

# The Park School

## Behaviour Policy



### **“Respect and achievement for all”**

Our behaviour for learning policy enables us to create a caring, stimulating, safe and secure environment in which students learn and achieve their potential. The school has an ethos in which this principle is respected and adhered to throughout school life with the modelling of good social behaviour from all adults within the school community. A friendly, positive atmosphere is created fostering kindness and respect for all.

The behaviour policy is applied consistently enabling our students to:

- Access the full range of learning opportunities in a calm, positive environment
- Achieve through appropriate expectations of work and behaviour with praise, reward and celebration using clear and consistent consequences
- Behave appropriately in a wide range of social and educational settings
- Value all individuals

The principles of our behaviour for learning policy:

- To raise students’ self-esteem and promote empathy and respect for self and others
- To develop in students a sense of self-discipline and an understanding of appropriate strategies they can use
- To foster an acceptance of responsibility for their own actions
- To ensure regular attendance
- To develop an awareness of and adherence to appropriate social behaviour
- To encourage students to value the school environment and its routines
- To ensure that students are confident of their right to be treated fairly
- To empower staff to determine and request appropriate behaviour from everyone
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility
- To work within a positive, proactive reflective approach to behaviour management and to ensure that positive behaviour is always recognised

- To ensure the policy is fully understood and is consistently implemented throughout the school
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy

## Curriculum

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives which are understood by the students and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the students on their progress and achievements and as a signal that the student's efforts are valued and progress matters.

<b>Staff and Governors</b>	<b>Students</b>	<b>Parents</b>
To lead by example	To respect, support and care for each other both in school and the wider community	Parents as key stakeholders are made aware of how they can support behaviour for learning adhering to the schools values and expectations
To be consistent in dealing with students	To listen to others and respect their opinions	To ensure that students come to school regularly, on time and with the appropriate equipment
To encourage the aims and values of the school community among the students	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To provide the school with an explanation of the reasons for any absence
To have high expectations of students fostering care and support of each other	To be interested in and tolerant of others, irrespective of race, gender, religion and age To take responsibility for their own actions and behaviour	To take an active and supportive interest in child's work and progress
To meet the educational, social and behavioural needs of students through an appropriate curriculum and individual support	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	To support the school staff through regular liaison and support their son/daughter in the completion of homework and reading

## **School systems**

The behaviour management policy is supported by our use of special areas in school in the heart of school. These can be used by any student unable to access a lesson. They are spaces to encourage calming down, re-focussing and doing work individually with adult support. These rooms, the “Memory Garden” and the “Multi-faith Garden” area provide a safe haven for anyone upset or distressed.

Social development sessions permeate the timetable offering a different way to develop key skills and help the generalisation of learning.

Unstructured break times have the potential to be the time at which students display anti-social or challenging behaviour. We provide a full range of lunchtime clubs to engage and motivate students. An added dimension to clubs is the opportunity for cross-class groupings and the fact that the students are divided in to interest groups and in different areas around school.

## **Anti-Bullying**

Bullying can be defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. There are 4 main types:

1. Physical: e.g. hitting, kicking, theft
2. Verbal: e.g. unwanted teasing, name calling, making racist remarks
3. Indirect: e.g. spreading rumours, excluding someone from social groups
4. Cyber: e.g. spreading rumours and threats using social media

Staff are experienced in looking for changes in a student’s behaviour that may be an indication that they are being bullied e.g. not wanting to come to school, changes in work patterns and concentration, becoming withdrawn and nervous, feigning illness, seeking out adults.

Any suspected or reported incidents of bullying are dealt with immediately including parents of both parties being informed. A clear account of the incident will be recorded with all concerned being interviewed. There is always a member of the leadership team available at lunchtimes for a student who has any concerns to talk to. Steps are taken immediately to support anyone who feels that they are being bullied. Friendships will be restored and restorative justice measures may be taken.

It must be noted that some of our students use the term “being bullied” as an excuse or incorrect definition. We continue to take all accusations seriously and use the opportunity to help students learn whether a peer is being unkind or not.

## **Rules**

(These expectations cover all aspects of school life including lunchtimes)

- Enjoy yourself with friends without hurting anybody
- Follow adult instructions
- Be polite and considerate at all times
- Respect everyone in the school community
- Respect school property and the property of others
- Be honest
- Demonstrate appropriate sitting and listening in all lessons
- Be organised and on time for all lessons
- Move around the school quietly and sensibly
- Wear uniform smartly

## **Rewards**

Good behaviour is rewarded as this develops an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. Incentive schemes are in place to recognise attendance and both academic and social achievements.

We praise and reward students for good behaviour, social skills and work throughout the school day in a variety of ways:

- House points in KS3/raffle tickets in KS4
- Comments on work
- Stickers
- Certificates in assembly
- Good news phone calls home
- Good news letters home
- A note in day books or diaries
- Showing work to another teacher, member of Leadership Team
- Head Teacher praise, prize or mention in assembly
- Work displayed on “Headteacher’s boasting board”
- Verbal praise
- Class reward systems (i.e. team points).

- Special privileges and outings
- End of term awards in Prize Giving assembly

### **Consequence System**

1. A reminder is given with the student being told what is expected of them.
2. If inappropriate behaviour continues, a warning is given and the consequences are pointed out to the student.
3. The student is removed for “time out” (some students may need a visual timer)
4. The student returns to class with a fresh start being encouraged
5. If behaviour deteriorates again, the student is given the opportunity to continue their learning away from the class group. A teaching assistant or senior teacher will support this process

A quick version of our behaviour strategy is:

Reminder... Warning... Time Out

If an incident becomes more severe the immediate role of the senior manager is to:

1. Take responsibility
2. Restore order
3. Reassure everyone
4. Calm the student involved
5. Prevent further incidents

### **Language Focus**

The language we use with the students needs to be consistent and it is important that we are all saying exactly the same thing.

1. Reminder – “When you \_\_\_\_ ( say negative behaviour) I feel \_\_\_\_ I am reminding you to \_\_\_\_\_” (Say the behaviour you want the student to achieve)
2. Warning – “Now I am giving you a warning. You need to \_\_\_\_\_” (Say the behaviour you want the student to achieve”)
3. Time out – “You need some time out to think about how to \_\_\_\_\_ (say the behaviour you want the student to achieve”) and to get it right.
4. Senior Teacher – “ Now you need to leave and finish your work with \_\_\_\_\_” or “go and see \_\_\_\_\_”

## **Promoting self-awareness and thinking through your behaviour**

We teach students to reflect on their behaviour and articulate what appropriate behaviour looks like. We use a coaching model to get students to reflect on their behaviour. The acronym being GROW:

**G**oal – What do I want to happen and why?

**R**eality – What happened and why/what did I do?

**O**ptions – What other more positive choices could I have made?

**W**rap up – What could I do next time?

## **Discussing what went wrong and how to behaviour in the future**

It is best not to do this immediately as the student may still feel angry or frustrated and may interpret any approach as being confrontational. Later on the same day is best so that if there are any reparations to be made it can happen that day enabling the following one to be a fresh start.

## **Restorative Justice**

We encourage students to describe what went wrong and to think of a way to make amends. It is particularly helpful if they can find a way of putting right what they have done. Some examples of this are:

- If a member of staff's time has been wasted the student could do some jobs for that person during their lunch break
- If a student has written graffiti on a wall they can scrub it off and clean the whole wall
- If an item is broken they can repair or replace it. E.g. A broken flower pot can be replaced and time taken to fill it and replant flowers
- If a person has been upset an apology can be written to them during break time

## **Support systems for Individual Student Needs as a result of challenging behaviour**

There are always going to be students for whom the general structures are not flexible enough. They require a more personalised approach to behaviour management and support. The Park School has personalised behaviour programmes and adult support to ensure students are as fully engaged in their learning as possible. Through personalised timetables we provide therapeutic support such as specialist music provision, tai chi, peer mentors and additional vocational opportunities.

A typical behavioural routine following an incident would proceed as follows:

- Decrease the number of individuals (staff and students) around the young person.
- Make a decision about who is the most appropriate person to engage with the young person (usually their most trusted adult).
- Have a calming conversation starting with “Are you ok?”
- The adult takes control of the situation by asking “ Are you ready for me to help you?”
- If they are not ready to have help, you direct the young person to a safe place of their choice (chill zone, office, therapy room), where they calm down.
- Ask them when they will be ready to talk; 5 minutes or 10 minutes?

This routine helps to empower the student to regain a degree of control and is part of a restorative process. During this time the adult dealing with the situation will collect information from all parties concerned.

When the young person is ready to talk about the incident the member of staff will help recount the incident. The adult will let the young person know that they understand their feelings and that it is ok to feel angry, frustrated, scared and that these feelings are normal. However, their actions were inappropriate. This is the point at which the adult can help the young person recall more appropriate strategies of dealing with their powerful emotions.

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Language to use:

- “Next time you will not swear but keep those unkind words in your head.”
- “Next time you will not rip up your work but tell an adult that you are struggling and need help.”
- “Next time you will not storm out of the classroom but will tell an adult that you are struggling and time out to calm down.”

A positive conversation with the young person will include an explanation of what the consequence will be and why. The consequence will be directly related to the severity of the incident and decide upon in consultation with relevant members of staff.

Consequences may be; apologies, losing break times, completing work in their own time, a phone call home or removal from particular activities.

## **Exclusions**

Internal exclusions are where a young person is placed in a calm, safe environment supported by a trusted adult. Students are able to re-engage with their learning. They

complete work that they have missed or that the rest of the group are completing in the class setting.

A half day internal exclusion includes a break but it is taken at a different time from other students supervised by an adult.

Fixed term exclusions are when a student is formally told not to attend school for an agreed period of time. These forms of exclusions are infrequent and only used in cases of extremely aggressive behaviour or serious damage to property.

### **Support Systems for staff**

Staff are supported by the senior leadership team. A member of this team is timetabled to support appropriate behaviour for learning throughout the day. In addition to this The Park has a specialist behaviour manager who oversees the personalisation and staff support as necessary.

### **Monitoring and Review**

Behaviour management is under constant review throughout the school on a class and individual basis.

### **Recording**

1. All significant behavioural incidents are recorded on the relevant proforma, a "Yellow alert" sheet. These are filed in student records to provide evidence of any inappropriate behaviour. An analysis of behavioural incidents is featured within our student tracking systems. (Safeguarding Profile)
2. In lessons student's attitude and behaviour are taken into account when grades from zero to 3 are given. Students learn to self-assess helping them to understand what is appropriate behaviour. Log book scores are analysed weekly indicating the need for interventions or celebration.

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