



Behaviour Statement and expectations

Including Intervention Guidelines for Behaviors 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-centered approach.

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

The work of PRISM Independent School has a holistic focus with education playing an important part of the daily life here at Prism. All of its work is targeted towards identifying and maximizing 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 communities 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:

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May 2023	KC	1	



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- Respectful
- Professional, knowledgeable and well trained
- Friendly and approachable
- Supportive and patient
- Reliable and honest
- Able to deal with confidential issues with respect and sensitivity

Projects and other learning activities will be:

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

Positive Behaviours (see 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 outs 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 (see Appendix 2)

Each pupil is treated individually. We ensure any consequence or sanction due to negative behaviour will be appropriately weighted to the negative action, and informative to the pupil about the individual problem that the student has created.

Pupils are told what will happen to them if they continue with 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 to encourage them to make the 'right choice'

Sanctions (see appendix 3)

The school uses a range of sanctions depending on the severity of the negative behaviour. The school has a duty of care to all pupils and staff and actions where pupils or staff feel threatened, bullied or are put at risk of harm cannot be tolerated. However, the school understands that pupil's behaviour is a means of communication and will always try to understand and de-escalate a situation using a range of techniques to try to avoid a situation which would result in the most severe sanctions.

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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 misbehavior are in place.

Early Intervention strategies implemented

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

At PRISM we aim to work with pupils to understand their behavior, reflect on the impact and engage in restorative work and restorative conversation's prior to implementing more severe sanctions, particularly those that impact on the pupil's access to education and learning opportunities. This process is known within PRISM as early intervention.

Some examples of the strategies implemented may involve; topic-based program developed by our youth intervention team, meetings with parents as well as restorative meetings and activities looking at repairing harm/damage caused.

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.

For more information on physical intervention/restraints please also see physical intervention policy

Katie Corfield – 01.05.2023

**To be reviewed with 2-year period, or earlier if necessary*

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Appendix 1

Intervention for Positive Behaviour

Examples of positive incident

- Positive change
- Positive language Respect
 - Engagement
 - Attendance
 - Piece of work
 - Punctuality

This is not an exhaustive list and will be individual to the pupil

How do we give feedback to the pupils on their learning?

Praise

- Instant praise
- Non-verbal praise (tone of voice, facial expression, tactile approach)
- Self-evaluations " how do you feel"
- Peer evaluations -giving compliments etc.

Tactile Positive Reinforcement (physical)

- 'hi fives'
- Reward system (hand smileys,)
- Rewarding by extending favourite tactile activity

Auditory Feedback

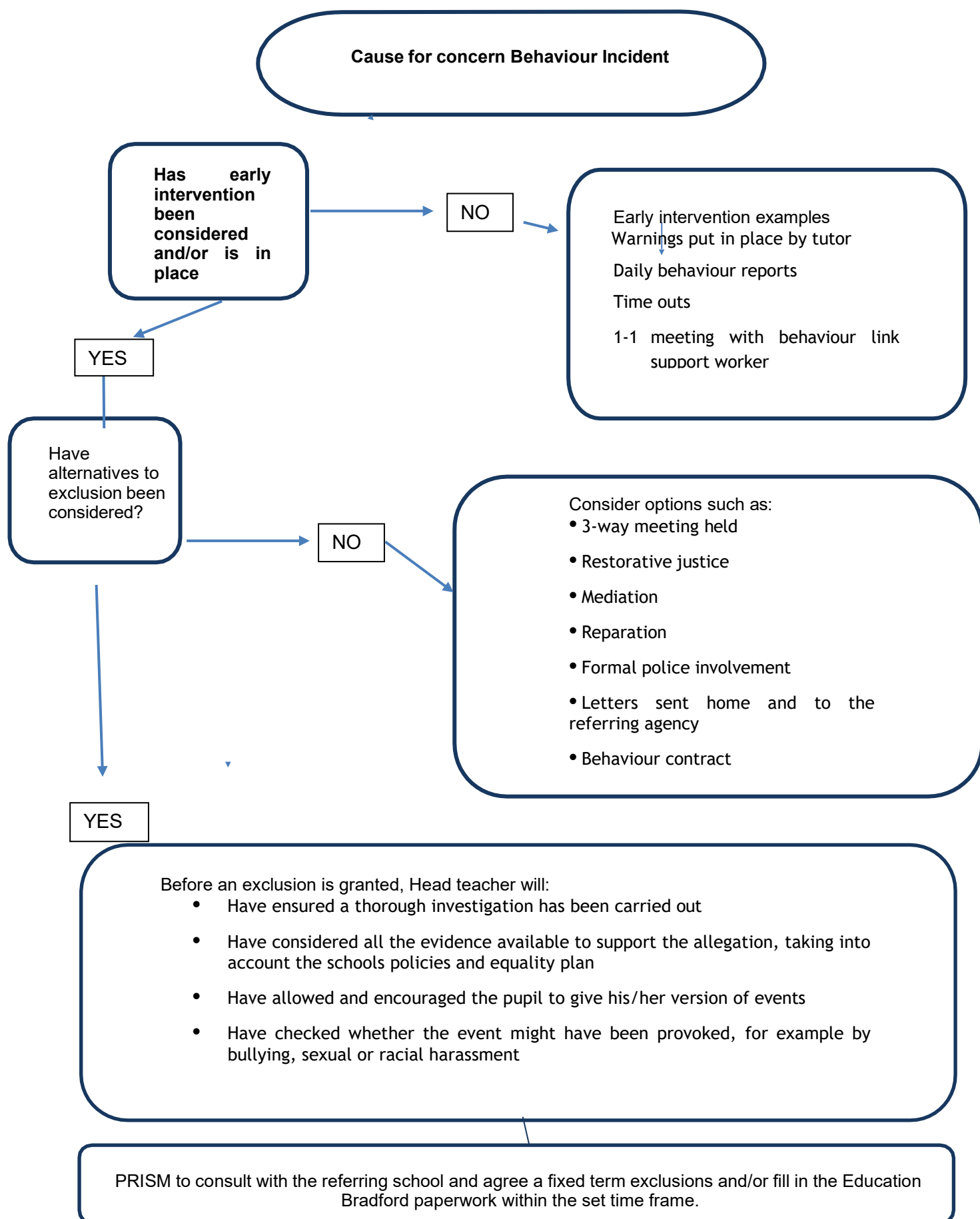
- Verbal-repeating back what they have achieved
- Verbal praise
- Video viewing listening to recording
- Cheering
- Rewarding by extending favourite auditory activity
- Ongoing dialogue about what we are doing well and next steps
- Ongoing - through questioning, open/closed, peer, allow mistakes

Visual Feedback

- Sharing work with class
- Wow sessions
- Well-done sessions
- Stickers e.g. For good spag etc.
- Working for' boards with clear expectations and relevant motivators
- Photos-show pupils' photos of themselves
- Marked worksheets
- Video-playback to pupils
- Rewarding by extending favourite activity
- Certificates/achievement certificates
- Showcase work

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Appendix 2
Intervention guidelines for behaviour causing concern



Appendix 3 Sanctions

Behaviour	1 st Response	2 nd Response	3 rd Response	Final response
Consistent disruptive Behaviour	Early intervention	Behaviour contract		Exclusion
Verbal Bullying	Restorative justice	Suspension 3 day	Suspension 5 day	Exclusion
Cyber bullying	Early intervention			Exclusion
Sexting	Early intervention			Exclusion
up skirting	Early intervention			Exclusion
Aggression towards pupils	Possible restraint/ removal & time out followed by Restorative justice	Suspension 3 day	Suspension 5 day	Exclusion
Aggression towards staff	Possible restraint/ removal & time out followed by Restorative justice	Suspension 3 day	Suspension 5 day	Exclusion
Damage to resources which may cause potential injury to others	Possible restraint/ removal & time out followed by Restorative justice	Early intervention		Exclusion
Damage to fixtures or fabric of buildings/ grounds causing areas to be closed and potential injury to others	Possible restraint/ removal & time out followed by Restorative justice			Exclusion
Mistreatment or injury to animals.	Letters sent home and to the referring agency	Formal police involvement	Exclusion	
Attempted physical harm or injury to self	Possible restraint/ removal & time out followed by Restorative justice and early intervention.			

Please note this list is not exhaustive and will be amended and updated as and when required.