



**The Clifton Centre**  
Key Stage 4 Pupils PRU

**January 2017**

# **The Clifton Centre Behaviour Policy**

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## **The Clifton Centre Behaviour Policy**

### **Rationale**

The Clifton Centre acknowledges that our pupils may exhibit challenging behaviours that vary both in intensity and duration.

Challenging behaviour is defined as ‘behaviour of such an intensity, frequency or duration that the physical safety of a person or others is placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to the use of common facilities’ (Emerson 1987).

In developing appropriate behaviour in our pupils the PRU promotes the use of a range of techniques. It also acknowledges that some pupils’ behaviour may be so severe as to require the use of reasonable force (see section 550A of the Education Act 1996 and 2002 Guidance on the use of restrictive physical interventions) to ensure both his/hers and others’ physical wellbeing. It is crucial to the successful management of these behaviours so that staff work closely with parents/carers/other agencies and the pupils themselves to ensure that a consistent approach to behaviour management is implemented. This allows the pupils to develop their own ability for their behaviour. The approach used draws from staffs own experience of ‘best practice’ combined with the principles and practice of Team Teach.

Team Teach is a structured, non – violent staff development programme that promotes techniques that are effective in the de-escalation and management and anger and aggression, utilising therapeutic, educational awareness and communication handling strategies. It puts an emphasis on whole teams of staff working together to teach and help facilitate change, using restrictive physical interventions as a last resort.

“Team Teach techniques seek to avoid injury to the user but it is possible that bruising or scratching may occur accidentally and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side affect of ensuring that the service user remains safe.” (George Matthews Director of Team Teach)

## **Aim**

The aim of the policy is to ensure the consistent approach to supporting pupils in modifying their own behaviour.

## **Overview**

The Clifton Centre Behaviour Policy is built upon a four R's framework that clearly identifies our rights and responsibilities as learners and leaders in learning.

Our rules and routines underpin the curriculum and its delivery. Staff and pupils engage with rules and routines throughout lessons and measure progress against them,

The four R's drive the development of positive behaviour of all our pupils. The framework provides a structure to promote behaviour for learning which will develop all of our young people into independent learners who are ready for their next phase of learning.

## **RIGHTS**

We all have the right to:

- Be respected, trusted and valued.
- Learn in a calm and safe environment.
- Access an environment that promotes our well being.
- Be listened to and be heard.
- Experience and participate in the highest standard of learning and teaching which meets our needs.

## **RESPONSIBILITIES**

It is our responsibility to:

- Follow rules and routines.
- Respect and value the contributions and beliefs of others.
- Actively participate in the highest standard of learning and teaching to ensure we achieve our potential.
- Support one another in our learning journey by working hard to meet our targets.
- Go the extra mile for others and work as a team.

## **RULES AND ROUTINES**

See separate Rules and Routines document.

### **Rewards**

We promote the development of behaviour for learning through rewards. By following our Centre Rules and Routines you will be rewarded through:

- Merit awards
- Weekly Certificates including Subject awards for achievement and effort.
- Star of the week awards
- Life skill of the month award
- Verbal praise
- Phone calls home
- Praise post cards
- Displayed work
- Reward assemblies
- Events
- Responsibilities
- Trips, visits and residentials

### **Consequences**

All actions have consequences whether these are positive or negative, below is a list of the Clifton centres consequences.

### **Sanctions**

Equally to develop the skills of our pupils we will use sanctions to identify boundaries, deter inappropriate behaviour and direct pupils towards positive behaviour.

When rules and routines are not followed the following sanctions will be used in accordance with the schools code of conduct:

- You will be reminded of the expectations.
- You will be warned of the consequences of your behaviour
- You may be moved to another seat.
- You may not achieve your class behaviour/work points
- Your parents/carers may be contacted by telephone.
- You may receive a detention

- A letter may be sent home.
- You may be withdrawn from the classroom to resolve the difficulty.
- Your mentor may be involved to discuss/resolve the issue.

**If the issue cannot be resolved.**

- Your parents/carers will be contacted.
- You may be sent home as part of a fixed term exclusion.
- You may be called to a meeting to discuss your behaviour.

**Serious breaches of the Rules and Routines or non resolvable difficulties will result in pupils and parents/carers being called to a meeting**

The meeting will decide what further action should be taken from the following outcomes:

- Take no further action (in exceptional cases only)
- Renegotiate agreement (timetable restructure/group change)
- Give a verbal warning to the pupil
- Give a written warning to the pupil
- Restorative Justice
- Fixed term exclusion

***Failure to leave the Centre premises upon request may result in the police being called.***

## **THE CLIFTON CENTRE APPROACH TO PROMOTING POSITIVE BEHAVIOUR**

All staff are responsible for maintaining high standards of behaviour.

All staff will deal with inappropriate behaviour in the following way to ensure a common approach.

### **Challenge inappropriate behaviour by following the code of conduct (traffic light system)**

1. Explain fully the expectations from the pupil with positive reinforcement.
2. Reminder of the expectations.
3. Warning of action to be taken if expectations are not met e.g. movement to another chair, loss of points, removal from lesson etc.
4. Follow up action.

(See code of conduct and consequences)

### **Guidelines**

- Follow up actions must be directly related to the warning.
- Removal from the lesson should be a last resort.
- Pupils who are removed from a lesson will be expected to do a detention at the end of that day.
- If staff require a pupil to be removed from their lesson, the support will ask the pupil to work in another room.
- Pupils who are removed from class will be expected to discuss and resolve their behaviour appropriately and with reference to, Rules, Routines, Rights and Responsibilities.
- Behaviour will be discussed and reviewed during end of day detention and at weekly mentor meetings.

### **Serious breaches of the Rules and Routines**

Parents/carers will be notified immediately and pupils, if agreed with parents/carers will be asked to leave the Centre.

Pupils will be expected to attend a meeting with their parents/carers to try to resolve the difficulty.