

North East Derbyshire Support Centre

Behaviour Statement



Support Centres have a difficult job. They receive disaffected young people with extremely challenging behaviour who often believe that their school, and in some cases their parents and community have given up on them.

All Centre staff are committed to working in partnership with young people, their parents and/or carers, their schools, and other agencies to re-engage them and enable them to become successful learners and responsible citizens.

Key Principles:

1. At the North East Derbyshire Support Centre, our approaches to managing behaviour are underpinned by recognition and reward. We concentrate on rewarding good behaviour through our praise and reward system.
2. We understand that students are not always 'ready to learn'. Accordingly, staff adopt strategies to make learning accessible for all students, supporting them to the point that they are ready to engage with learning activities.
3. All staff are responsible for promoting positive behaviour. Behaviour management begins in the classroom; good teaching and learning is the foundation for good behaviour.
4. Students should be allowed to make choices about learning and should be offered alternatives as a means to engage. Providing students with meaningful learning, even if it is not their current timetabled curriculum, is an inclusive approach to engagement.
5. On sites where students are dual registered and spend part of their time at their home school, we do not refer to, or challenge students on their behaviour when not in our learning environment. We always offer students a fresh start in a nurturing and welcoming learning environment.
6. We set high expectations for our students. We offer recognition and praise for meaningful student achievement, both academic and pastoral. We do not lavish students with praise that sets low expectations.
7. Whilst behaviour practice may require staff to remove students from situations or settings, we have an inclusive approach to learning. Where possible, every effort will be made to integrate or return a student to the learning environment, whether that be their original learning space or an alternate. Best practice is the early recognition and de-escalation of potentially challenging behaviour.
8. Staff will avoid confrontation through their own positive practice. Staff will promote positive communication by modelling how best to speak to each other and to students. We will create a calm and supportive environment where:
 - Staff will not raise their voices or shout
 - Staff will not be sarcastic, will not mock or make fun of students
 - Staff will not call students names, or refer to them in an insulting way
 - Staff will not make comments about issues affecting students
 - Staff will not express how the child is making them feel
 - Staff will not demonstrate excitable behaviour that can be mimicked
9. We do not seek to actively punish students, neither do we operate a system of 'double punishment'.

10. We will meet the basic needs of students and not allow those needs to become barriers to good behaviour and learning. This includes, but is not limited to, access to food, water, toilets, and safe spaces for both learning and quiet reflection.