

**KENNINGTON PARK PRIMARY PUPIL
REFERRAL UNIT**

BEHAVIOUR POLICY

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October 2009

KENNINGTON PARK PRIMARY PUPIL REFERRAL UNIT MISSION STATEMENT

Our primary aims are:

- To offer a secure and carefully structured environment promoting positive behaviour, where disaffected and permanently excluded pupils develop as confident and independent learners.
- To support and facilitate the successful reintegration of pupils into schools.

- in line with Every Child Matters

BEHAVIOURIAL AIMS

The staff within the PPRU expect all pupils to behave in a manner similar to that expected of pupils in mainstream schools in order to:

- ◆ Allow pupils to be able to be reintegrated into schools
- ◆ Enable pupils to achieve their best in all areas of the curriculum

These will be achieved through –

- ❖ A clear, explicit structured day reinforced by routines
- ❖ A clear system of consistent rewards and sanctions
- ❖ Consistent expectations from staff
- ❖ The development of a good, trusting relationship with staff (for those pupils who are identified as having particular need – the additional support of an experienced Mentor)
- ❖ Access to an appropriate broad and balanced curriculum
- ❖ Raising self esteem
- ❖ Developing a good, working relationship with parents/carers
- ❖ Staff offering a good role model of co-operative behaviour

And by encouraging pupils –

- ❖ To behave in a socially acceptable manner
- ❖ To acknowledge the rights and responsibilities of others as well as their own
- ❖ To reflect on and better understand their own behaviour
- ❖ To exercise greater self control

EQUAL OPPORTUNITIES

In agreement with Lambeth CYPS' policies on Equal Opportunities, Racial Equality and Cultural Diversity and Special Educational Needs, staff from the PPRU believe that all children irrespective of class, ethnicity, gender or special educational needs should have equal access to all areas of the curriculum offered. Our Unit's policy should take account and make use of the cultural diversity within our Unit and we aim to develop the potential of all our children including those with additional learning difficulties by:

- Addressing their SEBD management needs
- Targeting their areas of academic and social difficulties
- Helping them to have more confidence in themselves
- Ensuring pupils with limited mobility have access to and within the building
- Focusing upon the specific needs of the small number of girls who may be on the roll at the PRU

PUPIL HISTORIES

Some of the pupils that attend the PRU have been permanently excluded from mainstream schools and sometimes specialist settings. Some have been placed temporarily at the request of their schools. This serious measure will, in all likelihood, have followed a difficult and tempestuous relationship with individual schools, resulting in the pupils' education suffering quite severely. In addition, the children's self esteem and confidence as positive learners will have been damaged. This serious act – one of rejection – will need sensitive and skilful handling in order to prepare the pupils to reintegrate back into a mainstream placement or whatever setting is deemed appropriate. We aim to provide an appropriate setting to promote this.

RULES

In order to provide consistency throughout the Unit, Unit rules are discussed, developed and agreed by staff. At the beginning of each new term / week and sometimes session, the rules are re-affirmed with the pupils and reinforcement of the rules is applied each day. Rules are clearly displayed in each classroom and around the Unit. References are routinely made to the displayed rules and their underlying purpose to reinforce expectations. Throughout the day, rules are regularly discussed with pupils as part of all lessons, particularly PSHE.

OUR RULES

- 1. Follow instructions**
- 2. Keep your hands and feet to yourself**
- 3. Speak politely and show kindness**
- 4. Stay on task**
- 5. Allow others to do their work**

REWARDS

Sanctions are used in conjunction with the system of rewards. The most important strategy through which the aims of the Unit are achieved is the full and proper recognition of achievement – both behavioural and academic. There are two main systems employed in the PRU. We have a commitment to emphasising the positive and always looking for opportunities to praise. **Firstly**, verbal praise is routinely used. Telephone calls and notes home are used to inform parents and carers of good work and behaviour. **Secondly**, there is a formal system of rewards:

- 3 TICKS ON THE BOARD = 1 TOKEN**
- 3 TOKENS (5 TOKENS IN CLASS 2) = 1 STICKER**
- 20 STICKERS = 1 CERTIFICATE**
- 5 CERTIFICATES = £5 GIFT VOUCHER**

The tokens and stickers can be linked to targets in pupil's IEPs. The certificates are designed specifically for individuals reflecting their own interests and as such are unique. Two copies are made – one for the child to keep at home to show their parents/carers, and one which is displayed in the Unit. Specific assembly tokens are awarded – these have the pupil's names on them. Pupils can also receive a 'Well Done' card at the end of the day, which means that they will talk about a positive aspect of their day in Afternoon Assembly. We have also been trialling good conduct certificates for the playground, to emphasise the positive social skills in the playground. Also, stickers and tokens are routinely used throughout the day.

There are various other awards to pupils throughout the week.

- ❑ Good work and behaviour during the morning session will make a pupil eligible for '**Top Table**', a lunchtime privilege where children eat at special tables, with table cloths and flowers and with some elements of choice and responsibility. There is also a weekly prize presented to a pupil who has concentrated successfully on the Top Table puzzle and colouring competition thereby ignoring or avoiding any inappropriate behaviour.
- ❑ **Special responsibilities** in or out of the classroom may also be awarded to pupils showing particular progress in behaviour. We have developed a system of prefects and junior prefects that the pupils have responded very positively to.

Although we understand, accept and use tangible rewards, it is our intention to make pupils independently able to manage their own behaviour. The ultimate aim is self-discipline with an increasing moral understanding of how their behaviour impacts in a positive or negative way on those around them.

SANCTIONS

Sanctions will usually be a planned and predictable consequence of the transgression of the agreed and displayed rules for the Unit. The system for this is as follows:

HOW STAFF WILL HELP YOU TO BEHAVE:

1. Remind you of the rule
2. Ask you to stop your inappropriate behaviour and let you know of the possible consequence
3. May give you a further warning (last chance)
4. Miss some, or all, of your playtime
5. Sent out of class to a supervised area
6. Phone call or letter home

ULTIMATE SANCTION

At times, if necessary, the behaviour of the pupils may warrant a fixed term exclusion. However, at the PRU we aim to keep this response to a minimum, bearing in mind the previous histories of our pupils.

Permanent exclusion from a PRU is rare but this sanction will be used if necessary.

HOW STAFF OPERATE REWARDS AND SANCTIONS IN THE CLASSROOM

	'SAD ' FACE ☹	'HAPPY FACE' ☺	TOKENS	STICKERS	NOTES
TONY	2	I I	T T	2 or S S	
CAROL		I	TT	1 or S	
CLEVE	4	II	T	3 or SSS	
DAVID	10	II	TT	2 or SS	
(PUPIL NAMES)	MINUTES OFF PLAYTIME	RECOGNITI -ON OF REWARDS TOWARD TOKENS	TOKENS	STICKERS AWARDED (TO BE PUT IN STICKER BOOKS)	

Staff may add other pictorial images onto the whiteboard. For example:

Telephone receiver = phone call home
 WC = toilet visit
 Knife and fork or "TT" = top table recommendation

The system of sanctions and rewards is made visual and explicit to the pupils by means of an up-to-the-minute display similar to the one shown above. The sanctions, shown as minutes to be taken away from the pupil's playtime can, to some extent be 'earned back' by an improvement in behaviour. This is known as a reparation system

EXAMPLES OF STRATEGIES USED IN THE PRU

At the Kennington Park Primary PRU we focus primarily upon **intervention, de-escalation and upon giving individual pupils the necessary skills needed to self-manage their SEBD needs in their current/future school placement.** Strategies are devised on an individual or collective need. The communication of strategies and dissemination of good practice are key issues when working with pupils with SEBD needs and the daily de-brief meetings usually provide the forum for this.

Examples of strategies used at the PRU:

- The **consistent application** of the PRU's version of the **assertive discipline** systems – the visual system and use of the class whiteboards.
- **Distraction and humour**
- Using pupils as **role models** for their peers – this is done using as many pupils as possible throughout the day and on a formal basis via the Yr 6 Prefect and Yr 1-5 'Golden Start' nominations.
- **Tactical ignoring of behaviour - this can only be done on a few occasions due to the nature of the pupils referred to the PRU – it can inadvertently give the 'wrong message' to pupils and therefore cause more problems than can be solved.** When we use this strategy we ensure that we speak to the child about the issue/s later that day. This ensures that that child is able to reflect upon their behaviour and therefore modify their actions in the future.
- The use of **'take up time'** – time given to a child in order for them to modify their behaviour.
- **Choices** given to the child and also the fact that they are choosing the resulting reward/sanction based upon their choice of behaviour being clearly explained to them.
- **Contacting parents** – to discuss their child's behaviour – often with the child present. Refer to the appropriate section of this policy.
- **Restorative justice** approaches.
- **Time Out** – in another class, in another room, in the Time Out Room – in order to think and solve problems.
- **'Formal meetings'** between pupils and the HT – especially useful when two children are in dispute.
- **1:1 sessions with staff** – often on the pretext of carrying out a monitorial duty – this often allows the adult to talk to the child about issues – and allows the child to discuss these issues openly and calmly.
- **Positive touch** – holding a pupil's hand in the playground and/or around the building, patting a child on the back, shaking their hand to congratulate them – this can help a child feel better about themselves and therefore be in a better position to get their (sometimes very complex) emotional needs met via more appropriate methods.

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

RESPONSIBILITIES OF THE PPRU STAFF TEAM

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

- Model a polite and quiet tone of voice.
- Model respect for each other and for our pupils

THE TIME OUT ROOM

Pupils who may require isolation may be escorted to the Time Out Room. Pupils are supervised whilst in the room. A record is kept of the room's use, specifying the time each pupil entered and left the room. The purpose of Time Out is to allow pupils to 'cool down' and to be ready to reintegrate into a class as quickly as each situation allows. Pupils are aware that they can request voluntary Time Out at the discretion of members of staff. For Health and Safety reasons, pupils must remove their shoes before entering the room.

Refer to the Time Out Policy

CERTAINTY, PREDICTABILITY AND SECURITY

Pupils 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 Unit 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 sanctions.

We recognise that all of our pupils need to experience a certain amount of change in order to cope better when back in school, 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 pupils varied and safe experiences.

LINKS WITH PARENTS AND CARERS

We aim to foster mutually supportive relationships with our pupils' 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 children's progress

We endeavour to do this by:

- Each pupil having a home-school book taken home every day to keep parents/carers informed of day-to-day progress – parents/carers also have a duty to read the entries and keep us informed and sign daily.
- Greeting parents/carers at the start of every day and enquiring about their child's journey to the PPRU
- Termly meetings
- Termly reporting to parents/carers
- Regular phone calls to and from home
- Letters and notes home
- Regular newsletters home containing term and holiday dates, details of special events and general information about the PRU
- Home-school agreements – a 'contract' for new admissions to record the expectations and responsibilities of both the PRU and home
- Having parent/carer representation on the Management Committee
- Encouraging parents/carers to drop in on a regular basis or to see the Headteacher or visit their child in class
- Encouraging and supporting parents/carers to assume a more positive relationship with their child.
- Hosting coffee mornings/parent-carer classes
- Offering informal support and advice in regard to the successful management of their child at home.

USE OF PHYSICAL INTERVENTION

See separate PPRU Physical Intervention Policy

RECORDING AND ASSESSMENT

Recording and assessment of behaviour is done in the following ways:

- Initial assessment – a Coping In Schools Scale (CISS) form is sent to the previous school in order to obtain an initial behavioural profile.
- Termly CISS assessments by staff and analysis of data
- Daily de-briefing sessions with whole staff
- Termly reports to parents/carers
- Regular pupil self-assessment
- Lesson evaluations
- Assembly monitoring records
- Circle Time Records
- Lunchtime record
- Record of 'Time Out'
- Record of use of Physical Intervention

EVALUATION OF POLICY

This policy will be considered to be working successfully if:

- There is a calm working atmosphere in the classrooms
- Children conduct themselves around the Unit in an orderly manner
- Break-times are used constructively
- Children feel happy, confident and secure in the Unit
- Parents/carers are aware and confident in how the Unit operates the Behaviour Policy
- Pupils are making good progress in relation to our assessments of their individual needs and the outcomes of ECM.
- Pupils are successfully reintegrated
- There is a continued very low/no incidence of fixed term/permanent exclusions

Policy to be reviewed September 2010

Anne Sturman – October 2009

(This policy was written following guidance from '*Improving behaviour and attendance : guidance on exclusion from schools and Pupil Referral Units*'– dcsf 2008)

