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### **1.0 INTRODUCTION**

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Jubilee School is an independent special school for pupils in Key Stages 2-4. The majority of the pupils that attend Jubilee School have an Education Health Care Plan which has a principle focus of severe emotional, social and mental health difficulties many with additional complex needs resulting in challenging behaviour. Effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour requires the commitment of all staff and pupils at Jubilee School and consistency in practice is needed across the school to ensure that pupils know the standards of behaviour expected of them. All of us are expected to behave in a responsible way, both towards ourselves and others, showing consideration, courtesy and respect for other people at all times.

Jubilee School is a caring community, whose values are built on mutual trust and respect for all. We believe that young people flourish best when their personal, social and emotional needs are met to ensure high self-esteem and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the School to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as peer on peer abuse, insensitivity, bad language, vandalism and theft, which undermines these aims.

Jubilee school uses positive strategies for managing pupil behaviour that helps pupils to understand the school's expectations. These strategies are underpinned by a clear range of rewards for positive behaviours and consequences for inappropriate behaviours. These strategies are applied fairly and consistently by each member of staff.

As part of our Behaviour Policy our school believes that students should feel safe and free from peer on peer abuse and harassment that may include cyber-bullying and prejudice-based peer on peer abuse related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability



(as defined in the Equality Act 2010), and the use of discriminatory language. Peer on peer abuse can occur through several types of anti-social behaviour.

## **2.0 AIMS AND EXPECTATIONS**

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Our aim is to improve the life chances of the young people at Jubilee School by expanding opportunities and encouraging independence. We believe that positive behaviour leads to good learning outcomes. Therefore, our school should be a place where:

- students' safety is the highest priority
- all students can learn and enjoy their learning in a calm and caring environment
- education staff can teach and respond to students without interruption
- parents and carers are involved in supporting the school
- we all respect each other's cultures and beliefs

Visitors can come in and witness:

- participation and engagement
- a caring approach
- positive behaviour
- respect for adults, other students and the school environment
- kindness in solving problems and dealing with issues
- a friendly and polite welcome

### **At Jubilee School we seek to create a caring learning environment by:-**

- Promoting good behaviour and discipline
- Motivating & encouraging the young people to succeed in their learning
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Provide a safe environment free from disruption, violence and peer on peer abuse and any form of harassment
- Any young person who needs support with their behaviour outside of the ordinary classroom will have access to high-quality, purposeful learning opportunities.
- Every young person will be given the opportunity to voice their views about standards of behaviour in their School
- Encouraging positive relationships with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

### **Young People are expected to:**

- Give their best in all aspects of school life, supporting the school's conventions
- Respect other people and their property
- Respect their immediate and wider environment
- Respect themselves through taking responsibility for their actions and where possible support their peers in making the right choices



**Jubilee School will:**

- Ensure consistency of approach by all school staff through regular group and individual training, discussion forums, monitoring and moderation of strategies and grading
- Provide effective and visual school leadership to support staff and young people in implementing the behaviour local procedure and reinforcing an ethos of positive reinforcement. By organising the school day and its facilities to take into account and effectively addresses behavioural issues.
- Promote positive self-esteem and self-image through enjoyment, achievement and success, built around learning.
- Provide a highly differentiated and flexible curriculum which prepares the school's young people to fully integrate and become successful members of the wider society.
- Provide good classroom management, learning and teaching through observations, feedbacks, monitoring, performance management and attainment and achievement analysis.
- Implement a range of clear, appropriate rewards and consequences that are fully understood and embedded across the school.
- Actively teach good behaviour through the consistent implementation of agreed behavioural strategies, modelling good behaviour, and delivering discrete lessons to promote the social and emotional aspects of learn to behave
- Provide comprehensive regular and relevant internal and external training for all staff to support them in executing their essential duties
- Ensure that there is a strong pupil support system through tutors, the pastoral support team and clinical team. Young people are also supported through the implementation and promotion of key policies such as Peer on Peer Abuse, Safeguarding and Child Protection, and Attendance.
- Will create and build effective relationships with parents, carers and other agencies to create a network of support and understanding for each child so that their school based education facilitates and maximises their life chances

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### **3.0 BEHAVIOUR MANAGEMENT PROCEDURES AND INTERVENTION STRATEGIES**

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#### **Acceptable and Unacceptable Behaviour**

- Jubilee School defines acceptable behaviour as that which promotes:-
- Courtesy
- Co-operation and consideration for all others
- Respect for ourselves, for other people and for property
- Taking responsibility for our own actions

Jubilee School has identified examples of unacceptable behaviour as that which includes:-

- Name-calling
- Verbal abuse
- Threatening language or behaviour
- Intimidation
- Physical abuse
- Peer on peer abuse and harassment including racist, sexist and other active discrimination against another
- Ignoring reasonably imposed responses
- Refusal to comply with any reasonable instructions from a teacher, teaching assistant, or other responsible adult



- Truancing
- Criminal damage

These are clear behavioural expectations, which build respect for themselves, for other people and their possessions, and for the immediate and wider environment.

Non-negotiable	At the time	If it continues	Next level
1. No Swearing	Reminded about using appropriate language. This does not have to be done in a harsh disciplinarian way and can be quite light hearted but <b>must</b> be done every time.	Phone call home by Tutor/TA to let home know and discuss joint strategy.	Tutor to arrange a meeting in school with the home and child about the issue.
2. Students must engage in learning and complete work set  “Unless they are dysregulated and their SEMH needs mean they cannot access the curriculum”	State expectation – What needs to be completed and what will they not be able to do until it is done? Provide opportunities for them to complete the work during the day – Negotiate/set a reasonable expectation for the amount of work to be done. <b>Note: This is only for work missed due to choice and not for work missed due to dis-regulation / SEMH need.</b>	Send work home and phone home to explain the situation and agree joint strategy. <b>Note: Parents/carers may not be able to get the work completed any more then you can. If sending the work home is going to cause the parent serious problems we would not use this strategy. We also will only send work home if it has been missed through choice rather than because the child has been dis-regulated.</b>	Tutor to arrange a meeting in school with the home and child about the issue.
3. No peer on peer abuse	Restorative work will be done and the child will be asked to apologise to the victim. They are told it will be logged as a peer on peer abuse incident, that it will not be tolerated and that if it continues you will be calling home.	Phone call home by Tutor/TA to let home know and discuss joint strategy. No offsite trips or activities for a week.	If a serious/prolonged peer on peer abuse incident occurs – Head Teacher, Social Worker and Home will be informed. If serious the police may be called and the child may be excluded.
4. No Racism	If racial words are used/misused by children: Make it clear that the words are totally inappropriate and why. State that there use will not be	Phone call home by Tutor/TA to let home know and discuss joint strategy. No offsite trips or activities for a week.	If a racist incident occurs – Head Teacher, Social Worker and Home will be informed. If serious the police may be called and the child may be excluded.



	tolerated and that it will be logged as a racial incident. Warn they will lose privileges and home will be contacted if it happens again.		
5. No Violence or unsafe behaviours	<p>Low level - Phone call home by Tutor/TA to let home know and discuss joint strategy. Restorative work will be done and the child will be asked to apologise to the victim.</p> <p><b>Note: This does not include violence caused by a dis-regulated state / SEMH need. For example lashing out when off-line and in an RPI.</b></p>	<p>Tutor to arrange a meeting in school with the home and child about the issue. Agreed loss of privileges.</p> <p>When a child is <b>in crisis</b> and an increase in the levels of violence have been identified, SLT/Pastoral will review strategies/IBSP/ provision etc in order to reduce the number and frequency of incidents.</p>	<p>Any unprovoked serious violence to staff or peers will result in an exclusion. Discussions will then take place at a senior level over placement/provision.</p> <p>An exclusion may also happen for a child's safety should they exhibit very unsafe behaviours in order to allow the school time to complete appropriate RA/adaptations.</p> <p>Should a child become persistently violent and internal strategies fail the school may consider exclusion in order to allow the school time to complete appropriate RA/adaptations to provision in consultation with the LA/Social Worker.</p>

To ensure that this is endorsed and implemented across the school, behaviour will be monitored by allocating and recording individual points throughout the day. Through this monitoring, individual behaviour and learning targets are agreed with the pupil.

Behaviour will be monitored and analysed in the following ways:

1. Daily individual log sheet.
2. Pupil reflection/discussion.
3. Individual risk assessments.
4. Individual behaviour support plans.
5. Pastoral support plans.
6. PIES review system.
7. IEP's
8. Pupil flight pathways
9. Staff meetings.
10. Daily full staff briefings.
11. Internal and external exclusions.



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## 4.0 REWARDS

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**Positive behaviour will be recognised by the following methods:**

- verbal praise from staff
- positive comments in work books
- positive verbal comments during handovers to parents/ carers
- positive comments in reports
- good work displayed
- certificates and commendation letters home
- telephone calls home to recognise positive efforts
- reward points which can be used to access trips and appropriate items.

**Rationale for behaviour and attitudes points system:**

**Effort-based praise:**

This type of praise emphasises what the young person can control. It focuses on their effort not ability.

**Behaviour-specific praise:**

This type of praise lets the young person know what they are doing correctly. It's an established evidence based classroom strategy that focuses on providing specific feedback to describe your approval of the young person's behaviour. To give behaviour-specific praise, you clearly tell students what they've done correctly.

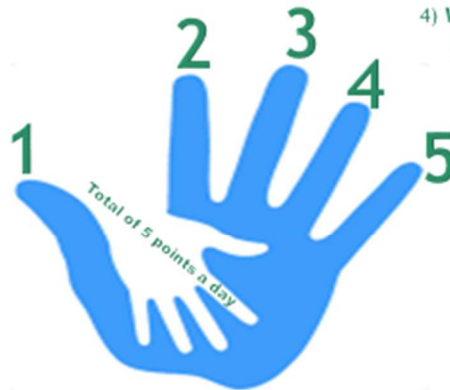
Both effort-based and behaviour-specific praise genuinely acknowledge the young person's efforts and achievements. When the young person feels that you're honestly showing approval and telling them what they did well, they're more willing to continue to work hard and look for effective strategies to overcome obstacles.



## Jubilee School's Behaviour And Attitudes Points System



- 1). Your individual target
- 2) Treat everyone with respect.
- 3) Looking After your School & Wearing the correct uniform.
- 4) Work hard, in your lessons.
- 5) Do Some thing extra







**Your individual Target**  
Is a target what is based around you, what will help you push your self around some thing that you may find hard.

**Do something extra**

- Extra school work
- Extra help to the school staff
- Extra help keeping your school clean

**Looking After your school**  
Means that we keep our school clean and tidy and respecting the environment.

**Wearing the School correct uniform**

- Black Trainers/Black shoes
- School Polo-shirt
- School Jumper
- School fleece
- Black trousers/skirt/Joggers

**Treat Everyone with respect**

- Kindness
- Polite communication
- Courteous



**Work hard in your Lessons**

This means it's not the work you finish it's the effort you put in to you school work





## POINT SYSTEM

on site activities	20 + point Off site activities	25 points
Football Park Tennis Computer Film Wii computer	Laser quest Flip out Red spider Bowling Golf range	Reward box or token towards a chosen item

10 points and below a student can arrange 1to1 time with a chosen staff member.

### 5.0 THE HIDDEN CURRICULUM

The school endeavours to offer a social, moral, spiritual, cultural and aesthetic framework in which the young people can develop life skills through all areas of the curriculum.

Self-image and self-confidence for the pupils, is strengthened by specific tangible rewards and awards, outdoor education activities and day trips, all serve to enhance social, personal and curriculum programme development. The School Council plays a key role in introducing reward-based activities which aim to promote and develop;

- Confidence building
- Communication
- Relationships
- Decision making
- Co-operative working
- Self-discipline



Each class group can attain class rewards on a termly basis. This specifically encourages group co-operation in achieving good work and behaviour. Individuals can also be rewarded daily or weekly for achievement of their targets or particular positive behaviours through positive reinforcement and recognition, stickers, and bonus points.

## **6.0 ENVIRONMENTAL FACTORS**

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The environment in which a young person works can be instrumental in influencing their behaviour. Considerations should be given to such factors as to the décor, displays, presentation of work, and good quality resources.

The school will endeavour to maintain all areas to a high standard. Damage, vandalism and graffiti should be reported immediately. The young people should be encouraged to value and care for their surroundings. As part of the general power to discipline, members of staff are permitted to confiscate, retain or dispose of a young person's property as long as is reasonable in the circumstances. These include prohibited items such as knives, alcohol, drugs, pornography etc.

## **7.0 LESSON CONTENT**

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Lessons need to be well planned and effectively differentiated so that the young people understand what they are required to do, how to do it and when they have succeeded. Teaching and learning styles should be flexible enough to support those young people whose behaviour may fluctuate.

Lively and stimulating teaching also promotes good behaviour particularly when the work is well matched to their abilities.

Many young people in school have created difficult behaviour to mask their inability to cope with the curriculum. Others have failed to learn because of their behaviour and so do not have the skills to access the curriculum. Differentiation and a balance of supported and independent work is completed and implemented by individual teachers.

## **8.0 POSITIVE HANDLING**

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The School follows the LEA and national guidelines on positive handling and uses the MAPA Model; a recognised intervention strategy which promotes de-escalation, diversion and diffusion to prevent the young people committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline both in the classroom or elsewhere (including school trips). All staff are given training and refresher courses at regular intervals.

All parents, carers and pupils are informed of our policy at initial interview.

There are occasions when a young person maybe putting themselves or others at risk of harm and as a last resort physical intervention has to be employed.

The MAPA Model can involve the positive application of force to overcome moderate resistance, guiding and directing a person's free movement. The paramount purpose of this application should be to safeguard the person, other people or prevent significant damage to property. Each PH incident follows the principle of minimum force, least intrusive and least restrictive for the shortest amount of time.

The overriding principle adopted by the school relating to positive handling is that the best interests of the child takes precedence over every other consideration. The physical techniques that have been developed and



which are employed in the school rely on biochemical efficiency rather than physical force. This ensures that no party suffers injury or are subjected to extreme discomfort or pain. The School does not plan to effect ground holds.

Protocols are in place in Positive Handling practice that reduces the length of time that physical interventions are applied by offering choice at regular intervals. Often the introduction of a new, uninvolved person serves as a positive turning point, where the perceived or real focus of anger is removed.

As soon as possible following a significant event, parent/carers/care staff are informed by a staff member of staff and where the antecedent, behaviour and consequences are discussed.

An incident form is completed immediately following any incidence where aggressive or violent behaviour has occurred. This form is available for inspection by the child's parent/carer should they wish to do so.

Each completed form is seen and signed off by the Head Teacher, SLT These forms are analysed termly to identify key issues and to address what strategies can be amended or introduced to reduce PH incidences.

## **9.0 PARENTAL LINKS**

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Once a young person is enrolled in the school, parents/carers are contacted on a regular basis at least weekly to report positive occurrences and to work collaboratively with parent/carers on concerns. The young people are encouraged to share their achievements with parent/carers by taking home awards and items made in school.

The Residential Teams are heavily involved in initiating and maintaining regular and positive communications with all young people particularly in relation to attendance and behaviour. Parent/carers are also encouraged to contact or come into school whenever they feel there is an issue that they wish to raise.

## **10.0 TRAINING AND INDUCTION**

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All new members of staff are fully inducted into the ethos and procedures of the school. Since Jubilee School is a small school, induction for new staff will be on an individual basis but support and training will be discussed and organised by the SLT.

Training is linked with the member of staff's Performance Management targets and career aspirations, through Continuous Professional Development and the School's Development Plan.

## **11.0 SUMMARY**

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The ethos of the school is central to establishing and maintaining high standards of behaviour. The staff group work hard to agree clear priorities and consistency.

By clearly setting out to the young people what is expected of them, they will be able to operate in a clear framework of what is acceptable in terms of behaviour attitude and activity. Staff set an example to pupils, both in the quality of their work and their high standards and expectations for themselves and their pupils. They also treat each other and the students with respect.



Jubilee School continues to evolve and develop. We constantly assess, evaluate and put new procedures into practice. If we are to succeed in delivering a high quality education we accept that we must be prepared to change and to adapt.

We will continue to hold high expectations of the young people so that acceptable standards of behaviour are nurtured and developed in an empathetic and supportive educational environment that allows the young people to achieve academically and maximises their life chances.

**Linked policies:**

- Peer on peer abuse Policy
- Safeguarding and Child Protection
- Positive Handling Policy
- Equal Opportunities Policy
- Exclusion Policy