Alternative Provision Service

Encompassing 3 PRU Bases, Launchpad Tuition and Launchpad Alternative Provision

Behaviour policy and statement of behaviour principles

Approved by:	PRU Management Committee	**Date:** 14/07/2021
Last reviewed on:	11/11/2019	
Next review due by:	July 2022	

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management.
- **Define** what we consider to be unacceptable behaviour, including bullying.
- Outline **how pupils are expected to behave.**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions.**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform (in bases where uniform is required)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism
- Theft
- Fighting
- Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - 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 pupil)

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
Racial	Racial taunts, graffiti, gestures
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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The PRU Management Committee

The PRU Management Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The PRU Management Committee will also review this behaviour policy in conjunction with the Head of Service and monitor the policy's effectiveness, holding the Head of Service to account for its implementation.

5.2 The Head of Service

The Head of Service is responsible for reviewing this behaviour policy in conjunction with the PRU Management Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The Head of Service will also approve this policy.

The Head of Service will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with a member of staff promptly.

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- Make it possible for all pupils to learn.
- Move sensibly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times (in bases where uniform is required)
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise and other positive feedback from staff.
- Use of the points system in place at the base attended.
- Phone calls/letters/certificates home to parents.
- Special responsibilities/privileges.
- Tangible rewards, including reward trips, where they form part of the reward system at the base attended.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Verbal support to make the right choices about behaviour.
- A verbal warning about possible sanctions.
- Use of the points system in place at the base attended.
- Sending the pupil out of the class for further individual support or to work.
- Expecting work to be completed after school, at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school.
- Restorative approaches to promote understanding of behaviour requirements.
- Referring the pupil to a senior member of staff.
- Letters or phone calls home to parents.
- Invitations to parents to attend pupil support/disciplinary meetings.
- Agreeing a behaviour contract.
- Collaboration with parents or professionals to promote acceptable behaviour.

We may use internal exclusion in response to serious or persistent breaches of this policy. Pupils may be internally excluded during the school day if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention may also be isolated as a consequence.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Leaving the premises

PRU provisions are secure environments with a main entry point at the front of the building. Should a pupil leave the building we will make every effort to get them to return. However, should they leave the PRU boundary we will not pursue them further as this may cause the pupil to run into the road to get away. If they move out of our sight or onto the street in front of the unit, we will make every effort to contact home. Carers are then asked to contact us should the pupil return home and wherever possible return the pupil to the PRU. If we cannot contact carers, we will contact the police.

7.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of Service, or relevant Teacher in Charge, will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy and the council statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Head of Service will also consider the pastoral needs of staff accused of misconduct.

7.5 Damage

In the case of a pupil causing damage to property on the school premises, the pupil may be asked to contribute to the cost of repair or replacement of the property. This decision will be made at the discretion of the Teacher in Charge after careful consideration of the circumstances. Any decision to pursue legal recompense will be referred to the Head of Service. Any money raised from such contributions will be deposited into school funds through the appropriate finance officer with acknowledgement of receipt.

7.6 Police

Police intervention will be sought in circumstances where the pupil has caused excessive damage to the building, has assaulted a member of staff or other students, has failed to respond to de-escalation techniques or is in grave danger of harming him/herself. Police may also be called when there is persistent harassment, which could result in a crime being committed or threaten the good order of the unit.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the pupil code of conduct or their own classroom rules.
- Develop a positive relationship with pupils, which may include:
    o Greeting pupils in the morning/at the start of lessons
    o Establishing clear routines
    o Communicating expectations of behaviour in ways other than verbally
    o Highlighting and promoting good behaviour
    o Concluding the day positively and starting the next day afresh
    o Having a plan for dealing with low-level disruption
    o Using positive reinforcement
    o Adhering to agreed strategies to meet individual pupils needs
    o Maintaining a consistent and fair approach to behaviour management

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 in a bound and numbered book and reported to parents

All staff are Team Teach trained and participate in regular training updates. Team Teach training will be provided for new staff as soon as possible after they commence employment.

See Care and Control Policy for further detail.

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Teacher in Charge, supported by all staff, will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. If further advice is needed the Special Educational Needs Coordinator for the service should be consulted.

The Teacher in Charge can also seek support and advice from specialist teachers, an educational psychologist, a representative from the local authority Additional Needs department and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next setting, information related to pupil behaviour issues may be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, on a regular basis. Team Teach training will be provided as soon as possible upon employment and will be regularly updated.

Behaviour management will also form part of continuing professional development.

The Alternative Provision Training Directory for each academic year can be found in the Alternative provision G-drive.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Head of Service and PRU Management Committee every three years. At each review, the policy will be approved by the Head of Service.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full PRU Management Committee every three years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy
- Anti-bullying Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The PRU Management Committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the PRU Management Committee and Head of Service every 3 years.