THE BEACON PRU

BEHAVIOUR POLICY

COORDINATOR: MRS JULIE WYNNE

2025 - 2026

The Beacon
Pupil Referral Unit

BEHAVIOUR POLICY

DATE:	**September 2025**
REVIEW DATE:	**September 2026**
PERSON RESPONSIBLE:	**Mrs Julie Wynne**
RATIFIED BY:	**Management Committee**

PRINCIPLES

At The Beacon PRU we strive to achieve and promote high standards of behaviour. It is the intention of this policy to detail our expectations of pupil behaviour and the strategies and approaches used to achieve these.

Our behaviour policy is an essential foundation for accomplishing our Unit aims and generating an ethos consistent with our values.

MISSION
To provide an outstanding educational provision that supports the individual needs of all our pupils, offering rich learning experiences with therapeutic care to ensure the best outcomes for all. To enable all our pupils to flourish and grow in all aspects of their development, so that they are all equipped with the competencies and confidence to engage fully and enjoy life. To eliminate the need for exclusions in primary schools in our locality by providing pro-active and preventative support which builds the capacity of mainstream schools to meet the needs of at-risk learners.
VALUES
The Beacon's work is underpinned by a belief in the following principles: • Capacity for change • Diversity • Empathy • Equity • Inclusiveness • Integrity • Nurture • Partnership • Respect • Shared responsibility • Tolerance • Transparency
AIMS
Providing a welcoming and safe environment for all children Providing learning journeys, allowing every student to learn in a caring, supportive and enriching environment Committing to strong partnerships with families and local schools Respecting each other as individuals, having a tolerance and empathy for other cultures, religions and points of view Working in close collaboration with a range of external agencies Supporting pupils, families and schools with all aspects of transition.

The principles underpinning the policy and practice at our Unit are firmly embedded in the theories of attachment, emotional development and neuroscience that provides a comprehensive foundation from which all our practices have been developed. At the heart of our policy is the child.

OUR UNIT SETTING

Children are referred to The Beacon PRU for a variety of reasons and with a wide range of social, emotional and mental health difficulties that culminate in challenging behaviours. Similarly, the length of a pupil's placement in our Unit will vary according to individual circumstances and the identification of the pupil's individual needs.

However, provision for all pupils will be temporary with the aim to return pupils to an appropriate educational setting, be that to a mainstream school or suitable alternative. Therefore, to ensure our pupils remain able to relate to the learning environment, routines and expected learning behaviours at a school, our PRU seeks to create a setting based on these school systems.

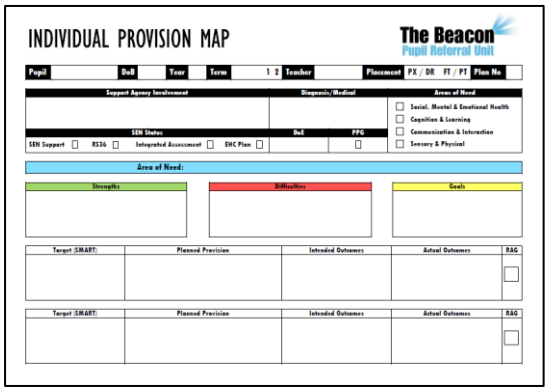
Within our PRU setting, staff assess individual pupil's needs and, through working in partnership with the pupil, their parents, their school and any other agencies, identify and implement strategies to assist in reducing the barriers to learning. The fundamental aim is to enable pupils to function safely and successfully within their intended educational setting and wider community.

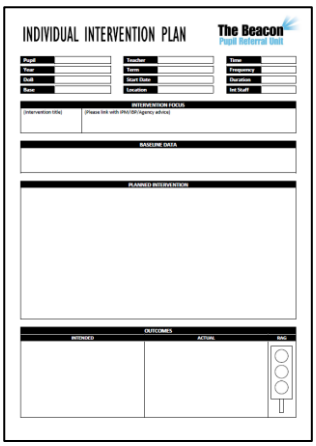
UNDERSTANDING BEHAVIOUR

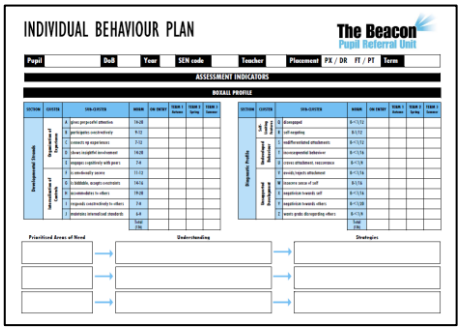
Central to the philosophy at our Unit is the knowledge that all behaviour is a form of communication.

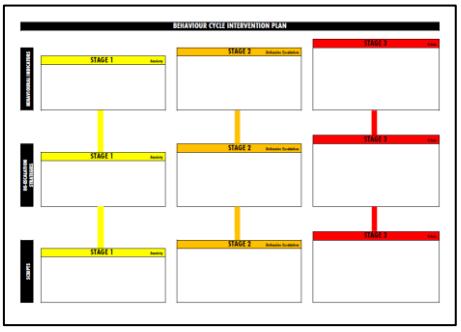
It is ultimately our role to try to understand what the child is communicating through their behaviour. This communication can be better understood through the identification of underlying needs. With this, staff can then plan how to meet these needs, thus reducing the child's reliance on the maladaptive behaviours to communicate.

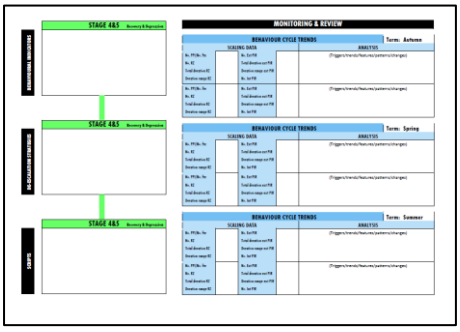
Developing the child's ability to communicate their needs in more healthy appropriate ways also forms a core part of their provision. (Appendix 1 - Individual Provision Maps, Individual Intervention Plans and Individual Behaviour Plans)











Both the physical environment and the approaches and systems within the Unit have been designed to promote emotional regulation. The foundation for all the provision is the relationship. Staff seek to foster trusting and safe relationships, with children whose internal working model is often that of insecurity.
Our staff consistently use the following skills to promote the development of relationships with every child:

- Unconditional positive regard
- Empathic attunement
- Reflective listening
- Validation of emotional states
- Co-regulation
- Ability to externalise the child's thinking
- Become stress regulators for the child
- Provide consistency of care
- Adopt PACE model in being with a child
- Promote reparation following relational difficulty
- Seek support to ensure they have the capacity to meet and hold the child's needs

It is through the relationship that all strategies, approaches and systems stem.

Attachment theory is a key requisite for all staff to understand as this is such a fundamental aspect of how children relate with the world. All children attending our Unit are viewed through an 'attachment lens' when considering their needs. The more recent work of Kim Golding, Heather Geddes, Louise Bomber and Dan Hughes is the basis of understanding the attachment needs of our pupils. All staff are provided with access to theoretical texts and training that detail attachment theory and implications. In addition, all staff are trained in Group Theraplay.

The neuroscience of emotional regulation has shaped our understanding of and approaches to children both in neutral and heightened states. It is this combination of science and theory that forms the foundations behind our approaches for managing the behaviours communicated by our pupils. Our approaches are centred on the Zones of Regulation, which all staff are trained to deliver.

ASSESSMENT

The assessment and identification of children's needs is an essential part of every child's placement at our Unit. The assessment and screening of needs is conducted internally and where necessary advice and further assessment is sought from appropriate external agencies. These range from:

- Educational Psychology
- Umbrella Pathway Team
- Community Paediatrics
- CAMHS
- Occupational Therapy
- SALT
- CCN Team
- Early Help
- Children's Services Social Care

On entry to The Beacon all pupils have a baseline assessment that involves their current or prior mainstream school completing the Boxall Profile (Appendix 2).

The Boxall Profile

CONFIDENTIAL

For the structured assessment of the developmental progress of school-age children/young people.
The Profile should only be used in conjunction with the Boxall Profile Handbook.*

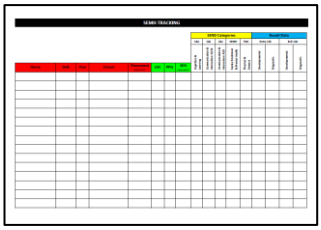
Child/Young Person's name:	Assessment completed by:
Date of Birth:	Age at assessment:
Relationship to the child/young person (teacher, youth worker etc)	How long have you known the child/young person?
Establishment:	Date of Assessment
Situation in which assessed (Nurture Group, Class, Children's Unit, Youth Group etc.)	
Attainments/Achievements to date	

SUMMARY RECORD: After completing the Boxall Profile and reflecting on the needs of the child/young person, please identify the priority areas for intervention:

SECTION	CLUSTER		SUB-CLUSTER	Agreed Priority Area (✓)
Developmental Strands	Organisation of Experience	A	gives purposeful attention	
		B	participates constructively	
		C	connects up experiences	
		D	shows insightful involvement	
		E	engages cognitively with peers	
	Internalisation of Controls	F	is emotionally secure	
		G	is biddable, accepts constraints	
		H	accommodates to others	
		I	responds constructively to others	
		J	maintains internalised standards	
Diagnostic Profile	Self-limiting Features	Q	disengaged	
		R	self-negating	
	Undeveloped Behaviour	S	undifferentiated attachments	
		T	inconsequential behaviour	
		U	craves attachment, reassurance	
	Unsupported Development	V	avoids/rejects attachment	
		W	insecure sense of self	
		X	negativism towards self	
		Y	negativism towards others	
		Z	wants (risks disregarding) others	

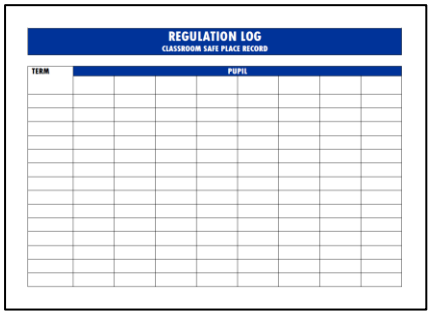
Notes/Interventions/Ideas/Strategies to develop Individual Behaviour Plan:

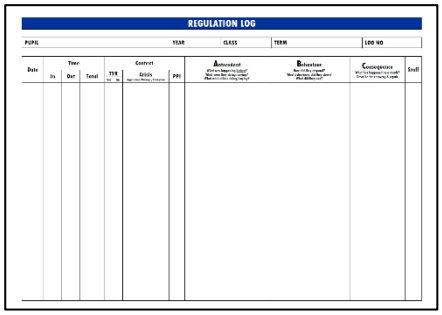
A



This baseline data is used to determine progress, as these assessment tools are repeated half a term post placement. They are recorded by class teachers and centrally by the SENCo on the SEMH Tracking grid that is used to analyse data from cohorts of children on an annual cycle (Appendix 2). Furthermore, the baseline assessments are also the basis of the Individual Behaviour Plan (IBP), indicating priority areas of need to be targeted and are tracked termly.

Monitoring of behaviour is continuous and rigorous through the Behaviour Scaling Records and Safe Place Logs (Appendix 3). These are also combined with the IBP and used in the analysis of pupil's behaviour every half-term, which then informs future planned provision within the pupil's IPM.



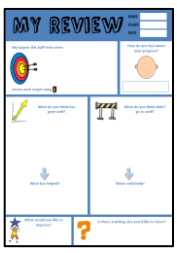


All staff have half-termly IBP team meetings to review the quality and effectiveness of the IBPs and to also discuss scenarios and the application of the behaviour policy to ensure consistency of practice and to share good practice (Appendix 3). In addition, all staff attend fortnightly 'Raising the BAR' meetings which provides an opportunity to reflect on our behaviour approaches in 'real' scenarios and a fortnightly 'Pupil Spotlight' meeting which provides time to review and deepen our understanding of a child's needs. (Appendix 3)

When children's needs are determined to require additional input than is on offer to all the pupils, specific interventions are planned, these form part of the planned provision within the child's IPM. Individual Intervention Plans (IIPs) are formed that include a baseline assessment pre-intervention and the intended and actual outcomes post-intervention. These assessments are determined by the class teacher and are specific to the nature of the intervention.

Pupils who are not making progress in the area of SEMH needs and whose behaviours are causing significant and sustained concern will be prioritised for intensive support (refer to The Beacon Provision Offer Appendix 4), where appropriate this will involve other external agencies and possibly a request for an integrated assessment for an Education, Health and Care Plan.

When additional concerns arise, teachers complete a SEND Concern form (Appendix 2) to formally outline the nature of the concern with the SENCo. The SENCo then determines any action required in response to the concerns.



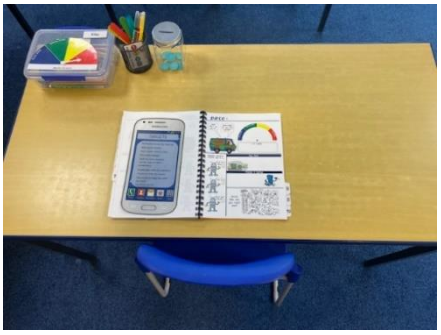
Pupils are involved in the assessment and review of their needs. This is achieved through a variety of approaches. The daily Mentor Time (Appendix 5) enables pupils to self-assess on a daily basis with key staff. All pupils have a half-termly review linked with the review of their IPM. Pupils complete the review with key staff which provides an opportunity to share their views on their progress and further needs (Appendix 2).

ENVIRONMENT

The physical environment is of great importance for minimising barriers to learning due to behaviour. It is our aim to make our environment a 'symbolic' secure base. Well documented in Attachment Theory is the knowledge that all children need a secure base from which they can feel safe enough to explore and learn. Many of our pupils who have not developed that security are reliant on our abilities to make the physical environment an appropriate foundation for our 'symbolic' secure base. With this in place our pupils have the greatest opportunities to feel safe enough to engage with learning.
When considering the physical environment, the following factors are important:

Structure

The physical **layout** of our Unit is aimed to be clear and with access to all learning areas. Careful consideration is given to **seating arrangements** of pupils in the classroom. This includes the position of their main working station and also the proximity of other pupils. Classroom **organisation** is essential for providing pupils with a clear and tidy space for learning. The environment is intended to provide **visual support** for pupils; this includes visual timetables, use of displays, visual cues. All **materials and equipment** are provided for our pupils. Equipment around the classroom should be stored appropriately and well labelled. Both staff and children should be able to locate resources that support their learning. In addition, children's resources on their tables should be organised regularly to ensure all the necessary resources are available and that they are tidy so that they can be easily located. The nature of many children's difficulties can lead to poor organisational skills, therefore it is essential that we bridge this difficulty for our pupils and provide the organisation for them or support them in this goal.
It is expected that all our pupils will have a consistent workspace irrespective of class group. Any exceptions would be agreed with SLT. The following demonstrates the typical appearance of a pupil's individual workstation as set up ready prior to the pupil arriving each day.



All pupils have a pen pot containing pen, pencil, rubber, sharpener, Zones of Regulation sticks, traffic light self-assessment cards, traffic light self-assessment pens and a Time to Regulate card (see below). They also have a box for colouring pencils, felt pens, highlighter and glue. Every child is provided with a 'Thought Book' which is a notepad that enables children to communicate any thoughts/feelings to staff using words or pictures.

And lastly an emotion scale so that all pupils have immediate access to non-verbal communication strategies for their emotional state, allowing them to communicate their feelings without needing to have the necessary language.

It is known that at the point of emotional dysregulation the emotional brain 'hijacks' the thinking part of the brain (neo-cortex) making language very difficult to be accessed or processed. We have carefully considered the importance of our systems that are intended to support pupils when emotionally dysregulated to ensure that the process of accessing the support is not hindered in itself.

Safe Place

The concept of a 'safe place' is to provide pupils with a place to 'be' if they are unable to learn appropriately. The intention of creating these spaces is to interrupt the instinctive fight/flight/freeze responses of our pupils at times of crisis. The need to use the safe place covers a vast need such as:

- Feeling tired
- Feeling physically unwell
- Feeling anxious about the work in the lesson
- Experiencing intrusive thoughts that make it difficult to concentrate
- Feeling emotionally overwhelmed
- Distracted by others in the group
- Feeling stressed, angry, upset, jealous, confused, hurt, rejected, disappointed…

The primary safe places are located in each classroom. These are presented clearly with a specific area of the classroom being allocated for this sole purpose. The benefit of the class based 'safe place' is that it provides pupils with the essential message, 'that despite the uncomfortable feelings you are experiencing you can stay with us, you don't have to go away and deal with those feelings and return when they are gone.'

The added benefit of the class based safe place is that, despite pupils moving away from their learning space, they are still present in the classroom so can generally still hear the learning taking place, making it easier to return to their learning. For the anxious learner this space can provide them with the safety of hearing the learning task indirectly and as the anxiety abates it becomes more possible for the learner to feel able to take risks and engage.

Also, the fact the safe place is permanently visible in the learning environment can ease anxiety, as children have a constant reminder it is there, this adds to the overall sense of security that promotes positive learning states.

However, there are situations where it is preferential to have access to safe places outside the classroom, this is particularly true for pupils who need to have greater space perhaps from another pupil/situation or whose behaviours can become extremely disruptive to others. Therefore, there are an additional two safe places outside the classrooms.

To access the safe places all pupils have a Time to Regulate (T2R) card, pupils may personalise these to develop greater ownership.

To access the safe place pupils simply need to place their card from their pot onto their table. If the safe space is available in their classroom they can go straight to that area, however if a safe place is requested outside the classroom the pupil does need to wait for a member of staff to check a room is available and to then remain with the child whilst using T2R time (completing the safe place log, Appendix 3) and monitoring the pupil at all times.

It should be noted that pupils are **never** refused T2R time in the safe place, to do so would completely remove all security that the system offers in the availability of a safe place to be when not coping.

When experiencing heightened emotional arousal, the typical response is for self-soothing to a state of calm, however for our pupils the ability to self-soothe is generally impeded, therefore we provide self-soothing red boxes that contain a variety of activities that are aimed at promoting a calm state. These include left brain activities – sorting, pattern making, logic – that encourage the thinking part of the brain to activate. Right brain activities are also catered for to promote soothing of the emotional brain, such as relaxation CD's, sensory (visual, tactile, auditory) resources that provide sensory input to help with regulation.

These boxes are immediately provided to all pupils using the safe place (T2R time) irrespective of which space they are using. The boxes are located within the class safe place and there are additional boxes accessible when using the safe places outside the classroom.
Importantly the time in the safe place is timed, in that there is a 5-minute timer visible to both the pupil and staff. At any point the child can freely return to their learning activity, however if 5 minutes passes, a staff member should 'check in' with the child. This should involve giving a positive message about the responsibility shown for using T2R and wondering aloud about whether they feel ready to return to their learning. If the antecedent to the use of T2R is known the adult may offer validation and attunement to the child's emotional experiences. The process is repeated until the pupil feels ready to re-engage. Very occasional prompts may be given about some elements of the task needing to be completed, so that work avoidance does not become habitualised, however the key message should be that of positive recognition in the pupil taking the responsibility and safely managing a time when they feel unsettled.

It is crucial to note that our safe place system is NOT a time-out system. We want to move away from time-out as a punishment, this can lead to increased levels of shame and gives the child the message that their feelings cannot be tolerated.

Space

Many of our pupils struggle with personal space, either lacking in awareness of others personal space or requiring extensive personal space for themselves. Although limited on space in our Unit we do seek to utilise the space we have effectively. We seek to provide all pupils with their own individual workstations to provide a sense of having their own personal space area.

Consistency

Consistency is crucial for our pupils, it is the consistency that builds safety as pupils feel safe in knowing what to expect. Consistency is a requirement in all that we offer at The Beacon and includes:

- consistency of relationships
- consistency of the scripts adults use
- consistency of the quality of the learning environment
- consistency of the implementation of the systems
- consistency of the monitoring and analysis of data to inform future provision
- consistency of the routines, such as:
    - end of day routine
        - Whole group seated
        - Teacher presents certificates
        - Pupil/Staff present kindness coin
        - Group congratulations with clappers
        - Hand out Link Books
        - When transport is ready the specific pupils collect coats/bags and are taken to their transport.

Ownership

Aside from any other external experiences, all our pupils will have experienced some sense of failure and exclusion from mainstream schools. To help our pupils rebuild their safety in learning we need to provide them with a sense of belonging, therefore it is our intention to promote every pupil's sense of ownership at The Beacon. This is achieved from the following:

- All pupils' places and workstations are named

- All pupils have their workstations set up pre-induction, so that from the moment they very first arrive at our Unit it is evident to the pupil that they have been thought about and are already an important member of our Unit.
- All pupils have a named place for coats and bags
- All pupils contribute to classroom and Unit displays
- All pupils' photographs are on the group display boards
- All pupils are part of a group welcome photograph that is displayed at the entrance to their classroom.

With these **Structure**
Safe Place
Space
Consistency
Ownership
components of the physical environment in place this greatly improves our ability to provide a **symbolic secure base** from which our pupils can begin to feel secure enough to engage with learning.

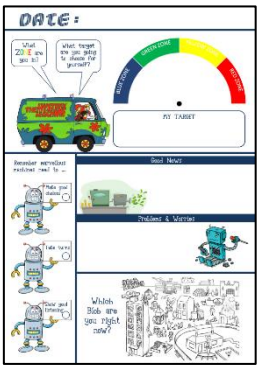
STRUCTURE /ROUTINES

With the physical environment being conducive to learning, the structure and routines in place are the next step towards enabling our pupils to settle to learn, thus removing their behavioural barriers to learning.

The **daily routines** are established in each classroom. All classes have a group visual timetable that visually represents the day. Where appropriate individual pupils may also have their own individual visual timetable. These timetables are referred to throughout the day so that children can see where they are in the day and to know what to expect for the remainder of the day.

Journal Time is the first session of the day for every group. This session aims to:

- Time to connect with key adults
- identify emotional states on arrival
- reinforce SEMH targets and expectations
- practise and consolidate key English and Maths skills identified as gaps in learning



The Journals are bound books with a daily page that is completed on entry every morning. The familiarity with the task and session format provides a sense of safety for pupils with the expectations on arrival. It is not essential that pupils complete the writing element of the journal and they can request support or a scribe as it is the process and content that is important in this session.
The visual appearance of the journals is consistent for all groups and links with the curriculum theme. For our youngest pupils, where appropriate there is a kinaesthetic version of the journal page.
The format and expectations of the session are outlined in Appendix 5.

Mentor Time is the last session of the day for every group. This session aims to:

- To assess SEMH targets jointly with the pupil
- To reflect on feelings and review tools used to manage their zones
- To review achievements and goals each week
- To celebrate success as a group

Again, the familiarity of the set structure and consistent expectations of the session aim to provide a safe ending to each day, that allows opportunities for reflection and recognition of success. The key part of the session is the reflection, both enabling the pupil to self-reflect and then the pupil hearing the staff's

reflections, on the pupil's day and the curiosity around differences. This can provide an opportunity to extend children's emotional vocabulary and make useful links between thoughts, feelings and behaviours. The format and expectations of the session are outlined in Appendix 5.

Transition times are carefully prepared for as these can be a common source of challenge and stress for many of our pupils. Staff support pupils at these times with visual cues to prepare children for change. This can be in the format of visual timers and visual cue cards. Explicit expectations are made to all pupils at transitions and the systems that support pupils in the classroom are maintained throughout transition times. In addition to the daily transitions we also have a clear process for transitions throughout every pupil's placement, as summarised below. Our Transition Process document specifies each aspect in greater detail.

Induction	During Placement	Transition New Setting	Ending Beacon	Post Beacon
School Liaison Meeting Class set up Induction meeting • Tour of unit • Photo booklet • Letter from KAs • Introduction booklet • Time with KA • iPad clips of pupil experiences	Transition tree ½ termly reviews with transition element Memory books 'Let me introduce…' booklet Holiday 'held-in-mind' cards	Visit with parents/carers Transition meeting Photo pack – new setting Swap 'Let me introduce…' booklets Key staff to visit Beacon • share clips of pupil's transition experiences Complete 'I would like to know…' Pupil to visit setting – supported if needed	Make ending plan with pupil Staggered ending activities – starting with key adult Memory book Transition tree Card from staff Card from peers End of placement evaluation	Follow up card Transition feedback

SYSTEMS

The consistency of the systems is paramount to provide our pupils with a stable and secure setting to function in and to begin to adapt their previously unhealthy coping mechanisms into healthier more appropriate responses.
The systems are made explicit to pupils so that there are no shocks or uncertainty. The systems should be predictable and aim to provide consequences to the choices made by pupils. There is no element of punishment, as stated before, punishment can open the door to shame, a shamed child is not going to feel safe and secure.
The systems centre on the use of the zones of regulation which consists of four zones. All the zones are okay and there is no good or bad zone. The key focus is centred on how we manage and regulate our zones.

Positive Consequences

The positive consequences are the main focus for responding to pupils throughout the day. The frequency of positive consequence is extremely high, with the aim for all safe choices and appropriate behaviours exhibited to be positively acknowledged with the child. This aims to strengthen the focus and attention on the desired behaviours, thus promoting the acceptable behaviours and giving a clear message that these are the behaviours that are wanted.
The range of positive consequences are vast, from informal verbal positive feedback to more structured consequences linked to the reward systems. The central reward system is consistent across the Unit. Pupils are given smiley tokens for all their positive choices throughout the day, giving pupils as much immediate feedback as possible. It is vital that when tokens are given that staff are explicit and specific about what the token has been earned for, as that behaviour is exhibited. E.g. 'Liam, you collected your reading box as soon as you were asked, here is a token for following instructions, well done.'

Pupils collect their tokens in their token money boxes on their desk. At the end of every session, pupils transfer their tokens to their individual token tube. When they have filled their token tube they earn a reward time voucher. The layered nature of the system allows for pupils to receive a significant amount of positive feedback for each small step.

At the end of every day, following the end of day routines, the teacher presents certificates for a specific lesson of quality that the pupil made progress with.

Further to this, gold star tokens can be earned for pupils showing significant progress. At these times the pupil shares with SLT their achievement and collects a gold star. These are displayed in the class and accumulate so that when a pupil has achieved 10 gold stars they earn a treasure chest reward.

A 'mystery box' reward can be earned weekly for pupils who consistently

- have safe journeys to and from the Unit
- wear the correct uniform
- return their home school link book

Pupils can earn a stamp for each of these areas every day; consequently, if pupils achieve an agreed number of stamps for the week they can choose a reward from the 'mystery box'.

In addition, pupils who successfully transition home safely at the end of the day, earn a Golden Ticket. This accumulates throughout the week and can be exchanged for golden time at the end of the week. This promotes a safe end to the day, in a settled state for transport. Also, if a pupil has been unsettled it can help motivate them to keep themselves safe in the choices they make.

Pupils on the Behaviour Intervention Courses can earn good choice stickers for their 'School Success Log' when attending their mainstream school. These are exchanged for vouchers at the Unit which are displayed in their classroom. When they complete their course, they can exchange their points for a reward of equivalent value.

As part of a pupil's IPM any pupil may have an additional individualised reward system designed to target a specific area such as:

- Safe entry into the Unit
- Improving attendance
- Cooperating with staff/friends
- Kind friend to others

Negative Consequences

When a pupil makes poor choices and displays unacceptable behaviour the negative consequences are implemented fairly and calmly. Our processes are designed to support our pupils in regulating and reaching a desired state of readiness for learning.

Initially staff will utilise a vast array of de-escalation strategies and approaches. If de-escalation strategies are ineffective and a negative consequence is appropriate then this may initially involve a verbal reminder. Pupils are given clear choices with the consequences made explicit. They are given take up time with the use of a visual timer, to allow for thinking and decision making. If inappropriate classroom choices persist pupils will be directed to the external safe place to provide them with a safe space and time to regulate their zone until their feel ready for learning.

If pupils present with persistent or significantly unsafe behaviours leading to a crisis, then pupils will be directed to the safe place where they will be supported through a process of recovery and reparation. The key messages are that we care enough about you to keep you safe. This typically involves showing calm and quiet sitting in the safe place with a 5-minute timer visible. Pupils are then able to safely access any of our safe place equipment to further promote regulation and soothing. Following this time, as determined by the pupil, pupils will then complete a short and simple task to demonstrate their ability to follow instructions and readiness to return safely to the learning environment. They may also agree a means of repairing – this may involve a 'sorry note' or a 'tidy up together time' if damage has been caused. When returning to the learning environment, pupils are met with unconditional positive regard and are welcomed back.

Staff keep a record of all pupils use of the safe places so that this can be tracked and monitored.

Any child in crisis on days involving off-site visits/lessons will remain in the Unit. This decision is made in relation to risk, in that if the child has presented as too unsafe for the classroom it is not appropriate for them to be leaving the containing environment of the Unit.

If a pupil's behaviour is persistently a significant concern to staff, or if their behaviour results in a significant risk to both pupils and staff in the Unit, then the Head Teacher will determine the best course of action from the following.

- A letter will be sent to parents by the Head Teacher, asking for an emergency review meeting and an alternative program may be set up.
- Suspension
- Permanent exclusion

Where staff suspect a weapon may be have been brought onto the Unit premises the Head Teacher will be informed immediately and the police will subsequently be contacted. The pupil will then only return to the Unit after an emergency meeting has been called with their parents/carers. If the pupil is involved in a second incident of this nature the above procedure would be followed, in addition the Head Teacher would consider a suspension period prior to the emergency meeting. The procedure of contacting the police follows advice from Worcestershire County Council.

This is a comprehensive record of our consequence systems; however, it is not an exhaustive account. All staff must use their professional judgement in situations in order to select and implement the most appropriate consequence. This judgement considers the individual pupil's emotional, social and mental health issues, which in many cases for our pupils, is complex.

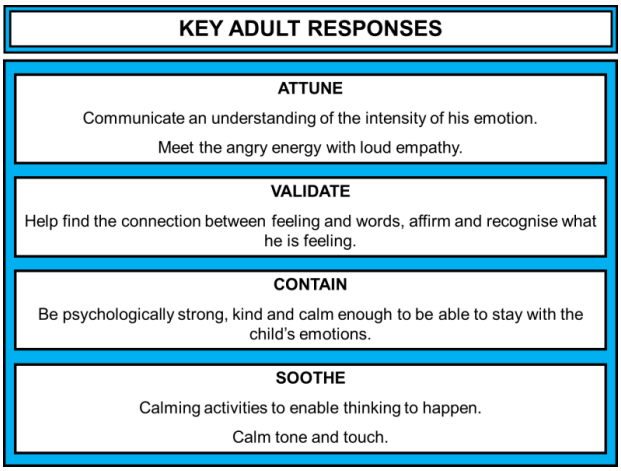
De-escalation Strategies

Every childs' IBP should detail the child's behavioural presentation at each stage of the assault cycle and the most effective strategies and approaches to use along with useful scripts for the adults. At each stage of the assault cycle the scripts have a different purpose:

Stage 1 – Anxiety – Scripts needed to communicate awareness and assess
Stage 2 – Defensive Escalation – Scripts needed to make safe, attune and validate
Stage 3 – Crisis – Scripts needed to contain
Stage 4 & 5 – Recovery & Depression – Scripts needed to soothe

Staff have worked together to create a sample bank of scripts linked to each stage, this is located at the safe place rooms however it should be noted that all IBPs are highly personalised.

The key to the success of all strategies is the relationship. All systems and strategies are completely dependent on the adult implementing them and their ability to make meaningful relationships even with our hardest to reach pupils. The skills in reaching these pupils, that form the basis of our interactions with our pupils, are detailed below.



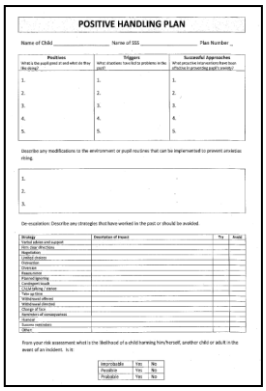
Further strategies are outlined below; however, this is not an exhaustive list:

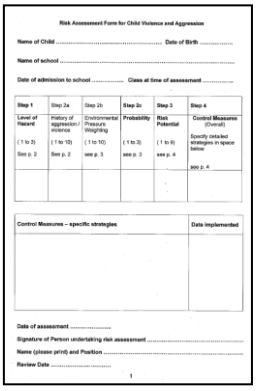
- Removing the audience – using a quieter place or moving the other pupils away
- Planned ignoring and take up time – stepping away from the pupil and expecting them to follow the instruction when you return
- Planned ignoring – rewarding the pupils who are showing the desired positive behaviour
- Use of humour – it is paramount that this does not hurt or humiliate any pupils – it should maintain a positive, personal and professional relationship with the pupil
- Distraction - distracting the pupil's attention from the problem
- Re-focusing the pupil's interest
- Changing the activity if appropriate
- Small manageable steps – provide tasks which the pupil can confidently succeed at, then introduce more challenging tasks
- Appropriate use of body language
- Appropriate use of personal space
- Involving another colleague – a different voice can be very effective
- Recognising the pupil's feelings and verbalising feelings in a calm and constructive manner
- Providing an increased level of support if appropriate
- Offering alternative actions for the pupil to take
- Using personalisation, relationship and previous successes
- Clearly outlining the positive consequences if they make a good choice
- Remaining firm, fair and caring

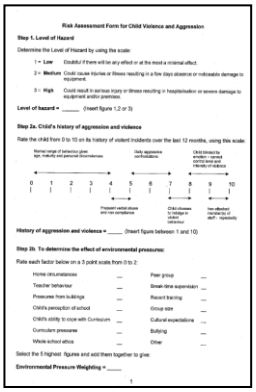
The Use of Positive Physical Intervention (PPI)

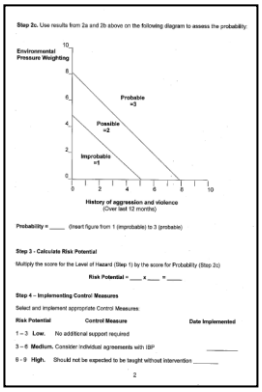
All staff at The Beacon are trained using the Team-Teach approach for positive handling. The physical techniques are based on providing the maximum amount of care, control and therapeutic support. New staff will receive this training as soon as possible on commencement of their contract.

Prior to admission, all children, have a positive handling plan and risk assessment (Appendix 6) agreed and written by the SLT or class teacher. This outlines the most appropriate and minimal physical intervention required for the pupil and the potential risk of the behaviours.





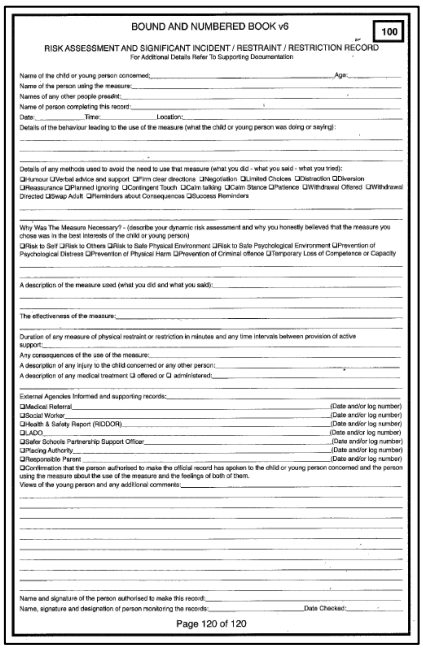




- Physical intervention should only be used in exceptional circumstances, i.e. if the child's behaviour presents a danger to:
  - The child
  - Other children
  - Members of staff
  - Serious damage to property
  - The good order and discipline of the Unit
- Physical intervention should be used only as a last resort, i.e. de-escalation strategies have failed.
- It should not be used to force compliance with staff instructions unless related to the above and should not be used as a form of punishment.
- Physical restraint should not continue longer than necessary. As soon as it is safe to do so the restraint should be gradually relaxed.
- The age and size of the child should be taken into consideration when applying restraint. Only the minimum amount of restraint to prevent injury or damage should be used.
- It is essential that two members of staff are present if physical intervention has to be used.
- If a child is determined to leave the Unit, teachers may
  - Use their physical presence to obstruct the exit and to remonstrate with the child.
  - Hold a child by the arm to prevent him/her from leaving the Unit.

  If these strategies are unsuccessful restraint may be used if
  - The circumstances outlined above are applicable
  - The child is at risk in other ways, e.g. in contact with an unsuitable adult
  - There is no responsible adult at home to take charge – or at least to inform

Any incident involving the use of physical intervention should be documented by a written report of the incident within 24 hours. Staff complete a Positive Physical Intervention report (Appendix 7) in Worcestershire's Bound and Numbered Book, located in the main office.



BOUND AND NUMBERED BOOK v6 100

RISK ASSESSMENT AND SIGNIFICANT INCIDENT / RESTRAINT / RESTRICTION RECORD
For Additional Details Refer To Supporting Documentation

Name of the child or young person concerned:_____Age:_____
Name of the person using the measure:_____
Names of any other people present:_____
Name of person completing this record:_____
Date:_____Time:_____Location:_____
Details of the behaviour leading to the use of the measure (what the child or young person was doing or saying):

Details of any methods used to avoid the need to use that measure (what you did - what you said - what you tried):
☐Humour ☐Verbal advice and support ☐Firm clear directions ☐Negotiation ☐Limited Choices ☐Distraction ☐Diversion
☐Reassurance ☐Planned Ignoring ☐Contingent Touch ☐Calm talking ☐Calm Stance ☐Patience ☐Withdrawal Offered ☐Withdrawal Directed ☐Swap Adult ☐Reminders about Consequences ☐Success Reminders

Why Was The Measure Necessary? - (describe your dynamic risk assessment and why you honestly believed that the measure you chose was in the best interests of the child or young person)
☐Risk to Self ☐Risk to Others ☐Risk to Safe Physical Environment ☐Risk to Safe Psychological Environment ☐Prevention of Psychological Distress ☐Prevention of Physical Harm ☐Prevention of Criminal offence ☐Temporary Loss of Competence or Capacity

A description of the measure used (what you did and what you said):_____

The effectiveness of the measure:_____

Duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support:_____
Any consequences of the use of the measure:_____
A description of any injury to the child concerned or any other person:_____
A description of any medical treatment ☐ offered or ☐ administered:_____

External Agencies Informed and supporting records:_____
☐Medical Referral_____(Date and/or log number)
☐Social Worker_____(Date and/or log number)
☐Health & Safety Report (RIDDOR)_____(Date and/or log number)
☐LADO_____(Date and/or log number)
☐Safer Schools Partnership Support Officer_____(Date and/or log number)
☐Placing Authority_____(Date and/or log number)
☐Responsible Parent_____(Date and/or log number)
☐Confirmation that the person authorised to make the official record has spoken to the child or young person concerned and the person using the measure about the use of the measure and the feelings of both of them.
Views of the young person and any additional comments:_____

Name and signature of the person authorised to make this record:_____
Name, signature and designation of person monitoring the records:_____Date Checked:_____

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Following the use of PPI there is support for both the pupil and the members of staff, this involves following the Team-Teach guidelines. For pupils, they will have the opportunity to reflect on the incident and to consider a plan with staff that would lead to solutions. This is arranged by staff at an appropriate time for the individual child. For staff, they will have the opportunity to de-brief with staff as soon as is possible after the incident.

This aspect is further outlined in the Unit's 'Use of Positive Physical Intervention' policy document. (See separate policy document)

SUPPORT SYSTEMS FOR PUPILS

Our strategies for early intervention for pupils most at risk include:

- Regular pupil review meetings
- Contact with parents for unexplained absence
- Contact with parents for unexplained changes in behaviour or attitude
- Referrals for specialist advice, including Children's Social Care, EP, CAMHS, OT, Umbrella Pathway, SALT, CCN Team, Community Paediatrics
- 1:1 time with a key member of staff where possible

SUPPORT SYSTEMS FOR STAFF

Our strategies for staff support include:

- Regular professional development and training on behaviour and related issues
- Weekly staff meetings with opportunities to discuss any concerns
- Advice and support from colleagues
- Fortnightly BAR (Behaviour Approach reflection) team meetings
- Half termly Educational Psychology case reflection meetings
- When referrals are needed to other external agencies the member of staff will consult with the Senco

SUPPORT SYSTEMS FOR PARENTS

Our strategies for parental support include:

- Contacting parents when a pupil has an unexplained absence. This ensures that the parent is aware that the child is not in the Unit, enabling the parent to take steps to establish that their child is safe
- Involving parents at all stages of their child's education through regular review meetings
- Home School Link Books are sent home daily to inform parents of their child's day at the Unit

- Parents can contact staff at the Unit via the Link Book, telephone or arrange a convenient time. Where necessary staff will make home visits.
- The Unit's expectations are made explicit to parents to enable them to understand and participate as fully as possible
- Parents are invited to attend the Unit before a placement starts for an induction meeting, so that all the procedures can be explained
- Providing a welcoming environment and accessibility of staff conducive for parents to 'drop in' to access support and advice
- Weekly/fortnightly parent check-in phone calls with key staff
- Parent Voice questionnaires
- Half-termly newsletters
- Half-termly 'Parent Drop-in' group
- Parent Play training sessions
- Termly 'Proud Parent/Carer' sessions to celebrate pupil achievements
- Half-termly 'Helping Your Child' training sessions led by our Educational Psychologist

See Parental Involvement Plan for additional details and provisions.

Transport Systems

When pupils are being transported to and from the Unit, they are expected to adhere to the Code of Conduct detailed below.

Transport Code of Conduct

While travelling to and from the Unit in the minibus/taxi:

1 All pupils must wear appropriate seatbelts at all times, bearing in mind the use of booster seats.
2 All pupils are expected to show appropriate behaviour and/or language to each other, staff and the public.
3 All pupils are expected to follow staff instructions without question.
4 Pupils must be waiting with their bag, coat etc. ready to leave home as soon as the transport arrives for pick-up.
5 The transport and its contents are to be respected at all times.
6 Pupils are reminded that drinks and/or food may only be eaten in the Unit at the appropriate allocated time.

The safety of all pupils and staff is of paramount importance. Thus, the children are encouraged to understand that such rules should be followed because they make sense, rather than because a breach will lead to negative consequences.

Failure to adhere to the Code of Conduct will lead to the following consequences:

Step 1 The driver/escort feel it is necessary, due to the seriousness and/or frequency of the behaviour, to place the pupil on report. The Transport managers implement this procedure following a discussion with the pupil/parents during which reasons are explained and expectations are clarified.

Step 2 The provision of transport would be removed for the pupil for a set length of time. This would be decided by the Transport managers following discussions with the driver/escort and would be communicated to parents.

Any issues arising from the transportation of pupils is reported to the Head Teacher or available SLT. This is then dealt with accordingly, with the class teacher informed.

TEACHING AND LEARNING

Expectations of Behaviour

Whilst aiming to develop pupils' behaviour, we address the underlying factors which may have contributed towards the difficulties at school. These may include:

- Trauma/Loss
- Relational/Attachment difficulties
- Emotional regulation difficulties
- Poor emotional literacy skills
- Negative thought patterns
- A negative view of school
- Low self-esteem
- Lack of self-efficacy
- Poor social skills
- Social communication difficulties
- Friendship difficulties
- Weaknesses/gaps in basic skills
- Specific learning difficulties
- Speech and Language difficulties
- Neurodevelopmental difficulties
- Lack of awareness of boundaries
- Attentional difficulties
- Controlling needs

To meet these often-complex needs, the approach needed has to be fully embedded throughout our setting. It is not something that can be delivered on a Tuesday lesson 2 with any hope that this will impact on the child's world. To have the greatest impact and give our pupils the greatest chance to develop, it needs to permeate every moment of every day through every interaction.

To ensure clear expectations are shared with pupils all class groups have a 'Classroom Charter'. These are devised through our PSHE programme and all pupils are involved in setting up and agreeing their 'Charter'. The classroom charter provides a framework for reference throughout the day.

Explicit Teaching and Learning

The Mental Health curriculum (which includes our PSHE and RSE curriculum) forms a significant and central part of all pupils' provision in addressing their SEMH needs. The curriculum is tiered to ensure it is responsive to individual need, it includes a core National Curriculum provision with a further protective curriculum that focuses on resilience. All pupils receive CLIC (Connect, Laugh, Inspire, Care) sessions twice weekly, these are based on the practices and principles of Group Theraplay. There is then a personalised curriculum element that is delivered as a workshop. The focus of the workshops is determined by balancing the core needs of the group, these can cover:

- Core emotions
- Anger management
- Social skills
- Speaking and listening
- Emotional Literacy
- Self-esteem
- Relationships / Friendships
- Conflict Resolution
- Social Communication
- Cooperation / Team Work
- Relaxation
- Memory & Concentration
- Thinking skills
- Therapeutic Story-Writing

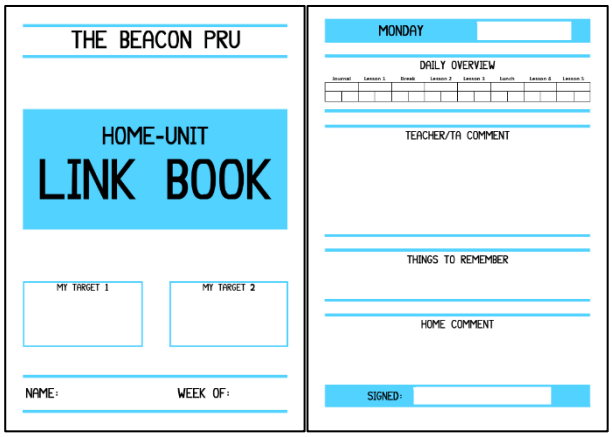
Further intensive input is provided through individual interventions, such as:

- Drawing & Talking
- ARTiculate
- Emotional 5 Point Scale

In addition to the curriculum delivered within our Unit, the Outreach teachers and TAs provide learning opportunities for pupils identified as experiencing SEMH difficulties within their mainstream school. This is predominantly the teaching of groups and individuals with a focus specific to their needs.

PARENT/CARER LINKS

It is our aim to work closely and supportively with all our parents/carers to ensure that all communication about the pupil is effective and purposeful and to ensure that holistic needs of the pupil and their family are considered.



We ensure daily communication with parents and carers through the use of our Link Books. (Appendix 8)
The class teacher writes a comment to the parents/carers about any pertinent issues from the day. This may outline progress or share concerns.
The class teacher or TA also record the colour of the zone of regulation that each pupil identifies during each session check-in. Any crisis incidents or use of PPI is also recorded.
Parents are requested to sign the Link Book, but are also encouraged to write comments, questions, request contact etc.

Parents are encouraged to share weekly positive feedback through 'Home High 5' slips so that progress at home can be celebrated and recognised in the Unit. (Appendix 8)

Further to the Link Books there are formal half-termly reviews that are held generally between class teachers and parents. Multi-agency meetings are coordinated by the SENCo. Half-termly SNAP-B assessments are offered to parents to provide advice and strategies for use at home.

Parents/carers also have significant input in discussions and planning meetings when future provision is being considered.

ROLES AND RESPONSIBILITIES

Promoting positive behaviour is the responsibility of the Unit as a whole. For our policy to be implemented comprehensively and consistently, the roles and responsibilities are outlined below.

Head Teacher	○ Establishing an environment that encourages positive behaviour and regular attendance, discouraging bullying and promotes equality. ○ Organising support for implementing the behaviour policy. ○ Monitoring the implementation of the behaviour policy.
Deputy Head Teacher/SLT	○ Areas outlined above as for the Head Teacher. ○ Promoting high standards in the implementation of the Behaviour policy ○ Ensuring the operational policy into practice is adhered to effectively
SENCo	○ The formal monitoring of the implementation of the behaviour policy ○ Reviewing and developing the policy ○ Developing staff skills/confidence in the understanding and application of the policy ○ Ensuring the policy reflects effective practice in light of the latest research and understanding of child development ○ Ensure consistency across the whole Unit for our approach for managing behaviour ○ Providing support to all staff in meeting the needs of pupils with complex and challenging behaviour ○ Developing the provision offered to meet the needs of challenging behaviour within the Unit ○ Communicate effectively with other agencies to ensure appropriate multiagency working ○ Planning specialised individual/group interventions targeting behaviour and underlying causal factors
Teaching staff	○ Implementing the behaviour policy with their class ○ Effective classroom management and the consistency of their application of the approaches outlined in the policy ○ Provision for children with special educational needs as defined in the SEND policy ○ Delivering an explicit curriculum for teaching and learning that aims to develop appropriate behaviour ○ Monitoring and tracking behaviour assessments ○ Planning specific individualised interventions targeting behaviour and underlying causal factors ○ Liaison with mainstream settings to share necessary provision to meet pupils needs ○ Ensure effective communication with parents/carers to share and review progress and concerns
All PRU staff	○ Ensuring that the policy is consistently and fairly applied ○ Encouraging pupils to attend regularly ○ Providing unconditional positive regard ○ Fostering positive relationships with pupils ○ Where appropriate, delivering individual/small group interventions to promote positive behaviour ○ Modelling the high standards of behaviour expected from pupils ○ Supporting the class teacher in tracking behaviour ○ Creating a sense of a secure base within our Unit for all pupils to feel safe within.
Pupils	○ Promoting the Unit's code of conduct. ○ Attending regularly ○ Providing input on their development ○ Reflecting with staff on their progress/difficulties ○ Engaging in opportunities to develop themselves ○ Supporting other pupils.
Parents	○ Their child's attendance ○ Their child's behaviour inside and outside the Unit, working in partnership with the Unit to establish and maintain high standards of behaviour ○ Sharing with the Unit any issues impacting their child so that these can be held in mind when supporting their child – communicating daily via the home/unit link book ○ Attending review meetings to discuss progress and consider future actions

This behaviour policy is regularly reviewed and procedures to monitor its effectiveness are undertaken by all Unit staff.