

NAME OF POLICY:		FEDERATION KSSS ONLY BPRU ONLY	POLICY NUMBER: TL BPRU 4	
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AUTHOR OF POLICY:			PERSON(S) RESPONSIBLE FOR REVIEWING/UP DATING: AW	
DATE OF CHAN GE	AUTHO R OF CHAN GE	DESCRIPTION OF CHANGES	PAGE NUMBE R OF CHANG ES	NEW REVIE W DATE*
19.9.22	AW	Name up dates	3	
		On entry section	5	
		Changing child on child from peer on peer	5 & throughout the policy	
		Search and banned items	6	
		Recording incidents up dated	7	
		Appendix 1	11	



Philosophy

The members of the school community believe:

Our mission at BPRU is to equip students with the necessary academic, personal and social skills to contribute successfully to the community in which they live.

Which are embedded from the Federation's values of Trust, Care, Honesty and Respect.

To Empower learners to become successful

Rationale

Discipline, responsible and appropriate behaviour are essential to effective teaching and learning and vital to success in raising self-esteem. In order to promote appropriate behaviour clear expectations of pupils are essential. The behaviour policy belongs to all agencies associated with PRU, students, staff parents and the wider community and all parties should be aware that inappropriate behaviour is unacceptable.

Background

- Parents, students and staff should understand what is meant by good behaviour.
- Students who feel undervalued and have low self-esteem often express their feelings in the form of inappropriate behaviour. Many students who attend PRU will have had negative educational experiences.
- Students who feel valued, successful and are given a sense of self worth have a tendency to behave in a more appropriate way.
- When students are treated with inconsistency they are unable to distinguish between desirable and undesirable behaviour.
- A positive ethos in the classroom and in PRU as a whole creates an atmosphere of mutual respect and self-esteem is enhanced.
- When students are behaving appropriately opportunities for achievement will be increased.
- Staff will challenge inappropriate behaviour.
- Inappropriate behaviour will be effectively and consistently discouraged through a clear and fair system of rewards and sanctions.
- All good behaviour should be recognised and encouraged through the use of praise and rewards.
- All staff will treat students fairly and as individuals, they will show interest in their progress and welfare, by providing support guidance and advice.

Aims of the Policy

- To ensure that all members of the community feel valued, safe and secure.
- Provide opportunities for effective teaching and learning.
- Foster the development of responsible citizens accepting responsibility for themselves and others in the community.
- Encourage the development of inter-personal skills, respect for and tolerance of others.
- Promote the awareness of moral issues and so developing personal morality.

- Implement PRU's code of conduct.
- Provide equal opportunities for all.
- Equip teachers with strategies for modifying student behaviour.

Staff

All staff complete Behaviour Policy Induction and are given specific Behaviour Training throughout the year. Staff also complete SCIPr yearly refresher once initial two-day training has occurred.

All staff have a responsibility for maintaining high standards of behaviour at Burton PRU. Staff will effectively report, communicate (and challenge) positive behaviour and behavioural incidents.

Key Workers report to parents / carers during weekly phone call outlining all recorded behavioural information. Phone call also raises awareness to any issues / changes at home.

Behavioural Support Manager

Kim Brooks is responsible for *pupil transition and re-induction* into Behaviour System, student support plans, one-to-one behaviour strategies and supporting students with behavioural challenges they perceive during the school day. Behaviour Support Manager shares information during staff briefing / debriefing meetings with teaching staff and SLT.

Leadership and Management

Senior Leadership Team

Assistant Headteacher (Adrian Malone) Reviews and oversees Behaviour Policy identifying trends and patterns to respond promptly, predictably and confidently to maintain a calm, safe learning environment.

Staff needing additional support / training is also coordinated via Adrian Malone.

Assistant Headteacher (Clarissa Norrington-Owen) High understanding of school Behaviour Policy, including current 'trends' to cascade effectively to all staff alongside Adrian Malone.

Headteacher (Sarah Bamber) Overall responsibility for Burton PRU Behaviour Policy and Exclusions (Please see Exit Procedures). Behavioural Policy adheres to Headteachers school ethos as shared and reviewed with School Governors / Trustees.

Shared Routines in Teaching and Learning

Staff will establish **shared** routines for teaching and learning within which all members of the community feel secure, and enable there to be consistency in the treatment of inappropriate behaviour. (SEE APPENDIX 1)

- Routines offer a framework of security in which students can succeed in relation to adults and their learning.
- Routines are crucial in order to establish effective teaching and learning.
- Some curriculum areas may need to establish additional routines these should be conveyed to the students and used consistently.

DO

- ✓ Have appropriate work prepared
- ✓ A well organised room with the necessary equipment ready
- ✓ Establish, teach and reinforce classroom routines. These may include:
 - entering the classroom
 - putting bags and coats away
 - seating arrangements
 - having suitable equipment
 - handing out work
 - listening to the teacher and/or other students
 - question and answer sessions
 - working cooperatively

- having a plenary
- clearing away
- leaving the room
- explaining and giving clear targets for the task
- ✓ Know and use students' first names
- ✓ Treat the students with respect
- ✓ Establish positive behaviour patterns for the group and as part of individual targets
- ✓ Ignore inappropriate behaviour unless it affects other students' ability to learn
- ✓ Use praise and encouragement
- ✓ Make eye contact or use body language to express disapproval
- ✓ Maintain a good level of humour – learning should be fun!
- ✓ Describe the effects of behaviour. Make it clear that it is the behaviour you disapprove of not the person
- ✓ Follow up inappropriate behaviour with the student at a suitable time
- ✓ Always carry out any consequences you may have imposed

DON'T

- X Start the lesson until all students are ready
- X Try to talk above a background noise
- X Raise your voice
- X Make sarcastic or hurtful comments
- X Draw unnecessary attention to inappropriate behaviour
- X Provoke confrontation
- X Make physical contact with students (unless in accordance with SCIPr)
- X Interview a student in a room with the door closed on your own

Celebrating Achievement

All students will receive appropriate commendation and reward for achievement according to their personal behaviour and academic targets. Where possible this celebration should extend to their 'home' school parents and include achievement outside school.

- Students who feel their progress and achievement is not valued will become de-motivated and cease to try. Always offer praise where appropriate no matter how small the progress.
- In negotiation with the student, parents and where appropriate school all students will be set individual, realistic targets in learning and behaviour.
- Rewards will be age appropriate and where possible in relation to achievement. **Learning Outside the Classroom** (LOtC) projects and **Thursday Curriculum Enrichment Days** are used as a means of reward and personal fulfilment.

DO

- ✓ Give immediate and positive feedback at every opportunity
- ✓ Make success in work and behaviour more likely than failure
- ✓ Organise your own system of tangible rewards appropriate for the group individual or subject
- ✓ Display students' work in the classroom and corridors
- ✓ Make parents and carers aware of achievement through certificates, praise postcards, telephone calls, letters and review meetings.
- ✓ Personalise positive comments by using student's first name
- ✓ Remember to reward those students who behave consistently well

DON'T

- X Make a positive comment with implied criticism by referring to past mistakes
- X Make rewards too ambitious or expensive

- X** Use sweets as a reward unless by prior agreement with parents/carers
- X** Take a reward back, even if inappropriate behaviour is displayed later

Rules, Rewards and Consequences

A system of rules, rewards and consequences based on assertive discipline will be established. This will be accepted by PRU as being fair, reasonable and practiced routinely.

- Rewards will encourage appropriate behaviour.
- School Expectations give guidance to what 'good behaviour' looks like.
- Consequences discourage inappropriate behaviour and make it less likely to be repeated.
- Consequences offer the opportunity to modify inappropriate behaviour, set targets for desirable behaviour and help students to make other choices.
- Rewards system has been created with student consultation and decision making – rolled out to all sites, offering two layers of rewards (weekly and termly).

DO

- ✓ Make rules positive
- ✓ Make consequences realistic
- ✓ Make all students aware of the desired behaviour appropriate to each learning room
- ✓ Explain the hierarchy of consequences which should be progressive (see Behaviour Pyramid)
- ✓ Describe consequences being delivered in a calm manner. Never show anger
- ✓ Allow students to see that consequences are choices

DON'T

- X** Make too many rules or consequences
- X** Make consequence too severe, just effective
- X** Use the time out consequence unless there is adequate supervision. Always ensure that appropriate work is available if the time out is to last more than a few minutes.
- X** Use time out for prolonged periods of time

On Entry

Students, parents and carers are made aware during induction that on entry to each site (Winshill, Bond St and Uttoxeter), that phones / electronic internet enabled devices, smoking paraphernalia and other valuables will be secured in a designated area until students leave the site.

Thursday Curriculum Enrichment Days

As part of the directives from the Learning Outside the Classroom framework, students will take part in Enrichment Activities supporting learning in all subjects. These sessions will help build positive relationships with staff and other students while also allowing cross-curricular links to develop. Students will gain greater understanding of why education is important and develop positive experiences with their local community.

Child-on-child abuse (A brief synopsis of the policy):

All Child-on-child abuse will be identified within PRU and dealt with as quickly and effectively as possible.

- Child-on-child abuse is not acceptable at Burton PRU. All students and adults have rights and responsibilities to behave towards others in a way that makes them feel safe and cared for.

- All staff and students will take responsibility for monitoring Child-on-child abuse, and it will be dealt with promptly.
- It is vital to keep parents/carers involved and informed of any action taken.

DO

- ✓ Be aware of difficulties arising at all times. Early intervention may prevent escalation
- ✓ Report any on-going difficulties to the Head teacher (or member of the SMT)
- ✓ Use P.S.H.E lessons to allow issues of bullying to be discussed. (This topic is included in the syllabus)

DON'T

- X Ignore incidents of physical or verbal abuse. Deal with such incidents immediately.

Keeping Safe

All users PRU will be kept safe through effective health and safety and child protection procedures.

- All students and adults have a right to feel safe within the unit
- Burton PRU will follow all statutory government and Local Authority guidelines relating to child protection issues
- SLT (or designated Staff) may conduct a search to ensure no dangerous items are brought onsite.
- In the case of physical assault the student will be placed in isolation with staff until they can be collected by a parent or carer or transported home by two people

DO

- ✓ Become familiar with the units' Health and Safety and Child Protection Policies
- ✓ Be punctual, especially at the start of sessions
- ✓ Closely monitor behaviour around the unit and in the surrounding area

Banned Items and Student Search

If students possess or there is evidence to believe that the items listed below are in a student's possession, SLT (or designated staff) may conduct a search.

Banned Items

- Phones (to be kept in secure area until end of day)
- Knives and Weapons
- Sharp blades
- Illegal drugs
- Undeclared medication
- Drug paraphernalia (e.g. cannabis grinders, tubs/tins, smoking accessories)
- Pornographic images / material.
- Alcohol
- Stolen Items

Equality of Opportunity (A brief synopsis of the policy)

Equality of educational opportunity will be ensured for all students behaving appropriately in PRU

- Withdrawal from lessons or exclusion from school may be a consequence of inappropriate behaviour. If fixed term exclusion is required the Headteacher will ensure all statutory requirements are fulfilled.

- Through the admissions procedure a trial period of attendance will be agreed in order to assess individual educational, emotional and social needs. At the end of the trial period a formal review concerning the educational placement of the individual. This maybe continuing the placement at the pupil referral unit or making referrals to other suitable agencies or establishments.

DO

- ✓ Be aware of the latest LA/government guidance on the use of exclusion.
- ✓ Ensure work is sent home for pupils when excluded.
- ✓ Monitor the use of “time out” with individual students, and as set out earlier in the policy, try to make it a positive experience as far as possible by offering guidance on how the behaviour demonstrated could have been more appropriate. If an individual is being asked to leave the classroom too often it may affect their right to accessing the curriculum and their behaviour may need to be reviewed more formally.

Parental Involvement

Parents will be positively and actively encouraged to be involved from the onset of the placement in all aspects of their child’s behaviour whether it is appropriate or inappropriate.

- It will be established on admission who has parental responsibility and who is the primary parent/carer.
- The school will establish links and liaise with all professionals involved with the pupil with knowledge and permission from parents.
- Parents and carers will be kept fully informed of the behaviour and academic targets of individuals. This will be in the form of admission agreements and six weekly review reports and meetings.
- If a student does not arrive at PRU within an hour of the designated time and there has not been contact from a responsible adult a member of staff will contact the parent/carer by telephone.

Recording incidents

Incidents of poor behaviour will be recorded using Arbor online. The information gathered will be used to aid and assist;

- Weekly Keyworker phone calls
- Behaviour Support Plans
- Identify patterns in poor behaviour
- provide support during additional meetings / intervention work.

Behaviour Support Plans

Students will have a Behaviour Support Plan, which supports their learning whilst at Burton PRU. This will contain;

- Identified support strategies to de-escalate potential problems leading to poor behaviour.
- Preferred learning methods
- Agreed goals and targets for success

Criteria for Exiting Pupils

Exit sits at the top of the consequence pyramid and can only be carried out by the Head teacher or in their absence by the Senior Leadership Team. This occurs when the Head teacher has exhausted all other strategies or the behaviour is high level and there is no alternative.

Guidelines

- Persistent disruption preventing other students accessing the curriculum.
- Physical violence directed at staff or students.
- Serious offensive or rude conduct towards staff or other pupils e.g. racial abuse, direct defiance of staff instructions, putting others in danger
- Carrying a weapon in school
- Bringing on to the premises illegal drugs

Procedures

- These have been adopted in accordance with statutory requirements of Local Authority and Government.

Use of Physical Support

- All staff will be trained in the use of physical support S.C.I.Pr trained in accordance with Local Authority Guidelines (new staff will be trained as soon as practically possible, however until the training has been undertaken staff will not use physical intervention, but will be used in a supporting role)
- On admission if it is appropriate a Behaviour Support Plan will be drawn up and it will be clearly stated when physical intervention may be required. At this time parental consent will be required. All parents/carers will be informed on admission that physical interventions may be used in exceptional circumstances.
- **All physical intervention will be carried out in accordance with the Local Authority Policy and Guidelines.**
- All physical interventions will be recorded on the appropriate proforma and in the incident book in accordance with Local Authority Guidelines.
- All visitors to the unit will be informed of the use of physical support.
- Parents will be informed when a physical intervention has been used.
- All PRU staff have received SCIPr training to ensure correct procedures are followed for the use of force to control or restrain students in order to exit students from situations or to ensure situations are diffused. Staff received yearly refresher training to ensure knowledge is kept up to date, as well as a reminder of holds and techniques used.

Safeguarding

Burton PRU recognises its legal duty under 175 Education Act 2002 (section 157 in relation to independent schools and academies) and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interests of all pupils/students. This organisation recognises that effective child protection work requires sound procedures, good inter-agency co-

operation and a workforce that is competent and confident in responding to child protection situations.

These procedures aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people. Statutory guidance defines a child as anyone who has not yet reached their 18th Birthday. (Education settings where young people over the age of 18 years attend, need to include reference to this e.g. where a student is over the age of 18 years of age, procedures for 'vulnerable adults' may need to be considered – schools and colleges may need to have a separate policy in respect to 'vulnerable adults' or reference the procedures within this document).

The document has regard to the statutory guidance 'Working Together to Safeguard Children 2013' and 'Keeping Children Safe in Education April 2014'. The Policy is in keeping with Staffordshire Safeguarding Children Board's (SSCB) Policies, Procedures and Training Strategy and reflects what Staffordshire Safeguarding Children's Board considers to be safe and professional practice in this context. Child Protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.

The document also seeks to make the professional responsibilities clear to all staff (teaching and non-teaching), governors and volunteers, temporary and supply staff to ensure that statutory and other duties are met in accordance with Staffordshire Safeguarding Children Board requirements and procedures. All staff and volunteers need to have read and be familiar with the Policy.

The Behaviour Policy links directly into the Safeguarding Policy by means of the intent to keep children safe.

Local Authority Policy and Guidelines can be found with the units' Behaviour Policy.

Consequences

When behaviours fail to reach school expectations they are recorded as a Behavioural Incident. The list below clearly sets out what Burton PRU deem as poor behaviour and the possible action resulting to that specific behaviour. However, specific student issues such as Safeguarding concerns will be considered when adopting the appropriate sanction. Staff can record any incidents electronically (using Arbor) throughout the day. Incidents will be discussed during staff meetings and circulated across all sites using Burton PRU staff group email bulletins.

- A significant breach of health and safety
- Bringing in offensive or dangerous weapons
- Damage to school property
- Assaulting another student
- Possession, use or supply of illegal drugs and legal highs
- Serious actual or threatened violence against another pupil or member of staff
- Intentionally setting off the fire alarm
- Intimidating or bullying staff or students
- Smoking on school site
- Leaving school site without permission
- Fighting

Consider
Exclusion

Change of site /
Internal exclusion. Refer to
external agencies.

BEHAVIOUR POLICY SEPT '22

- o Taking staff keys
- o Encouraging others to leave the school
- o Intentionally damaging another pupil's work or assignment
- o Repeated misuse of ICT network
- o Using a mobile phone in school
- o Repeatedly refusing to follow instructions
- o Repeatedly refusing to go to lessons
- o Repeatedly using offensive or inappropriate language towards anyone
- o Repeatedly disrupting other pupils' learning despite warnings issued by staff
- o Throwing objects with intent to harm
- o Inappropriate invasion of space
- o Play fighting
- o Destroying displays
- o Disrupting other pupils' learning despite several warnings from
- o Repeatedly leaving the classroom without permission
- o Making racist, homophobic or other offensive comments
- o Misuse of ICT network
- o Failing to hand in phone/smoking materials
- o Refusing to follow instructions
- o Refusing to go to a lesson
- o Using inappropriate or offensive language towards anyone
- o Writing graffiti anywhere
- o Kicking doors
- o Being late to the lesson
- o Throwing objects
- o Leaving the classroom without permission
- o Using inappropriate language (not directed at anyone)
- o Walking away from an adult without permission (in defiance)
- o Disrupting other people's lessons
- o Rattling door handles or repeated knocking/tapping the door

Consider asking p/c to come into school for a meeting

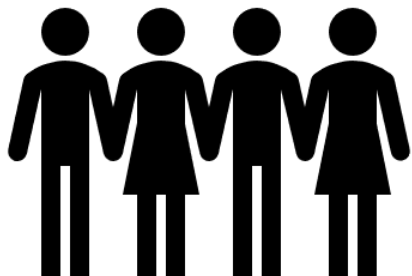
Phone call home / speak to p/c at end of school

Logged/discussed at Pupil Review Meetings

staff

Staff / Keyworker discuss with student.

What we expect of you at Burton PRU



Show respect and kindness
to all



Take responsibility for your
actions



Work hard!



Be honest



Follow staff instructions



Make sure all of your actions
are safe