

## **BEHAVIOUR AND DISCIPLINE AT DORIN PARK SCHOOL: GENERAL STATEMENT OF PRINCIPLES (APRIL 2021)**

At Dorin Park School the staff and Governing Body share common values, which include a commitment to assist our pupils:

- To develop independence skills for use beyond school life
- To experience valued involvement in the school and within the wider community
- To develop skills necessary to make informed choices, which others will respect, and to communicate these choices to others
- To make and maintain social relationships and friendships
- To continue in the ongoing process of self-discovery
- To reduce incidences of behaviour which adversely impact on one's own physical or emotional wellbeing, or on the emotional or physical wellbeing of others

At Dorin Park School we believe that challenging behaviour is often the result of an unmet need and/or difficulties in communicating those needs to others, and as such we aim to respond to such individual challenges at the individual level. By identifying difficult behaviours, considering physical and sensory issues, addressing mismatches in the environment and focusing on a person's highly individualised strengths and needs, we aim to design programmes to teach more effective means of communication, more socially appropriate interactions with others, and greater tolerance of the different environments and demands which will be encountered in everyday life.

In line with the Equality Act 2010, we aim to enhance the life experiences of all of our pupils so that nobody is unfairly disadvantaged as a result of their differing needs, behavioural or otherwise. In order to fulfil this aim, we adopt the principles and practices of the Institute of Applied Behaviour Analysis (IABA), an internationally renowned organisation and market leader in using multi-element Positive Behaviour Support (PBS) approaches to enable people to overcome behaviour challenges and ultimately live the life they want to live. (For more information about PBS, please refer to our school's Positive Behaviour Support Policy).

Positive Behaviour Support (PBS) is widely acknowledged to be the most effective way to support people whose behaviour is challenging to the families, carers and services that support them. Since the Department of Health launched its "Positive and Safe" initiative in April 2014, PBS has been the required model to be used in all adult learning disabilities, social care and health services, and in June 2019 the Department of Health and Social Care recommended all special schools should use evidence-based approaches such as PBS to proactively support pupils whose behaviour can be challenging.

In contrast to other models of behaviour change, the focus in PBS is not on eliminating behaviour by blocking reinforcing consequences and applying negative ones in their place. The use of punishment and sanctions therefore does not fit with this approach as the focus is instead on teaching alternatives and replacement skills.

(\*\*DPS-specific start\*\*)

Although positive strategies and rewards are central to the encouragement of good behaviour, we also recognise that students benefit from developing their understanding of the natural consequences of behaviour. It is often best to let children experience the natural consequences of their own behaviour. This helps them learn that their actions have consequences.

For example;

- Child refuses to put on a coat; they will feel cold.
- Child wants to put too much stuff in the backpack; they have to carry it.

Sanctions and punishments often reflect the expectations of social norms. As understanding these norms and picking up on the cues relating to social norms can be missed by some of our learners, intervention programmes that teach awareness and understanding of expectations are likely to be more effective in the long term. (\*\*DPS-specific end\*\*)

The Department for Education requires all schools by law to have a written behaviour and discipline policy which includes school rules and which states explicitly that schools have the power to search for prohibited items and to list which items therefore must not be brought into school. This information consequently follows below.

### SCHOOL RULES

In line with Government requirements, Dorin Park School has devised the following school rules, which focus on promoting a culture of care, cooperation, respect for oneself and others, and developing self-awareness and self-control in order to keep people safe.

Our school rules are:

- Ready
- Respect
- Safe

In response to the Covid-19 crisis, additional “school rules” in relation to social distancing and enhanced personal hygiene practices have been introduced into school. All pupils will be supported to understand and follow these rules to the best of their ability.

### SEARCHING PUPILS FOR PROHIBITED ITEMS

The Head Teacher (and staff authorised by the Head Teacher) has a statutory power to search pupils or their possessions, with or without their consent, if they have reasonable grounds to suspect they may be in possession of any of the following prohibited items:

- 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 pupil)

For the safety of all pupils and staff, the above items must not be brought into school.

(\*\*DPS-specific start\*\*)

Any electronic devices e.g. mobile phones, iPads, brought in by the pupils on transport must be given in to the office on their arrival at school.

(\*\*DPS-specific end\*\*)

If a member of staff has reasonable grounds to suspect that a pupil has brought any of the banned items listed above into school, the Head Teacher (and staff authorised by the Head Teacher) has a statutory power to search pupils or their possessions, with their consent, and if necessary confiscate any banned items found.