Park View School

Behaviour Policy

Ratified on: 01/12/2021
Next review date: 01/12/2022

Authorised by Chair of Governors:

Signature:……………………………….…

Name: Noreen Fraser

Contents:

Vision

Park view school will equip pupils with the social, emotional and academic tools to succeed in school and beyond.

Statement of intent

Park View School believes that, in order to facilitate teaching, learning and personal development, positive behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour is often the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Developing positive relationships with pupils to enable early intervention.
- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding positive behaviour.
- Challenging undesirable behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can grow in confidence and succeed.

Signed by:

Head Teacher   Date:

_____

Chair of governors   Date:

_____

19. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education Act 1996

Education Act 2002

Equality Act 2010

Educations and Inspections Act 2006

Health Act 2006

The School Information (England) Regulations 2008

DfE (2016) 'Behaviour and discipline in schools'

DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

DfE (2018) 'Mental health and behaviour in schools'

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2013) 'Use of reasonable force'

Voyeurism (Offences) Act 2019

1.2. This policy operates in conjunction with the following school policies:

Anti-Bullying Policy

Child Protection and Safeguarding Policy

Exclusion Policy

Complaints Procedures Policy

20. Roles and responsibilities

The governing board has overall responsibility for:

The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school.

Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Head Teacher is responsible for:

Establishing the standard of behaviour expected by pupils at the school.

Determining the school rules and any disciplinary sanctions for breaking the rules.

The day-to-day implementation of this policy.

Publishing this policy and making it available to staff, parents and pupils at least once a year.

Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving behaviour.

The mental health lead is responsible for:

Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

Collaborating with the deputy head teacher, head teacher and governing board, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.

Coordinating with the SLT to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour. Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.

Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.

Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (Lifecycle/CYPS), to receive additional support where required.

Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.

Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.

Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

Liaising with potential future providers of education, such as post-16 providers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.

Leading CPD on mental health and behaviour.

Teaching staff are responsible for:

Having a clear understanding of SEMH-related behavioural difficulties.

Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the Mental Health Lead and, where appropriate, the pupils themselves.

Setting high expectations for every pupil and aiming to teach them an appropriate curriculum, taking into account prior attainment, SEND factors and gaps in education.

Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the national curriculum.

Being responsible and accountable for the progress and development of the pupils in their class.

Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.

Keeping the Behaviour and Attendance Lead up-to-date with any changes in behaviour.

All members of staff, volunteers and support staff are responsible for:

Adhering to this policy and ensuring that all pupils do too.

Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

Pupils are responsible for:

Their own behaviour both inside school and out in the wider community.

Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for

The behaviour of their child(ren) inside and outside of school.

21. Definitions

For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying** – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco.
- Possession of banned items.
- Truancy.
- Refusing to comply with disciplinary sanctions.
- Theft.
- Swearing, racist remarks or threatening language.
- Fighting or aggression.

For the purpose of this policy, the school defines "low level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Deliberate failure to complete classwork
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti
- "Unacceptable behaviour" may be escalated as "serious unacceptable behaviour", depending on the severity of the behaviour.
- "Challenging behaviour" is defined as:
- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

22. Smoking and controlled substances

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

The school has a zero-tolerance policy on illegal drugs and legal highs.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.

The staff member will store the sample in the Head Teacher's office.

The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.

The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.

Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.

Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

23. Prohibited sexual harassment

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names.
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body.
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing.
- Purposefully cornering or hindering an individual's normal movements.
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
- Accessing, downloading or uploading pornography.
- Sharing pornography via the internet or email.
- Creating or maintaining websites with sexual content.
- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Responses to incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

24. Items banned from the school premises

The following items are banned from the school premises:

Fire lighting equipment:

– Matches, lighters, etc.

Drugs and smoking equipment:

– Cigarettes

– Tobacco

– Cigarette papers

– Electronic cigarettes (e-cigs)

– Alcohol

– Solvents

– Any form of illegal drugs

– Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

– Knives

– Razors

– Catapults

– Guns (including replicas and BB guns)

– Laser pens

– Knuckle dusters and studded arm bands

– Whips or similar items

– Pepper sprays and gas canisters

– Fireworks

– Dangerous chemicals

Other items:

– Liquid correction fluid

– Chewing gum

– Caffeinated energy drinks

– Offensive materials (i.e. pornographic, homophobic, racist, etc.)

– Aerosols including deodorant and hair spray

All members of staff can use their power to search without consent for any of the items listed above.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s)

if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

The Head Teacher will always be notified when any item is confiscated.

The possession or use of these items may result in a fixed term or permanent exclusion.

25. Effective classroom management

The school understands that well-managed classrooms:

Start the year with clear sets of rules and routines that are understood by all pupils.

Establish agreed rewards and positive reinforcements.

Establish sanctions for misbehaviour.

Establish clear responses for handling behavioural problems.

Encourage respect and development of positive relationships.

Make effective use of the physical space available.

Have well-planned lessons with a range of activities to keep pupils stimulated.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom rules
- Routines
- Praise
- Rewards

Classroom rules

Teachers establish classroom rules on an annual basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to.

Teachers ensure that classroom rules are always clear, comprehensive and enforceable.

Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. "I will act respectfully towards my peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

Before committing to the classroom rules, teachers ensure that all pupils fully understand what they involve and what is expected of them.

Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.

Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity.

Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

Routines

The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.

Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.

Routines may include activities such as the following:

Standing behind chairs before the class starts and sitting down upon the teacher's instruction.

Handing out exercise books and pens/pencils at the beginning of the lesson.

Writing lesson objectives down.

Clearing away equipment at the end of a lesson.

Discuss class and pupil performance and behaviour at the end of a lesson.

Once a routine has been established, the teacher models this for pupils to ensure they understand it.

Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

Praise

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.

- The way in which the praise is given is varied.
- Praise is related to effort, rather than only work produced.
- Perseverance and independence are encouraged.
- Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.
- Praise that is given is always sincere and is never followed with immediate criticism.
- Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Rewards

The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded

The school uses three different categories of rewards – these are:

- **Social** – praise and recognition, e.g. a positive phone call or email home.
- **Physical** – material rewards, e.g. tokens, stickers or certificates.
- **Activity** – activity-based rewards, e.g. extra play, free time.

Teachers may implement different types rewards as they see fit with approval from the Head Teacher; however, as a general rule, the following rewards are used:

- Nominations
- Certificates
- Class celebrations
- End of term rewards
- Phone calls and/or postcards home

26. Positive relationships and approach

Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

Welcoming pupils as they enter the classroom.

Ensuring pupils understand what is expected of them.

Staff ensure they have an understanding of the SEND of the pupils in each class and how this may impact upon learning and behaviour. The SLT can support with this if required.

Creating a positive environment where every pupil feels comfortable and respected.

Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.

Engaging with pupils during lunchtime and break time.

Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

Acknowledging and giving praise when a pupil demonstrates good manners.

Encouraging pupils to treat others with respect by modelling the desired behaviour.

Informing pupils of the importance of treating others the same way they like to be treated.

Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.

Establishing a politeness policy to help pupils understand basic manners and respect.

Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient.

The school aims to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

27. The classroom environment

In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

Seating those who frequently model poor behaviour closest to, and facing, the teacher.

Seating those who frequently model poor behaviour away from each other.

Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.

Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

28. Understanding behaviour

Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent **(A):** what happens before the behaviour occurs.
- Behaviour **(B)**: the behaviour that occurs.
- Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

What appears to be the underlying cause of the pupil's behaviour?

Where and when does the pupil display this behaviour?

What are the triggers of the behaviour?

What acceptable behaviour can the pupil use to ensure their needs are met?

What strategies can be implemented for behaviour change?

How can the pupil's progress be monitored?

A [Behaviour Contract](#) is developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.

Pastoral staff members will be familiar with the pupil's Behaviour Contract to ensure staff are equipped to deal with instances of negative behaviour.

Pupils and their parents are involved in the development of the Behaviour Contract, and this is reviewed on a fortnightly basis by the parent, pupil and their teacher – the contract will be reviewed sooner if it is not effective.

Mentoring

At Park View School we operate a mentoring system for all pupils. The mentoring system links pupils with a member of staff who will work more closely with that young person and who will in turn build a good rapport with parents and carers. This system allows the school to distribute and communicate information more effectively with parents and carers, each staff member is responsible for a small cohort of children who they will largely complete necessary phone calls and provide communication home for.

Each day after lunch time students are allotted a mentor slot where they will have an opportunity to speak with their mentor and work through mentor specific tasks which are often linked to career development and preparation for adulthood, this time also gives the mentor and the pupil a chance to communicate any concerns or worries they may have.

Benefits

- The mentoring system helps provide individual recognition and encouragement. Mentors also provide valuable feedback to parents weekly regarding pupil progress.
- Mentor challenge the behaviour of their mentees and liaise with both mentees and parents/carers to ensure their needs are recognised and the right support is in place.
- Mentors provide the first line of support in maintaining good emotional wellbeing for pupils. They can draw on greater support from our mental health lead.
- Mentors provide the young person with a positive role model and help to facilitate the development of greater independence and promote stronger interpersonal skills.
- Mentors provide their mentees with access to a support system during critical stages of their academic development.

29. De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

Appearing calm and using a modulated, low tone of voice

Using simple, direct language

Avoiding being defensive, e.g. if comments or insults are directed at the staff member

Providing adequate personal space and not blocking a pupil's escape route

Showing open, accepting body language, e.g. not standing with their arms crossed

Reassuring the pupil and creating an outcome goal

Identifying any points of agreement to build a rapport

Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened

Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

30. Intervention

All members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil

- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave the classroom

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The Head Teacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Though members of staff can search for all the items listed in section 6 of this policy, reasonable force will only be used, if necessary, to search for the items listed in 12.5.

Any physical intervention used will be conducted in line with Team Teach guidance, all staff receive annual training the use of these techniques and approaches.

Wherever possible, staff will ensure that an additional member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Head Teacher as to what behaviour constitutes for an exclusion.

31. Managing behaviour

Instances of poor behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the school adopts a four-stage process for handling challenging incidents.

All instances of behaviour will be recorded via CPOMS to ensure behaviour history can be tracked for future use.

After a serious incident, the following sanctions are implemented:

The pupil is sent to the Head Teacher immediately, or any other available member of senior staff.

The senior staff member investigates the incident and decides whether or not it constitutes a serious incident.

If the senior member of staff deems it a 'serious incident' then a serious incident form must be completed by the staff involved the same day.

The senior member of staff will inform the pupil's parents and invite them to discuss the incident.

Parents will be made aware that a repeat offence will result in the pupil being monitored with a Behaviour Contract – if they do not already have one.

If a pupil already has an existing Behaviour Contract, this will be reviewed in line with 10.6 of this policy.

Victims of any challenging behaviour will be offered the opportunity for counselling from an appropriate member of staff.

32. Fixed term exclusions

Fixed term exclusions will only be used as a last resort and only in response to the most serious incidents.

Fixed term exclusions can only be issued at the discretion of the head teacher.

Parents of pupils receiving a fixed term exclusion will receive an initial phone call informing them of the incident and actions taken by staff. This will then be confirmed in writing within the next 24 hours.

All pupils receiving a fixed term exclusion will be provided with an appropriate work pack.

All pupils whom receive a fixed term exclusion will be invited to a re-integration meeting with parents or carers. At this meeting any outstanding issues resulting from the incident can be discussed.

33. Permanent exclusions
The Governors wish to emphasise to all parents and pupils that failure to conform to the standards expected by all, may result in permanent exclusion in certain cases. For example, if any pupil;

- Makes false accusations against a member of staff, which could precipitate action by the Police or Safeguarding Children's Board;

- Theft of school property or a member of the school communities' property.

- Uses ICT in a way which could be construed as harassment and/or bullying of other members of the school community, or an invasion of their privacy;

- Uses audio or visual recordings of members of the school community in a way which could be construed as harassment, bullying or an invasion of their privacy;

- Is involved with illegal drugs during the school day;

- Damage to school property;

- Assault on a member of staff;

- Makes an unprovoked physical assault on another pupil;

- Is involved with bullying of another pupil;

- Is involved in activities which are prejudicial to the health and safety of member(s) of the school community.

- Is found in possession of or using one of the prohibited items in section 6 of this document.

The Head Teacher may proceed to permanent exclusion.

34. Sensory rooms

The school provides two sensory rooms where pupils may go or be placed where they can relax and any behaviours addressed away from their peer group and any possible triggers.

When using a sensory room, a pupil will be monitored by a member of the pastoral team and ensure their safety and well-being.

If necessary, a member of the pastoral team will discuss any issues or potential antecedents with the pupil and look at strategies to reduce or prevent these leading incidents of negative behaviour.

At may be that the member of the pastoral team encourages a pupil to engage in exercises recommended by the occupational therapist that may alleviate underlying tensions or sensory issues that may trigger behaviours.

35. Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner.

The behaviour expectations of pupils remain the same for pupils and staff when visiting off site locations.

Staff may discipline pupils for misbehaviour off the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

Could negatively affect the reputation of the school.

Could pose a threat to another pupil, a member of staff at the school, or a member of the public.

Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff.

The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

36. Staff training

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction.

All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an annual basis.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

All staff members are trained in the approved methods of physical intervention using Team Teach techniques on an annual basis. The use of physical intervention is always a last resort, the Department for Education Advice for Schools on the Use of Reasonable Force (July, 2013) states, that reasonable force may be used to Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Whilst all staff are trained to use appropriate techniques, Team Teach provide the following guidance,

"Team Teach techniques seek to avoid injury to the client (pupil), but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of attempts to keep people safe".

All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a new, developing problem.

At least one member of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

Teachers and support staff will receive regular and ongoing training as part of their development.

37. Monitoring and review

This policy will be reviewed by the Head Teacher and mental health lead on an annual basis, who will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

Park View Behaviour Flowchart

Teacher Strategies within the classroom

1. Negative behaviour is challenged by the teacher or the support in the first instance.
2. Students are separated within the class if appropriate.
3. Students reminded of success/consequence etc. relate to reward system or in class rewards etc.
4. Support staff is directed by the teacher to take the disruptive student out of the class to work 1.1 elsewhere.

No further action required

Did it Work

Yes/No

Refer to Pastoral

1. Alert a member of the pastoral team.
2. Pastoral staff will direct the student to have 'chill out time'
3. Pastoral staff will counsel the young person and will attempt to reintegrate them back into lesson providing additional support if required.

Student reintegrates back into lesson no further action required

Did Pastoral Intervention work

Yes/No

2nd Pastoral Intervention

1. Student refuses to re-engage in lesson and or work with classroom support.
2. Student isolated by pastoral staff 2nd success/consequence reminders utilised linked to rewards
3. Student given 2nd opportunity to reintegrate back into lesson.

Student settles back into lesson, no further action required.

Did 2nd Pastoral Intervention Work

Yes/No

1. Student isolated for remainder of lesson by pastoral staff.
2. Pastoral decide whether to involve SLT and if parents /carers need to be alerted.
3. If appropriate student to have fresh start in the next lesson.

Behaviour Contract

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____   Date: _____

My goals

1 _____

2 _____

3 _____

To prevent my challenging behaviour, I can:

1. _____
___

2. _____
___

3.

_____

—

When I demonstrate challenging behaviour, you can help me by:

1.

_____

—

2.

_____

—

3.

_____

—

These are the consequences if I don't meet my goals:

_____

_____

_____

_____

These are the rewards if I meet my goals:

_____

_____

My contract will be reviewed on: **date**

Pupil signature: _____

Teacher signature: _____

Behavioural Management During the Coronavirus (COVID-19) Pandemic

Statement of intent

The school aims to act in accordance with the Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations during the coronavirus (COVID-19) pandemic. This appendix sets out what additional actions the school will take during this time.

The information in this appendix is under constant review and kept updated to reflect any changes to national or local guidance.

1. Enforcing new rules

The school ensures that infection control and social distancing rules are communicated effectively to all pupils.

Staff are informed about the measures in place so they can enforce these rules at all times.

The school informs parents of any changes to provision outlined in this policy.

The school expects pupils to uphold these rules at all times, including on school transport, where practicable.

Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.

Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.

The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.

The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

38. Attendance

Attendance is mandatory for all pupils from September 2020.

Pupils should not attend school if they are following public health or clinical advice to stay at home, and pupils and their parents are not be penalised for these absences.

If a pupil needs to stay at home due to following public health or clinical advice, the reason for their absence is reviewed on a weekly basis by the Head Teacher.

If a pupil cannot attend school for any reason, their parent must get in touch with the school office. If the school is not contacted regarding an absence, the pupil's parent will be contacted on the first day of the absence.

Attendance is monitored, and specific interventions put in place to reengage non-attending pupils.

39. Arrival and departure

The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.

Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.

The school expects pupils to move immediately to their learning area after washing their hands upon arrival.

Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up.

40. Hygiene and infection control

The school's Coronavirus (COVID-19): Risk Assessment for Full Opening in September is conducted prior to full opening in September in order to enforce adequate and practical measures to protect the health and safety of both staff and pupils.

The school understands that younger children and those with complex needs may not understand why the infection control measures need to be in place and may struggle to follow them. These pupils are supported to adhere to the measures and their needs are taken into account with regards to discipline and giving rewards.

Pupils remain within their assigned 'bubbles' and avoid mixing with others as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.

Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:

- Upon arrival at school.
- Before and after consuming food.
- After using the toilet.
- After coughing or sneezing.
- When they return from breaks.
- When they change rooms.

Younger pupils and those with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser.

Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.

Pupils are expected to dispose of tissues using the litter bins provided.

Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.

Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.

The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.

The school understands that some pupils with complex needs will struggle to maintain good respiratory hygiene, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. Individual risk assessments are conducted for these pupils to ensure their safety and the safety of the staff who work with them.

Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.

Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

41. Social distancing

General

Pupils adhere to the social distancing measures put in place by the school.

Pupils form orderly queues, e.g. when waiting to use the toilets, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.

Pupils are expected to:

- Refrain from close contact with people who display symptoms of coronavirus.
- Remain at least two metres apart from other people, where practicable.
- Remain within their assigned bubbles.

Where is it not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.

Pupils are placed into bubbles and they are not permitted to mix with other pupils outside this bubble, unless instructed to do so by their class teacher.

Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.

Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.

In the canteen

The school expects pupils to respect the health and safety of catering and canteen staff and to follow all infection control and social distancing rules put in place while collecting and eating food.

Pupils are allocated specific time to use the canteen to help adhere to social distancing rules. Pupils do not enter the canteen or dining area unless expressly told to do so by a member of staff.

During sports and exercise activities

The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.

Pupils are expected to remain at least two metres apart, or as far as is practicable, from others when using changing rooms or other dressing and washing facilities.

The school does not permit close-contact sports, play or activities at this time.

Pupils who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, are disciplined in line with this policy.

Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.

5. Moving around the school

The school expects all pupils to move around the school following the school's arrangements.

The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.

Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another or using the canteen.

Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.

Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with this policy.

42. Ill health and infection

The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.

Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the Anti-Bullying Policy.

The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.

Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

43. The school premises

Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.

Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with this policy – pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.

44. Breaktime and lunchtime arrangements

The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.

Pupils are expected take their breaks and lunchtimes at phased times, within their permitted bubbles and only in designated areas.

45. School uniform

The school expects all pupils to wear uniform while in school.

Parents do not need to clean their child's uniform any more often than usual.

Reasonable adjustments are made where pupils cannot, for good reason, wear the correct school uniform, e.g. the pupil has outgrown an item of uniform and their parent

46. Support for pupils

The school understands that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education in some pupils, resulting in increased incidences of poor behaviour.

Relevant staff work with pupils who are struggling to reengage with school and who are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

The school understands that some pupils will return to school in September having been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.

Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.

The SLT works with local services to ensure services and support are in place for pupils with SEND to allow them a smooth return to school.

The parents of pupils who require support to reengage with school are contacted before the beginning of the academic year to set expectations, discuss concerns and build confidence in their child returning to school.

Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.

EHC plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date.

Pastoral staff and the DSL and their deputies undertake the appropriate training to ensure they are able to spot signs of distress and poor mental health.

47. Rewards and discipline

Rewards and discipline are given in line with this policy, where practicable – discipline that cannot be given with immediate effect to remote learners is carried out in line with section 10 of this appendix.

Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.

The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.

Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

48. Exclusions

All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.

Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.

The Head Teacher retains the power to exclude pupils on disciplinary grounds.

Permanent exclusion is only being used as a last resort.

Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.

The Head Teacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.

The timeframes set out in the LA exclusion policy remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.

Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the governing board decides whether any meetings should be delayed.

The governing board takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

49. Close contact behavioural management

Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with given training.

The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.

Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.

If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

50. Monitoring and review

Regular feedback is provided to staff, pupils and parents on how well they are executing these behaviour expectations and procedures.

Parents, staff and pupils are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.

This appendix is reviewed in reaction to any new government advice by the Head Teacher.

Once the school resumes regular activity, and if deemed appropriate by the Head Teacher, all sections within this appendix will expire.