



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.

PRISM Independent School actively seeks to advocate on behalf of young people. The development and well-being of young people are crucial to the future of communities and society as a whole and this will be done in a variety of ways with a child centred approach.

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 targeted towards identifying and maximising opportunities for pupils to gain skills and experience which will benefit them in their current and future roles in life. This will enable pupils 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, whilst being respectful and tolerant members of society.

PRISM Independent School works with pupils 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 practice.

What pupils 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 appearance.
- Access to a wide range of relevant information and advice on issues that are important.
- A wide range of challenging and fun activities that will help to develop new skills, knowledge and attitudes

- To be informed of what services and provisions are available, now and in the future
- To be aware of the right to make a complaint or compliment about the service received

You can expect staff to be:

- Respectful
- 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 (Appendix 1)

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

- Recreational activity
- Rewards for shout out's gained e.g. trips, stationary, ice cream, sports opportunities
- Positive phone calls home
- Positive reports to home and referrer
- Positive 3 way meetings
- Rewards Ceremony
- Parents Evenings

Behaviour causing concern (Appendix 2)

Each pupil is treated individually and we ensure any consequence due to negative behaviour will be appropriate, challenging and informative to the pupil and to the individual problem that the student has created. Pupils are told what will happen to them if they continue with a behaviour that is unacceptable so they can make a clear informed choice. It is important that staff make the consequence relevant to the pupil and to the behaviour shown.

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. At this meeting the incidents are analysed and an action plan created which is cascaded to all staff. Senior Managers then monitor and evaluate this weekly.

In order to ensure pupils and staff are kept safe and secure, boundaries and actions for significant misbehaviour are in place.

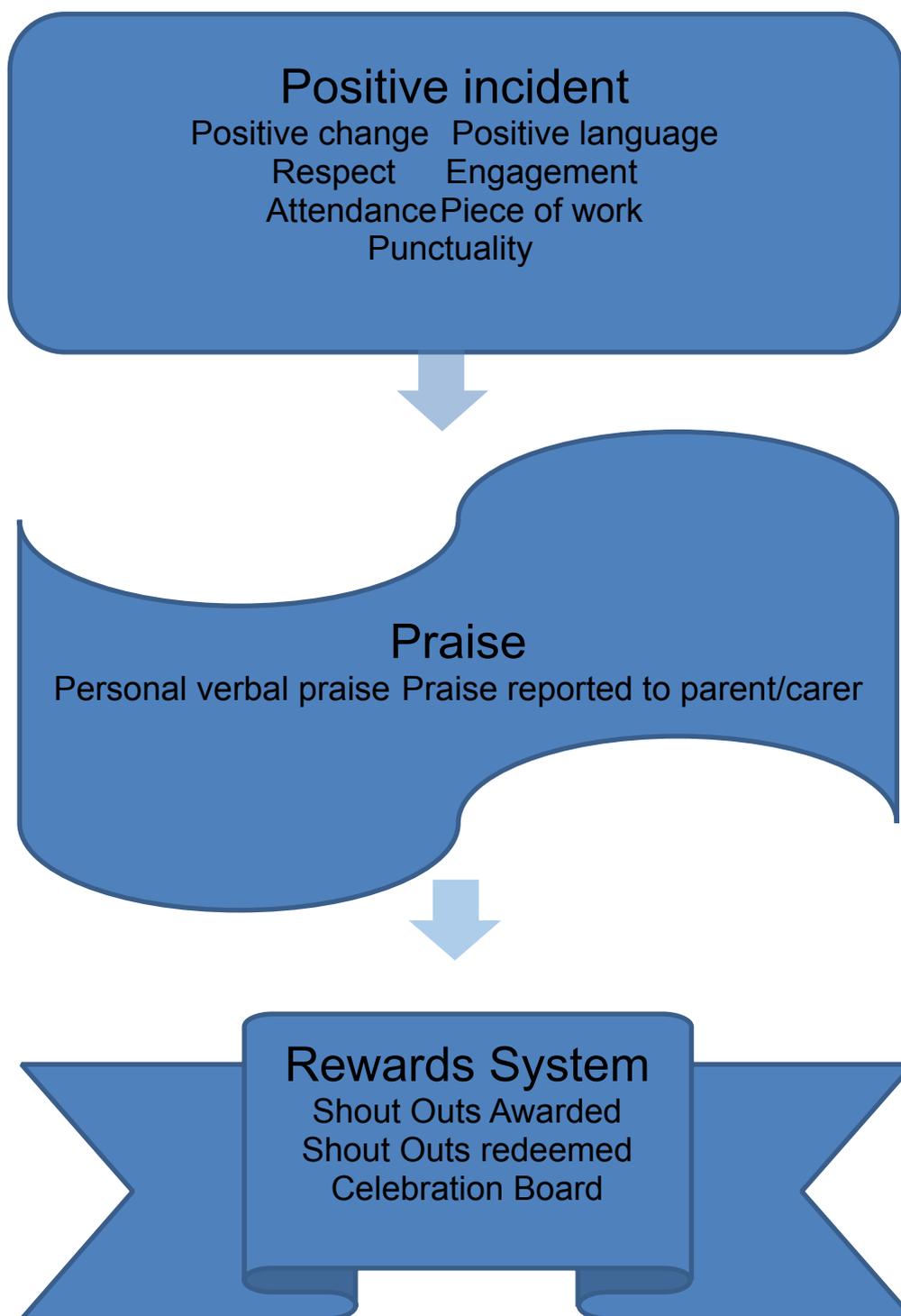
Samples of sanctions that can be used as a consequence with any learner are outlined below:

- Informal conversation
- 1-1's
- Time out
- Phone call home
- Letters and reports
- 3 way meeting with Learner, Parent/Carer and/or referring agencies if appropriate.
- Reparation (this may take place after school hours.)
- Mediation
- Restorative Justice
- Formal intervention to address behaviour, this may be a referral to an external agency
- Fixed term or permanent exclusion
- Informal and Formal Police involvement
- Split timetable / Home tuition

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

In the event of a pupil and their parent/carer disengaging and/or refusing to access the provision offered (placement breakdown). PRISM will work with the referring school and local authority to find a suitable alternative placement for the pupil.

Appendix 1
Intervention for Positive Behaviour



Appendix 2
Intervention guidelines for behaviour causing concern

