

## Clifton Hill School

<b>Document</b>	Written Statement of Behaviour Principles
<b>Content</b>	Principles for behaviour within the school community
<b>Status</b>	Statutory
<b>Review period</b>	3 yearly
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2	February 2019	Revised

### Setting

Clifton Hill is a Surrey County Council funded community school for students aged 11-19 years who have severe or profound multiple learning difficulties, autistic spectrum disorder, challenging behavior and complex health needs.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

### Rationale

Clifton Hill School is committed to promoting respect, fairness and social inclusion where each student will be supported to:-

- Reach his /her full potential;
- Make choices and decisions;
- Become as independent a member of society as possible.

At Clifton Hill we believe that by managing behaviour that challenges, in a consistent, dignified and positive way, acts to enhance and reflect our values.

The emphasis is on encouraging positive behaviour through positive management strategies.

Staff at Clifton Hill believe that our work with children and young people who have learning difficulties should be based on mutual respect and dignity. All members of the school community should be free from discrimination of any sort. To this end the school has an Anti-Bullying Policy that aims to protect all members of the school community from bullying or discrimination as a result of gender, race, ability, sexual orientation or background.

We believe that all people should be valued and value each other. Whether children or adults, we should be encouraged to value ourselves, and engender an atmosphere of positive self-esteem. The approaches used in this school are based on these principles. Choice of approach involves full consideration of the best interests of the person concerned.

The school community promotes values including valuing diversity, honesty, fairness, kindness and respect for truth, within an educational, caring and nurturing environment.

### **Principles**

- All members of the school community should be treated with the utmost respect.
- All members of the school community have a right to feel safe and interact successfully with others in a positive atmosphere, generated by shared values.
- All members of the school community have a right to learn and to be challenged, and to learn how to communicate their feelings, control their anger and resolve conflicts peacefully and where positive behaviour is praised and rewarded.
- All members of the school community strive to overcome barriers to learning, promote self-discipline, self-management and encourage respect for themselves and others.
- All members of the school community show an understanding of the need to separate the behaviour from the student as an individual encouraging good behaviour and respect for others at all times.
- All members of the school community, students, staff, governors, parents and carers know what the expectations are and reflect these at all times.
- All members of the school community need to have their likes and dislikes respected in a positive way.
- All members of the school community need to be listened to maximising effective communication between students, staff, parents and carers, respecting and honouring choices where the choice does not impact upon the choices of others or their safety.
- All members of the school community have a right to develop their skills and talents; set themselves goals and work towards them and have the opportunity to try new things and to take risks.

The school's legal duties under the Equality Act 2010 in respect of safeguarding students with Special Educational Needs and all vulnerable students should be set out in the behaviour policy which is accessible and known to all staff and reviewed annually.