



**Park View School**  
Together We Grow Stronger

# **Park View School**

## **Behavior Policy**

**May 2015**

Park View School

## Vision

Park View School will re-engage students in learning and develop their skills for life.

### **Guiding Principles**

This will be achieved by:

#### **1. Ensuring safeguarding is paramount in all aspects of our work**

The safety, education and welfare of our children, young people and our staff, are our priorities and this must be reflected in our thoughts, actions and environments.

#### **2. Identifying and meeting the needs of children and young people**

Outstanding teaching and support, high quality advice and support are the foundation to positive outcomes. All staff are accountable for the quality of the relationships and experiences provided for students. All staff must be totally committed to the continuous improvement in raising standards.

#### **3. Strong partnerships with parents, carers, children, young people, schools, academies, services and communities**

A home/school/community partnership with open communication is essential in providing each child and young person the support needed to be successful. Each parent/carer is a welcomed partner in providing a high quality education to his/her child. Partnership input into every aspect of what we do as a school is absolutely essential to everyone's success. Sharing expertise through leadership, partnership and teamwork

#### **4. Highest of expectations**

All students must be understood, encouraged and supported to exceed their level of learning, for life. Differentiation is to include all children and young people therefore every attempt has to be made to match the diverse learning styles. The focus of all activities must be on providing quality experiences which engages them in meaningful learning.

All staff must be continuous learners. They must be discipline people, with disciplined thought and disciplined action. All resources (time, people, space, information, budget and technology) must be used effectively, efficiently and continuously evaluated to improve the quality of education provided for our children and young people.

## **5. A personalised curriculum offer that engages challenges and inspires.**

Our purpose is to ensure that each child or young person develops the capacity to think reason and accept each other. All children and young people must develop those understandings, skill and habits of the mind which make it possible to participate fully in the life of our diverse society and changing culture.

Curriculum becomes the diet of life. How we feed the curriculum is dependent on individuals and a thorough understanding of their changing and diverse needs.

### **Behavior Policy**

We believe that learning is best achieved in a positive atmosphere where behavior is at its best. We believe that promoting good behavior enables our students to reach their potential and empowers them to make positive choices which will equip them for a successful return to mainstream education and for life in the wider world.

### **Aims of policy:**

1. To promote the recognition of appropriate behavior
2. To encourage children and young people to recognise that they have responsibility for their own actions – self manage their own actions and behaviors
3. To create an atmosphere of mutual respect and thus promote the understanding and tolerance of others and the development of self esteem
4. To create a positive and safe learning environment, where good behavior is encouraged and rewarded
5. To raise levels of achievement for all children and young people
6. To enable children and young people to understand and exercise their rights and responsibilities in preparation for their roles as adult citizens
7. To provide a system which is clear, transparent and meaningful to staff, children and young people and parents
8. To encourage positive partnership amongst all stakeholders.

## **Standards of Behavior: Expectations and Responsibilities**

### **Students will be expected to:**

- Conduct them in a manner which promotes the principles of this policy.
- Attend on time, appropriately equipped to take a positive part in all lessons.
- Treat everyone involved in their environments with courtesy and respect, valuing both the feelings and property of others.
- treat the buildings and their environment with respect
- behave in such a way that lessons are positive learning experiences for all concerned
- be aware of the rules and accept that sanctions will be given when they have made inappropriate choices

### **Staff will be expected to:**

- lead by example and ensure that they are fair and consistent in rewarding students and applying consequences
- promote and encourage high standards of behavior both in the classroom and in the wider context of Park View School
- Ensure that lessons are appropriately targeted and structured to enable all students to participate in their learning and make progress, thus maximising good behavior.
- be enabled and willing to participate in behavior management training as appropriate.

### **SLT will be expected to:**

- provide appropriate support for students, staff and parents/carers in the fulfilment of their various roles in upholding this policy
- have the responsibility of disseminating the policy and procedures to all concerned and of ensuring that it is applied consistently and fairly.

### **Parents/Carers are expected to:**

Support Park View School in maintaining high standards of behavior, ensuring that for whom they are responsible attend regularly and are fully prepared to play a positive part in the school's life.

Be prepared to attend meetings as necessary in order to discuss their child's behavior so as to minimise disruption to their child's learning and that of others

### **The Governing Body will be expected to:**

Ensure that the policy and procedures are reviewed and evaluated on an annual basis and that the provisions of the policy correspond with government guidelines

Ensure that consultation will take place as necessary with all parties regarding any changes to this policy and procedures

### **Process of Response to Inappropriate Behavior**

#### **Staff**

All staff including are pivotal in ensuring that standards of behavior are such that effective learning can take place. Student progress is dependent upon high standards of behavior, teaching and learning.

Good behavior and progress must be expected, acknowledged and rewarded in order to provide a positive ethos and to enable students to fully appreciate what is expected of them. Equally consequences must be applied in a consistent manner, taking into account individual needs of the student concerned.

Before applying consequences staff should ensure that de-escalation techniques have been employed, including verbal warnings emphasising student choice of behavior and subsequent consequences.

#### **Senior Leadership Team**

The Head-teacher with the SLT has ultimate responsibility for the overall standards of behavior and ethos of Park View School and therefore it is incumbent upon him/her to support staff in their implementation of the Behavior Policy and procedures. The Head-teacher must lead by example, set a clear code of conduct accessible to all parties, and apply consistent and fair sanctions.

It is imperative that the SLT support staff who are implementing the Behavior Policy and procedures, and ensure that SLT are playing a full and active role in setting standards and maintaining good order throughout the school. Clear lines of communication between SLT and other staff are crucial in the smooth operation of the procedures and in ensuring that classroom teachers are aware that their concerns are given due regard and attention.

The weekly SLT meeting should be a timetabled event at which they will discuss the students brought to their attention and devise individual student programs as necessary. Feedback from the meetings should be given to members of staff so that they can be made aware of the outcomes, and so that students will understand that inappropriate behavior will not go unchallenged and will be dealt with quickly and consistently.

In addition to previously mentioned negative consequences, the following are available to SLT:

- Weekly monitoring of performance
- Write to parents to inform of inappropriate behavior and possible future consequences
- Meet with parents to discuss inappropriate behavior
- Remove privileges from students (which may include outings especially where Health and Safety may be an issue)
- Initiate Multi Agency meetings via weekly SLT meetings
- Fixed Term Exclusion

The Behavior Policy must be reviewed annually and a report provided to the Governing Body and parents. Any suggested amendments must be presented to staff, the Governing Body and parents for consultation.

In addition to previously mentioned sanctions, the following are available to the Head teacher:

- Initiate Governing Body disciplinary meeting where a student has had more than 5 days of FTE
- Consideration of Permanent Exclusion with Governing Body.

### **Right of Appeal**

Parents/carers have the right to appeal against a decision to permanently exclude a student for whom they are responsible. Information will be provided to parents/carers in all cases setting out their legal rights and responsibilities and those of the PRU and the Local Authority. In addition parents/carers will be informed on how an appeal can be made.

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## Expectations (Student Sheet)

### Park View School Behavior Expectations

- be ready to learn
- Follow instructions after the first time of being asked
- Speak appropriately to each other and each member of staff
- Keep hands and feet to yourself
- Look after your environment

<b>Consequences</b>	
<b>Positive</b>	<b>Negative</b>
Praise	Supported Verbal Warning
Vivomiles	No Vivomiles
Break	Grounding
Opportunity to represent the school	Re-engagement room
Student of the week (mention in circle time)	Time out from citizenship activities
End of term reward	On call assistance – removal where appropriate

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- *Charging policy*
- in the unlikely event that a student willfully damages school property they or their parent/guardians will be asked to pay for the damage. Legal proceedings will be followed if necessary to recover the cost of willful damage.
  
- *Travel arrangements for students travelling to and from school and on educational visits.*
  
- Seatbelts must be worn at all times. This is a legal requirement.
- Everyone should remain seated at all times.
- Food, drink and chewing gum must not be consumed on the vehicles. Staff are less able to attend to a student choking on food or chewing gum while the Vehicle is in motion.
- Side doors are to be used for entry and exit except in emergency.
- Gangways and doorways are to be kept clear at all times. Bags should be kept on laps or stored under seats securely.
- If at any time the students distract the driver, s/he should stop the vehicle until the students are settled. Do not try to continue. Remember that they may also be distracting other drivers.
- where possible park the vehicle with the side doors to the kerb. Where this is not possible, students should remain seated until you are able to supervise them from the road.
- All students should sit in the rear of the vehicle, not in the front.
- A member of staff should also sit with the students in the rear seats of the vehicle where they have the best supervisory position.
  
- *Building access level of supervision*
- Staff are to follow a Rota of supervision so that different members of staff are on duty at different points during the day. Rota's for duties are situated in the Staff room and main office.
  
- Students are to enter the school at the door which is situated at the cafe area. They should then hand in any valuables or restricted items (phones, fizzy drinks etc.) to staff in the student property safe room. The students will then be directed as to where to go.
- *Break and lunch time arrangements*  
Break times will be in the outside area unless there are severe weather conditions which would render an outdoor break unsafe.
  
- *Recording Behavior (rewards/sanctions)*
  - Iris is a web based recording and analysis tool which the staff use to record all incidents and interventions. School staff will have access to this facility to get an analysis of all the students.
  - Vivo is a reward logging site which school staff and parents will have access to. They will be able to analyse how their student has earned their rewards.

### *Documentation of incidents*

- All instances of positive handling will be documented and parent/carers informed by means of a letter and a phone from the nominated mentor.
- Minor incidents are to be recorded on IRIS on the same day. An email will be generated and forwarded to HT AHT and mentor as soon as the report is complete.
- Serious incidents such as those which involve fighting, bullying, racism, weapons and/or the consumption of strictly prohibited items are to be Recorded on a serious incident form. The template for this form is found on the Staff share folder on the school computer system. Parents will be informed on the same day that a serious incident occurs.
- Minor incidents and serious incident forms **MUST** be completed before the member of staff responsible for generating the report goes home.
- It should be decided immediately after the incident which members of staff are going to be responsible for generating the report.
- For a minor incident one person is delegated to enter the information.
- For serious incidents, all staff present at the incident should write an independent report. Please bear in mind that these reports have, in the past, been used as evidence in a court of law.

### ***Items allowed into school, not allowed or restricted***

#### *Strictly prohibited items:*

- weapons, eg knives
- Alcohol
- Illegal drugs
- stolen goods
- pornographic images (of any kind, eg tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- Fireworks
- Anything that has been, or is likely to be, used to cause injury or commit an offence

#### *Restricted items*

(These items will be voluntarily handed in or taken from students and stored in the student property safe room)

- Personal mobile phones
- Tippex and other correction fluids
- Chewing gum
- Cans or glass bottles
- Lighters or matches etc
- Cigarettes, tobacco or tobacco smoking paraphernalia

- Foods/beverages with the intention to sell and gain a profit
- Mobile phones, iPods, iPads or any electronic device which can take photos/videos/audio.
- Fizzy/energy drinks.

### *Student Property Room*

- The student property safe room is a locked room where the students can leave items for safe-keeping. Students who have brought items to school which are restricted will be asked to place them in this room till the end of the day.

### Searching

The school does not need a student's consent to search them if they think the student has prohibited items:

- weapons, eg knives
- alcohol
- Illegal drugs
- stolen goods
- Tobacco products, eg cigarettes
- Pornographic images (of any kind, eg tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- Fireworks
- Anything that has been, or is likely to be, used to cause injury or commit an offence
- Anything banned in the school rules

These items can be confiscated and returned to a parent/carer.

### **Legal requirements of a search**

- All members of the Senior leadership Team have undertaken search training and are the only people authorised to conduct a search.
- There will be 2 members of staff present during a search - the person doing the search and the search witness. Searches will be done by someone the same gender as your child.
- The search witness will also be the same gender as your child. Your child will not be asked to remove clothes, other than outer clothing like a coat.

### ***Power to Use Reasonable Force***

The legal provision on school discipline also provides member of staff with the power to use reasonable to prevent students committing an offence, injuring self or others, or damaging property and to maintain good order and the discipline in the classroom.

- All permanent staff who work directly with Park View School students have been trained in Team Teach positive handling techniques.
- As a school de-escalation is our priority but on occasions it may be deemed necessary to physically intervene. Team Teach is strategy adopted by the school to deescalate and support students. Team Teach is an accredited approach to ensure safety and manage challenging behavior using positive behavioral strategies, designed to reduce anxiety, risk and physical intervention. Park View School staff are trained and qualified, in the use of this approach and have a Senior Advanced Team Teach Tutor in school that carries out initial training, and on-going refresher training.
- Parents/carers will be informed by their child's nominated mentor if any form Of positive handling has been used by means of a letter home and copied into a student's file. Where any physical intervention has been applied time in the Re-engagement room will be negotiated with member of staff on call.
- *Communication to parents following any positive handling*
- Direct communication with parents after positive handling is necessary and should be done by using the standard positive handling letter.
- *Re-engagement room*
- Students taken to the re engagement room have been taken there as a last resort. For example, the student has refused to comply with any attempts to Resolve the situation and reintegrate back into the classroom. The student will complete the work away from the class without earning the same level of reward. Reintegration will happen when the member of staff on duty feels that the student is ready to return to class and apologise to staff/students offended, assure the member of staff that a repeat of any poor behavior will not occur and that every effort will be made to complete given tasks.
- *WoW triangle see appendix*
- Ways of working triangle is a diagram showing how students' needs are met at different levels of support and intervention. Students in the top segment of the WOW triangle are likely to be involved in the Positive Re engagement Plan and maybe have greater involvement in Learning Outside of the Classroom.
- Students in the middle section of the triangle are likely to be in receipt of higher levels of intervention and support but are able to access all or some of the curriculum offer. The curriculum in this segment is one which would be Typically described as being personalised.
- The majority of students should be working in the lower part of the triangle where a degree of personalisation is present and some interventions are being employed but they are working towards achieving their academic/social/emotional/behavioral targets.
- *Personalised timetables/interventions/Positive Re-engagement Plans*
- Students who are in the top segment of the WOW triangle are accessing education with lots of one to one support. Their needs are such that achievement is only possible with a very personalised approach to the timetable. Please refer to the PI timetable in the appendix.
- All of the students involved in the Positive Re engagement Plan are working towards accessing learning within the lower segments of the WOW triangle and make progress over and above their previous provision.

- *Annual reviews and IEPs*  
The annual review of a student's statement is to make sure that at least once a year the parents, the student, the Local Authority, the school and all the professionals involved monitor and evaluate the continued effectiveness and relevance of the provision set out in the statement.  
Individual education Plans
- *Stroller duties*
- Staff should ensure that they observe the timetable for "stroller" duty, be punctual and available when needed.
- When a member of staff is on "stroller" duty they are expected to be vigilant and be available to support colleagues in an effective and professional manner. They should maintain good relationships with students, exercise appropriate authority, and act decisively when necessary. A person on stroller duty must be aware that they should make a positive contribution to the wider life and ethos of the school.
- *Safeguarding duty*
- Being safe and secure is fundamental to the well-being of all children and young people. And in achieving their full potential they need to feel respected and valued, and be supported by a network of reliable and appropriate relationships without the fear of abuse or neglect.
- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Enabling those children to have optimum life chances and enter adulthood successfully
- *For more detailed information on safeguarding please refer to South Tyneside's safeguarding policy*

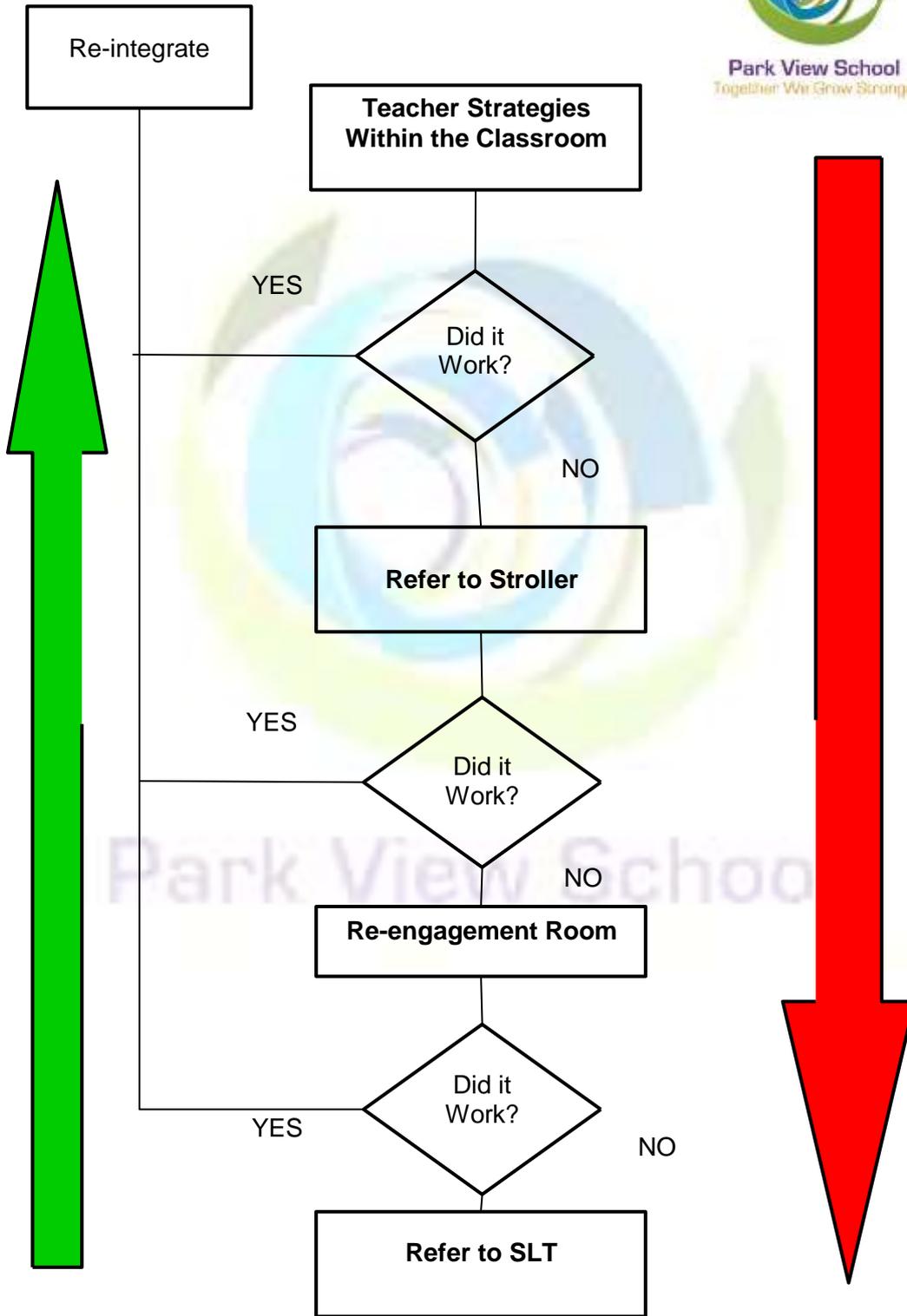
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# Appendix

## Park View School Behavior Referral



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# Personalised Learning Way of Working (WOW)

