Behaviour Policy

This policy will be reviewed by the newly formed Federation as part of rolling programme from June 2018 onwards.

Philosophy
The members of the school community believe:

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

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.

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.

• 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 beyond the classroom projects 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 cares aware of achievement through certificates, 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.
- 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 half-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 appendix 2 consequence staircase)
- Describe consequences being delivered in a calm manner. Never show anger
- Allow students to see that consequences are choices
- Allow students to use ‘time out’ and allow them back into the classroom in a positive way

**DON’T**
- Make too many rules or consequences
- Make consequence too severe, just effective
- 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.
- Use time out for prolonged periods of time

**Bullying** (A brief synopsis of the policy):
All bullying will be identified within PRU and dealt with as quickly and effectively as possible.
- Bullying is not acceptable at 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 bullying, 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**
- 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
- PRU will follow all statutory government and Local Authority guidelines relating to child protection issues
- In the case of physical assault the student will be placed in isolation 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

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.
Exit Procedures

Criteria for Exiting Pupils
Exit sits at the top of the consequence staircase and can only be carried out by the Head teacher or in their absence by the designated teacher. 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 SKIPr 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.

- Discussed with staff Summer 2016
- To be discussed and reviewed with staff Autumn 2017
- Agreed with Management Committee
Appendix 1

Staff discretion may be used to determine the stage of action

Consequence Staircase

Exit strategy
High level fixed term exclusion
School sanction parents informed
Formal warning, next disruption will automatically incur a consequence

Positive strategies eg: ignore, remind, broken record, reseat, mobility, control

* It may be necessary to move up the hierarchy for more serious incidents.

Created 1st June 2017
To be reviewed on 1st June 2018