

## **MAPLE MEDICAL PRU**

### **BEHAVIOUR POLICY**

#### **Introduction and Ethos**

Pupils are referred to Maple Medical PRU for a variety of reasons:

- They are a mother or are pregnant
- They have a mental health disorder which is diagnosed by CAMHS to be severe and enduring
- They are physically too unwell for mainstream school
- They have a diagnosis of ASD

Although they are not placed at the PRU because of their behaviour, some may have had behavioural difficulties at their previous school and this is recognised. Much of the emphasis is on the pupils taking responsibility. Expectations of their behaviour and achievement are high regardless of past records and the behaviour policy emphasises rewards as well as sanctions to encourage this.

#### **Aims**

- To encourage a positive, safe environment where good behaviour, achievement and effort are rewarded.
- To have an environment free from disruption, violence, bullying and any form of harassment.
- To develop a sense of responsibility and to promote self-discipline, self-respect and respect for others.
- To ensure rules, routines, rewards and sanctions are known by staff, pupils and parents/ carers.
- To have a consistent response to both positive and negative behaviour
- To have a positive relationship with parents/ carers and develop a shared approach which involves them in the implementation of the school's policy and associated procedures

### **CODE OF CONDUCT**

The code of conduct states that all pupils should:

- Have respect for staff and pupils at the PRU and in the hospital school
- Treat information heard at the PRU or hospital school as confidential
- Attend
- Arrive punctually
- Work to the best of their ability
- Act sensibly

This is communicated to all pupils in the presence of their parents/ carers and is written into the home/school agreement which is signed by pupils and parents/ carers prior to the placement starting.

In the hospital there are further expectations of pupils for health and safety reasons and these are that pupils;;

- are brought to the classroom and returned to the ward by a member of staff.
- sit in their seat unless they have permission to move around the class.
- do not leave the classroom to go to the toilet without the staff member's permission and who will escort them.
- wait until the end of the session to be escorted back to the ward by a member of staff.

The following section is in response to government guidance

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006) and updated in DfS Guidance 'Behaviour and discipline in schools - advice for head teachers and school staff (January 2016)

The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants, home tutors and learning mentors

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;

2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and

3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

### **Power to use reasonable force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. All staff are Team Teach trained and we have a clear 'Use of Reasonable Force' policy.

## **EXPECTED STANDARDS OF BEHAVIOUR**

### **Regular attendance**

Each pupil comes to the PRU for different amounts of time depending on their condition and whether they attend elsewhere. If a pupil misses a day, they or their parents/ carers are expected to cancel their taxi if they have one and ring the school with an explanation. If we do not hear from the pupil or parent that day, we will text to find out the reason for the absence. If we get no response from the text within an hour we will ring home. We monitor the attendance of each pupil and persistent absence is investigated fully and may result in the pupil being taken off our roll and returned to their mainstream school.

### **Work to the best of their ability**

Pupils are expected to work hard to achieve their full potential. However, we are mindful that their condition may make it more difficult to do this than under normal circumstances. Homework is given regularly and pupils are expected to complete this if their condition allows. Homework clubs run after school to help support those with childcare issues. All pupils have the opportunity to access online learning.

## **Respect for other pupils and staff**

Pupils occasionally have difficulty in relating to other pupils and/or staff and the behaviour of one pupil can adversely affect such a small group very easily. They have to learn to work with and respect one another. In the hospital school we make our older pupils aware that they are with a younger cohort and expect them to adapt their behaviour accordingly

## **Swearing**

Bad language and verbal bullying is not tolerated at the school as it can create a negative atmosphere. It is seen as disrespectful and is pointed out whenever necessary by all staff in a tactful but firm manner.

## **Smoking**

Although it is recognised that some of the pupils do smoke, it is not allowed in or around the school. This includes e-cigarettes. Smoking cessation services are available when needed.

## **Illegal substances**

This is not tolerated at Maple and will be dealt with very seriously. If a pupil is suspected to be under the influence of drugs, brings any illegal substances onto the premises or offers illegal substances to another pupil then we will follow our drugs policy and it may result in police involvement and/ or exclusion.

## **Environment**

We attempt to make pupils aware of their responsibilities with regard to the running of the school. They are expected to act sensibly and show consideration towards equipment, show respect for books and participate in general house keeping duties. Pupils are also expected to respect the environment by recycling, making sure lights are switched off when not needed and waste is kept to a minimum.

## **Training**

We will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

## **Inter-relationship with other school policies**

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs and anti-bullying, will be established.

## **Involvement of outside agencies**

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

## **REWARDS AND SANCTIONS**

### **Rewards**

A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this is informing parents/ carers regularly on their child's desired behaviour.

The following are examples of rewards given at Maple;

Letters home

Emails home

Postcards

Verbal/nonverbal praise

Public recognition of achievement: assembly, newsletters, annual Celebration Evenings, press releases and website.

Certificates

Trips/ outings

Enrichment activities

Attendance recognition

Vouchers

Choice time

Written notes in their books

### **Sanctions**

The following are examples of sanctions given at Maple;

Verbal warning

Written warning

Letters/ phone calls home

Emails/ texts home

Withdrawal of privileges

Exclusion (Internal)

Exclusion fixed term or permanent

### **Behaviour**

For minor behavioural infringements a reminder of the code of conduct and expectations of the Centre will be given.

For a more serious behavioural infringement, a verbal warning will be given and behaviour will be monitored over a given period of time. Parents/ carers will be informed over the 'phone and the incident recorded in the pupil's file and on SIMs.

If the behaviour continues there will be a written warning and a letter will be sent home to parents/ carers explaining that the pupil could be excluded or even lose their place. The next step will be a meeting with the parents/ carers, appropriate professional/s and pupil concerned. At this stage a final warning will be given before exclusion.

For extremely serious behavioural infringements pupils could be excluded immediately.

**Managing behaviour in the exam room**

All exam candidates are expected to behave in the exam room in accordance with JCQ regulations - which are shared with all candidates and parent/carers prior to the beginning of the exam season.

In the event of non-behaviour compliance during an exam, the following procedure will be followed:

- For minor disruption; the lead invigilator will aim to quietly correct the candidate with as little disruption as possible; allowing the candidate and the cohort of students to continue.
- For persistent disruption, an invigilator will remove the candidate from the exam room with as little disruption as possible and seek a suitable alternative room with which to continue the exam. The candidate will remain fully supervised throughout.
- Failure to locate a suitable alternative room will result in the candidate being unable to continue with their exam and could result in nil marks being awarded for that paper.
- Failure to improve behaviour may result in the candidate being unable to continue with their exam and could result in nil marks being awarded for that paper.
- The Exam Officer will seek guidance from JCQ/Awarding Exam Bodies if continuous disruption is caused by unacceptable behaviour and may result in the candidate being disqualified from all exams for the remainder of the season.

**Information for Parents/Carers**

Maple’s behaviour policy is published on its website in accordance with the School Information (England) Regulations 2008.

**Date of Policy** – November 2021

**Date of Review** – November 2023

**Head teacher signature** .....

**Management Committee Chair signature** .....