Positive Relationships and Good Behaviour Policy

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Approved by	A Johnston
Date of next review	September 2024

Signed by:

Sue Woodgate   Chair of governors   Date: 26th September 2023

Alison Johnston Headteacher   Date: 19th September 2023

Part of The Silverdale Federation

Statement of intent

The Clifton Centre believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

The Centre acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing

- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour, and education. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these students for any SEMH-related difficulties that could affect their behaviour.

This policy operates in conjunction with the following school policies:

- Student Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy

- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

Staff will be responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the students themselves.
- Aiming to teach all students the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the students in their class.

LEARNING

WE ENJOY LEARNING AND ARE INSPIRED TO LEARN

What we want

- Supporting children to achieve academically and to feel positive about themselves and their future
- Researching and developing new ideas and being willing to try new things
- Creating a fun learning environment where students are happy to learn
- Having a yearning for professional development, looking for opportunities to develop yourself and your practice
- Going above and beyond to ensure others are inspired to learn
- Creating wider opportunities to develop personally outside the classroom
- Reflective practice. Assess your own performance the greater good of the school
- Always have a plan and outline the expectations to the students

What we don't want

- Taking a traditional approach and not taking time to research and try new ideas
- Turning students off learning by delivering boring lessons, being *too* task orientated
- Doing the minimum required of you, ticking boxes
- Going through the motions, not showing a real drive or motivation to succeed
- Thinking you have nothing more to learn, not investing in your own professional development
- Not role modelling a passion for learning, showing facially to others that you are not enjoying your work

EMPATHY

WE CARE ABOUT OURSELVES AND EACH OTHER

What we want

- Having a clear focus on keeping children safe
- Dealing with issues with behaviour in a fair way, showing compassion and understanding
- Treating every child equally and respecting and valuing their individuality
- Seeking to understand others' point of view and making time to listen to their perspective
- Showing dedication and a passion for the care of children and young people
- Effective communication

What we don't want

- Not prioritising or focussing on the safety of children
- Being negative at work and allowing your negative feelings to impact on others
- Avoiding challenging others or challenging in an unsupportive way
- Overly using sanctions and punishments to deal with behaviour issues, not seeking to understand the reasons behind issues
- Treating some children unfairly based on their differences, not respecting and valuing individuality and difference
- Blaming and judging others
- Not dealing with issues and allowing students to feel unsafe.

ENGAGING

WE MAKE THE MOST OF EVERY OPPORTUNITY

What we want

- Nurturing students so they can rebuild hope in their lives
- Having high but realistic expectations of yourself and others
- Enabling students to flourish in the way that best meets their needs
- Being hopeful about the future for every child
- Challenging and changing students' negative attitudes so they can achieve and build on their self esteem
- Using humour and fun to help students to engage
- Encouraging and supporting students as individuals in all areas of development
- Offering lots of different activities and learning opportunities for children to become engaged and interested
- Encouraging children to develop high aspirations for what they can achieve in life
- Tailoring qualifications to different children to ensure they can access them
Challenging barriers to students engaging in learning and working to remove them
- Using a range of strategies to allow opportunity to support and challenge students

INCLUSION

What we want

- Welcoming everyone in to the Clifton Centre
- Working with parents and supporting families
- Ensuring parents and families understand the work you are doing and feel they can be part of that work
- Working together with colleagues and valuing teamwork

- Building good working relationships with people and building bridges with people if issues arise
- Valuing others' views and opinions and making time to listen to them
- Being approachable and letting people know they can talk to you if they have a problem
- Ensuring everyone feels included and treating everyone with the same respect
- Acting professionally always and ensuring people don't feel uncomfortable by what you say or do
- Helping students to feel connected to and part of the wider community

What we don't want

- Being unwelcoming of people and resistant to allowing people to be part of the Clifton Centre
- Keeping parents and families at a distance, not finding ways to support them
- Working in isolation, not making yourself part of the team
- Falling out with colleagues, calling people names and not resolving issues
- Making students and families feel judged or uncomfortable coming to the centre
- Being argumentative, believing your own is the only valuable opinion
- Excluding people, being hierarchical and treating some people differently from others
- Being dismissive of other people's contribution
- Allowing personal opinion to stop you from supporting and including individuals.

Rewards

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

- Achievement points
- Vouchers
- Certificates
- Verbal praise
- Phone calls home
- Certificates of Achievement
- Displayed work
- Form group rewards
- Events
- Responsibilities
- Trips and visits

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a student's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.

- Consistent, calm & fair approach to all situations.
- Ask for SLT assistance or SLT intervention.
- Being proactive when we sense a potential issue rather then reactive.

Physical intervention

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 (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 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. 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 accidently and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe." (George Matthews, Director of Team Teach)

<u>**Sanctions**</u>
- Renegotiate agreement (timetable restructure/group change)
- Give a verbal warning to the student
- Loss of points
- Phone calls to parents/carers
- Meetings with parents/carers
- Home visits
- Restorative Justice
- Fixed term suspension
- Involvement/referral to other agencies
- Targeted behaviour contract
- Mentoring sessions
- Referral to AP Task Force
- Fixed term suspension
- SLT intervention