

Craven Pupil Referral Service



Positive Relationships behaviour Policy

DRAFT

Approved by:

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Print: R.Lonsdale

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Ratified by Governors:

A handwritten signature in black ink, appearing to read 'S. Bisset (G/G)'. The signature is written in a cursive style.

Date: October 2025

Print: S. Bisset

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INTRODUCTION:

Craven PRS operates within the context of North Yorkshire's Integrated Education Service and aims to provide high-quality education within caring and stimulating environments in which all students are valued equally.

The Craven PRS Behaviour Policy is an overarching statement, the purpose of which is to determine boundaries of acceptable and unacceptable behaviour to fulfil the duty of care placed on staff employed in the school.

Craven PRS Senior Leadership Team with input from the whole-school team will review the Behaviour policy annually from 2025 and assess its implementation and effectiveness.

Essential values and relationships

A trauma informed approach is central to everything that we do here at Craven PRS. It's essential to all of our values and how we relate to each other. Being trauma informed brings out the best in all of our learners and gives them the best chance to access the education we have to offer them

What is a trauma informed approach?

A trauma informed approach looks carefully at evidence-based research to understand how children and teenagers can become mentally unwell and troubled, including challenging behaviour and

learning difficulties, because of trauma and difficulties they have experienced. Craven PRS works hard to be sensitive to the impact of trauma on its learners, in order to help them in their recovery. We want them to become emotionally healthy and able to establish healthy relationships so that they can be the very best version of themselves, find joy in life and fulfil their learning potential.

Feeling Safe

By keeping up-to-date with evidence-based research, staff at the school benefit from a deep understanding of the impact of early trauma and adverse childhood experiences on our learners. We recognise it is imperative that the school is a safe space for young people who critically do not feel safe. Strong relationships between all members of the school community mean that we can support positive emotional health and wellbeing.

We know how crucial the curriculum is in supporting the best academic achievements for our learners. But we also know that when learners continue to have unmet developmental and emotional needs, they may not be emotionally available to learn.

Our school offers a range of learning experiences and supportive mechanisms that are intended to prevent learners from escalating into a state of stress. Toxic stress occurs when there is a prolonged activation of the stress response systems in a child or young person. This can disrupt the development of brain architecture and other organ systems, and increase the risk for stress-related disease and cognitive impairment, well into the adult years.

Some of the ways in which Craven tries to prevent the build-up of stress in its learners include vocational, outdoor education and experiential learning alongside a variety of therapeutic experiences. These address those chemical responses that children and young people exhibit when they experience fear, rejection, shame, humiliation and other complex emotional responses.

Being safe is the fundamental aim of the school, as safety is key to successful child development. Relationships are everything. We believe that the school operates a strong relational approach to our community. What this means is that, at all times, there is an emotionally available adult to support those who need it. Staff at Craven PRS are attuned to the health and well-being of learners.

Responding to emotional dysregulation

By emotional dysregulation we mean those times when a learner may display an emotional response that is not within a range of typically accepted emotional reactions among young people. Dysregulation can lead to significant mood swings, significant changes in mood, or emotional lability. It can involve many emotions, including sadness, anger, irritability, aggression and frustration. It is important that we successfully interpret complex situations, because getting that right will inform the most appropriate response and recovery.

The predictability of the school's response ensures that learners sense the very stability and predictability they seek.

Student voice

Being able to express views, debate and discuss important matters is an essential part of our school. Being a 'talking school' is fundamental because we know some of our learners have not been heard in the past and therefore have gaps in their understanding and knowledge base.

Many have felt overlooked and ignored, which has a detrimental effect on their self-esteem and their trust in the life enhancing experiences of collaborative relationships and community life. Some

conversations with and between learners are complex, but with trusted staff and secure processes in place, learners know that their voice is important.

Essential building blocks to support trauma informed practice






This is what Craven PRS is aiming for, to benefit every single one of its learners:

- ✓ To promote positive attitudes to learning and life including honesty, tolerance, justice, courtesy and respect for others, regardless of their religious belief, race, culture, gender, sexuality, those with protected characteristics, ability and family background.
- ✓ To promote a nurturing culture that supports learners to develop respect and self-worth
- ✓ To promote an understanding that behaviour is a learner's own responsibility
- ✓ To promote an understanding that the responses to behaviours towards others is a collective responsibility
- ✓ To promote respect for the school environment
- ✓ To promote the ability for self-reflection and take part in restorative justice practises to repair incidents when they have impacted on others
- ✓ To ensure the school has a clear and consistent understanding of behaviour
- ✓ To establish responses that support learners who find it difficult to manage their emotional responses positively
- ✓ To create a safe, secure and successful learning environment for all learners

Classroom, praise and reward

The classroom is the most fundamental space in the school where expectations of trauma informed practice and positive behaviour will be explained to all learners. Positive relationships at Craven PRS are praised in a variety of ways. Praise can take the form of a smile, stickers for some learners, positive class charts points, weekly achievement certificates, phone calls home, verbal feedback, a gentle reassuring touch and other more individual reassurances that ensure learners understand that the way in which they have communicated, is positive. Staff in school will be looking for every opportunity to praise positive relationships. Particularly thoughtful or responsible behaviour will be pointed out and praised for its own merit. There will be plentiful opportunities to seek out an opening for praise - such as when a learner has complimented another, supported another, been helpful in class, done a voluntary activity or a random act of kindness. Staff will take into account those learners who behave consistently well and those who do so more intermittently. When rewards and praise are used consistently and effectively, they are a very powerful tool to maintain a positive learning environment.



Positive behaviour reward	
	Attending school daily Engaging in learning Using polite and kind language Taking turns and sharing Moving calmly and responsibly between lessons
	Attending school and on time Caring for the school property and environment - helping to keep it clean Completing all work set Contributing to class discussions
	Attending school every day of the week Owning up to mistakes Following school rules without reminders Helping <u>someone</u> who is struggling
	Attending school every day Volunteering to help around the classroom / school
	Attending school every day of the week and on time Being a positive role model to others Showing persistence and resilience Student of the week

Positive behaviour awards	
Respect award <ul style="list-style-type: none"> Uses good and respectful language all times Listens actively to teachers and peers Treats others with fairness <u>Respects</u> school property and the environment 	Learning award <ul style="list-style-type: none"> Shows resilience and a 'can do' attitude Asks for help Stays focused in lesson Seeks to improve their work Encourages others to learn
Kindness / caring award <ul style="list-style-type: none"> Helps others without asking Welcomes new students Uses encouraging and positive words Demonstrates random acts of kindness 	Safety award <ul style="list-style-type: none"> Follow all instructions first time Moves calmly and responsibly though all areas of school Keeps hands, feet and objects to themselves
Most improved behaviour <ul style="list-style-type: none"> Shown clear <u>positive growth</u> in behaviour and attitude 	Leadership award <ul style="list-style-type: none"> Inspires peers through positive example
Community spirit award <ul style="list-style-type: none"> Contributes positively to school community 	Team player award <ul style="list-style-type: none"> Works well and <u>cooperatively</u> with others

Daily	Class chart points Positive phone calls home Raffle tickets
Weekly	Class chart points Positive phone calls home Raffle tickets Opportunity to speak % of class % of class
Half term	Class chart points Positive phone calls home Raffle tickets Opportunity to speak % of class % of class
Termly	Opportunity to speak % of class % of class % of class
Yearly	Opportunity to speak % of class % of class % of class

Children have a need to develop friendships and companionship and learn how to foster mutually satisfactory relationships with others. They also need to develop a spiritual awareness, an interest in the wider world, in nature, in faith and a sense of awe and wonder. To be able to fulfil this they need to have plenty of food, sleep and exercise so that they are physically and emotionally well enough to embrace the world around them. They also need to develop intellectually and inspire new ideas, thoughts and mental stimulation.

Children are naturally creative, they enjoy doing things, making things and expressing themselves and all this is to be encouraged through being loved and showing love, empathy, understanding and laughter.

Break, Social times and MOVE

Supporting learners to behave in the manner, which makes everyone feel safe, extends to break – those ‘unstructured’ times. At Craven PRS, breakfast and break time are offered to all our learners. It is a well-known scientific fact that the production of serotonin, oxytocin and dopamine (the feel happy, good mood enhancing chemicals) that occur when anyone is having a nice time or taking part in pleasurable activities helps to regulate an otherwise dysregulated mood. Daily MOVE and social activities at Craven are an important part of the offer for managing emotional dysregulation.

The language we use to communicate

In accordance with the trauma informed approach, staff at Craven PRS are careful in the way in which they talk to learners and are encouraged to use phrases that are reassuring. It is well known that we communicate via verbal and non-verbal methods. Staff are aware that gestures, eye contact, tone of voice, the way they stand as well as the words they use can be filtered and interpreted both positively and negatively by the listener. A mismatch between social communications may lead to anxiety, confusion or distrust in children. Therefore, staff will endeavour to ensure that learners do not feel criticised, even at times when guidance is required to reaffirm boundaries. This may take place when we are trying to help learners regain composure if they are becoming anxious or even at the point of emotional crisis.

Moving around school and between lessons

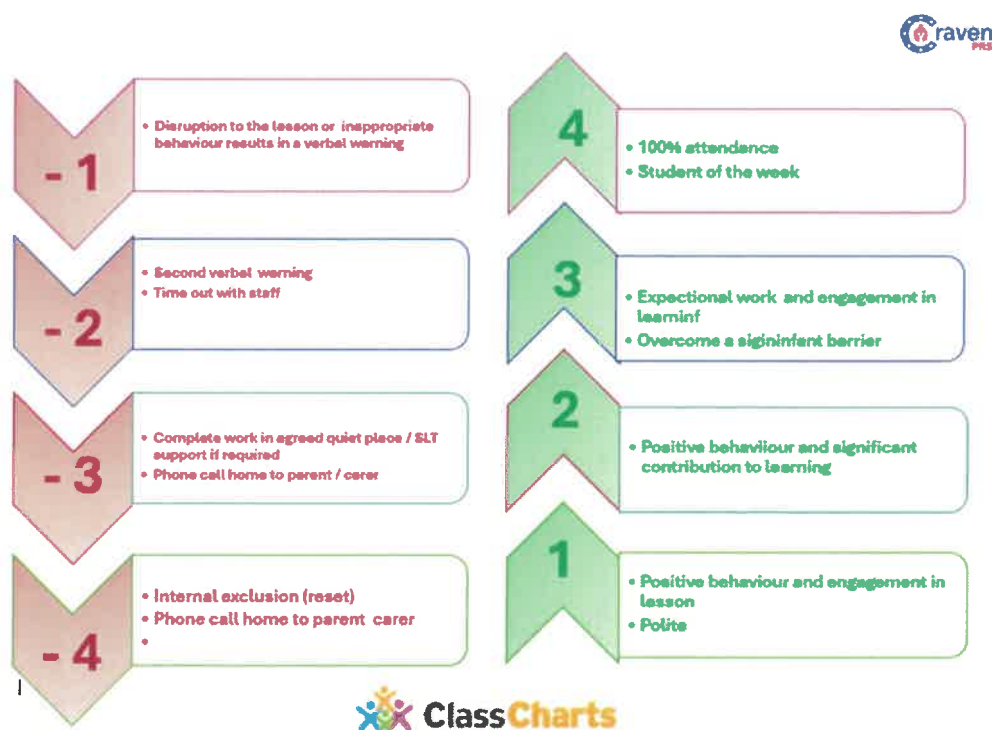
These are times when learners move around the school between lessons, which can be the source of challenge if not managed efficiently. Staff at Craven PRS are required to be present during these routine transitions, to prevent low levels of difficult behaviour occurring. Staff will be present at transition during these critical times.

Supportive Time out

The school operates a system that allows learners the opportunity to leave a lesson for a time limit of no more than five minutes, in order for individuals to calm themselves. Learners will be accompanied by support staff to talk through their difficulty before returning to class

The Craven Promise (WAY)

In each classroom there is a clearly displayed board that outlines the expectations and consequences of behaviours called the 'Step Board'. The system works on the principle that all learners enter the lesson on the maximum amount of class charts available.



The system assumes all learners start each lesson anew and can access the full number of points available for that lesson. Points can be lost. In the case of repeated incidents of below desired behaviours, 'steps' will be incurred that can ultimately lead to sanctions. We do this so that learners can reflect more fully on the consequences of what has occurred and how things could have been different, particularly when behaviour may have harmed others.

Senior Leadership support

When a situation becomes unsafe or affects the health and safety of others in the classroom, teachers will summon help from our senior leadership team, who will manage the crisis. This allows the lesson to continue with little or no disruption. The guiding principle behind this is to maintain the dignity of the learner at all costs so that the situation can be successfully restored.

Internal reset

Where necessary students are reset in an appropriate area of school under supervision from a member of staff. Where circumstances require, students will be in reset teaching, one to one as a natural consequence to their choices.

Suspensions

Craven PRS does **not** permanently exclude students. It is the policy of the Service and the school to make appropriate alternative provision for those students whose behaviour would have warranted permanent exclusion should they have been in mainstream school. This will be subject to a satisfactory risk assessment having been carried out. Exclusions are a last resort in any circumstances.

Temporary Suspensions.

The decision to temporarily suspend can only be taken by the Headteacher, or their designate in their absence.

Where the temporary suspension is for 5 days or more, a subgroup of the Management Committee will meet to consider the exclusion. At the review meeting, parents have the right to make representations.

During any temporary suspension period, work will continue to be set and marked by Craven PRS. Parents have the right to see a copy of their child's record. The school will supply a copy of the record following a written request by the parent. The Headteacher will send exclusion letters to parents/carers with copies to the Locality Education office and the appropriate Senior Advisor. A copy will be kept in the centre temporary suspension file and student file.

Safety Intervention

Please see our **Care & Safety Intervention Policy**. – following team teach training

Being safe online

Please see our **E-safety and ICT Acceptable Use Policy**.

Adult role modelling

Staff are role models for all our learners therefore, it is important staff follow some simple rules:

✓ Model how to use your voice and stay calm. Shouting is only permitted when someone is in danger. Use other methods to attract attention such as clapping, raise your hand or use music to gain attention. If you shout then expect learners to raise their voice. If you are not calm then your learners will not be calm.

✓ Model how to cope in difficult or challenging situations. Modelling means staying calm and maintaining control of the situation. Model how to diffuse situations drawing attention away from the challenging learner or those making poor choices.

✓ NEVER discuss incidents with another adult in the presence of the learner or other learners. Ensure that the discussion or reflection about an incident takes place in a dignified manner.

✓ Agree with the class what your expectations are from the outset. It is accepted that learners are more likely to stick to classroom agreements if they have had a say in developing them

Self-reflection

The most effective members of school staff are those who self-reflect and seek out reflective supervision. Ask yourself this kind of question:

“Could I have managed the situation any differently?”

“Did I say or do anything that provoked the response?”

“Was I confrontational?”

“Did I confuse the situation?”

“Was my reaction responsible for the outcome?”

Policies that must be read in conjunction with this document:

- Safeguarding and Code of Conduct Policy
- E-Safety and ICT Acceptable Use Policy