

Reviewed: June 2018

BEHAVIOUR POLICY – A Personalised Approach

We uphold the ideal of inclusion in its broadest sense and seek to involve all stakeholders in achieving this.

As a team we aim to stimulate re-engagement, participation, interest and achievement by providing bespoke educational intervention programmes, pupil centred planning and solution focused support – ultimately leading to successful educational integration.

We endeavour to provide a safe, nurturing, community based environment that facilitates a personalised holistic approach to learning enabling pupils to reach their potential.

INTRODUCTION

The disparate needs, disabilities, conditions, profiles, backgrounds and circumstances of our pupils mean that a 'one size fits all' approach is unlikely to be successful. A personalised approach/response/plan will be considered, devised, developed and reviewed. Sometimes the behaviours and attitudes of our pupils are so entrenched that to follow a consequence/sanction continuum would inevitably lead to permanent exclusion.

Behaviour is not something that can be managed by one practitioner/teacher or indeed agency. Behaviour is contextual, environmental, relational and occurs interactively with self and others.

Ethos is everything – Northumberland Pupil Referral Unit should have an all prevailing climate/atmosphere characterised by warmth, care, respect, support, recognition, value, celebration, praise and reward.

The fundamental determining factors in providing a positive social climate and ethos in the school include:

- Placement management – admissions, group organisation, reviews, reintegration/integration planning
- Assessment – Maths, English, social, emotional, behavioural, risk assessment
- Teaching – curriculum, content, style, organisation, presentation, variation and emphasis
- Incentives – rewards, token economy, contingency contracts, encouragements, certificates, attention
- Sanctions – deterrents

Placement Management

Achieving good behaviour must be the collective responsibility of all stakeholders in relationship with pupils. At Northumberland PRU responsibility for organisation, coordination and oversight of this interface is delegated to the Placement Administrator. Placement referrals are processed by the Placement Administrator and admissions are considered by the Senior Leadership Team (SLT) *refer to Admissions Policy*.

The organisation of pupil groups/classes is predominantly based on broad age groups. (The PRU has 6 groups/classes; Green – Years 2, 3 & 4, Yellow & Orange - Years 4, 5 & 6, Purple, Red & Blue – Years 7, 8 & 9) Further selection is based around compatibility and attitude – avoiding risky or potentially difficult combinations, promoting harmony and cooperation.

To enable this allocation to work pupils' learning is individualised, personalised and differentiated taking account of age, compatibility, competence/ability, attitude, capacity and need. Achieving good behaviour must be the collective responsibility of all stakeholders in relationship with pupils. To this end PRU staff identify, organise and deploy a support team of multi-agency professionals and facilitators around the child and family.

The effective and efficient management of pupil placements is an essential component of our social, emotional and behavioural development programmes. Placements should be time-limited and the desired outcomes should be explicit from the outset.

Commissioners should set clear smart reintegration targets. Progress towards these objectives should be discussed during regular coaching sessions with class teachers/keyworkers and reviewed at set times during the placement. Any changes or unplanned circumstances should be shared with the pupil and all stakeholders.

It is essential that pupils know the next step of their placement, EHCP assessment or integration plan. Undue delay or failure to keep all stakeholders informed is likely to result in a breakdown in relationship, trust and potentially the placement itself. (*Placement timeline appendix 1*)

Assessment

All pupils have comprehensive assessment and profiling on admission. These baseline assessments inform individualised learning and focused structured intervention where necessary. Assessments in English and Maths use the Primary Assertive Mentoring assessment tests/tools – results are recorded on a grid that facilitates tracking, monitoring and measurement of value added. Accurate assessment ensures work is set at an appropriate level and pupils have the ability to access appropriately challenging tasks.

Reintegration Readiness Scale (RRS) - this assessment is a screening for suitability for inclusion and gives a diagnostic developmental profile. Used over time it gives a clear measurement of pupil development skills in each area. It is a specific, quantitative assessment tool to help analyse behaviour; measure readiness to reintegrate; and highlight specific areas that need further development.

The profile considers five main areas:

- Self-control & Management of Behaviour
- Social Skills
- Skills for Learning
- Approach to Learning
- Self-awareness & Confidence

Staff allocate a score of between 1 and 4 to each of the statements as follows:

1 = rarely fulfils this criterion

2 = sometimes fulfils this criterion

3 = frequently fulfils this criterion

4 = almost always fulfils this criterion

The numerical score at the end of each main area is totalled and plotted on the grid with a maximum score of 312; an overall score of 218 (70%) or above gives an indication that the pupil may be ready for transition into their mainstream classroom. The Reintegration Readiness Scale is used as a measure of progress and an indicator that the pupil may be ready to integrate in a mainstream school. The score does not trigger an automatic reintegration or guarantee a pupil will maintain these behaviours.

We recognise that the PRU environment is different in many ways to the majority of 'mainstream' schools and any integration is likely to need careful planning and considered support. The profile will indicate areas of relative strength as well as areas for further development. The profile can therefore be used to inform IEP targets, track progress and inform planning for reintegration.

This profile informs Individual Support, PHSE, SRE, behaviour targets/strategies and provides a coaching framework to structure focused discussion and solution focused planning.

Assessment data is collected half termly and is presented, analysed and discussed at a progress meeting. Data from RRS is cross-referenced and anomalies/lack of progress triggers further scrutiny, focused intervention planning or referral to other services/agencies/professionals.

EHCP assessment – a placement review is convened 4 weeks in to consider the pupil's needs and requirements based on initial assessment, profiling and observations. Where it is deemed necessary to move towards EHCP assessment the commissioning school is asked to submit a referral to SEN and the PRU provides educational advice along with other appropriate services and agencies.

If it is agreed to carry out the assessment the PRU will provide further reports and updates as requested. The PRU Placement Administrator monitors EHCP assessment progress and informs stakeholders of delays. The placement is a notional 20 weeks long allowing time for the EHCP process – delays may mean the pupil returns to the mainstream school without appropriate support. It is therefore imperative that all stakeholders provide timely advice/reports.

Risk Assessments are provided by the commissioners but tend not to represent or reflect the risks, behaviour or management strategies within the PRU environment/structure. Comprehensive risk assessment and management plans are drawn up at week 4 of the placement based on profiling, observation and information gathered. Risk, planning, strategies, resources and support requirements are reviewed weekly thereafter.

Teaching

Within each class, the approach, style, skill and experience of the staff is fundamental in achieving accord, cooperation, positive recognition, trust and rapport. The strategies employed by staff to promote good relationships are complex and require skill, judgement and reflection over time. It is recognised that the development of such skills is a continuing process and that they form the bedrock of our practice and all of our responses to pupil behaviour. The general ethos, mission, policies of the unit, the outlook of pupils and the promotion of basic values by each member of staff within the unit and classrooms are crucial factors in the maintenance of a framework that is fair, balanced and beneficial to the children.

The responses of the pupils are moulded by these elements. The skill and effort staff employ on a daily basis to build sound relationships has a considerable effect on the difference between continued escalation and successful intervention during episodes of confrontation, dispute and challenge.

Curriculum

As the role, designation, pupil age groups and needs/requirements of each cohort changes, the curriculum will develop accordingly. It is possible that groups within the school may be formed for particular purposes and may have continuity irrespective of daily class groups. The curriculum developments are necessary because of our changing function and the subject of continuing evaluation, discussion and implementation.

Rewards/Incentives

In many cases, the tiered punitive responses and continuum of sanctions prevalent in many mainstream schools have not proved to be effective in bringing about change. In many cases the punishments appear to have hardened the pupil's resolve – often creating resentment, hostility, distrust, animosity and anger.

We believe that leading children towards positive behaviour through the use of incentives, rewards and encouragement is of far more benefit than relying on reactions to poor performance/behaviour when it occurred.

The following approaches have proved effective:

- Personal approval, praise recognition
- Certificates, star charts, contingency contracts, phone calls home, post cards
- Records of achievement, photo diaries, journals
- Enhancement of status, self-worth, esteem and respect
- Progression statement grids illustrating progress
- Increased responsibility, seniority and attention
- Clarity in the use of tokens, gestures and rewards/awards so that children are aware of how to achieve
- Extended trust with equipment, resources, specialist facilities
- Reduced supervision
- Extended break times, extended use of sport/games, ICT equipment as appropriate
- Inclusion in desirable activities which require greater dependability and reliability – residential visits, educational visits, out of class learning (personalised curriculum – upper school)

Reward

Each group has developed a token economy/reward/contingency contract specifically to meet the needs and 'dynamics' of the group. Pupils have individual behavioural targets and progress related to the specific target is recognised, rewarded and celebrated. Token economies should provide short term gratification in the form of 'tokens' for desirable behaviour. Longer term gratification is provided when pupils exchange their collected tokens for 'back-up reinforcers' – desirable items or activities.

(see Appendix 2 Token Economy)

Whilst the substance of these rewards is an incentive in itself – the way it is awarded is also of importance. The associated recognition, praise and approval of staff is vital since it conveys an understanding and announcement that credit has been earned and fairly rewarded.

Response to problematic behaviour

Whilst a positive approach is always the first option – there are times and circumstances where other approaches are necessary in response to problematic behaviour. The following strategies/interventions are available in appropriate circumstances. Overuse and injudicious application should be avoided.

- Disapproval – mild followed by redirection and encouragement, indicate clearly what expectations are. Offer help with task – ensure instruction/method of proceeding is clearly understood.

- Move pupil within the class – separate from associated distraction, redirect, if necessary change task.
- Isolate from others – use class geography to ensure the pupil is working alone within the classroom.
- Proximity of teacher/supervision – move pupil closer.
- Redirect remainder of group away from distraction – indicate expectations and redirect.
- Teacher presence – move to sit with pupil.
- Stop pupils activity – quiet admonition – redirect.
- Engage pupil away from group – in intervention room or entrance to class. Be precise about behaviour which is unwanted, give clear instructions as to what is required on readmission to group. Be firm, calm, confident and assertive in this admonition not confrontational or provocative.
- Time out – require pupil to leave class. Choose appropriate location – adjacent intervention room. Escort and settle pupil – give a time period (5 mins, 10 mins etc).

All or any of the above are available to staff and in themselves they constitute interventions which may prove to be effective. Often however, it is necessary to reinforce these methods with the use of sanctions which further demonstrate disapproval and provide possible consequences should the behaviour continue.

1. Usual 'teacher strategies' employed in first instance to refocus pupils causing a disturbance.
2. Loss of golden time/access to gained activities and rewards (not token economy – tokens cannot be taken away). Back up reinforcers may be delayed if behaviour is unacceptable at the time of the award/activity.
3. Personal disapproval can be a potent first stage. Access to many of the rewards is only possible through staff, children should be aware that these incentives are not rights but are conferred in recognition of positive responses. Incurring disapproval is a step towards their loss.
4. Complete work at break times – using this response enables staff to ensure that any work missed through lost time due to distraction can be made up and can also provide an opportunity to re-engage with the pupil away from other children and so perhaps ease a reassessment of the pupil's attitude.
5. Loss of break – generally a response to anti-social behaviour involving other children.
6. Chores – available if we want. Avoid any mixed interpretation because of missing lessons due to completion. Watch time, difficulty and quality of task.
7. Withdrawal of trust/responsibility by teacher/team. Again potent because of loss of access to rewards. Is also generally public knowledge and widely understood by other children. Avoid stigmatisation but explain the reason for sanction and it's fairness to the majority will be apparent and their judgement gives weight.
8. Loss of individual teacher's outings. Be sure that the pupil knows why and also knows how to retrieve the situation. Could be time limited or open-ended or dependent upon an achievable target.
9. Loss of access to all outings. A big one but deserved from time to time. As above but teaching group will have to indicate re-instatement conditions.
10. Fixed Term Exclusion – really only to be contemplated either after a range of other interventions have failed and there continues to be an element of risk present, or to allow a breathing space during which assessment of a situation can occur and appropriate resources employed. Sometimes a useful strategy when distress or upset is present due to 'outside' circumstances. Use of this can be a double edged sword, beware of attractions – involve SLT member if contemplating its use as a sanction rather than a temporary breathing space (ALL FTE must be authorised by SLT).
11. Judge 'group sanctions' carefully.

12. Restitution, reparation – in cases of damage, theft, misappropriation we can reasonably ask that pupils make a contribution to replacements.
13. Permanent exclusion.

There are a number of situations in the life of the school where risks of inappropriate responses are rather higher than usual and when some extra anticipation and attention could avoid unwanted events.

Risk situations/locations/circumstances

- New pupil – unfamiliarity, past experiences may cause them to misjudge, not yet aware of 'ground' rules.
- Playgrounds – remote/distance. Games can bring conflict – be sure pupils know basic expectations.
- Annexe – separate/detached building connected with telephone system
- Any involvement with outside agencies e.g. police/case conferences/family visits or contact/social workers or returning from an abscond. Parents/carers have a duty to advise in these circumstances as to the state of mind and temper of the pupil as they come back to school after such interludes. Be aware that there could be unresolved conflicts or bad feeling due to decisions or outcomes which have not suited.
- Educational visits/outings – we rarely if ever have problems in this respect but public scrutiny does engender some silly responses in some of our pupils – continue to judge content of groups. Completion of the Event Specific Plan (Evolve) to authorise visits requires full risk assessment and management plan for both the individual pupils and the site/activity.
- Pupil – pupil conflicts. These are by far the most common cause of disputes in school. No easy way to spot these arising as the alliances and allegiances shift continually. All staff observations are helpful.
- In the case of an outburst/fight etc. separate – this requires removal from the source. Get support – use staff nearby, telephone the support phone 214 (unless you have a designated member of staff to call) or ask a reliable pupil to call. Staff must support for as long as required. Inter team support is agreed. Consider whether the pupil should return to class or be placed elsewhere with support person. Transfer work.

If physical intervention is necessary:

Be aware of the PRU Use of Force Policy

The Education and Inspections Act 2006 - Section 550A allows teachers, and other persons who are authorised by the Headteacher to have control or charge of students to use such force as is reasonable in all the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility);
- Injuring themselves or others;
- Causing damage to property (including the student's own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom during teaching sessions or elsewhere.

Violence and bullying

Physical and verbal aggression is totally unacceptable. Everyone at the PRU has the right to feel safe and secure and all incidents of violence will be dealt with bearing this in mind.

Bullying in any form is totally unacceptable and all reported incidents whether they are observed by staff or reported by a pupil or parent will be dealt with rapidly and from the premise that bullying is unacceptable.

Parents/carers and stakeholders will always be informed if their child has been physically aggressive towards other pupils or staff or if they have been the perpetrator or victim of bullying behaviour. (see *Anti-Bullying Policy*)

Parents/carers

Parental support for the behaviour policy of the PRU and their encouragement of their child to adhere to it is an important part of making positive changes in their child's attitudes and behaviour allowing for successful full time reintegration into their mainstream school. Parents/carers are invited to attend with their child for an initial visit prior to placement at the PRU where the aims and objectives of the placement are discussed. At this interview all parties are made aware of the behaviour policy of the PRU including the range of rewards and sanctions used, the physical restraint policy and expectations PRU staff have of parents/carers and the expectations they have of PRU staff. Parents/carers are encouraged to contact the PRU whenever they need or want to with any concerns they may have. Staff may not always be available immediately but will respond as soon as appropriate. Parents/carers are involved as early as possible to share in solving problems as they arise.

Staff work together as a team to ensure the PRU feels welcoming to pupils and all visitors. Pupils' work is displayed promoting a sense of value and pride. Pupils are encouraged to take care of the building by keeping rooms tidy and looking after equipment.

Staff work hard towards ensuring our pupils want to attend the PRU and participate in the teaching, learning and social activities offered to them both whilst they attend the PRU and on return to their full time educational placement, be that mainstream or a special school.

_____ **Chair**

_____ **Date**

Appendix 1

PLACEMENT TIMELINE

Week 1	Place pastoral information in group file and set up Curriculum File. Add pupil details to triangulation list.
Week 2	Baseline assessments completed
Week 4	Initial review meeting (Initial MAM if going for EHCP Assessment). Template for recording minutes available.
Week 6	Staff to confirm EHCP submission with school (if applicable)
Week 7	SEN Administrator to confirm receipt of EHCP with SEN (if applicable)
Week 16	Planning meeting for reintegration back to mainstream. Template for recording minutes available.
Week 17	End of Placement Report, updated Risk Assessment sent to school before pupil starts transition/reintegration
Week 18/19/20	Transition/reintegration weeks – pupil pastoral, curriculum file and office file forwarded to school.

Additional review meeting may be called between weeks 4 and 16 if necessary.

Triggers include:

- Need for increased adult support
- Breakdown of placement
- Escalation of poor behaviours/physical interventions
- Attendance issues

We will use CPOMS planner to log meetings, set reminders for group staff, office and administration staff.

Token Economy System

Definition

A token economy is a form of behaviour modification designed to increase desirable behaviour and decrease undesirable behaviour with the use of tokens. Individuals receive tokens immediately after displaying desirable behaviour. The tokens are collected and later exchanged for a meaningful object or privilege.

Purpose

The primary goal of a token economy is to increase desirable behaviour and decrease undesirable behaviour. Often token economies are used to teach appropriate behaviour and social skills that can be used in one's natural environment. Special education (for children with developmental or learning disabilities, hyperactivity, attention deficit, or behavioural disorders), regular education and hospitals may also use token economies. Token economies can be used individually or in groups.

Description

Several elements are necessary in every token economy:

- **Tokens:** anything that is visible and countable can be used as a token. Tokens should preferably be attractive, easy to carry and dispense, and difficult to counterfeit. Commonly used items include poker chips, stickers, points tallies, or play money. When an individual displays desirable behaviour, he or she is immediately given a designated number of tokens. Tokens have no value of their own. They are collected and later exchanged for meaningful objects, privileges or activities.
- **A clearly defined target behaviour:** individuals participating in a token economy need to know exactly what they must do in order to receive tokens. Desirable and undesirable behaviour is explained ahead of time in simple, specific terms. The number of tokens awarded or lost for each particular behaviour is also specified.
- **Back-up reinforcers:** back-up reinforcers are the meaningful objects, privileges, or activities that individuals receive in exchange for their tokens. Examples include food items, toys, extra free time, or outings. The success of a token economy depends upon the appeal of the back-up reinforcers. Individuals will only be motivated to earn tokens if they anticipate the future reward represented by the tokens. A well-designed token economy will use back-up reinforcers chosen by individuals in treatment rather than by staff.
- **A system for exchanging tokens:** a time and place for purchasing back-up reinforcers is necessary. The token value of each back-up reinforcer is predetermined based on monetary value, demand, or therapeutic value. For example, if the reinforcer is expensive or highly attractive, the token value should be higher. If possession of or participation in the reinforcer would aid the individual's acquisition of skills, the token value should be lower. If the token value is set too low, individuals will be less motivated to earn tokens. Conversely, if the value is set too high, individuals may become easily discouraged. It is important that each individual can earn at least some tokens. In submitting 'bids' for funding of reinforcers, staff will need to justify their proposal – balancing monetary value of reinforcer/demand and therapeutic value.
- **A system for recording data:** before treatment begins, information (baseline data) is gathered about each individual's current behaviour. Changes in behaviour are then recorded on daily data sheets. This information is used to measure individual progress, as well as the effectiveness of the token economy. Information regarding the exchange of tokens also needs to be recorded.
- **Consistent implementation of the token economy by staff:** in order for a token economy to succeed, all involved staff members must reward the same behaviours, use the appropriate amount of tokens, avoid dispensing back-up reinforcers for free, and prevent tokens from being counterfeited, stolen, or otherwise unjustly obtained. Staff responsibilities and the rules of the token economy should be described in a written manual. Staff members should

evaluate the system's effectiveness and impact periodically and be given the opportunity to raise questions or concerns.

Initially tokens are awarded frequently and in higher amounts, but as individuals learn the desirable behaviour, opportunities to earn tokens decrease. (The amount and frequency of token dispensing is called a reinforcement schedule.) For example, in a classroom, each student may earn 25 to 75 tokens the first day, so that they quickly learn the value of the tokens. Later, students may earn 15 to 30 tokens per day. By gradually decreasing the availability of tokens (fading), students should learn to display the desirable behaviour independently, without the unnatural use of tokens. Reinforcers that individuals would normally encounter in society, such as verbal praise, should accompany the awarding of tokens to aid in the fading process.

Normal results

Ideally, individuals will use the skills learned in token economy in their everyday surroundings. They will display the undesirable behaviour less frequently or not at all. They will also engage in positive, adaptive behaviours more often.

Abnormal results

If the token economy was ineffective, or time spent in the token economy was limited, individuals may show no changes or increases in the undesirable behaviour.