

# **Priory Sheridan School**

*'A unique service for unique young people'*

## **Behaviour Procedure**

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### **Priory Sheridan School**

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# Behaviour Policy Education

## **AIMS**

The purpose of this policy is to create an atmosphere that is conducive to effective teaching, enabling learning to take place. Sheridan School recognises that clear, fair and consistent rules, boundaries and expectations play a vital part in aiding the educational, social, emotional, mental and physical development of young people.

At Sheridan School we believe in an ethos that creates a positive learning culture through encouragement, praise and consistent behaviour structure. This policy reflects that we believe in fairness, consistency and for students to have direct involvement in the development of their own behaviour.

## **STAFF EXPECTATIONS**

### **The basic principles that all staff will:**

- Adhere to the discipline structure as set out in the Gold Card incentives and Red Card consequences systems including the token reward system.
- Be clear and consistent with their expectations throughout a lesson/session.
- Use rewards and praise.
- Speak to all students in a positive way in every lesson.
- To ensure that their interactions with pupils are appropriate and do not take place when feeling heightened about an incident.
- Always address the behaviour of the pupil rather than the pupil him/herself.
- Always keep matters in perspective and ensure that consequences implemented reflect the nature of the incident.

## **Role-Modelling**

Staff members at Sheridan School are expected to be effective role models for the students. School Staff members are with the students for over 6 hours a day, 5 days a week during term time. It is vital that adults always conduct themselves in a professional manner as they play a pivotal role in the personal and social development of the students. All students at Sheridan School deserve to experience positive role-models in the form of predictable, reliable, consistent and caring adults, especially as this is something that many of the students may not have previously accessed.

Staff members will:

- Model to students, encouraging them to make appropriate choices.
- Put positive choices into action so that the students can see that doing the right thing has positive outcomes.
- Apologise when they have made a mistake and rectify it in an assertive, but sensitive manner.

- Make sure that they honour commitments and are reliable to demonstrate that self-discipline is an important facet in life. Students expect staff to do what they say they will do.
- Be respectful to property and to others.
- Be polite and use appropriate language at all times, listen intently, dress appropriately and get to lessons at the correct times.
- Treat each student as an individual and compensate for students' inflexibility whilst they are learning.
- At all times ensure that they adhere to the Sheridan School Employee Conduct document.
- Ensure that Learners are provided with a safe and secure environment whilst taking necessary steps to reduce harm to Learners and others.
- Ensure that correct sanctions are applied when instances of sexual harassment are witnessed in School.
- Ensure that correct sanctions are applied when any instance of online sexual abuse is witnessed or reported to the School or witnessed in School.

## **REWARDS/SHERIDAN SCHOOL REWARD SCHEME**

### **Rewards**

Sheridan School believes that all students can achieve. Their positive behaviour, efforts and achievements will be recognised, celebrated and rewarded. Rewards are open to all and are not exclusive, however, they must be earned and not used to appease students or situations. Sheridan School uses rewards to encourage the frequency of positive behaviours in order to increase self-esteem and ingrain behaviour that will improve students' lifestyle at Sheridan and in the wider community. Teachers are expected to congratulate and praise young people as required and follow the rewards system with their individual classes.

### **Sheridan School Reward Scheme**

The school operates a number of schemes to promote and encourage positive behaviour amongst students, based around the following strategies :

Token reward system allows Learners to build up points which turn into tokens across each day and week, these tokens can be used to exchange for items / rewards from the Sheridan School shop. The system involves a report card which is completed each lesson and activity throughout the day which praises good work, engagement and social skills. The token system is standardised across all school years / groups and allows Learners to appreciate rewards and get a feel for saving money to buy higher token cost items.

- Gold Cards, in conjunction with reward vouchers, to encourage and reward positive behaviour and engagement.
- Red Cards, for unacceptable behaviours.
- Offsite reward trips / activities, taking place on a half termly basis.
- Individualised targets and incentives for students.

## Overview of Red and Gold card systems.

<b><u>What are Red Cards given for?</u></b>	<b><u>What is a Gold Card Behaviour?</u></b>
<ul style="list-style-type: none"> <li>• Not attending and staying in the whole lesson</li> <li>• Racism</li> <li>• Damage to property</li> <li>• Sexualised language and behaviour</li> <li>• Bullying</li> <li>• Play fighting</li> <li>• Threatening behaviour</li> <li>• Play fighting</li> <li>• Disruption to a lesson</li> <li>• Not allowing others in the lesson to engage</li> </ul>	<ul style="list-style-type: none"> <li>• Completing challenging pieces of work and going above and beyond in terms of effort in lessons.</li> <li>• Acts of kindness to others e.g. supporting a student in crisis or upset, supportive actions in team or group work.</li> <li>• Helpful to staff and other students e.g. helping member of staff clean up if another student has made a mess and refused to clean up.</li> <li>• Thinking about the impact of a negative behaviour and attempting to stop or reduce it over a period of time e.g. Use of inappropriate sexualised language within a lesson.</li> <li>• Displaying resilience e.g. tackling a difficult topic in a lesson and not giving up.</li> </ul>

We believe in creating a system that supports and encourages each individual to manage their learning and behaviour. Within this system there will always be some flexibility to meet the individual needs of the students. An end of week target will be set in accordance with their needs in order to help the individual progress and improve their learning and behaviour.

Another strategy employed is a rewards assembly at the end of the week which will celebrate successes. The students will nominate each other for 'Worth a Mention' rewards. These will be recorded and the top three will be read out to the assembly. There are also Academic Progress certificates (Aps). These are nominated by the staff. A certificate will be presented with a reward of not having to wear school uniform for a day and they can pick a friend to do this with them. Students who achieve three AP certificates in a half term are rewarded with a £10 gift voucher.

The Primary groups also have a Golden time reward at the end of each day for positive behaviour. Students can lose Golden Time for negative behaviour or failure to meet targets during the day. A visual points system charts daily performance for Behaviour, Progress and Attendance.

## **CONSEQUENCES**

Consequences are deployed to help the pupil change their behaviour and for the good of the Sheridan Community, preparing them for living within the community. Pupils are encouraged to reflect upon their actions and resolve their issues with their peers, through a process of supervised Restorative Justice and mediation activities.

The Behaviour System and consequences are in place to instil within students the recognition that in all areas of society there is a requirement for boundaries and acceptable behaviours. However, the ethos in Sheridan School is to promote achievement and good behaviour by a combination of incentives and achievement.

## **FIXED TERM EXCLUSIONS**

For extreme behaviours that put young people, the site and The Sheridan Community at risk, such as serious cases of violence, a student can be given a fixed term exclusion. This will be a period of up to 5 days (although usually 1 day) where the student will be temporarily removed from school. During this period, work will be set and marked by the teachers at Sheridan. A re-integration meeting will be arranged to discuss a pathway for the safe return of that student to school.

Decisions on exclusions rest exclusively with the Head of School, who will review every request for an exclusion to decide if it is a fair and valid procedure.

## **DEFINITIONS**

**Types of exclusion:** There are 2 kinds of exclusion - fixed period (suspended) and permanent (expelled).

**Fixed period exclusion:** A fixed period exclusion is where a child/young person is temporarily removed from school. A child/young person can only be removed for up to 45 school days in one school year, even if they have changed schools within that time.

If a child/young person has been excluded for a fixed period, schools must set and mark work for the first 5 school days.

If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day.

**Permanent exclusion:** Permanent exclusion means that a child/young person is expelled and may no longer attend the school. The local authority must arrange full-time education from the sixth school day.

There is **no** provision for schools/colleges to implement an 'informal exclusion': (ie. when a child/young person is sent off the school premises, and where this is not officially recorded as an exclusion - e.g. where a child is sent home for a 'cooling off' period).

It is **unlawful** for a child/young person to be 'informally excluded' from school, even where the child's parent/s or carer/s agree to the exclusion.

## **USE OF EXCLUSIONS**

The use of exclusions will always be considered as a last resort, where no other reasonable resolution has proved, or is reasonably likely to prove effective.

Where a school has concerns about the behaviour, or risk of exclusion, of a child/young person with additional needs, or with a statement of SEN, an EHCP or a looked after child (LAC) it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of support for a pupil's SEN. Where a child/young person has a statement of SEN or EHCP, schools should consider requesting an early annual review or interim / emergency review.

### **Pupil on a Page document.**

The Pupil on a Page is developed by the student's group tutor and relevant staff. It considers all the information that is available about the students from parents/carers, social workers, LA and any other relevant professionals. It is also directly influenced by the observations and professional opinions of the education staff at Sheridan School. The POAP document was reviewed and amended to an easier to read document in December 2020 which allowed an easier document to be produced and reviewed on a termly basis.

### **The document contains information including the following :**

- Details of the diagnosis and complex disorders associated with the child in question.
- Course and curriculum details.
- Progression and target information.
- The trigger behaviours and cues that have been identified as having a high probability of starting a sequence of responses which usually lead to poor choices, loss of control and problem behaviours
- Defines preferred support strategies that should be used to help the student to manage his/her own behaviour to avoid the potential problem escalating

- Defines a positive handling strategy that should be deployed if:
  - i) The student fails to respond to the support strategy and the behaviour is dangerous.
  - ii) The student needs to be kept safe.
  - iii) Staff members are needed to manage the situation for him/her.

## **STUDENT INVOLVEMENT**

### **Restorative Justice**

At Sheridan School we actively encourage restorative justice and meetings so that students can have an active role in the development of their own behaviour. Sheridan School uses Restorative Justice and Restorative Meetings to build open and positive relationships, promote self-discipline and foster an environment that rectifies conflict constructively and in a way that prevents harm.

#### **The aims of Restorative Justice are:**

- For students to acknowledge that conflict is a part of everyday life and we can learn from it if we deal with it in appropriate manner.
- To give the students some responsibility for maintaining an environment that is suitable for effective teaching and learning.
- To actively encourage the students to take responsibility for their feelings and behaviour and to handle conflict assertively, but with sensitivity.
- To empower young people to handle conflict in positive ways, rebuild relationships and repair the school community.
- To allow space and time for the students to resolve bullying issues in a safe environment, where they are allowed to express their feelings openly with each other.

#### **Sheridan School Approaches to Restorative Justice:**

- To use assemblies, key working sessions and Student Council meetings to encourage students to actively participate in solving problems that affect the Sheridan community.
- The school will arrange and conduct restorative justice meetings to resolve conflict and challenging issues. Wherever possible, this will be initiated by students who are involved in disputes and supported by staff. This will take place in the meeting room or in another designated area.
- Sheridan School Ambassadors can also be used to mediate meetings to encourage peer involvement in the restorative process.
- Education staff will actively encourage students to talk through their issues and disputes with each other.

**Reviewed: September 2018 (PS)**

**Date for next review: September 2019, or as and when required.**

**Reviewed & Amended; December 2020 (JS)**

**Additional note: Assemblies and large group activities as part of the procedure temporarily paused due to Covid-19, to be reviewed again in February 2021 following Gov and H&S Priory advice (JS)**

**Reviewed & Amended: June 2021 (JS)**