

BEHAVIOUR POLICY

1. AIM

Why do we need a behaviour policy?

- 1.1. Our behaviour and attendance policy helps us to create a caring, stimulating and secure environment in which staff and students can learn safely.

We aim to enable our students to:

- Access the full range of learning opportunities in a calm and positive environment.
- Achieve well through appropriate expectations of work and behaviour with praise, reward and celebration and explicit and consistent consequences when necessary.
- Value the rights of each individual.

2. POLICY

Principles of our behaviour policy

- 2.1. To raise students' self-esteem.
- 2.2. To promote/develop empathy and respect for self and others.
- 2.3. To develop a sense of self discipline and an acceptance of responsibility for own actions.
- 2.4. To develop an awareness of and adherence to appropriate behaviour.
- 2.5. To encourage students to value the school environment and its routines.
- 2.6. To ensure that students are confident of their right to be treated fairly.
- 2.7. To empower staff to determine and request appropriate behaviour from everyone.
- 2.8. To acknowledge that maintaining good behaviour within the school is a shared responsibility.
- 2.9. To ensure that positive behaviour is always recognised.
- 2.10. To work within a positive, proactive and reflective approach to behaviour management.
- 2.11. To ensure the policy is fully understood and is consistently implemented throughout the school.
- 2.12. To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- 2.13. To ensure the rights and responsibilities of all members of the school community.

3. PROCEDURE

How do we implement our behaviour policy?

- School ethos.

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- Expectations of the school community.
- The curriculum.
- Rewards.
- Sanctions.
- Support systems for individual student needs.
- Support systems for staff.
- Support systems for parents/carers when necessary.

School ethos

- 3.1. The school has an ethos in which the above principles are respected, and the Cygnet values of care, respect, empowerment, trust, integrity are promoted.

Expectations of the school community

Curriculum

- 3.2. PSHE and citizenship (including British Values) are taught using a variety of methodologies. Please refer to the PSHE schemes of work.
- 3.3. We believe that an appropriately structured curriculum and effective learning contribute to good behaviour.
- 3.4. We also believe that the school has to be seen as an integral and essential part of the wider CAMHS provision. The curriculum is therefore wider than that delivered within the school.
- 3.5. Planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to reduce the likelihood of poor behaviour.
- 3.6. It follows that lessons (and individual plans) should have clear objectives which are understood by students and differentiated to meet individual needs. Marking and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that the pupil's efforts are valued and progress matters.

Staff

- 3.7. Staff and leaders (including hospital staff) are expected to:
- Lead by example.
 - Respect, support and care for each other both in school and the wider hospital community.
 - Be aware of and support the school's values and expectations.
 - Be consistent in dealing with students.
 - Listen to others and respect their opinions.
 - Encourage the aims and values of the school and among the students.
 - Have high expectations of the students.

School systems

Rewards





- 3.8. Behaviour will be supported through recognition of such in the classroom, teacher feedback and a weekly reward system.

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[Please insert school rewards system here]

Sanctions

- 3.9. The use of sanctions should be characterised by certain features:
- It must be clear why the sanction is being applied.
 - It must be made clear what changes in behaviour are required to avoid future sanctions.
 - Group sanctions should be avoided as this breeds resentment.
 - There should be a clear distinction between minor and major offences.
 - It should be the behaviour rather than the person that is sanctioned.
- 3.10. We divide unacceptable behaviour into three broad bands:
- 3.11. **Level 1** - Misbehaviour that can be effectively managed within a classroom environment by the school staff.
- 3.12. **Level 2** - More serious misbehaviour, that is not so easily managed within the classroom, or persistent level 1 behaviour. School staff may involve parents/carers or ward staff. Notification of other staff and informal involvement of the education lead may be required.
- 3.13. **Level 3** - Very serious misbehaviour, or persistent level 2 behaviour. Formal involvement with ward staff, head of education and parents/carers as appropriate.

			
Our values	Level 1	Level 2	Level 3
Care	Low level disruption. Mild verbal aggression.	Strong verbal aggression. Physical aggression.	Physical assault (staff/peers)
Respect	Inappropriate talk about/to others.	Swearing at staff.	Discrimination Bullying/harassment
Empowerment	Inappropriate playful behaviour, Inappropriate language.	Dishonesty (lying/cheating). Other disrespectful, irresponsible and unsafe choices.	Vandalism. Possession of weapons/illegal substances.
Trust	Inappropriate Physical Contact. Eating or drinking without permission.	Open defiance. Stealing.	Pulling a false alarm Repeated level 2 behaviour.
Integrity	Uncooperative behaviour / Not Following instructions.	Repeated level 1 behaviour.	
<i>Actions: Reward card points.</i>	<i>Possible actions: Spoken to by teacher.</i>	<i>Possible actions: Different room, behaviour reflection log.</i>	<i>Possible actions: Removal from area, fixed term exclusion.</i>

Any 'internal exclusion' may only be ordered by the headteacher in consultation with the Head of Education. No students should be excluded from education without this consent.

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- 3.14. Poor behaviour will be discouraged by clearly communicating what is unacceptable, and the possible sanctions associated (this must be done in an atmosphere of understanding and support). We will always attempt to redirect students using positive behaviour strategies.
- 3.15. We also ask that following admission, our students sign up to a 'learners' agreement', outlining expectations of themselves but also of the service our schools provide.

Support systems for individual pupil needs

- 3.16. If there is a persistent problem the school staff and the ward staff will draw up an individual improvement plan to support the student in partnership with parents/carers and ward staff, if appropriate. All staff working with the pupil will be informed of this. This will give a consistent approach throughout the school day.

Support systems for staff

- 3.17. The school will support all adults working with students to ensure they are achieving well. Staff will discuss behavioural issues in order that staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the school's safeguarding policy.
- 3.18. All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual should speak to the Education Lead or Head of Education.

4. MONITORING AND REVIEW

- 4.1. Behaviour management will be under constant review, whole school and on an individual basis.
- 4.2. Ed Hall (Head of education)
- 4.3. Date: 01/2019
- 4.4. Review date: 01/2020