

Scarborough Pupil Referral Service



Positive Behaviour System Policy

Drafted by:	Ratified by Management Committee:	Amendments made:	Review Date:
W. Chopping	16/10/2021	Added suggested behaviour principles Added – what to do if a pupil is suspected to be under the influence of drugs or alcohol Added – Use of isolation Added – Rules to supporting transitions	10/2023
W. Chopping	05/10/2022	Added – new rules around searching and confiscation.	10/2023
W. Chopping	30/11/2022	Added details regarding the use of RPI and searching	30/11/23
J. Fox	04/10/2023	Change of policy title Change of dates on referenced documents regarding updates. Changes to Rewards and Sanctions section Changes to confiscation of items section Room 6 now identified as 'Time Out' Room Changes to Exclusions Protocol section	04/10/24
J. Fox	02/10/2024	Changes to contents Changes to Rewards and Sanctions Changes to Time Out areas Changes to Exclusions – Suspensions added Changes to Supporting Transitions.	03/10/25
J. Fox	03/12/2025	Added information regarding Nurture School accreditation Information regarding rewards and celebrations All staff are 'search' trained Contact with associated agencies of parents/carers are not available and there is a concern No tongue piercings to uniform section	03/12/26
Print Name		Signature	Date
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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 the impact that these actions may have on others.

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

The SPRS behaviour policy has considered the following guidance:

- The Education and Inspections Act 2006
- The 2010 and the Safeguarding and Child Protection Policy
- Searching, Screening and Confiscation (advice for schools) July 2022

The SPRS works with pupils who have been permanently excluded or who are at the risk of permanent exclusion (preventative placement).

2 Principles

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the headteacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE July 2013, Updated July 2015) has been used as a reference in producing this Statement of Behaviour Principles.

This is a statement of principles, not practice. Practical applications are set out in a range of policies including this one.

The Governors believe that high standards of behaviour lie at the heart of a successful school and that positive behaviour patterns enable pupils to make the best possible progress in all aspects of their school life. At our school we value everyone as an individual capable of growth, change and development. Our relationships are underpinned by our Nurture Principles as well as those of inclusion, tolerance, respect, personal responsibility, integrity, equality, pride and a sense of belonging with the school community. We have high expectations that support the development of our pupils as responsible citizens, able to participate democratically in their community.

1. All pupils, staff and visitors have the right to feel safe at all times at school.
2. Our school is inclusive. All members of the schools' communities should be free from discrimination of any sort. Measures to protect pupils should be set out in the Behaviour and Equality policies.
3. We are an accredited Nurture School and as such all of our policies are underpinned by the Nurture Principles.
4. School rules should be clearly set out in this behaviour policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
5. Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
6. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. We recognise that the use of rewards and sanctions must have

regard to the individual situation and the individual pupil and that school staff will use their discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable pupils, and offering support as necessary.

7. The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning.
8. The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards staff will not be tolerated.
9. The Governors expect the Behaviour Policies to set out the schools' responses to non- criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

3 Aims

The aims of SPRS behaviour policy are to:

- create a safe, structured and nurturing learning environment
- acknowledge positive behaviours
- challenge inappropriate behaviours
- allow pupils to reflect on their behaviour
- support pupils to make positive changes
- celebrate positive choices and improvements in behaviour

4 Strategies and Monitoring

SPRS promotes positive behaviour by all staff having high expectations of pupils and the encouragement of a daily fresh start where past behaviours can be left behind. Staff receive suitable training and are well-equipped to understand pupils' social, emotional, mental health and learning needs. Staff work to make and maintain positive relationships with pupils at all times. The emphasis is always on preventing and changing negative behaviours. Pupils are also explicitly taught and guided on how to make more positive behaviour choices.

SPRS record and monitor behaviours on a session-by-session basis throughout the school day including break, lunch and social times is addressed in a low-key way throughout the day. Positive behaviour is noticed, acknowledged and rewarded. Pupils' efforts and achievements are recognised via various reward systems and celebrations. Negative behaviour is addressed and recorded with suitable consequences put in place.

SPRS Core Rules:

- 1. Always follow staff instructions**
- 2. Keep your hands, feet and objects to yourself**
- 3. Speak appropriately**
- 4. Complete all tasks to the best of your ability**

Parents will be informed of the school expectations before pupils enrol and will receive a copy of this policy. All parents and pupils will be asked to sign a home school agreement at the admission meeting. Parents are also given information regarding the electronic system EPraise and how they can access their child's progress

5 Rewards and Sanctions

SPRS use an electronic system called EPraise. Using the core rules pupils are given the opportunity to obtain the maximum rewards possible for their behaviour, attitude and attainment during the school day and throughout the school week including enrichment and social times.

Points are accrued which will then allow pupils to purchase items from the online 'Shop'. Pupils can choose items and purchase using their points. In addition, pupils can strive to 'buy' other enrichment opportunities and also save for the end of term trips and visits. Pupils are able to download the app and can then see their points and their purchases.

Each Monday in Tutor Time pupils are given the opportunity to look at their points and identify the areas that they may need to improve in to give them maximum point value throughout the coming week. At this point they are given the opportunity to purchase items from the shop if they have the appropriate points value.

At the beginning of each week there is a Praise Assembly that celebrates pupil and tutor group achievements. This is rewarded with a Tutor Group Trophy and certificates and prizes for the best achievers as well as a celebration for attendance

If a pupil is not adhering to the Core Rules, then staff can use the *Demerit system. This allows staff to give demerits to identify an issue. This may then lead to a sanction if staff deem it necessary called a 'consequence'. This could be break, lunch or after school consequence, this means pupils are isolated for the duration of the social time in order to reflect and discuss their behaviour and how they can rectify what has happened. Staff will use their discretion and knowledge of the pupil to resolve issues quickly, communicating in an honest and restorative manner.

As well as behaviour in lessons, demerits can also be deducted for the following:

- Punctuality – arriving after 8.45am
- Time spent out of a lesson that has not been authorised E.g., Time out Card
- All pupils are allowed 'Time out'. This is defined as no more than 10 minutes out of the lesson. Pupils are able to go to the 'Time out' rooms with a member of staff. This is reviewed regularly and pupils encouraged to reduce the time that they need by using their behaviour strategies.
- 'Instant Consequence' – If there is a serious behaviour issue in a lesson or around the building a member of staff may feel it necessary to apply an 'Instant Consequence'. This will be in discussion with the Behaviour Manager and parents will be informed.

*It is important to stress that pupils do not lose any of their points if they receive a demerit. The system is based around positive outcomes and what the pupil is able to achieve. Demerits are discussed with the pupil alongside any sanctions to assist them in regulating their behaviours and gaining an understanding of their own accountability.

6 Use of Restrictive Physical Intervention (RPI)

SPRS works in line with the DFE's guidance on the use of reasonable force as set out in the document.

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

All staff must read the above document and adhere to this.

At least one member of staff is trained by SecuriCare to train other staff on the use of RPI. Professional training is provided by a recognised training provider (SecuriCare) for all staff in order to operate this policy. Training is updated yearly with all staff and includes de-escalation techniques as well as physical management training.

If a pupil is emotionally dysregulated verbal de-escalation techniques will be used such as humour, distraction, reassurance, negotiation, solutions, options, advice and support as well as:

Vital Relational Functions (VRFs):

- **Attune – catch and match the feeling**
- **Validate – stop the behaviour and validate the feeling**
- **Contain – make the unbearable survivable**
- **Regulate – meet the intensity then calm and soothe**

It will also be suggested that they use the Time out room, an approved 'safe space' or a member of staff will offer to take them outside.

If a pupil is displaying unsafe behaviours and it is suspected that they may harm themselves, someone else or damage expensive school equipment, the following offers a suggested timeline of events if the situation escalates. **The minimum amount of force will be used for the minimum amount of time necessary and the pupil will be released when calm at any point during this process.**

- Verbal de-escalation techniques will be used initially and time-out spaces offered.
- Pupil will be warned where possible that RPI could potentially be used.
- Pupil may be guided to a safe space using ST1 hold between two members of staff
- Pupil may be guided to a safe space using ST2 hold between two members of staff.
- Pupil will be held in ST2 hold between two members of staff either against a wall for support, sat on a sofa or three chairs or sat on the floor against a wall for support.
- If a pupil is small in stature, they may be held by one person only in a wrap or a shield whilst the other member of staff bears witness.
- If a pupil falls forward due to a struggle, both members of staff will move down to the floor and the pupil will be held in prone position.
- If the pupil's legs are kicking another member of staff will hold their legs.
- Parents will be informed
- Serious incident form will be completed and incident logged on CPOMs
- Parental meeting with a senior member of staff and a reflective account taken.

7 Confiscation of inappropriate items (searching and screening)

Pupils and parents/carers are informed at the admission meeting of the reasons for searching and confiscation, the methods which are used and where the search will take place. There are opportunities to ask questions at this point.

All staff have the powers to confiscate, retain or dispose of a pupil's property. All staff are trained and certified in searching

All pupils will be screened with a metal detector on entry and will be asked to remove their shoes to check for prohibited items.

The staff member will search outer clothing, possessions, bags, desks and lockers. The search must be carried out by a staff member of the same sex and a witness.

If a staff member suspects the pupil has a prohibited item on their person, they can refuse entry to the school. If the pupil refuses to leave the school building or school site the police will be called to deal with the situation.

A staff member can use reasonable force to search for prohibited items but not those banned under school's rules such as a phone.

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, knives, evidence used in a crime and extreme or child pornography must be handed to the police in all cases; confiscated items such as alcohol, fireworks, cigarettes, vapes, cigarette papers and grinders which are seen will only be returned to the parent/carer unless the parent/carer wishes them to be disposed of.

Staff may examine data or files on an electronic device if there is good reason to do so.

8 If a pupil is suspected of being under the influence of an illegal substance

If a pupil is suspected of being under the influence of drugs or alcohol on school premises, the school must prioritise the safety and wellbeing of the young person and those around them.

If necessary, it should be dealt with as a medical emergency and the administration of first aid and summoning of support should be a priority.

At the point of suspicion pupils should be isolated with a member of staff.

If it is felt the pupil does not require medical attention then it is at this point a senior member of staff should exercise the school's legal rights to search the pupil In line with Section 91 Education Act as set out in the school policy.

[Searching, screening and confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

Parents/ carers must be called at this time with a view to them collecting the pupil from school. If parents/carers are unavailable the pupil should be isolated with a member of staff to be observed for a minimum of 3 hours or until a member of the Senior Leadership Team decides otherwise. During this time the pupil should remain in one room away from the other cohorts to be monitored. If this is during break or lunch time, appropriate food and drink will be provided and taken to them. They should not leave the room for any other purpose than to use the toilet facilities.

Further attempts to contact parents/carers should continue throughout to notify them of the situation. If parents/carers are unable to be contacted appropriate agencies (if involved with the family) should be notified.

Depending on the circumstances, the police may need to be contacted. If the child is felt to be at risk the Safeguarding Policy will come into effect and social care may need to be contacted.

Staff should ensure the whole incident is documented on CPOMs and a senior member of staff is aware and kept up to date throughout.

9 Use of Time Out Rooms

The primary use of the rooms is to offer 'Time Out' to pupils who are feeling dysregulated and unsettled. Pupils can choose to go voluntarily if they need some time away from other people to collect their thoughts and calm down.

The rooms may be used for isolation in a medical emergency or if a pupil has arrived at school under the influence of an illegal substance or controlled drug such as alcohol.

The rooms may be used to isolate a pupil if they are causing harm or threatening to cause harm to themselves or others.

The rooms may be used to isolate a pupil if they are causing destruction of or threatening the destruction of school property.

The rooms may be used to isolate a pupil if they are causing a disproportionate amount of disruption to learning for the rest of the pupils in the school.

A pupil will never be blocked in the Time Out rooms unless staff members feel the pupil has the potential to harm themselves or others and this will be supervised by a member of the senior team.

10 Fixed Term Suspension or Exclusion Protocol

Suspensions and exclusions may be considered in serious situations.

Suspensions and 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. This must be treated as a fixed term suspension.

Any suspension or exclusion must be the decision of the Headteacher or the Assistant Headteacher in their absence. Social workers and Virtual School must be informed if there is involvement as well as the pupil's school if they are on a preventative placement.

A return to school must start with a re-admission meeting with parents/carers and the pupil. This enables a fresh start approach for the pupil.

The law allows headteachers to exclude a pupil for up to 45 days in a school year. However, individual exclusions should be for the shortest time necessary. Regardless of the length of time of the exclusion, parents/carers will be informed in writing giving details of the decision that has been made and the reasons behind it. In all cases, work should be set in line with that of the pupils in school.

11 Useful / related documents

- Attendance Policy
- Relationships Policy
- Substance Misuse Policy

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

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

12 Supporting Transitions

SPRS recognises that to support pupils in meeting the requirements of a behaviour policy there should be a degree of flexibility according to individual needs. However, it is also recognised that pupils will be transitioning back to mainstream or alternative educational provisions and as such adherence to policies and school rules should be an expectation

There is also a need for SPRS to establish rules and boundaries which pupils will be expected to adhere to whilst on their preventative placement or if they have been permanently excluded from a mainstream environment.

Being unable to follow some level of rules and boundaries would be a barrier to success

SPRS Uniform Policy

- Black trousers, smart jeans (no ripped jeans at all), plain black joggers or leggings (not transparent or with any logos) or black skirts (no more than 2 cms above the knee.)
- White shirt, t-shirt or polo shirt. No cropped tops, vest tops or low-cut tops.
- Plain black jumper or cardigan, no hoodies. (no logos)
- Shoes can be trainers, shoes or boots but no high heels, sliders or flip flops.
- Pupils can wear studs in their ears or their nose but no loose hanging or hooped ear or nose piercings. No tongue piercings
- Pupils can wear nail varnish but no false or acrylic nails.
- Bracelets, rings and necklaces with protruding stones or designs must be removed on arrival.
- No Smart watches

PE kit – pupils will be allowed to come to school in sports wear on the day of their PE lesson. No crop tops, hoodies or hot pants. Mid-riff must be covered, leggings must be appropriate