persistent and malicious disruptive behaviour, including open defiance of authority
- Engaged in sustained bullying of other students

**Appeals:** An Appeal Panel will be established to consider the appeal. This Appeal Panel will consist of three members including an independent person to act as Chair of the Panel. The Appeal Panel will normally convene within three weeks of the receipt of the letter requesting the appeal. The parents or guardian may bring a representative to the meeting. All letters and documents relied on by the Headteacher shall be made available to the parents or guardian prior to the hearing. The parents or guardian or their representative may ask questions of the Headteacher or may raise any relevant matter for the consideration of the Panel. The Panel may call for any further information it requires. No evidence or argument shall be presented to the Panel in the absence either of the parents or guardian or their representative, or in the absence of the Headteacher. At the conclusion of the hearing, the Panel shall retire to consider what recommendation it may make. The Panel may recommend:

- The exclusion is confirmed
- The exclusion is rescinded
- The exclusion be rescinded and replaced with an alternative sanction.

The recommendation shall be communicated to the parents or guardian and the Headteacher. Every student has a right to confidentiality – it will be kept in the strictest confidence and only disclosed to those who need to know. We appreciate that such sensitive matters must be dealt with in confidence. If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period temporary exclusion or to convert it into a permanent exclusion, the Headteacher will write again to the parent with the reasons for this decision.

## APPENDIX 2: SEARCHING AND CONFISCATION

This appendix applies to all staff, volunteers and contractors, paid and unpaid, working in the school including the Chief Executive Officer. Our School fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of students.

### **Care and consideration will be given to the age of the child when following the guidance in this policy.**

This policy has been written using advice taken from Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies DfE 2014. The school acknowledges its legal duty to make reasonable adjustments for disabled students and students with special educational needs (SEN). Equality Act 2010

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### **Search with Consent**

- School staff can search a student for any item if the student agrees. The school will take into account the age of the child when considering consent.
- It is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree. They do not need written consent from the child.
- The school makes clear in their school behaviour policy and in communications to parents and students what items are banned. If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate sanction as set out in the school's behaviour policy.
- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanction

### **Search Without Consent**

- The Headteacher and staff authorised by the Head have a 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. Prohibited items are:
  - knives or weapons;
  - alcohol;
  - illegal drugs;
  - stolen items;
  - tobacco and cigarette papers;
  - fireworks;
  - pornographic images.
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- The staff member conducting the search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched.
- There is a limited exception to this rule. Staff can carry out a search of a student of the opposite sex without a witness present, but only where the staff member reasonably believes that there is a risk
- that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

### **Establishing grounds for a search**

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.
- In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.
- The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.
- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.

### **Confiscation**

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- When deciding what to do with the confiscated items, staff will follow the guidelines set out in Searching, Screening and

### **Dealing with Electronic Devices (statutory guidance)**

- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device:
- In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or to go against the expectation in the school’s Behaviour Policy.
- If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

### **Guidance for Carrying Out A Search What the law says:**

- The person conducting the search may not require the student to remove any clothing other than outer clothing.
- ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats, shoes, boots, gloves and scarves.
- ‘Possessions’ means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
- A student’s possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

**Also note:** The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

**Lockers and desks:** Under common law powers, schools are able to search lockers and desks for any item provided the student agrees. Schools can also make it a condition of having a locker or desk that the student consents to have these searched for any item whether or not the student is present. If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

**Use of reasonable force** (Please refer to our Physical Restraint and Use of Reasonable Force Policy)

### **Informing Parents**

- There is no requirement for the school to inform parents before a search
- Parents may be informed as part of the school behaviour policy and procedures.
- Parents will be informed if the matter is sufficiently serious or could be potentially harmful to the student or the school.
- If a parent makes a complaint then the normal procedures for dealing with a complaint should be followed.