



# LONGSTONE SCHOOL

## BEHAVIOUR UNIT POLICY

**Article 15 –UNCRC -** You have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.

**REVISED: June 2020**



# **Behaviour Unit Policy**

## **Aim**

Our aim for the Behaviour Unit is to:

Provide pupils with opportunities to develop the necessary skills and personal qualities which will enable them to participate fully as members of their own schools.

(Article 28 Right to an Education)

## **Objectives**

To promote and foster pupils':

- positive image of school and education
- positive attitudes towards work tasks
- good relationship with peers and adults
- sense of responsibility
- self-esteem and independence
- self-control
- emotional literacy
- acceptance of boundaries
- understanding of actions and consequences

## **Ethos**

The Behaviour Unit works within Longstone, which is a UNICEF Rights Respecting School. We offer a welcoming environment with good staff-pupil relationships which are based on respect and consideration for others. There is a positive atmosphere where achievements are acknowledged and self-esteem is raised. Personal and social development are highly valued and self-assessment is encouraged. (Article 29 Develop Talents and Abilities)

## **Structure**

The Behaviour Unit environment provides:

- small class groups
- development of daily routines
- a structured day

- clear boundaries
- consistent application of structured rewards and sanctions
- opportunities for pupils to integrate with larger groups
- firm and calm responses to behaviours which cause concern
- opportunities for self-reflection

Pupils' individual needs are catered for by:

- the provision of personal and social development plans, including specific targets, which are reviewed and updated every four to six weeks
- delivery of the full Northern Ireland Curriculum
- utilising resources in Literacy and Numeracy from the pupil's own school (when provided and appropriate) in order to facilitate a more seamless transition on their return

Clear lines of communication are maintained by:

- daily liaison with parents by means of a home/school diary
- the outreach support teacher maintaining contact with the feeder Primary School
- formal meetings to review progress: parents and Primary School representatives are invited to meet with a Unit teacher approximately once a term
- written reports which are forwarded to the Primary School and relevant Educational Psychologist

### **Entry Criteria**

#### **(Article 23 Right to Special Education)**

A request for a Behaviour Unit place may be made by the pupil's Primary School or by the relevant outreach support teacher from Longstone.

Discussion with the pupil's parents/guardians follows and they are then invited to visit Longstone where there will be an opportunity for further discussion.

On acceptance of a place, parents are required to sign a consent form and a Parental Agreement form (Appendix 1) that outlines the parental responsibilities and terms of agreement that should be adhered to during their child's placement.

A request for transport is made to the EA and should this be granted the placement can begin as soon as the place is available and transport details are confirmed.

### **Timescale**

A rolling admissions policy is employed to allow each pupil to benefit from an appropriate settling-in period before another pupil is admitted.

Unit placement lasts for a period of twelve weeks. On some occasions a short extension may be granted if it is deemed in the best interests of the pupil and the resources are available. Priority is given to pupils who have a Statement of Special Educational Needs. (Article 29 Respect other People's Rights)

Outreach support is normally provided both before and following a placement for a limited period of up to one term.

### **Physical Intervention.**

(Article 37 Protection from being punished in a harmful way)

(Article 39 Protection from being hurt, neglected or badly treated)

Staff working in the Behaviour Unit are familiar with, and adhere to, D.E.N.I. Safe Handling guidelines and have received Team Teach training. Physical intervention is avoided where possible and is used only as a last resort where necessary. All such incidents are recorded in the class Incident Book

The Behaviour Unit at Longstone works within Longstone Special School. For guidance on more specific areas staff adhere to the policies set out in the main school.

# Appendix 1

# Parental Agreement

## Longstone School / Behaviour Unit



**In order to maximise the benefits of this placement we believe that full parental support is essential.**

**(Article 3 Best Interests of the Child)**

Parents need to agree to:

- Their child wearing correct school uniform
- The wearing of soft shoes (ie plimsolls) indoors
- Complete and return all information forms
- Read, discuss with child and sign the daily diary
- Give feedback from home via diary ie communicate constructively with staff
- Ensure all homework is completed to the child's best standard
- Praise and encourage their child
- Promote a positive attitude towards school
- The use of the Quiet Room if necessary to withdraw their child from main class
- The use of safe handling (Team Teach techniques) if necessary
- Ensure good attendance

**The above points have been discussed with me and I agree to them during my child's placement at Longstone.**

**Signed:** \_\_\_\_\_ Parent/Guardian

**Signed:** \_\_\_\_\_ Principal

**Date:** \_\_\_\_\_