
		Pendlebury Centre www.PendleburyCentre.org.uk			
Policy Title:		Behaviour Policy			
Last Reviewed & Updated:		July 2017	Due for Review:		July 2019

PENDLEBURY CENTRE BEHAVIOUR POLICY

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Our Vision

At the Pendlebury Centre, we foster an atmosphere that is safe, compassionate and conducive to learning. We promote a culture where effort and commitment is rewarded alongside achievement; where all are challenged to do their best and where all are valued and respected.

The Pendlebury Centre community works together to ensure positive outcomes for each young person, both within and out of the classroom, which is defined by the following hallmarks:

1. Positive Contribution
2. Positive Communication
3. Positive Creativity
4. Positive Co operation
5. Positive Confidence

We believe strongly that all members of our community – young people, staff, families, external agencies - have a role to play in creating a positive atmosphere and culture. This policy outlines the approaches and responsibilities we adopt in doing so.

The basis of our policy is positive: we wish to “catch students being good” and reward them for it. However, on occasions, where a member of the community behaves in a disruptive and destructive way, we have responses to de-escalate, encourage the young person to reflect and encourage them to make amends. during such times, it is always the behaviour and not the young person which is unacceptable.

We do not tolerate anti-social behaviour in any form. However, we realise that such behaviour could be attributed to a combination of inter-related factors. Therefore we will work closely with the young person and their parents/carers to develop strategies which can be adopted by both home and school to help overcome his/her problems.

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Purpose and Aims

The purpose of this policy is to:

- provide information for all staff, students and parents about acceptable forms of behaviour in our centre;
- provide a referral document for all new staff and parents;

- suggest ways of acknowledging good behaviour and of dealing with problems;
- help ensure a fair and consistent approach when dealing with discipline problems
- help promote good attendance and reward this appropriately.

The aim of this policy is to provide:

- a positive, safe environment in which our students can develop self-discipline and behaviour strategies that will facilitate their timely return to mainstream;
- an atmosphere that encourages students and staff to value and appreciate each other irrespective of age, gender, creed, race or ability;
- a suitable education (academic, vocational, emotional and social) for each student so that they are helped to realise their full potential as young adults in society;
- opportunities for success rather than failure
- opportunities to reflect on lost opportunities and mistakes, with a view to making better choices in the future

We will do this by:

- providing each student with an engaging, enriching programme of development that allows for progress, taking into account their previous educational history, patterns of attainment, behaviour and attendance;
- providing a happy, secure learning environment where academic and social-emotional achievements have equal status;
- having a reasonable and clear approach to promoting and responding to behaviours, including consistent daily routines.
- acknowledging successes over failure;
- fostering positive relationships between home and Centre by celebrating successes with parents, alongside concerns and difficulties.

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Rewards

At the Pendlebury Centre we believe that both effort and achievement should be recognised. The emphasis is put on praise and prevention rather than punishment. Good behaviour is encouraged, bad behaviour is discouraged and students are helped to know the difference.

We seek to reward students for the following 'good behaviour':

- ✓ Making above expected progress in learning.
- ✓ Meeting targets on their Personalised Learning Plan.
- ✓ Turning things around quickly after a problem.
- ✓ Setting a good example for the SEAL Star objective.
- ✓ Meeting a group target set by staff at the start of the session.

When 'good behaviour' is observed by staff, students are rewarded as follows:

- Positive verbal feedback is given in the first instance – for some students who struggle with public praise, this may be via a 1-to-1 conversation or may be largely non-verbal – a discreet thumbs up, nod or smile.
- During classroom sessions and other planned activities, staff give the student a raffle ticket – they also log the raffle ticket on SIMS.
- Raffle tickets are entered into a weekly prize draw - the winner then picks from options including a free break club voucher, treats and shopping vouchers.
- The raffle tickets can be used as a tally / reference on SIMS, helping staff make a decision about who gains their 'Student of the Week' award and a positive phonecall home.
- Any student gaining a 'Student of the Week' award – given out during our weekly 'Forum' event – also has this recorded on SIMS.

- Every 2 – 3 weeks a report is generated highlighting the ‘Top 5’ students for that period, which is again celebrate with students at Forum.




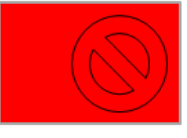
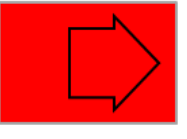
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Sanctions / Consequences

At times, a student may behave in a way that is increasingly disruptive – and/or destructive – to their own positive experience and development, and to that of the wider community.

When this occurs, staff have the authority and responsibility to de-escalate such behaviour. Staff work together using a ‘Tackle-Pass-Move’ approach – in the first instance, they are expected tackle unacceptable behaviour before passing on to a more senior colleague. From there, we operate a principle of ‘moving on’ allowing for fresh starts in due course.

When staff are called on to ‘tackle’ unacceptable behaviour, they work towards a measured, communicative response:

	<p>1st Yellow Card: A 1st formal warning will be given around a relatively minor behaviour. This is designed to raise the awareness of the student concerned about their behaviour. This is recorded on SIMS but carries no further consequence itself.</p>
	<p>2nd Yellow Card: A 2nd formal warning will be given around a relatively minor behaviour. This is designed to remind and reinforce to the student concerned about their behaviour. This is recorded on SIMS but carries no further consequence itself. If TA support is available, the teacher may direct the student to work with them for a short time to re-focus. The teacher may also instruct the students to move seats etc.</p>
	<p>Orange Card: The teacher makes the decision that the student’s behaviour is disruptive / destructive – in terms of its persistence or impact – that the student needs to re-locate elsewhere as a de-escalatory measure. The student will be provided with the opportunity of time out with a member of staff. This will be in a named room or other space. The focus will be on returning to the lesson as soon as possible and completing the set tasks. The teacher may ask the student to complete missed work, within reason, at social times.</p>
	<p>1st Red Card: If a student is persistently disruptive / destructive, having been provided with Orange Card / time out, the teacher can issue a 1st Red Card. This results in a referral to the Leadership Team. Unless there are exceptional circumstances, the student will be also instructed to work on a 1-to-1 basis for the rest of the day – as both a de-escalatory measure and a sanction. A student may also be given a detention, subject to agreement from home.</p>
	<p>2nd Red Card: Where a student has been persistently disruptive / destructive, and has not responded to support, the Leadership Team can issue a 2nd Red Card which results in the student being sent home – to return the following day for a readmission meeting. This card may also be issued by the Leadership Team as a standalone sanction where there is a serious infringement of school roles such as abusive / aggressive behaviour, use of banned substances etc.</p>

Incidents / ongoing causes of concern are brought to the attention of the whole staff and discussed at the daily staff briefing.

With serious infringements, the Leadership Team may decide that a Fixed Term Exclusion and/or re-referral to the Secondary Panel for Inclusion (SPI Panel) with a view to a change of placement.

The final sanction of permanently excluding a student from the Centre will only be taken after prior discussion with the Children's Officer (Inclusion).

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Specific Areas of Concern

Code of Dress / Uniform

Due to the vast majority of students being dual-registered with a mainstream school, the Pendlebury Centre does not have a standardised uniform. However, the Centre is, like any school, a place of work. Like any place of work, one of the conditions of attending the Centre is adhering to rules around appropriate dress / uniform. In the first instance, students are required to wear their 'home school' uniform. In addition, the Centre has a guide outlining this in more detail.

See: Document – Pendlebury Centre Uniform Guide

Where a student's dress code is deemed inappropriate for the school day, the Leadership Team will:

- Direct the student on how to change what they are wearing to make it more appropriate – such as removal of excessive make-up, adjusting skirt length etc.
- Loan a Centre jumper to make a student's appearance more appropriate / fitting to a place of work.
- Direct the student to return home and change their clothing.

Attendance

A frequent concern for a student who is referred to the Pendlebury Centre is long term absence from school. Therefore, it is of the utmost importance to address this problem as soon as possible so that other problems the student may be experiencing can also be addressed. Parents/carers are encouraged to be honest and not to make excuses for their child's absence. The aim is to develop a more positive attitude towards school and establish a pattern of regular attendance.

The Centre has a separate policy on attendance.

See: Document – Attendance Policy

Punctuality

Whilst we recognise students often have to undertake long journeys outside of their usual area / routes to attend the Centre, we expect them to be punctual – according to their agreed timetable.

Where a student is late without good reason, we will issue a detention at the end of the school day. In the first instance, this is equivalent to the amount of minutes they were late. With persistent or extreme lateness, the Leadership Team can decide to implement extra study sessions at the end of the school day. Parents/carers will be informed of such arrangements.

Bullying

Bullying is defined as being 'when a person or group of people identifies a vulnerable individual and systematically makes life unpleasant for them.' Bullying can be physical, verbal or emotional.

Bullying will always be regarded as unacceptable behaviour which will not be tolerated and any incidents of bullying should be reported immediately, by students, parents or staff to the headteacher.

Students who are subjected to bullying may:-

- show changes in behaviour (becoming shy, withdrawal, etc.)
- be unwilling to attend the centre
- feign illness

- have unexplained bruising or scratches
- ask for money or “lose” pocket money

The staff at the Centre will always do their utmost to resolve any reported cases of bullying by protecting the victim and modifying the attitude of the perpetrator before bullying becomes a feature of his/her behaviour.

Homophobic abuse and harassment is not acceptable behaviour and is not tolerated. Preventative action, such as awareness raising in PHSE, Forum, etc., is taken to reduce the likelihood of such incidents occurring.

Incidents of racial or homophobic bullying of any kind must be recorded on the appropriate documentation and kept on file.

See: Anti-Bullying Policy

Representing the Centre in the Local Area

Anti-social behaviour is not acceptable in any circumstance, but we are particularly mindful of our nearest neighbours. The privacy and peaceful enjoyment of the area by our neighbours should be considered at all times and students should be expected to behave respectfully whilst entering / leaving the Centre.

Students travelling on public transport are asked to behave in a manner that does not cause a nuisance to others.

The Centre regularly delivers off-site activities via our Enrichment programmes and has clear expectations of student behaviour on such activities. We have a policy that outlines this in more detail.

See: Document – Enrichment Policy

Restorative Approaches

Stockport’s definition of Restorative Approaches is: “A voluntary approach focusing on the harm done rather than the rule broken that involves all parties in an incident, giving them an equal voice, the opportunity to take responsibility for their actions, make amends and reduce re-offending.”

At Pendlebury we use Restorative Approach as part of our behaviour management:

- Circles are used in tutor times, mentoring sessions and lessons to encourage an ethos where thoughts and feelings can be explored openly.
- Staff have the Restorative Questions on their lanyards.
- Those students who unfortunately need time out of lessons in seclusion to reflect on their actions/behaviours complete a Restorative Enquiry written task with the member of staff supporting. (see Appendix 3)
- Restorative Enquiries are used to resolve conflict between
 - two students
 - member of staff and student/s
 - parent/carer and student

Two members of staff have attended a 5 day training course on Restorative Approaches. This training is disseminated to all staff and revisited regularly so that in time all staff will feel confident to use Restorative enquiries to restore conflict.

Self-Harm

Many of the students who attend the centre are involved with mental health services for self-harm.

Self-harm is defined as these students who have:

1. Cut themselves

2. Taken overdoses
3. Put themselves at risk by engaging in inappropriate sexual behaviour
4. Taken alcohol and drugs to excess

Guidance already exists on dealing with students in points 3 and 4 and the following is applied to these students who are regularly cutting themselves or taking overdoses.

Students who cut themselves

On admission we should establish what implements are used and talk through the safety measures we will put in place, to include: -

1. Keeping scissors, pencil sharpeners and compasses in a safe place, using in a supervised way and accounting for them on their return
2. Being mindful of the use of staples / paper clips with particular students / cohorts where self-harm is especially prevalent
3. Checking of mobile phones / shoes where blades have been stored in the past.
4. Establish with the students the agreed level of support

We will never make the students feel that their actions is wrong but will provided a safe and supportive environment which will support alternative coping mechanisms.

If the student agrees to show a member of staff their cuts we should make sure the cuts are clean and provided first aid advice on how to prevent infection.

Students who have taken overdoses

For those students who have taken overdoses, we will agree on admission the provision of any medication that could be given. For most students, who meet this category we would not issue any medication.

For all students there will be regular and constant liaison with the named CAMHS contact to ensure the students safety both on and off site.

For any student who is regularly self-harming our guidance to parents is to present them at Stepping Hill Hospital immediately.

Stockport's self- harm policy and pathway is adhered to in the Centre.

See: Document – Self-Harm Policy

Banned Items

Further to the above, the Centre has a separate policy around the control of banned items – such as bladed articles and substances.

See: Document - Searching, Screening & Confiscation Policy

Sexualised Behaviour

Any incidents concerning sexual behaviours are logged using the 'Sexual Behaviour Monitoring Form and Checklist'. A sexual behaviour timeline is kept for each student who causes concern.

Dual Registration – Partnership Working

When a student is placed on roll at the Centre, they should remain on roll at the referring school. In exceptional cases a student may be accepted without a mainstream school placement, but a place will be allocated as soon as possible.

Where there are serious incidents of behaviour that may require a Fixed Term Exclusion, the Centre's Leadership Team will consult with their equivalent colleagues at the partner school to decide upon a fitting and appropriate sanction according to both of their behaviour policies.

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INVOLVEMENT OF STAFF, PUPILS AND PARENTS

Involving Students

We believe that students should always be made aware of why they are being rewarded or disciplined. We believe this should be carried out as discretely as possible.

At all times we are prepared to listen to the students' opinions and their ideas of acceptable and unacceptable behaviour.

Pendlebury Centre students have been involved in the drawing up of this policy.

Involving Parents/Carers

Parents/carers have the greatest influence on our students and we believe that it is imperative to have their full support and maintain good communications between home and the Centre.

Parents/carers are:

- informed of our behaviour policy in a student's admittance to the Centre;
- informed promptly of good or unacceptable behaviour;
- asked to work in partnership with the staff in implementing the Centre rules;
- welcome to visit the Centre;
- are encouraged to bring concerns to our attention;
- are expected to attend review meetings or any other meeting that need to be called;
- asked to ensure that their child attends the Centre appropriately dressed, rested and fed so that they start the day on the best footing possible;
- are aware of and supportive of their child's timetable arrangements.

Involving Staff

Pendlebury staff will:

- provide a challenging, differentiated and, where necessary, personalised education programme for each student;
- manage and organise the classroom so that students can achieve;
- promote high standards of behaviour at all times.;
- liaise with parents to inform them of good as well as unacceptable behaviour;
- provide time for discussion of issues with parents, staff and outside agencies;

Involving Other Agencies

If a student persistently refuses to engage with the provision offered by the Centre, then the Children's Service officer (Inclusion) will be contacted.

If a student is being supported by mental health services (namely HYMS) then a member of the Leadership Team will contact the relevant person to discuss alternative approaches.

The Educational Psychologist for the Centre / Partner School may also be contacted and their advice sought. If the problem remains unresolved, an Education Planning Meeting will be called. The referring school and any relevant outside agencies will be invited.

If there is a wider cause for concern, in terms of family and community life, a Team Around the Child (TAC) meeting may be organised.

Where Social Care is already involved, the Centre will seek regular dialogue around the behaviour patterns that a young person presents with.

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TRAINING

Staff

As a professional working within a Pupil Referral Unit (PRU), there is an expectation that all staff take responsibility for ensuring they refresh and update their behaviour management through private study, visits to other provisions with recognised and relevant practice, regular personal in-service and/or through courses arranged as whole service days.

The Centre has a number of established common practices around promoting positive and de-escalating unacceptable behaviour. These include:

- Non-Verbal Cues
- Simple, Specific Language
- Language of Choice
- 'Do Nows'
- Processing Time
- Parking & Revisiting
- Body Language Awareness – specifically around high-anxiety
- Gentle Humour
- Tactical Questioning (Blank Model)

- 'Fierce Conversations' (Susan Scott, 2002)
- Comic Strip Conversations
- Social Stories

New members of staff will receive support, where necessary on adopting these approaches.

Team Teach

Team Teach offers a methodology for positive physical intervention, employing a whole school holistic approach with an emphasis on calm communication and defusing skills. The physical responses are underpinned by values that fit within a culture and ethos of positive educative care. Team-teach stresses the importance of documentation that underpins and supports the process and everyone involved, including written reports detailing events before, during and after the incident, individual behaviour plans, risk assessments, monitoring and evaluating. There must be follow up after an incident requiring positive physical intervention to ensure staff and student welfare is maintained.

See: Document - Care and Control Policy

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EDUCATION OF SICK CHILDREN

The principles relating to the aims and ethos of the Pendlebury Centre are those common to the Education of Sick Children Service. In order to maintain a positive, safe environment in which students can develop, they must be encouraged to develop self-discipline and to respect and appreciate others. They should, therefore, be given opportunities for success rather than failure. At all times the students' opinions will be listened to and parent/carers involved as far as possible.

Dual Registration

When a student is placed on the register of the Education of Sick Children Service, they should remain on the register of their mainstream school. Schools are expected to maintain links with their students through supplying and assessing work.

Responsibilities

On the initial visit to the home, parents/carers are requested to inform the Education Support Officer or the home tutor as soon as possible if the student is unable to have a lesson. This is reiterated in the letter confirming support from the Education of Sick Children Service.

If a student is not home for a planned lesson, the home tutor must inform the Education Support Officer so the situation can be checked. The Education Support Officer will then contact the parents/carers to discuss the matter.

If a student is admitted to hospital, it is the responsibility of the parents/carers to inform the Education Support Officer of the student's discharge so that a date can be arranged for teaching to recommence if necessary.

It is the responsibility of the ward teacher to notify school on discharge of any pupil taught.

A report is issued to the school on discharge from the ward or if home teaching ceases.

Registering students is the responsibility of every teacher in the service. On the ward the opening and closing times for registration must be more flexible.

Code of Conduct for Hospital

1. There is no place for bullying, aggression, rudeness, disobedience or insolence.
2. Students and staff should do their best to be punctual at all lessons.
3. Students and staff should have respect for the Hospital building and its resources.
4. Students should be dressed in their day clothes as far as possible.
5. Mobile phones are not allowed to be used in the hospital classroom environment.

Code of Conduct for Home Teaching

1. Lesson should start punctually.
2. Students should, as far as possible, be dressed in their day clothes.
3. Make sure homework is done carefully and promptly.

Rules Common to All

1. Always do your best.
2. Listen carefully.
3. If there are problems, discuss them with your teacher.

Use of Rewards

As far as possible, there will be a continuum of the reward system in operation in the pupil's home school, e.g. merit marks, stickers, stamps, etc. Positive verbal feedback and body language, e.g. a smile, will encourage a positive attitude. In the hospital classrooms, work will be displayed and parents, nurses, etc. informed so that the child has further praise. In the home situation parents/carers will be involved.

Sanctions

It is always the behaviour and not the child which is unacceptable. The parent/carer is involved if necessary. We would follow the sanctions of the Pendlebury Centre as far as the situations allow. It must be remembered that parents (and the nursing staff in the hospital situation) would often be accessible to discuss inappropriate behaviour. On the rare occasion when the behaviour is causing

concerns, the pupil would be asked to leave the schoolroom and return to his/her bed for a short period. Negotiation with the nursing staff could also result in the child being denied access to television, video or computer for a limited time.

It is the responsibility of the teacher to record any problems and discuss them with the Head of Pendlebury if necessary. The nursing staff in the hospital should also be informed.

There is a panic button available in the classroom for extreme cases.

Out of Class Supervision

Out of class supervision is the responsibility of the nursing staff. On the ward, the classroom doubles as the dining room, therefore any activities at this time cannot be the responsibility of the teacher.

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Monitoring and Evaluation

- Incident logs and SIMS-behaviour statistics will be shared and scrutinised at Leadership Team meetings on 2-3 weekly and half-termly basis – with a view to maintaining effective policy and practice.
- Behaviour statistics form part of the data review at the end of the academic year.
- Daily briefing acts as a forum for staff to discuss behavioural issues and practices.
- The Headteacher operates an 'open door policy' if parents/carers, students or staff wish to provide feedback on effectiveness of the policy and/or make a suggestion on how to improve it further.

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Fixed Term Exclusions over 5 Days:

In the event of the Headteacher excluding a student for a fixed period exceeding 5 days provision will be made at the Highfields P.R.U. or Moat House P.R.U.

Pendlebury Centre P.R.U. has agreed to offer reciprocal arrangements with Highfields and Moat House.

This agreement is endorsed by the Governing Body

~This policy will be reviewed and revised at least every three years.~