



Park School Teaching Service Behaviour and Rewards Policy

Reviewed By	Gareth Webb Rachael Beattie
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To be reviewed	October 2024

At Park School Teaching Service we aim to achieve academic progress in a nurturing environment. Our pupils are with us due to a physical or mental health illness that prevents them from attending mainstream school. An important part of our work is to encourage and help our pupils to gain confidence and accept responsibility for their own success.

The Foundations

The following factors all have an equal part to play in securing acceptable standards

- Creating an atmosphere based on mutual respect, empathy, tolerance and understanding.
- Treating each individual equally and respectfully.
- Consistently reinforcing good behaviour and recognition of achievement.
- Encouraging staff and pupils to support each other.
- Ensuring that all the above aims are applied consistently.

Sanctioning is essential to the smooth effective running of any organisation and self-discipline is important to each individual if s/he is to play a positive and active part in the school community. We positively encourage high standards of behaviour, from all members of the school community and aim to lead our pupils to increase their self-discipline. On admission to Park School Teaching Service the expected standards of behaviour are explained to pupils, parents/carers and a copy of our home school agreement is signed by pupils and is included in our school handbook. A copy of the handbook is given to parents/carers and it is hoped that parents and pupils support us in our determination to help young people develop into responsible and caring citizens.

Anti-bullying statement

Here at Park school we have a very strict and swift way of managing bullying behavior and it isn't tolerated in any form. We recognize that bullying cause's real distress and can effect a person's health, development and in some cases cause significant harm. Every pupil, or member of staff, at Park school could be a victim of bullying and we recognize that we all have a role to play in preventing it.

We seek to prevent bullying by:

- Having a code of conduct which, upon entry to the school, every pupil must sign and adhere to.
- The code of conduct is displayed around the school and in classrooms.
- All staff are up to date with latest legislation and recognise bullying in all its forms.
- We provide a multi-agency approach for anybody who has been a victim of bullying and offer advice and support to both victims and their families.
- Students are taught about healthy relationships, respecting each other and diversity, through lessons such as PSHE.
- We have clear and robust procedures which everyone agrees to follow.

If a bullying incident occurs, it is acted on immediately. If a person reports an incident of bullying

to a member of staff, that member of staff will listen to them attentively and ensure the person feels safe and comfortable. This information will then be shared with a member of SLT who will advise on what the next steps will be. Depending on the nature of the bullying incident will determine how we deal with the incident. An example of some methods we may use are: peer mediation, speaking to parents, contacting other agencies, such as CAMHS, for their advice and in extreme cases report it to the DSL.

All bullying cases are logged on CPOMS and every term a report is made and all cases are reviewed.

Parents / Carers

Pupils' learning is maximised when there is a true partnership between pupil, parents/carers and staff. We aim to:

- Make parents / carers feel welcome and supported.
- Encourage active parental involvement.
- Ensure regular verbal and written communication with parents - concentrating on positive behaviour and pupil progress.

Staff

The quality of teaching affects pupil behaviour and we aim to ensure that our curriculum delivery meets the needs of all our pupils. Modeling appropriate behaviour and providing pupils with alternative ways of dealing with their own emotions is also necessary to promote good behaviour. Staff at Park School Teaching Service will empower pupils to make their own choices as often as appropriate.

It is essential that staff do not over-react to distressing situations, but have a clear agenda of how to deal with the pupil. Direct confrontation must be avoided. In addition staff should:

- Ensure that Teaching Programmes are developed considering the needs of all pupils and that good practice is shared regularly.
- Ensure that every lesson is differentiated, uses a wide variety of teaching styles and takes into consideration pupils' individual learning styles and life experiences.
- Provide pupils with situations they can succeed in and set achievable targets via our Mastery Learning programme.
- Work towards developing a positive relationship with each pupil.
- Celebrate successes and allow mistakes, which are vital in the learning process.

Rewards and Sanctions

Extensive research into pupil behaviour has shown that rewards are more effective than sanctions in modifying behaviour and staff at Bolton Impact Trust will consistently encourage and reward positive behaviour in some or all of the following ways:

- Using praise when pupils behave appropriately.
- reward system for positive behaviour, effort and attendance. (Annex 3)
- recording achievements.
- certificates.
- congratulatory texts / telephone calls to parents.
- regular pupil reviews.

- providing enrichment activities.

Staff will discourage negative, distressed and unacceptable behaviour by:

- diffusing potentially difficult situations
- Using the intervention wheel and having this displayed in all classrooms for pupils to see (See annex 1)
- challenging distressed behaviour through discussions and modelling alternative, more acceptable behaviour:
- giving positive comments when appropriate behaviour is displayed
- monitoring incidences in pupils' files / Cpoms.
- involvement of parents/careers/other agencies
- Providing 'Reflection time' in 'The Bubble' with a member of staff
- 1-1 weekly sessions with key worker to discuss difficulties/concerns
- Reminder of Code of Conduct that has been signed upon entry to Park School (see Annex 2)

Sanctions

A phone call home to parents/carers will be made for incidents such as smoking/vaping, using mobile phones, refusing to attend lessons, inappropriate behaviour or abusive language. A meeting will then be held with a member of staff and the pupil and parents to discuss the school Code of Conduct and any concerns. An action plan on how to move forward will be devised.

Before parents are contacted students will first be spoken to by a member of staff to ensure that they understand their misbehavior and identify any possible triggers or reasons for this behavior.

Promoting Positive behaviour

Keyworking

Keyworkers will be responsible for small caseloads of pupils and will track the amount of behavioural incidents of their pupils on a daily basis. Where a pupil is failing to meet their targets, the Keyworker will introduce strategies aimed at getting the pupil back on track. Interventions will include weekly key worker time, counselling and an intervention programme. SMT will monitor the weekly Keyworker reports and pupils whose behaviour continues to cause concern will be the subject of an Individual Pupil Review.

Peer on Peer abuse and sexual harassment,

Peer on Peer abuse and sexual harassment is taken very seriously and dealt with efficiently and appropriately. Here at Park school we aim to create an environment where students feel comfortable reporting any abuse and create opportunities throughout the day where pupils can speak to staff. Abuse and harassment can manifest itself in different ways and if it does occur staff are trained and know the correct procedure on how to deal with it.

If a pupil discloses information to staff, that suggests abuse or harassment has occurred, the member of staff will listen to the pupil and ensure they feel comfortable and safe. This

information will then be shared with members of SLT and collectively it will be decided which is the best way to be dealt with this may be either: speaking to pupils individually, peer mediation, calling a meeting with parents or in more serious cases reporting incidents to the DSL and other agencies. Any abuse or harassment is recorded in pupil's files and on Cpoms and all (if any) original notes must be kept and filed away. We offer a wide range of support for those who may have been victims of abuse and we have a multi-agency approach to gain advice or signpost students, and families, in the right direction. In order to try and prevent any peer on peer abuse and/or sexual harassment the school will educate pupils about abuse, its forms, healthy relationships and the importance of reporting it, this is mainly done through lessons such as PSHE and social times.

Confiscation of Pupils' Property

The Education and Inspections Act 2006 gives staff the legal right to confiscate items belonging to pupils and to retain or dispose of it. At Bolton Impact Trust staff will confiscate:

- Any item deemed to pose a threat to the health and safety of the individual or of others
- Cigarettes, vaping devices, alcohol or drugs that are illegally brought into school
- Mobile phones that are used during lesson times

Under the terms of the Act, staff will not be liable in case of damage or loss of confiscated items if the seizure was lawful.

Parents / carers will be informed of the confiscation if the item is retained at the end of the school day. In some circumstances parents/carers may be asked to collect confiscated items from school.

Searching Pupils for Weapons, medication or other harmful material

School staff have the legal power to search pupils without consent if they have reasonable grounds for suspecting that the pupil has any of the following:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- A substantial amount of medication

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil)
- tobacco and cigarette paper
- fireworks
- pornographic images

Suspension and Exclusion

This will only be considered as the very last resort, when all other strategies

have been unsuccessful – except in circumstances where the pupil’s behaviour is so serious that suspension or exclusion is the most appropriate sanction. In all circumstances leading to suspension or exclusion the procedures laid out in the Department of Education’s Guidance for maintained schools, academies, and pupil referral units in England, September 2022. Briefly this means that:

- parents will receive written notification of the exclusion, including the return date in regard to suspensions, details of any work set by the school, and the appeals procedure
- for any suspension of five days or less the pupil is the responsibility of the parents and during the period of the suspension the parent is responsible for ensuring that the pupil is not present in a public place during school hours (on a school day) without reasonable justification. If a parent fails to comply with this requirement an offence is committed and the parent is liable to a penalty notice. Work will also be provided by the school.

Minor Incidents

Disrupting other pupils' learning

- Shouting out
- Refusing to work
- Throwing small items
- Interfering with other pupils' belongings
Misusing or mistreating school equipment
- Swearing
- Play fighting and pushing

Major Incidents

Persistent and repeated disruption to other pupils' learning

Fighting	exchange of punches, kicks or blows - more than play fighting or pushing
Bullying	name calling, threats or violence
Unprovoked attacks	an assault which comes without any justification
Sexism	repeated sexist remarks, threats or touching
Racism	repeated remarks or violence because of ethnicity
Verbal abuse	abuse or threats
Physical assault	intentionally hitting, kicking or injuring another person
Theft	stealing school or pupil/staff property
Major damage to school property	intentional damage that is expensive and difficult to repair
Leaving school without Permission	pupil leaving the premises without permission and in defiance of adult authority

Dealing with a major incident

- Do not over-react and become emotional, but stay calm
- Interview individual pupils to get the facts of what and why it has happened
- Ensure that everyone knows, that the incident is being dealt with
- Phone or make contact with parents / carers and arrange an interview if considered necessary
- Possible suspension or permanent exclusion as appropriate

Behaviour out of School

The arrangements in this policy apply to pupil behaviour not only on school premises but when travelling to and from, and attending any other placement or venue as part of the school day – for example:

- Outdoor activities
- School visit

Reflection Time

Reflection time is developed from the idea of a Restorative Practice approach within school. In order to be a successful and productive member of the school community, pupils need to reflect on their behaviour after an incident to identify possible effects that their actions and behaviours might be having on them as well as others within the community.

This gives pupils the opportunity to be removed from a situation, giving them the time and space away from the class to re-gain their composure and gain control over their emotions. During this time pupils should reflect on their behaviour, take responsibility for their actions and develop strategies to prevent reoccurrence in future instances.

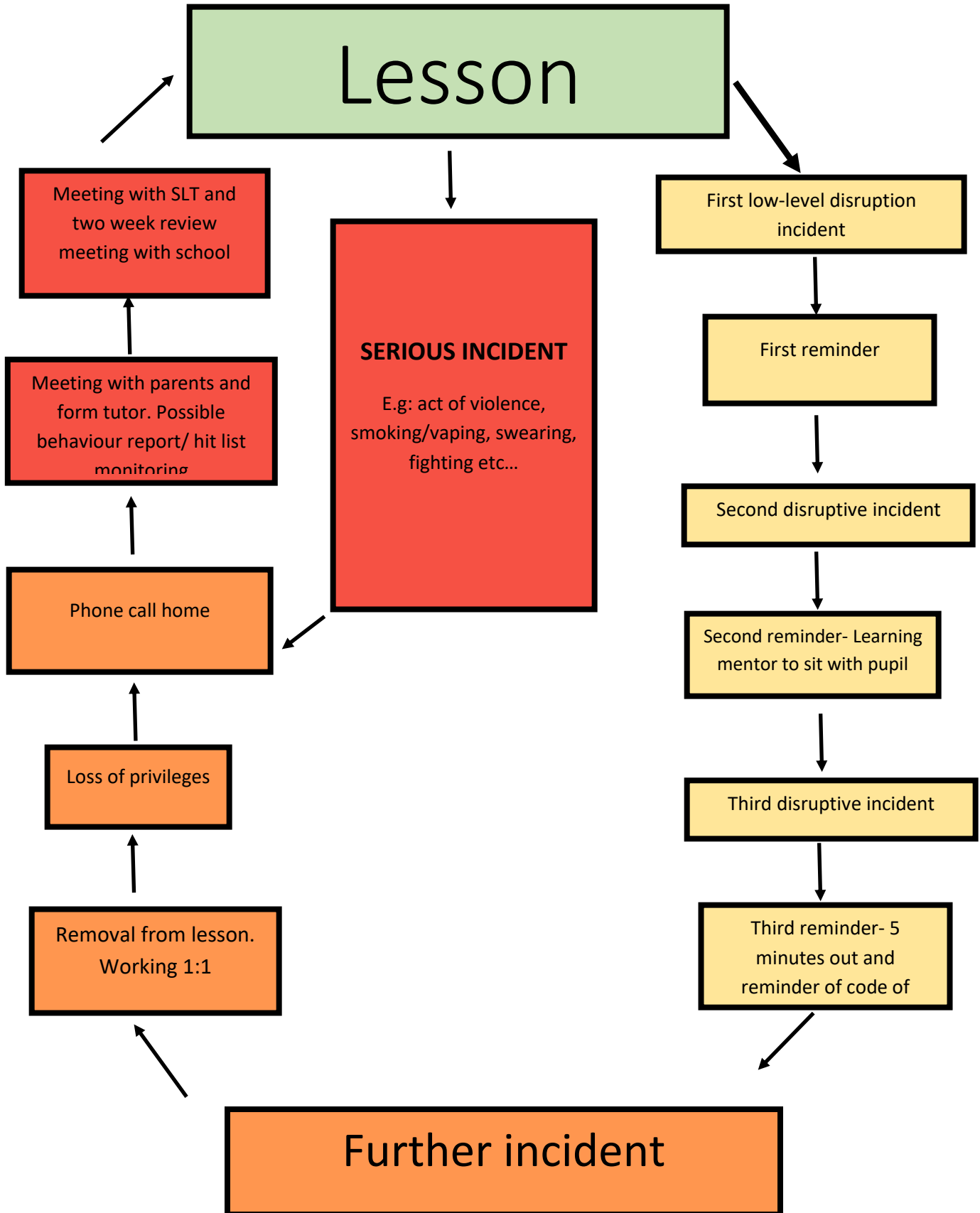
Pupils displaying behaviour that is impacting on the learning of others should be issued with a warning. If pupils continue to disrupt and not follow clear instructions from the staff member, they should be given the option to use 'The Bubble room' for Reflection Time.

In the Bubble pupils should be given a chance to calm down and compose themselves. When appropriate, they should discuss with staff their behaviour and actions which resulted in them being in The Bubble.

Once pupils feel comfortable with their reflection, they should be encouraged to rejoin the lesson in an appropriate manner. The pupil should be escorted back to class where they should be welcomed in by staff with a clean slate. Apologies should not be expected or asked for, but pupils allowed to make this gesture in their own time. Staff bringing the pupil back to class should make it clear to the staff member in class that the issue has been dealt with. This allows the pupil to continue with the lesson without having to discuss the issue in class.

Annex 1

Park School intervention wheel



Code of Conduct

At Park School, we will:

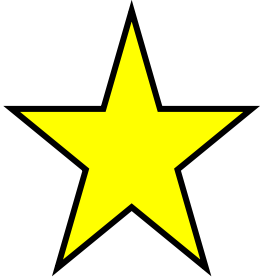
1. Show respect and be considerate to others.
2. Be polite and use our manners.
3. Listen when asked.
4. Accept Time-out when offered.
5. Respect school resources.
6. Take responsibility for our learning.
7. Ask for help when we need it.
8. Be patient whilst waiting for help.

Signed:.....

Date:.....

Annex 3

Park school reward system 23-24



B.I.T COIN!



Students will still receive coins for meeting the success criteria which is:

Focusing on learning in lessons

Answering questions in lessons

Speaking and reading out in lessons

Persevering with lesson when struggling

Cleaning up after themselves break and lunchtime

Following school code of conduct

Supporting other students academically

Supporting other students pastorally

Being kind

Accepting support from teachers and learning mentors.

(This criteria has come from the students during the pupil voice reward activity.)

Values/prizes for coins are as follows:

10 coins= an item up to £3 (chocolate bar, sensory toy etc)

25 coins= ask a friend for lunch/item up to £5

50 coins = £10 voucher

Students can save their coins if they would like to bypass a stage.

