

BEHAVIOUR POLICY

Introduction

We recognise the importance of a positive approach to behaviour management.

'We consider the best way to encourage good standards of behaviour in schools is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction' Elton 1989

Aims

- To provide an educational environment which is pleasant, helpful, friendly and secure.
- To encourage behaviours which will aid reintegration to mainstream educational settings.
- To help all pupils achieve their full academic potential and gain satisfaction from their life in the centre.
- To focus on a whole school approach that encourages a positive environment, which enhances self-esteem and self respect through positive feedback.
- To develop a range of social skills.
- To develop independence and responsibility.
- To encourage an understanding and respect for the feelings of others.
- To foster positive caring attitudes for one another and the environment.
- To create a calm working atmosphere that minimises behaviour which might cause stress and interfere with effective teaching and learning.

Our approach to behaviour management in the centre

- Concentrates on rewarding good behaviour through praise and reward system.
- Includes consistent and fair strategies to discourage inappropriate behaviour
- Encourages pupils to exercise self-control and develop a positive attitude to school work.
- Gives pupils opportunities for achievement through a variety of activities that are well-matched to their abilities.
- Encourages pupils to develop an understanding of their own behaviour, including the long-term and short-term effects of inappropriate behaviour.

Who is involved?

It is important that everyone in the school community has a shared understanding of the centre's policy on behaviour management.

The Behaviour Policy is discussed with pupils before they are admitted to the centre, albeit in a pupil friendly way as part of their behaviour agreement. It is regularly discussed and clarified in such forums as Community Group Sessions and Keyworker sessions.

Parents/carers have a particular role to play in reinforcing the policy and working in partnership with the centre to encourage positive behaviour. The Behaviour Policy is discussed with parents/carers before pupils are admitted, and forms part of the home-school agreement. Our prospectus details the policy; parents/carers receive weekly information about the

behaviour of their children and are involved in discussions about behaviour at meetings and through phone calls home.

The Management Committee and all teaching and support staff receive copies of the policy; the policy is regularly discussed and reviewed to aid consistency in the giving of rewards/sanctions and to ensure it addresses the needs of our pupils.

SUPPORT CENTRE RULES

The pupils and staff have decided that based upon the rights and responsibilities that everyone has, which were discussed earlier, the following rules apply to everyone in the Centre. They are split into five headings. These headings can be seen displayed around the Centre.

1. LOOK AFTER THE BUILDING	2. MAKE PEOPLE FEEL SAFE	3. ALLOW PEOPLE TO WORK	4. ALWAYS TELL THE TRUTH	5. RESPECT OTHER PEOPLE
<p>We will always act sensibly when we are in the Centre.</p> <p>We will always walk up and down the stairs when we are in the Centre, not run.</p> <p>We will treat all parts of the Centre including furniture and equipment with care and respect.</p> <p>We will put our litter in the bin and always do our best to keep the Centre tidy.</p> <p>We will report any damages we see or cause to a member of staff.</p> <p>We will stay in the Centre unless there is a fire alarm or we are asked to leave with a member of staff.</p>	<p>We will all do our best to help create a safe environment in the Centre for everyone at all times.</p> <p>We will do our best to make all visitors feel welcome.</p> <p>We will all stay calm if there is an emergency.</p> <p>We will talk at an appropriate level in all parts of the building.</p> <p>We will always use language which is appropriate and acceptable.</p> <p>We will always treat each other kindly.</p>	<p>We will allow people to work and learn without distracting them.</p> <p>We will support others with their work and learning.</p> <p>We will concentrate on our work.</p> <p>We will share things with others so that we can all work together.</p> <p>We will talk in our 'Classroom Voice' when in the classroom.</p> <p>We will allow the teacher to finish talking before we talk to someone else and we will put our hand up if we would like to interrupt the teacher.</p> <p>We will stay in our seat in the classroom unless we have permission to move from a member of staff.</p> <p>We will leave all of our valuables, including our mobile phones, and coats and hats in our locker.</p>	<p>We will always admit it when we have done something which breaks the rules.</p>	<p>We will respect other people's right to feel safe – physically and mentally.</p> <p>We will always talk politely and positively to people about themselves and give them the respect they deserve.</p> <p>We will respect all of the rules that have been agreed upon by everybody for the Centre.</p> <p>We will allow people to be themselves – in personality and appearance.</p> <p>We will listen to someone when they have got something to say.</p> <p>We will respect other peoples' property.</p>

Individual Behaviour Targets

In addition to the above centre rules, pupils have a behaviour target designed to support them in managing their behaviour. Achievement of this target is monitored and recorded; targets are reviewed and discussed at keyworker sessions and changed as and when necessary.

Day to Day Management of Behaviour

The day to day management of behaviour of pupils in the centre relies on the successful operation of a behaviour modification system which is weighted towards acknowledging specified appropriate behaviour and rewarding pupils with praise slips if this is achieved. It is the collective wisdom of almost all research available into behaviour change that it is far more effective to invest time in rewarding and reinforcing good behaviour than punishing inappropriate behaviour. The system also incorporates a system of sanctions offering 'clear boundaries and a safe framework'; young people need to know that 'school boundaries are secure' (Mosley 1999).

How it works

Pupils are expected to conform to the centre rules plus their behaviour targets. The rationale behind the rules/targets is regularly discussed with the pupils; the pupils are made aware of how they need to behave in order to succeed and have agreed the targets with their keyworker.

The system provides for a series of 'fresh starts' throughout the day, so that pupils may have a poor start to the day but are still able to 'pull this back'.

The system creates a natural consequence in that continued poor behaviour affects the Praise Slips awarded, thus limiting rewards.

Each pupil has an individual Behaviour Record Sheet (appendix 1) which is used by members of the staff to record behaviour against centre rules/personal behaviour targets for each session of the day.

Warning sheets

- Pupils may receive a verbal reminder.
 - Pupils may receive a written warning
- Both of which are told to the pupil with a reason why.

Isolation

The system is geared to low level disruptive behaviour.

On occasions behaviour may be so severe that working through levels would not be appropriate.

Formal discussion of pupil behaviour takes place during staff meetings, Multi-Agency Team meetings and reviews. Keyworkers have opportunities to discuss behaviour with pupils during keyworker sessions. Behaviour is also discussed during Morning Meeting, Community group and Social Skills.

Rewards

Examples of rewards:

- Praise
- Encouraging comments about work and behaviour
- Praise slips
- Praise in front of class if and when appropriate
- Positive comments to another adult
- Written praise on work
- Display of work
- Phone call home
- Letter home
- Praise slip certificates
- Pupil of the day certificates
- Pupil of the week certificates
- Moment of the week certificates
- Medals
- Free-time or Break-time is given when pupils earn this privilege by following Centre rules and achieving behaviour targets.

Pupils can earn praise slips each session for following classroom rules and achieving their behaviour target. Praise slips mount up to certificates, medals and rewards.

Sanctions

Managing misbehaviour within a lesson (in hierarchical order):

- Quiet word or 'look'
- Reminder of rules
- Encouraged by member of staff to settle down
- Brief discussion, where appropriate, of inappropriate behaviour
- Review of seating arrangement/setting
- Verbal reminder
- Pupil informed that warnings are now going to be entered on Behaviour Record Sheet.
- Removal from class and isolated
- Loss of Free-time or Break-time when behaviour is inappropriate in class or when written warning isolation is imposed to catch up work missed.
- Detention.

For more serious infractions or persistent offenders;

- Incident sheet
- Phone call home
- Letter home
- After school detention
- Pupil sent home (if parents/carers can be contacted) otherwise pupil isolated for the rest of the day.
- Possible fixed-term exclusion

Permanent exclusion is a possibility at a last resort. Wherever possible, sanctions take place as near as possible in terms of time to misbehaviour in order to provide maximum deterrent effect. Sanctions also linked to misbehaviour when appropriate (e.g. cleaning up messes created, helping to mend damage).

When a pupil is persistently unable to meet targets, further discussion might result in extra input for the pupil and/or a review of ILP targets.

It would never be our intention to deprive pupils of areas of the curriculum in response to misbehaviour; nevertheless behaviour that was causing us concern might result in a more limited curriculum input e.g. withdrawal from practical Science/Art and Craft lessons, withdrawal from outdoor activities.

Responsibilities

The Senior Head of centre is responsible for ensuring that the centre complies with the policy and that its related procedures and strategies are implemented.

The Management Committee is responsible for ensuring that this policy and its related procedures and strategies are implemented.

The policy is reviewed on an annual basis; its impact is evaluated and necessary changes form part of the centre annual development plan.

The policy is open for perusal by any interested parties.