

Park School Teaching Service
Behaviour Policy

Reviewed By	Kiran Peart Racheal Beattie
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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.

Discipline 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 Code of Conduct 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.
- All staff are up to date with latest legislation and recognize 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 challenging 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.
- recording achievements.
- certificates.
- congratulatory texts / telephone calls to parents.
- regular pupil reviews.
- providing enrichment activities.

Staff will discourage negative, challenging and unacceptable behaviour by:

- diffusing potentially difficult situations
- challenging unacceptable 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

Sanctions

A phone call home to parents/carers for incidents such as smoking, using mobile phones, refusing to attend lessons, inappropriate behaviour or abusive language will be made. A meeting will 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.

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.

Use of Reasonable Force

The Education and Inspections Act 2006 gives staff the legal right to use reasonable force in certain circumstances. Staff at Bolton Impact Trust will implement this right in any situation where not to do so would put the safety of any individuals at risk. (See appendix 1).

Physical Intervention

Whilst it is acknowledged that staff are legally within their rights to use reasonable force, staff at Park School Teaching Service are trained to adopt a gradient approach that will ensure that the level of response is appropriate to the level of behaviour presented. Physical interventions will only ever be used as a 'last resort' and will be implemented using a least restrictive/minimal force approach. When physical intervention is necessary staff will use recognized intervention techniques that are designed to work with the body's natural movement so as to keep all parties safe. Park School Teaching Service strongly believes in the benefits and use of de-escalation techniques and acknowledges that the use of physical restraint techniques should not be used as a means of behaviour management.

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, 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

School staff have the legal power to search pupils without consent if they have reasonable grounds for suspecting that the pupil has a knife or other weapons

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 exclusion is the most appropriate sanction. In all circumstances leading to exclusion the procedures laid out in the Education and Inspections Act 2006 are followed. Briefly this means that:

- parents will receive written notification of the exclusion, including the return date in regard to fixed term exclusions, details of any work set by the school, and the appeals procedure
- for any fixed term exclusion of five days or less the pupil is the responsibility of the parents and during the period of the exclusion 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.

Unacceptable behaviour in School

Minor Incidents

Disrupting other pupils' learning
 Walking off and ignoring instructions
 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

Verbal abuse	repeated remarks or violence because of ethnicity
Physical assault	abuse or threats
Theft	intentionally hitting, kicking or injuring another person
Major damage to school property	stealing school or pupil/staff property
Leaving school without Permission	intentional damage that is expensive and difficult to repair
	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 fixed term 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 Reflection Room 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 Reflection.

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.

Appendix 1

Guidelines on Physical Interventions and the Use of Reasonable Force (Legal

term). The Use of force to Control or Restrain Pupils

The Education and Inspections Act 2007 sets out the position and powers of teachers and other staff Who have lawful control or charge of pupils to use reasonable force to prevent pupils committing a crime, causing injury or causing disruption.

Reasonable force can be used to prevent a pupil from doing or continuing to do, any of the following:

Committing any offence

Causing personal injury to or damage to the property of any person (including the pupil himself)

Prejudicing the maintenance of good order and discipline at the school or among any pupils
Receiving education at the school whether during a teaching session or otherwise

There are a number of situations where reasonable force might be appropriate, or necessary to control or restrain a pupil:

A pupil attacks a member of staff or another pupil

Pupils are fighting

A pupil is engaged in or is on the verge of committing deliberate damage or vandalism to property

A pupil is causing or is at risk of causing injury or damage by accident, by rough play, by misuse of dangerous materials or objects

A pupil running on a corridor or stairway in a way in which he or she might be injured or might cause an accident to themselves or others.

A pupil persistently refuses to obey an order to leave a schoolroom

A pupil is behaving in a way that is seriously disrupting a lesson

A pupil absconds from a class or tries to leave school (This would apply if the pupil would be at risk if not in the schoolroom or at school)

Staff should always deal with situations by other means and strategies before using force. Strategies to diffuse and calm a situation are employed first. The use of reasonable force is never used as a substitute for good behaviour management. Throughout a situation that may arise it is important to try to diffuse the situation by using some of the following:

- Using a calm voice
- Isolating the area so that there is no audience
- Bringing in a second member of staff in to assist

If physical intervention is necessary the following rules apply

- The pupil/s will be warned verbally that physical restraint will be used

- Minimum force only will be applied
- Every effort to secure the presence of other staff will be made
- Restraint will be used an act of care and control not as a punishment
- Acts of restraint will be carried out in a firm and calm manner without being aggressive towards a pupil

Application of Force may involve:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back

Following any incident requiring reasonable force the removing teacher takes the pupil to one of the three intervention rooms in the school and interviews the pupil to allow them to explain the incident

- The pupil is made aware of the seriousness of the incident and what will happen next
- The incident is recorded and the Academy Lead is informed

Appendix 2

Waves of Intervention for in-class disruption

Wave 1	Quality First Teaching	Inspiring, relevant, personalised programmes of study should ensure that pupils are motivated and on task. Usual rewards and sanctions will apply. If a pupil chooses to be non-compliant the main teacher/instructor should aim to manage them by applying behaviour management strategies and return them to their task quickly and with minimal disruption.
Wave 2	Staff Intervention	Where it is felt that a pupil isn't responding to the teacher's behaviour management strategies, classroom mentors should contribute to ensuring that a pupil experiences a speedy return to the activity they are participating in.
Wave 3	Referral to Keyworker	If a pupil continues to be non-compliant efforts should be made to contact their keyworker. If the Keyworker is engaged then team strategies should continue. Efforts should be made however to ensure that keyworkers are involved when they become available. Keyworker can take pupil into 'The Bubble' to reflect on behavior and follow interventions through with staff.
Wave 4	Referral to SMT	If a pupil's behaviour continues to cause concern after applying the first 3 waves of intervention (or if the Keyworker remains unavailable) then the support of a member of SMT should be sought. They will help to co-ordinate the staff response and will see any incidents through to their conclusion.

This model will be used to enable pupils to remain engaged within their class. In the event that pupils are unable to remain in class for the duration of the lesson, the following interventions are available for dealing with non-compliant behaviour:

- The Bubble Room (short term room to relieve anxiety)
- Classroom (to complete set work)
- Time outside to take time out (short term)

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Coronavirus Addendum

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1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. Expectations for pupils in school

2.1 New rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact the school if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

In line with the latest government guidance for full opening of schools we have introduced the following:

- Nobody is to enter the school building if they are feeling unwell
- Parents are to remain socially distanced outside the building when dropping off and picking up children
- Children wash hands thoroughly on arrival and frequently throughout the day
- Children keep a 1metre distance between themselves and others as much as possible
- Children use “catch it, bin it, kill it” when using tissues
- Children wear masks in communal areas – corridors, dining room etc but not classrooms
- Children use their own equipment as far as possible
- Children sanitise their area at the end of each lesson
- Children do not cough or spit towards others
- Children are to inform a member of staff immediately if they feel unwell

2.2 Rewards and sanctions for following rules

To help encourage pupils to follow the above rules, we will:

- Use praise and positive reinforcement

However, if pupils fail to follow these rules, we will:

- Remind them if accidental

- Provide additional support if there are continuous accidental lapses
- Provide emotional support and explain the reason for the rules if they are not taken seriously
- Contact the parents of any child deliberately not following the rules
- Provide home learning for any child who is deemed to be compromising the safety of others

2.3 Changed rules

Until further notice, we will alter the following school rules:

- Children will not hand in their mobile phones but must switch them off before entering the building

3. Expectations for pupils at home

3.1 Remote learning rules

If pupils are not in school, we expect them to attempt some work whilst they are at home.

Parents should encourage children to stick to their school routine as much as possible.

Staff at Park School will:

- Provide academic learning opportunities for children unable to attend the school site
- Suggest therapeutic and wellbeing activities to support good mental health
- Visit the home to maintain visual contact from an acceptable distance until the child is well enough to return to school.

3.2 Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

- Arrange a review meeting to discuss the barriers to accessing support and draw up an action plan for next steps.

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum by January 2021 for approval by the full governing board.

5. Links with other policies

This policy links to the following policies and procedures:

- Safeguarding policy.