



Clifford Holroyde Specialist SEN College

## CLIFFORD HOLROYDE SPECIALIST SEN COLLEGE

### POSITIVE BEHAVIOUR POLICY

#### Introduction

This policy is written with reference to legislation that is directly related to behaviour and discipline using the guidance afforded in the DfEE circular 9/94 "The education of children with emotional and behaviour difficulties".

The Circular states:

***"School policies on behaviour, understood and acted upon by all members of staff are needed for effective management in the classroom"***

***"behaviour management policies should not just be about containing pupils: they should be positive and enable the development of the child along with the desired improvements in behaviour".***

Clifford Holroyde is a supportive, caring environment, characterised by respect for the individual, dignity for all those who are educated and work within the school, and responsibilities and choices that make a difference. There are opportunities for the children in our care to help them learn, develop and mature in order to maximise their potential. The points system, and the resulting rewards and sanctions, are an integral part of the school's and pupils' success.

This policy is written to help teachers, support assistants and pupils, improve and maintain good behaviour throughout the school community, so that the system has a positive and lasting effect on pupil behaviour.

This policy has been developed and subsequently revised with the support and input of all staff within the school. Staff see this policy as a positive, planned set of strategies to manage and be effective in creating a safe and caring learning environment, where pupil success is celebrated and encouraged.

This policy is based on a consistent and positive approach to behaviour management, but also recognises the professionalism of each member of staff and is or her unique insight into the individual needs of each child in his or her care.

The school's behaviour management policy is based on the reinforcement of good behaviour, rewarding and recognising children's individual achievement in relation to their IEP which incorporates their Thrive assessment. It will help staff to deal with behaviour both consistently and fairly, as well as enhancing the standards of good behaviour within the school. It will also allow children to become more aware of the success they can achieve

through their positive behaviour in relation to their academic achievement. Staff through the THRIVE approach will endeavour to de-escalate dysregulated behaviours by using this consistent approach.

It is central to this behaviour policy that all children have the opportunity to discuss and learn the school rules, there subsequent rewards and consequences. Equally it is important that pupils gain a good understanding as to which behaviours have prevented them from achieving maximum points in every lesson. This should take place in the plenary of each lesson, allowing the children to self evaluate their behaviour and staff to help refocus pupils on positive behaviour.

Pupils involved in a major incident, will be given the opportunity at an appropriate time to discuss possible strategies in order to avoid a reoccurrence of such incidents.

Further opportunities to discuss and reinforce positive behaviour are available through PSHE lessons, assemblies, circle time as well as an “open door” policy to the senior management team (SMT). The SMT discuss behaviour during whole school assemblies and on an individual basis as deemed necessary.

Through this it is hoped that children will learn what is acceptable, thus allowing them to make positive choices regarding their behaviour.

### The Points System

The points system aims to promote and reward positive behaviour both socially and academically and is intrinsic to the school’s behaviour management programme in equipping our pupils with skills for life.

The points system aims to promote positive pupil attitudes and responsible pupil behaviour through:

- Raising self esteem.
- Recognising and rewarding positive behaviour.
- Reinforcing and maintaining positive behaviour.
- Re-kindling enthusiasm for learning.
- Modifying pupil behaviour and attitudes.

Points will be allocated as according to adherence to these five school rules:

### The School Rules

1. Respect others right to learn.
2. Respect others personal space (physical/verbal)
3. Accept help and advice (behaviour/academic)
4. Remain in class/seat. (be in the right place)
5. Speak appropriately to adults and peers.

Points will also be awarded for the completion of appropriate work set by the class teacher.

How points will be awarded:

- 3 Points for the ACHIEVE rules including help and advice, being respectful and speaking in an appropriate manner.
- 3 Points for not giving up
- 3 Points for meeting the learning objectives

Time during the plenary session of each lesson, should be used to administer the points and positively reinforce good behaviour. The children should be actively involved in how points are awarded in order to promote ownership of both the points system and of their own behaviour.

A maximum of 65 points can be awarded for the school day, broken up as follows:

10 points for each of the five lessons.

5 points for breaktime

5 points for lunchtime (including dining hall)

5 points for options and taxis

### Rewards

Rewards for positive behaviour has been organised in the following way:

Daily - Invitation to join daily option (i.e. choice time at the end of the day)

Weekly – invitation to join 'Golden Time' on a Friday

Weekly – invitation to join weekly reward trip

Termly – Invitation to join end of term rewards trip

Yearly – invitation to residential rewards trip

Adhoc – pupils can achieve a Golden Brick, which they can use to buy back previous red, amber days and get on trips.

### Praise Assemblies

The Friday assembly is dedicated to reviewing the previous week's behaviour. In each assembly there is a focus weekly on fundamental British values. Rewards are given out and staff discuss the individual pupils who have impressed them with either behaviour or work output / effort.

### Text Messaging

The school uses a 'Teacher to Parent' text messaging system. If a pupil is displaying a positive attitude, then half way through the school day a positive text message will be sent home informing parents / carers.

If a pupil has displayed a positive attitude for the full duration of the day then a positive text message will be sent home at the end of that day. If a pupil has not displayed the expected behaviour, then a member of staff will call home at the end of the day and feedback any issues or concerns that parents / carers need to be informed of.

### Student Support

The school has a designated room to which pupils are referred if their behaviour is unacceptable. The room is staffed by a very experienced teaching assistant who supports pupils and ensures that any work lost through behaviour is undertaken and completed. Pupils may also be referred for personal problems and again the member of staff offers support and guidance.

The school also operates an internal exclusion system for those pupils who have been involved in serious behavioural incidents which require a higher level of response than a period in the referral room. Such pupils will spend a specific period of time during which they will work in isolation.

All internal isolation referrals must be approved by a senior member of staff

### Restorative Practice

Clifford Holroyde is a Restorative School. This means that the principle of Restorative Justice and Practice is central to the ethos of supporting pupils. The aim of the school is to help pupils take responsibility for their behaviour and to make informed and positive choices when facing situations and challenges. Restorative Practice runs throughout the curriculum and the pastoral system. All staff are trained to deal with any issues in a restorative manner to help pupils contribute positively to school life.

### Choices and Consequences

Pupils will be continually given the help and advice to manage situations in a positive and appropriate manner. This is given using the CIA system in school. On occasions pupils do not make positive choices and due to this the school has a number of consequences that are put in place to encourage more appropriate behaviour. All consequences at the school are based on the restorative principle of supporting pupils to learn from their actions and to choose more appropriate behaviour in the future. All rewards and consequences are used as consistently as possible to ensure that a fair and equal system is used throughout the school. Whereas our principle of consistency is essential, we primarily support all pupils based on the needs as stated in their education, Health and Care Plan or Statement, and any specific individual needs they may have.

**Signed:** Chairperson of the governing body

**Date:**

**Signed:** Headteacher

**Date:**

**Reviewed:** Autumn 2018

**Review Date:** Autumn 2019