

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 chronic and enduring
- They are physically too unwell for mainstream school
- They have a diagnosis of ASD or are on the pathway

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
- 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 teacher or a teaching assistant.
- 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 teacher or teaching assistants permission and who will escort them.
- wait until the end of the session to be escorted back to the ward by a teacher or teaching assistant.

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 (Feb. 2014)

The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants, home tutors and learning mentors. 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 for misbehaviour outside school.

Teachers have a specific legal 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.

Punishment (including detentions) must satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
- 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
- It must not breach any other legislation and it must be reasonable in all the circumstances.

A punishment must be proportionate; the penalty must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. Corporal punishment is illegal in all circumstances.

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. The School will respond to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school.

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Teachers have the power to search without consent for "prohibited items" including items such as knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, and fireworks and pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Searches will be conducted according to DfE guidelines.

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 unit with an explanation. If we do not hear from the pupil or parent that day, we will ring home to find out the reason for the absence. 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 unit 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 actively discouraged at the unit. Smoking cessation services are available when needed. Smoking is not allowed on the school premises at all. It is pointed out to pupils that this is the law.

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 unit. 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

Verbal/nonverbal praise

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

Certificates

Notes in diaries

Merit system

Trips/ outings

Enrichment activities

Attendance prizes

Vouchers

Choice time

Sanctions

The following are examples of sanctions given at Maple;

Verbal warning

Written warning

Detentions (where appropriate)

Letters 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.

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, Education Welfare Officer 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 – December 2019

Date of Review – December 2021

Head Teacher signature

Management Committee Chair signature