

Scarborough Pupil Referral Service



Behaviour Management Policy

Drafted by:	Ratified by Management Committee:	Amendments made:		Review Date:
M Crossland	19/01/2016			
		Print Name	Signature	Date
Head Teacher:	E Mallen			19/01/2016
On behalf of Management Committee:	J Martin			19/01/2016

Scarborough Pupil Referral Service

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1. Introduction

Scarborough pupil referral service (SPRS) encourages all pupils to take responsibility for their own actions both in and out of the school and to consider their impact upon others.

The service works in close partnership with pupils, parents, other schools and agencies in order to be effective and meet the needs of the pupils.

Scarborough pupil referral service's behaviour policy has taken into account; The Education and Inspections Act 2006 and The DfE Behaviour and Discipline in Schools document, February 2014, Equality Act 2010 and the Safeguarding and Child Protection Policy.

The service works with pupils who have been permanently excluded or who are at the risk of permanent exclusion.

2. Aims

The aim of SPRS behaviour policy is to:

- Create a safe, structured and caring learning environment
- Reward positive behaviour
- Challenge inappropriate behaviour
- Allow pupils to reflect on their behaviour and support them in making positive changes to their behaviour
- Provide evidence to local collaborative school partners on the impact of the service on pupils who are looking to be re-integrated into mainstream provision

3. Strategies and Monitoring

The service promotes positive behaviour by all staff having high expectations of pupils and the encouragement of a fresh start where past behaviours can be left behind. Staff are very skilled at understanding pupils' emotional and learning needs and at forming positive relationships with all pupils. All members of staff are trained to show acceptance of the pupil but not the behaviour. There is a strong emphasis on de-escalation and future focus.

Behaviour within SPRS is recorded and monitored on a session by session basis throughout the school day including break, lunch and tutor periods. Pupils are given points at the start of each session and must follow the core rules to keep them. Behaviour is addressed throughout the day with acceptable behaviour taught as appropriate for pupils' age and level of understanding. Positive behaviour will be noticed, acknowledged and rewarded. Pupils' efforts and achievements will be recognised via various reward systems and celebrations. Inappropriate behaviour is addressed, recorded with suitable consequences put in place.

SPRS has four core rules

- Follow Instructions
- Keep hands feet and objects to yourself
- Speak appropriately
- Always try your best

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Parents will be informed of the school expectations before pupils enrol and will receive a copy of the school's behaviour and discipline policy. All parents and pupils will be asked to sign a home school agreement at an initial meeting.

4. Rewards and Sanctions

Through the points system a number of rewards can be earned.

- Lesson by lesson – Pupils aim to maintain an average of 80% or higher. They can also be awarded a merit for an outstanding achievement which is entered into a weekly merit draw.
- Daily - Pupils who maintain an average of 80% or higher leave at 1.00pm
- Weekly – Pupils who maintain an average of 80% or higher and have attended for at least 80% of the week have the opportunity to take part in high pass activities on Friday morning. These activities replace two lessons and are chosen by the pupils in each key stage.

Pupils are also awarded credits for achieving high percentages. 95%-100% earns 5 credits; 90%-94% earns 3 credits; 85%-90% earns 1 credit. Credits are worth 25 pence each and can be used to order items through school. Certificates are awarded to credit earners in a weekly reward meeting.

The merit draw is also taken during the reward meeting with the winner being awarded 5 extra credits.

- Half termly – Pupils who again maintain an average of 80% of their points and their attendance earn the right to go on a high pass reward trip. Venues are chosen by pupils via the student council.

The points system also informs sanctions.

- Lesson by lesson – Removal of points for inappropriate behaviour. Removal to work 1:1 with the lesson TA for a set period or the rest of the lesson.
- Daily – Pupils who have not achieved the 80% target must stay for catch-up lessons in the afternoon. Lunch is provided from 1.00 – 1.30 under the supervision of the behaviour manager and a TA. Then two catch up lessons are on the timetable, 1.30 – 2.15 and 2.15 – 3.00. The reason for loss of points or the severity of the incident determines if pupils stay for one or both catch up sessions. Points are awarded for the catch up sessions which count towards the average total for the next day. Staff also have the right to place a pupil into a catch up session if they feel that it is necessary for the pupil to maintain their progress or because of a serious behaviour incident in their lesson. This is recorded in the electronic points log but does not affect their point score.
- Weekly – Pupils who have not maintained the 80% target continue with their normal lesson during high pass reward time.
- Half termly – Pupils who have not maintained the 80% target stay in the centre for their normal timetable during high pass reward trips.

5. Use of Restrictive Physical Intervention

Members of staff have the power to use restrictive physical intervention (RPI) employing reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Professional training is provided by a recognised training provider (SecuriCare) for all staff in order to operate this policy.

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Use of RPI is an option of last resort. Parents/Carers are kept informed of the use of RPI and serious incident reports are compiled by staff involved, discussed with the pupil and recorded in the pupils file.

6. Confiscation of inappropriate items (searching and screening)

All staff have the powers to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

The power to search without consent for "prohibited items" includes:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the head teacher which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must always be handed to the police, otherwise it is for the head teacher to decide if and when to return a confiscated item.

7. Exclusions Protocol (Fixed Term)

In situations of utmost seriousness fixed term exclusions may be considered, although this is seen more as a chance to enable the pupil to make a fresh start rather than a sanction in itself. Fixed term exclusions may be used where a pupil's behaviour has exceeded the normal sanctions and the incident is so serious that an extended period of isolation is not deemed appropriate. It is not an option to send a pupil home unofficially. This must be treated as fixed term exclusion.

Any exclusion must be the decision of the head teacher or the assistant head teacher in their absence.

The law allows head teachers to exclude a pupil for up to 45 days in a school year. However individual exclusions should be for the shortest time necessary. In all cases one or two day's exclusions, work should be set and marked.

8. Useful / related documents

- Attendance Policy
- Anti-bullying and Harassment policy
- Safeguarding and Child Protection policy and guidance
- DfE guidance, Behaviour and Discipline in Schools, February 2014
- Screening, Searching and Confiscation – Advice for Head Teachers, Staff and Governing Bodies