

# **THE CLIFTON CENTRE**

## **Key Stage 4**



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

# **Good Behaviour Management Policy**

## **Rationale**

The Clifton Centre believes that in order to enable Teaching and Learning to take place, appropriate behaviour is necessary. We therefore endeavour to create an inclusive, caring learning environment by:

- ❖ Promoting and modelling desired behaviour and discipline
- ❖ Raising self esteem, self discipline and mutual respect
- ❖ Ensuring equality and fairness of treatment for all
- ❖ Providing a safe environment which is free from disruption, violence and intimidation as well as harassment
- ❖ Developing a positive relationship with parents and carers
- ❖ Promoting a culture of praise and encouragement in which all students can achieve.

## **Restrictive Physical Intervention**

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 (DfE July 2013) 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 the 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 of positive 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)

## **Overview**

The Clifton Centre Good 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 drive the development of positive behaviour of all our students. The framework provides a structure to promote good 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.

## **Behaviour and Our Emotionally Friendly Schools Approach**

As part of our approach to behaviour involves the de-escalation of situations as a staff we have adopted an **Emotion Coaching** approach to managing behaviour.

This involves:

### **Step 1**

Staff empathising with the students - labelling their behaviour and then validating how they feel.

### **Step 2**

Staff deal with the negative behaviour (calmly) and with a solution focused approach. We believe it is important that students are heard and that they are able to take responsibility for their behavioural change.

### **Step 3**

Allow students to reflect upon the behaviour and then encourage/guide them to change that behaviour the next time they encounter the same situation.

This approach is carried out with flexible yet firm boundaries. Preparing them for their next steps in their educational journey.

## **CONSEQUENCES**

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

### **Sanctions rationale**

These are needed to respond to undesirable behaviour. However, prior to any sanction being issued, restorative practices and/or reparation should be actioned.

A range of sanctions is clearly defined and their use will be characterised by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.

## **Response to students exhibiting negative behaviours**

The range of sanctions available to staff are as follows:-

1. Verbal warning
2. Loss of points

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3. Phone calls to parents/carers
4. Targeted behaviour contract
5. Change of provision
6. Fixed term exclusion

Additionally, the system may be 'short cut' for extreme incidents such as:-

- ❖ Acts compromising health and safety
- ❖ Acts of violence (may include damage or possession of offensive weapons)
- ❖ Proven theft

## **Rewards**

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

- Achievement points
- Vouchers
- Certificates
- Verbal praise
- Phone calls home
- Praise post cards
- Displayed work
- Form group rewards
- Events
- Responsibilities
- Trips, visits and residentials

## **Roles and Responsibilities**

All staff have responsibility for the implementation and day-to-day management of the policy and procedures.

All staff are responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. All staff have a responsibility together with the Senior Leadership Team for maintaining positive behaviour in order to ensure a high quality learning environment.

All staff will ensure there is no differential application of the policy on any grounds especially ethnic or national origin, culture, religion, gender, disability or sexual orientation. They will also ensure that the concerns of the students are listened to and appropriately addressed.

Form teams and pastoral staff will play a key part in implementing/recording and actioning the procedures laid out in this policy.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the policy and its expectations.

### **Rewards rationale**

An ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students.

To realise those desirable behaviours, self-awareness and responsibility to both self and others, is valued. Integral to the system of rewards, is an emphasis on praise, both formal and informal, to students. Alongside this, is informing parents and carers regularly of their child's behaviour.

### **Involvement of Outside Agencies**

The Clifton Centre works positively with outside agencies and seeks appropriate support from them to ensure the needs of all students are met by utilising the range of external support available.

### **Promoting Good Behaviour**

This will be done by:-

- ❖ Staff praising students when they see good behaviour
- ❖ Students being told clearly, what is expected of them
- ❖ Students remembering what is asked of them
- ❖ Rules which are consistent and fair
- ❖ Rules which are regularly reviewed with staff and students
- ❖ Responsibilities matched to individuals and their development
- ❖ Staff will inform parents/carers of good behaviour and achievement by way of postcards of praise, phone calls or by letter.

### **Rewards**

Good behaviour should be consistently rewarded by:-

- ❖ Praising students for their good behaviour
- ❖ Staff informing each other via student logs
- ❖ Staff records on points sheets
- ❖ Trips and visits (chosen by students)
- ❖ Students awarded certificates and postcards for good behaviour

- ❖ Parents/carers, outside agencies (where appropriate) informed by phon/text/email or letter/postcard.

## **Recording /Reporting**

Achievements and negative behaviours will be recorded on SIMMs by Subject Leads/ Pastoral teams. This evidence will be used to monitor the effectiveness of the Behaviour Management Policy as well as student progress.

The information will also be used to inform individual Provision maps / target reports.

Positive behaviours will be reflected in the points sheets. However, staff are encouraged to communicate with colleagues and exchange information in order that phone calls and postcards/letters of praise may be used by tutors

<b>Are U SMART?</b>	
<b>U</b>	Are you wearing the correct <b>Uniform</b> ?
<b>S</b>	Did you <b>Stay</b> in the room for the full lesson?
<b>M</b>	<b>Mobile</b> phones should be kept away throughout the lesson.
<b>A</b>	<b>Attitude</b> -Did you remain focused in class?
<b>R</b>	<b>Respect</b> - Have you been respectful to staff and other pupils?
<b>T</b>	Did you arrive on <b>Time</b> to your lesson?
<u>Progress will be monitored in every lesson</u>	
0-None	3-Good
1-Some	4-Outstanding
2-Expected	

### POSITIVE BEHAVIOUR AND PROGRESS SHEET

GROUP: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

WEEK BEGINNING: \_\_\_\_\_

NAME	1	2	3	4	TOTALS
	U S M A R T	U S M A R T	U S M A R T	U S M A R T	
	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	
	U S M A R T	U S M A R T	U S M A R T	U S M A R T	
	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	
	U S M A R T	U S M A R T	U S M A R T	U S M A R T	
	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	
	U S M A R T	U S M A R T	U S M A R T	U S M A R T	
	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	
	U S M A R T	U S M A R T	U S M A R T	U S M A R T	
	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	
	U S M A R T	U S M A R T	U S M A R T	U S M A R T	
	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	
	U S M A R T	U S M A R T	U S M A R T	U S M A R T	
	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	
	U S M A R T	U S M A R T	U S M A R T	U S M A R T	
	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	4 3 2 1 0	

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