

Hambleton & Richmondshire Pupil Referral Service



Sunbeck PRS Behaviour Policy

Named personnel with designated responsibility for this policy:

Academic Year	Designated Senior Person	Nominated MC Member (if applicable)	Chair of Management Committee
24/25	Sarah Morrison		Tom Kelly

Policy Review Dates:

Review Date	Changes Made	By Whom	Date Shared With Staff
Nov 24	No changes		

Date Ratified by Management Committee	Review Date
November 2024	November 2025

Policy Source:	
North Yorkshire Council <input type="checkbox"/> The Key <input checked="" type="checkbox"/> Written by The Sunbeck Centre <input type="checkbox"/>	Veritau <input type="checkbox"/> Other (please state) <input type="checkbox"/> Click or tap here to enter text.

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, de-escalation and physical intervention are used consistently by staff, in line with the behaviour policy and training
- 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 suspensions
- 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 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 Hambleton and Richmondshire PRS Management Committee, annually.

The Hambleton & Richmondshire Pupil Referral Service mission statement

The aims of the service are:

- To work in partnership with local mainstream schools at secondary phase to prevent permanent exclusion
- To prepare students for and support them through reintegration (to either mainstream or special school) following a permanent exclusion
- In the case of students in Key Stage 4 who cannot return to mainstream school, work to gain qualifications, access work experience placements and the successful transition of students from Year 11 to either continued full-time education at Key Stage 5, work based training or employment
- To work in partnership with other support agencies e.g. CAMHS, social care, early help.

As we continually strive to provide a safe, healthy, happy and stimulating environment for learning, we endeavour to:

- Improve behaviour, where necessary, and maintain good behaviour
- Build confidence and self-esteem
- Develop self-awareness
- Develop the skills to work with people in different contexts
- Provide a personalised curriculum for each student according to their needs
- Consider the holistic needs of each student in our planning

Behavioural aims

The staff across the service will expect all students to behave in a manner which will ensure that their transition either back to mainstream or special education or to post 16 education, training or employment is successful and enable them to achieve their best in all areas of the curriculum.

This will be achieved by:

- A clear, explicit structured day reinforced by routines
- A clear system of consistent rewards and consequences
- Consistent expectations from all staff
- The development of a good, trusting relationship with staff (all students will have a key tutor)
- Access to an appropriate broad and balanced curriculum which is personalised, including vocational opportunities where appropriate
- Raising self-esteem and confidence
- Developing a good, working relationship with parents/carers
- Developing a good working relationship with other agencies working with the student
- Staff offering a good role model of co-operative and positive behaviour and by encouraging students:
 - To behave in a socially acceptable manner in all situations
 - To behave respectfully towards all with whom they come into contact
 - To acknowledge the rights and responsibilities of others as well as their own
 - To reflect on and better understand their own and others' behaviour
 - To manage their own emotions

Equal Opportunities

In accordance with North Yorkshire County Council policy, staff from The Hambleton & Richmondshire Pupil Referral Service believe that all children, irrespective of class, ethnicity, religion or belief, gender, sexual orientation or special educational needs should have equal access to all areas of the curriculum offered. Our school's policy should take account and make use of the

cultural diversity within our school and we aim to develop the potential of all our young people, including those with additional learning difficulties by:

- Addressing their social, emotional, behavioural management and mental health needs
- Targeting their areas of academic difficulties
- Helping them to have more confidence in themselves
- Developing their self-esteem
- Ensuring any students with limited mobility have access to and within the building
- Focusing upon the specific needs of the smaller number of specific groups who may be on the roll at the Centre

Student Histories

The students that attend The Hambleton & Richmondshire Pupil Referral Service are either:

- Permanently excluded from mainstream school
- On an intervention package from a mainstream school
- Awaiting a school place

In many cases, the students' self-esteem and confidence as positive learners will have been damaged. This requires sensitive and skillful handling in order to prepare the students to reintegrate back into a mainstream placement or whatever setting is deemed appropriate. We aim to provide an appropriate setting to promote this and develop resilience in our learners.

Expectations

Staff have been trained in the Pivotal Approach to behaviour management. This is based on the five pillars of Pivotal practice:

- Consistent
- Calm adult behaviour
- First attention to best conduct
- Relentless routines
- Scripting difficult interventions and restorative conversations

Staff also use the Thrive Approach in conjunction with the above to address student behaviour through:

- Attunement
- Validation
- Containment
- Regulation

Both Pivotal and Thrive support the practice of understanding behaviour as a communication tool. Staff receive training in understanding this concept and work with students to better understand their emotional development and to develop resilience.

In order to provide consistency throughout the PRS, community expectations are discussed, developed and agreed by staff. At the beginning of each new term /week and sometimes session, the expectations are re-affirmed with the students and reinforcement of the expectations is applied each day. Expectations are clearly displayed in each classroom and in the individual target book for each student. References are routinely made to the displayed expectations. Throughout the day, expectations are regularly discussed with students as part of all lessons.

Community expectations

Our community expectations within the classroom relate to both behaviour and learning. Our expectations of all our students are as follows:

Pride
Respect
Safety

In practice, what this means is students are expected to:

- | | |
|----------------|--|
| Pride | Show pride through your work, uniform and behaviour, both in and out of the building. |
| Respect | Be respectful to staff by being polite and ensuring your language is appropriate. Be respectful to other young people by allowing them to work undisturbed. Be respectful to the building and of the learning environment. |
| Safety | Follow instructions, remain in your lesson and engage with learning tasks. Move around the building in a safe way. |

Examples of misbehaviour:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Lack of engagement with classwork
- Swearing and abusive language
- Incorrect uniform
- Minor damage to classroom equipment

Examples of serious misbehaviour:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments

- Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
 - Theft
 - Fighting
 - Smoking or vaping
 - Racist, sexist, homophobic or discriminatory behaviour
 - Child on child abuse
 - Possession of any prohibited items. These include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Lighters
 - Vapes
 - 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)

To ensure our school community is a safe environment for all, pupils are required to place all personal items in a locker, including mobile phones, and this is checked on arrival using a security wand.

Monitoring learning and behaviour

Students will receive lesson points for each of the above community expectations, as well as 1 personal targets.

Students will receive points per lesson as follows:

- 2 points = expectation/target achieved
- 1 point = expectation/target partly achieved
- 0 points = expectation/target not achieved

Students can earn up to 8 points per lesson and up to 240 points per week.

Rewards

Students will receive positive praise: phone call home, post card home and bespoke reward experiences or vouchers.

Consequences

Consequences are used in conjunction with the system of rewards. The most important strategy through which the aims of the service are achieved is the full and proper recognition of achievement – both behavioural and academic.

However, it is recognised that, at times, a consequence may be necessary. Consequences will be given for repeatedly not meeting the community expectations. Consequences need to be logical and relevant to the expectation. For example, damaging property will involve repairing the damage. Restorative conversations would be a logical consequence for confrontation. Refusal to work in a lesson may involve staying later to complete the work. All our students present with different needs. Consistency is achieved through addressing the behaviour. Staff support students to be accountable for their behaviour and work with them to address issues.

Ultimate consequence

At times, if necessary, the behaviour of students may warrant a fixed term suspension. However, at The Hambleton & Richmondshire Pupil Referral Service, we aim to keep this response to a minimum, bearing in mind the previous histories of our students. Suspensions are kept as short as possible and may involve a review of the individual's timetable and the support required.

Examples of strategies used at The Hambleton & Richmondshire Pupil Referral Service:

At The Hambleton & Richmondshire Pupil Referral Service, we focus primarily upon intervention, de-escalation and upon giving individual students the necessary skills to self-manage in their current educational setting, in their new mainstream/special school once reintegrated, at any external providers they might access whilst at The HRPRS, and in their post 16 placement if they remain with us until the end of Y11. Strategies are devised on an individual or collective need. The communication of strategies and dissemination of good practice are key issues when working with students with challenging behaviours and the daily debrief and weekly staff meetings usually provide the forum for this.

Examples of strategies used at The Hambleton & Richmondshire Pupil Referral Service :

- Consideration of any safeguarding concerns
- The consistent application of the service's points system in relation to expectations
- Challenge unsafe and harmful behaviour with a calm, firm approach
- Displaying the expectations in key areas and classrooms
- Distraction and humour
- Thrive approach techniques to explore underlying reasons for behavior – professional curiosity
- Staff team meetings / solution circles / reflective practice
- Using students as role models for their peers
- Tactical ignoring of behaviour, when appropriate
- The use of 'take up time' – time given to a student in order for them to modify their behaviour.
- Choices given to the student and also the fact that they are choosing the resulting reward/consequence based upon their choice of behaviour being clearly explained to them.
- Contacting parents/carers – to discuss the student's behaviour
- Refer to the appropriate section of this policy
- Restorative practice approaches.
- Formal meetings between students and the Head Teacher/Deputy Head
- 1:1 sessions with key tutors
- Formal meetings with parents/carers and the student

This is not an exhaustive list of strategies used by staff, but an example of the many varied ways that staff attempt to meet the needs of our students.

Responsibilities of The Hambleton & Richmondshire Pupil Referral Service staff team

We, as PRS staff, are aware of the fact that we are role models for our students. As such, we aim to:

- Model respect for each other and for our students
- Support our colleagues in dealing with challenging situations
- Use the Thrive approach of vital relationship functions (attune, validate, contain, calm and soothe)
- Use the Pivotal Approach to behaviour management

Responsibilities of parents/carers

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure students come to school in uniform and prepared to work

Certainty, predictability and security

Students who have had a disruptive and fragmented school experience will usually need to feel secure and safe in order to learn and behave positively. They will need to feel that they are being managed effectively. This requires a school day which is structured around routines and predictable changes, both in the management of the service as a whole, as well as the delivery of the curriculum. Also essential is the need for consistency from all staff in response to a variety of situations leading to a system of rewards and consequences.

We recognise that all of our students need to experience a certain amount of change in order to cope better when accessing external provisions or once they have left the service, and with the changes they experience in other aspects of their lives. Therefore, changes are planned for in the curriculum and daily routines, in order to give students varied and safe experiences.

Links with parents and carers

We aim to foster mutually supportive relationships with our students' parents and carers. This is important because:

- Many parents/carers' past experiences with schools may well have been difficult
- Good working relationships with parents/carers is a key factor in raising self-esteem and we endeavour to be welcoming to parents/carers in order to achieve our aim of co-operating with parents/carers
- We have a duty to keep parents/carers informed of their child's progress

We endeavour to do this by:

- Regular meetings
- Termly reporting to parents/carers
- Regular phone calls to and from home
- Letters and notes and postcards home
- Home-school agreements – a 'contract' for new admissions to record the expectations and responsibilities of both the service and home
- Having parent/carer representation on the Management Committee
- Encouraging parents/carers to drop in on a regular basis or to see tutors or members of the SLT
- Encouraging and supporting parents/carers to assume a more positive relationship with their child.
- Offering informal support and advice in regard to the successful management of their young person at home.
- Information is posted on our website and Facebook page
- Work effectively as part of a multi-agency team when appropriate

Use of physical intervention

As a last resort, it is occasionally necessary to use physical intervention to keep children and adults safe. The staff are trained in de-escalation to ensure that physical intervention is rarely required. Training is provided by Team Teach and

covers aspects of safeguarding as well as how to physically intervene safely if needed.

There are 3 situations where physical intervention may be required:

- If a child is physically harming themselves
- If a child is harming or attempting to harm another child or adult
- If a child is damaging or attempting to damage property and/or the learning environment.

This element of the behavior policy is included in our Induction meetings prior to a placement commencing.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions within school for sexual harassment and violence may include:

- Removal for 1:1 teaching
- Restorative conversation
- Meeting with parent or carer
- Challenge and advice from Key Tutor
- Suspension
- Educated off site
- Meeting with Police Liaison Officer

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to Early Help
- Refer to Children's Social Care
- Report to the police

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to Children's Social Care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Evaluation of policy

This policy will be considered to be working successfully if:

- Young people feel happy, confident and safe in the PRS
- There is a calm working atmosphere in the classrooms
- Young people conduct themselves around the PRS in an orderly manner
- Parents/carers are aware and confident in how the PRS operates the Behaviour Policy
- Students are making good progress in relation to our assessments of their individual needs.
- Students make the successful transition to mainstream/special schools, external providers and post 16 education, employment or training
- There is a low incidence of fixed term suspension.