

THE GILLFORD CENTRE

BEHAVIOUR POLICY

1.0 INTRODUCTION

- 1.1 The Gillford Centre will strive to develop in students positive values and attitudes including responsibility, consideration, courtesy, tolerance, honesty, fairness, justice and respect in their relationships with each other, their teachers and the wider community.
- 1.2 The Gillford Centre will offer all learners a broad and appropriately balanced curriculum which is engaging, motivating, raises self esteem as learners, and is differentiated appropriately to break down the barriers to learning. Pupils need to be involved in their learning. The more they understand why they need to learn, the more likely they are to participate.
- 1.3 It is made clear to parents/carers that we seek their partnership in our endeavours to persuade and teach students of the need for responsible, considerate and tolerant behaviour.
- 1.4 This policy should be considered alongside other school documents in particular the Anti-bullying Policy and the Rewards Policy.
- 1.5 We recognise that early intervention and work with parents/carers and their children are essential for success with pupils experiencing emotional, social and behavioural difficulties.

2.0 PHILOSOPHY

- 2.1 The Gillford Centre will be organised in such a way as to enable everyone who works in it, students and staff, to feel safe, confident and at ease at all times.
- 2.2 Staff and students, individually and collectively, are responsible for implementing rules fairly and consistently, fostering good behaviour in a positive way in an ethos of hard work, commitment, responsibility and honesty.
- 2.3 Rules will in general terms apply to all members of our school. In circumstances where the flexibility of one or a number of rules to a specific group is deemed appropriate this will be explained and justified.
- 2.4 We will actively encourage all those who work in, visit, or are associated in any way with our Centre to exhibit behaviour in keeping with our stated philosophy.

3.0 RATIONALE

- 3.1 This policy takes full account of the most current and relevant national strategies and recommendations.

3.2 It is recognised that, in addition to parents/carers both statutory and non-statutory Support Services play a crucial role in the policy's implementation eg. (Inspira, the Educational Psychology Service, Health Authority, Barnados, Police Service and Children's Services)

4.0 PRINCIPLES

4.1 All staff and pupils will:

- Value and appreciate one another irrespective of age, gender, creed or race and acknowledge that everyone has a part to play within our establishment.
- Foster the development of self-discipline as well as the ability to learn independently and work co-operatively.
- Listen with respect to one another and be conscious of the need to avoid damaging another's self-esteem.
- Foster a caring attitude for the Centre's environment, including the building, inside and outside areas, equipment and personal effects.
- Actively encourage the following values: honesty; respecting the rights and property of others; helping those less fortunate and weaker than ourselves; taking personal responsibility for our actions; self-discipline; acceptance of the Centre's rules and structures.
- Use praise and reward to encourage both academic achievement and acceptable behaviour.
- Actively discourage bullying; cruelty; cheating; irresponsibility; deceit; dishonesty; bad language and non-compliance with agreed rules and structures.
- Ensure that criticism is constructive and related to aims and targets.
- Always give the person concerned the opportunity to make reparation for any breach of the agreed code.

4.2 As far as possible, rules will be positively stated and unambiguous.

4.3 For rules to be effective there needs to be clear understanding of the *consequences* for keeping or breaking rules.

5.0 EXPECTED BEHAVIOUR OF STUDENTS

5.1 The agreed Centre Rules are as follows:

RESPECT OTHERS. BE THOUGHTFUL WITH YOUR WORDS AND ACTIONS.

RESPECT THE RIGHTS OF OTHERS REGARDLESS OF COLOUR, GENDER, SIZE OR RELIGION.

RESPECT THE CENTRE PROPERTY.

RESPECT THE PROPERTY OF OTHERS.

ACT SAFELY.

LISTEN CAREFULLY TO THE VIEWS / THOUGHTS OF OTHERS WITHOUT INTERRUPTING.

WORK QUIETLY, WITHOUT DISTURBING OTHERS.

5.2 The Centre Rules are:

- Explained to all students prior to entry;
- Shared with all parents/carers;
- Reinforced by all staff in lessons, meetings, reviews and unstructured time

6.0 GUIDELINES FOR ALL STAFF ENCOURAGING THE BEHAVIOUR THAT WE WANT

- 6.1 All staff will accept responsibility for maintaining good behaviour and reinforcing this throughout the school by praise and rewards. The range of rewards, particularly through the Points System, will be accessible to all students.
- 6.2 The views of students will be actively sought. Wherever possible the Centre will act to implement the reasonable proposals of students through the Student Council.
- 6.3 Staff will ensure that their comments to parents/carers about their son's/daughter's work and behaviour are constructive and encouraging. When disciplinary problems arise, parents/carers will be involved at an early stage rather than a last resort.
- 6.4 It is recognised that receiving praise and/or reward enhances self-esteem which in turn leads to improved performance. (See Rewards Policy)
- 6.5 We recognise that effective praise helps students to appreciate how their achievement is helped by their own attitude. Behaviour will be discussed at the end of each lesson through Behaviour Watch
- 6.6 Rules will be applied consistently and quickly, but with sufficient flexibility to take account of individual circumstances and the severity of the offence. Sanctions will make the distinction between minor and serious offences.
- 6.7 Teachers will be alert to signs of bullying and all forms of harassment and will take immediate action in accordance with the Policy on Anti-Bullying.
- 6.8 On assigned duty periods teachers will be strategically placed and will be active in encouraging friendly relationships and good behaviour. They will take remedial action to prevent and discourage unacceptable behaviour.
- 6.9 Serious incidents will be reported to the Senior Management Team.
- 6.10 Fixed-term, or even Permanent Exclusions, are the ultimate sanction of the Centre. These decisions are never taken lightly and in all cases students will have exhausted the range of supportive and disciplinary measures employed by the Centre. (See Exclusions Policy)

7.0 DISCOURAGING THE BEHAVIOUR THAT WE DO NOT WANT

- 7.1 Whilst we recognise that there may be occasions when the use of sanctions may be unavoidable our first response to discouraging unacceptable behaviour will be to establish the distinction between minor infringements and more serious offences and in

the first instance to consider a range of strategies that can be used rather than sanctions which can be applied.

7.2 Wherever possible staff will seek to find a negotiated solution to problems which occur.

7.3 All staff will apply any sanctions fairly and consistently.

8.0 Monitoring, Recording and Review

8.1 All behaviour incidents should be logged in the incident book and warnings book.

8.2 This policy will be reviewed every two years.