
Sheridan School

'A unique service for unique young people'

Behaviour Procedure

Sheridan School

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Behaviour Procedure Education

AIMS

At Sheridan School, we are committed to providing a safe and secure learning environment for students for whom many have social, emotional and mental health needs and have previously had difficult life and school experiences. Many of our students at Sheridan School have experienced trauma and loss, rejection and exclusion. Therefore, our flexible but consistent approach to behaviour support puts the power of caring, positive, predictable relationships between staff and students at its core. Many of our students exhibit a range of challenging behaviours and experience emotional insecurities, including self-esteem issues, vulnerability, anxiety and lack of confidence. They may have a history of bullying or being bullied and may have had particular difficulties in coping with transitional phases, including their transfer to Sheridan School.

We believe that through school ethos of SCARF (safety, caring, achievement, resilience and friendship) students develop positive approaches to their learning and self management skills whilst understanding the needs of both themselves and others. This procedure reflects that all staff believe in fairness, consistency and for students to have direct involvement in the development of effectively managing their own behaviour.

We will endeavor to create an atmosphere that is conducive for effective teaching to allow high quality learning to occur. At Sheridan School, we recognize that clear, fair and consistent rules, boundaries and expectations play a vital role in the educational, social, emotional, mental and physical development of all students.

STAFF EXPECTATIONS

The basic principles that all staff will:

- Adhere to the reward system of points earned for positive behaviour choices.
- 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 remain calm and not display behaviours that would indicate anger towards a student such as shouting and aggressive gesticulating.
- Always address the behaviour of the student rather than the student him/herself.
- Always keep things in perspective and ensure that consequences implemented reflect the nature of the incident and the understanding of each student.
- Inform parents/carers of behaviour incidents that have occurred during the school day, on the day.
- Enter incident onto the MIS, Engage, on the day.
- Use the strategies as outlined in a student's behaviour scale and positive behaviour support plan to effectively support a student to achieve positive behaviour.

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 experienced. 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.
- Be respectful to property and to others.
- Be polite and use appropriate language at all times, listen intently, dress appropriately and arrive to lessons at the correct times.
- Treat each student as an individual and compensate for students' inflexibility whilst they are learning.

SHERIDAN SCHOOL RULES

Sheridan School has five clear rules that all students are expected to follow:

- Follow Staff Instruction.
- Keep your hands and feet to yourself.
- Look after our school and equipment.
- Speak politely and calmly.
- Try your best and ask staff for help.

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' experiences at Sheridan School and enabling them to fully engage with their learning and therefore make progress. Teachers are expected to congratulate and praise students as required and follow the rewards system with their individual classes.

Sheridan School Reward Scheme

Student's behaviour and lesson engagement is tracked during their lessons throughout the school day, to include unstructured times such as break and lunch time. Points can be earned for following the five school rules, working towards their three individual education plan targets and an additional two points for demonstrating the SCARF values within lessons. At the end of the week a student's points are totalled. Each student can earn up to 250 points per week, this equates to 50 points maximum per day.

Each point is representative of 1 penny; therefore, students can earn up to £2.50 per week. The student will receive their weekly reward money in the form of the Sheridan Bank. Students will also have a visual reminder of their total amount of reward money in their tutor classrooms. Each student's weekly earnings are recorded on a spreadsheet by the behaviour team, so an accurate accumulation of money earned is kept.

Students have the option of spending their rewards money in various ways:

- Students can request items for the Sheridan School Shop to buy and/or work towards.
- Students can request their money is spent on gift cards, vouchers and or gaming cards.
- Students can ask for an item to be ordered online.
- Please note we are unable to send 'real' money home with students.

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. Individual education plan targets are discussed at the beginning of the week, ensuring each student is aware of their targets from which they can take some ownership. In addition to earning points within their lessons, students are also able to be rewarded through the use of positive phone calls, positive postcards home and earning pupil of the week certificates in weekly assemblies. Throughout the school day, students are encouraged to reflect on their progress and points earned with their tutor at lunch time registration and during the end of the day review and reflection session.

CONSEQUENCES

Consequences are deployed to help the student change their behaviour and for the good of the Sheridan School Community, preparing them for living within the community. Students are encouraged to reflect upon their actions and resolve their issues with their peers at the time of an incident and/or during their weekly key working/welfare meetings with their teacher or LSA.

The use of Restorative Practice is strongly encouraged at Sheridan School. Restorative Practice will take place after an incident has occurred in order help to build and maintain positive healthy relationships, resolve difficulties and repair harm where there has been conflict. Restorative Practice will always take place with a member of the behaviour team.

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 at Sheridan School is to promote achievement and positive behaviour by a combination of incentives and achievement through the values of SCARF. That said, some behaviours can result in a suspension. Please refer to Sheridan School's Suspensions and Ending Placement Procedure for more information.

Student behaviour is tracked using Engage, and the behaviour tracking system identifies occasions and patterns of the following behaviour:

- Bullying
- Damage to property
- Homophobic and/or transphobic language
- Racism
- Refusing to attend lessons
- Sexually explicit or inappropriate language
- Verbally aggression towards staff or students
- Violence, towards staff or students. (This includes 'play fighting').

If there are occurrences of these behaviours during the day, if appropriate to do so, they are addressed with the student immediately. If not appropriate at the time, they are addressed during the student's review and reflect session and the end of the school day. Careful and concise monitoring of undesirable behaviours are totalled at the end of each week.

Behaviour incidents are entered onto Sheridan School's MIS called Engage. These incidents are reviewed by a member of the Senior Leadership Team and an analysis of the incident and behaviours exhibited are undertaken. This will result in any further action being taken and decisions made as to how best support a student to develop positive behaviour strategies and thus inform a student's positive behaviour support plan.

Restrictive Physical Intervention

Restrictive Physical Intervention is not used as a means to 'punish' students for negative behaviour nor used as a 'threat' within behaviour management strategies. However, there are circumstances when behaviour warrants the use of a physical intervention:

Restrictive Physical Interventions will be used in the following circumstances:

- To prevent the actual/potential serious damage to themselves
- To prevent the actual/potential serious damage to others (staff/students/public)
- To prevent the actual/potential serious damage to property
- To prevent a crime being committed.

Expectations upon Staff:

- Only staff who have received (and is in date) Team Teach Training can use Restrictive Physical Intervention.
- Staff will only use Team Teach as a last resort when all other means to diffuse a situation have been tried.
- Staff will record all RPI's accurately onto Engage on the day of the RPI.
- Staff will telephone parents/carers to inform them that an RPI has taken place that day and stating as to why it was necessary.
- Staff will ensure a welfare check is provided for the student post RPI.
- In the unlikely event of an 'unconventional' hold and/or a student has sustained an injury as a result of the hold, staff will record this accurately and with transparency as well as informing their line manager.
- Injuries as a result of the RPI will be recorded as per the accident book procedure.

Behaviour Scales

Each student has a behaviour scale which is completed in line with the zones of regulation. These are working documents which identify pupils exhibiting behaviours and strategies to manage these in the following areas: low (blue), calm (green), wobbly (yellow) and crisis (red).