

# **DOWNHAM SCHOOL AND HOSTEL**

## **POLICY ON CARE AND CONTROL**

### **DISCIPLINE & BEHAVIOUR** **- PLYMSTOCK AREA ACADEMIC COUNCIL POLICY**

The Primary and Special Schools within the Plymstock Area Academic Council have agreed that the following Statement will form the basis for their policy on pupil behaviour.

#### **PURPOSES**

1. To provide an environment conducive to effective learning.
2. To give each child a sense of their own worth.
3. To provide a stable and consistent environment.
4. To encourage tolerance and courtesy both at home and school.
5. To secure the physical safety and emotional well-being of the individual.
6. To identify procedures for “breaches of discipline”.

#### **BROAD GUIDELINES**

Parents and children should understand that:

1. There are clear boundaries of what is acceptable behaviour.
2. There is a consistency of expectations throughout the school.
3. Planned appropriate and stimulating programmes of work are offered to the children.
4. Positive reinforcement will be given within a caring atmosphere
5. There needs to be a partnership between home and school.
6. All staff are responsible for the discipline throughout the school. (This includes Teachers, Classroom Assistants, Mealtime Assistants, etc.)

#### **CONCLUSION**

This policy is to be viewed as promoting a sense of individual well-being and purposeful learning throughout the school.

## CARE AND CONTROL - DOWNHAM SCHOOL POLICY

At Downham we try to foster in every child a sense of belonging to a caring community and we hope that all pupils will take a pride in their school. Each child is a member of a small class and consequently pupils are known well as individuals. Teachers and their team work together to provide a stable and consistent environment for each child where positive reinforcement is used to encourage good behaviour.

It is generally considered that the most successful way of ensuring that our pupils feel valued and important is by:

- a. Maintaining a warm, caring environment.
- b. Promoting acceptable role models.
- c. Experiencing success through work and play.
- d. Promoting and celebrating the strengths of pupils.
- e. Establishing strong and positive relationships.
- f. Being consistent, firm and fair.

Emphasis should always be on the positive approach of encouragement and praise rather than on the more negative one of criticism and punishment. The encouragement and praise, which must be age and developmentally appropriate, should permeate the entire life of the school and can be given in many ways including the following:

- a. A quiet word or encouraging smile.
- b. A written comment on a pupil's work.
- c. A visit to the Headteacher or other member of staff for commendation.
- d. Public acknowledgement by presentation at an assembly of pupils exhibiting good behaviour, helpfulness or a positive approach.
- e. Use of school reports to comment favourably, not only on good work, but on behaviour and on general attitudes.
- f. Use of a "token economy system" as a reward.
- g. The issue of certificates to be included in a pupil's Record of Achievement.

At Downham, the following behaviours are generally considered to be inappropriate and unacceptable:

- a. Wilfully causing physical pain to other children and/or staff.
- b. Wilful non-compliance with staff requests.
- c. Wilful use of bad language.
- d. Wilful damage of equipment, including throwing.

Where necessary, individual behaviour management programmes will be drawn up and implemented within the classroom. (See Downham School Policy on Methods of Dealing with Challenging Behaviour). These may be developed following the regular meetings of class teachers with their assistants or at pupil/teacher support meetings. It

is hoped that most forms of challenging behaviour/indiscipline will be dealt with in this way. However, there may be occasions when members of the senior management team may need to be involved.

#### Setting behavioural targets that include the use of physical interventions.

With all pupils physical intervention is never the first response to inappropriate behaviour, but it may be needed if other strategies are unsuccessful.

In certain instances, and especially with younger pupils, physical intervention is necessary to enable pupils to participate in learning activities. Where a pupil regularly requires physical intervention to enable them to participate in learning activities, or to stop them from disrupting others, learning targets will be set as part of the pupils I.E.P. that aim to reduce and eventually eliminate the use of physical intervention. Such interventions are not severe and are not as a response to severely challenging behaviour. They are aimed at teaching the pupil appropriate behaviour eg. How to come to the table when asked, how to return to the classroom when asked, how to sit appropriately in a group activity.

Any specific target will require a consistent strategy for physical intervention and this must be agreed with the child's parents. A consent form detailing when and how physical intervention will be used will be sent to parents with their child's I.E.P. and if parents do not consent to the proposed strategy a meeting will be arranged as soon as possible to agree a new strategy.

#### SANCTIONS

Sanctions are the responsibility of the teaching staff. This responsibility, however, can be assigned in specific instances to non-teaching staff.

In most situations unacceptable behaviour can often be curtailed by the use of a mild oral reprimand and/or non verbal indications of disapproval. Occasionally the child may need to be withdrawn from the group or activity.

Sanctions and disciplinary measures should:

- a. Follow a verbal warning.
- b. Be relevant.
- c. Be brief in duration.
- d. Where appropriate, include reparation and/or restitution.
- e. Be as immediate as possible.

Pupils should not be punished twice for a single misdemeanour or groups of children punished for the inappropriate behaviour of one member. Corporal punishment must not be used. In addition, school lunch must not be withheld for misdemeanour.

RESTRAINT - see also Policy on Management of Pupils with Challenging Behaviour.

It may be necessary from time to time for reasons of a pupil's own safety, for the safety of others or to prevent damage to property to use minimum physical restraint. In restraining any pupil, staff should ensure that force is used only at a level to regain control of the situation and prevent further injury or damage.

## CARE OF PUPILS (Guidance on Personal Contact between Pupil and Member of Staff).

It is generally recognised that, when caring for certain groups of pupils with special educational needs, members of staff from a range of disciplines will be involved necessarily in the normal course of their work in assisting pupils with a variety of care practices. Where pupils are physically disabled, or have severe learning difficulties, assistance with such tasks is necessary and normal. However, in order to safeguard both children and members of staff an audit of all those practices which involve physical contact between pupil and member of staff has been carried out by the school governors. The following guidelines have been approved:

### SELF CARE SKILLS (including personal hygiene)

Parental knowledge is considered important, although in many instances can be assumed, e.g. Children in nappies need changing, very young children need help with dressing after swimming. The nature of the school staff determines that these tasks will usually be carried out by females - male staff should ensure the presence of a female member of staff. Students and volunteers should only carry out these tasks under supervision.

The following self-care skills are considered as being normal, the age and developmental level of the child will determine the extent to which staff need to be in physical contact with the child.

- a. Changing nappies.
- b. Assisting children at the toilet.
- c. Washing children.
- d. Dressing/drying children after P.E./Swimming
- e. Teaching boys to use a urinal. (It is preferable for parents to teach this skill but with their permission/knowledge acceptable).
- f. Supervising a group of older boys or older girls changing for P.E.
- g. Dealing with girls' periods.
- h. Bathing children (hostel and residential trips only).

### Teaching Activities:

- a. Holding physically disabled and young children in the hydrotherapy pool.
- b. Holding physically disabled children in the sensory room.
- c. Aromatherapy (not to be carried out by children on other children).
- d. Physical prompting, e.g. teaching child to clap hands or write a letter.
- f. Helping children on climbing frames/apparatus.
- g. 1 to 1 teaching sessions (no physical contact).

### Other Activities:

- a. A gentle pat on the shoulder, or, for a young child, a hug as a reward.
- b. Holding hands when on a walk outside school.
- c. A bed-time cuddle for a young child (Hostel only).
- d. First Aid - including the administration of medicines, especially rectal valium.
- e. A welcoming hug by staff in response to the child (but discouraged in older children).

- f. Placing a child in a safety harness in Smirthwaite or wheelchairs for their safety, comfort or care is acceptable. This will, though, only apply to certain named children.
- g. Carrying very young or physically disabled children.
- h. Picking a young child up from the floor (lift under armpits).
- i. Responding to a child wanting a hug because they are distressed or hurt in a way that is commensurate with the direct needs of the child.

It is quite possible that other situations may arise where physical contact with children is necessary. Staff should ask for advice so that any situations which might give rise to accusations of assault or abuse can be avoided.

## RECORDING PROCEDURES

### Incident Book

An incident Book is kept at the school and another at the hostel. This book is intended to record any event at the school which may give rise to disciplinary or legal action or be the subject of subsequent inquiry. Recording of such matters as damage to property, injury to persons, absconding of pupils and serious or recurrent disciplinary problems should be entered.

When incidents should make a report as soon as possible afterwards. Reports should include the time and date of the incident and should be signed by the staff concerned. In addition the circumstances which led to the incident, the description of any injury sustained by staff or pupils, the nature of any physical restraint and any action taken after the incident should be recorded.

### Discipline Book

A Discipline Book is kept at the school and another at the hostel. This book is intended to record disciplinary measures taken by a member of staff against a pupil in the enforcement of school discipline. While major measures such as exclusion or suspension should be recorded, it is not intended that this book should include minor measures employed in day to day classroom management. Reports should include the time and date of incidents and be signed by the staff member concerned.

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