



Behaviour Policy

Evergreen Pupil Referral Unit

2024 2025

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Last SLT Review:	
Last Governing Body Review:	
Current Status:	

Evergreen PRU Behaviour Policy

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour support, development, and management to enable appropriate positive behaviours and dispositions.
- Provide a simple, practical code of conduct for staff, learners and parents.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline behaviour expectations, strategies, and interventions to support the development of positive behaviours.
- Summarise the roles and responsibilities of different people in the school community concerning the leadership and management of behaviour.
- Outline our system of rewards and consequences.
- Promote self-esteem and self-discipline.

The aims of Evergreen PRU are:

- Create and maintain an environment that is warm, friendly, and welcoming to all pupils and their parents/carers.
- Provide a stimulating and safe environment for all pupils to engage in their learning and the development of self-discipline, positive behaviours, and positive dispositions.
- Foster a positive ethos that prioritises respect for the rights, views, and dignity of others.
- Develop self-esteem through a wide variety of engaging learning activities and experiences.
- Encourage children to make informed and positive 'choices', both in and out of the school environment.
- Remove barriers to learning so that children can realise the next steps in their ongoing educational journey.

2. Principles

Children who join us at Evergreen PRU will have already been on a distinct educational journey, coming from a range of experiences, backgrounds, and settings. For all our children, the educational journey into Evergreen will have already presented a variety of challenges for them and the people around them. All staff at Evergreen are clear in their knowledge that children at Evergreen have a variety of complex needs. Our children may, for instance:

- Struggle with behaviour that may have disrupted their learning in a previous setting.
- Be withdrawn or affected by emotional challenges, from complex home environments, or sometimes by medical or psychiatric causes.
- Have tendencies towards aggression or violence directed at others or themselves.
- Have traits for ASD<ODD< ADHD which can make learning difficult and/or require adaptations/flexibility.
- Use learning strategies that limit their capacity to make a curriculum accessible.
- Been demeaned by a damaged sense of self-worth with a consequential fear of failing the challenges of learning and/or being part of their peer group.
- They are generally underconfident and find it challenging to maintain their place within a group setting such as the classroom.
- Have experienced socially abusive occurrences to the extent that their education is overshadowed.
- Find it hard to motivate themselves positively and/or have any positive view of activities they have been asked to join.
- Feel trapped within a diminished ability to express themselves in a positive light.
- Be known to Social Services because of Child Protection or care issues.

Staff at Evergreen firmly believe that behaviour can change and that every child can achieve success. Staff at Evergreen understand that disapproval of unacceptable and inappropriate behaviour must not represent the disapproval of the child as a person. Behavioural improvement and success are more likely to achieve change than apportioning blame and administering sanctions. Without the belief that behaviour can change, any concept of 'success' with our children will not be achieved. Acceptance of the value of the child as a person has to be maintained at all times.

Staff at Evergreen endeavour to create an environment in which all children are welcomed, liked, and respected, without a preconceived viewpoint. The staff at the PRU work together to encourage, establish and maintain positive relationships with all children so that the time that children spend with us will have a significant impact on the lives of the children placed at the PRU. Dealing with unacceptable behaviour wastes time often leading to confrontation and can be stressful for those involved.

Therefore, staff at Evergreen will:

- Adopt a calm and consistent approach.
- Promote confidence and self-esteem in a safe and secure environment.
- Demonstrate appropriate and acceptable ways of expressing emotion.
- Encourage children to develop appropriate behaviour through a variety of strategies.
- Provide praise, approval, and attention to stimulate appropriate and positive behaviours.
- Strive to prevent unwanted behaviour from occurring.

At Evergreen we believe that, wherever possible, behaviour should be addressed proactively, with consequences for positive and negative behaviours. This policy provides guidance for staff as well as children, parents, carers, and visitors about the behaviours, attitudes, and strategies that all at Evergreen share. We believe that it is important to encourage, foster, and develop acceptable and appropriate behaviours and dispositions to occur within a caring, supportive, and stimulating learning environment, thereby reducing the likelihood and opportunities for difficult behaviour to occur.

Inappropriate behaviour is likely to occur when learners lack a sense of purpose and/or structure and are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. Certain measures can be employed to prevent these and other potentially damaging situations from arising. They are:

- Planning differentiated learning experiences that are relevant to the learners' academic and social needs.
- Offering varied tasks that are sufficiently challenging and achievable.
- Demonstrating flexibility where planned activities fail to engage.
- Teaching with an appropriate pace; ensuring that there is a clear sense of progression.
- Give careful consideration to the classroom environment to optimise learning and avoid potential behavioural triggers.
- Set clear learning outcomes, attainable in the time available.
- Model tasks clearly with explicit success criteria.
- Encourage learners by offering appropriate praise, help, and explanations where necessary.
- Monitor progress.
- Correct errors in ways that emphasise the learning opportunities they present.
- Give personal feedback to learners on all progress made academically and socially.
- Using spontaneous praise.
- Informing staff and peers of progress in the learner's presence.
- Asking the learner to share their work with others.
- Displaying work prominently and attractively.
- Giving awards.
- Informing parents and carers of positive experiences and achievements.

3. Roles and responsibilities

The Head of School

- The Head of School is responsible for reviewing and approving this behaviour policy.
- The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

- Staff are responsible for implementing the behaviour policy consistently.
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of children
- Recording behaviour incidents

Parents and Carers

- Parents and Carers are expected to support their children in adhering to the school's ethos and values.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the school promptly.

4. Promoting and Rewarding Positive Behaviour

At Evergreen the children follow three specific and desirable behaviours.

To follow directions from staff.

To complete all my work to the best of my ability and ask for help if needed.

To treat people and property with care

In addition to our three specific and desirable behaviours, the children also follow SMART

- S: Safe
- M: Manners
- A: Attitude
- R: Respect
- T: Work hard to meet all your targets

Positive behaviours

Desirable behaviours, when rewarded, are much more likely to be repeated. Therefore, positive behaviours should be rewarded when demonstrated. Positive behaviours can be rewarded using the following devices:

- SuperNova (Head of School Award)
- Gold, Silver, Bronze Certificates
- Golden Ticket Reward Box
- All Green Week Certificate
- An individual Kindness Certificate
- Golden Ticket Award – awarded by external school visitors
- SMART Awards – Points awarded outside of Class Charts points. SMART award points are shown in class.
- A simple positive comment or gesture
- Awarding a green mark at the end of a successful session on the child's daily behaviour chart and recorded in Class Charts.
- Celebratory phone call home
- Class Kindness Award
- Daily 10-minute reward time for children who have successfully achieved a day of all green marks on their behaviour chart.

To support the development of positive and self-regulated behaviour, children are challenged at the end of each session to reflect, with staff, on their behaviour in that session against the school's desirable behaviours. If children have exhibited positive behaviours a green mark is given. If a child achieves a full green day, the opportunity to use 10 minutes of reward time at the end of each day is given.

Daily Routines

Evergreen Academy PRU promotes a calm environment and safe behaviour to ensure this staff will:

- Start each day afresh by welcoming each child to school as they arrive.
- Provide children with the opportunity to attend Breakfast Club to promote socialisation with other children and staff.
- Provide children with the opportunity to share and discuss any issues or events that may serve to disrupt the day ahead.
- Provide children with a visual timetable of activities for the day.
- Provide clear routines and procedures.
- Provide a calm orderly environment.
- Provide a consistent approach to behaviour.

Where possible staff at Evergreen take care to prepare children for any changes or possible disruptions that may impact their daily routines.

Celebration Assembly

To celebrate the hard work and effort exhibited by children over the past week, a celebration assembly is held every Friday. Selected children are congratulated on their achievements. For each class the following rewards are given:

- Gold Certificate
- Silver Certificate
- Bronze Certificate
- Golden Ticket Box
- All Green Week Certificate
- Individual Kindness Certificate
- Whole Class Kindness Award
- Supernova Certificate – awarded by the Head of School when required
- Student of the Term Award (presented termly)
- 100% attendance (presented termly)
- Head Teachers Award (presented termly)

5. Unwanted or Undesirable Behaviours

Staff at Evergreen will always seek to develop positive behaviours that enable children to resolve difficulties and differences between themselves, peers, and in wider life.

Where undesirable behaviour occurs, children will be allowed to make it right; and staff will, where possible enter into 'restorative conversations' to model how adults can successfully resolve disagreements and difficulties. It is always our aim to model effective resolution strategies and to allow students to become self-sufficient in dealing with conflict. If a child has not exhibited positive behaviour, a red mark is given. If this occurs the child is asked to spend time reflecting in class. Staff are always on hand to support reflection and to discuss strategies with the child to support the development of positive behaviours. Staff may use circle time, SEMH interventions, and 1:1 restorative discussion. A child may be asked to retake a Pass Survey.

Where behaviour is persistent and reoccurs despite restorative action occurring, the Behaviour intervention and support teaching assistant will take steps to 'monitor' behaviours where children either demonstrate multiple undesirable behaviours across a day or engage in the same behaviour repeatedly, offering support and intervention where required.

Where undesirable behaviours occur. The following principles will be adopted:

- The teacher to model and remind the child of the desired behaviour.
- 1:1 restorative conversation and/or actions
- A record of the child's reflective thoughts regarding the undesirable behaviour choice
- An agreed time out and space to reflect before re-joining the learning environment.
- An agreed time to complete missed work, either during playtime or in reward time.
- Next-day resolution conversations
- 1:1 support from the Pastoral and Behaviour Intervention and Support Higher Level Teaching Assistant or Senior Leadership Team (SLT) to support.

If the student continues to refuse to engage in restorative action, parents/carers may be contacted by the school to facilitate support for the restorative action.

If this fails, the school may consider a 'fixed term' exclusion to allow the child to reflect on their behaviour.

It is expected that all staff at Evergreen respond to behaviour with a gradual and graded approach, using the assess, plan, do, review (APDR) cycle as part of the child's Behaviour Pathway, especially when responding to inappropriate behaviour (unless there is an immediate risk of harm).

The behavioural needs of the child are outlined in the child's Individual Behaviour Pathway and Risk Assessments. These are reviewed and updated regularly.

PRICE- Protecting Rights in a Caring Environment

At times, and sometimes due to the challenges faced by our children, trained staff at Evergreen may need to use restrictive physical intervention. This may be necessary to keep children, staff, and property safe. Staff maintain a duty of care and will make any decision to physically intervene in the interests of the child and those around them. The use of physical intervention is always a last resort and will always be reasonable and proportionate to the risk posed by a child's behaviour and will always be in the best interest of the child and those around them.

All staff receive PRICE training on induction which is regularly refreshed. Training provides staff with the awareness and knowledge of how to effectively and safely support challenging behaviour.

6. Recording and Monitoring of Behaviour

Evergreen Academy PRU uses an online recording and reporting platform called Class Charts. Data from Class Charts is analysed by staff to assist in the planning of support and to identify trends or patterns in behaviours. Data may also be used to make referrals to external agencies or used as part of the child's Pupils' Behaviour Pathway. Behaviour data is monitored by all staff, including the Pastoral and Behaviour Higher Level Teaching Assistant and Senior Leadership Team (SLT), to further support the monitoring of behaviour and provision of effective behaviour interventions. Staff at Evergreen use The PASS survey to assess children's social, emotional, and behavioural development and behaviour towards school and self to identify children's perceptions of learning and their perception of their behaviour.

7. Deciding whether to suspend or exclude.

Only the Executive Headteacher, Head of School, or Headteacher can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside the school. Permanent exclusion will only be used as a last resort.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the Executive Headteacher, Head of School or Headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked.
- Allow the pupil to give their version of events.
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored.

The Executive Headteacher, Head of School or Headteacher will also consider the pupil's age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

The parents will also be provided with the following information:

- The reason(s) for the suspension or permanent exclusion.
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent.
- Information about the parent's right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents, how they may be involved in this.
- How representations should be made
- For the first 5 school days of an exclusion, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies.
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

Reintegration strategy

Following a suspension, the school will put in place a Behaviour Pathway to help the pupil reintegrate successfully back into school life and full-time education.

The Behaviour Pathway is developed by staff in conjunction with the child on their return and is reviewed and adapted where necessary.

Reintegration meetings

The school will discuss the intention of the Behaviour Pathway with the pupil in a reintegration meeting on the pupil's return to school. During the meeting, the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

8. Behaviour outside school

Children's behaviour outside school-on-school business, such as school visits, away school sports fixtures or work experience placements are always subject to the school's behaviour policy.

Bad behaviour in these circumstances will be dealt with as if it had taken place in school and in line with this policy. If significant and negative behaviours outside school, but not on school business occur, the Executive Head Teacher, Head of School or Headteacher may exclude a learner if there is a clear link between that behaviour and maintaining good behaviour and discipline. Significant and negative behaviours that occur in the immediate vicinity of the school or on a journey to or from school can, for example, be grounds for exclusion.

9. Confiscation

Any prohibited items (listed below) found in the child's possession will be confiscated. These items will not be returned to children.

- Knives or any items that are perceived as weapons.
- Alcohol.
- Illegal drugs.
- Unauthorised prescription drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Lighters.
- Vapes.
- Fireworks.
- Pornographic images.
- Mobile phones.
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to children after discussion with the Executive Head Teacher, Head of School or Headteacher and parents/carers, if appropriate.

Searching and screening of children is conducted in line with the DfE's latest guidance on searching, screening, and confiscation.

10. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

- **Emotional:** Being unfriendly, excluding, tormenting, taunting, teasing
- **Physical:** Hitting, kicking, pushing, taking another's belongings, any use of violence
- **Prejudice-based and discriminatory:** (Including Racial, Faith-based, gendered (sexist), Homophobic/biphobic, Transphobic Disability-based): Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality).
- **Sexual:** Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or inappropriate touching.
- **Direct or indirect verbal:** Name-calling, sarcasm, spreading rumours, teasing.
- **Cyber-bullying:** Bullying that takes place online, such as through social networking sites, messaging apps, or gaming sites.

Everyone at Evergreen takes any incidents of bullying and intolerance very seriously and the school will encourage children and parents/carers to always let teachers know of any incidents so we can act against them. Any concerns regarding bullying should be reported to the Head of School or Headteacher as soon as possible.

11. Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority Designated Officer, where relevant) will consider whether the child who made the allegation requires support, or the allegation may have been a cry for help. If so, a referral to Children's Social Care may be appropriate.

The school will also consider the pastoral needs of staff and children accused of misconduct. Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other children.

12. Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's misbehaviour may be linked to their suffering, or is likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy.

13. Transition

To ensure a smooth transition to the next stage of their educational journey, staff from Evergreen will meet with the next destination school and the new Teacher (and key members of staff), either in person or virtually. Evergreen will ensure behaviour is continually monitored and the right support is in place, all information related to the child's behaviour needs may be transferred to the relevant staff/school.

Appendix

I. Rewards

Staff at Evergreen use a range of daily rewards and certificates to encourage and motivate children to make positive choices and to help support the development of positive behaviours. Children receive rewards and certificates for many different things in school. For example, high-quality schoolwork, working hard, positive development of behaviour, effort, and being kind.

Weekly rewards include:

To recognise and celebrate academic achievement and effort for the week, selected children will receive:

- **Gold Certificate:** This certificate is awarded by each base teacher to a child who has shown **outstanding** effort and achievement in **all** their work during the past week. The child is expected to showcase a piece of work that has led to this certificate being awarded. The child will then be invited to select a pencil or rubber of their choice as part of the award.
- **Silver Certificate:** This certificate is awarded by each base teacher to a child who has shown **excellent** effort and achievement in **2 to 3 pieces** of work during the week. The child is expected to showcase a piece of work that has led to this certificate being awarded.
- **Bronze Certificate:** This certificate is awarded by each base teacher to a child who has shown **good** effort and improvement in **a piece** of work during the week. The child is expected to showcase the piece of work that has led to this certificate being awarded.
- **SuperNova Certificate:** This certificate is awarded to children who have received a SuperNova Token for exceptional or outstanding examples of work or behaviour by the **Head of School**.

To recognise and celebrate children's achievement and effort for following the school's ethos and values, selected children will receive:

- **Golden Ticket Reward Box:** A child from each base, who has received the most golden tickets during the week, will be selected to come out during the good work assembly and choose a chocolate bar, as their reward, from the Golden Ticket Box.
- **All Green Week Certificate:** This certificate is awarded to those children who have behaved **consistently** throughout the week and who have received green marks **for all sessions each day and across the week**. Children receiving an All-Green Week Certificate will be expected to showcase their sheets for the week that the certificate was awarded.
- **Kindness Certificate:** This certificate is awarded by each base teacher to a child who has been **kind and helpful** to others throughout the week. The teacher is expected to share an act of kindness that led to the award of this certificate during the good work assembly.

SMART Awards

All children attending the PRU have the opportunity to earn further awards by collecting SMART tokens, which are awarded for demonstrating positive behaviours throughout the school day. Tokens are displayed in the classroom, and children can choose how to redeem them for a variety of rewards. The available rewards are also displayed in the classroom.

Tokens are awarded if children show and follow SMART

- S: Safe
- M: Manners
- A: Attitude
- R: Respect
- T: Work hard to meet all your targets

SMART rules are visible in each base for children to see and follow, motivating children to keep on track towards the goal of purchasing a prize.

II. Behaviour Chart

Our PRU Rules		Did I...					
		Follow directions from the staff		Complete my work to the best of my ability		Treat people and property with care	
							
Session 1							
Session 2							
Session 3							
Session 4 Break							
Session 5							
Session 6							
Session 7 Lunch							
Session 8							
Session 9							
Session 10 Reward/Reflect							
Positive things I did today... 				Even better if... 			



My Behaviour Chart

Name:

Date:

Did I...

Our PRU Rules

Follow directions from the staff

Complete my work to the best of my ability

Treat people and property with care



Session 1

Session 2

Session 3

Session 4
Break

Session 5

Session 6

Session 7
Lunch

Session 8

Session 9

Session 10
Reward/Reflect

Positive things I did today...



Even better if...



Reflection Circles

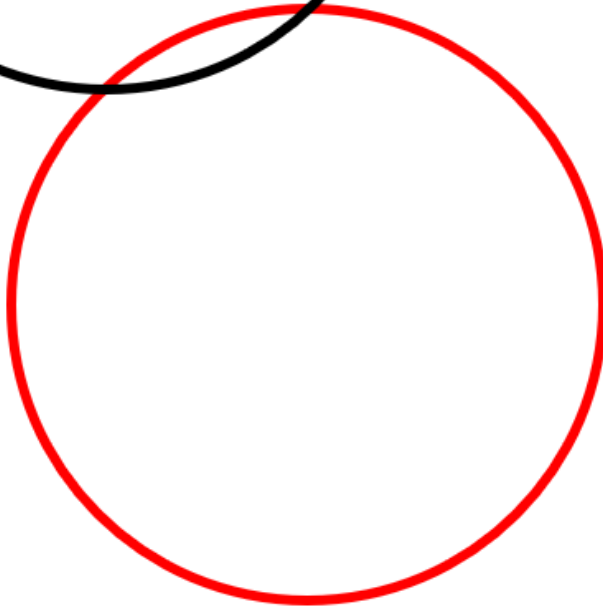
Trigger to Control



Name:

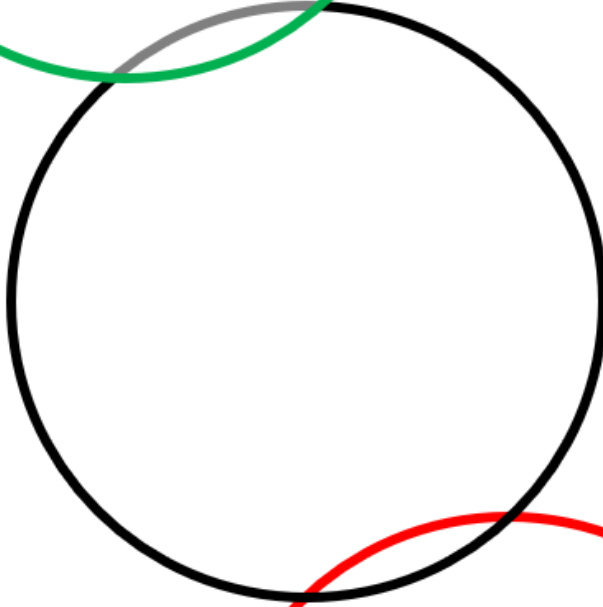
Date:

What happened?
What I can't control?



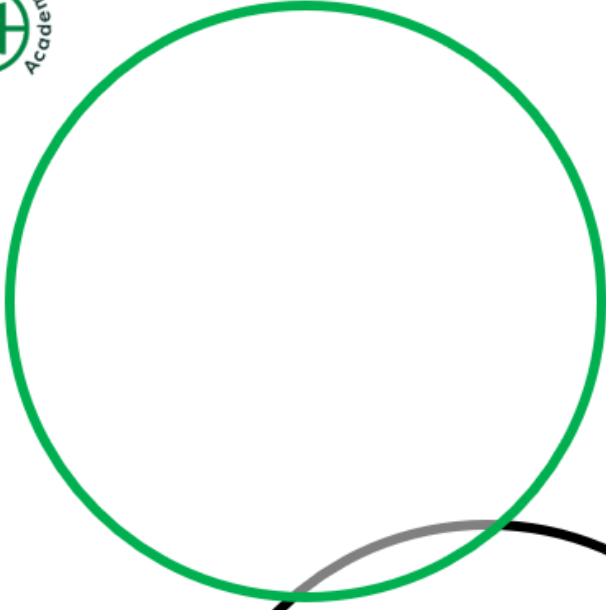
Trigger

What can I change?
'Feelings' or 'Others'

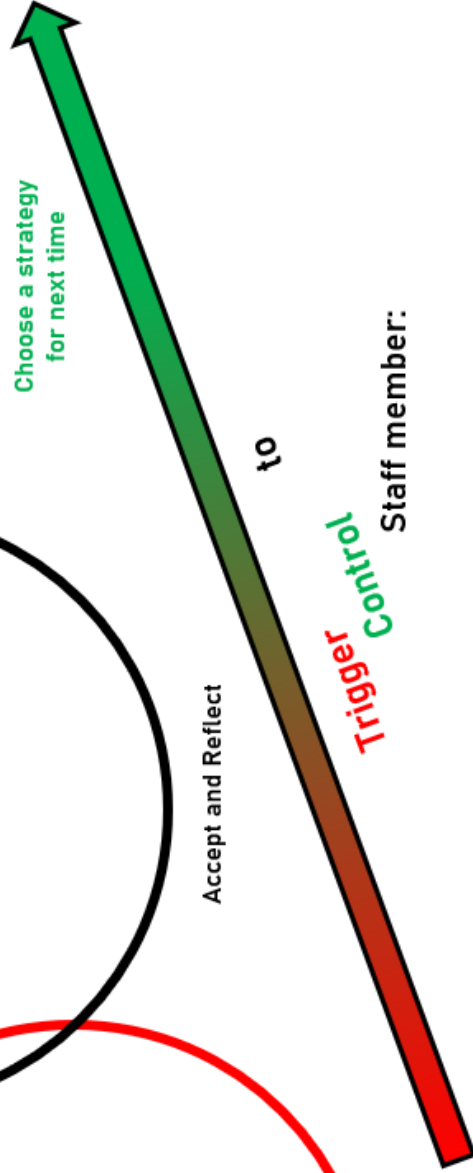


Accept and Reflect

What I can control?



Choose a strategy
for next time



to

Trigger
Control

Staff member:

