



# Discipline and Behaviour Policy 2020



**Contents**

|  | <b>Contents</b> |
|--|-----------------|
| <b>Rationale</b>   | <b>3</b>        |
| <b>Good Behaviour</b>  | <b>3-4</b>      |
| <b>Misbehaviour</b>  | <b>4</b>        |
| <b>Pupil Aggression</b>  | <b>5</b>        |
| <b>Managing Pupils</b>   | <b>6 – 8</b>    |
| <b>Behaviour Plans</b>   | <b>10</b>       |
| <b>Recording and Reviewing</b>   | <b>11</b>       |
| <b>Physical Control</b>  | <b>11</b>       |
| <b>Rewards</b>   | <b>12</b>       |
| <b>Sanctions</b>   | <b>12</b>       |
| <b>Levels of action to be undertaken<br/>when pupils behaviour affects<br/>the learning of others.</b> | <b>14-15</b>    |
| <b>Exclusion</b>   | <b>16</b>       |
| <b>List of Appendices</b>  | <b>17-25</b>    |

## **Park Community Academy Discipline and Behaviour Policy**

### **Rationale**

The aims of this policy are to ensure that all members of the School community understand what is meant by good behaviour and the consequences of misbehaviour. The aims and objectives of Park Community Academy set out the conditions within which staff and pupils can enjoy an environment conducive to providing the best opportunities for learning. The School's Policy on Discipline and Behaviour sets out to identify how the conditions for this environment can best be created within the School.

It is intended that staff and pupils should work together to create a safe and secure environment for all. That staff should operate in an atmosphere of relaxed vigilance to support pupils and to ensure that they can be helped to avoid trouble whenever possible. It is accepted that the calm, consistent and careful handling of situations will generally lead to a successful outcome at times of conflict.

As part of the range of approaches designed to ensure a safe, secure environment for all pupils the School's Bullying Policy identifies strategies to reduce the harmful effects of such behaviour on those who are bullied and the perpetrators of bullying.

Racial abuse and Sexual abuse are not tolerated in the School and any reported incidents are dealt with swiftly by staff and recorded and details forwarded to the education office.

Pupils are carefully supervised at all times in the schoolday. When pupils leave the site they are appropriately supervised *unless* they leave without permission. It is the School's policy to encourage the pupil's safe return. In the event that this is not managed then parents and carers will be contacted using the emergency contact number provided to the School. In order to discharge its duty of care to pupils the School will then inform the police of the unauthorised departure from the School site.

In order to minimise the likelihood of conflict staff promote a positive attitude to work and an appreciation of the value of co-operation and tolerance. Reward and praise are earned for success and good behaviour. Consequences for misbehaviour are clear, fair and consistently applied.

The policy covers all pupils and the procedures contained should be adhered to by all staff to ensure continuity of approach and consistency of response.

### **Good Behaviour**

This is defined as behaviour that tends to encourage success in work and building positive relationships. It is a framework of behaviour that encourages staff and pupils alike to work for the good of each and every member of the School community.

On starting at Park Community Academy each new pupil and parents/carers are required to read, understand and sign a copy of the School's 'Home-School Agreement (see appendix 1). This sets out the expectations of the School and what the School undertakes on behalf of the pupil. It also identifies ways in which the parents/carers can contribute to a successful experience.

Standards of behaviour are high and pupils are encouraged to follow the ‘Golden Rules’ (see appendix 2). These encourage good behaviour and an awareness of others’ rights. The ‘Golden Rules’ have been modified to ensure that they are appropriate for each Key Stage.

Good behaviour will be acknowledged in a way that enables the pupil(s) concerned to feel good about themselves. Praise will be delivered appropriately to avoid embarrassment.

A range of responses from an acknowledging glance to a tangible prize appropriate to each individual and age-related will be applied to reward good behaviour. Each Key Stage has a clearly defined scheme (stars, merits etc.) to acknowledge good work and behaviour both in class and around the School. There is a strong tradition of public recognition of good work and behaviour through the award of Certificates in Key Stages 2, 3 & 4. Pupils in Key Stage 1 receive acknowledgement through a range of practical rewards.

Good behaviour and examples of positive attitude are celebrated in ‘Worth A Mention’ assemblies to encourage and foster an atmosphere of ‘shared worth’.

Good behaviour should be seen as a means to an end as well as an end in itself. Pupils need to learn that effort and hard work are pre-requisites to making progress and as such are also praiseworthy.

### **Misbehaviour**

This is seen as behaviour tending to upset, annoy or otherwise make others feel uncomfortable with a situation. The effect of misbehaviour is to diminish the likelihood that pupils and staff will be successful in their work.

All staff at Park Community Academy have agreed that misbehaviour must lead to consequences. Any consequences will be designed to lead to a reduction in the behaviour concerned. When a pupil misbehaves, a severe reaction will be less effective than earning a predictable, immediate consequence.

It is important that pupils behave well. Where misbehaviour occurs it is the behaviour involved that is addressed. The pupil concerned will not be treated in such a way as to make them feel they are under attack or viewed as being less valuable as a person.

It is often not possible to replace inappropriate behaviour – it is more realistic to target an increase in appropriate behaviour. Any progress should therefore be measured from a baseline not against the norm of peers so that any progress is relative.

The School aims to develop a positive self-image among pupils. Staff endeavour to support appropriately those children who have misbehaved and to ensure that they recognise that the consequences they receive relate to their actions. However the consequences of their actions need to be explicit to dissuade them from engaging in misbehaviour in the future.

After misbehaviour has occurred the pupil will be involved in working towards facing the consequences in order to develop a sense of responsibility and to undertake the process of reconciliation.

### **Pupil Aggression**

Park Community Academy staff have been trained to understand that there are various reasons for pupil aggression. This area is regularly re-visited through participation in the on-going Team Teach re-training programme.

The reasons why pupils become aggressive are often varied and complex. The following is a list of some of the reasons identified by staff.

- Anger, anxiety , abuse.
- Confusion, cultural expectation.
- Depression, delusion.
- Fear, frustration, grief.
- Environmental stress.
- Hallucination, humiliation.
- Isolation, Institutional inflexibility, jealousy.
- Lack of personal space, low self- image/esteem.
- Medication, testing limits, “pecking order”.
- Manic excitement, pain.
- Feeling suicidal, violent coping strategy.

In addition, it is understood that how a pupil is managed, will have implications on their behaviour. Therefore, staff understand that there are variety of behaviours that adults can display, that may cause tension and may result in pupil aggression. By identifying these behaviours, staff are actively looking for a better way of managing pupils.

Park Community Academy staff have identified the following as adult behaviours which challenge the feeling of pupils-

- Low expectation.
- Boring repetitive activities, routines and resources.
- Staff having favourites, inconsistency, moving the goal posts.
- Being taken for granted, “talking about them, not to them”. Personal space invaded, over-facing, dominating.
- Treating age inappropriately.
- Lack of tolerance, being shouted at: Hectoring and “finger-wagging”.
- Little sense of humour, not prepared to laugh at self.
- Lack of differentiation.

(personal and curriculum)

- Treated without dignity and no respect.
- Not being consulted or listened-to. Not being given choices.
- Inflexibility of attitude and behaviour, rigidity of expectation.
- Invasion of personal space / staff who come too close for comfort.
- Being belittled, humiliated, made fun of, both publicly and privately.
- Being bored, rejected and ignored.
- No effort from staff to make feel special or valued, no advocacy for the children. The “me” and “them” approach.

## **Managing Pupils.**

Some children may have individual support plans to help modify their behaviour; and, therefore, may have their own sanctions, rewards and procedures to follow.

**If a child misbehaves during taught time, the following procedure is followed:**

### **Step 1**

A **reminder** is given making it clear what type of behaviour is acceptable and expected, referring to PCA 'Golden Rules' wherever possible. This should be communicated calmly and professionally, maintaining the dignity of pupil and adult at all times. De-escalation strategies should be used. Try to establish the cause with the child to suggest solutions. Supportive skills and strategies should be discussed with the child to encourage the child to modify their behaviour.

If the behaviour is modified and not repeated, 'catch' the child conducting the expected behaviour and praise them using an appropriate reward.

### **Step 2**

**If, during the same learning session, the behaviour is not modified accordingly and is repeated:**

The child may be offered **Thinking Time** in the classroom for a short period of time (no more than 5 minutes) for them to reflect on the incident and modify their behaviour. The adult should remind and promote Step 1 above to 'repair' and 'rebuild' the adult-child relationship. Ensure that the child's perspective is listened to and acknowledged.

An apology or short discussion regarding behaviour, if appropriate should be undertaken in a discreet manner and without audience. Depending on the situation a deferred discussion may be more appropriate.

### **Step 3**

**However, if the behaviour continues to be repeated in the same session:**

The child may be offered to **Walk and Talk** with an adult outside the classroom for the minimum, necessary period of time. The child is expected to take the Time Out to reflect on their behaviour. It provides reflective space for the child as well as allowing effective learning pace to be maintained. On return to the classroom, the child is expected to have used the time to reflect, calm down and be prepared to re-engage with their work. Returning with the right attitude and an apology or short discussion regarding behaviour, if appropriate should be undertaken in a discreet manner and without audience. Depending on the situation a deferred discussion may be more appropriate.

As part of the reparation and rebuild process, in discussion with the child, the **Learning Time lost must be made up by the child** in their own time, supervised by an adult. The teachers involved may need to record and report the incident on Behaviour watch.

The involved teacher, having discussed with their Team Leader, may wish to contact parents to discuss the incident.

### **Step 4**

**However, if the behaviour continues to be repeated in the same session:**

The pupil may need to be removed from the classroom by the SSA, for a period of time to reflect on the behavior displayed. When the member of staff feels the pupil is ready to rejoin the class they are to do so.

If the required the 'On Call' system may be used to support the pupil.

It is important that if the 'On Call' system has been used, the initial member of staff involved, takes a primary role in follow up consequences. Eg. Supporting the pupil catching up work.

## **Levels of Crisis**

Park Community Academy staff understand that there are six levels of potential crisis or behaviour difficulties, and that the identification of the most suitable method of pupil management will depend on the assessment of the pupils level of crisis.

The following is breakdown of the six levels and how Park Community Academy staff manage pupils accordingly.

### **Level 1**

Pupils may display various signs that they are at Level 1 of a crisis or behaviour difficulties. Examples of possible signs are-

- Not focusing on current activity
- Sweating, pupils dilated.
- Red or pale skin.
- Restlessness, fidgeting.
- Excitability / over excited.
- Lack of eye contact.
- Fast breathing.
- Pacing, argumentative.
- Body position and tension - arms crossed.
- Clenched jaws or fists.
- Jaw jutting and chest thrown out.
- Breathing- rapid/shallow/ audible.
- Eye contact increased or decreased.

When the signs are recognised as a potential crisis or behavioural difficulty, this needs to be managed in the least intrusive and most supportive manner.

Early intervention is important. It is at 'level 1' that a pupil can be refocused on their current activity.

Park Community Academy staff will-

- Try to defuse, distract and de-escalate a pupil at level 1 of crisis.
- Use both verbal and non-verbal methods of communication to refocus a pupil.

(i) Verbal- Staff will use language which is appropriate to the pupil.

The tone of voice determines how the message is perceived by nuances in *Tone*, *Volume* and *Cadence*.

Staff understand that how words are said is as important as the words spoken.

(ii) Non-verbal- Staff will use understood non-verbal signals to re-focus pupils allowing them to continue their activity without distracting other pupils.

Staff understand that inappropriate non-verbal communication can increase a pupils crisis level.

Therefore staff will avoid-  
 moving into personal or intimate body space,  
 standing straight forward, in a square shouldered body stance,  
 standing with arms crossed,  
 unrelenting eye contact,.  
 finger pointing, or shaking/wagging.

At level 1, the re-focusing of the pupil may be accomplished through distraction, humour or any suitable method which is understood to be successful with a specific pupil.

## **Level 2**

Pupils may display various signs that they are at Level 2 of a crisis or behaviour difficulties. Examples of possible signs are-

- Belligerence, shouting, abusive.
- Defensive, making personal and offensive remarks.
- Withdrawing from group.
- Refusing to speak / dismissive.
- Refusing to co-operate.
- Hiding face in hands or bent over / under table.
- Breaking basic rules & refusing to comply with routines.
- “I won’t!” and “You can’t make me!”
- Indirect / direct physical threats.
- Clenched fists.
- Low level destruction of property.

Staff will employ the following methods to manage pupils at level 2 of a crisis or behaviour difficulties.

- Keep calm, seek support from another member of staff..
- Employ positive body language and non-verbal skills.
- Set clear limits by defining choices available and boundaries.
- Give clear, enforceable consequences.
- Avoid physical contact - may be perceived as an aggressive act.
- Avoid directives that elicit “No!”.
- Give “get-out” clauses.

It is at this stage that Park Community Academys ‘Behaviour Management System’ will be employed.

(see page 12.)

### **Level 3**

Pupils at Level 3 of crisis or behaviour difficulties may need 'positive handling'. This is undertaken using the 'TeamTeach' approach. At all times the member of staff will-

- Remain calm.
- Keep talking to the pupil, using strategies adopted at Level 1 and 2.
- Request other adult support if not already present.
- Remove other pupils from room if possible.
- Staff using positive handling techniques are trained and authorised in the first instance.

See 'Physical Control'.

### **Level 4**

This is the recovery stage of managing a pupil who has had to be 'positively handled'. A dialogue between pupil and member of staff is important to ensure that relationships are maintained and not damaged by the use of 'positive handling'.

### **Level 5**

Following 'positive handling', there is a need for a structured therapeutic review and forward planning process. There may be need for a pupil to be placed on a 'Behaviour Plan'. See 'Behaviour Plans'.

### **Level 6**

This is the 'observation' stage. Monitoring behaviour and implementing appropriate procedures to manage behaviour.

## **Behaviour Plans**

(Individual Behaviour Plans. Appendix 3)

(Example of Report card. Appendix 4)

Pupils who are finding it difficult to manage their own behaviour may need to have a Behaviour Plan produced.

This may be done by either of two methods.

- (1) The Class Teacher and the Behaviour Co-ordinator will meet and discuss the most appropriate method of managing a pupil's behaviour. The plan will be completed on Behaviour Watch and a review date fixed. All staff will then be e-mailed a copy of the plan.
- (2) All staff who teach the pupil will be invited to a meeting to discuss strategies which have worked with that particular pupil and those that which have proved less effective. The Class Teacher and the Behaviour Co-ordinator will then produce the Behaviour Plan on Behaviour Watch and all staff will be e-mailed a copy of the plan.

The Behaviour Plan will include-

- Pupils name
- The specific behaviours being addressed
- Strategies being used
- Review date

The strategies being employed may also include the use of a Report Card.

This is seen as an effective method of allowing the pupil to self monitor their own behaviour throughout the day. The use of the Report Card should have rewards and consequences detailed on the Behaviour Plan.

The Report Card can be of various styles depending on the needs of the pupil. Working with the Class Teacher, the pupil can produce his or her own Report Card.

The targets the pupil is working towards are included on the Report Card to allow all staff to know which behaviours are being targeted. Success in achieving the targets can be recorded through either a tick or cross system or some other method depending on the Report Card produced in conjunction with the pupil.

The Behaviour Plan will indicate to whom the pupil should report to at the end of each day.

The Behaviour Plan will be discussed with the parents / carers of the pupil.

After a period of time, a pupil may have found that the completion of a Report Card has been useful for managing their *own* behaviour. Consequently the Report Card can be altered to celebrate the *successes* that the pupil has achieving daily.

## **Recording and Reviewing**

Serious incidents of behaviour are to be recorded using the schools Behaviour Watch recording system (Appendix 5).

The Behaviour Co-ordinator reviews the incident forms on a termly basis. This assessment is undertaken to assess patterns of behaviour or if areas of the school or specific locations are causing area of difficulty. The review also identifies if additional procedures such as an 'Individual Behaviour Plan' need to be implemented.

## **Physical Control**

In the majority of instances when it is necessary to physically control a pupil there will be reasons that involve issues of Health and Safety. Pupils and staff need to be safe and protected and sometimes this will involve handling designed to bring control to the actions of a pupil who has lost control.

Such control is carried out within a legal framework agreed with the Local Education Authority and would be applied in the following situations:

- to ensure the safety of all children and staff;
- to protect the child from causing injury to themselves, other people or damage to property;
- to prevent a child from behaving in a way that affects the learning and orderly behaviour of others within the School;
- to enable each child to fulfil his/her potential within a safe, secure and supportive environment.

Whenever staff use physical control, parents and carers are always notified in writing of the reasons why and the subsequent action taken. A record of the event is maintained on the Behaviour Watch reporting system.

All staff have received training in TEAM TEACH together with regular up-dated training. This is a procedure that offers a safe and effective way of dealing with situations that may, or may not, end in physical confrontation. The staff are committed to using safe and effective forms of controlling pupils' behaviour and control is used under the guidelines adopted as part of TEAM TEACH.

If a pupil has had to be physically controlled in a day period, that pupil will be withdrawn from the pupils in school and will work in isolation for the remainder of the day.

### **Rewards**

There are ample opportunities in the School for rewarding pupils in many differing ways.

Most likely to be used are the immediate rewards associated with praise and acknowledgement of success. All staff are encouraged to be alert for instances when pupils manage to achieve and then to give credit for progress.

Pupils demonstrations of good behaviour or improved behaviour can be celebrated publicly through different ways if it is appropriate for the individual pupil to have his/her behaviour celebrated publicly. These can be through telephone calls to parents, class celebration or through the 'Worth a Mention' assemblies.

End of term rewards are used to promote good behaviour. Pupils in each lesson are assessed on the effort they have employed in the lesson and their behaviour. They receive a score from 0-6 (6 being the highest), and this is recorded on the Behaviour Watch system. Each term the points are added up and pupils can select from arrange of activities to undertake on a termly 'Rewards Day'. Activities are rated depending on the desirability of the activity. The more desirable the activity, the more points the pupil must have.

On targeted rewards, pupils who are finding managing their own behaviour difficult, are given the opportunity to attend the activity through the use of the Targets to Allow Attendance on Specific Activity' Form. (Appendix 6)

### **Sanctions**

These are designed to encourage the pupil concerned to reflect on the consequence of their actions and are graded as a response to the perceived seriousness of the misbehaviour and its resultant effect on others.

The range of responses includes:

- i) voiced disapproval and requests to cease the unacceptable behaviour
- ii) removal from the classroom to reduce disruption to others working
- iii) removal to the 'Learning Support Room' or an alternative room
- iv) a period spent 'On Report' to track behaviour
- v) isolation for a specified time
- vi) lunchtime detention
- vii) after-school detention
- viii) placement on report
- ix) placement on an Individual Behaviour Plan
- x) fixed term exclusion
- xi) permanent exclusion (in the most extreme instances after other approaches have been tried unsuccessfully)

Park Community Academy values its relationship with parents and carers. When it is clear that misbehaviour has adversely affected the learning of pupils in a class (especially other, 'innocent' children) a child's parents or carers will be contacted and the contact logged to alert them to the problem. With this contact it is expected that a concerted approach to correcting the misbehaviour can be undertaken.

As the tariff of responses increases in seriousness, parents or carers will be increasingly involved whether it is through meetings in School or at home. The School will make every effort to support the pupil through counselling and input from other professionals (eg. The EPS, Educational Psychology Service or the EWS, Educational Welfare Service) to understand the individual's problem in modifying their behaviour and aiming to help them. An additional element in the process of improving behaviour is the contact between the School's Liaison Worker and home.

Ultimately there may be a need to live through disruptions and wait for maturation to occur before patterns of behaviour that are more acceptable develop. Under these circumstances although the needs of the individual will be catered for it will not be at the expense of the majority. There will be situations, despite repeated and concerted attempts to correct behaviour, when the relationship between the School and a pupil may have deteriorated beyond recovery. The School has to ensure that it is fulfilling its duty to all pupils and this might lead to exclusion or possibly even a change in provision. Such decisions are not undertaken lightly and would include consultation and due reference to the governing body and the Authority.

#### Use of the Learning Support Room

There will be occasions when the Learning Support Room needs to be used. The reasons could be to withdraw a pupil from a situation, a consequence of behaviour or due to the need for physical intervention. A recording of behaviour incidents or physical intervention needs to be made. There needs to be an additional recording; that the Learning Support Room has been used. This is recorded in the Learning Support Room Record book, which is kept in the room. The following details are to be recorded-

- Pupils name,
- Pupils class,
- Date,
- Time pupil went into the room.
- Time pupil left the room,
- Staff present and the time the staff member was present and left the room,
- Was on-call used, if so whom, and the time the on-call member was present and left the room,
- The reason for the rooms use, consequence or withdrawl.

## **Levels of Action To be Undertaken When Pupil Behaviour Affects the Learning of Others**

### **Stage 1**

- In classroom – first warning by Teacher/SSA.
- Give pupil every opportunity to self correct.
- See ‘Traffic Light’ System.

### **Stage 2**

- In classroom – second warning by Teacher/SSA.
- Further opportunity to improve behaviour.
- Offer strategies to pupil e.g. re-seat, time out, cool down within room, change of task, allocate short term SSA support etc.

### **Stage 3**

- 3<sup>rd</sup> and final low level of intervention.
- Withdrawal from classroom with SSA support.
- Set target of return to group asap.
- Or pupil remains out of classroom for remainder of lesson.
- IMPORTANT – work to be given to undertake out of room.
- FOLLOW UP – possible options – pupil has completed work requested out of class (Repair & Rebuild)
  - Pupil makes up time lost in lesson at break etc.
  - Possible lunchtime detention, but only use at appropriate level of ‘offence’.
- Enter in Learning Support Room book
- Book/Pupil Log if appropriate.
- Inform Team Leader as appropriate.

### **Stage 4**

- Pupil does not respond to withdrawal – use on-call rota for additional support.

### **Stage 5**

- Inform Team Leader/Deputy Head
- Parents informed.

### **Stage 6**

- Inform Headteacher.
- Warning from Headteacher – possibility of home.

### **Stage 7**

- Headteacher letter home.

### **Stage 8**

- Headteacher or representative authorise pupil to be taken home.

### **Stage 9**

- Pupil returns to school with parents the next day for interview with Headteacher or representative and member of staff as appropriate.
- Pupil placed on report.
- Headteacher issues fixed term exclusion warning letter.

### **Stage 10**

- Fixed term exclusion.

Important that Teacher/SSA has ownership of levels of response and that sequential order is consistently followed.

Examples of extreme behaviour will, however, lead to intervention from stage 4 onwards.

### **Traffic Light System**

The Traffic Light System is a visual method of behaviour management, and pupils will be made aware of where they are Behaviour Continuum if not on green.

1. All pupils start on green – ‘Go For Green’
2. Following a decline in behaviour pupil moves to Amber.
3. Improvements in behaviour moves the pupil back to green.  
Continuation of the negative behaviour moves the pupil to Red.
4. Continuation of negative behaviour move the pupil to ‘Level 3 of Action to be Taken.’  
If behaviour improves pupil is returned to class and placed on green of the traffic lights.

## **Exclusion**

Although the School will go to great lengths to work with parents of a pupil who is presenting severe behavioural problems, eventually it may be necessary to exclude the pupil for a period of time. Usually there will have been regular contact with parents/carers to try to sort out the problem, so the decision to exclude will not be unexpected. The usual procedure will be:

1. A final warning to the pupil with a letter or phone call to parents/carers. (Parents/carers may be invited into School at this stage.)
2. Formal exclusion, with a letter to parents/carers copies of which are sent to the Chairman of Governors and the Education Department.

The letter will state the reason for the exclusion, the date of return to School and the conditions for the return.

### **Fixed term and permanent exclusion**

The decision to exclude is solely that of the Headteacher . In the letter to parents/carers they are reminded of their right to appeal to the Governors if they disagree with the exclusion.

Under current legislation there are two types of exclusion, fixed term and permanent. Fixed term exclusions may not total more than 45 schooldays in one school year.

**Park Community Academy**



*'Grow, learn, achieve'*

**Home-School Agreement**

Name: .....

**GOLDEN RULES**

**In Park Community Academy we always try to:**

- **Be friendly, co-operative and respectful to everyone.**
- **Listen to each other and be honest, helpful and polite.**
- **Try our best in everything.**
- **Take care of our school and everything in it.**
- **Move safely around school.**
- **Wear school uniform and be tidy in our appearance.**

**Mission Statement**

*'We grow together, we learn together, we will achieve our best together'*

**Revised November 2015**

|        |
|--------|
| School |
|--------|

1 **We will**

- Respect your child as an individual and care for your child's safety and happiness in a caring, safe and secure environment whilst at Park Community Academy.
- Encourage your child to take an active part in school life so that they make the most of the learning opportunities and extra curricular activities that may be offered.
- Encourage your child to build good relationships with other pupils and staff, showing respect for all.
- Promote and expect high standards of behaviour and treat any incidents of bullying seriously, in line with the school's Anti Bullying Policy.
- Promote the use of respectful language and we will not accept or allow offensive language or swearing by pupils at any time.
- Reward regular attendance, good behaviour, hard work and effort.
- Encourage all children to do their best at all times to achieve their full potential.
- Regularly check and monitor your child's progress and prepare them for external examinations where appropriate.
- Talk to you about your child's progress during Parents Evenings, their Annual Review, and end of year School Reports.
- Contact you if there is a problem with attendance, punctuality or bringing equipment into School.
- Keep you up to date about general school matters through the school Newsletter and other letters that inform you about any other events happening in school.

Signed: ..... Date: .....

Designation: .....

|                       |
|-----------------------|
| <u>Parents/Carers</u> |
|-----------------------|

## 2 I/We will

- Make sure that my child attends school regularly, on time with the correct equipment.
- Provide an explanation if my child is absent (Medical/Hospital appointment), giving advance notice to school whenever possible. This can be done by note, telephone call or through the Passenger Assistant.
- Encourage my child to be friendly, co-operative and respectful to all members of staff and pupils at Park Community Academy.
- Support the School's Policies and Guidelines for behaviour, offensive language and school uniform.
- Help and support my child with homework and other opportunities for home learning by providing a suitable work environment.
- Inform the school of any concerns or problems which may affect my child's work or behaviour.
- Attend every Parents Evening, Annual Review and other meetings to discuss my child's progress. (Appointment times will be arranged with you in advance, however, if you need to cancel in the event of an emergency you will need to contact school and make a mutually alternative appointment time.)
- Respond to letters from School promptly.
- Fully support the school's policy on travelling to and from school, either independently or on school transport.

**Signed .....** (Parent/Carer) **Date: .....**

|       |
|-------|
| Pupil |
|-------|

I will

- **Be polite, helpful and respectful to everybody.**
- Arrive at school and lessons on time and try my best to come to school every day.
- Bring all the equipment I need every day and show respect for school equipment and other pupils' belongings.
- Wear the school uniform correctly and be tidy in appearance both in school and when travelling to and from school.
- Behave responsibly on the way to and from school.
- Work hard and behave well in class, making sure that I do not stop other pupils from learning.
- Do all homework to the best of my ability and return it to school on time.
- Help to keep my school and all the pupils safe by not becoming involved in any bullying behaviour and also by reporting any bullying incidents to a member of staff.
- **Not swear or use foul or abusive language at any time, or towards any member of staff, visitors or pupils at Park Community Academy.**
- Respect the school buildings and grounds by helping to keep them free from litter and graffiti. Park Community Academy also has a 'No Smoking' Policy for both staff and pupils. (Chewing gum)
- Leave any items of Jewellery at home (with the exception of a single stud in the lobe of each ear).
- Leave electrical equipment, including my mobile 'phone at home. However, if I travel independently I may bring my mobile 'phone but will make sure it is switched off and not used at any time during the school day.
- Take all letters home, give them to my parents/carers and bring any return slips back to school the next day.
- Respect and follow the school rules to benefit everyone's learning.

Signed ..... (Pupil)    Date .....

## Appendix 2

- Be friendly, co-operatively and respectful to everyone.
- Listen to each other and be honest, helpful and polite.
- Try our best in everything.
- Take care of our school and everything in it.
- Move safely around school.
- Wear school uniform and be tidy in our appearance.

### Appendix 3 Example of a Behaviour Support Plan on Behaviour Watch prior to completion.

The screenshot shows a web browser window with the URL <https://gb4.behaviourwatch.co.uk/client/gb/html/infrastructure/index2.html.nc>. The page title is "behaviour watch - Yahoo Sear...". The browser's address bar shows the URL and search engines like Yahoo and Google. The page content includes a navigation menu with links for Home, Monitor, Reports, Students, Staff, Finance, Help, Options, Admin, and Logout. A news item is visible: "News: [Staff Login Statistics now includes heat map](#)".

The main content area is titled "Behaviour Support Plan" and has three tabs: "Behaviour/Learning Register" (selected), "On Report", and "Slip". The "Slip" tab is active, showing a form with the following fields:

- Student:** A dropdown menu with the text "Please select a student".
- Staff:** A dropdown menu with the text "Wilson Simon".
- Status:** A dropdown menu with the text "Open".
- Date:** A date picker showing "22 May 2017".
- Time:** A time picker showing "2:12 pm".
- CC:** A link labeled "Click Here to Inform Others".

Below the form fields are three sections, each with a checkbox and a text area:

- Strengths/Positive Reputation:** The checkbox "Strengths/positive reputation" is checked. The text area is empty.
- Assessment Of Risk:** The checkbox "Describe the behaviours" is checked. The text area is empty. Below it, the checkbox "List who is affected by the risk" is checked. The text area is empty.
- Measures To Be Employed:** The checkbox "Proactive" is checked. The text area is empty. Below it, the checkbox "Active" is checked.

At the bottom of the form are three buttons: "Cancel", "Print", and "Save and Close". The Windows taskbar at the bottom shows the system tray with the time "2:12 PM" and date "5/22/2017".

## Appendix 4

(Name)**Daily Report Card**

Date: .....

Please indicate on the grid below with a tick or cross if (Name) has managed to achieve his/her targets

| Reading | 1 | 2 | break | Sp/1 | 3 | 4 | lunch | 5 | 6 | End of day |
|---------|---|---|-------|------|---|---|-------|---|---|------------|
|         |   |   |       |      |   |   |       |   |   |            |

## Targets

- To use appropriate language with staff and pupils
- To carry out instructions without arguing
- To arrive to lessons on time.

Appendix5 Example of a serious incident form prior to completion.

News: [Staff Login Statistics now includes heat map](#)

Home | Monitor | Reports | Students | Staff | Finance | Help | Options | Admin | Logout

Mr S Wilson | Safeguarding | **Serious Incident** | Physical Control | Bullying Incident | Homophobic Incident | Racist Incident | Contact Log | Put On Report

Slip

Student:  Staff: Wilson Simon Victim: None

Description:

Subject:  Status: Open Location: Boys Changing Room

Date: 22 May 2017 Date:  Period: Period 5 Time: 2:16 pm

CC: [Click Here to Inform Others](#)

Others Involved

Student 1  Student 2  Student 3

Incident/Behaviour Type

|  |   |   |
|--|---|---|
| <input type="checkbox"/> Assault - Pupil           | <input type="checkbox"/> Assault - Staff                  | <input type="checkbox"/> Damage to property             |
| <input type="checkbox"/> Disability discrimination | <input type="checkbox"/> Disruption/Disruptive behaviour  | <input type="checkbox"/> False accusation against staff |
| <input type="checkbox"/> Fighting                  | <input type="checkbox"/> Illicit substances               | <input type="checkbox"/> Inadequate work                |
| <input type="checkbox"/> Insolence                 | <input type="checkbox"/> Lunchtime incident               | <input type="checkbox"/> Lying                          |
| <input type="checkbox"/> Missed detention          | <input type="checkbox"/> Persistent lateness/absence      | <input type="checkbox"/> Physical                       |
| <input type="checkbox"/> Sexist remarks            | <input type="checkbox"/> Sexually inappropriate behaviour | <input type="checkbox"/> Smoking                        |
| <input type="checkbox"/> Swearing                  | <input type="checkbox"/> Theft                            | <input type="checkbox"/> Truancy                        |
| <input type="checkbox"/> Uniform                   | <input type="checkbox"/> Verbal abuse                     | <input type="checkbox"/> Violent behaviour              |
| <input type="checkbox"/> Other                     |   |   |

Additional Details

Comments

Cancel Print Save and Close

News: [Staff Login Statistics now includes heat map](#)

Home | Monitor | Reports | Students | Staff | Finance | Help | Options | Admin | Logout

Mr S Wilson | Safeguarding | **Serious Incident** | Physical Control | Bullying Incident | Homophobic Incident | Racist Incident | Contact Log | Put On Report

Additional Details

Comments

Actions Taken

|   |   |   |
|---|---|---|
| <input type="checkbox"/> Follow up talk       | <input type="checkbox"/> Recommend part-time    | <input type="checkbox"/> Review meeting         |
| <input type="checkbox"/> Complete work missed | <input type="checkbox"/> Referred to police     | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Exclusion            | <input type="checkbox"/> Letter to parent/carer |   |

Who Has Been Informed?

Parent/Carer  Social services  Police  Other contact (please specify)

Outcome

Remained in activity  Cool off time  Returned to activity following incident  Other outcome (please specify):

Outcome/Action

Outcome

Action

Cancel Print Save and Close

## Appendix 6



*'Grow, learn, achieve'*

**Targets to Allow Participation In A Specific Activity**

|                             |  |                          |  |
|-----------------------------|--|--------------------------|--|
| <b><u>Name of pupil</u></b> |  | <b><u>Class</u></b>      |  |
| <b><u>Date</u></b>          |  | <b><u>Year Group</u></b> |  |

|                                |  |                                   |
|--------------------------------|--|-----------------------------------|
| <b><u>Date of activity</u></b> |  | <b><u>Details of activity</u></b> |
|--------------------------------|--|-----------------------------------|

**Names of staff involved in determining targets for taking part in the activity**

3 **Reason for need of targets [description of behaviour, work effort, etc]**

**Insert below the target/targets which the pupil must achieve to be allowed to take part in the activity**

**Target 1**

**Target 2**

**Target 3**

**Target 4**

**Progress report on target/s: \_\_\_\_/\_\_\_\_/07**

**Please comment on the whether or not the pupil has achieved his/her targets**

**Target 1**

**Target 2**

**Target 3**

**Target 4**

**Is the pupil allowed to take part in the activity? Yes/No**

**Signed:** (All staff + pupil involved)

.....

**Date:** ---/---/07

Park Community Academy  
- COVID-19 –  
Annex to Discipline and behaviour policy

(Appendix 7) (version i 21.04.20)

- At Park Community Academy we will ensure that we are following the most up to date Government guidance published on the GOV.UK Coronavirus (COVID-19) website.
- Park Community Academy has undertaken a Coronavirus Risk Assessment, which this appendix will make reference to.

**In-school activities**

- The PCA Coronavirus Risk assessment states ‘Learning and leisure activities should be carefully planned and organised to cater for the individual needs and interests of the children in school.’
- These learning and leisure activities will be undertaken within a strict framework, of teacher led routines and reinforcement of expectations.
- The expectations, in addition to learning, social and behavioural will also cover pupil permitted locations and timeframes.
- These ‘expectations’, will be reinforced continually throughout the school day.
- This continual reinforcement is vital as the pupils will be undertaking activities both academic and leisure within a new unfamiliar regime.
- All new routines will be explained clearly, must be adhered to by everyone, and reinforced regularly throughout the day.
  
- The routines will be very new and unfamiliar to the pupils therefore must include-
  - Cleanliness procedures and routines
  - Social distancing measures
  - Start of day
  - Taxi routines
  - Entry into school
  - Coat and bag storage
  - Seating plan
  - Use of equipment
  - Timetable
  - Use of toilets
  - Breakfast
  - Children’s responsibilities

- Breaks and areas of permitted use
  - Movement around school
  - Lunch and outdoor use of permitted areas
  - Transitions between break/lunch and classrooms
  - End of day
- In addition to the new routines and expectations, it is important that previously understood expectations are also revisited. Therefore, the Golden rules will be re-established, to cement the pupils understanding of what is expected of them.

### **Management of pupil's behaviour**

- The PCA Coronavirus Risk assessment states ‘ Staff should exercise a level of professional judgement that avoids conflict with children at all times.’
- Contained within this policy are many behavioural strategies which staff at Park Community Academy regularly utilise to successfully manage the behaviour of pupils.
- Relationship development is a priority within PCA and this positive relationship, means that the majority of pupil behaviours can be managed successfully.
- Pupils find security in routine, and as such, the planned immediate implementation of the updated necessary routines, will give the pupils reassurance within the new regime.
- Previously used behaviour strategies will still be employed i.e. tactically ignoring, partial agreement, non-verbal communication, diversion, humour, re-direction etc.
- Opportunities will be available for pupils to talk about their experience during lockdown. This will allow the pupils to bring up any anxieties they may have, which can then be supported appropriately.
- Staff will be a vital resource for pupils, in terms of the management of these potential anxieties. Therefore, the staff will present themselves as open, friendly, accessible and positive. Safeguarding procedures will be followed.

### **Use of physical intervention**

- There may be occasions when pupils are in crisis. The PCA Coronavirus Risk assessment section states ‘ Staff should avoid becoming involved in the use of physical intervention of any kind unless it reaches a critical point.’ However, if physical intervention is unavoidable, the minimum of staff will be involved, and will use the least intrusive method possible, for the shortest amount of time.
- Some pupils may repeatedly display behaviours which could potentially impact on the safety of others. The PCA Coronavirus Risk assessment section states ‘ Where children’s behaviour is presenting high risk in school the Headteacher/ SLT should be informed immediately.  
Parents/Carers will be contacted and appropriate intervention will be taken and the child will no longer be able to attend school during a lockdown.’