



The Clifton Centre
Key Stage 4 Pupils PRU

February 2018

The Clifton Centre Behaviour Policy

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Rationale

The Clifton Centre acknowledges that our students 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 students the PRU promotes the use of a range of techniques. It also acknowledges that some students' 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 students themselves to ensure that a consistent approach to behaviour management is implemented. This allows the students to develop their own ability for their behaviour.

De-escalation.

When the young people struggle to control their own behaviour and when these behaviours (verbal or physical) look like they are getting out of control the staff use de-escalation techniques. Sometimes referred to as 'defusing' or 'talk-down'. It is a complex range of verbal and nonverbal communication skills used by staff to prevent escalation of aggressive behaviour. The approach used draws from staffs own experience of 'best practice' combined with the principles and practice of Team Teach.

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 students 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 students engage with rules and routines throughout lessons and measure progress against them,

The four “R’s”

The four R’s drive the development of positive behaviour of all our students. 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.

The four R’s framework is clearly displayed and visible throughout the school, and is taught within:

- **PSHE lessons**
- **D.I.R.T time**
- **Post exclusion meetings**
- **Next day Reflection sessions.**
- **1-1 sessions with the school’s identified key staff**

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:

- Individual point sheets.
- Weekly Certificates including Subject awards for achievement and effort.
- Best progress the week awards
- Verbal praise
- Phone calls home
- Praise post cards
- Displayed work
- Reward assemblies
- Responsibilities
- Trips and visits

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 students we will use sanctions to identify boundaries, deter inappropriate behaviour and direct students 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 not achieve your class behaviour/work points
- Your parents/carers may be contacted by telephone.

- A letter may be sent home.
- You may be withdrawn from the classroom to resolve the difficulty.
- Your form tutor 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 students 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 student
- Give a written warning to the student
- Restorative Justice
- Fixed term exclusion

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

THE CLIFTON CENTRE STRUCTURED APPROACH TO PROMOTING POSITIVE BEHAVIOUR

All staff are responsible for maintaining high standards of behaviour.

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

This approach begins at SLT level and is filtered down to the whole staff team. This journey will include the following:

- **SLT and Middle management meetings.**
- **Middle management meetings where students of are identified: their progress/behaviour, and on file information are discussed and interventions planned.**
- **Interventions are personalised and can involve input from the student and parents. This will include: personalised timetables, differentiated work, small group work, reward plan, attending one of our satellite sites where numbers are smaller and more intensive 1-1 work can be done.**
- **Communication in conjunction with the student, parent/carers.**
- **Exclusion in most cases is the very last resort.**

Monitoring.

- **Monitoring is ensured by: student point's sheet, daily behaviour logs, record of incident sheets, as well as individual teacher records.**
- **Individual Next Day Reflection with specific member of the staff team who will mentor the student through the next step to more positive behaviour. Opportunity for written activities and discussion.**
- **Completion of P.S.B.D (Personal Social Behaviour Diagnostic) log that evaluates a student's progression in Social, Emotional, and Behaviour.**
- **Daily phone calls(positive or negative)**
- **In school meetings for parents/carers.**
- **Home visits.**

- **Communication and liaison with other agencies**

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

1. Explain fully the expectations from the student with positive reinforcement. 2. Reminder of the expectations.
3. Warning of action to be taken if expectations are not met e.g., loss of points, removal from lesson, one to one, change of timetable, 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.
- If staff require a student to be removed from their lesson, the support staff will ask the student to work in another room.
- Students 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 the day at staff de brief.

Serious breaches of the Rules and Routines

Parents/carers will be notified immediately and consequences will be put in to place

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