Newham Pupil Referral Units

Behaviour Policy

Reviewed policy agreed by Head teacher: **Summer 2026**

Reviewed policy shared with staff: **Summer 2026**

Policy to be reviewed again: **Summer 2027**

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1. Introduction and aims of this policy

This document represents the graduated response to behaviour management across Newham PRUs in line with our commitment to the 6 Nurture Principles and our school values. This graduated response is represented in Section 1 through the Relationships and Regulation guidance which sets the context for the day-to-day management of the policy. Section 2 outlines the statutory requirements of the behaviour policy.

Many of our students experience difficulties in managing their behaviour over a long period of time. Our aim is to help students re-engage with learning and achieve success, by providing a clear supportive framework with relevant targeted interventions, enabling them to make the appropriate choices and begin to take responsibility for their own actions. To this end, there is a clear set of expectations agreed with the student council and with all staff. In support of this, staff are trained in Attachment and Trauma informed practice, Neuro-Affirmative approaches to ADHD and Autism. Staff are also trained to use assertive discipline techniques, restorative and reflective practice when required, to embed the 6 nurture principles, and reinforce positive behaviour through a consistent reward system.

Newham PRUs have a clear vision and set of values are:

> Newham PRUs have a vision focused on delivering outstanding education and supporting the individual needs of all our pupils, enabling all to recognise their true potential.
>
> We will work together with our pupils to find solutions and enable enriched learning experiences and a broad range of outcomes.
>
> We aim to create a nurturing, learning community with the welfare of our pupils, staff and community at its centre.
>
> Our core values are:
>
> *Kindness, Resilience, Courage*

This policy makes reference to 6 key Nurture principles which are:

- Children's learning is understood developmentally
- The classroom offers a safe base
- Nurture is important for the development of self-esteem
- Language is understood as a vital means of communication
- All Behaviour is communication
- The importance of transition in children's lives

"…I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel …"

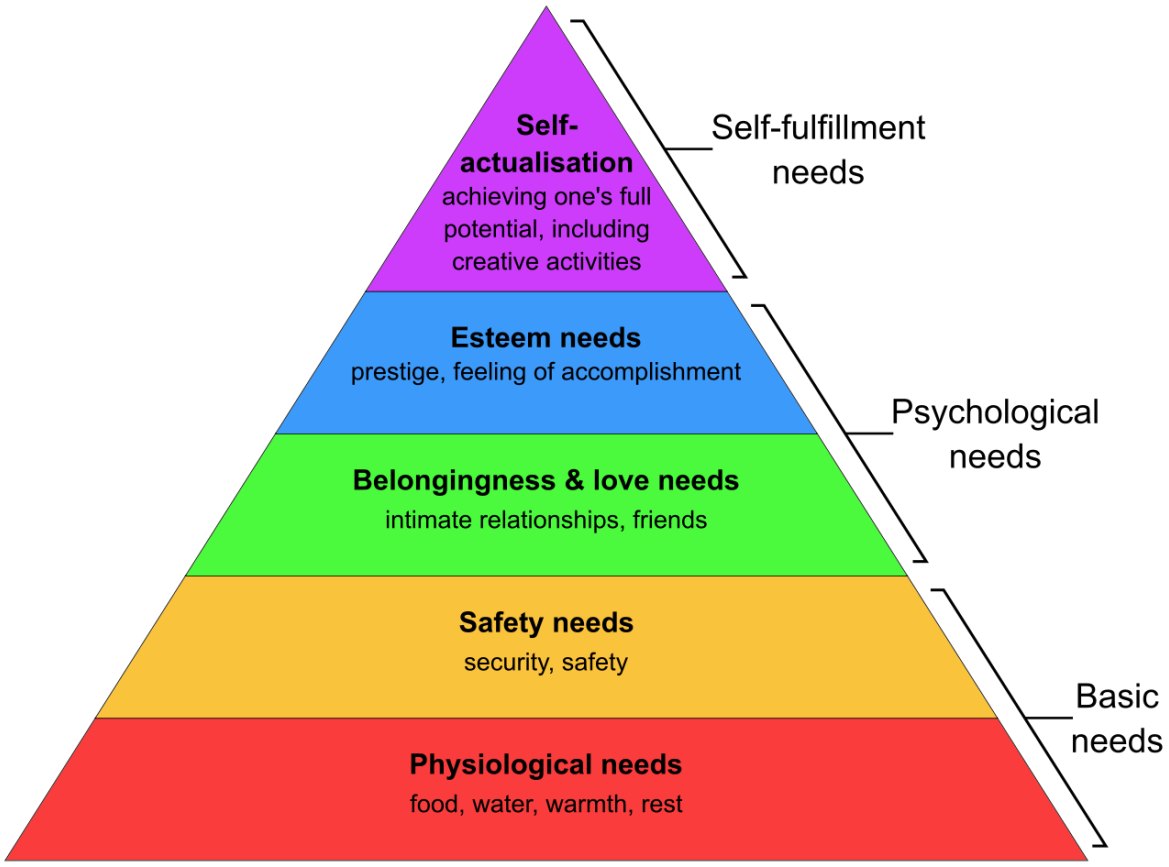
Maya Angelou

2. Section 1: Relationships and Regulation Guidance

The Relationships and Regulation Guidance aims to create a clear and effective framework that fosters positive working relationships and safe, secure environments that are conducive to learning. At Newham PRUs, we utilise relational and responsive communication models, informed by trauma-informed practice and the Nurture UK Framework (see Appendix 4.6). They are deeply embedded in our daily operations and interactions and prioritise building strong relationships, fostering genuine engagement and ensuring inclusion for all pupils. We adopt emotion coaching as a model to support speech and language needs whilst developing emotional awareness and regulation in pupils (see Appendix 4.7).

2.1 Ethos

The fundamental principle of this guidance is based upon the concept that all **behaviour has meaning and is a communication from the child (See Maslow's Hierarchy of needs below).** Students are supported in increasing their awareness of the impact of their behaviours and choices through restorative practice.



2.2 How we support students who have experienced relational trauma and loss

We will know their **story,** we will provide **safe** spaces and support students through trusting relationships. Staff are attuned to student needs, are physically and emotionally attentive, and always approachable and responsive. We will not discriminate how we relate to the students in our care as we believe each student is worthy of our time, energy and patience. However, we will differentiate, according to individual needs.

We provide a **secure base** with **consistent** structure, routines and boundaries throughout the school day. To support this we expect all members of our school community to embody our school values. We weave these into everyday school life by clearly displaying them at all entry points, implementing a rewards system that celebrates each value and incorporating them at the core of staff inductions.

We have **expectations** which we expect all students to follow. These are displayed in classrooms.

Learning is very important. Staff are here to help you learn and want you to be in class. To get ready to learn you are expected you to:

School Values:	**Expectations:** **I will:**
1. Kindness	- Think of others - Reflect on my actions - Care for others - Be flexible
2. Resilience	- Focus on problem solving - Accept support - Learn from my mistakes - Bounce back after a difficult incident.
3. Courage	- Show up even when things are difficult. - Speak up for what's right. - Ask for help when I need it - Try new things.

2.3 How we support our students to emotionally regulate and be ready for learning

We recognise that emotional regulation can improve impulse control, flexibility, problem solving skills and concentration. All of which supports behaviour for learning. We understand that **consistency** and **routine** is at the heart of emotional regulation and through visible consistencies i.e. daily meet and greets and kindness, exceptional behaviour can flourish. The below points encompass our regulation approaches in different circumstances:

Out of lesson times, including breaks, lunchtimes and transitions:

1. Emotion coaching (encourage pupils to identify and share their feelings through “I feel … because …” conversations).
2. Reminder of expectations and responsibilities.
3. Regulation - calm space.
4. Regulation with a member of staff (emotion coaching through co-regulation and recording of the situation).

   ***Note*:** Stages can be escalated/skipped if someone is in danger.

Inside the classroom:

1. Emotion coaching (e.g. encourage them to identify and share their feelings through “I feel … because …” conversations).
2. Reminder of expectations & responsibilities.
3. Regulation space in the classroom.
4. Regulation space in another classroom or space with a duty teacher/learning mentor.
5. Regulation with a member of an additional member of staff (emotion coaching and support to reflect on the situation).

   Note: Stages can be escalated/skipped if someone is in danger.

2.3a Neurodiversity & Sensory Adjustments

We adapt the provision to support individual needs of students. We adopt a "Neuro-Affirmative" lens, meaning we view ADHD and Autism as differences in brain processing rather than deficits to be punished. We use multiple assessment tools to identify student needs and ensure their Pupil Profiles specify this.

For pupils with ADHD and Autism, regulation support includes (this list is not exhaustive):

1) Sensory auditing of the classroom environment to reduce overstimulation.
2) Explicit use of visual schedules and "now/next" boards to support transitions.
3) Permission for "fidget tools" or "movement breaks" as documented in the pupil’s profiles.

2.4 Reflective Practice

Reflective practice is focusing on experiences to engage in a process of continuous learning. Reflective practice is promoted across the entire PRU population, inclusive of students, staff,

SLT, support-staff, visiting practitioners, groups, and external partner organisations. The principles embodied within reflective practice link a range of other supportive systemic strands, including - restorative practice, solution-focused approaches and nurture and attachment informed responses. At Newham PRUs, this can take various forms, including: de-briefs, individual self-reflection, one-to-one, group, whole-PRU, reflective conversations with parents, and partnership-working informed by reflective practice.

Creating calm, quiet and secure spaces are fundamental to emotional regulation and reflective practice.

Students:

-Sensory Circuit space - to help regulate through sensory activities.

-Calm down space - to help regulate with support from safe adults to co-regulate.

-Multi-Purpose room - a space to hold student reflections, STIC interventions, 1:2:1 support strategies and repair and restores.

-Sensory/therapeutic spaces - for initial assessment.

Staff:

-Time to reflect - debrief and weekly reflective pupil conversations in wrap-around groups, using Boxall as a tool to direct reflective discussions and measure impact.

- Regular and consistent supervision meetings with line managers to engage in reflective conversations.

-Structured/clinical type supervisions for staff who work with particularly vulnerable high risk students and their families.

2.5 Restorative Approaches

"Punishment doesn't teach better behaviour, restorative conversations do." (Paul Dix)

Restorative practice in schools is a method for building positive relationships, resolving conflict, and repairing harm. It shifts the focus from punishment to accountability and healing, creating a more supportive and inclusive learning environment. Instead of simply punishing wrong-doing, restorative practices emphasise understanding the impact of actions, taking responsibility, and making amends.

The key aspects of restorative practice are building positive relationships, conflict resolution, repairing harm, accountability and a whole school approach. Our practice is guided by restorative discussions and questions (please see appendix) with this being represented at different levels, such as:

- day to-day restorative conversations, and a collective shift in language.
- adult-student (one-to-one) restorative conversation.

- facilitating an adult-student restorative session.
- peer-to-peer mediation (with option of adult facilitating).
- restorative Conferences and Mini-Conferences.
- group (Healing Circle; Restorative Circle; Circle-Time).
- whole-PRU approach.

2.6 Consequences

We recognise that our pupils face challenges and struggle with high expectations and rules however it is important that everyone in our school community understands that all actions have consequences, for better or for worse. Through our reflective conversations and opportunities (calm space, and reflection room) we make those connections alongside the work of **repair and restore.**

Some situations will require longer periods of reflection and/or external reflections at another Newham PRUs provision. External reflections provide a physical and emotional distance from the incident location, removing possible distractions and/or triggers. This can allow for a deeper level of exploration and understanding around the precursors of the incident and an appropriate way forward.

Key Guidelines:

- Staff will focus on strengths and positives for as long as possible and apply assertive discipline techniques.
- Staff re-iterate behaviour expectations calmly but consistently. All staff recognise the need to follow behaviour expectations and apply de-escalation strategies to address potentially challenging behaviour management situations. Staff also recognise the need to assess individual situations and if they are the trigger call for support.
- In the first instance all staff deal with an arising behaviour incident themselves and apply the appropriate responses. All staff support each other in ensuring pupils behave in a calm and respectful manner.

2.7 Rewards

Rewards are at the discretion of the classroom teacher and staff, preferably with discussion and input from their pupils. We have a visible reward system in the form of recognition boards that celebrate the achievement of our school values and character education traits. If the physical setting of the provision allows for weekly and termly rewards assembly they will be conducted to recognise consistent demonstration of school values, above and beyond behaviours, progress and achievement.

- Regular positive communications home in the form of phone calls
- Postcards to celebrate progress and efforts
- Certificates
- Student of the Week
- Daily merits

- Jack Petchey
- Termly student awards, including subject and attendance

It is important to note that rewards are given, not taken away.

3. Section 2 Behaviour Policy - Statutory Responses

We understand at Newham PRUs that consequences need to be delivered in consideration of the contextual needs of the individual pupil. Therefore the below table **offers a guide only** to response and may differ based on individual circumstances. At Newham PRUs we focus on restorative and reflective approaches to support behaviour change. Before applying the consequences below, staff must verify if a "Reasonable Adjustment" was in place. For pupils with SEND (ADHD/Autism), sanctions will not be applied for behaviours that are a direct manifestation of their SEND (e.g., involuntary stimming, sensory meltdowns, or executive function deficits).

Behaviour	Consequence	Actions/Follow up	By Whom
Assault against another pupil or member of staff	Suspension	Raise immediately. Meeting with parents/carers to review suitability of current provision. Raise student in next wraparound group. Refer to Gatekeeping if required. Restorative practice.	SLT
Serious Damage or Theft of School Property	Suspension	Raise immediately. Reintegration meeting with parents. Raise student in next wraparound group. Restorative practice.	SLT
Threats of violence towards students or staff.	Suspension	Raise immediately. Reintegration meeting with parents. Raise student in next wraparound group. Restorative practice.	SLT
Supply of or being in possession of illicit substances.	Suspension	Raise immediately. Report to the police if required. Reintegration meeting with parents. Explore referral to support services if required. Restorative practice.	SLT
Possession of weapons	Suspension	Raise immediately. Report to the police. Reintegration meeting with parents. Restorative practice.	SLT
Homophobic / biphobic /	Suspension	Raise immediately	SLT

transphobic, racist or misogynistic / misandry language and/or behaviour.		Report to the police if required. Reintegration meeting with parents. Restorative practice. Explore referral to support services. Raise student at wraparound group.	
Under the influence / intoxicated and at risk	Suspension or monitor in a separate room.	Raise immediately. First Aid assessment. Report to the police if required. Reintegration meeting with parents. Restorative practice. Explore referral to support services. Raise student at wraparound group.	SLT
Absconding / leaving site without permission	Reflection (internal or external)	Raise immediately. Report to the police if required. Reintegration meeting with parents. Restorative practice. Raise student at wraparound group.	SLT
Arson	Suspension	Raise immediately Report to the police if required. Reintegration meeting with parents. Restorative practice. Raise student at wraparound group.	SLT
Harmful sexualised behaviour / language	Suspension or monitor in a separate room.	Raise immediately. Parent/carer phone call. Explore referral to support services. Restorative practice. Raise student at wraparound group.	SLT
False allegations against staff	Suspension	Raise immediately. Parent/carer phone call. Restorative practice. Safety plan to be developed.	SLT
Bringing the school into disrepute	Suspension	Raise immediately. Parent/carer phone call. Restorative practice.	SLT
Bullying	Suspension	Raise immediately. Parent/carer phone call. Restorative practice. Raise student at wraparound group.	SLT
Intimidating behaviour	Reflection / Interview (internal or external)	Raise immediately if appropriate or at debrief. Separate from victim. Raise student in next wraparound group if required.	Provision Manager

		Restorative practice.	
Vaping / Smoking	Reflection (internal or external)	Raise immediately to Provision Manager & Head of School. Parent/carer phone call. Separate from the main cohort of students. Raise student in next wraparound group if required. Referral to support services if appropriate.	Provision Manager
Inappropriate physical contact with another pupil / staff member	Reflection / Interview (internal or external)	Raise immediately if appropriate or at debrief. Separate students. Parent/carer phone call. Restorative practice. Raise student in next wraparound group if required.	Provision Manager
Inappropriate use of social media	Reflection / Interview (internal or external)	Raise immediately if appropriate and raise at debrief. Parent/carer phone call if required. Restorative practice if required. Raise student in next wraparound group if required.	Provision Manager
Sexualised behaviour / language	Reflection (internal or external)	Raise immediately if appropriate and raise at debrief. Parent/carer phone call if appropriate. Explore referral to support services. Restorative practice if required. Raise student at wraparound group if required.	Provision Manager
Persistent disruptive behaviour	Reflection (internal or external)	Check for sensory triggers or unmet communication needs Raise in debrief - direct to wrap-around group if required. Teacher to phone home. 1:1 reflection with a key adult.	Teacher
Defiant / Oppositional behaviour	Reflection (internal or external)	Consider if instructions were processed; use "Take Two" or "Wait Time" Raise in debrief. Parent/carer phone call. Restorative practice.	Teacher
Threatening language / behaviour	Reflection (internal or external)	Raise in debrief. Parent/carer phone call.	Provision Manager

		Restorative practice.	
Leaving class without permission	Teacher to speak to student 1:1	Reflective conversation. Phone home if required. Raise in debrief - direct to wrap-around group if required.	Teacher
Not following instructions	Teacher to speak to student 1:1	Reflective conversation. Phone home if required. Raise in debrief - direct to wrap-around group if required.	Teacher
Minor damage or theft of school property	Phone call home	Reflective conversation. Raise in debrief if needed.	Teacher / Key adult
Uniform breach	Phone call home	Spare uniform to be offered.	Duty / Cover Supervisor
Vandalism in class	Teacher to speak to student 1:1	Reflective conversation. Phone home if required. Raise in debrief - direct to wrap-around group if required.	Teacher
Disruptive behaviour	Teacher to speak to student 1:1	Reflective conversation. Phone home if required. Raise in debrief - direct to wrap-around group if required.	Teacher
Slow arrival to lessons	Teacher to speak to student 1:1	Assess transition anxiety or ADHD-related time-blindness. Reflective conversation. Phone home if required. Raise in debrief - direct to wrap-around group if required.	Teacher
Refusal to work	Teacher to speak to student 1:1	Check if task was appropriately scaffolded/differentiated. Reflective conversation. Phone home if required. Raise in debrief - direct to wrap-around group if required.	Teacher
Sleeping in class / head on desks	Teacher to speak to student 1:1	Reflective conversation. Phone home if required. Raise in debrief - direct to wrap-around group if required.	Teacher

3.1 Searching Students

To ensure safety and maintain discipline, school staff may search students for banned items (*with the consent gained at admissions*), including but not limited to: weapons, mobile phones, alcohol, illegal drugs, vapes, tobacco products, lighters, fireworks, stolen items, certain food/drink, pornographic images, and any items likely to cause offense or harm.

All students are screened by an allocated staff member upon entry each morning, with the process recorded. Random searches may also be conducted with Head of School authorisation. The school will attempt to have same-sex staff conduct searches.

The Headteacher and authorised staff can use reasonable force when searching students without consent for prohibited items, utilising methods such as knife arches or wands. If necessary, the Police Liaison Officer may be involved, and as a last resort, the Police will be called if illegal items or items posing harm are suspected. Consent for searches is obtained at admissions.

3.2 Confiscation of Items

School staff can seize any prohibited item found during a screen / search or deemed harmful or detrimental to school discipline. Parents/carers will be required to collect the item or provide permission for its destruction. If illegal drugs are found, the police and parents/carers will be informed immediately by a senior staff member.

3.3 Internal Suspension Framework

Suspensions are a last resort for serious breaches of health and safety. The school employs reflective practices and a graduated approach, prioritising student safeguarding and understanding that all behaviour is communication. We work collaboratively with stakeholders, including police, Youth Offending Teams (YOT), Social Care, and parent/carers, to ensure interventions meet individual student needs.

3.4 Consequences

The Headteacher has discretion over the following consequences:

- **After School Reflections**: Up to one hour after school for negative behaviours, decided at debrief or for same-day issues like punctuality or non-school uniform.
- **External Reflections:** An alternative to suspension for serious behaviour, involving one-to-one lessons with staff in isolation off-site (e.g., at YJS or other Newham PRU provisions).
- **Suspensions:** A serious sanction for persistently poor, violent, or threatening behaviour, or when other interventions have failed. Suspensions are typically for half a day, a full day, or, rarely, longer. Students are directed to learn at home with school support and materials.
- **Permanent Exclusion:** The most serious sanction, considered by the Headteacher for serious behaviour policy breaches when all other alternatives have been exhausted.

(Refer to Appendix 4 for further guidance on consequences and Appendix 2 for the Exclusions Policy.)

3.5 Measuring Policy Effectiveness

The effectiveness of this policy is measured by:

- Daily, weekly, and bi-weekly attendance data review.
- Student feedback on their mental health and well-being.
- Tracking individual learning progress.
- Using the Boxall tool to assess improvements in secure attachments.
- Monitoring student behaviours across the school.
- Utilising Strengths and Difficulties Questionnaires (SDQs).

4. Appendices

The appendices section provides statutory frameworks and a range of approaches, scripts and theories that underpin this policy. This allows the first part of the policy to be practical and to reflect the individual needs of our school community.

This section explicitly addresses the school's duty under the Equality Act 2010. We adopt a "Neuro-Affirmative" lens, meaning we view ADHD and Autism as differences in brain processing rather than deficits to be punished. We use the AFIT Tool (4.8h) to ensure that a pupil's 'Individual Risk Management Plan' accounts for their specific neurodivergent profile.]

Zones of Regulation

This tool is used as a universal strategy, but for Autistic pupils, it is adapted to account for Alexithymia (difficulty identifying emotions), using more visual or physical prompts where necessary.

4.1 Appendix 1: Student Behaviours:

Serious Damage or Theft of School Property

The school will actively challenge any willful destruction or theft of school property. For serious incidents, we will pursue criminal damage charges, supported by witness statements, which could lead to student arrest. Parents/carers may be billed for repair or replacement costs.

Serious Actual or Threatened Violence

The school will respond robustly to all incidents of actual or threatened violence or assault. Our priority is ensuring the safety of all involved, which may include using reasonable force to secure a safe environment. Use of reasonable force in school. We may pursue criminal charges, supported by witness statements, potentially leading to student arrest. We also implement individual pupil risk assessments and appropriate health and safety measures to manage and control risks to staff and pupils.

Use of Homophobic, Biphobic, Transphobic (HBT), Sexualised, or Racist Language

HBT, sexualised, or racist language will not be tolerated at Newham PRUs. Staff will immediately intervene and challenge such language, informing perpetrators of its offensive and hurtful nature. While acknowledging varying degrees of offense across communities, all students must be respectful of our diverse and inclusive environment.

- Isolated incidents: Students will be directly addressed by staff and reminded of the impact and unacceptability of such language.
- Persistent, gratuitous, or discriminatory use: The individual will be challenged by staff, reported to the Schools Police, and other relevant agencies, with further intervention decided contextually.

All offensive language is recorded on CPOMS to identify harmful patterns.

Bullying

Bullying is a serious issue addressed through our comprehensive anti-bullying policy. Newham PRUs defines bullying as: an unprovoked and repetitive harmful behaviour—occurring at least three times over six weeks—that involves the physical, verbal, or social targeting of an individual or a group of individuals to cause intentional distress/harm.

We prioritise supporting victims and re-educating perpetrators. The school actively participates in national anti-bullying campaigns, including e-safety. Bullying incidents are recorded on CPOMS for data analysis to identify patterns. Anti-bullying themes, including LGBTQ+ bullying awareness, are integrated into PSHE, student council activities, cross-curricular teaching, safeguarding drop-down days, workshops, and assemblies.

School Uniform

All students are required to wear school uniform or appropriate agreed clothing. Non-compliance will result in consequences, parental contact, or persistent offenders being sent home to change. The school may offer temporary uniform loans.

Sexualised Behaviours

Sexualised behaviours are recorded on Cpoms to identify patterns. If deemed harmful rather than age-appropriate, a named staff member will complete an AIMS assessment. This assessment helps to:

- Understand reasons for such behaviours.
- Evaluate behaviours on a continuum of concern.
- Framework for pattern mapping.
- Suggest management strategies.
- Suggest individual work.

This ensures a consistent and effective response to harmful sexual behaviour, especially when it is repetitive, planned, involves force, or lacks empathy, and aligns with the Sexual Offences Act 2003.

Going Off-Site Without Permission

All students are expected to remain on-site from 9:00 AM to 2:45 PM. If a student leaves without permission, parents/carers will be informed immediately. Appropriate consequences will be determined by SLT, the incident will be noted on CPOMS, and relevant agencies (e.g., Attendance Management Service, YOT, Social Care) will be informed as needed.

Smoking or Vaping

Newham PRUs has a zero-tolerance policy on smoking and vaping. Students seen smoking or vaping must stop and surrender any paraphernalia for destruction (recorded on CPOMS).

Defiance will result in consequences. Electronic cigarettes, smoking pens, cigarettes, lighters, and matches are prohibited and will be confiscated. Parents/carers will be informed. The school's substance misuse policy guides responses to concerns regarding smoking/vaping and/or drugs.

Drugs and Weapons

Maintaining a safe environment is paramount; Newham PRUs has a zero-tolerance policy for drugs and weapons on site. Any such items found will result in police involvement, immediate removal, and disposal. All students are subject to screens upon entry, and parents will be informed.

Our school staff conduct regular random checks for drugs and weapons, occasionally using weapon arches. Students found under the influence of any substances, including alcohol, will be handled according to the school's drugs policy, which may include referrals to other agencies. The substance misuse policy is applied for all concerns related to smoking and/or drugs.

Discipline Powers Inside and Outside the School

Teachers and authorised staff can discipline students both in and out of school. Students must not bring the school into disrepute when travelling to and from school during the school week, facing consequences for such actions. All staff can use reasonable force to prevent offenses, self-harm or harm to others, and property damage, striving to maintain order and discipline.

4.2 Appendix 2: Positive Handling Procedures

The **Education Act 1996, 2006, 2011** forbids the use of corporal punishment, but allows all teachers (staff) to use reasonable force in order to prevent a pupil from:

- Harming themselves or others
- Seriously damaging property
- Committing a criminal offence
- Acting in a way that is counter to maintaining good order and discipline at the school
- Injury (or harm to self or others) as actual or grievous bodily harm, physical or sexual abuse, risking lives of or injury to self or others by wilful or reckless behaviour and self-poisoning

Staff are trained in the use of positive handling techniques through the Team Teach programme. Where possible Newham PRUs staff are trained to instructor status so that training can be delivered in-house. Training opportunities are reviewed on a regular basis with options for staff to renew training, to stay up to date with skills and make them confident to use them.

Positive Handling Procedure

The PRU (school) recognises that positive handling may be necessary and in such an event, the following procedure should be followed. Where positive handling may be required, additional staff are called to support and a senior leader should be alerted immediately.

Whenever possible positive handling should only occur when witnesses are present. Once a pupil is positively handled they should be taken to a quiet area (meeting room/hall) so the pupil can be calmed. Staff accompanying the pupil must have a radio, mobile phone or another means of communication. Positive handling should only be used as a last resort when other strategies have failed. It must serve to defuse or prevent a violent or potentially violent situation and must be proportional to the situation. It must not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.

Staff should have good grounds for believing immediate action (positive handling) is necessary in order to prevent a pupil from injuring themselves or others, or causing serious damage to property. Where possible staff should take steps in advance to avoid the need for positive handling, e.g. through dialogue, de-escalation and diversion. The pupil should be verbally warned that positive handling will be used unless the pupil desists.

Positive handling must not be used in anger. When it becomes apparent that the pupil is not responding to verbal instructions and a violent incident is imminent, the member of staff, wherever possible, should call for assistance, before engaging in positive handling. When it becomes necessary to positively handle a pupil, the member of staff must, if possible, continue to talk to the pupil in a calm manner, offering choices and time for the pupil to become calm.

Remember

Only the minimum force necessary should be used in order to prevent physical injury or damage. Particular care must be taken to avoid inflicting any unnecessary pain or injury. Positive handling must not involve deliberately painful or dangerous procedures. It must:

- Never interfere with breathing, blood supply or genital areas
- Wherever possible avoid holding the head, throat or fingers
- Be discontinued as soon as the situation is deemed safe
- As soon as it is safe, restraint must be gradually relaxed as the pupil regains self- control
- A pupil must never be asked to restrain another pupil

Operational/ Procedural Points Relating to the Use of Positive Handling

The circumstances and reason for the use of positive handling must be recorded immediately, or as soon as possible, but ideally no later than the next working day.
The member of staff must inform the Deputy Headteacher/Head of School as soon as possible after the incident.
The pupil's views must also be recorded as soon as possible, preferably on the same day.
The Deputy Headteacher should discuss the incident with the staff member within 24 hours.
Supervision may be needed for staff, who following the incident are distressed.
Following the incident, the pupil should be counselled on the reasons why it was necessary to use restraint.
Students will be interviewed about the reasons that led to the incident and the circumstances that followed to support reflective practice. The interviewer must be a senior member of staff who was not directly involved in the incident.
Parents/carers will be informed when positive handling has been used and will be given the opportunity to discuss the matter.

4.3 Appendix 3: Suspensions & Permanent Exclusions Policy

Rationale

In order to ensure the safety and well-being of all students and staff at **Newham PRUs** as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is of the highest standard, both within and outside of lessons. All staff, therefore, have a responsibility to promote positive behaviour, to encourage mutual respect and to instil self-discipline in students.

Where students do not respond positively to the standards and expectations of the school, it may, on occasions, be necessary to impose a fair and reasonable sanction.

This policy details the guidelines and procedures relating specifically to suspension or permanent exclusion. It complies fully with current statutory guidance on exclusion from maintained schools.

NB: The school will use a range of consequences and sanctions, short of exclusion.

Introduction

Both suspensions and permanent exclusions are serious sanctions and can only be authorised by the Head teacher or Head of School.

Suspensions

The decision to suspend a student will be made by the Head teacher, or member of the Senior Leadership team on the Headteacher's behalf, in response to a serious threat to the safety and well-being of students or in response to a serious breach of the Newham PRUs Behaviour Policy. Incidents considered to be a serious breach may include:

- Actual or threatened violence towards another student or member of staff
- Use of offensive language directed towards a member of staff
- Racist, sexualised and homophobic, biphobic and transphobic (HBT) language and or behaviour
- Harmful sexualised behaviour
- Misuse of illegal drugs or substances
- Repeated acts of gross defiance
- Unacceptable behaviour which has previously been reported and where interventions have not been successful in modifying the student's behaviour.
- Behaviour which affects the safety of others including bullying
- Possession of weapons or other items to cause harm.
- Theft.
- Arson.
- False allegations against staff.
- Bringing the school into disrepute.
- Damage to the property of others or the school's facilities.

The above list is not exhaustive and each case must be considered on its own merits; a suspension should never be imposed as an automatic sanction.

Permanent Exclusions

The decision to exclude permanently is a serious one and will be considered by the Headteacher for the most serious breaches of the School's Behaviour Policy. In such cases, the school will also consider involving the police – such breaches include:

- Serious actual violence towards another student or a member of staff
- Possession with intent to supply or actual supply of illegal drugs to others
- Bringing an offensive weapon into school e.g. a knife (such incidents must be reported to the police)
- Arson

Again, the above list is not exhaustive but reflects the severity of the offences. A permanent exclusion is a last resort and will only be undertaken when all available strategies to modify a student's behaviour have been undertaken and where there is a serious threat to the safety and well-being students at the school.

NEWHAM PRUS rarely uses Permanent Exclusion as a sanction but this appendix to the school's behaviour policy, clarifies the schools' right to do so. In the more serious cases the school will seek advice from LBN

Guidelines

1. The school will adhere to all statutory guidance when carrying out suspension.
2. The recommendation of suspension or permanent exclusion should only be undertaken following a thorough investigation of the incident. Statements from staff, the students and any available witnesses etc. In some cases, it may be necessary to isolate the student, whilst a thorough investigation is undertaken.
3. A recommendation for exclusion should be made as close to the original incident as possible – if a significant amount of time has elapsed since the incident, it may not be appropriate to carry out exclusion.
4. A suspension will usually be of a short duration (e.g. 0.5 -5 days)
5. Where suspensions exceed 15 days in any one term, the parent s/carers and student should be invited to meet the Governing Body Disciplinary Committee.
6. Parents/Carers have the right to appeal any decision to exclude.
7. The parents will be invited to meet with the Head of School and if appropriate other staff to discuss the arrangements for the reintegration of the student into school
8. During the reintegration meeting, the original incident leading to exclusion should be discussed and strategies agreed to prevent further incidents which could lead to a repeated exclusion. A review of the student's attendance, punctuality and academic progress should also be undertaken. In some cases, it may be appropriate to amend the curriculum provision of a student, in order to support a successful reintegration into school. Where appropriate, restorative meetings should also be undertaken.
9. Following reintegration, the student should be monitored by his/her Key Worker

10. A review of a student's progress should be undertaken following exclusion in order to ensure that the student is making appropriate progress and is not at risk of further exclusion; parents can be invited to participate in review meetings.
11. All exclusions undertaken should be monitored closely by the Headteacher and Deputy Head teacher to ensure that these are carried out fairly and in line with above policy and procedures. It is essential; that steps are taken to reduce the number of exclusions, where the amount of exclusions is deemed to be too high.

    The Leadership Team regularly review behaviour incidents and exclusions in particular to look for any emerging patterns

4.4 Appendix 4: Newham PRUs Public Health/New Virus Addendum to the Behaviour for Learning Policy April 2021

This addendum sits together with Newham PRUS Behaviour Policy. It is under constant review and will be updated in accordance with the swiftly changing circumstances relating to a Public Health matter including a pandemic.

In response to any future pandemic, Newham PRUs have reviewed and updated our behaviour policy in line with Health and Safety systems and procedures in place. This is to ensure that the protection of all students and staff remains robust and is underpinned by clear systems and procedures which reflect the changing circumstances.

This update is based on the Government advice to live with COVID 19/new virus:

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1056229/COVID-19_Response_-_Living_with_COVID-19.pdf

Information will be shared with parents, carers, and partner agencies who will be advised regarding any interim changes to practise or procedures at this time.

4.5 Appendix 5 COPING debrief for staff following major incident

Date of incident…….. Date of debrief……

Staff Members involved……

	Tick	
Control: Check staff feel able to discuss incident at this stage. Ensure staff feel supported and ready to engage in this session.		
Orient to the facts: Each staff member gives their account of how they perceived what actually happened.		
Patterns: Previous incident forms for this student are reviewed looking for patterns. Examine patterns of effective and less effective staff responses with this student.		
Investigate: Look at alternative responses which staff could try in these circumstances and any resources which could help.		
Negotiate: Come to agreement about what the plan is for future incidents, and who will do what, in the light of what has been learnt from this and previous incidents		
Give: Support and encouragement given to member of staff.		

(Adapted from the NonViolent Crisis Intervention Programme © 2005 Crisis Prevention Institute Inc,)

4.6 Appendix 6 Nurture Principles

Nurture Principles	**Good practice**
Children's learning is understood developmentally.	Consistent **classroom plan:** meet and greet, reminder of school values and expectations. At the foundation of a teacher's plan to manage behaviour are 3 concise decisions: 1. How will I behave (to get the classroom culture I want)? 2. What are my expectations? 3. How will I respond to student behaviour (both students positive and negative)?
The classroom offers a safe base.	All staff will model positive, respectful language and demonstrate emotional regulation. Staff will promote a positive approach to the school environment by maintaining **safe, healthy spaces** throughout the school site
The importance of nurture for the development of wellbeing.	**Student council** - peer recognition. A recognition board to identify student of the day.
Language is a vital means of communication	● Provide take up time ● Encourage professional language as opposed to emotional ● Promote confidence to say things you want to say ● Let students know we are trying to understand ● Create opportunities to scaffold / model more appropriate behaviour ● Promote verbal communication ● Provide students with a vocabulary to describe feelings ● Support adults faced with continuing stressful and frustrating situations ● Enable students to make "an informed choice" ● Reinforce a desired behaviour ● Inhibit an unsafe behaviour

	• Cue students' thoughts to make a desired choice
All Behaviour is communication	Knowledge of the child is more important than knowledge of the label. Meet the needs of the child in front of you, not the label on the jar. Recovery time for returning to baseline, at least 40 minutes **Positive notes home** - give notes to reception staff and support workers to also give to students - this is for above and beyond behaviour
The importance of transition in children's lives	Consistent **meet** and **greets** are implemented by all staff at all transition times throughout the school day. Students will be met with a similar greeting, positive body language and warm tone of voice.

4.7 Scripts:

Being safe scripts and statements:

- "Please keep your hands and feet to yourself."
- "Remember, keep your hands and feet to yourself."
- It's important that we all keep safe when we are on site
- Remember about being safe
- Unsafe behaviours can hurt you and others
- Let's move to a safe space

Restorative Script:

- What happened? -Both student and teacher account of events - avoid blame language.
- What were you thinking at the time? -to help increase awareness of thought processes and how thoughts impact behaviour.
- How did this make you feel? - Opportunity to link thoughts to emotions and their impact.
- Who has been affected? - Opportunity to consider others and develop empathy.
- What can we do to make things right? - Opportunity to say sorry and develop strategies to respond differently in the future.

How to ensure a restorative meeting is successful:

- Focus on the outcome you want, not the behaviour.
- Always reserve enough time, don't rush.
- If collaborative activity, staff answer questions also.
- Do not use judgemental language - this will promote supportive emotional regulation for the student

Staff should not automatically focus on secondary behaviour. Chasing secondary behaviour means that the reason behind a student's primary behaviour is not fully addressed.

Meet and Greet Script:

Morning front gate meet and greet: Allocated support workers to be at the front gate by……(set by each site) The same tone of voice, the same body language must be used every single day.

- Front gate script: Good morning, how are you feeling today?
- Front gate body language: Smile, friendly tone, handshake (if appropriate/welcomed).
- Lesson meet and greet: be in the classroom before students arrive, welcome each individual student with a friendly tone, give a clear first direction - i.e. "It's time to sit in your seat and open your book".
- Lunch and break meet and greet: mentors to be at the lunch hall door before students, welcome with a smile/greeting and give clear direction i.e. "your class is first today, please line up."
- Micro-script needed for staff to manage students in corridors, refusing to go to lesson. Set script, used by all staff, script has an "out- line" so staff can extricate themselves "I need to walk away now, you need to be in your lesson ready for learning. It's not safe for you to be in the corridor during lesson time"

- Afternoon front gate meet and greet: SLT and allocated support workers to be at the locker cabin before students arrive, greet all students and give clear instructions i.e. “your class is third today you will have to wait patiently.”

Empathy Script:

- It can be so frustrating when…..
- I think you need help with that
- It can be so hard to try again when something goes wrong
- People can really hurt you when they say things like that
- You really want it now, I can see that. It’s so hard to have to wait when you want something, but you will have to wait till…….
- I guess we often……
- Sometimes it’s……
- It can be fun to……

Emotion Coaching Scripts:

- **Step 1** - Notice and identify the child’s emotions:
  - "I can see you're looking really …… right now. It looks like something big is bothering you."
  - "You seem really overwhelmed right now. Is everything okay?"
  - "I notice you're very quiet, and that's not typical for you. Are you okay?"
    - **Key Phrases:**
      - “I notice…”
      - “It seems like you’re feeling…….”
      - “It’s okay to feel that way” (Even if you don’t agree with the behaviour, validate the emotion).
- **Step 2** - Validating and labelling the emotion:
  - It sounds like you're feeling really ……. because [briefly state their perception of the situation. Anyone would feel that way if that happened."
  - I can understand why you'd feel …….. right now, given [briefly state the situation]. That's a really tough situation."
    - **Key Phrases:**
      - Am I understanding you correctly?"
      - "It makes sense that you feel [emotion] because [reason]."
      - "Anyone would feel [emotion] in that situation."
- **Step 3** - Setting limits and problem solving:
  - "It's completely okay to feel ……. right now, and I get why you're feeling ….. But,[describe negative behaviour] isn't going to help us solve this.”
  - "It's understandable to feel **……** when things don't go your way, but speaking to others like that isn't okay. We need to find a way for you to express that frustration without hurting feelings."
    - **Key Phrases:**
      - "It's okay to feel [emotion], but [unacceptable behaviour] is not okay."
      - "What can we do instead?"
      - "Let's think of some solutions."
      - "What would be a helpful way to express that?"
- **Step 4** - Guiding and Empowering to Problem Solve:
  - "You came up with some good ideas: [list 2-3 of their ideas]. Which one do you think would work best for you right now?"
  - "If you try [chosen solution], what do you think might happen? How do you feel

about trying that?"

- **Key Phrases:**
  - "Which idea feels best to you?"
  - "What's your first step?"
  - "How can I support you?"

4.8 Government Policy

Newham PRUs review and adopt procedures that are relevant based on government policy. The following is current DfE guidance:

Policy paper: 2010 to 2015 government policy: school behaviour and attendance (2015)

https://www.gov.uk/government/publications/2010-to-2015-government-policy-school-behaviour-and-attendance/2010-to-2015-government-policy-school-behaviour-and-attendance

Schools white paper 'The importance of teaching', (2010)

https://www.gov.uk/government/publications/the-importance-of-teaching-the-schools-white-paper-2010

Statutory guidance: Behaviour and discipline in schools (2013)

https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies

Searching, screening and confiscation: advice for schools (2014)

https://www.gov.uk/government/publications/searching-screening-and-confiscation

Behaviour and discipline in schools: guidance for headteachers and staff (2014)

https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

Preventing and tackling bullying (2013)

https://www.gov.uk/government/publications/preventing-and-tackling-bullying

Use of reasonable force in schools (2013)

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Guidance and regulations

Working together to safeguard children 21 February 2019

https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Keeping children safe in education 19 September 2018

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Child abuse concerns: guide for practitioners 26 March 2015

https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Behaviour and discipline in schools 4 January 2016

Guidance for school leaders and staff on developing a school behaviour policy, and a checklist of actions to take to encourage good behaviour.

https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

Mental health and behaviour in schools 12 November 2018

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

School behaviour and attendance: parental responsibility measures 5 January 2017

https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance

Behaviour in schools 24 March 2017

https://www.gov.uk/government/publications/behaviour-in-schools

School and college behaviour and attendance 17 May 2016

https://www.gov.uk/topic/schools-colleges-childrens-services/school-behaviour-attendance

Managing behaviour and bullying in schools case studies 13 June 2018

https://www.gov.uk/government/collections/managing-behaviour-and-bullying-in-schools-case-studies

4.9 References

Research, publications, theories and frameworks underpinning this policy:

1. Bomber LM (2020) Know me to teach me - Differentiated Discipline for those recovering from adverse childhood experience, *Worth Publishing*

2. Geddes H (2006) Attachment in the classroom - A practical guide for schools, *Worth publishing*

3. Greenwood A (2020) Understanding, Nurturing and working effectively with vulnerable children in schools ‘Why can’ t you hear me?’ – *Routledge*

4. Dix P (2017) When the adults change, everything changes: Seismic shifts in school behaviour. *Crown House Publishing Ltd.*

5. Gottman, J. M. (2001). Meta-emotion, children's emotional intelligence, and buffering children from marital conflict. *Emotion, social relationships, and health*, 23-40. Lucas, S., Buckland, G., & Insley, K. (2006). *Nurture group principles and curriculum guidelines: Helping children to achieve*. Nurture Group Network.

6. Marshall, M 2000, **'Classroom meetings', r**etrieved 25 March 2006 from Promoting Learning Articles on Dr Marvin Marshall's *Discipline without Stress, Punishments or Rewards* http://www.marvinmarshall.com/articles/promotinglearning/article_meetings.htm

7. Delaney(2017) M Attachment for teachers: The Essential Guide for Trainee Teachers and NQTs: *Building Confidence and Skills for Working with the Challenging Effects of Attachment Difficulties on Behaviour and Learning, Worth Publishing*

8. City of York Educational Psychology Service (2019) 'Trauma informed Behaviour Policies and Guidance: A guide for schools and settings.