



PARK SCHOOL

Behaviour Policy

DATE: SEPT 2022

REVIEW: Annually

Purpose and Principles

Expectations for children's behaviour at Park School are framed within the schools' ethos and values as a Human-Scale organisation which recognises the value and importance of positive and healthy relationships between people, including between adults and children. High-quality relationships are fundamental to the ethos and practise of Park School. The focus of all our relationships should reflect the core values of equality, respect, and democracy; the right of everyone to have their views listened to, respected and valued.

The school promotes three fundamental principles on which our behaviour policy is based:

- Look after yourself
- Look after others
- Look after the place you are in.

We recognise that behaviour is both communication of needs and a learnt pattern of responses. Our approach to behaviour is based on the principles of 'Compassionate Communication' or 'Nonviolent Communication'. This approach recognises that behaviour is an expression of our needs and feelings and that it is important that we learn to recognise our own feelings and learn to be able to articulate our needs in ways that do not assign blame or guilt to the other person.

The policy applies to:

- All children at Park School, including Early Years and their parents and carers
- Staff including the head teacher, teachers and classroom support staff
- Council of Governance

Policies to be read alongside this policy:

- Anti-bullying
- Equality and Diversity Policy
- Exclusion Policy
- Personal, Social and Health Education (PSHE)
- Relationships Education Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disability (SEND) Policy

Responsibilities

The Council of Governance has the responsibility to ensure that the school has a behaviour policy in place, that is monitored for its effectiveness;

The Head teacher has the responsibility to ensure that a behaviour policy is in place, regularly reviewed and that all staff, pupils and parents are made aware of the policy;

Staff are responsible to ensure that the policy is applied fairly and consistently;

Children are responsible to take notice of the school's three principles, 'to take care of yourself, to look after each other and to take care of the place that you are in', and to apply these in their day-to-day behaviour in school and to engage with staff and other children in reflective discussion regarding behaviour, when required.

Parents have responsibility to support the staff in working with their children to develop their understanding of the principles of the behaviour policy and to affirm the approaches towards managing and promoting positive behaviour outlined in the behaviour policy.

Behaviour monitoring

Staff will monitor behaviour on CPOMS. This will be used by class teachers to review patterns of behaviour and children's needs both individually and within groups. Monitoring information will also be used by the school leadership to review and analyse patterns of behaviour, children's needs and the effectiveness of our work to support children's learning to develop behaviour.

Staff review and address specific concerns regarding behaviour where relevant in staff meetings and morning meetings. At times teachers may write an Individual Behaviour Support Plan to help identify and specify how we will help a child to learn positive behaviour.

Serious issues should immediately be reported to the Head teacher or Deputy Head teacher. Behaviours which should be alerted to the Head or Deputy might include, physical violence or threatening behaviour, bullying, swearing to cause offence, gender-based, racist, sexist or homophobic remarks.

A positive approach to good behaviour

We believe that an effective behaviour policy is one that encourages children to both take care of themselves and others, building confidence and self-esteem and a respect for each other and their environment. Consequently, good discipline arises from good relationships and a shared understanding and respect for each other's rights; this will develop with the setting of expectations of good behaviour and the modelling of this by staff.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

What do we mean by inappropriate behaviour?

inappropriate or harmful behaviours may include:

- Behaviours that inhibit the wellbeing of others, including their learning
- Physical or non-physical violence
- The use of oppressive language or behaviours

- Injury or hurt
- Exclusion, isolation, or ostracising of a community member
- The refusal to follow reasonable instruction of guidance from adults

Promoting positive behaviour

At Park, we do not use an explicit system of daily rewards, rather we reinforce good behaviour through helping our children feel good about themselves, raising their self-esteem and developing self-discipline.

- All members of the school community are committed to the school's three core principles
- Adults use every opportunity to acknowledge and praise success and positive behaviour;
- Children are encouraged to acknowledge and praise each other's successes;
- Whole School meetings and class circle time give opportunities to celebrate success and to provide a forum to raise expectations of behaviour and reinforce positive success stories.

Relationships between children and adults are based on a strong ethos of respect and communication. Mutual respect is maintained through active listening and encouraging children to express their feelings both to adults and to each other. Teachers model respect and co-operation by showing respect for the children and other adults and by a caring and friendly attitude.

Children primarily learn relationships and about relationships through living them, however relationship issues should also be made explicit when appropriate and especially as children develop. Regular PSHE sessions, drama, social stories and role play are important tools to learn these values.

Children at Park School are given frequent opportunities to make choices in many aspects of school life within a framework of school policy.

A focus on individual and holistic relationships 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".

Opportunities are provided for children to learn about freedom and boundaries together with clearly understood rights and responsibilities. A range of strategies and approaches are 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 when appropriate.

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 responses to others.

Children should have opportunities to discuss all aspects of their school life through everyday discussions, class meetings and school meetings. Increasing opportunities for this occur as children get older as they learn to discuss issues and negotiate skilfully. Children's opinions and voices are valued at Park School

The school meeting and class circle times are central to the school, it is the main meeting to celebrate, communicate, negotiate and discuss issues which are important for the children and staff. The school meeting is chaired by staff 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.

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 may need and ask for tighter boundaries. We are responding to these demands in a dynamic manner 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 safely and creatively and resolve conflicts that can occur allowing other children who are more independent to feel safe knowing 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 and communicated with parent(s) where necessary. Any extended restrictions given to a child will be discussed with the parent(s) and staff at the earliest opportunity.

Responding to inappropriate behaviour

Children are encouraged to work out solutions to conflict between themselves using the skills that are explicitly taught and that they have modelled for them. The next point of contact, if they are unable to resolve a conflict, is another child or an adult who can support them to resolve the conflict respectfully. Most issues will be dealt with on an individual basis rather than being escalated.

We aim to equip children at Park School with the skills and tools to hold themselves and others accountable for harm. We recognise that this is a learning journey, and therefore that our response should be modelled depending on the understanding and skill set of the children involved. We would like for all children to be able to solve problems eventually without the need for adult support.

1. Cool off period and teacher support

In the midst or immediate aftermath of a conflict, if a child needs time to calm down or process they can either self-remove to a quiet space, or a member of staff can suggest a cool-off period and accompany them to a quiet space. If a member of staff accompanies that child, their role is to actively listen or simply sit with them until they are more in control. The process of conflict resolution will then be supported by the member of staff and other staff who are able to manage this process effectively.

2. Problem-solving 1:1 or circle

If conflict is unresolved, or harm continues to manifest (for example through one person being ostracised or self-isolated, unable to calm down), then the class teacher, in the first instance will facilitate a problem-solving 1:1. When the issue relates to a number of children, then the problem-solving will be done in a circle, with the group and the teacher.

The purpose of these discussions is to resolve collectively what should happen next, to learn and to validate points of views and feelings.

3. Positive Behaviour Plan

If the conflict or harm is repetitive then this might be an indicator that something deeper is going on. The staff team will work with that child to explore three questions:

- What skills or knowledge can the child develop in order to move past this conflict or harmful behaviour?
- What unmet needs might there be underlying this conflict or harmful behaviour?
- In what way can the community nurture and/or the environment be adapted in order to support this learning, meet these needs, or address root causes of harm?

The answers to these questions will inform a Positive Behaviour Support Plan. This plan is a working document, used to identify the strengths of a child, understand best what they like and don't like and what strategies might be best to support the child in developing positive behaviour and to make good choices. The plan will be reviewed regularly and will be shared with and involve both the child and their parents.

The staff team may also work with that child during specific skills development sessions that are discussed in collaboration with the young person and their parents.

4. Informal Meetings

Conflicts or harm involving several children may be complex or tense enough that it requires a more structured response. In this case, a restorative circle might be held. A circle will involve all the young people involved, any key staff, and is guided loosely by these restorative questions:

- What happened?
- What were your thoughts and feelings at the time?
- What have your thoughts and feelings been since?
- Who was affected?
- How were they affected?
- What is needed in order to make things right?
- How can we make sure this doesn't happen again?

Each person will have the chance to speak without interruption. In cases where it is clear who caused the harm, those who caused the harm go first. The role of the adult(s) is to remain impartial and non-judgmental, respecting the perspective of all involved, listening actively and empathetically and empowering participants to come up with solutions rather than suggesting or imposing ideas. The adult(s) may use careful questioning to support this process.

5. Perceived or suspected bullying

We believe that bullying in any form is unacceptable. Bullying can be defined as behaviour by a group or individual that intentionally hurts another individual or group, either physically or emotionally. It

can be an unresolved single frightening incident or a series of such incidents. It often reflects an imbalance of power between the perpetrator(s) and victim(s) making it difficult for victims to defend themselves against bullying. We recognise that bullying can occur both in person and online (e.g. cyberbullying), it can also include prejudice-based and discriminatory bullying.

For clarity, Park School defines bullying as behaviour by an individual or group that:

- Is repeated over time
- Is intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

All cases of suspected bullying must be reported and logged on CPOMS and dealt with in accordance with the school's Anti-Bullying Policy. Interventions at this level are dealt with by the class teacher, with support from the Headteacher or Deputy. Where incidents of perceived bullying occur, the parents/carer of the child will be informed.

Children with Additional or Special Educational Needs

Some children have additional or special educational needs that will cause them to behave in certain ways or to respond to other children or adults in ways which may not always be immediately understood.

Where children have been identified with additional or special educational needs staff members will take this into consideration and explore with the child and their parents to better understand how the child may be supported, and how other children may be helped to build positive relationships with the child.

Further action (parent or carer involvement)

Some harm may be considered serious enough that it requires intensive support, boundaries or a sanction. Where there are serious concerns, a meeting will be held with the child's parents. The purpose of this meeting is to develop a common understanding of what has been happening, who has been affected and how, and what needs to happen in order to collectively address the harm and to keep both the child and other children safe. The aim is to reintegrate the child safely and positively back into the school community.

The strength of this process lies in the careful structure of the meeting process and the values of responsibility, respect and resilience inherent in the process. A record is kept of any agreements reached and will be reviewed with both parents and with the children involved.

Consequences and Sanctions

Our general approach is to encourage children through a positive approach to behaviour, focusing on what a child is doing well rather than 'punishing' a child for what they appear to be doing wrong. We recognise that behaviour is usually a way of communicating a need, often that a child is unable to express verbally.

Consequences and sanctions, where used, will be part of a wider suite of work being done with a child to build their ability to identify and communicate their needs and wishes, to have positive relationships with others and to keep both themselves and others safe. However there are occasions

when an adult may need to take an immediate action to either allow other children to continue learning without disruption or to keep a child or others safe.

Our table of consequences and sanctions are indicative of the type of action a member of staff might take in various circumstances. Any consequence or sanction applied will be done in such a way to avoid or to minimise any sense of shame or embarrassment of the child.

Parents will be informed when a child has needed to have a sanction applied. Where minor consequences or sanctions are repeatedly needing to be applied the class teacher will arrange to meet to discuss this with the child's parents.

Examples of Behaviour	Consequences and Sanction
Refusal to engage in learning activity during lesson times, disturbing other children whilst they are attempting to engage in learning activity.	<p>Teacher will explore with the child (and parents) any underlying reasons. Child may be asked to work in an area of the room away from others; in repeated situations the child may be asked to work in another classroom or in another space where they can be supervised by an adult.</p> <p>Work is undertaken to support the child to engage positively in learning activities.</p>
Inability to stay safe during free-play at break times, e.g., unsafe behaviour whilst climbing trees	<p>Teacher will ensure immediate safety of the child and other children.</p> <p>Teacher will explore with the child (and parents) any underlying reasons. 'Play close' – the child is asked to play close to the areas adjacent to the school buildings or within vision of a specific adult.</p> <p>Work is undertaken to support the child to understand better how to keep themselves safe.</p>
Repeated behaviour that makes other children feel unsafe or upset during break times, e.g., rough play, unwanted interference in other children's play and the repeated inability to negotiate to find mutual agreement with other children.	<p>Work is undertaken to support the child and parents to understand better how to keep themselves and others safe and feel safe.</p> <p>An individual behaviour support plan may be drafted to support the child to develop safe behaviours</p> <p>If a child is unable to modify behaviours that repeatedly make other children feel unsafe or upset, the school will refer to the exclusion policy.</p>
Serious harm to others , e.g., physical assault, verbal or psychological aggression. Behaviour that puts the child at serious risk of harm, e.g., repeated refusal to follow guidance or instruction	The school will contact the parent to collect the child from school as soon as possible.

<p>from a member of staff, repeated absconding from school site or dangerous behaviour within the school grounds</p>	<p>A member of staff will supervise the child in a space away from other children until parents can collect them.</p> <p>The head teacher will explore with the child and parents any underlying reasons, including any previous support given to support the child in this area.</p> <p>The headteacher will give consider whether the incident warrants the implementation of the exclusion policy.</p> <p>Exclusion: Details of procedures exclusion are in the exclusion policy.</p>
<p>Bullying behaviour</p>	<p>Sanctions in relation to bullying are in the anti-bullying policy.</p>

Exclusion

At Park School, we do not wish to exclude any child and it will always be a last resort after exploring other options. Sometimes this may be necessary to safeguard the individual child and/or other children.

Please refer to Exclusion Policy for further details.

Reviewed by	Date
Arnet Donkin	01/09/2022
Council – Nathan Gribble	06/09/2022