

## 1.0 Terms of Reference

- 1.1 This Policy has been written for all staff at Northern House School (PRU); pupils, parents and carers. All staff should have a working knowledge of this policy.
- 1.2 Copies of this Policy may be obtained from;
  - 1.2.1 Available electronically on the School Website.
  - 1.2.2 Reference copy in the main School Office
  - 1.2.3 Shared Area – Electronically
- 1.3 Edition, review and frequency
  - 1.3.1 Edition 1 agreed September 2016
  - 1.3.2 The Objectives will be reviewed annually
- 1.4 Relevant Statutory guidance, circulars, legislation and other sources of information are:
  - 1.4.1 SEN Code of Practice January 2015
  - 1.4.2 Behaviour and Discipline in Schools
  - 1.4.3 The Education and Inspection Act 2006
  - 1.4.4 Education Act 2002 and 2011
- 1.5 The lead member of staff is Adam Price, Headteacher (01902 558149)
- 1.6 This Policy has been written for all staff, parents, carers, students and governors at Northern House School (PRU).
- 1.7 This policy is broken down into the following sections:
  - 1.7.1 Introduction
  - 1.7.2 Exclusions
  - 1.7.3 Guidelines for Staff
  - 1.7.4 Behaviour Management
    - 1.7.4.1 The Approach
    - 1.7.4.2 Advice to Staff
  - 1.7.5 A Pupil's Charter

## 2.0 Introduction.

- 2.1 The discipline of pupils is complex and long term. It relies on the fair and firm consistency of a united staff. It is, therefore, important for all staff to adopt a uniform approach where possible, using the School's Positive Behaviour Policy.
- 2.2 Northern House School (PRU), therefore, requires all staff to follow accepted procedures and to recognise that only by their personal example will they gain the respect necessary to effectively maintain good discipline. Behaviour management depends on the fostering of good personal and professional relationships between staff and pupils, since it is only through such relationships that conditions can prevail which will enable productive personal development and educational practice to flourish, success and self-image to improve.
- 2.3 Sanctions where necessary, must take into account all mitigating circumstances and be explained to the pupils. Where possible they should be adapted to suit the incident and hopefully promote a positive outcome without loss of self-esteem for the student. This could also lead to referral for additional intervention if required which may include outside agency support.



## 3.0 Exclusions.

3.1 In exceptional circumstances the Head teacher has the power to exclude a pupil for either a limited period of time or permanently. This measure would be regarded as a last resort and would only be considered when every other sanction has failed or when the Health & Safety of others is at risk, either through verbal or physically threatening behaviour. When a pupil is excluded, an appropriate work schedule should be organised by the teacher, and the completion of which should be supported by the parent/carer. In the event of this happening a Pastoral Support Plan would be put in place.

3.2 A consistent approach to behaviour management is an essential pre-requisite to a well ordered centre. At Northern House School (PRU) all staff make a commitment to the implementation and effectiveness of acceptable codes of conduct. This creates a stable environment in which each pupil knows what is expected of them and in which they can feel secure.

3.3 Individual confrontation and its associated stress for staff and pupil would thus be minimised, particularly as the exact same expectations will be repeated by other staff in the unit. Support for staff who have any difficulty persuading any student to accept the PRU's agreed Code of Conduct will always be available from senior staff. Northern House School (PRU) believes that a consistent Team approach is effective. Staff should also have the opportunity to have a 'cool down' period.

## 4.0 Guidelines for Staff.

- 4.1 Appropriate behaviour is a necessary condition for effective teaching and learning to take place.
- 4.2 Northern House School (PRU), like any other short stay school for pupils with specific and complex social needs, requires generally accepted codes of conduct and rules of procedure which are routinely followed.
- 4.3 Northern House School (PRU) continually strives to develop and strengthen the diversity of roles and responsibilities of its staff. Central to the measure of success achieved by all staff is the pupil/staff inter-relationship factor.
- 4.4 The Headteacher and staff continually strive to achieve a calm, comfortable and learning atmosphere, presenting clear boundaries of what is acceptable and non-acceptable behaviour.
- 4.5 Northern House School (PRU) aims are:
  - Purposeful leadership by the Senior Leadership team;
  - Common policies on pupil behaviour;
  - Regular use of rewards;
  - Promotion of a pleasant working environment;
  - Effective classroom management techniques;
  - Close and actively developed Parent/PRU relationships;
  - Referral for additional support where possible; and,
  - Positive Handling Training (PRICE).



## 5.0 Behaviour Management.

### 5.1 The Approach

The ethos and atmosphere of the PRU, created by the Staff is pre-requisite to all guidelines.

Good example is essential. A calm non-threatening attitude is most effective.

Standards expected of pupils should be clear and maintained as consistently as possible.

The ultimate aim is self-controlled pupil behaviour. Pupils should be therefore encouraged to take responsibility for themselves.

Pupils should be aware that staff in the PRU take the main responsibility for decisions, but the feelings and opinions of pupils are taken into account.

Teachers should reflect on their own feelings and interactions with pupils and the way in which these may be influencing pupil behaviour.

### 5.2 Advice to Staff (Make sure every area is supervised)

- Maintain a confident and consistent approach.
- Work within the PRU's agreed practices and procedures.
- That pupils understand the expectations of lessons.
- Ensure incidents are documented according to Northern House School (PRU) procedures (SIMS).
- Refer for additional intervention when appropriate.
- Do not become complacent and over-confident in terms of adult/child relationships.
- Do not become over-familiar with pupils; ensure a professional distance is maintained. This is often misleading and confusing for them.
- Give pupils clear and precise messages that help to create a safe and secure environment with obvious expectations and boundaries.
- Provide appropriate learning and recreational situations, well planned and organised to meet the needs of the pupils.
- Prevent manipulation and ultimately confusing and conflicting situations by ensuring communications between adults is clear and precise.
- Periodically review and evaluate practices and procedures relating to the management and supervision of children's educational and recreational programmes.
- Develop strategies and techniques that diffuse situations to avoid unnecessary physical management of pupils, where possible. Some suggestions are as follows:
  - Always maintain control of self and temper;
  - Use humour constructively;
  - Adopt a low key approach, take the heat out of situations;
  - Improve own verbal skills;

- Read situations - use preventative interventions;
  - Referral for additional intervention, when required; and,
  - Use restorative Justice Techniques (in order for pupil and staff to move on).
- Consider joining a professional association for insurance/legal purposes.

5.3 Provisions concerning the use of force to restrain pupils can be found section 550(A) of the Education Act 1996, as inserted by section 4 of the Education Act 1997. This provision was extended to include all schools by section 131 of the School Standards and Framework Act 1998.



## 6.0 A Pupil's Charter.

All Pupils May Reasonably Expect:

- To be treated with respect and to treat others with respect;
- To enjoy the benefits of equal opportunity and equal access to learning experiences;
- To be prepared for a full life in their communities, through the whole curriculum, skills and experience of the PRU;
- To acquire an understanding of their cultural heritage and to consider their role in its maintenance and development;
- To have a general education that will equip them for entry into the World of Work and give them a basis for further education and training;
- To be given an awareness of spiritual values, to gain knowledge of religious beliefs and to examine their significance for daily living;
- To receive an impartial political education appropriate to participation in the life of a democratic society;
- To be treated as responsible partners in their own education;
- To be treated with understanding and compassion as individuals, receiving impartial counselling and guidance;
- To receive regular reports on progress, culminating in a comprehensive Record of Achievement Progress File at the end of compulsory education;
- To be educated in safe, clean, comfortable and well-maintained buildings and to be supported by appropriate human and material resources;
- That the PRU in turn, will expect their regular attendance, positive attitudes to learning and their wholehearted involvement in all aspects of the life of the Unit as a community; and,
- To live a healthy lifestyle.