

Parkside House School  
Behaviour Management Policy

July 2014

**This policy was devised using the following guidance;**

Behaviour and discipline in schools, A guide for Head Teachers and School Staff.  
Use of Reasonable Force, Advice for head teachers, staff and governing bodies.

In order to realistically affect the behaviour of pupil within any school all of the groups with a vested interest in the school must share, support and work together towards promoting good behaviour.

The aim of the agreed school policy must be able to reduce poor/irresponsible behaviour. Staff must clarify to pupils what is acceptable and unacceptable behaviour.

Unacceptable behaviour needs to be dealt with at once and may involve the use of appropriate sanctions. However the major focus of this policy is to actively promote self-discipline amongst the pupil through developing mutual trust and respect between all adults and pupil working in the school.

**The School is a community**

- In which all partners include involve and inform each other.

Staff will work alongside parents and colleagues, in a multi-disciplinary team

to address any underlying causes for unacceptable behaviour and will

Be open in discussion, reporting, recording, and monitoring pupil's behaviour and responses to it.

- That promotes a happy healthy atmosphere of security, trust and respect.

To give all pupils and staff in school, an environment that allows them to

Be safe and happy and ready to learn and work. To use positive recognition

Of good behaviour to encourage pupils to develop and sustain appropriate behaviour.

- That celebrates achievement for everyone.

To build pupil's self-esteem through recognition and valuing of their achievements

And emphasising by praise and encouragement a celebration of good behaviour

- That actively develops parental partnerships for the benefit of the pupils

Working closely with parents /carers so the challenges are shared and

there is an open agreement and acknowledgement of the interventions

needed. Also to support them in dealing with difficult behaviour at home.

## **Principles of the Management of Behaviour**

We will

- Respect that pupils and adults have rights and corresponding responsibilities
- Give clear expectations of the behaviour required
- Use a consistent approach to the management of behaviour
- Promote positive recognition and reinforcement of good behaviour
- Develop constructive relationships with our pupils that are the key to positive behaviour
- Demonstrate a range of strategies to diffuse challenging situations
- take active steps to develop pupils' social, emotional and behavioural skills
- Keep parents/carers informed and involved
- Use solution-focused approaches that recognise that they need to be different for individual pupils
- Refer to the guidelines produced by the DCFS and DOH for the use of physical intervention
- Ensure that staff have on-going support and continuous professional development in dealing with behavioural issues

### **Introduction**

Parkside House School aims to establish expectations of behaviour for learning from the outset; we recognise the social and emotional aspects of learning and the need to teach pupils how to interact with others.

We wish to create an atmosphere of respect and trust. This is done by organising the environment to be calm and creative to stimulate learning. The daily routine is supported by a visual time table so pupils know what to expect from the day and the curriculum is adapted to engage and interest pupils. The school has clear rules and guidelines about behaviour for the pupils to follow these are promoted through class rules that pupils agree with the classroom staff. The class team recognise shared roles in discipline and behaviour management so pupils learn to respect all adults equally. They are also aware of the importance of working closely with parents and guardians sharing information.

### **Praise and Rewards**

Praise and rewards are most effective in motivating pupils. By praising and rewarding Positive behaviour, others will be encouraged to act similarly. Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded.

All classes have more a formal system of rewards for good behaviour and achievement; these are individual to the class and sometimes to the child. They may use stickers or pupil achievement rewards given weekly.

Achievement Awards can also be used to recognise and congratulate pupils when they set a good example or show improvement in their behaviour, during that week or produce some outstanding work. These are given out once a week on a Friday afternoon when we collectively come together at the end of the week.

Weekly there is a Head Teacher Award, which consists of a certificate, sticker and bar of chocolate, which the pupils take home on a Friday. As pupils win this award they are entered on the Reward chart which is displayed in the school corridor at the end of the year the pupil who has achieved the most awards is again recognised and rewarded in the end of year Prize giving.

Staff will recognise that attention needs to be paid to those who have previously been associated with poor behaviour, or who have been less likely to meet standards, so that it is not always the same ('good') pupils who receive praise and rewards. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important. To achieve this school runs a credit System.

**Credit Award system** The credit system is an incentive to promote good, considerate, polite behaviours both inside and outside of the classroom, it is to encourage pupils to attend lessons, complete work set and return homework. Credits are seen as the currency in the school. This in turn hopes to improve pupil's self-esteem and self-worth as they visually see their credits growing.

**How it works** The central focus on the system is a credit board where individual credits are awarded or removed using pins by staff. This allows pupils to visualise their credit totals and it does develop healthy competition between pupils. The credit system has built in incentives at 100 credits.

**Different ways of achieving credits there** is a general rule that pupils earn 5 credits per lesson; they are also awarded credits for politeness, helping each other, carrying out specific jobs at school.

**Does the credit System work system Work** The credit system relies on consistency of school staff to award and deduct credits fairly and also to remember to physically add them to the board

The school experimented for a period of time with different systems, before this one was adopted, as it was the most users friendly and the pupil's choice.

**Why does the system Work** The competitive approach was productive and showed when rewarded i.e. earning credits and climbing the board the pupils tried harder.

Pupils of all abilities were able to achieve equal credits for each lesson.

The credit system promotes the whole school ethos of being polite and helpful.

The credit system gives responsibility to pupils to manage their own credit account, they choose whether and how many credits they can achieve by their own behaviour.

The credit total each week is added to their weekly reports for their parents to see.

**Lunchtime rewards** The school also has incentives in place during lunch, pupils are rotated around the staff tables half termly then collectively on a lunch table they are working towards achieving the lunch sticker. At the end of the half term the table with the most lunch stickers will visit a local restaurant for lunch.

**Other Incentives** The school runs other positive behaviour incentives including

Lunch time clubs, X-Box, ICT, Petrol Car club.

Many pupils use the point's card system in order to purchase petrol and parts for their Petrol cars or even funds for tuck shop.

It is important that pupil's good behaviour outside of school is also recognised and praised. Therefore sharing of information with parents on behaviour at home and when travelling to school is imperative

## **Discipline in Schools**

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. This authority applies to all paid staff.

- The teacher can discipline the pupil at any time in school or elsewhere on a school trip
- Teachers have a specific legal power to impose detention outside of school hours
- Teachers can confiscate pupil's property

## **What the law Allows**

Teachers can discipline pupils whose conduct falls below the standard which could be reasonably be expected of them. To be lawful the sanction including detention must satisfy the three conditions

- The decision to punish a pupil is made by a paid member of staff authorised by the Head
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under charge of the member of staff
- It must not breach any other legislation in respect of disability, special educational needs, race and other equalities and human rights and it must be reasonable in all the circumstances.
- A punishment must be appropriate and reasonable
- Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises
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## **Responses to Behaviour**

We manage unacceptable behaviour through a range of appropriate strategies that are known and understood by all staff these will not be appropriate for all pupils because of their different abilities. Staff will need to strike the right balance between rewards and sanctions.

Staff should be clear about which sanctions they can apply and which may only be applied by more senior staff. Responses by staff may include the following but should consider individual students these may be part of a behaviour management plan.

- One-to-one talking to (discussion of their behaviour and expectations)
- removal from the group or the classroom for reflection/calming this could be some time working one –to-one.
- withdrawal from a particular lesson or peer group
- withdrawal of access to the school IT system (if the pupil misuses it by, for example, trying to access an inappropriate website)
- withholding participation in a school trip or sports event that is not an essential part of the curriculum
- withdrawal of break or lunchtime privileges
- carrying out a useful task in the school

- Detention

### **Detention What the Law Allows**

Teachers have a legal power to put pupils on detention.

At Parkside House School all staff has the authority to put pupils on detention. Detention would be issued under the following circumstances

- Failure to complete work in lesson due to disruptive or poor behaviour
- The detention time would be used to complete the work missed
- The detention can be given on any school day
- The parents of the pupil will be notified by the school administrator that the detention is occurring.
- The detentions given are recorded and analysed termly this is recorded in the school assessment central file
- Pupils can be placed on a lunch time detention however this will only begin following completion of the pupil's lunch.

**Confiscation of inappropriate items** All school staff can confiscate prohibited items from pupils to dispose or retain for an agreed period of time. (For further clarification on prohibited items please read the Drugs & alcohol policy which incorporates Screening, Searching and confiscation.

Temporary staff, student teachers and volunteers (providing, for example, help with educational visits or mentoring support) can apply

- One-to-one talking to (discussion of their behaviour and expectations)
- Removal from the group (in class)

They will then need to get the support of another member of classroom staff.

The Head teacher will have the authority to apply a fixed-period exclusion or permanent exclusion.

### **De-escalation techniques**

Parkside House School staff is skilled in using de-escalation techniques to diffuse the conflict spiral, this includes having good communication skills to talk to the pupil slowly and calmly. They recognise the importance of body posture and awareness of space. Staff gives choices to pupils sometimes allowing an alternative to aggression. All adults understand that building the relationship between pupil and staff member by using praise as soon as the pupil responds positively can divert an incident. The Teamwork of staff is important that they can support each other by introducing a "fresh face"

All staff are Team Teach trained at Parkside house school.

The CALM approach recommended by Team Teach is aimed at calming the pupils down either before physical intervention is necessary or during physical intervention. Communication, Awareness /Assessment, Listening Looking and Learning, and Making safe.

### **Physical Intervention**

It is recognised that physical intervention is only used as a last resort when all other strategies have been exhausted.

Team teach training is central to the approach of physical intervention in school and in training it stresses the used of de-escalating techniques.

### **Power to use Reasonable Force**

The DFE guidance Use of reasonable Force, and the Education and Inspections Act 2006 state all members of staff have a legal power to use reasonable force; this power also applies to any people who have temporarily been put in charge of pupils such as unpaid volunteers, parents or students.

What is Reasonable Force

- Force is used to either control or restrain, this can range from guiding a pupil to safety by the arm or breaking up a physical fight where a pupil needs to be restrained to prevent injury
- Control means passive physical contact such as standing between pupils and blocking their path. Or active physical contact.
- Restraint means to hold back physically or to bring a pupil under control

Staff should always avoid acting in a way which might cause injury

For further clarification on using reasonable force read the school Physical intervention Policy incorporating the use of Reasonable Force

### **Challenging Behaviours and how to approach**

It is widely acknowledged (Ofsted report March 2005) that two types of behaviour are challenging, behaviour that is “overtly aggressive physical acts such as biting, pinching, throwing furniture, assaulting people” the second is “verbal streams of abuse, temper tantrums, invasion of personal space intending to be threatening.

At least 95% of incidents should be managed without recourse to physical intervention, it is recognised that when pupils behaviour is challenging that staff may need to use physical intervention. This must only be used when

- It is in the best interests of the pupil
- To be employed for the minimum amount of time
- Whenever possible it must be an agreed as the best course of action with parents
- Planned physical intervention must be supported by a risk assessment



- Action is necessary to stop a child hurting themselves or hurting another
- Action to stop significant damage to property
- A pupil is behaving in a way that is compromising good order and discipline and therefore the learning of other pupils

Gradual and graded positive handling techniques are based on providing the maximum amount of care control and therapeutic support for the shortest possible time necessary to ensure the safety of all concerned.

It is recognised that the majority of staff in school have “team teach training”.

Parkside House School wants to support staff involved in incidents and recognises that they can be under stress in difficult situations. It is important that colleagues support each other both during the challenging behaviour and afterward when they may need some time to talk about the incident. Incidents will be followed up by discussion and debriefing with senior management.

North Tyneside offers support counselling (Tel 200 5151) if staff need it. Pupils and their parents may need de briefing after incidents and this will be carried out by the staff involved and / or senior management. Behaviour management meetings will be called to include parents or information shared with parents/carers via the telephone, home school diary or by sending copies of incident forms, as agreed with individuals. Parents /Carers must be informed that an incident has been recorded and that they can have access to it should they wish.

## **For Further Clarification the school has a Physical Intervention Policy**

### **Reporting and Recording**

- **Form 1 A Behaviour Management Plan** will be established with clear strategies for consistent handling by all staff if a pupil consistently requires physical intervention to manage their behaviour This will be discussed and agreed with parents/carers.
- **Form 2 An Incident Form to be used only when Physical intervention is used** will clearly document the date, time, antecedent, consequences, frequency and type of behaviour a pupil displays, which staff are involved and if physical intervention was needed, this information will be used to identify patterns of and triggers for challenging behaviour. The incident form needs to be completed as soon as possible after the incident and a copy given to the School administrator to type up and officially record.
- **Form 3 Meetings** The Head teacher will organise regular meetings to review the progress of the pupil, who consistently requires physical intervention. Parents will be informed that this meeting is taking place. Minutes of the meeting to discuss further actions and opportunities to celebrate moving forward with objectives will be recorded. The class teacher should take responsibility of sharing this information with the relevant people. Weekly briefings will be used to draw staff attention to difficulties pupils are having, information sharing, or responses to behaviour.

- **Form 4 Planned Physical Intervention/Structure**, when a pupil is known to need physical intervention or structure at times, this should be planned for and a risk assessment carried out. These plans need to be shared with parents/carers and signed by all parties. They need to be reviewed at least every 6 months. Involvement and advice from other professionals will be important for every response

#### **MONITORING EVALUATION AND REVIEW**

Governors will be informed each term on the statistics on behaviour interventions in school. The report shows the average number of incidents and the level of incidents.

A – an incident where the pupils behaviour hurts more than one person or where it is very intense or lasts for a long time, restraint may have been used. B – an incident where the pupil's behaviour causes one other person to be hurt but is of otherwise short duration or restraint has been used to calm pupil.

C – an incident where the pupil's behaviour has the potential for harm but does not actually hurt somebody or is an unusual incident that needs to be recorded. When physical intervention was used.

The percentage of physical restraints is reported and the number of pupils involved, to the governing

## Behaviour Management Form 1

**Name:**

**Date:**

**Class Teachers:**

**Long Term Objectives**

**Targets**

**Reinforces to Positive Behaviour**

**Responses to Challenging Behaviour**

**Criteria for Success**

**Review date: 6 months**

**Discussed with parents by:**

**Parents' signature:**

**Deputy Head teacher signature:**



The intervention was planned / unplanned (delete as necessary)

<b>Reasons for the use of holding strategy</b>	<b>Indicate with √</b>
physical safety of child themselves	prevent/interrupt serious damage to property
physical safety of a member of staff is at risk	prevent/interrupt absconding
physical safety of another pupil is at risk	interrupt behaviour preventing a safe and secure learning environment
the pupil is attempting to harm him/herself	member of staff believes that any of the reasons stated is likely to occur

How many staff was involved in holding?

Why were they needed?

<b>Holding strategies used</b> Indicate with √		
friendly hold	Wrap	sitting
single elbow	seat belt	chairs
Figure of four	walking	floor
Double elbow	standing	other (please describe)

Duration of intervention: \_\_\_\_\_ Time Begun: \_\_\_\_\_ Ended: \_\_\_\_\_

Was this happening over a long period of time with intervals? Yes /No specify

Describe the pupil response to intervention:

Details of any injuries sustained or complained of by staff or pupil and action taken: specify

Reason for holding discussed with pupil by:

**Response/view of the pupil:**

**Further action taken: Parents informed: Yes/No**

**By whom:**

**Names of witnesses to physical intervention:**

**Signature of staff involved:**

**Checked by Deputy / Head teacher:**

**Date:**

**Parkside House School Behaviour Management**

**Incident Continuation Report Date:**

**Time:**

**Name of Pupil:**

**Staff:**

**Any further comments (A)**

**Any further comments (B)**

**Any further comments (C)**

**Parkside House School  
Behaviour Management Meeting Form 3**

**Name of Pupil:**

**Staff:**

**Date:**

**Discussion:**

**Action:**

**Discussed with other staff:**

**Parent/Guardian Informed:**

**Last Review Date:**

**Time Out or Restraint Form:**

**Next Meeting:**

**Behaviour Management  
Planned Physical Intervention Form 4**

<b>Name of Pupil:</b>	<b>Class Teacher:</b>
<b>Date:</b>	

**Intervention/ Physical Intervention**

**Reasons for intervention:**

**Describe the behaviour before the procedures:**

**Describe the procedures:**

**Physical intervention to be recorded on Form 2 and parents informed.**  
**Discussed with parents by**  
**Parents**  
**Signature**  
**Deputy Head teacher**  
**Review Date:**