



**BEHAVIOUR MANAGEMENT POLICY
(Including Exclusions)**

**146-148 Park View Road
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Greater London
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1. INTRODUCTION

Parkview Academy is a school offering short, medium and long term provision for pupils with social, emotional and behavioural difficulties and a range of other special educational needs. This policy acknowledges that the pupils are likely to find it more difficult than their mainstream peers to manage their own emotions and behaviour. The policy has been written to anticipate the possible difficulties that can occur in the school day to ensure that all staff, parents and pupils understand the actions that can be taken to avoid or resolve any difficulties. We strive to create an environment where:

- Learning is supported and attitudes to learning are positive
- Parents, staff and pupils are positive about behaviour in school
- Pupils' behaviour during and outside lessons is good, including learning environments in other locations
- Good behaviour and good work is recognised and appreciated, pupils are proud of their achievements
- Pupils can learn the importance of taking responsibility for their own actions by developing their self discipline skills
- Pupils can gain an understanding of their role in the wider community and in society and can appreciate the need to treat all people with respect
- Skilled and highly consistent behaviour management by all staff makes a strong contribution to improvements in behaviour over time.

There are some fundamental beliefs that underpin our approach to modelling, creating and promoting good behaviour.

- We provide a positive, safe, caring learning environment where every person is valued and respected
- All pupils have the right to consistent and high quality learning with minimal disruption from other pupils
- Regular communication between pupils, parents and staff is vital
- In the unlikely event that children are hurt, abused or bullied by others in school they will be listened to and will receive support – such incidents are taken very seriously
- The developing self esteem of our pupils is very important in preparing them to be successful learners
- The curriculum is acknowledged to play a crucial role in the management of behaviour in school. Pupils who are motivated, engaged and interested are more likely to manage their behaviour well
- The school collaborates with external agencies to support our pupils
- The pupil voice is important when making whole school decisions
- Every learner is treated as an individual and their SEND are taken into account in all aspects of school life.

2. RULES AND EXPECTATIONS ABOUT BEHAVIOUR FOR PUPILS

The role of the Behaviour Lead at Parkview Academy is to take a lead in the management (in conjunction with SMT) of behaviour within the school. The Behaviour Lead will work with all staff to maintain a positive and productive teaching and learning environment and will support other colleagues in maintaining positive behaviour, and deliver training on our approaches.

This policy outlines how positive behaviour and attitudes are to be promoted at Parkview Academy and how we plan to eliminate instances of poor behaviour. Where appropriate the Behaviour Lead may draw up an individual behaviour support plan in consultation with staff, SMT and other professionals. The rules at Parkview Academy are as follows:

- We expect all pupils to respect school property, staff, visitors and other learners.
- Lessons will start on time and discretion will be used with respect to visits to the toilet and the use of 'comfort breaks' in lesson time.
- Students (where identified on Risk assessments) will be supervised when moving from place to place and this will be essential if there are health and safety concerns regarding that pupil.
- No one is expected to leave the classroom without permission.
- Students are encouraged not to bring phones into school. If students have mobile phones in school they must be switched off or on silent mode and not visible or used at any point during lessons without permission. Any phones used inappropriately will be confiscated.
- No headphones or other unnecessary items to be worn, unless with the specific permission of the staff member leading a lesson / activity and Senior Management Team.

3. PERSONAL, LEARNING, EMOTIONAL OR MEDICAL ISSUES

Poor behaviour can stem from personal problems or difficulties. Our school recognises that punishing negative behaviour without understanding the reasons behind will not provide a lasting solution or support pupils in learning to manage their own behaviour. Experiencing teaching of a high quality is essential in promoting and maintaining good behaviour inside and outside the learning environment. This teaching should take into account the personal and social development needs of the learners. We aim to give our pupils the capacity and skills to understand and manage their own and others' emotions. In order to achieve this we create an environment that encourages pupils to reflect upon their behaviour and offers them alternative strategies.

3.1 Zones of Regulation

At Parkview Academy we promote the use of 'Zones of Regulation'. The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

4. PARENTS AND CARERS

The involvement of parents and carers is essential to the effectiveness of this policy. Good communication is vital and staff are available for parents to contact by phone or email. Home school communication books are used with some pupils as a means of a consistent dialogue of reflecting their school day, highlighting positives and improvements. We have established a routine of offering parents evenings once yearly when parents can view their child's work, the school environment and discuss their progress with the staff.

5. BEHAVIOUR AND CONDUCT IN AND AROUND SCHOOL

Pupils arrive at school at 9:15am (at the earliest) and are greeted by staff members before being taken to their learning areas. At lunchtimes meals are provided and the school promotes healthy eating with menus reflecting this. Special dietary requirements will be catered for. Pupils will eat in designated areas (including their classroom) and will be supervised/accompanied by staff. Parkview Academy promotes healthy living and therefore smoking is discouraged. All jewellery must be removed for PE and vocational subjects but at other times ear studs or small sleepers may be worn. At the end of the school day, learners are escorted to their transport to ensure they are safe on leaving the school site. The end of the school day has been set at 3pm, although student collections begin at 2:45pm as some students live out of borough.

Students in KS4 and KS5 are permitted off site during breaks and lunchtimes providing the School has written permission from either a parent or carer. Whilst off site, students must display exemplary behaviour.

6. REWARDS, SANCTIONS and Exclusions

Rewards

Staff will share news about positive work and behaviour with parents. Examples of rewards used include:

- Verbal praise and acknowledgement
- Written comments on pupils' work either in a general celebratory way or including developmental comments
- Use of stickers – according to age/developmental level
- Visit to Head Teacher/SMT for praise
- Positive comments during parents evenings or in newsletters to parents
- Working towards a reward goal such as a special visit or trip
- Displaying work/achievements on the school website
- Phone call home from behaviour lead
- Special awards in assembly
- Enrichment activities
- Reward Lunch
- Student Ambassador Award

Sanctions and Positive Handling

Parkview Academy follows the TEAM TEACH approach when dealing with challenging behaviours which includes strategies to de-escalate situations as well as safe holds for serious situations. All staff will complete TEAM TEACH training during their first 6-9 months of appointment. In addition, staff who are newly appointed will complete positive behaviour guidance training (delivered by behaviour lead) during their induction. Staff who are TEAM TEACH trained are able to restrain without supervision from senior managers or behaviour lead. Staff who are yet to complete TEAM TEACH training will be supported when working with high risk learners. Should a students' behaviour require physical intervention, a staff member who is not TEAM TEACH trained may support if confident and directed to, ensuring safety of all involved.

“Team-Teach is designed to reduce the reliance on restraint and restriction by expanding the toolbox of positive behavioural supports. Reducing risk involves giving staff the confidence to take decisive action when it is necessary, in order to keep people safe, whilst at the same time encouraging better assessment, planning and communication to enable staff teams to anticipate foreseeable hazards and avoid them.” (Taken from the Team-Teach workbook). If a pupil has had to be restrained, this will be recorded on an ‘intervention form’ and an incident report written by the staff involved will be created. Reports are to be filed in the Behaviours Folder. All incident report should be referenced with the relevant incident report number.

All pupils have a positive handling plan (PHPs) that is regularly reviewed and updated in line with the students behaviour.

Whatever sanction is used, it is likely to be less effective if it is overused and as far as possible pupils are encouraged to make good choices about their behaviour. Sanctions will be differentiated according to age, the needs of the student, and Key Stage and will take into consideration the special needs and the developmental level of a pupil. Examples of sanctions that can be used are:

- Withdrawal of privileges
- A professional discussion relating to the incident, the impact and consequences
- Being referred to the SMT
- Withholding of participation in a school trip that is not an essential part of the curriculum
- Parents contacted or asked to meet with staff in school
- A reduced timetable / outreach which is reviewed regularly inline with the student's needs / behaviours
- Fixed term exclusion - known as a 'Cooling Off period'
- Permanent exclusion

Serious Incidents

Where a serious incident occurs there will be an opportunity for the pupil to reflect on his/her behaviour and actions and the chance to discuss with an adult how it can be avoided in the future.

A serious incident is:

- One where the result is injury to someone in school
- Where damage to property is caused
- Stealing
- Deliberate or provocative remarks against protected characteristics
- Persistent bullying
- Intentional violence towards others

Where a learner is involved in an incident a member of the senior management team or the Behaviour Lead contacts the parent or carer by phone or in person to discuss the incident and any sanctions that have been given to the student. This needs to be timely and should occur on the same day, immediately after the incident.

Exclusions / Cooling Off Periods

Fixed Term Exclusions are referred to as 'Cooling Off Periods'

The exclusion process will only be applied as a last resort or in response to a serious or extreme case. It could occur if the pupil has made a serious breach or frequent breaches of the school's behaviour policy or if their behaviour is a threat to themselves and other people in the school. It may be used after a series of other discipline measures have previously been used in school and have not been effective.

The Head Teacher can decide on the length of the Cooling Off Period. Where there have been persistent incidents over a period of time the student may be placed on a reduced timetable or an outreach programme or in extreme circumstances a Permanent Exclusion may be considered by the Head Teacher.

All sanctions are recorded and a separate exclusions file is used to record both cooling off periods and permanent exclusions. The data is also displayed in the school's annual report.

Permanent Exclusions

Parkview Academy uses Permanent Exclusions as a last resort and should consider all other sanctions before they are applied.

Full details of the permanent exclusion should be recorded in the learner's file. Parents / Carers and the Local Authority should be contacted immediately.

Parkview Academy will consider 'Managed Moves' to support a learner who would otherwise be permanently excluded in order to provide them with a fresh start. The move may be to a school who are more able to meet the learner's needs. A permanent Exclusion must be approved by the Chair or Vice Chair of the board

7. OUTSIDE SCHOOL

Taking part in educational visits, work experience and accessing alternative provision are all a significant part of what Parkview Academy is able to offer pupils. Every effort will be made to ensure that these experiences are offered to all pupils according to need and in all situations risk assessments will be completed in advance. A pupil may be prevented from accessing planned out of school activities where poor behaviour suggests that the pupil may put the health and safety of themselves or others at risk.

8. SUPPORT OF PUPILS

Parkview Academy believe that those pupils who are hurt, abused or bullied by others in school should receive support. Pupils should feel confident that they have the right to talk to an adult in school if they are in receipt of such behaviour. See the school's anti-bullying policy for further information.

The school acknowledges its legal responsibilities and duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN) and will take the appropriate action in response to any concerns.

Policy Updated May 2022

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