

NAME OF POLICY: Behaviour Policy		FEDERATION KSSS ONLY BPRU ONLY		POLICY NUMBER:	
EFFECTIVE DATE: RATIFIED by MC October 2024			*REVIEW DATE BY SLT: Oct 2025 REVIEW DATE OF POLICY BY MC: October 2026		
AUTHOR OF POLICY: Sarah Bamber/Adrian Malone			PERSON(S) RESPONSIBLE FOR REVIEWING/UP DATING: Head of School, AHT, EHT		
DATE OF CHANGE	AUTHOR OF CHANGE	DESCRIPTION OF CHANGES	PAGE NUMBER OF CHANGES	NEW REVIEW DATE*	

1. Aims

Our aim is to be a safe place of education where all students are able to learn to the best of their ability. Burton PRU maintains that everyone who attends, works or visits our school has the right to be treated with respect, courtesy and to feel safe. As a community, staff and students have a responsibility to safeguard these rights.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all Students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Ethos

At Burton PRU we believe in a **Relational and Restorative** approach to learning and behaviour management.

Burton PRU is an **ADHD friendly school**, an **attachment aware and trauma informed** setting, and all staff receive regular updated training on promoting behaviour for learning. We use emotion coaching (including a registered ELSA) in times of behavioural dysregulation in order to calm the situation and reflect later on what has happened. A trauma informed approach using restorative and relational practice is used following an incident in order to restore relationships.

We follow the principle that *Every day is a new day*. If relationships breakdown either in the school or the home environment, students are encouraged to repair relationships through mediation using restorative practice. Every student will have the opportunity to have a blank canvas and start again when they arrive at Burton PRU.

If specific behaviours are known and have been identified, students will have individual written risk assessments to support their learning in school and to ensure that the most appropriate curriculum and timetable is put in place.

To support and promote the positive ethos and culture within Burton PRU, students start the day with keyworker time which is used to set targets and goals for each day, and allows

for discussion and feedback around behaviours. This encourages the students to understand their behaviours and their impact.

The school continually monitors behaviour and interventions using Arbor and the students Personal Development Files to track and evaluate the student's journeys.

Sensory spaces including regulation stations and our bespoke sensory room will be used to further regulate students displaying heightened levels of stress / anxiety. Students are encouraged to develop their own knowledge around self-regulation and to 'familiarise' themselves with Zones of Regulation.

Where appropriate, **reasonable adjustments** may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

3. Definitions

Serious misbehaviour includes but is not limited to:

Any form of bullying (see section 4)

Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Vandalism

Theft

Fighting

Smoking

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited/banned items. These are:

- Knives or weapons (including imitations)
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/bi-phobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

5. Roles and responsibilities

5.1 Executive Headteacher & Head of School

- To provide leadership to the rest of the staff team.
- To ensure that the work on behaviour is consistent with Burton PRU’s Development Plan and that resources and training are efficiently used.
- To ensure student induction supports inclusion and is represented fairly in their transition.
- To hold re-integration meetings with parents and students and outline Burton PRU’s whole school ethos and approach to managing behaviour following a suspension.
- To have an overview of behaviour data and other behaviour-related measures of performance.
- To monitor and review policy with Management Committee.

5.2 Head of School and Senior Leadership Team

- Support staff in promoting good behaviour by ensuring that procedures for managing and monitoring behaviour exist and are consistently implemented.
- Ensure that good practice is both developed and shared through the use of whole school CPD.
- Ensure that the school works effectively with external agencies.
- Attend the District SEND & Inclusion Hub meetings to ensure support and appropriate provision for disaffected and challenging students.
- Ensure that the school communicates effectively with parents and those with parental responsibility.
- Provide clear leadership and monitoring in the use of the school Behaviour Policy.
- Analyse behaviour and attendance data.
- Administer rewards and sanctions where appropriate.

5.3 Classroom Staff

Classroom staff responsibilities are to:

- Provide opportunities for students to learn to the best of their ability by:
 - setting suitable learning challenges.
 - removing barriers to learning.
 - recognising diversity.
- Provide an environment in which students are safe and can learn.
- Plan and prepare effective lessons that engage our learners.
- Teach positive behaviour through the language of choice.
- Teach respect by treating students with fairness and consistency.
- Teach interpersonal skills by promoting positive, supportive relationships within their teaching groups.
- Follow and consistently enforce the school rules and have high expectations of students.
- Administer rewards and sanctions as appropriate.
- Maintain an up-to-date student data on Arbor containing attendance and progress data. They must also monitor lateness and absence.
- Maintain positive communications between home and school through regular communication to discuss progress, attendance,
- Check that students are ready to learn each day including to offer breakfast snacks during Registration.
- Provide guidance and assistance to individual students as necessary.
- Support the school's Behaviour Policy with particular regard for the school's approach to teaching positive behaviour.
- Use Arbor to ensure monitoring and inform future input and planning.
- Liaise with other staff and SENCO and identified barriers to learning.
- Communicate any issues / concerns / worries with other staff through briefings / emails / staff meetings.

5.4 Parents / Carers

To support their child(ren) with their learning journey while at Burton PRU, parents/carers need to share responsibility with the school to:

- ensure their child's regular attendance and punctuality.
- Work alongside Burton PRU to ensure that their child demonstrates a positive attitude to learning and behaviour.
- Support the school by encouraging their child(ren) to follow school expectations.
- Attend Keyworker meetings and support the school's work with their child.
- Maintain regular contact with Burton PRU through attendance at Keyworker meetings, as appropriate, and by email, letters and telephone calls.
- Liaise with keyworker during weekly phone calls.

6. School behaviour curriculum

6.1 School Expectations

School expectations mirror skills points, giving guidance to what 'good behaviour' looks like. Keyworkers and staff discuss and model each statement to enable students to understand what is expected of them in order to achieve success.

- Time Management
 - Attending school / lessons on time
 - Completing tasks
 - Prioritising tasks
- Communication
 - Verbal and non-verbal communication skills
 - Asking for help when needed
 - Ability to talk about yourself with others
- Resilience
 - Learning from mistakes
 - Using support offered
 - Understanding consequences of good / bad behaviour
 - Appropriate behaviour when faced with challenge
- Can-Do attitude
 - Confidence and willingness to learn new tasks
 - Positive can-do attitude to learning
 - Enjoying new challenges
- Self-Awareness
 - Understanding personal strengths and weaknesses
 - Knowing how best to apply oneself
- Honesty
 - Taking responsibility for your actions
 - Keeping to commitments and asking for support when you need it.
 - Have and demonstrate good moral values.
- Positivity
 - Positive thinking
 - Positive mind set – looking for solutions
- Confidence
 - Trust in own ability and strengths
 - Learning from past mistakes
- Teamwork
 - Understand role, strengths and weaknesses when working with others
 - Working towards mutual goal
 - Communicating effectively with team members
- Problem Solving
 - Identifying and recognising issues that arise

- Identifying solutions
- Rectifying issues

6.2 Routines to support positive daily approaches

All students must hand in any personal belongings on arrival to school. These belongings are locked away in securely until the end of the day when they are returned to students. The following items must be handed in are:

- **Mobile phones** / electronic internet enabled devices
- smoking paraphernalia including **vapes**
- bags and any other valuables

On entry, students are screened with a metal detector wand by a member of staff to ensure that there are no items that haven't been handed in. This ensures that the risks of distraction, disruption, bullying and abuse are limited as well as ensuring that students and staff are safe. It also prepares students for expectations for exams and the world of work.

Burton PRU is a no-smoking site.

6.3 Clothing

Burton PRUs uniform policy outlines students are not required to wear a specific school uniform, to support both parents/carers and students with integration into a new school and reducing costs. However, clothing must be suitable for learning, inoffensive e.g., no inappropriate words or images and not revealing.

- No crop tops or very short shorts/cycling shorts.
- No visible items of underwear.
- Jackets must be taken off and placed in the designated secure locked area when inside.
- Students should ideally wear shoes, trainers or boots – not sandals or sliders.

6.4 Keeping Safe

Everyone has the right to feel safe within Burton PRU. All staff, students and visitors at Burton PRU will be kept safe through effective health and safety and child protection procedures. The following measures are in place to ensure the safety of all on site:

- Designated staff on all sites will conduct an initial metal detector search to highlight the importance of safety.
- 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.

Following a physical assault, where appropriate or at parental request, police will be informed.

6.5 Banned Items and Student Search

- If students possess a banned item, or there is evidence to believe that banned items are in a student's possession, SLT (or designated staff) may conduct a search according to our *Searching, Screening and Confiscation policy*. Items may be handed to the police or kept for parents to collect dependent on the nature of the item.

7. Responding to behaviour

7.1 Classroom management

Classroom staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

Create and maintain a stimulating environment that encourages students to be engaged

Display the behaviour curriculum or their own classroom rules

Develop a positive relationship with students, which may include:

- Greeting students in the morning/at the start of lessons.
- Establishing clear classroom routines.
- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and promoting good behaviour.
- Concluding the lesson/day positively and starting the next day afresh.
- Having a plan for dealing with low-level disruption.
- Using positive reinforcement.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and rewards, providing an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise to student and parents/carers
- Communicating praise to parents/carers via a phone call or written correspondence (recorded on Arbor).
- Certificates
- Termly Student Voice Rewards linked to Skills Points recorded on Class Dojo –gift voucher and skills area certificates

Class Dojo and Skills Points

Students achieve Skills Points for each lesson which is logged using Class Dojo.

Skills Points follow the Employer Skills Competency Framework developed by the Careers and Enterprise Company for Staffordshire and school expectations (6.1).

When students are awarded skills points, they are linked to one or more of the following competencies (outlined above).

- Time Management
- Communication
- Resilience
- Can-Do Attitudes
- Self-Awareness
- Honesty
- Positivity
- Confidence
- Team work
- Problem Solving

The Skills Point category is then graded;

- 3 - Excellent effort demonstrated
- 2 - Completed all tasks required
- 1 - Completed inadequate work
- 0 - Refused to engage / did not enter the room

This system allows students to build skills that employers in Staffordshire require, enabling students to understand what areas to focus to improve. Skills Point totals are then discussed with parents at the Pupil Review Day, forming a basis to set targets for the next half term.

Keyworkers set individual Class Dojo targets, on a weekly basis, to support students to improve their learning. **All** students achieving their weekly targets will get their names added into the draw for the termly prize. The more weekly targets achieved – the greater the chance of winning. Keyworkers can also put in place personalised rewards for individual students. These numerical targets are logged in each students' Personal Development File.

7.4 Support

Staff endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

All staff are PROACT SCIP-r trained with a focus on the importance of de-escalation techniques to help prevent further behaviour issues arising.

All students are treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

Staff will consider what support could be offered to a student to help them to meet behaviour standards in the future. The personal circumstances of the student will be considered when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

The school may use some following sanctions in response to unacceptable behaviour:

- Reassessment of individual learning plan to ensure that the curriculum offer is appropriate to ensure that we are responding to the student's needs.
- Setting/updating behaviour targets.
- Changes of timetable to include a part-time timetable outside the normal school day.
- Suspension.
- Permanent exclusion, in the most serious of circumstances.

We reserve the right to direct students to other school sites, Alternative Provision may be used and bespoke timetables put in place to support learning and reduce barriers to learning.

We will always speak to parents/carers on a regular basis about student behaviour and progress as it is vital that everyone works together to ensure that our students can achieve the best for themselves and positive destinations.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff can use to use reasonable force if absolutely necessary – for example to prevent a student from hurting themselves or others or damaging property.

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. All staff undertake yearly PROACT SCIP refresher training led by the Local Authority Educational Psychologist.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

All physical interventions will be carried out in accordance with the Local Authority Policy and Guidelines. Physical intervention will be recorded on the appropriate proforma and in the incident book in accordance with Local Authority Guidelines.

Parents will be informed when a physical intervention has been used.

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) and our own Searching, Screening and Confiscation policy.

7.7 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

8. Serious sanctions

8.1 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents. The decision to suspend or exclude will be made by the Head of School with the Executive Headteacher and only as a last resort.

9. Supporting students following a sanction

Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school. This may include any or all of the following interventions:

- Reintegration meeting with SLT
- Bespoke timetable implementations
- Mentoring
- Restorative support strategies such as solution focussed-circle
- Alternative Provision
- Site changes
- Removal of reward trips / enrichment activities (based on health and safety / changes to Student Support Plans)
- Change to daily or weekly targets
- Outside agency interventions or referrals
- Updates to Individual Learning Plan

10. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- SCIP-r training on restraint and de-escalation techniques
- Level 1 Child Protection training every year
- Prevent Training

Behaviour management will also form part of continuing professional development.

Further Reading

- Anti-Bullying policy
- Teaching and Learning Policy
- SEND policy
- Safeguarding policy



Skills Points



Can-Do Attitude

Confidence and willingness to learn new tasks
Positive can-do attitude to learning
Enjoying new challenges



Communication

Verbal and non-verbal communication skills
Asking for help when needed
Ability to talk about yourself with others



Positivity

Positive thinking
Positive mind set – looking for solutions



Self Awareness

Understanding personal strengths and weaknesses
Knowing how best to apply oneself



Time Management

Attending school / lessons on time
Completing tasks
Prioritising tasks



Teamwork

Understand role, strengths and weaknesses when working with others
Working towards mutual goal
Communicating effectively with team members



Self Confidence

Trust in own ability and strengths
Learning from past mistakes



Honesty

Taking responsibility for your actions
Keeping to commitments and asking for support when you need it
Have and demonstrate good moral values



Resilience

Learning from mistakes
Using support offered
Understanding consequences of good / bad behaviour
Appropriate behaviour when faced with challenge



Problem Solving

Identifying and recognising issues that arise
Identifying solutions
Rectifying issues

Score up to 3 Points per lesson