
Priory Sheridan School

Behaviour Procedure

Priory Sheridan School

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Behaviour Policy Education

AIMS

The purpose of this policy is to create an atmosphere that is conducive for effective teaching so that learning can 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:

- Use the class rewards and praise system.
- Adhere to the discipline structure as set out in the consequences system.
- Be clear and consistent with their expectations throughout a lesson/session.
- Speak to all students in a positive way in every lesson.
- Not deal with pupils when feeling angry.
- Always address the behaviour of the pupil rather than the pupil him/herself.
- Always keep things 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. 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.

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

This system uses points / stars in order to assess and improve students' behaviour, attendance and participation in school. Each student is graded in every session by the teaching and support staff. If students accrue enough points in lessons to meet the class expectations, they will be allowed to access a reward box / shop as a reward for their efforts. The reward systems are daily with some classes working towards longer term rewards such as trips. Points / Stars are awarded for occasions where students have exceeded expectations or demonstrated maturity or responsibility with their learning and behaviour.

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.

Behavioural contract

When a young person becomes a member of the Sheridan community a behaviour contract is drawn up. (see additional behaviour contract) This details the expectations of the student whilst they are a student at the school. This is signed by the young person and the parents / carers. If the behavioural contract is not adhered to the consequence and report card system may be introduced or a meeting with parents / carers will be arranged to discuss the best route of action to move forward.

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 and Fixed Term Exclusion should always be a last resort.

The Behaviour Scheme operated within the school is based around the number of incidents that occur during the day / week. The following types of negative behaviour would initiate the issue of an incident report from staff members (following appropriate warnings from staff):

- Bullying
- Damage to property (A fine towards the cost of repair may also be issued)
- Racism
- Refusing to attend lessons
- Sexually explicit or inappropriate language
- Violence, towards staff or students. (This includes 'play fighting').

A Management meeting will be convened to discuss which level of report card to issue to each individual. There are a number of levels of reporting:

- Green card – reporting to the Class teacher
- Amber card – reporting to Middle leader
- Red card – reporting to the Deputy head
- White card – reporting to the Head of school

At each level of report card the student will be involved in setting the targets. These will be shared with parents / carers who will also be required to sign the report card on a daily basis. If the report card is not signed by the parent / carers or the student doesn't meet the expectations then a meeting will be called with parents / carers to discuss the next steps.

If a student continues to display negative behaviours, there is a potential for exclusions, dependant on the severity of the incidents. Exclusions are a last resort within the school and interventions will be implemented to ensure that every other measure has been used before exclusion is implemented. Decisions on exclusions rest exclusively with the Head of School, who will review every request for an exclusion to decide if it a fair and valid procedure.

Fixed term exclusions

For extreme behaviours that put young people at the site and The Sheridan Community at risk, such as serious cases of violence, a student can be given fixed term exclusion. This will be a period of up to 5 days 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.

Individual Behaviour Management Plans (IBMP)

The Individual Behaviour Management Plan is developed by the student's class teacher in conjunction with the young person. 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 IBMP:

- Describes 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.

Reviewed November 2019

