



This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SMT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

PARK SCHOOL

BEHAVIOUR MANAGEMENT POLICY

ACADEMIC YEAR 2021 - 2022



PARK SCHOOL

Promoting Positive Behaviour

Behaviour is learned and can be changed. Each student is an individual and the unacceptable or disruptive aspect of their behaviour (behaviours of concerns) is what needs to be changed - not their character or individuality.

Effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour requires the commitment of **all staff and students** and consistency in practice is needed across the school to ensure that students know the standards of behaviour expected of them.

All of us are expected to behave in a responsible way, both towards ourselves and others, showing consideration, courtesy and respect for other people at all times

STATEMENT OF INTENT

This policy is designed to promote and create a framework for achieving positive behaviour, rather than merely deter anti-social behaviour. It is directly related to the social, physical and emotional well-being of everyone meaning we aim for every member of the school community to feel valued and respected, and each person to be treated fairly and well. In the main, encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad as negative reinforcement can, in fact, be counterproductive. Students should be given a positive choice with the necessary therapeutic support to develop socially appropriate behaviour.

It is our aim that all students fulfil their potential where appropriate to their level of understanding. Park School is a caring community, whose values are built on mutual trust and respect for all. We believe that children flourish when their personal, social and emotional needs are met to ensure high self-esteem and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the School to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour,



such as bullying, insensitivity, bad language, vandalism and theft, which undermines these aims.

This policy is a statement of good practice that covers all aspects of the school and contributes to the development and maintenance of good behaviour and a positive ethos.

Expectations of good behaviour are high and a mutual feeling of trust is implicit. This policy reflects the school's stated aim of enabling all its students to develop skills to manage their own behaviour in a way that is safe to themselves and those around them. Inherent in the ethos of the school is respect for the individuality of our students.

As part of our Behaviour Policy our school believes that students should feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

THE ROLE OF THE HEAD

The Head has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour.

Support for staff faced with challenging behaviour (displayed behaviours of concern) is also an important responsibility of the Head who is expected to ensure the implementation of the above aims and additionally to:

- make provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and
- Familiarise new staff members with the school's behaviour policy and guidelines for behaviour.



THE ROLE OF ALL STAFF

All staff are expected to encourage good behaviour. Staff are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. All Staff should:

- have high expectations for students including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, trusting, supportive and constructive relationships with them;
- hold positive values and attitudes and adopt high standards of behaviour in their professional role;
- communicate effectively with parents/carers, colleagues and other agencies, conveying timely and relevant information about attainment, objectives, progress and well-being;
- have a commitment to collaboration and co-operative working where appropriate;
- manage students' behaviours of concerns constructively by establishing and maintaining a clear and positive framework, in line with the school's behaviour policy;
- use a range of behaviour management techniques and strategies, adapting them for individual needs as necessary to promote self-control and independence of children and cooperation through developing their social, emotional and behavioural skills through a therapeutic approach and
- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

OTHER AGENCIES

The School has a good working relationship with a number of local authorities and complies with safeguarding procedures.



THE SCHOOL ENVIRONMENT

At Park School we seek to create a caring and therapeutic learning environment by:-

- Promoting good behaviour by learning self-management
- Motivating & encouraging the students to succeed in their learning
- Promoting self-esteem, self-management and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and behaviours of concern
- Promoting early intervention by being proactive
- Provide a safe environment free from disruption, violence and bullying and any form of harassment
- Encouraging positive relationships with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures
- Working with a therapeutic approach to look past the student's behaviours of concern which gives staff better understanding of their IWM (Internal Working Model)

Acceptable Behaviours and Behaviours of Concern

Park School defines **acceptable behaviours** as that which promotes: -

- Courtesy being polite and kind
- Co-operation and consideration for all others
- Respect for ourselves, for other people and for property
- Taking responsibility for our own actions
- Approaching lessons with a positive attitude ready to learn
- Promoting individuality in an appropriate manner to a setting
- Positive engaging in learning e.g., asking questions, given opinions



Park School has identified examples of **behaviours of concern** that includes: -

- Verbal abuse to others
- Aggressive behaviours (verbal and physical)
- Intimidation
- Bullying and harassment including racist, sexist and other active discrimination against another
- Refusal to comply with any reasonable instructions from a teacher, classroom assistant or other responsible adult
- Truancy
- Criminal damage

Rewards

As far as possible, staff will praise good behaviour rather than punish bad behaviour. Rewards are given to motivate students to behave well and work to the best of their ability.

They are given for:

- Behaving appropriately
- Recognised efforts to manage their own behaviours
- Excellent pieces of work
- Good effort
- Good Attainment
- Achieving Targets
- Supportive working
- Co-operative working

The following rewards are used at Park School:

“Catch them being good”-stickers and rewards

Student of the Week

‘Most improved’ student of the week

Mathematician of the Week

Smiles

Positive comments on written work

Stickers and Stars

Date First Issued: December 2015

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Prizes from “Teacher’s tin”
 Good work seen by Head Teacher/other teachers
 Reward trips
 Displays of Student work-WOW board
 Programmer of the week (ICT)
 End of the year celebratory Open Day/ Prize Giving Ceremony.

Staff at Park School record attitude, behaviour, work effort, incidents and achievements in the form of a Daily report. This is used to measure and reward academic and behavioural progress. This information is emailed/ reported to the homes, carers/parents at the end of the School day

The Primary Department Implement a Points system.

Group 1, 2 & 3 Points System

- Tutor am – 4 points
- Break – 6 Points
- Lunch 1 – 10 Points (A tricky area)
- Lunch 2 – 10 Points (A tricky area)
- Quiet Reading – 6 points (Engage with reading)
- Tutor pm – 4 points

Each lesson is out of 10 points	
Behaviour (Out of 5)	
5	Outstanding, no prompts needed, listened first time
4	Great, one or two prompts but listening to instruction
3	Good, a few prompts needed, not fully focused
2	Lots of prompts, not listening very well
1	Poor, constant prompts, not listening to instructions
0	Aggressive, walked out, unkind to peers



Work (Out of 5)	
5	Outstanding, worked hard throughout, fully focused - WOW
4	All work completed to a high level
3	Work completed, some presentation prompts
2	Completed some work, lots of presentation prompts
1	Attempted some work, very rushed and not best effort
0	No work achieved

Proactive & Supportive Behaviour Management

- Any behaviour policy must clearly involve consideration of responses and how and for what they might be applied. This behaviour policy will, however, also address the matters of proactive and supportive behaviour management. These will in turn minimise the likelihood of behaviour of concern, handle a potential dispute or disruption successfully and see an issue through in a way that addresses the behaviours of concern and not the students. A therapeutic approach to look past the student's behaviours of concern should equip staff to have a better understanding of their IWM (Internal Working Model)

Proactive Management

The main factors are:

- Mutual respect and a firm but positive classroom atmosphere.
- A differentiated curriculum in which all students are given manageable tasks.
- Effective records on student's individual needs and effective use of Learning Support
- A consistency of expectation with and between all Staff Members
- Clear rules established with the class



- Clear expectations about work, tasks, etc.
- Attractive environment
- Well planned room organisation
- Adequate resources
- Planning a differentiated curriculum to cater for all abilities
- Ensuring that students are aware of and involved in their learning objectives
- Knowledge about how other staff engage with particular students via informal chats
- Setting targets to encourage good work and behaviour

Adults - should:

- Be welcoming to students
- Practise connection before correction
- Use humour - it builds bridges
- Listen – it earns respect
- Keep calm- it reduces tensions
- Apply firm but fair responses and carry them out - it builds relationships.
- Model good behaviour
- Use assertion messages and not argue with students (drop the rope)
- Make effective use of “PACE”-Playful, Acceptance, Curiosity and Empathy

Adults – should try to avoid:

- Shouting- it diminishes you and is exhausting
- Over-reacting - the problems will grow
- Blanket punishments – it is not fair on the innocent
- Sarcasm – it damages you

Strategies for behaviours of concern:

- What we say and how we say it, when a student is being disruptive or off task
- Distraction
- ‘Planned ignoring’ of some displayed behaviours
- Casual or direct questioning
- Simple directions defusing potential conflict



- Reminders of rules
- Simple choices
- Talking quietly with students
- Practise connection before correction

Supportive Practise:

- Following up Share, convey (when all involved are ready), move on
- Encouragement
- Positive reinforcement where earned
- Offer alternative space (R&R) - relax and reset
- Awards for improved behaviour
- Individual Support Plan discussed with student
- Mentoring/Study Support
- Take up time within the classroom
- Student's contract agreed with head teacher, parent/ carer
- Re-attunements to support and lessen the likelihood of behaviour reoccurring

SUPPORT, GUIDANCE AND PHYSICAL INTERVENTION

We provide guidance to staff on the circumstances in which physical and restrictive intervention may be used. This is given in various ways, but is formalised within the Student Support Plan which lists, proactive, active, reactive and relapse prevention approaches.

Following statutory guidance on Keeping Children Safe in Education from the Department of Education, Sept 2021, which clearly states, *“This guidance does not advise schools and FE schools on every detail of what they should be doing when dealing with safeguarding issues or in relation to promoting the welfare of children. While it is proper for the Government to lay down principles, it is for front line skilled professionals to use their knowledge and judgement to safeguard and promote the welfare of children in their care, focussing on priorities and being clear about their individual responsibilities”*,

We have sought in this document to clarify for the team at Park School the position with regard to recording

- a) Supportive physical intervention which is giving reassurance and
- b) Recording physical intervention which seeks to restrict an individual.



In addition we must ensure that we comply with the Childrens Homes Regulations and quality standards which requires that physical intervention must only be used for the purpose of:

- Preventing injury to any person, including the student being physically supported
- Preventing serious damage to the property of any person including the student being physically supported
- Physical intervention must only be used for these purposes when there is no alternative available.

It is our aim to be extremely transparent in all of our recording and to make it clear in our recording that when offering a distressed student, a level of physical support to reassure and calm but not restrict, that this in itself does not constitute a physical intervention. However, we recognise that there is a very thin line between supportive and restrictive intervention and as such we recognise the need to ensure that we remain accurate and factual in our recording. This requires vigilant overview from senior staff and regular training to all staff members.

CODE OF CONDUCT AND CARE FOR OTHERS

In order to maintain a happy, safe, working environment in which staff and students can perform to the best of their ability we expect all members of our school to conform to the following code of conduct.

- The School will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the school
- Any incident of bullying should be reported to an adult immediately. (Please see school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established, support should also be extended to him in the form of assistance from the senior management or outside agencies.
- We expect all members of our school to refrain from overly physical contact with one another.

Responses to persistent behaviours of concern

The school will implement a range of strategies and responses to deal with inappropriate behaviour by students including: -

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Tier 1: dealt with in school; Pastoral support team

- Talking “privately” with the student
- Decision made that student should work away from the rest of the group.
- Student working away from the rest of the group or in another group – for a period of time, break times or lunch
- Working in R&R, then move to classroom
- Offering additionally support for the student e.g. 1:1
- Planned interventions
- Take up time in the classroom
- PACE
- Informal strategy meeting between Head Teacher/ Deputy Head Teacher, Pastoral Support Team and Tutor

Tier 2: dealt with in school. Head Teacher/Deputy Headteacher involvement

- Discussion and or meetings with parents/carers
- Referral to outside agencies
- Student contact created

Tier 3:

- Fixed term exclusion (student contract created as part of the Re-integration meeting, on return to school)
- Permanent exclusion

Any response used, must be appropriate to the age and understanding of the student and the circumstances. It must be administered as quickly as possible. It must be relevant to the undesirable behaviour, and, above all, it must be fair and achievable. Any response must consider the IMPACT it might have upon the student and the intention must be to decrease the undesirable behaviours of concern.

The DfE guide to the Quality Standards sets out that:

‘Any responses used to address poor behaviour should be restorative in nature, to help children recognise the impact of their behaviour on themselves, other children, the staff caring for them and the wider



community. In some cases, it will be important for children to make reparation in some form to anyone hurt by their behaviour and the staff in the home should be skilled to support the child to understand this and carry it out. Equally, staff should understand the system for rewarding and celebrating positive behaviour and recognising where children have managed situations well'.

Responses must never be used that degrade or humiliate a student or deprive them of any of their basic rights as a human being, such as withholding food, clothing, shelter, warmth or the company of other human beings. The use of force to gain compliance, mental or physical, is not permitted under any circumstances.

Any measure taken to respond to unacceptable behaviour should be fairly and consistently applied appropriate to the age, understanding and individual needs of the student, and take into account that certain behaviours may be the result of illness, bullying, certain disabilities such as autism, or communication difficulties.

RESTRICTION OF LIBERTY AND DEPRIVATION OF LIBERTY

The Children's Homes (England) 2015 state in Regulation 20 that:

- 1) Physical intervention in relation to a child is only permitted for the purpose of preventing:
 - a. injury to any person (including the child);
 - b. serious damage to the property of any person (including the child); or
 - c. a child who is accommodated in a secure children's home from absconding from the home.
- 2) Physical intervention in relation to a child must be necessary and proportionate.
- 3) These Regulations do not prevent a child from being deprived of liberty where that deprivation is authorised in accordance with a court order.

The Quality Standards guides states that deprivation of liberty may occur where a child is both under continuous supervision and control and is not free to leave the home. A children's home cannot routinely deprive a child of their liberty without a court order, such as a section 25 order to place a child in a licensed secure children's home, or, in the case of students aged over 16 who lack mental capacity,



a deprivation of liberty may be authorised by the Court of Protection following an application under the Mental Capacity Act 2005.

The locking of external doors, or doors to hazardous materials, may be acceptable as a security precaution if applied within the normal routine. Under no circumstances may staff lock students up to restrict their liberty. However, the practice of closely supervising a student at risk of causing injury or seriously damaging property is acceptable, provided it does not continue for unreasonable periods

STAFF SAFETY

Whilst staff have a clear duty to protect students and others, they must not do so in a way which seriously compromises their own safety and well-being.

If they are leaving the main building or working 1:1 with a student in external areas-Suites/hard surface etc staff will be given a walkie talkie in order to ensure they can communicate with other staff.

They will follow the following procedure when using the walkie talkie
Tune into Channel 1.

Request move to Channel 2 for Private conversation

A dynamic risk assessment will be undertaken,

Staff will be aware of a Student's Support Plan and will use this to inform their decision.

Office Staff and members of the Pastoral team will always be made aware when staff and students leave the building

Restrictive physical intervention should never be used if staff do not feel they can achieve a positive or successful outcome, or if the degree of danger to themselves or others is unacceptable.

REFERENCE MATERIAL - GUIDANCE

<ul style="list-style-type: none">▪ Regulatory Requirements, Part 3, Paragraph 9 of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations
<ul style="list-style-type: none">▪ Equality Act (2010), Education Act (2011)
<ul style="list-style-type: none">▪ DfE Guidance (Jan 2016. Updated 2020) Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff (DfE Website – www.education.gov.uk) including Getting The Simple Things Right, Charlie

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Taylor's Behaviour Checklist (DfE 2011) and non-statutory advice 'Behaviour and Discipline in schools' (2016) Updated 2020
▪ Use of Reasonable Force. Advice for Headteachers, Staff and Governing Bodies (DfE 2013) which incorporates previous directives.
▪ Children's Act 2004
▪ Education Act 2011
▪ DfE NMS RSS April 2015 - Standard 12
▪ DfE Keeping Children Safe in Education - Sept 2021

Investigating Incidents

The school will investigate, as appropriate, reported serious incidents of student misbehaviour.

Where it is appropriate to do so, the school will notify the police and other agencies of incidents.

The school will complete investigations within a reasonable time scale.

Appropriate feedback from any investigation will be provided to the appropriate persons together with recommendations for action.

A copy of the result of any investigation undertaken will be held on record until such time as the student leaves the school. Where an investigation finds there is no case to be heard, the report will be held by the school but will not be kept within the student's individual file

Monitoring and Evaluation

The school will monitor the use of rewards and responses to ensure that its arrangements operate with the due regard to equal opportunities and anti-discrimination. This will be reviewed annually against key improvement objectives, which include:-

- Improvement of individual behaviour
- Academic progress
- General behaviour patterns
- Balance in the use of rewards and responses

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- Staff support and training needs
- Curriculum access and academic progress
- Equal opportunities
- Behaviour management trends over time
- Effectiveness of the policy in encouraging positive behaviours

LINKED POLICIES

▪ Anti-bullying Policy	▪ Safeguarding and Child Protection
▪ Positive Handling Policy	▪ Equal Opportunities Policy

This policy will be reviewed annually



Appendix A

Reporting “Behaviours of Concern”

Pupils Name:	Date of Birth:
Date and Time of Incident:	Date and Time Writing:
Name and role of person completing report	

EVENT TYPE	
Racism	
Bullying	
Discrimination	
Sexual Harassment	
Nagging Doubt	
Other	

<p>Details of Events</p>

To be completed by Pastoral Team

Time and Date information received from Whom	

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Concerns

What are you concerned about? Who? In what context have the concerns been highlighted

Expectations

What actions are to be taken? What is your expectation of the concerns raised? What changes in behaviour would you like to see?

Outcome

Actions to be taken/who you have spoken to/resolutions/additional information

Time and Date information received from Whom	<u>Tick Box – If Ticked see separate form</u>
LADO	
MASH	
SAFEGUARDING	
Education Opportunities to be provided Tutor conversation Head Teacher conversation PSHE Tutor Workshops PCSO OTHER	

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