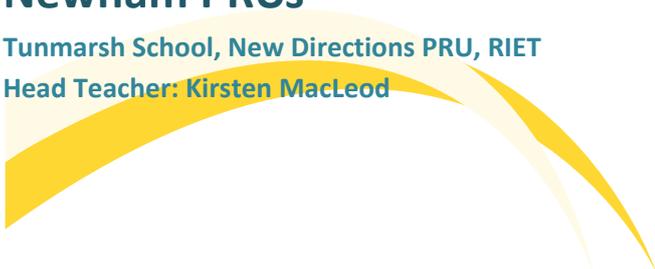


Newham PRUs

Tunmarsh School, New Directions PRU, RIET

Head Teacher: Kirsten MacLeod



Newham PRUs Behaviour Policy

Policy last reviewed: **Autumn 2017**
Reviewed policy agreed by MC on: **Autumn Term 2017**
Reviewed policy shared with staff on: **Autumn Term 2017**
Policy to be reviewed again on: **Summer Term 2018**

1.1 AIMS OF THIS POLICY

Many of our students have experienced difficulties in managing their behaviour over a long period of time. Our aim is to help students re-engage with learning and achieve success, by providing a clear supportive framework which enables them to make appropriate choices about their behaviour and to begin to take responsibility for their own actions.

1.2 PROMOTING GOOD BEHAVIOUR

A. Close liaison and co-operation with parents, carers, students and governors.

The behaviour policy is explained to parents/carers during the admissions interview before their child starts at the centre. An outline of the main elements of the policy are discussed and the parents/carers are asked to agree to support their child's regular attendance and to encourage them to follow the rules. The child is also asked to agree to this policy. Each family is provided with a hard copy of the behaviour policy at interview.

This behaviour policy focuses on positives for learning and students making the **right choices**. Good behaviour is rewarded on a lesson by lesson basis by awarding **merits** which are recorded in **SIMS** under **achievements** which is part of **behaviour management**. Furthermore, the build-up of merits due to positive behaviour for learning is accumulated and there are rewards on a weekly and termly basis. Likewise, negative behaviour is also recorded in SIMS and affects the rewards system. An important aspect of learning is attendance and merits are also awarded for good attendance and punctuality.

It is important within the behaviour process that student voice is heard. There are several pathways for this and close working relationships with students are fostered to make this possible. Students are consulted via school council meetings on the management of behaviour, as well having input into the consequences used and the rewards available. Petchey award winners also have input into what can facilitate the improvement of behaviour. Designated student leaders also play a part in promoting good behaviour, acting as role models and used amongst other things in conflict resolution.

Governors are required in their role as critical friends of the school, to not only ensure that the behaviour policy is fit for purpose, but to support and ensure that the management of the school implement the policy effectively. Governors require feedback on behaviour and exclusions at regular intervals throughout the academic year, through the formal process of full and sub-committee meetings. Site visits by governors can be arranged with the management team throughout the year, with this in mind.

B. A clear set of rules for students.

We have 5 simple rules that we expect all students to follow. These are displayed in classrooms along with the associated consequences:

Learning is very important. Staff are here to help you learn and want you to be in class. To get ready to learn you need to:

1. Follow instructions from staff.
2. Respect everyone in and around the school and the school environment – no swearing, name calling, sexual or racial language, no bullying, vandalism or dropping litter, no damage to school buildings or property.
3. Personal mobile phones, head phones and electronic devices are not allowed to be used within the school building and class rooms during learning time.
4. Keep hands, feet and objects to yourself.
5. Come to school and lessons on time and follow school policy on eating, drinking and smoking.

Consequences:

- If you are not following the rules you will be given a warning.
- If you continue to break the rules you lose a behaviour point – Wrong choice on SIMS
- If you continue to break the rules you may lose a second behaviour point.
- If you continue to break the rules you will have a time-out and speak to the duty staff outside of the class.
- You can discuss what is wrong and agree to keep to the rules in your lesson, then go back to class if possible.
- If the problem cannot be sorted out you will go with the duty staff to complete your work.
- **Wrong choices add up at the end of the day and detentions are issued for the next day depending on how many wrong choices were made.**
- Same day detentions can be issued by SLT if warranted.
- If you are seriously disrupting the learning in class or your behaviour is of concern, you will be placed in either internal isolation, external isolation, YOT (external isolation) or fixed term exclusion.
- Decisions regarding detention and internal isolation are made by SMT at the end of the day. Decisions regarding exclusions are made by the Head Teacher and/or Deputy Head.
- Parents and Carers are be informed by telephone and letter of a fixed term exclusion. On your return you will you and your parent/carer will meet with a member of the senior staff to revisit the home school partnership agreement and plan re-integration.

C. Assertive discipline

In school we use an assertive discipline style, which has a strong emphasis on the language of choice and taking responsibility for one's actions.

We need to clearly and consistently state what we expect from our students. To correct students in a positive manner means we direct attention to the behaviour we want to see, and to do this in a calm, logical manner.

Avoiding confrontation does not mean staff should avoid confronting poor behaviour. Staff must ensure that when students comply with what they are being asked that this is recognised and praised. It may mean staff have to ask the same thing again and again (the 'broken record'), but this helps to establish a level of certainty that what you are asking them is not negotiable. See below for examples of behaviour management techniques.

Remind students of the rules regularly

Staff are expected to explicitly teach and rehearse expectations and the rules to their tutor groups/students regularly. A rule reminder is often effective in deterring a pupil from making the wrong choice.

Behaviour management techniques

Other techniques that are used might include:

- Catching the students doing the “right” thing (give praise).
- Broken record technique: repeating the same thing again and again
- Tactical ignoring: Ignoring small things or secondary behaviour (but pick it up later when the situation is calmer)
- Windscreen wiper praise: praise those who are behaving, across the room.
- Take-up” time: Giving students space - or 'take-up' time - might help a student to establish self

control, and be something you can address later.

Subject specific routines, taking into account risk assessments, subject requirements and safety procedures.
Positive language use, using specific, unqualified praise at all opportunities.

Behaviour management is addressed in class in the first instance and subsequently there follows: detention/internal/exclusion.

D. Rewards

We celebrate students' success and use specific verbal praise and tangible rewards to encourage them. We attach great importance to rewarding good behaviour and take every opportunity to let parents/carers know about these rewards.

Positive phone calls: form tutors and Student Support Officers (SSOs) phone home to highlight achievements / good behaviour (logged in SIMS and discussed and agreed at debrief).

Postcards: Subject-specific postcards are sent home to praise good work.

Merits: Merits are earned by students for their achievements in each lesson they attend throughout the day and for attendance. Merits are awarded for the following:

Each wrong choice in class goes onto SIMS and will subtract the appropriate points from the Merit score. This will give you the conduct points.

Summary - Merits:

Up to 3 per lesson where outstanding/excellent

*Bonus merits for right choices can be given as a one-off by any member of staff and input to SIMS.

Vouchers can be earned WEEKLY for the top conduct point scorers!!

Merits calculated each week and process then starts again the following week. These also contribute to the half termly reward.

E. Special initiatives

We like to celebrate and reward our students who are making effort to behave on a daily basis. When tutor groups are seen to consistently perform well together over a period, or make special efforts to improve. Newham PRUs students have enjoyed go-karting events or visits to the cinema, as rewards for their positive contribution as a group.

Weekly assemblies:

Certificates for 100% attendance and/or top attenders

Voucher awards for Conduct points gained previous week

F. Consequences

Time outs: If a student's behaviour is such that the normal lesson cannot continue with that student present.

Time-outs will only be given as a last resort by the classroom teacher.

Staff will also assess appropriate interventions if behaviour patterns seem to be emerging or behaviour persists (e.g. phoning home, discussion with tutor, informing SMT regarding possible exclusion).

Please see 1.3 B below for detailed advice to duty teachers /staff regarding time outs.

Wrong choices: During the day staff record any wrong choices made by students either in or out of class, in **SIMS** in the **behaviour** log. These values do have a negative impact on the merits awarded in each lesson and which are recorded in SIMS under achievement.

Staff are expected to complete their attendance, wrong and right choices in SIMS in class each day. (Behaviour Management in SIMS – Behaviour/Achievement)

Recording incidences): If a serious incidents occur staff must make a record in SIMS and for more detail attach a word document as an incident document or incident form. It must be saved in the students 'incident record' which can be found their folder/file on the school network. These blank forms are found in all pupil files; the students individual file; incident record.

Debrief: Staff meet each every day to discuss;

- I. **Detention** for 10 minutes or more after school. Detentions may be given to students found smoking on the premises or for low-level persistent behaviours during the day. Detentions are decided at debrief for the next day or can be 'same day' eg punctuality and non-school uniform.
- II. **Internal** is normally given as a sanction for students who have presented with a pattern of poor behaviour throughout a day, rather than a one-off incident. SMT will decide whether students will need time in internal exclusion on the next working day. Students are given the opportunity to reflect on ways in which they can resolve any difficulties, so that they can return to learning. Appropriate work will be provided for the student, either from the class teacher or numeracy/literacy coordinators. Internals can be repeated if students do not adhere to the boundaries in place or do not complete the work set.
- III. **Fixed Term Exclusion (FTE)** is the most serious sanction the school can impose. Students who exhibit persistently poor behaviour, violent or threatening behaviour, or who have not responded to the opportunities provided for them during the day to resolve the situation, will need a period of reflection away from school. The school imposes this sanction reluctantly, and students are normally excluded for half a day, a whole day, or on rare occasions, longer. Students are asked to learn at home and are provided with appropriate materials by the school to enable this to happen.
- IV. **On Report** is a consequence for serious and/or repeated behaviours such as bullying. It will usually follow an external or fixed term exclusion. If the staff have agreed that the behaviour warrants a further sanction, a student can be put on report for a fixed period of time (1 or 2 weeks). This is coded in red on SIMS and staff report on every lesson that the student attends. The student then has to report to Wrap-around Form Tutor at the end of every day to discuss the report.
- V. **External Inclusions** are normally given as an option other than a FTE. Behaviour that would normally result in a FTE can alternatively result in students having one-to-one lessons with a member of staff for the morning ie an **External**. This would be in isolation and away from the school site with the

offices at YOT being used for example.

Repair and Restore: The school aims to resolve any conflicts that may arise, between students as well as between students and staff. When difficulties do occur it is often useful to 'Repair and Restore' relationships.

Accusations: The school will fully investigate any accusation made against staff by students through the correct and appropriate channels. Should these investigations be proven to be false or malicious, the school will set out disciplinary action in accordance to school rules. The school will use every channel of evidence available to substantiate or disprove any claims and that could include statements from witnesses.

Damage or Theft of School Property: The school will challenge any incident where there is wilful destruction of school property. This includes any actions detrimental to the school and its environment. For serious incidents the school will pursue criminal damage supported by witness statements, which could lead to students being arrested. Parents/carers will be billed for the cost of any repairs and/or replacement of damaged goods/property.

Bullying: The school will fully implement the anti-bullying policy, as bullying is treated as a serious issue. As such the needs of the victim are addressed and the re-education of the perpetrators form part of the procedures. The school takes an active part in national anti-bullying campaigns and this includes e-safety. Bullying is covered in the classroom in PSHE and at a cross-curricular level. This would be reflected in departmental schemes of work and objectives under teaching and learning. The significance of LGBTQ bullying is also outlined in the anti-bullying policy. The awareness of this is to be facilitated through safeguarding drop down days, workshops and assemblies.

Sexualised behaviours: Sexualised behaviours are to be recorded as such on SIM. An AIMS assessment will then follow with a named member of staff. This will lead to recommended actions. This approach enables us to respond consistently and effectively to young people who have problems with their sexual behaviour and may be harmful to themselves and others. These behaviours are

1. serious and cause physical and emotional damage to self or others, and where there are little or no balancing factors, that is they are repetitive; planned; use of force; they are denied and no empathy or remorse are shown etc.
2. Would fall within the definition of a sexual offence under the Sexual Offences Act 2003.

This assessment will enable us to :

1. Give an overview of why children and young people may engage in these behaviours.
2. Provide a checklist to evaluate sexual behaviours on a continuum of concern.
3. Provide a framework for pattern mapping.
4. Provide suggestions for the management of these behaviours.
5. Provide suggestions for individual work

1.3 DAY TO DAY BEHAVIOUR MANAGEMENT

The following preferred procedures have been agreed with staff and all staff are expected to follow them:

A. Implementing Consequences

'Time-Out' system

The intention behind removing a student from their lesson is to enable the lesson to continue normally. Taking a student away from their usual learning environment is a serious matter and should therefore not be undertaken as a consequence of trivial behaviours that can usually be managed in the classroom. In order that we provide maximum opportunities for our students to learn, we should only ask for students to be taken away from their normal class as a last resort.

The purpose of having a period of time away from the normal lesson is to allow the student to address what ever issues are preventing them participating in an acceptable manner. Therefore, members of staff may find that:

- Situations may be resolved after a short period of reflection, in which case it may be appropriate for the student to return to the lesson.
- It may take some time to enable a student to gain enough insight into their behaviour so that they can then try to re-engage with learning. This may be an ongoing piece of work.
- A pattern of behaviour emerges through a day, when a student has been only able to engage in a few lessons.

The member of staff will record the incident on SIMS for further discussion at the debrief meeting. In cases of violence or other extreme behaviour this may not be appropriate, and the student may need to be removed from class straight away and in some cases the head/deputy head will make the decision to exclude.

Therefore, Staff will need to -

- Be available around the school according to the duty rota.
- Assess and implement what ever short term interventions are needed regarding the student you have been asked to remove from class.
- Try to ensure opportunities for learning are not wasted; work with the student if they will not work in class.
- Discuss ways forward with the student, referring to their Form Tutor and SSO.
- Inform SMT if difficulties seem to be persisting, for advice on further action.
- Inform the next member of duty staff of potential issues as you hand over.
- Fill in the wrong choices sheet.

B. Internals

Internals are set aside for students if detentions are not an appropriate consequence or if there have been numerous incidents of poor behaviour or if a serious incident has occurred and internal is 'free'. Internals are set up in a room away from other students that is conducive to work and reflection; so that support staff have a place to take the students where they can work in isolation. Internals are normally arranged from at a previous day's SMT Meeting.

C. Going off-site without permission

It is expected that all students remain on site at all times once school has begun at 9.00am until the end of the day at 2.50 pm. Should a pupil choose to go off site without permission parents/carers will be informed as soon as possible by the staff who identified the situation and supported by admin staff and it will be recorded on SIMS. An appropriate consequence will be given and decided by SMT. The incident will be noted on SIMS and other agencies such as Educational Welfare, YOT or Social Services will be informed where appropriate.

D. Smoking

In light of legislation against smoking in a public place, Newham PRUs has a zero tolerance to smoking. If a pupil is seen smoking they either stop when asked and hand it over to be destroyed (this is recorded as a behaviour point on SIMS) or it is seen as smoking with defiance and are given a fixed term exclusion (half day) or external exclusion at YOT. Electronic cigarettes/smoking pens cigarettes, lighters, matches are not allowed and will be confiscated if seen. Parents will be informed and asked to collect. The substance misuse policy is used when dealing with any concerns regarding smoking and/or drugs.

E. Drugs and Weapons

Safety is a key priority at Newham PRUs and we strive to maintain a safe environment for staff, students and visitors at all times. We have a zero tolerance to drugs and weapons being on site and if found, the Police will be informed. All students are subject to a search when they enter the school premises. Any illicit objects are removed and disposed of. Parents are informed accordingly.

Our Police Liaison Officer and school staff regularly carry out random checks of students for drugs and weapons to ensure that this is complied with. At times, the police may use a weapons arch. If any students are found under the influence of any substances, including alcohol, staff will follow the school's drugs and alcohol policy. This may result in exclusion and/or a referral to other agencies.

Newham PRUs substance misuse policy is used when dealing with any concerns regarding smoking and/or drugs.

F. Discipline powers inside and outside the school

Teachers and other paid staff with responsibility for students have the power to discipline students both in school and outside school. Students must not bring the school into disrepute when travelling to and from home during the school week. Students will face consequences for any such action outside school time.

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others and damaging property (*see appendix 1*). Staff will endeavour to maintain good order and discipline in the class room and the school environment.

G. Searching Students

School staff can search students (*with their consent – gained at admissions*) for any item banned by the school rules. Items include: weapons, mobile phones, alcohol, illegal drugs, tobacco and associated products, lighters, fireworks, stolen items, food and drink items, pornographic images and any items likely to cause offence or harm. All students are searched on their way into school in the morning, by an authorised member of staff. The school will endeavour to have students searched by a same-sex member of staff.

The Head teacher and staff authorised by the Head teacher can use such force as is reasonable when searching a pupil without consent for prohibited items. This can be conducted with or without the use of knife arches and/or wands for detection purposes. If necessary the school will use the Police Liaison Officer for this purpose and as a last resort the Police will be called if students are suspected of being in possession of something that is illegal or may cause harm to themselves or another person.

H. Confiscation of Items

School staff can seize any prohibited item found as a result of a search or which they consider to be harmful or detrimental to school discipline. The student's parent/carer will be required to come to school to collect the item or alternatively the parents can give permission for the item to be destroyed. If illegal drugs are found on a student the police and parents of the pupil will be informed immediately by an appropriate person, usually a senior member of staff.

Appendix 1

Behaviour Policy Appendix: Use of Reasonable Force (positive handling) Procedures

Positive Handling

The **Education Act 1996, 2006, 2011** forbids the use of corporal punishment, but allows all teachers (staff) to use reasonable force in order to prevent a pupil from:

- Harming themselves or others
- Seriously damaging property
- Committing a criminal offence
- Acting in a way that is counter to maintaining good order and discipline at the school
- Injury (or harm to self or others) as actual or grievous bodily harm, physical or sexual abuse, risking lives of or injury to self or others by wilful or reckless behaviour and self-poisoning

Staff are trained in the use of positive handling techniques through the Team Teach programme. Where possible Newham PRUs staff are trained to instructor status so that training can be delivered in-house. Training opportunities are reviewed on a regular basis with options for staff to review training, to stay up to date with skills and confident to use them.

Procedure

The PRU (school) recognises that positive handling may be necessary and in such an event, the following procedure should be followed. Where positive handling may be required the main school office should be alerted immediately. The main school office personnel should notify on call and request two members of staff to attend the incident.

Whenever possible positive handling should only occur when witnesses are present. Once a pupil is positively handled they should be taken to a quiet area (meeting room/hall) so the pupil can be calmed. Staff accompanying the pupil must have a radio, mobile phone or another means of communication. Positive handling should only be used as a last resort when other strategies have failed. It must serve to defuse or prevent a violent or potentially violent situation. It must not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.

Staff should have good grounds for believing immediate action (positive handling) is necessary in order to prevent a pupil from injuring themselves or others, or causing serious damage to property. Where possible staff should take steps in advance to avoid the need for positive handling, e.g. through dialogue and diversion. The pupil should be verbally warned that positive handling will be used unless the pupil desists.

Positive handling must not be used in anger. When it becomes apparent that the pupil is not responding to verbal instructions and a violent incident is imminent, the member of staff, wherever possible, should call for assistance, before engaging in positive handling. When it becomes necessary to positively handle a pupil, the member of staff must, if possible, continue to talk to the pupil in a calm manner, offering choices and time for the pupil to become calm.

Remember

Only the minimum force necessary should be used in order to prevent physical injury or damage. Particular care must be taken to avoid inflicting any unnecessary pain or injury. Positive handling must not involve deliberately painful or dangerous procedures. It must:

- Never interfere with breathing, blood supply or genital areas
- Wherever possible avoid holding the head, throat or fingers

- Be discontinued as soon as the situation is deemed safe
- As soon as it is safe, restraint must be gradually relaxed as the pupil regains self- control
- A pupil must never be asked to restrain another pupil

Operational/ Procedural Points Relating to the Use of Positive Handling

The circumstances and reason for the use of positive handling must be recorded immediately, or as soon as possible, but ideally no later than the next working day.

The member of staff must inform the Deputy Headteacher as soon as possible after the incident.

The pupil's views must also be recorded as soon as possible, preferably on the same day.

The Deputy Headteacher should discuss the incident with the staff member within 24 hours.

Supervision may be needed for staff, who following the incident are distressed.

Following the incident the pupil should be counselled on the reasons why it was necessary to use restraint.

Students will be interviewed about the reasons that led to the incident and the circumstances that followed. The interviewer must be a senior member of staff who was not directly involved in the incident.

Parents/carers will be informed when positive handling has been used and will be given the opportunity to discuss the matter

Government Policy

Newham PRUs review and adopt procedures that are relevant based on government policy. The following is current DfE guidance:

Policy paper: 2010 to 2015 government policy: school behaviour and attendance (2015)

<https://www.gov.uk/government/publications/2010-to-2015-government-policy-school-behaviour-and-attendance/2010-to-2015-government-policy-school-behaviour-and-attendance>

Schools white paper 'The importance of teaching', (2010)

<https://www.gov.uk/government/publications/the-importance-of-teaching-the-schools-white-paper-2010>

Statutory guidance: Behaviour and discipline in schools (2013)

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

Searching, screening and confiscation: advice for schools (2014)

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Behaviour and discipline in schools: guidance for headteachers and staff (2014)

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Preventing and tackling bullying (2013)

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Use of reasonable force in schools (2013)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>