Y Daith
Pupil Referral Unit

Behaviour Policy

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Guiding Principles

The following beliefs underpin the pupil referral unit's behaviour policy, and are a fundamental pre-requisite for successful outcomes:

- Behaviour can change and every pupil can achieve some measure of success;
- Disapproval of unacceptable and inappropriate behaviour should not represent disapproval of the pupil as a person;
- Recognition of behavioural and academic improvement and success is more likely to achieve change than apportioning blame and administering sanctions.

Without the *belief* that behaviour can change, any concept of '*success*' with BESD pupils will not be achieved. Acceptance of the value of the pupil as a person has to be maintained, though disapproval of the behaviour that is sometimes produced needs to be communicated positively.

The Purpose of the Behaviour Policy

To provide a simple, practical code of conduct for staff, learners and parents which:

- Recognises behavioural norms;
- Positively reinforces behavioural norms;
- Promotes self esteem and self discipline;
- Teaches appropriate behaviour.

Aims of the PRU

- To create and maintain an environment that is warm, friendly and welcoming.
- To provide a stimulating and safe environment for learning and the development of self-discipline.
- To foster within the PRU an ethos that prioritises: regard for others, the rights and dignity of pupils and staff, and teamwork.
- To develop self-esteem through a varied learning and activities programme.
- To encourage pupils to make informed and positive 'choices' in their lives that contribute towards their development as useful members of society.
- By removing barriers to learning we aim to support transfer back into mainstream secondary education, further education or the world of work.

Motto

"Every journey begins with a single step"

Mission Statement

- To provide a stable, caring and structured environment for pupils which will allow them to grow in self-worth and to develop caring for others.

- To provide a rich curriculum (in line with the National Curriculum) which will foster and encourage the pupils' enjoyment of education, as well as their social and emotional development to the limit of their academic, physical and practical ability.

- To provide, when appropriate, opportunities for full or part-time re-integration into mainstream schooling.

- To develop a mutually supportive network with parents, which will help pupils at school and in their own family and community.

- To establish and maintain good working relationships and networks with other organisations, agencies and schools in order to promote and protect the interests of our pupils and their families.

Ethos

All pupils that attend the PRU enter an environment in which they are welcomed, liked and respected. The staff at the PRU all work together to encourage, establish and maintain positive relationships with all pupils. The warmth of environment, security and level of mutual respect and trust achieved between staff and pupils will have a significant impact upon the lives of the pupils placed at the PRU. A calm and consistent approach is adopted, promoting confidence and self-esteem, providing a secure environment, and demonstrating appropriate and acceptable ways of expressing emotion. Pupils are encouraged to produce appropriate behaviour through a variety of strategies and a positive behavioural management system, some of which offer extrinsic rewards. These systems are continually supported through the enhancement of self-esteem and the offering of praise, approval and attention in order to stimulate intrinsic motivation to behave appropriately and to engage willingly and enthusiastically in the learning process.

Proactive Approach

At the PRU we believe that, wherever possible, behaviour should be addressed proactively, with consequences for positive and negative behaviours. This policy and supporting PRU documentation provides guidance for staff as well as pupils, parents, the Management Committee and visitors about the systems, attitudes and strategies that combine to contribute to its ethos. This ethos encourages acceptable, appropriate behaviour within a caring, supportive and stimulating learning environment, thereby reducing the likelihood and opportunities for difficult behaviour to occur.

Staff Guidelines

Inappropriate behaviour is likely to occur when learners lack a sense of purpose and/or structure and are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. Certain measures can be employed to prevent these and other potentially damaging situations from arising.

Staff should aim to create a calm atmosphere that is conducive to work and learning by:

- Planning differentiated learning experiences that are relevant to the learners' academic and social needs;
- Offering varied tasks that are sufficiently challenging and achievable;
- Demonstrating flexibility where planned activities fail to engage;
- Teaching with appropriate pace; ensuring that there is a clear sense of progression;
- Give careful consideration to the classroom environment to optimise learning and avoid potential behavioural triggers.

During the lesson staff should:

- Set clear learning outcomes, attainable in the time available;
- Model tasks clearly with explicit success criteria;
- Encourage learners by offering appropriate praise, help and explanations where necessary;
- Monitor progress;
- Correct errors in ways that emphasise the learning opportunities they present;
- Give personal feedback to learners on all progress made academically and socially.

The recognition of achievement is important. Reward learning and endeavour by:

- Using spontaneous praise;
- Informing staff and peers of progress in the learner's presence;
- Asking the learner to share their work with others;

- Collecting important pieces of work for learner achievement portfolios;
- Displaying work prominently and attractively;
- Giving awards;
- Informing parents of positive experiences and achievements.

It is preferable to prevent unwanted behaviour from occurring. Dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved. This principle is relevant to all aspects of work, both academic and social.

Expectations

It has to be accepted that the mere existence of a set of rules will not, in itself, facilitate acceptable and appropriate behaviour. However, establishing clear guidelines that are consistently reinforced through positive recognition for conformity, and consequences for non-compliance, will form the basis of our whole school policy.

The following expectations have been established at the PRU:

- Arrive on time for all lessons, quietly and calmly, ready for work
- Follow directions when asked
- Listen and speak to others appropriately using polite language
- Keep hands, feet and objects to ourselves
- Remain at our workplace and on task

Positive conduct is frequently reinforced throughout each teaching session and pupils are awarded points and merits every session to reinforce positive behaviour when it is shown. The PRU's expectations are displayed in prominent places in each classroom. The behaviour tracking system evidences pupil behaviour over time and their behaviour targets. This informs IEP's and targets set. Regular assemblies are held to celebrate pupils' achievements in class points and merits by giving praise and rewards.

Pupils are expected to follow these expectations whilst attending all parts of their programme and systems are developed with a variety of settings to monitor this.

Strategies used in the Implementation of the Behaviour Policy

A consistent and cohesive approach with clearly established routines and structures provide a framework that will assist all pupils to understand and develop a greater awareness and control of their behaviour. This section of the policy highlights many of the strategies that can be used and which are fundamental to its successful implementation. These range from strategies applicable to all, to those that might be specific to individual pupils, but all are designed to assist the pupils in making the 'right choices' and maximising their potential.

Choices and Consequences

Choices and consequences form the basis upon which the discipline structure is established at the PRU. Pupils need to learn and understand that the choices they make regarding the behaviour they produce all have consequences.

Teaching and Support Staff at the PRU need to frequently identify positive behaviour to all pupils. Highlighting the appropriate behaviour of some will send clear messages to those behave inappropriately.

IEP Target Setting

Initially a pupil's behaviour target will be set after a discussion with them about what they think their difficulties are, after looking at information from previous settings and after reviewing points. This target then makes up part of their individual IEP, with their behaviour being tracked every lesson. Pupils are encouraged to reflect upon their behaviour relating to the target. This target is then reviewed half termly (along with the rest of the IEP targets) and reset to address a new target or broken down into smaller steps. Targets must be SMART (specific, measurable, achievable, recordable and time limited). Targets and % points are monitored in great detail on our tracking system.

Positive Intervention and Reinforcement

Pupils at the PRU learn that the choices they make regarding the behaviour they display have consequences.

The school expects teachers to:

- Set work that is interesting, relevant and appropriate to learners' abilities;
- Maintain high expectations of learners;
- Recognise and reward positive behaviour;
- Model appropriate behaviour at all times;
- Provide positive feedback about learners' efforts and achievement;
- Treat learners with fairness and respect at all times.

The school expects parents and carers to:

- Offer positive praise and/or reward their child for good behaviour in school;
- Notify the PRU of any factors which may effect the behaviour of their child;
- Support their child by attending regular reviews and meetings;
- Be aware of and support the PRU's Behaviour Policy which is outlined in the prospectus and discussed at admission interviews.

Reward system

Pupils success should be rewarded regularly in order to encourage positive behaviour and conformity.

The following are rewards that are used at the PRU:

- Weekly certificate for the most positive behaviour points (Pupil of the week) along with a small prize
- Weekly certificates for the most merits, along with a small prize
- Half-termly prize for pupil of the half-term and most merits of the half-term (no more than £10)
- Half-termly certificates and prizes (no more than £10) for best attendance and most improved attendance.

Communication with Parents

A positive, supportive link between home and the PRU is vitally important for the academic and social development of all pupils. Parents and Carers are informed on a regular basis of their child's progress and have regular opportunities to meet with PRU staff and representatives of other agencies involved with their child. Behaviour slips go home on a weekly basis.

Annual Reviews

A small minority of pupils attending the PRU will possess a Statement of Special Educational Needs. It is a legal requirement that the statement be reviewed annually to ensure that their particular needs are being met, and to establish what progress has been made, and whether amendments to the statement are required. Parents and support agencies are fully involved in the review process. This process provides a further opportunity for parents to meet with staff and to discuss any concerns they might have.

Personal, Social and Health Education

The impact of the PSHE curriculum upon behaviour cannot be underestimated. The PSHE curriculum is utilised to reinforce emerging issues such as bullying, relationships, self-image, aggression, families, community and citizenship amongst others.

Counselling

Pupils are offered weekly opportunities to access the school based counselling service. A school nurse also visits on a weekly basis.

External Organisations

The PRU works with many external agencies in order to support the pupils academically, socially and emotionally. Multi agency co-operation can prove very valuable in supporting this process. Statutory organisations such as the Education Welfare Service, Child and Adolescent Mental Health Services and Social Services are some examples. In addition, positive behaviour is further encouraged and rewarded through the use of many agencies, statutory and voluntary, in engaging the students in complementary activities. Examples include Action for Children, Show Racism the Red Card and Community Police project etc.

Medication

A number of pupils attending the PRU are likely to be prescribed medication specific to their individual needs. Such medication will often have a direct impact upon behavioural patterns, and is closely monitored. Written parental consent is sought regarding dosage and administration.

Dealing with Problem Behaviour and De-escalation Strategies

Low-level disruption and problem behaviour should be responded to when it occurs by the staff present at the time and will not necessarily need special intervention or advice from others.

Examples of De-escalation Strategies can be found in the Table below. These strategies are also highlighted as part of the TEAM TEACH's approach to managing behaviour.

REMEMBER the positive relationship you have with the pupil
Listening and assessment of what is being said, behaviour, actions of others
Distract attention
Divert to another task
Calm voice
Change seats
Praise/rewards
Offer time out
Utilise LSA
Account of SEN
Well structured lesson
Fairness
Consistent approach
Body Language
Refer to Senior Management
Sense of Humour
Patience
Empathy
Flexibility
Use neutral statements (I would like you to.., Please will you…)
Highlight consequences

There will be others to try.

Challenging Behaviour

In a PRU catering for pupils with emotional and behavioural difficulties there will, at times, be pupils whose behaviour is more extreme and challenging. If a pupil is exhibiting such behaviour, the appropriate response will to some extent depend upon its exact nature. The following is a stepped response that staff will use to deal with this behaviour in a consistent and fair way. This approach is suitable to address and manage behaviour in all situations.

Stepped behaviour response:

Step 1: Assessment	Step 2: Encouragement	Step 3: 1st Warning and Encouragement	Step 4: 2nd Warning and Encouragement	Step 5: Final Opportunity / Consequence
Guidance				
Do you have prior knowledge of why the student is refusing/having an issue? Are there issues within the class/group? Are there problems outside of school?	Provide the student with the positive reasons for complying with expectations. Use your relationship to encourage. Use humour to cajole and encourage. Allow some time for the student to make a decision.	Remind student of initial consequences – reduced chance of success, losing first point, missing activities, unable to join class after five minutes (if applicable). Encourage again. Allow some time for the student to make a decision.	Remind student of second consequences - losing second point, missing activities, losing privileges, time spent in Time Out room. Encourage again. Allow some time for the student to make a decision.	Direct student to Time Out room for the duration of the lesson/session. Advise student that they are likely to lose a privilege such as pool / table tennis / groups etc.
Outcome				
If there is a valid reason: Try to help resolve any problems and advise the student that there may be an opportunity to work one-to-one with an LSA. If there is no valid reason: Proceed to Step 2.	Student cooperates: Congratulate them on making the right choice. Student won't cooperate: Proceed to Step 3.	Student cooperates: Congratulate them on making the right choice. Student won't cooperate: Deduct first point. Remind student that there's no need for things to escalate further. Proceed to Step 4.	Student cooperates: Congratulate them on making the right choice. Student won't cooperate: Deduct second point. Remind student that there's no need for things to escalate further. Proceed to Step 5.	Student cooperates: Parent informed. Student won't cooperate: Parent informed and student removed from site for not complying with previous sanctions. Recorded as exclusion.

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Behaviour Response Structure

Positive Handling

It is strongly emphasised that positive handling is undertaken very much as a 'last resort' when all other strategies outlined in the various elements of this policy have been pursued. Please refer to the Use of Reasonable Force Policy.

All staff are trained in Team-Teach which is a government recognised programme that ensures staff are equipped with de-escalation strategies and where needed the techniques required to physically keep pupils safe.

In the unfortunate instance of a physical altercation staff have a duty of care to ask pupils to stop, remove the audience and seek help.

"Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe".
(George Matthews – Team-Teach Director)

Risk Assessment

Where it is felt that staff, other students, visitors, members of the public or property may be vulnerable because of certain pupils' violent, aggressive or self-damaging behaviour, the PRU will carry out a 'Risk Assessment'. This procedure will help staff to prevent dangerous situations occurring by making everyone aware of potential risk.

Pupil Exclusions

Exclusion is considered very much as a last resort at the PRU and only when all strategies, interventions and techniques outlined in this Behaviour Policy have proved unsuccessful. All exclusions follow the guidance contained in 'Exclusion from Schools and Pupil Referral Units' 081/2012 which replaced Circular 1(A)/2004. Reasons for exclusion will vary according to incidents and individual, but could include:

- Frequent incidents of aggression towards staff and/or pupils;
- A severe assault upon a pupil or member of staff;
- Actions that compromise health and safety on transport;
- Significant and intentional damage to property;
- Prejudice on grounds of race, age, gender, sexuality, disability and others (please refer to the Anti Bullying Policy);
- Carrying an offensive weapon;
- Use or sale of alcohol or other mood changing drugs.

The length of an exclusion is determined by the Teacher-in-charge. It is the ethos of the PRU that exclusions are as short as reasonably possible after taking into account the incident/s that have led to the exclusion. Frequent short term

exclusions for incidents of a similar nature or an extremely serious incident may lead to a longer term exclusion.

<u>Fixed Term Exclusions</u>

The Teacher-in-Charge of PRU has the authority to exclude pupils. Following the initial verbal contact between school and family, parents are notified in writing of the exclusion.

If a pupil is excluded for 5 days or less the Management Committee is not obliged to meet even if representation is made.

If a pupil is excluded for a period of 6 to 15 days, either as a single exclusion or as an accumulation during any one term, the PRU Management Committee must meet to discuss the issues with all appropriate parties if representation is made by the family / carers.

If a pupil has either a single exclusion of 16(+) days or an accumulation amounting to 16 or more days during any one term, then the Management Committee has to meet automatically, inviting all appropriate parties to attend. (Further meetings have to be held following any additional exclusions).

Factors to be taken into account in this process include:

- The broader interests of other pupils and staff in the school, as well as those of the excluded pupils;
- The schools published behaviour and discipline policy;
- The fairness of the fixed term exclusion in relation to the sanctions imposed on other pupils who may have been involved in the incident.

<u>Permanent Exclusions</u>

In extreme cases of pupil misconduct and/or repeated incidents of serious misconduct that necessitate periods of fixed-term exclusion, permanent exclusion may be considered by the Teacher-in-charge of PRU.

If a pupil is permanently excluded, the Management Committee has to invite all appropriate parties to attend a meeting between the 6th and 15th school day following the exclusion to discuss the Teacher-in-charge of PRU's decision to permanently exclude. If the decision to permanently exclude is upheld then the Parents/Guardians have the right to go to Independent Appeal.

This policy should be read in conjunction with behaviour policy documents, Antibullying, Use of Reasonable Force and Child Protection policies.

Review Procedures

This policy is reviewed annually by staff and the Management Committee or relevant Sub- Committee.