



Positive Behaviour policy JANUARY 2020

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1. Aims

This policy aims to:

- Provide **guidance** to staff, parents/carers, governors and other stakeholders on how to best support our students to self-regulate, manage their behaviour and feel safe so that they are ready to learn
- Demonstrate a **consistent approach** to how we encourage and model positive behaviour that is based on making 'good' choices
- **Define** what we consider to be unacceptable behaviour, including bullying with consideration to the special needs of our students
- Summarise the **roles and responsibilities** of different people in the school community with regards to how we manage behaviour and encourage our students to make positive choices

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [The Equality Act 2010](#)

- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [The special educational needs and disability \(SEND\) code of practice.](#)

3. Our Beliefs

At The Park our students have learning difficulties and additional needs. The additional needs can include ADHD, Down Syndrome, Autistic Spectrum Disorders, communication disorders, sensory and physical needs and Social, Emotional and Mental Health needs. With our holistic and child centred approach to learning we understand that the needs of our students are paramount and with this in mind, our approach to promoting positive behaviour must be focused on equipping both staff and students to use strategies to support self-reflection and self-regulation. We believe that:

- All our learners have learning difficulties and other complex needs which impact on how they learn to regulate and manage their behaviour.
- Our students want to behave well therefore staff work closely with parents/carers and other professionals to develop strategies as part of a behaviour support plan to support students to self-regulate and manage their behaviour positively.
- Behaviour is a means of communication – we must support our students to communicate safely and appropriately to a trusted member of staff when they are struggling with managing their behaviour.
- With the right support and intervention students can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process and we recognise that all our learners are at different stages of the developmental process.
- How students behave gives us important information about how they are feeling. Therefore we focus on their communication style, sensory and emotional needs and social interaction in order to better understand the behaviour that is being displayed in order to support them.

4. Behaviour Expectations

At The Park School our expectations are that as a community we:

- Resolve issues without physical or verbal abuse
- Treat each other with respect
- Ensure learning is in an environment that is tolerant and free from disruption or bullying

5. Quality of relationships

We understand that the relationships we have with one another is a key factor when managing behaviour and encouraging positive relationships. This is why we ensure that good social behaviour is modelled from all adults within the school community. It is important that:

- Staff actively build trust and rapport that is earned through daily communication
- Staff have high expectations for all students appropriate to their level of ability and we support them to achieve
- We always treat students with dignity and respect by communicating carefully and clearly in a way that is accessible to them and their current level of need
- Adults listen respectfully to students and make a judgement about how/when to respond
- We consider why the student is behaving in a particular way. There will always be a reason: the behaviour is a symptom of something that we need to identify and understand
- Consequences are in place as a response to particular behaviours, both desirable and undesirable
- Adults keep their word when communicating with students – and if, for some reason, we are unable to honour a commitment to a student, to communicate clearly and honestly about why this has happened
- Staff apologise if they make a mistake – you are modelling this for the student and this will support you to build trust and respect.
- We seek support from wider professional networks to problem-solve behaviour that challenges.
- All staff endeavour to maintain positive relationships with parents and carers. It is important to reflect and plan with parents/carers to ensure consistency in approaches between home and school. Should a student be placed on a Behaviour and Support Plan, they need to be shared with parents/carers and regularly reviewed. If any form of restraint had to be used to keep a student safe during their school day, this needs to be shared with parents/carers.
- All staff create and maintain positive relationships with other professionals. It is important to ensure we are working collaboratively with other therapists and professionals working with students to ensure their input into planning and strategies e.g. speech and language therapist, occupational therapists or

CAMHS. It is also the tutor team's responsibility to share any needed information or strategies with the whole school to ensure consistency in strategies which will enable students to succeed in self-regulating and managing their behaviour in lessons and around school.

6. Quality of provision

We understand that meeting the needs of our students will in turn help to create positive behaviour. Therefore, we understand the need to:

- Value all students as individuals
- Accurately assess and understand the students' needs by referring back to their EHCPs and minutes from their Annual Reviews
- Know their sensory processing difficulties and have appropriate strategies and resources available to support students to access sensory strategies that may allow them to de-escalate and return to a state of better regulation
- Plan to meet individual students' range of needs specific to their personalised plans e.g. medical, equipment, staffing and sensory needs
- Support students to develop high levels of resilience and have high expectations for every student
- Develop students' self-esteem so that they believe that they can succeed
- Give positive reinforcement when things are going well and reflective feedback for low level undesirable behaviours. We focus on what we want the student to do rather than not do
- Know what motivates each learner and use this as positive reinforcements
- Personalise learning to ensure that we meet each student at his/her point of development and learning
- Give students feedback on their progress in a supportive way that makes sense to them, focusing particularly on what they are doing well and the next steps they need to take in order to further progress
- Praise students for their specific achievements, i.e. descriptive/verbal praise and do this often
- Actively teach students what behaviour for learning looks like.

7. Quality of the classroom

We understand that the way staff manage the classroom plays a key factor in creating an environment that supports positive behaviour choices and is conducive to learning. It is important that:

- Class rules are few; agreed with learners; communicated in a way that students understand including visual cues; referred to regularly and stated positively.
- Routines are consistent and support our students to understand expectations, manage anxiety and self regulate in order to engage in learning positively.
- Descriptive praise is used regularly to reinforce the behaviour we would like to see. For example: "Thank you for putting your diary on the desk...I like that you asked for a movement break when you needed it"
- Our students are given the tools to support their communication and social interactions whilst learning. For example, strategies given by Speech and Language therapists.
- The environment is organised and has the appropriate visual cues
- Students' sensory needs are supported through embedding sensory diets and movements break into their daily class routine, and ensure they have access to sensory equipment that support self-regulation (fidget toys, adapted seating etc).
- Students learn to recognise when they are becoming dysregulated (label emotions and feelings) so they can ask for a break or an appropriate self-regulatory strategy to support them in regulating better.
- Staff monitor physical and emotional well-being of students and recognise signals of being distressed, unwell, in pain or upset.

8. Encouraging positive behaviour

We encourage our students to make positive choices through the language we use at The Park. To support our students to take responsibility for their actions, we focus on action and consequence for both positive and negative choices. This helps our students to regard mistakes as learning and increases their sense of responsibility.

Rewards

- Descriptive praise.
- House Points
- Log Book scores
- Social Postcards

- Communication with parents and carers to inform them of the behaviour or achievement.
- Special responsibilities/privileges.
- Preferred activities above and beyond the scheduled daily activities (e.g. Chill Out Zone, Homelodge, use of IPAD, choosing time).

Consequences

We do not believe in sanctions or punishment but there is a strong focus on choice of behaviour and consequence.

- It is important for our students to clearly link a specific behaviour with its consequence
- The consequence needs to be a natural consequence, to support the student's understanding of both positive and negative consequences.
- It is also important for adults to review what has happened. Was there anything that could have been done differently to support this student to manage?

Example:

Behaviour Choice	Consequence
Student disrupts activity or behaves in a way that makes other students feel unsafe	Student has a break Student discusses behaviour with an adult and is supported to reflect on their behaviour Student apologises to the group for the behaviour and returns to the activity

9. Students with exceptional behaviour needs

We recognise that there will always be students whose needs may be more extensive than the majority of our cohort. In such circumstances, further planning and support must be in place in order to help these students to self-regulate and manage their behaviour choices.

We ensure that:

- Staff work in line with this Policy and follow The Park School Behaviour Stages **see Appendix 1**
- Additional support will be in put in place and tailored to the specific needs of each student.
- Pastoral meetings are attended on a weekly bases where complex cases are discussed, problem-solved, additional referrals made or current provision reviewed.
- Observations take place in a range of contexts, including home visits.
- Medical investigations take place to ensure that the pupil is not in pain or unwell.
- Routines/strategies are explored in more detail and shared with the whole school staff.
- Positive Behaviour Support Plan including risk assessment is detailing action to be taken when identified behaviour occurs. This is shared and agreed with the student, parent and other staff/professionals working with the student. **See example of Positive Behaviour and Support Plan in Appendix 2**
- We actively seek additional resources from beyond the school, e.g. CAHMS, EP support, ACT Therapy referral, Children & Young People with Disabilities Service (Social Care) and medical specialists.

10. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites and can include texting

Bullying will not be tolerated at The Park School. **Please refer to our Anti Bullying Policy for full details.** If you have a concern about bullying please make contact with the school immediately and speak to the Form Tutor in the first instance. All concerns will be responded to within 24 hours and a meeting offered within 48 hours.

11. Discriminatory language and/or behaviour

- Although rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community.
- They should be dealt with in line with this Policy with further advice and a coordinated response from the Senior Leadership Team.
- They MUST be recorded appropriately on SIMS, including all follow-up action.
- Some students use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach learners how to be respectful towards one another.
- Depending on the nature of the incident a Prevent referral might need to be made to C-SPA, who may feel that a 'Channel Panel' referral will be necessary. In the instance of such referral the student's needs will be considered and both students and parents will be supported appropriately and positively with the understanding of the vulnerability to radicalisation that may be faced.

12. Physical Intervention

- Restraint should only be used as a last resort once all other options have been exhausted. Any form of restraint should be used only when Reasonable, Proportionate and Absolutely Necessary.
- Should only be used if the learner is putting himself/herself or others in danger and where failure to intervene would constitute neglect.
- If used, it must be recorded in the school's Physical Intervention book.
- An Individual Risk Assessment and Positive Behaviour Support Plan will need to be carried out or updated to consider new behaviour. If staff feel this could occur again, a meeting is to be held where parents/carers sign a risk assessment and agreement.
- Physical interventions which have been successful must be shared with relevant colleagues.
- If restraint is used, parents/carers need to be contacted before the student arrives home.
- Once the incident has been de-escalated and the student is regulating well again (could only be the next day), the tutor team need to consider which appropriate repair work needs to be done to offer a debrief for staff, and maintain a positive relationship with the student.

13. Exclusions

Fixed Term Exclusion

We do not believe that exclusions are the most effective way to support students with SEND therefore we do our best to personalise learning to meet the individual needs of our students. However, in exceptional circumstances it may be necessary to do so. This will always be considered very carefully involving tutor teams and the Senior Leadership Team.

Exceptional circumstances include but are not limited to:

- Incidents where the safety of the learner, other learners or staff is seriously compromised.
- Incidents involving physically and verbally aggressive behaviour to students or staff
- Incidents of knife crime or the deliberate use of weapons in school.

- Incidents of sexual violence.
- Incidents of significant deliberate damage to property
- Incidents involving the use of racist or discriminatory language

Decisions to exclude are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the student.

Exclusions can also be managed internally, and a learner may be removed from class for a fixed period of time.

Permanent Exclusion

It is extremely rare for a student to be permanently excluded from The Park.

In the event that we are unable to meet the needs of a student we will always work closely with the student's family and the local authority to identify a suitable alternative placement.

14. Roles and Responsibilities

The governing board

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of all students
- Recording behaviour incidents on SIMS in an accurate and timely fashion
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Appendix1 : Behaviour Management and Support Processes Flow Chart

The intention of the process is to have students engaged and learning at all times. Some students will need a more personalised programme. At any point on the process the student has the chance to get their behaviour right and back on track.

All stages would be followed up with a note or phone call home

Stage 1			
1. 5 minutes time out of lessons after a reminder and a warning			
2. Reflection for 5 minutes at lunch or break			
3. Work completion for 10 to 15 minutes of lunch			
4. Complete work with a senior teacher away from group			
5. Students meeting between tutor and pastoral lead			
6. Monitoring sheet			
7. Student meeting with HT and pastoral lead			
		Stage 2	
		8. Informal parent meetings with Pastoral Lead and/or form tutor	
		9. Formal parent meeting with Pastoral Lead to write behaviour plan	
		10. Half day internal exclusion and meeting with parents and Pastoral Lead	
		11. Full day internal exclusion and meeting with parents and Pastoral Lead	
		12. Formal Meeting with parents, Headteacher and Pastoral Lead	
		13. Half Day Fixed term exclusion with re-entry meeting	
		14. Full Day Fixed term exclusion with re-entry meeting	
		15. Longer Fixed Term Exclusion with re-entry meeting	

Appendix 2



Behaviour and Support Plan

STUDENT DETAILS		
Student's name:	Year group/tutor:	
Attendance this year:		
Current RA:	Current SA:	End of year target:
Is the student subject to a child protection plan? Yes/no		
Historical context of student's behaviour and current concerns: <i>Give a relevant but precise history of the student relating to this risk assessment so that it is helpful to understand the context and depth of risk.</i> Why is this student on a behaviour plan? Criteria for moving off the plan		

Risk Assessment

Type of risk	Possible behaviour leading to the risk	Risk Rating: H=High, M=Medium, L=LoW			Strategy to minimise the risk
		Likelihood of risk	Severity of risk	Overall Risk	
Risk to self					
Risk to students					
Risk to staff					
Risk to environment					

Interventions and Monitoring

Area of intervention need	Action(s)	Monitored by

Review

Review Dates: Please note dates this risk assessment has been reviewed and any necessary changes made.					
Review date:	Review date:	Review date:	Review date:	Review date:	Review date:
Signed:	Signed:	Signed:			
Changes: <i>Added in new staff member</i>	Changes: <i>Added in new behaviours and new risks as a result of ...</i>	Changes: <i>None – reviewed as part of team meeting</i>			
Communicated:	Communicated: <i>via internal email and face to face</i>	Communicated: <i>via team meeting – all present.</i>			

Appendix 3

Behaviour Policy 2020 Covid-19 Addendum

The principles as set out in The Park School Behaviour for Learning Policy remain and should continue to be followed. This addendum is not to be used as a standalone document and should be read in conjunction with the existing policy. It sets out the behaviour expectations in light of the Covid-19 pandemic and the need for children to behave differently as they return to school. It describes the new systems in place and how students will be supported to adhere to them. This addendum follows the advice and guidelines provided by the DFE and Surrey County Council. On return to school we expect all students to be aware of their responsibility to protect fellow students and staff.

All students must:

- Follow any altered routines for arrival or departure
- Follow school instructions on hygiene, such as handwashing and sanitising
- Follow instructions on who students can socialise with at school
- Move around the school as per specific instructions (for example, one-way systems, out of bounds areas, distancing, and queuing)
- Follow “catch it bin it kill it” guidance when sneezing, or coughing and avoiding touching your mouth, nose and eyes with hands
- Tell an adult if they are experiencing symptoms of coronavirus
- Closely follow rules about not sharing any equipment or other items including drinking bottles • adhere to expectations about breaks or lunch times, including where students may or may not play • follow instructions about the use of toilets
- Not cough, or spit at, or towards, any other person
- Follow clear rules for students at home about conduct in relation to remote education
- Understand that rewards and sanctions will continue to be issued according to the behaviour policy

All students will be supported in the following ways:

- Throughout the school there will be signs/posters/visual prompts to remind students and staff of the new safety measures in place that must be followed.
- All adults will explain new routines sensitively and help students to feel safe and reassured by the rules in place.
- The new routines and expectations will be explained and repeated by the students’ teacher every day and throughout the day. This will reassure all students and particularly the most anxious.
- All adults will explain hygiene rules sensitively every day and provide reminders throughout the day.
- School staff will pay particular regard to families and students who are classified as clinically vulnerable so that appropriate additional support is put in place to reduce anxiety as appropriate to the circumstance.
- All our usual systems for affirming our students’ good behaviours will continue, with a particular focus on ‘Staying Alert’ and ‘Being Kind’ behaviours.
- For students who are not managing to follow our school expectations we will follow the behaviour stages.
- If, despite all appropriate support and guidance, a student repeatedly breaks our current safety rules, the Headteacher and the Assistant Headteacher may, as a last resort, consider alternative arrangements or exclude a student either for a fixed period or permanently.

At the heart of all decisions is our desire to maintain the Care, Welfare, Safety and Security of everyone, staff as well as students.