

The Parkside School

Behaviour Policy



Approved by: Steve Hobbs
Chair of Governors

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Signed:

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by: Chair of Governors



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1. Key Principles and Aims

At Parkside School we believe that:

- The self-esteem and confidence of our pupils is a core entitlement
- Pupils want to behave well and need to be given skills and strategies to learn how to do so
- Behaviour is a means of communication and we must ensure that all pupils are able to communicate their needs and feelings safely and appropriately
- All pupils are at different stages of development in learning about behaviour and making mistakes is part of the learning process.
- Our pupils have additional needs which may impact on their behaviours and these are most effectively addressed through a personalised and therapeutic approach
- All adults interacting with the pupils can learn strategies for supporting pupils' behaviour
- We want our pupils to develop skills and knowledge about their own and other's behaviours, in order to become effective learners and emotionally literate individuals, both at school, out of school and in their future lives.

2. Rights and Responsibilities

- Both pupils and staff at Parkside have the right to learn and work in a safe, positive and respectful environment
- Staff will model positive behaviours in their interactions with pupils and other adults
- Staff will create a safe and emotionally supportive learning environment for pupils to develop
- Staff will establish good working relationships with parents and carers to optimise shared approaches to pupils' behaviour needs
- Pupils will be expected to co-operate with others, take care of their environment, respect other people's property and support their peers
- Boundaries and consequences will be clear and consistent
- Parents and carers are encouraged to support the school with the implementation of the behaviour policy and encourage their children to reflect and make good choices

3. Whole School Positive Behaviour Ethos

It is our pupils' fundamental entitlement to develop pro-social and protective skills, which will enhance their learning at school but also, most importantly, continue to



provide positive outcomes for them in their future lives. We will do this in a range of ways:

- Teacher-pupil relationships based on warmth, trust, respect and high expectation, will model and support pro-social behaviours
- A personalised and therapeutic approach to behaviour for learning will help staff and pupils understand the pupil's individual needs and identify the most effective strategies to respond
- Curriculum: Staff will plan engaging and effective lessons for pupils, based on the Quality Teaching First principles (QTF, see Appendix 2) and embed key SEMH teaching in the curriculum to ensure skills and knowledge are developed for emotional literacy and positive behaviours
- Interactions and responses to pupil behaviour will be managed with positive phrasing and clear communication. Pupils will be encouraged to take responsibility for their behaviour and offered choices. Staff will outline consequences of their choice, to help pupils reflect and consider. Staff may use explicit scripts and routines for consistency, such as the STEPS de-escalation script
- Recognition and positive reinforcement of good learning behaviours will be embedded at all levels of school life (in class, in the playground, on trips etc.) The recognition should be specific and focus on the pupil's successful approach or interaction
- The use of the school's system for lesson scoring will be sensitively applied, with an emphasis on Assessment for Learning, rather than a class competition or leading to a negative impact on a pupil's confidence
- Examples of progress will be celebrated in class, departments or as a whole school through weekly and end of term assemblies, on wall displays, in reports and verbally, by staff.

4. Levels of Behaviour Support (See Appendix 1)

1. Tier One: Whole school provision
2. Tier Two: Pupil Specific Support
3. Tier Three: Specialist Support

We want to facilitate the life-long habit of self-regulation in our pupils. Although most behaviour for learning will be pro-actively supported by the general ethos and approach (Tier One) as outlined previously, pupils enter Parkside with specific additional needs, sometimes including a range of learned behaviours and, at times, they may need a higher level of support (Tier Two and Tier Three)

Examples of this are:

- Socially inappropriate behaviour
- Aggression
- Misuse of property
- Self –injury/harm
- Non-compliance
- Attention seeking
- Passivity
- PDA
- Distractibility

Scaffolded support will be provided for pupils to reduce negative behaviours and learn constructive, safe and beneficial behaviours. The support will be outlined in a personalised Behaviour for Learning Profile, created cooperatively with the pupil, which can be shared with appropriate adults.

The profile will provide strategies for staff to have a positive and proactive approach that will support a pupil to regulate their behaviour, taking into consideration areas such as instructional, environmental, social and sensory environment. It will identify the early signs when a pupil is becoming dysregulated and offer strategies to support them in self-regulation, along with a clear reactive plan, adhering to the STEPs programme, when the pupil requires this.

Behaviour for Learning Profiles (Tier One)

The profile will need to:

- Be stated in the positive
- Where developmentally appropriate - agreed, created and updated with pupils
- Communicated in a way that pupils can understand, including visual cues, objects of reference, social stories etc. Staff will refer to the pupil's TALC levels when explaining or outlining the support
- Regularly referred to by all staff and 'owned' by the pupil
- Appropriate to the pupils' individual needs and developmental range, taking into consideration all areas of need including SEMH and Sensory
- Be time-focused and achievable
- Have clear strategies and consequences for behaviours, so that the pupil knows what outcome to expect
- Use whole school colour coding systems as a visual aid, such as the Zones of Regulation, to support and promote understanding

Additional Internal Resources (Tier Two)

Alongside and informing the Behaviour for Learning Profiles, staff will make use of the following resources to inform and respond to a pupil's identified behaviour need:

- Pastoral Team advice and support
- Signs of Safety/pupil specific meetings for information gathering
- Risk Assessments
- Roots & Fruits
- Anxiety mapping
- Sensory Profiles
- Family consultation

External Specialist Support (Tier Three)

Where staff identify, through regular observation and assessment, that a pupil is not making positive progress towards secure outcomes in their behaviour, the school will request advice and support from specialist professionals and agencies (Tier Three). This will include any of the following:

- Medical investigations to ensure the pupil is not in pain or unwell
- Virtual School for Sensory Support advice
- Speech & Language Therapy, Occupational Therapy, Physiotherapy advice
- Multi-agency reviews e.g. CAMHS, EPs, MASH referrals
- Home visits shared with professionals
- Police e.g. Safer Schools Partnership

5. Bullying and Discrimination

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical (e.g. hitting, kicking, theft)
- verbal (name calling, racist remarks); including homophobic names
- indirect (spreading rumours, excluding someone from social groups)

We do not tolerate bullying or discrimination at Parkside and staff are alert to any incidences and respond quickly. We believe:

- Bullying should never be ignored
- All instances of bullying must be recorded



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- Parents and carers should be informed by staff via telephone or in face to face contact
- Every instance needs to be addressed, in line with this policy, with each child or young person involved taking responsibility for his/her actions, making reparation and working together to stop/change the behaviour causing concern
- Children and young people need to be supported to develop age appropriate level of e-literacy so that they are able to keep themselves safe online and report cyber-bullying

Although quite 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 either. They should be dealt with in line with policy with further advice and if needed, a coordinated response from Senior Leadership Team:

- They must be recorded appropriately, including all follow-up action
- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children how to be respectful to each other

Further guidance is available from the school's Anti-Bullying Policy and Equalities Policy

6. RPI (Restrictive Physical Intervention)

'Our starting point must be the rights, needs and safety of the child (and other children and adults present) '

Ofsted 'Positive environments where children flourish' published March 2018

Staff have a Duty of Care towards the pupils at Parkside. Restrictive Physical Intervention is the positive application of sufficient force to ensure, by physical means, that a child or young person does no injury either to him/herself, a member of staff, another child or young person, or property. Staff are given up to date training in STEP ON and if there is an identified need, in STEP UP.

We consider that RPI:

- Should rarely be used, only after all other interventions have been exhausted and only by staff who have had the recognised and up to date STEPs training
- Should only be used if the child or young person is putting himself or others in danger and where failure to intervene would constitute neglect. If used, RPI

must be reasonably and proportionate to the behaviour being presented. It must be recorded in the school's incident recording system

- An Individual Risk Assessment and Positive Handling Plan will need to be carried out – this might apply when an individual child or young person/child needs physical interventions, using STEPs strategies as a part of an on-going Behaviour for Learning plan
- Staff need to be able to establish the possible consequences of using a particular STEPs method or methods of physical intervention when difficult behaviour occurs
- Should be outlined and updated on the child or young person's Plan to include the physical interventions which have been successful. These should then be shared with relevant colleagues
- If restraint is used, parents/carers need to be contacted before the child arrives home

Corporal punishment is illegal and is never used at the school.

7. Calming Spaces

The school makes spaces available which can be used to offer Time Out for pupils in need of self-regulation. They should be identified on a pupil's Behaviour for Learning Profile, if used. The room or space needs to be perceived by the pupil as a resource to aid self-regulation and reflection, not as a punishment. Staff should plan to use the space in a positive and pro-active activity session, before a pupil's anxiety levels become heightened, so they can utilise the space as a support and ask to access it when they begin to recognise their own needs more independently. As a child moves towards self-regulation they may require support in recognising when they are becoming dysregulated and directed towards calming activities, such as use of a calming space.

8. Touch

At Parkside we consider that touch is important and necessary for many of our pupils who may have had negative experiences, or who have had very little physical contact at all and need to learn appropriate boundaries and protocols for touching others and for allowing others to touch them. It may be an important aspect for reassurance and support, but also necessary for adults to guide or prompt pupils, for example, when they are eating, writing, or in need of personal care. Staff should consider the following points:

- Hugging; only sideways on (a 'Parkside Hug') to limit front-on touch
- Hand-holding; this can be problematic and a better alternative is where the adult offers a lower arm for the pupil to hold and walk alongside



- Lap-sitting; inappropriate and actively discouraged. If a child seeks this we offer a place next to the adult
- Distressed pupils; sometimes a pupil will seek inappropriate physical contact, such as clinging on to an adult. Staff are advised to have other adults near (to protect themselves) and to move the pupil into a safe position as soon as possible. If this is regular behaviour, then it will need addressing through planned strategies

Staff need to be aware of pupils who do not want to be touched and respect this.

9. Confidentiality

It is important to keep a balance between maintaining effective channels of communication and respecting the rights of pupils to confidentiality. Pupils are entitled to have their behaviour needs supported in a professional way, staff therefore should:

- Share and discuss information concerning a pupil's behaviour only with appropriate staff and in a private area
- Matters concerning pupils should not be discussed between adults in front of the pupil, in front of visitors, out in public (e.g. on trips), or in the staff room
- Confidential reports should be stored securely

10. References, research and further reading

The following publications have been used to support this policy:

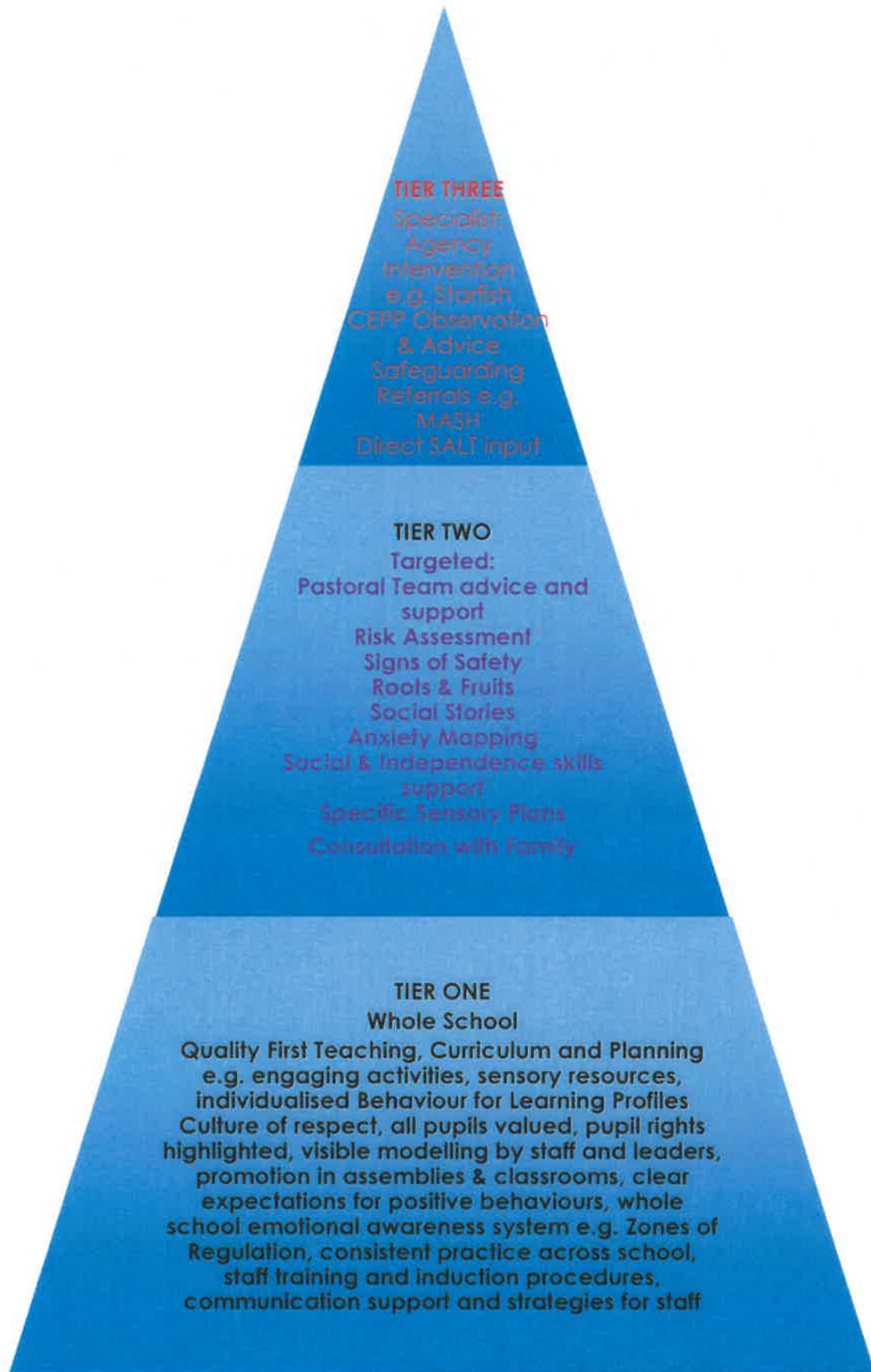
Alfie Kohn *Punished by Rewards*
(ISBN: 978-0-618-00181)

Norfolk Steps Guidance

DfE: *Mental health and behaviour in schools*
(Ref. DfE 00435-2014 March 2016)

Ofsted: *Positive Environments Where Children can Flourish.*
March 2018. No 18006

Appendix 1: Tiers of Support at Parkside



Appendix 2: Examples of effective language



Examples of effective language

Use of Positive Phrasing:

- Stand next to me
- Put the pen on the table
- Walk in the corridor
- Switch the computer screen off
- Walk with me to the library
- Stay seated in your chair
- Please / thank you
- We need to complete the task by break

Limited Choice:

- Where shall we talk, here or in the library?
- Put the pen on the table or in the box
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?
- You can work with a friend or on your own

Consequence:

- If it is not completed, you will need to do this later before you can start the next activity

QTF (Quality First Teaching) Indicators

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of questioning, modelling and explaining on the part of the teacher
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils

Appendix 3: Physical Intervention Guidance

Policy Staff receive up-to-date behaviour management training; in addition we have four STEPs tutors on the staff. We believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between students. These include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be proportionate, reasonable and necessary.

All staff have a duty of care to children and young people. If staff take no action, and the outcome is that a child injures him/herself, or another, including staff, this could be seen as negligence.

Advice for Staff

Members of staff facing confrontational situations with children or young people are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop young people from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a young person's exit.

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening stance, ie not toe-to-toe, are recommended.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger a chase response and drive the other person away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently, or even sit down.

Intonation and use of voice - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly.

Help Script

- Connect by using the young person's name
- Recognise and acknowledge child or young person's feelings
- Tell the young person you are there to help: "You talk and I will listen."
- Give direction

Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

Calm Stance Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices
- Build confidence in children that you are in control; children need to feel that adults are in control.

In the event of a serious incident e.g. a fight, staff should:

- Give clear and immediate instructions – "stop fighting, stop fighting" - Send for assistance
- Spell out sanctions
- Remove the 'fuel' by clearing the 'audience' away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk, if not, call for assistance

