

## **BEHAVIOUR AND DISCIPLINE AT DORIN PARK SCHOOL: GENERAL STATEMENT OF PRINCIPLES (Sep 2023)**

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

- To develop independence skills for use beyond school life
- To experience valued involvement within the school and in 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

We believe that behaviours of concern are most often the result of an unmet need, or a difficulty in communicating that need to others. We are aware that many of our pupils experience sensory issues and may find particular environments and experiences over-stimulating, frightening or uncomfortable. Adults and peers can be sources of unpredictable actions and sensory sensations; transitions and demands which interrupt routines and repetitive activities (which a pupil may rely on to give a sense of order and predictability to their day) can provoke anxieties which may be communicated to others through behaviours which are concerning in their nature.

We use the British Institute of Learning Disability (BILD) Positive Behaviour Support (PBS) principles to manage behaviours of concern. This approach is adopted by the Cheshire Special Schools Consortium as a best practice model to ensure we have a complete understanding of each pupil and their individual needs. Our aim is to enable our pupils to develop a wide range of skills that will encourage achievement and independence.

Positive behaviour support (PBS) is 'a person centred framework for providing long-term support to people with a learning disability, and/or autism, including those with mental health conditions, who have, or may be at risk of developing, behaviours that challenge. It is a blend of person centred values and behavioural science and uses evidence to inform decision-making.... Behaviour that challenges usually happens for a reason and may be the person's only way of communicating an unmet need. PBS helps us understand the reason for the behaviour so we can better meet people's needs, enhance their quality of life and reduce the likelihood that the behaviour will happen.'

The PBS framework contains many elements of good practice, including trauma-informed approaches, a total communication approach, building rapport, sensory regulation strategies and enabling environments as appropriate to Dorin Park School.

Dorin Park School has a '3-tiered positive behaviour support document' with each tier building on the next. It outlines the 3 levels of assessment, interventions and plans, monitored by the safeguarding leads and behaviour team:

- Tier 1: Pupil passport and sensory diets
- Tier 2: Positive behaviour support plans
- Tier 3: Dynamic risk assessments (may include support from external agencies)

### **School Values**

In line with Government requirements, Dorin Park School has devised the following school values, which are communicated to all parents and pupils via publication in this policy document. These rules focus on promoting a culture of care, cooperation, respect of oneself and others, and developing self-awareness

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and self-control in order to keep people safe. All pupils will be encouraged to work within the following behaviour principles:

Our school values are:

- Communication
- Wellbeing
- Inclusivity and Equality
- Independence

### **Searching Pupils for Prohibited Items**

As for all schools in England, the Headteacher and staff authorised by the Headteacher at Dorin Park School have 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
- electronic cigarettes or vaping products
- 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)
- iPads/tablet devices/iPods; electronics handheld gaming devices; mobile phones  
*if brought to school, these must be given in to the office on arrival at school.*

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

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.

In line with statutory guidance, if a member of staff who is conducting a search finds an electronic device, they may examine and if necessary, erase any data or files on the device, if they think there is a good reason for doing so (i.e. if they suspect that the data or files have been or could be used to cause harm, disrupt teaching or break the school rules).

*\* Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or to ask to look in the pupil's bag or locker, and for the pupil to not refuse, for consent to be given.*