

Behaviour Policy

Including Intervention Guidelines for Behaviours of Concern

**Statement**

PRISM’s Behaviour Policy is to be used in conjunction with the Practice and Values document which underpins and informs all PRISM’s work.

All individuals are of value, the fact that they already have some knowledge, experience and skills will be recognised.

Young people are generally disadvantaged within society and the organisation actively seeks to advocate on their behalf in order to redress this. The development and well-being of young people are crucial to the future of communities and society as a whole.

Young people’s engagement with alternative education provision is key to their attainment and in turn their experience/ enjoyment/.

The work of PRISM Independent School has an educational focus. All of its work is focused on identifying and maximising opportunities for young people to gain knowledge, skills and experience which will benefit them in their current and future roles in life. This will enable young people to gain the knowledge, attitude and skills needed to identify, advocate and pursue their rights, responsibilities and potential as individuals and as members of groups and committees locally, nationally and internationally.

PRISM Independent School works with young people in order that they are able to act on the personal, social and political issues which affect their lives, the lives of others and the communities in which they have a key role to play. Participation is a central factor within our youth work practice

**What young people can expect from PRISM Independent School:**

* Opportunities to meet other young people in a safe, friendly and non-threatening environment
* To be treated equally regardless of race, religion, sex, sexuality, culture, age, ability or what you look like
* Access to a wide range of relevant information and advice on issues that are important to you
* A wide range of challenging and fun activities that will help you to develop new skills, knowledge and attitudes
* To be informed of what services and provisions are available to you, now and in the future
* To be aware of your right to make a complaint or compliment about the service you receive

**You can expect staff to be:**

* Respectful and supportive
* Professional and well trained
* Friendly and approachable
* Supportive and patient
* Reliable and honest
* Able to deal with confidential issues with respect and sensitivity

**Projects will be:**

* Informative
* Educational
* Safe and Supportive
* Suitably furnished and well resourced
* Fun
* Accessible to all

**Positive Behaviours**

Positive behaviours will be recorded based on attendance, punctuality, behaviour, appropriate language, effort etc. Merits and other positive actions will be logged on the MIS and may include:

* Recreational activity
* Positive phone calls home
* Positive reports to home and referrer
* Positive 3 way meetings
* Rewards Ceremony
* Parents Evenings

**Behaviour of Concern**

Each student is treated individually and we try to make any punishment meaningful to the student and to the individual problem that the student has created. Learners are told what will happen to them if they continue with a behaviour that is unacceptable so they can make a clear informed choice. We try and make the consequence relevant to the student and to the poor behaviour.

Incidents and Sanctions are discussed, recorded and monitored at Site Meetings. They are then brought as a permanent agenda item on the weekly Senior Management Team meetings.

In order to ensure young people and staff are kept safe and secure, boundaries and actions for significant misbehaviour are be in place. See Appendix 1 – Intervention Guidelines.

Sample of sanctions that can be used as a consequence with any learner are outlined below:

* Informal conversation
* 1-1’s
* Time out
* Phone call home
* Letters and reports
* 3 way meeting with Learner, Parent/Carer and referring agency
* Reparation
* Mediation
* Restorative Justice
* Referral to Health Worker
* Formal Anger Management training
* Short, medium or permanent exclusion
* Informal and Formal Police involvement

Where possible PRISM will continue to work with the learner and their family/carer to monitor and improve their behaviour.

Appendix 1

Intervention guidelines for behaviour of concern

**Before excluding the Executive Head will:**

* Have ensured that a thorough investigation has been carried out;
* Have considered all the evidence available to support the allegations, taking into account the school policies and the quality plan
* Have allowed and encouraged the pupil to give his/her version of the events
* Have checked whether the event might have been provoked, for example by bullying or sexual or racial harassment;
* Review the written records of the action taken and transcribes of interviews with the pupils concerned. The statements must be dated and signed whenever possible.

**Has early intervention been considered and/or put in place?**

**Have alternatives to exclusions been considered?**

**Early intervention examples**

* Warnings put in place by tutor
* Daily behaviour reports
* Time outs
* 1:1 meeting with tutor
* Phone calls home
* Informal police involvement
* Investigation into the incident (by staff)

**Consider options such as:**

* 3 way meeting held
* Restorative justice
* Mediation
* Reparation
* Formal police involvement
* Letters sent to home and referring agency
* Behaviour contract
* Investigation by site coordinator

**Severity of the incident requires immediate action.**

**Prism to consult with school and agree a fix term exclusion or closure of place**

**No**

**No**

**Yes**

**Yes**

**Cause for concerns – recorded on the MIS database**