



THE BUCKINGHAMSHIRE PRIMARY PUPIL REFERRAL UNIT

BEHAVIOUR POLICY

This policy was agreed by the Management Committee: Summer 2025

This policy will be reviewed: Summer 2026

INTRODUCTION

The key role of the Buckinghamshire Primary Pupil Referral Unit is to support children who are displaying significant social, emotional and mental health difficulties at their mainstream school.

The PRU tolerates a wide variety of behaviours but **does not accept them as inevitable and unchangeable**. An individual's behaviours will be prioritised and, through planned intervention and adherence to the rewards and sanctions in the policy, ensure that the consequences for behaviour are specific and limited. The high expectation for behaviour in all aspects of the PRU day are shared with all, by all and adhered to by all staff.

AIMS

The objectives of the Behaviour Policy are to encourage pupils:

- to begin to work through their difficulties
- to become increasingly aware of how to manage their own behaviour
- to become responsible for the choices they make
- to increase their understanding of the relationship between actions and consequences
- to make positive changes in their behaviour, thus enabling them to conduct themselves appropriately and effectively within educational, family and wider community settings
- to strengthen their emotional literacy and increase their feelings of self-worth
- to develop individual academic skills alongside the development of social emotional and behavioural skills.

The Behaviour Policy reflects and underpins the values, ethos, principles and philosophy of the PRU. The staff and pupils regularly discuss the standard of behaviour expected of all who use the PRU. PRU staff will explain rules within the PRU to pupils and why they are necessary. Pupils will have opportunities to contribute to classroom expectations and are encouraged to participate in discussions about why they are important. They are based on promoting mutual respect for all those using the PRU and are intended to support learning and keep pupils, staff and property safe. A clear and consistent system of rewards and consequences is in place and made clear to all staff, pupils and parents.

THE PROMOTION OF POSITIVE BEHAVIOUR

PRU expectations are agreed by the whole PRU staff team (Appendix 1). These expectations are clearly communicated in a number of ways which are appropriate to each pupil or class. For example, through class discussions, class charters and Positive Intervention Plans. Parents are engaged at the start of a pupil's placement via inreach documentation and as required throughout the pupil's placement.

Staff work as a team throughout the whole PRU to promote and model the desired behaviours expected of pupils. They use a positive approach, reinforcing appropriate behaviours with a range of rewards. Examples used within the PRU to acknowledge positive behaviours and to celebrate success, include, but are not limited to:

- verbal praise
- stickers
- catch me cards
- value leaves
- certificates
- sharing work with SLT to recognise achievements
- other bespoke awards to meet individual needs.

Staff ensure that pupils are aware of, and have a clear understanding of, the expectations of behaviour. Staff will work with pupils to develop and implement behaviour management strategies to help them improve their behaviour in the classroom so that they can get the best possible access to the learning opportunities they have at the PRU and, where relevant, at their mainstream school. Staff provide situations where social activities enable pupils to further learn and practice appropriate behaviour e.g. break and lunch times. Staff act as mediators by encouraging children to reflect on their actions and words to learn to resolve conflicts amicably and look for shared solutions.

Staff work as a team to support each other and pupils by:

- recognising achievements
- using specific praise for success
- help with problem solving
- addressing unacceptable behaviour swiftly and consistently.

Weekly formal staff meetings ensure all staff are informed about issues general to all pupils or specific to individual pupils, thus enabling a consistent and shared approach to behaviour management from all staff. Staff work hard to build positive relationships with all pupils. This is essential so that pupils feel secure in the knowledge that relationships with staff will remain positive and respectful following incidents of inappropriate behaviour, thus enabling the pupil to 'get back on track' and move on. To this end, it is also important that staff foster the belief in pupils that it is natural to make mistakes and that they can be part of a learning process. Pupils are taught, and then regularly reminded, that they are responsible for managing their behaviour through the choices they make. Conversely, they are encouraged to understand that they are responsible for the consequences of the choices they make.

CURRICULUM

The curriculum is differentiated for individual pupils according to need and may be through content, delivery, support or expected impact. All teaching and learning takes place within, and supports, the values of the PRU. Staff expectations of pupil behaviour and quality of work are high yet realistic and reflect an understanding of individual emotional needs, especially relating to self-esteem/confidence. Classroom management reflects this and all undesirable behaviour is dealt with quickly and consistently by staff who remind pupils of the choices they have and the consequences these bring.

REWARDS AND CONSEQUENCES

The staff at the PRU use the strategies of positive behaviour management to promote appropriate behaviour. Pupils receive verbal and written praise from all staff for academic and social, emotional and behavioural achievements, recognising progress and effort as well as outcome. Each pupil has individual behaviour targets set and these are then shared with schools and parents/carers. They are reviewed several times a day with pupils and achievements are recorded. Success is rewarded through catch me cards, stickers, stars, certificates and a range of activities chosen by the pupil.

The Behaviour Policy is underpinned by consequences. Where it is necessary to impose consequences, these will be proportionate and fair responses that may vary according to the age of the pupils and any other special circumstances that affect the individual. Consequences are applied on a sliding scale and range from a simple verbal reminder or reprimand about the consequences of low level behaviour, through to suspension for serious incidents.

Where pupils have not achieved personal targets then some of their Golden Time may not be gained or restrictions placed on the range of available activities. Pupils may also be directed to leave a classroom and spend time in the time out room if their behaviour is becoming disruptive to the teaching and learning.

Staff will use physical restraint with a pupil if their behaviour is placing themselves or others' safety at risk. Positive Intervention Plans (PIPs) will be drawn up for individual pupils if they need to be physically restrained. The PIP will be shared with parents/carers and the child concerned. All incidents involving a physical restraint are recorded online using CPOMS, and parents/carers informed.

If misused, PRU staff will confiscate a pupil's property as a consequence. Items will be held securely in PRU offices and returned at the end of the school day unless agreed with parents/carers to retain the item until an agreed time. This is in line with the **general powers to discipline** in the DfE's Behaviour and Discipline in School's guidance. Valuable personal items are not generally permitted in the PRU and this is discussed with parents/carers when placement forms are completed. The PRU will also retain items for safekeeping (not a consequence) where it has been agreed that a pupil may bring a valuable item into the PRU.

The PRU also has the power to search for **prohibited items** such as knives or other weapons. The need for such a search is very rare and the PRU will follow the law and legislation for such items, involving the police, parents/carers and other professionals involved in the care of the pupil. Where appropriate, parental consent will be obtained to search a child and their belongings, if the search is unrelated to prohibited items.

However, the emphasis for addressing inappropriate behaviour is one of support and prevention rather than punishment. It is the behaviour being rejected and not the child. Pupils are encouraged to accept responsibility for their actions and the choices they make. Staff remind pupils of the expectations of behaviour and of the consequences for actions, including the consequences that will apply.

Consequences applied depend on the severity of the behaviour the child is displaying. Where teaching and learning is being disrupted, the child will be removed from peers for a short period of time or until they are ready to return and behave appropriately. Where work is not being completed, then this may need to be done during break times or after school. PRU staff engage with parents/carers to discuss and agree these consequences where appropriate.

From time to time, a child's behaviour may be considered unsafe to place them in a car or taxi at the end of the PRU day. Parents/carers will be contacted to explain the position and pupils will be informed of the decision. When PRU staff consider that the child is calm enough to go home, arrangements will be made with parents/carers to transport them home safely.

Occasionally, PRU staff will be informed about unsafe behaviour in school transport to and from the PRU. The PRU will engage with parents/carers and School Transport to assess the situation and agree with parents/carers what consequences are appropriate in line with the PRU's Behaviour Policy and Child Protection Policy, together with the Local Authority's School Transport Policy.

In the case of serious incidents, parents/carers will be informed and, in extreme cases, there may need to be police involvement and a letter will be sent home warning parents/carers that their child's behaviour is placing them at risk of suspension. Staff will seek their support by emphasising the seriousness to their child of such behaviour continuing in line with this policy and the PRU's Exclusion and Suspension Policy. In the event that the incident places the child, other pupils or staff at significant risk of injury or significant damage to property, or the incident has already caused injury or damage, then the Executive Headteacher may decide to proceed straight to suspension without issuing an 'at risk' letter if that is believed to be in the best interests of the wider PRU community. Such decisions are not taken lightly and the matter will be discussed with other professionals as required.

In extreme or very challenging cases, where all strategies tried by the PRU staff have failed to impact positively on the behaviour of a child, then fixed term suspensions would be used to enable PRU staff time to consult with other adults e.g. Educational Psychologists, CAMHS and parents/carers in order to formulate the best way to support the child and address their needs.

The ultimate sanction of permanently excluding a pupil would only be used in the most extreme circumstances when every other strategy had failed or when the safety of others in the PRU is at extreme risk. The decision would be made by the Executive Headteacher in consultation with other staff and professionals involved in the care of the pupil including the Local Authority's Exclusions and Reintegration team.

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, including cyberbullying, is totally unacceptable and all reported incidents, whether they are observed by staff or reported by a pupil or parent/carer, will be dealt with rapidly and from the premise that bullying is unacceptable. Bullying will be dealt with in line with both the PRU's Behaviour Policy and Anti-bullying Policy.


Parents/carers 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.

PARENTS/CARERS

Parental support for this policy and the encouragement of their child to adhere to it is an important part of making positive changes in a child's attitudes and behaviour, allowing for successful full-time reintegration into school. Parents/carers are invited to come into the PRU with their child for an initial meeting prior to starting, where the aims and objectives of the placement are discussed. At this meeting, all parties are made aware of this policy including the range of rewards and consequences used, the potential use of physical restraint and the expectations PRU staff have of all pupils. Parents/carers are encouraged to contact the PRU with any concerns they may have. 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 buildings feel 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 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 a full-time educational placement, be that a mainstream or special school.

Signed:Date:
(Chair of Management Committee)

Signed:  Date: 23/4/25
(Executive Headteacher)

Expected Behaviour	Rewards	Consequences	Suggested phrasing
<ul style="list-style-type: none"> • Hands up unless otherwise directed. • One person speaks at a time (if behaviour needs to be addressed for one pupil, the adult moves so that it can be discreet). • Respectful tone/level and word choice used ie 'please' and 'thankyou'. • Respond to staff politely. Use of adult's name expected when used as an indicator of readiness to learn after an incident. 	<ul style="list-style-type: none"> • Every adult to be pro-active about rewarding the children with catch me cards when they demonstrate expected behaviour; especially during teacher input. This can be in relation to learning and behaviour. • Try and state why the behaviour is being rewarded e.g- 'I love that you are writing on your own, here is a catch me card', 'Well done for putting up your hand', 'Fantastic, safe sitting.' 	<ul style="list-style-type: none"> • Minute off play/Golden Time. • Children to receive up to one reminder of target, after this the target must be taken away. • If behaviour continues, child given a choice of either taking themselves to the time out room or being taken. They are allowed three minutes' grace time; however any time over three minutes needs to be made up at play/Golden Time. • When children complete work during play/Golden Time it is expected that they do this on their own as far as possible to reinforce the message that if they want adult input to help them with their work they need to seek this support appropriately during lesson times. If work is being done at playtime, the child takes it out on a clipboard. • If a child is refusing to work in class, but is not being dangerous or disruptive, a timer is put on and the child makes up this time at the next play. 	<ul style="list-style-type: none"> • Positive phrasing of other child; 'I like the way pupil A has their hand up. Pupil A, here is a catch me card for sitting safely'. • 'I like that idea but I am going to listen to Pupil B as their hand is up'. • 'It is okay to be excited but you need to remember....' (state desired behaviour).
<ul style="list-style-type: none"> • Safe sitting at all times. • Children are expected to remain seated during lesson times unless directed otherwise by an adult. 			<ul style="list-style-type: none"> • 'Thank you for keeping our classroom safe for everyone'. • 'Rewind; go back and tuck your chair in to keep the classroom safe'.

<ul style="list-style-type: none"> Expected work completed in time set (use discretion if child has worked hard all session). 	<ul style="list-style-type: none"> Award catch me cards, and the reason for the reward is made clear. Child may be awarded 'Star of the Day' or 'Worker of the Day'. 	<ul style="list-style-type: none"> Appropriate level, quality and quantity of work to be completed at play/Golden Time to an agreed standard. If child refuses, and parents are in agreement, child to stay after school to complete. Child reminded of this consequence if behaviour persists. 	<ul style="list-style-type: none"> 'I am worried that you have missed (set amount of time missed from lesson) and this time will be made up during play/Golden Time'.
<ul style="list-style-type: none"> Pupils wearing agreed school uniform, with formal shirt/blouse tucked in unless directed otherwise during hot weather. Pupils wearing shoes that comply with our uniform policy. 	<ul style="list-style-type: none"> Verbal praise 	<ul style="list-style-type: none"> Minute off play/Golden Time if reminders are ignored. Child to remove footwear when indoors and wear plimsolls if available. 	<ul style="list-style-type: none"> 'You look so smart'. 'I can see you look ready to learn'.

ADDITIONAL COMMENTS:

- Counter system used in response to continuous negative behaviour. Each children has a coloured set of counters. If they lose their target during a lesson, for any repeat of this behaviour, a counter is place in the middle of the counter tray. Each counter is equal to a minute off the next play. The next session is a fresh start. The minutes for the loss of target is then taken off golden time.
- The only deviation from the agreed expected behaviours is if it's specified on a PIP, with a clear rationale as to why your expectations might be different.
- Blu tac; children should only use this if it's part of their PIP and it needs to be used discreetly (i.e. under the table).
- If a child is in the time out room, there needs to be clear communication between the teaching tea.m and regular checks/change of face from staff in the classroom so that both pupils and staff are safeguarded.
- Pupils lose a minute from their Golden Time for every target lost. If a child disrupts their own learning, or the learning of others, and then gets their full Golden Time because they haven't lost a target, then we need to change their targets!
- If more than 20 minutes of learning time has been lost, parents/carers need to be contacted and the possibility of the child remaining behind beyond 3pm needs to be discussed.