



The Hollies Pupil Referral Unit

Whole School Positive Behaviour Policy

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The Hollies PRU

Whole School Positive Behaviour Policy

Introduction and Rationale

Before we started to put this policy together we tried to determine for ourselves what we mean by behaviour. Here is one definition:

Behaviour is the way we act and respond to people and to situations we find ourselves in.

At the Hollies we recognise the importance of a positive approach to behaviour management:

'We consider the best way to encourage good standards of behaviour in school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction.' Elton 1989

Behaviour management is our core business. Most learners who attend The Hollies have not succeeded despite numerous interventions designed at modifying inappropriate behaviour in their mainstream schools. We recognise that learners will often present with extremely challenging behaviours during their time with us. We manage their behaviours through the deployment of a whole school positive behaviour policy which includes clear expectations and a rewards system.

Wherever possible our responses to a particular behaviour are centred on the individual needs of the learner. If a learner is making progress in managing their behaviour, our ethos ensures that there will always be another chance for them at The Hollies.

Expectations are clear and promoted throughout the school. We expect all members of our learning community to follow the language of the policy. All staff work to improve the behaviour of every learner through targeted and personalised interventions.

By removing barriers to learning our aim is to enhance individual achievement and raise aspirations so that learners may reach their potential.

Aims:

Our primary aim is to assist and promote the personal and academic development of each pupil, tackle disaffection, improve attendance and so improve behaviour, increase learners' participation in education and raise their levels of achievement

We consistently aim:

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Our approach to behaviour management in The Hollies concentrates on rewarding good behaviour through praise and rewards and recognition systems includes consistent and fair strategies to discourage inappropriate behaviour. It encourages pupils to exercise self-control and develop a positive attitude to school work and gives pupils opportunities for achievement through a variety of activities that are well-matched to their abilities. Pupils are encouraged to develop an understanding of their own behaviour, including the long and short-term effects of inappropriate behaviour. If relationships break down either between staff and pupils or pupils and pupils we repair through mediation from Restorative Justice training.

Who is involved?

It is important that everyone in The Hollies community has a shared understanding of the policy on behaviour management.

The Behaviour Policy is discussed with pupils before they are admitted to The Hollies. It is regularly discussed and clarified in such forums as induction lessons, tutorials, PSHE , SMSC, assemblies and at termly reviews

Parents/carers have a particular role to play in reinforcing the policy and working in partnership with The Hollies to encourage positive behaviour. The Behaviour Policy is discussed with parents/carers before pupils are admitted, and forms part of the home-school agreement. **Parents/carers will receive information about the behaviour of their child/children at regular review meetings** and are involved in discussions through phone calls home. The Management Committee and all teaching and support staff receive copies of the policy; the policy is regularly discussed and reviewed to aid consistency in the giving of rewards/sanctions and to ensure it addresses the needs of our pupils.

Rules and Procedures

- The Hollies provides full school uniform for ALL pupils
- No hoodies, no hats/gloves to be worn in school

- All personal belongings, including MOBILE PHONES will put in a pupil's personal locker at the start of the school day and collected when they leave at the end of the day
- Pupils are expected to attend all lessons on time and be in the appropriate place
- Registration is in personal tutor groups between 9.00 and 9.15, lunch from 12.30 till 1.00 and tutor de-brief at the end of the day from 2.00 -2.15
- The Hollies does not tolerate swearing
- It is expected that everyone speaks politely to everyone within The Hollies community
- No smoking at any time
- Any damage done to school property may be chargeable to parents / carers
- It is expected that everyone will work hard and do their best

The Hollies values

The following values underpin life in The Hollies, and are expected of all members of its' community

Be ready to learn

Arrive on time to school and lessons
Have breakfast
Wear school uniform

Quality of work

Work hard
Take a pride in your work
Complete all tasks

Verbal Communications

Keep hurtful comments to yourself
Do not use foul language
Have appropriate conversations at the correct times

Relationship with staff and peers

Respect everyone in The Hollies community
Speak to others as you wish to be spoken to

Safe Behaviour

Do not bring cigarettes or alcohol onto the premises.
Do not bring drugs, unless prescribed by a doctor, onto the premises.
Do not bring racist, sexist or homophobic attitudes or materials onto the premises.
Report any instances of bullying, racial or sexual harassment

Developing Independence

Do not stop other people working
Keep hands, feet and objects to yourself
Take responsibility for your actions

Following instructions

Follow The Hollies rules in lessons and around school in general.
Respect staff and respond to their instructions appropriately

The Hollies School Rules

The following rules encapsulate our expectations of behaviour and are displayed in all classrooms and in communal areas. They form an integral part of The Hollies Schools rewards scheme

1. Look after the school environment
2. Respect other people
3. Work to the best of your ability
4. If you have a problem, talk about it to a member of staff you trust
5. We tell the truth

Individual Behaviour Targets

In addition to the above rules, pupils will have Individual Behaviour Plans (IBPs) with specific behaviour targets designed to support them in managing their behaviour. Achievement of these targets is monitored and recorded; targets are also reviewed during behaviour meetings at pupil review meetings.

Day to Day Management of Behaviour

(It is the collective wisdom of almost all research available into behaviour change that it is far more effective to invest time in rewarding and reinforcing good behaviour than punishing inappropriate behaviour. The system also incorporates a system of sanctions offering 'clear boundaries and a safe framework'; young people need to know that 'school boundaries are secure' - Mosley 1999).

On a day to day basis, pupils are expected to conform to The Hollies rules plus personal behaviour targets set by personal tutors when they meet daily. The rationale behind the rules/targets is regularly discussed with pupils at the end of each lesson and in the tutor meetings. The pupils are made aware through a ***solution focused*** approach of how they need to behave in order to succeed. As mentioned before, pupils are also made aware of the mediation process that will take place if they wish to, in order for relationships to be maintained and not break down.

The Hollies PRU operates a 5 stage progressive process of assessing an individual pupil's behaviour progress. Pupils are assessed at induction and their progress is reviewed by staff collectively every 4 weeks. The 5 stages are; Pre-contemplation, Contemplation, Preparation, Action and Maintenance.

Poor behaviour is recorded by staff onto 'behaviour slips' which records matters of both a serious and lower level disruption(s). These matters are dealt with at the end of the school day between pupils, teachers and SLT. Serious incidents may also warrant a phone call home and/or the involvement of other agencies.

Good behaviour is recorded onto 'praise slips' which is also celebrated at the end of the school day with the pupil, teacher and SLT. A phone call home will often accompany a 'praise slip'.

The system provides for a series of 'fresh starts' throughout the day, so that pupils may have a poor start to the day but are still able to 'pull this back'.

This system assumes minor low-level disruptive behaviour.

Formal discussion of pupil behaviour takes place during staff meetings, Multi-Agency Support Team meetings and reviews. Staff have opportunities to discuss behaviour with pupils during the day and during behaviour meetings at the end of the day.

Rewards

Praise slips
Encouraging comments about work and behaviour
Praise in front of class if and when appropriate
Positive comments to another adult
Written praise on work
Display of work
Phone call home
Letter home
Certificates
Reward Activity

Sanctions

- Managing misbehaviour within a lesson (in hierarchical order):
- Quiet word or 'look'
- Reminder of rules
- Encouraged by member of staff to settle down
- Brief discussion, where appropriate, of inappropriate behaviour
- Review of seating arrangement/setting
- Verbal warning – and instructed to leave the classroom (may return at the discretion of the Teacher)
- Pupil will remain in 'a quiet room' room until the Teacher/TA is ready to speak to them. He/She will go through the rules and ask pupil if they are able to follow them. When pupil agrees, the TA may ask teacher if he/she can return. If teacher agrees then pupil may return to class
- Pupil informed that warnings are now going to be entered on their file
- Warning(s) recorded on file
- Removal from class after 1st warning if inappropriate behaviour continues and 'Behaviour Slip' filled in.
- Internal isolation the following day
- 'Out of Hours' interim timetable

For more serious infractions or persistent offenders:

- Incident Sheet
- Phone call home
- Letter home
- After-school 'out of hours' TARGETED WORKSHOP (usual sanction for abuse towards members of staff or refusal to access lessons, or for specific things such as Bullying)
- Pupil sent home (if parents/carers can be contacted); otherwise pupil isolated for rest of day.
- In more serious and violent circumstances Physical Intervention will be used within county council guidance and by SCIPr trained staff. (This is mentioned in admission meetings to parents/carers)
- Possible fixed-term exclusion.

Permanent exclusion is a possibility as a last resort.

Wherever possible, sanctions take place as near as possible in terms of time to misbehaviour in order to provide maximum deterrent effect. Sanctions also linked to misbehaviour when appropriate (e.g. cleaning up messes created, helping to mend damage).

When a pupil is persistently unable to meet targets, further discussion might result in extra input for the pupil and/or a review of IBP targets

It would never be our intention to deprive pupils of areas of the curriculum in response to misbehaviour; nevertheless behaviour that was causing us concern might result in a more limited

curriculum input e.g. withdrawal from practical Science/Art and Craft lessons, withdrawal from outdoor activities, placement reduced to part-time.

Responsibilities

The Head Teacher is responsible for ensuring that The Hollies complies with this policy and that its related procedures and strategies are implemented.

SLT is responsible for ensuring that this policy and its related procedures and strategies are implemented.

Involvement of outside agencies

The Hollies PRU works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilizing the range of external support available. Pupils needing support from external agencies are identified through personal tutor sessions and by the general professional judgment from staff.

Review

The Head Teacher will identify staff whose responsibility it will be to monitor and review the Behaviour Policy. Staff will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, and identified staff. The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy.

Training

The Head Teacher will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy such as:

- 'Brief' Therapy - Solution Focused behaviour management training
- Restorative Justice
- Regular SCIPr Physical Intervention training and refresher courses
- CAMHS – Tier One training – Raising Awareness of Mental Health
- Specialist CAMHS training on ASD, ADHD, Attachment Disorder, Eating Disorders and Self Harm
- Specialist Level 1, 2 & 3 Safeguarding training ie; Domestic Violence, CEOP and working with 'Resistant Families'

Signed

Date

Chair of Management Committee

Signed

Date

Head Teacher

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