

Behaviour Management Policy



Policy Number:	SU05	Originator:	Lukasz Miecznikowski
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This policy should be read in conjunction with the Greater Horseshoe School Equality Act Policy and Anti-Bullying Policy

1. Aim of the Policy

The aim of this policy is to outline the Behavioural Management system adopted by the Greater Horseshoe School and ensure that it is applied consistently.

2. Policy

2.1. Behavioural Management System

The most significant points of our behavioural management system are:

- Staff should focus on the student's observable and targeted behaviours and be aware that these behaviours can also be unlearned.
- Nearly all behaviour are the result of learning. Mentors work with individual students to put in behavioural strategies that encourage students to learn positive behaviours and unlearn negative behaviours.
- Behavioural change needs to be measured. Measurements enable us to be more precise and objective in estimating and measuring improvements.
- Students can learn on the basis of repeating behaviours that have been reinforced or rewarded. This is the basis of our behaviour management system.
- We plan programmes and activities that allow maximum opportunities for the student to achieve targets.
- We then "Catch them being good" and reward positive behaviours.

2.2. Introduction

All our young people at the Greater Horseshoe School have an entitlement to receive the highest possible standard of care and a broad, balanced and relevant curriculum that spans

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their whole day. Due to their placement with us and because of emotional and behavioural difficulties, it is essential that in seeking behavioural change our aims should be to:

- Work consistently with our pupils to bring about behavioural change
- Be able to measure success and changes and patterns of behaviour
- Encourage a high level of academic and social success
- Provide planning to allow individuals to succeed
- Be in a position to provide feedback based on evidence
- Base our work with our students on their positive rather than their negative behaviour
- Be in a position to accurately identify a student's negative and excess behaviour(s) in order to provide input to bring about change and success.

All our young people should enjoy a quality of life which recognises their rights as individuals and provides a stimulating environment where their needs can be addressed in order to equip them with the skills, knowledge and understanding they will require to take their place in society as responsible citizens.

The system seeks to be flexible in order to take into account the skill level of each individual young person and to provide a medium of consistency for both staff and pupils by managing and modifying behaviour, by way of reinforcement, by encouraging motivation and by aiming to increase self-esteem.

'Catch them being good' has become our logo in this respect!

2.3. Recording and Rating Behaviour.

The levels system will run from Friday to Thursday. Each young person will therefore know the score they have earned at the end of each day. This score is contingent on the behaviour recorded and targets reached over the previous 24 hour period.

Education staff complete a rating sheet for every lesson and tutorial and these are recorded on a daily sheet for each pupil.

- The system is based on a structured approach that enables the school to manage both behaviour and engagement throughout the school day.
- The system promotes good behaviour, staff are able to catch students being engaged and achieving and can mark appropriately.
- The system is measured based on time. If a student is on task or engaged for 25% of his/ her lesson then the teacher will award 1 mark. Likewise if the student is on task for 50% a second mark would be awarded. A total of four marks can be awarded for each of the 4 target areas.

Area One-	Outcome	- maximum marks 4
Area Two-	Engagement	- maximum marks 4
Area Three-	Independent Individual Education Plan target	- maximum marks 4

- A total of 12 marks can be gained over one lesson.
- The school has three lessons a day which means a total of 36 marks can be gained daily.

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- The daily marks are calculated up. This points tally is then measured against a value of money that is earned for the day.
- For example 120 points earned over the duration of the week would equate to £12 being earned as a reward.

Weekly totals/Certificates	
Platinum	170
Gold	130
Silver	80
Bronze	40

- The tally is calculated over the week to allow the student to earn a coloured certificate
- Students are introduced to the system on their induction of the school and understand what is expected of them in each lesson.

Staff can only record a rating on the behaviour they have actually seen or where they have direct evidence.

Students are encouraged to discuss their marks at the end of each lesson and evaluate the work that they have achieved. They are entitled to know their personal ratings and should be encouraged to do so. This will inform the student of areas where they may wish to improve their engagement and behaviour.

While confidentiality in ratings is essential. Staff should frequently inform students of their personal ratings and set targets to allow students to progress. This is particularly important in encouraging a student to improve their behaviour and in giving them warning when their behaviour is deteriorating to an unacceptable standard. Professionalism is crucial at this point; staff are encouraged to engage in a conversation that will show how a student can improve their behaviour and give them immediate recognition when they achieve this

2.4. Behaviours to be rated

The following behaviours cover a young person's whole day at the Greater Horseshoe School. The behaviours listed also give examples of expected behaviour. This list is not conclusive and is given for example only.

2.5. Celebration Assembly

At the end of each week a Celebration Assembly takes place and the following certificates are awarded:

- Most Improved Student
- Highest Overall Rating

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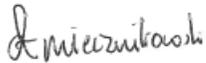
- Achieving Target

3. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Group Director for Education and Learning. Enhanced Children's Services will then actively respond to the enquiry.

This policy is written by Lukasz Miecznikowski

Date: 16th of May 2019

Signed 

This policy is quality assured by Jason Goddard, Group Director for Education and Learning.

Signed: 

Date: 16th of May 2019

The policy is quality assured by Governor: