



## Behaviour Policy

### The Model

We aim to create a safe, secure environment in which young people and adults feel free to relate to each other in a relaxed, friendly, civilized way, safe in the knowledge that they are valued and respected; that they will be listened to, and responded to, with courtesy. We cannot expect our pupils to know instinctively how to behave: example is vitally important. Some young people may not be aware that they are behaving in a way, which is regarded as unacceptable by others; they will need to be told, sensitively, that their manner is offensive or rude etc, and helped to change. We must always be aware of possible cultural differences and address these appropriately.

The way in which young people are spoken to, can have an enormous effect on how they feel about themselves and the world, and how they subsequently behave towards others. Telling a young person to "shut up" for example, would be totally unacceptable, as is using sarcasm, or allowing a young person to be seen by others as a scapegoat. All staff are expected to model good manners and appropriate behaviour towards other pupils and staff alike.

Young people must always be listened to: threatening, aggressive, confrontational language should never be used. If a young person complains to an adult about another person, he or she must never be responded to dismissively. The complaint must be responded to, and he or she must see that the complaint is being taken seriously and dealt with fairly; otherwise we can expect young people to take matters into their own hands. In disputes all young people involved must be allowed to have his or her say, without interruption.

In the classroom disruptive or poor behaviour will be dealt with appropriately by the teacher and/or supporting staff in order to allow the learning of others to continue with minimal disruption. Should a pupil's behaviour continue to cause disruption in a lesson that pupil may need to be removed to work in a different area. Should continuing poor behaviour affect the learning of the pupil or others in the class, the staff in consultation with the Head of Education will make alternative provisions for the student.

### Aims

- To give a clear code of conduct for the use of all individuals, adults and young people.
- To promote a consistent approach in both the school and home environment so that everybody is aware of the expectations.
- To provide a positive living environment in the home / school
- To foster mutual respect and awareness of each other's needs.

## Methodology

Establish a set of Home/school rules i.e. 6-point code for behaviour

### 6 -point code

At this school we do our best to undertake the following:

- 1. We listen to each other**
- 2. We are kind, considerate and polite to all**
- 3. We respect each other**
- 4. We take care of the home/school and its equipment**
- 5. We help each other to look after the homes/school's environment**
- 6. We help each other to look after the school's environment and its equipment**

1. Home/school rules to be defined with the young people.
2. The rules should be visible around the building.
3. They should be referred to on a regular basis.
4. Rewards and sanctions should be made clear to all concerned.

Social Stories will also be used to help to develop socially appropriate behaviour and assist pupils to develop strategies to control their behaviour.

## Rewards and Sanctions

We can encourage appropriate, positive, behaviour through praise and a system of rewards.

We must help young people to know what satisfactory behaviour is – this is not automatically learned. We need to be explicit about what is desirable behaviour and to have a clear line of action for different levels of praise and sanctions.

We recognise that there will be occasions when there will be problems of behaviour, for many reasons. To deal with this most effectively we must try our best to understand the reasons for this misbehaviour. It is important to remember to label the behaviour rather than the person. This should be made clear at all times to the individual and peer group concerned.

It is important to acknowledge that there are different rates of learning of acceptable behaviour amongst the pupils at the Beeches. While a non-verbal signal (a look or a frown) or rebuke may be sufficient for one person, more may be needed for others; more time may be needed to resolve the issue. Established and consistent rules (within the home/school) should be used to help the young person understand how their behaviour may be inappropriate or unacceptable.

All unacceptable behaviour should be recorded. This will help us to track any recurring behaviours and kind of misbehaviour and monitor the frequency and when they occur.

There needs to be a hierarchy of sanctions for any misbehaviour that occurs. A consistent approach will benefit the young people. The sanctions need to be agreed within the school and regularly reviewed.

*They could include:*

- Verbal warning for misbehaviour
- Loss of Golden Time
- Loss of activity
- Catch up time after school

A system of sanctions will be agreed and or imposed within the school as part of the school routine. Rules and expectations will be displayed in the classrooms in order to provide a visual reminder to pupils of how they should behave.

## Record Keeping

We will keep a record of both positive and negative behaviours, the pupil's Daily Record Sheet can be used to promote discussion with each student about any issues. A record of concerning behaviours is contributed to by care staff/ class teachers; this will ensure that any pattern of behaviour is identified and can be used as evidence should the continual misbehaviour lead to action. We also keep a reward chart and consistent excellent behaviour is given recognition.

## Equal Opportunities

*In order to ensure equal opportunities, we aim to:*

- Monitor issues such as gender, racial groups, frequency of involvement by the young persons.
- Make time to create opportunities for young people to give their point of view and record it.
- Be aware of any special needs of the young people.
- Be aware of any unfavourable circumstances that are occurring at any time.
- Apply the policy in a consistent and a fair manner whilst being mindful of the young person's special needs.

## Staff Responsibilities

- To be fair
- To be consistent
- To know and work within the policy and practice
- To provide support for the one another within the home/school.
- To provide a role model for the young people
- To work in partnership with all of those concerned with the young people for the benefit of the young people

## Young people's Responsibilities

- To respect other people's right to a safe environment
- To accept the home/school's rules
- To alert a staff member of any unfavourable incidents towards any other person

## Social worker's Responsibilities

- To work in partnership with the home/school to benefit the young person's welfare
- To accept and work within the home/school rules
- To know and work within the policy and practice

## Rights of the young people

- To be respected and valued as individuals
- To be cared for in a safe environment
- To feel safe at all times

## Rights of staff

- To work in a safe environment
- To feel safe
- To be respected and valued
- To receive professional development

## Rights of placing authorities and social workers

- To be informed
- To be listened to
- To be respected
- To be involved with the solving of their young person's misbehaviour if any should occur