



Park School

RELATIONSHIPS WITH CHILDREN (BEHAVIOUR) INCLUDING OUTDOOR PLAY, EXCLUSION AND CHILD BEHAVIOUR STRATEGY	Dated: Spr 2017	Review: Spr 2019
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1. Rationale

- 1.1 The school's values are:
 1. Look after yourself
 2. Look after others
 3. Look after the place you are in.
- 1.2 High quality relationships in school between all staff and all children are fundamental to the ethos and practises of Park as a Human Scale, holistic school.
- 1.3 The focus of relationships should be educational, social, emotional, intellectual, academic, physical and spiritual.

2. Guidelines

- 2.1 Teaching and learning about relationships should be viewed as developmental.
- 2.2 Children primarily learn relationships and about relationships through living them, however relationship issues should also be made explicit when appropriate and especially as children mature.
- 2.3 Children should understand how to behave appropriately in the school and wider community. Also, children need to understand the social and emotional consequences of inappropriate behaviour for themselves and other people. Encouragement of insight is helpful and care should be taken to support the child through this process.
- 2.4 The maintenance of self-esteem, self-confidence and self and mutual respect should be encouraged at all times - especially in adversity.
- 2.5 Children should be given frequent opportunities to make choices in many aspects of school life within a framework of school policy.
- 2.6 A focus on individual and holistic relationships in small groups and in a relatively small school community supports "child centred education". This means providing an environment and experiences which are relevant to an individual's needs at a particular time within a group context. For example, one child may at some time need a clear teacher directed approach, whilst at the same time, another child in the same class, may require maximum opportunities for self-direction. The same consideration should be given to the developmental needs of the group as a whole. The teaching model is thus "child centred within a group focused approach".
- 2.7 Responsibility for a child(ren)'s behaviour rests with the member of staff engaged with the child(ren) at the time, within the context of mutual staff support and the school's policies and guidelines. Resort should not be made to "higher authority", nor punitive consequences based on an authoritarian stance. Rather, issues should be tackled on the basis of mutual respect and integrity in the "here and now". It may sometimes be appropriate for a colleague, and in particular the TIC to help to tackle an issue and help must be sought if in doubt. All teaching staff should normally refer a behaviour issue to the class teacher.
- 2.8 Opportunities should be provided for children to learn about freedom and boundaries together with clearly understood rights and responsibilities. A range of strategies and approaches should be provided to support this. Giving 'too much' freedom to children who are unable to cope with it may not be liberating but rather cause insecurity. In such cases there should be on-going efforts to find ways of constructively increasing freedom and choice.
- 2.9 Opportunities should be provided for children to work and play together, including across the whole school age range when appropriate. Children should be encouraged to view others respectfully and also to explore the values of others and make thoughtful judgements
- 2.10 Children should have opportunities to discuss all aspects of their school life through everyday discussions, class meetings and school meetings. Increasing opportunities for this should occur as children get older as they learn to discuss issues and negotiate skilfully. Children's opinions and voices are valued at Park School

- 2.11 The school meeting is central to the school and is the main meeting to celebrate, communicate, negotiate and discuss issues which are important for the children and staff. The school meeting could be chaired by both staff and children and operates on a mainly consensual decision making model. All thoughtfully held viewpoints are listened to carefully and participants are encouraged to express their own views. Responsibility for school decisions rests with the staff group/TIC with a framework of Council policy.
- 2.12 Weekly class meetings provide a preparation for the school meeting.
- 2.13 Staff should be the final arbiters of appropriacy of behaviour. This includes all times when Park children are on the school site and on trips off site. It also applies to other children visiting the school site.

Outdoor play

Children at Park School have an extensive space for free play and outdoor play is an integral part of school life.

However, some children are not ready to play around the grounds with as much freedom and trust as we offer. Some children have actually asked for tighter boundaries. We are responding to these demands and at times will limit the area for play to the spaces immediately around the buildings for those children who the staff feel need it. This way we can help them to learn how to play more creatively and resolve conflicts that can occur and allow other children who are more independent to feel safe and that their play will be respected. These restrictions may only need to be in place for a limited time for most children but for others may be a prerequisite for their successful integration into the school. These restrictions may last as long as staff feel that it is necessary in accordance with a human scale approach to education, including clear behaviour guidelines and sanctions, discussions with staff and communicated with parent(s) where necessary.

Any extended restrictions given to a child must be agreed by the TIC and the class Teacher and be discussed with the parent(s) and staff at the earliest opportunity.

Exclusion

Please refer to Exclusion Policy.

Child Behaviour Strategy

This strategy has been drawn up to harmonise school policy towards misbehaviour in class and during playtimes. It is presented in a clear manner so that teachers, parents and children understand Park school policy towards serious adverse behaviour that breaks the schools three guiding principles, which are seen as being at the heart of this humanist based school. All unacceptable behaviour will be addressed with a positive, but assertive approach in line with the whole school philosophy towards child development.

N.B. all children are at different stages of development and have different needs. Teacher will apply this policy at their professional discretion.

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Under this strategy there are two sessions a day in normal circumstances. Session One is 8.50am – 12.30pm, Session Two is 12.30pm – 3.20pm. The actions below relate to a single session.

	1	2	3	4	5	6
ACTION	Disruption of teaching and learning.	Continued disruption of teaching and learning in the same session.	Continued disruption of teaching and learning in the same session.	Child refuses to leave lesson <i>Or</i> Child refuses to stay in restricted area <i>Or</i> Child is a danger to themselves or others.	Child continues disruption of teaching and learning in another group or restricted area <i>Or</i> Child is a danger to themselves or others.	Continued, repeated disruption of teaching and learning <i>Or</i> Child is repeatedly a danger to themselves or others.
CONSEQUENCE	Name on board, followed up by a discussion of the behaviour later <i>Or</i> In the case of a serious incident, consequence 3 or 4 as appropriate.	Name on board again, with consequence (i.e. loss of playtime, carrying out practical job decided by adult, etc). Followed up by discussion of behaviour later. <i>Or</i> In the case of a serious incident, consequence 3 or 4 as appropriate.	Removal from lesson to another group or office, or placed in restricted play. Followed up by discussion of the behaviour later, and a warning of consequence 4. Teacher in Charge informed, parents informed and meeting set up to discuss behaviour.	Child sent home for one day, must be agreed by Teacher in Charge. Chair of Council informed. Parents’ meeting set up. Discussion of the behaviour when possible, and a warning of consequence 5. Continued persistent deliberate bullying needs to be reported to Council of Management.	Child sent home for more than one day, (agreed by Teacher in Charge and Chair of Council informed). Parents’ meeting set up. Discussion of the behaviour when possible, and a warning of consequence 6. Continued persistent deliberate bullying needs to be reported to Council of Management.	Exclusion Policy will be applied.