

BEHAVIOUR POLICY

BEHAVIOUR POLICY

CEP's behaviour and attendance policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work safely and to encourage the involvement of parent/carers in the development of the child:

We aim to enable students to:

- Be healthy
- Stay safe
- Enjoy and achieve in their learning
- Make a positive contribution
- Achieve economic well-being
- Access the full range of learning opportunities in a calm, positive environment
- Achieve through appropriate expectations of work and behaviour with praise, reward and celebration and explicit and consistent consequences
- Behave appropriately in a wide range of social and educational settings
- Value the rights of the individual

What are the principles of our Behaviour Policy?

- To raise students' self-esteem
- To promote/develop empathy and respect for self and others
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions
- To ensure regular attendance
- To develop an awareness of and adherence to appropriate behaviour
- To encourage students to value CEP's environment and its routines
- To ensure that pupils are confident of their right to be treated fairly
- To empower staff to determine and request appropriate behaviour from everyone
- To acknowledge that the maintaining of good behaviour within CEP is a shared responsibility
- To ensure that positive behaviour is always recognised
- To work within a positive, proactive and reflective approach to behaviour management
- To ensure the policy is fully understood and is consistently implemented throughout CEP

- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy
- To ensure the rights and responsibilities of all members of the CEP's community

How does CEP implement our Behaviour Policy?

- CEP's ethos
- Expectations of CEP's community
- Rewards
- Sanctions
- Support systems for Individual Pupil Need
- Support systems for staff
- Support system for Parents/Carers

Our Ethos

CEP has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life and modelling good social behaviour from all adults within CEP's community.

Curriculum

At CEP, through our curriculum, we teach students the above-mentioned principles.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of pupils in their own learning and structured feedback all help to avoid alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives which are understood by students and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the pupils on their progress and achievements and as a signal that the student's efforts are valued and progress matters.

School Systems

These expectations cover all aspects of school life, including breaks and lunchtimes.

- To be responsible for their actions
- To be polite and treat others, and their property, with respect

- To be tolerant of others, irrespective of race, gender, religion and age
- To resolve problems in a non-confrontational manner
- To take care of CEP's environment
- To be properly equipped for all work and activities

Rewards

CEP rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour.

We praise and reward students for good behaviour, social skills and work throughout the day in a variety of ways:

- Verbal praise
- Privileges
- Letters to parents/carers
- Additional practical lessons

Sanctions

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group sanctions should be avoided as this breeds resentment
- There should be clear distinction between minor and major offences
- It should be the behaviour rather than the person that is sanctioned

We divide unacceptable behaviour into three broad bands:

Level 1: Misbehaviour that can be effectively managed within a classroom environment by the Tutor and which is only applicable to a single student.

Level 2: More serious misbehaviour such as theft and bullying that is not so easily managed within the classroom environment or persistent Level 1 behaviour which disrupts the learning of not only the perpetrator but also of the group session.

Level 3: Very serious behaviour or persistent Level 2 i.e. assault on student/staff members. Formal involvement with the referring school/partnership.

For persistent Level 2 especially where it disrupts a whole session or Level 3, CEP reserves the right to request from the referring school or partnership that a student be excluded for a set number of sessions and that the school liaises with the Parent/Carers and the student to address and resolve the issue.

Support Systems for Individual Pupil Need

If there is a persistent problem, CEP will liaise with the referring school to support the Student in partnership with parents. All staff working with the student will be informed of this.

Support Systems for Staff

CEP will support all staff with their work practices to ensure students are achieving. It is CEP's practice to discuss student behavioural issues in order that the staff feel supported and CEP is working as a team to provide a cohesive approach to supporting individual needs. This will be achieved following CEP's Safeguarding Policy. All staff have access to this policy in order that behaviour management is consistent throughout CEP.