



**ParkviewEducation**  
Shaping Minds. Building Futures

Parkview Academy: Positive Behaviour Policy



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## Positive Behaviour Policy

**Our vision is to forge strong, positive connections with students so they can achieve independence, build confidence, and gain academic knowledge.**

**Policy Owner**  
Headteacher / Teacher in Charge

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# 1. Introduction

Parkview Academy recognises the importance of promoting acceptable behaviour and methods of managing boundaries within the education setting. We believe that all students have the right to expect positive approaches to behaviour, which foster self-esteem, respect, tolerance, and self-control. Behaviours which harm people either emotionally or physically or damages property are real problems for everyone in the school and must be dealt with in an appropriate manner. By promoting the beliefs below Parkview Academy will endeavour to ensure everyone is safe, that consequences and rewards are fair and our whole community is reflective and considerate to all.

Parkview Academy is a caring community, whose values are built on mutual trust and respect for all. We believe that students flourish best when their personal, social, and emotional needs are met. The school encourages self-esteem and successful outcomes. There are clear and developmentally appropriate expectations for all the community. To this end we encourage all members of the school to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership.

We do not tolerate bullying, insensitivity, inappropriate language, discriminatory language, vandalism, and theft, however how we approach such problems is individual. The use of PACE (Staff may be Playful, Accepting, Curious and Empathetic) and an understanding of attachment theory underpins our approaches to the above problems. Put simply 'all behaviour is communication' and staff will be curious as to how we can resolve and repair and ultimately change the negative actions and communications of our students.

As part of our Positive Behaviour Management Policy the school believes that students should feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

It is our aim that all students fulfil their potential where appropriate to their level of understanding.

*This policy is a statement of good practice that covers all aspects of the school and contributes to the development and maintenance of good behaviour, personal development, and a positive ethos.*

Expectations of good behaviour are high, and a mutual feeling of trust is implicit. This policy reflects the school's stated aim of enabling all its students to develop skills to manage their own behaviour in a way that is safe to themselves and those around them. Inherent in the ethos of the school is respect for the individuality of our students.

# 2. Aims

- To provide a consistent and informed approach to dealing with behavioural issues that can be referred to and implemented by staff and parent/carers.
- To enable students to become self-governing, understand strategies to self-regulate and enable them to engage in learning.
- To develop the skills and competencies of the staff towards managing student behaviour and enabling students to take ownership of their own responses.
- Provide a structured policy for staff to follow and implement when dealing with challenging behaviour.
- To ensure that the school provides a safe, well managed environment where learning and personal development is at the heart of everything that we do.
- To ensure that the schools' approach is both consistently and effectively implemented.

### Our practice is based on the following principles:

- We are a school for learning.
- Students come to Parkview Academy to learn and achieve positive learning outcomes.
- When students are calm and regulated, they can learn in a supported environment.
- When students are engaged in learning, differentiated to their individual abilities, their behaviour improves, and they remain regulated.
- As students' behaviour and learning improve together, so too do their attitudes, self-esteem, and personal development.
- The school will support students to want to take responsibility for their own actions and give them the skills to modify their own behaviour; and
- Students' will learn the skills in coping with dysregulation and be able to regulate themselves, becoming self-governing and more resilient to challenge.

## 3. Promoting Positive Behaviour

We will do this by:

- **Praise and Encouragement**  
The school will praise and encourage the positive behaviours so that qualities such as kindness, thoughtfulness, tolerance, perseverance, and motivation are appreciated and acknowledged.
- **Reasoning**  
The school will reason and discuss with the student why they should or should not do something. This should help them to relate the behaviour to the consequences.
- **Phrasing**  
The school will endeavour to phrase directions, as far as possible, in a clear and positive manner. For example, instead of saying 'don't' we will endeavour to explain the reasons of why they should not do something?
- **Layouts**  
The school will endeavour to ensure a workable layout of classes, monitor areas where transitions are likely to cause disruption and address problems in such a way as to promote positive behaviour. The aim of staff is always to reduce the possibility of disorder occurring by acknowledging workable systems and offering stimulating activities, which will require concentration and perseverance.
- **Collaborating on Boundaries**  
The school community will set out boundaries, which are basic and simple and give an explanation as to why there are rules. Rules will be open for discussion within the school community. The staff will endeavour to apply the rules consistently and fairly.

## 4. Roles and Responsibilities

### The Role of the Teacher in Charge

The Teacher in Charge has overall responsibility for supporting personal, social, and emotional development, including issues concerning behaviour.

Support for staff faced with challenging behaviour is also an important responsibility of the SLT who is expected to ensure the implementation of the above aims and additionally to:

- Make provision for continuous professional development with reference to positive behaviour

management, physical intervention (the use of reasonable force) and anti-bullying procedures.

- Be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social, and emotional development and familiarise new staff members with the school's behaviour policy and guidelines for behaviour.

### The Assistant Teacher in Charge

The Assistant Teacher in Charge will enable the implementation of CPD, manage staff to debrief incidents to ensure better practice. Review curriculum and individual plans and look at individual rewards and sanctions as a whole school approach. The Assistant Teacher in Charge will support best practice throughout the school.

### The Staff

The school expects the staff to set a positive example to the students by:

- Regularly examining and reflecting on their own conduct.
- Listening carefully to the students and valuing what they have to say.
- Giving the students clear and consistent explanations of the limits required in the setting.
- Ensuring that students do not receive positive attention for inappropriate behaviour.
- Allowing students to express choices.
- Acknowledging student's feelings and encourage them to express them appropriately both verbally and creatively.
- Encouraging students to adhere to the rules of the group, expressing that all have the right to learn.
- Refraining from shouting at students in a negative manner, this does not serve as a positive form of keeping regulation.
- Leading by example, remembering that students learn by example.

Staff must communicate any practices that they disagree with immediately. The SLT should be informed as soon as possible if a situation is not dealt with appropriately. Parkview Academy values the partnership with all that work here and will endeavour to listen to any concerns regarding practice or management of any individuals.

Staff are encouraged to stop aggressive or bullying behaviour immediately and make clear that this type of behaviour is unacceptable.

Staff are to help the students understand they are valued.

Staff are trained to understand that all behaviours are communication.

## 5. Student Reward System

Throughout the school positive behaviour is always promoted. Parkview Academy believes that it is important to acknowledge and reward in a positive way, those who demonstrate a high level of co-operation and positive behaviour. We endeavour to raise students' self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise students where appropriate.

The particular and individual challenges faced by students mean that staff should actively seek out examples of appropriate and socially acceptable behaviour, identify and acknowledge that behaviour and then reward it.

We praise and reward students for good work and behaviour in a variety of ways:

- Teachers and staff congratulate students.
- Recognition of personal qualities by peer group.
- Students can visit other classes to share their good work or may be chosen to share it with visitors.
- Displaying good work around the school.

Our school reward system uses a method of awarding individuals for behaviour and learning within each lesson. The system also extends to scheduled breaks and unstructured times within the school day, reinforcing praise for positive behaviour.

The staff reward appropriate behaviour immediately to ensure that the student recognises and understands exactly what they have done well.

Care should be taken to affirm students who "always behave". They should not feel that the occasional poorly behaved student is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded. Our reward system supports the belief that all members of the school have the right to be treated with fairness, honesty, and respect and therefore to act with such. It seeks to recognise and reward students who demonstrate this sense of responsibility.

### Student Guide

The school reward system has 3 levels these are Bronze, Silver, Gold, and Student of the Week certificate.

Receiving an award depends on the number of points you earn each week. You should get a minimum of 100 points. Anything below 100 points will result in a reflection meeting with your tutor during your break time the following week to discuss how we can help support you to achieve more when in the classroom.

Your teachers will be given a behaviour tracking sheet each day that will follow you around with your LSA to keep track of your behaviour points, which will then contribute to your points at the end of the week.

In each classroom, you will see on the wall the Parkview Academy point system and the behaviour that contributes to each point. This is so that you are all aware of your own behaviours and so can take more ownership of your actions.

The number of points you earn can get you one of the following:

<b>Bronze</b>
100 – 140
<b>Silver</b>
141 – 180
<b>Gold</b>
181 – 200

### Student of the Week = Most points (certificate)

At the end of the week, you will be notified of the points that you have received in our school assembly. You will also receive a certificate of your achievement. Your points will then be banked and at the end of each term converted into a monetary sum. It is important to remember that you will not receive money from the school. Whilst we wish to reward positive behaviour we do recognise that there are times when consequences for actions such as deliberate damage must be addressed and where necessary you may be required to contribute to repair or renewal of school resources. You will receive regular statements so you can keep track of your reward funds, showing both deposits and withdrawals.

## 6. Responding to Inappropriate Behaviours

As with techniques to support positive behaviour, it is important in responding to inappropriate behaviours and that staff identify 'what works' with individual students and develop 'whole team approaches' so that students receive a consistent message and that the work of one group of

staff is not inadvertently undermined by the actions of others.

The principles of confronting unacceptable behaviour include:

- Set and maintain clear boundaries.
- Use PACE – playful, acceptance, curiosity, and empathy to address negative behaviour.
- Do not avoid the issue and do not delay.
- Work together.
- Be truthful, consistent, and reliable.
- Make time to listen, talk and take a real interest in the student/s.
- Take the student seriously.
- Encourage and reward positive behaviour.
- Involve students in decision making where appropriate.
- Communicate clearly.
- Explain what is wrong and the impact on others.
- Always know where your colleagues and other students are.
- Think and plan; planning and pre-teaching helps avoid behaviour problems.
- Do not say “yes” to avoid confrontation. Do not say “maybe” when you mean “no”.
- Do not make promises you cannot keep.
- Anger is not the same as aggression, and aggression is not the same as violence.
- Do not abdicate your responsibilities to the student.
- Humour can defuse; making fun frustrates.
- Body language and volume and tone of voice can give important clues to what you want.
- Be calm, be assertive, be confident.
- Be aware and acknowledge your own feelings.

*Any measure taken to respond to unacceptable behaviour should be fairly and consistently applied appropriate to the age, understanding and individual needs of the student, and consider that certain behaviours may be the result of illness, bullying, certain disabilities such as autism, or communication difficulties.*

## 7. Use of Consequences

The giving of formal consequences can be a useful way to express disapproval of a student’s negative behaviour and encourage them to behave in more acceptable ways.

Some students at the school have experienced abuse and may expect punishment because this is the way they have been treated in the past. Staff need to be aware that all consequences as with rewards need to be explained carefully, this way the student can relate the consequences to their actions.

## 8. Separation/Internal Exclusions

It may be appropriate on occasions to separate a student from the group for a short period of time. This must not be done as a punishment but rather because there is a risk to their safety or the safety of others. There must always be a staff member to support them.

‘Time out’ can be an effective means of decreasing negative behaviours by encouraging a student to remove or distance themselves from a situation they are struggling to cope with.

Staff work with students to implement a range of strategies that empower them to take responsibility for regulating their own responses and work towards gaining rewards for positive behaviour. Students develop an understanding that negative responses and challenging behaviours will lead to sanctions and/or further consequences.

All interactions with the students focus on positive reinforcement and rewards. However, the school has rules that form the basis of expected conduct. All students are expected to be polite to staff, attend all lessons and treat others as they would like to be treated. When a student breaks these rules the excellent staff: student relationships help to support them to make the right choices and reengage with the curriculum.

We are a school that sets high expectations for learning and personal development and highly skilled and trained adults encourage students to make gains in their self-esteem and personal development. Students will, over time, learn to adopt strategies to regulate their own behaviour and become increasingly self-regulating and resilient to challenge.

## 9. Use of Physical Intervention

Staff are charged with a duty to protect students by taking all reasonable steps to prevent them from harming themselves, others, or from damaging property.

Staff must not use any intentional application of physical force upon a student as a punishment.

Where staff have reasonable cause to believe it is necessary to prevent the risk of injury to any person or serious damage to property, staff are permitted to use restrictive physical intervention. All staff are trained to use

PRICE. (See Physical Restraint and Use of Reasonable Force Policy).

Where staff have been assaulted and/or injured during a physical intervention, they should consult a manager with regards to guidance on the appropriate next steps.

## 10. Recording and Monitoring Student Behaviour

Behaviour is recorded, monitored, tracked, and analysed through our central online system Cpoms and enables staff to record:

- Safeguarding Concerns
- School incidents
- Restrictive Physical Intervention
- Incidents of bullying etc

Time is provided at the end of each school day for staff to complete recording and reporting of incidents.

Safeguarding concerns are recorded, and the system automatically refers to the DSLs for follow up.

RPI reports are default referred to the lead DSL/SLT.

In the event of a serious incident occurring staff may be deployed earlier to complete reporting and recording entries and contact the necessary parent/carers and professionals. In the event of a serious safeguarding concern being raised, staff will be deployed to consult and refer and act, as necessary.

## 11. Staff Safety

Whilst staff have a clear duty to protect students and others, they must not do so in a way which seriously compromises their own safety and well-being.

Restrictive physical intervention should never be used if staff do not feel they can achieve a positive or successful outcome, or the degree of danger to themselves or others is unacceptable.

When faced with violence, either sudden or as the product of a spiral of aggression, the immediate task of the staff member is to ensure that they and the other people do not get hurt but, if this is impossible, withdraw to safety and summon support.

In these circumstances, staff must retreat from the situation and call for assistance from a colleague or a manager or, in extreme circumstances, the Police, in accordance with company and local protocols.

In circumstances where staff cannot withdraw because, for example, they are cornered and they reasonably believe their physical safety to be compromised, normal priorities may have to be suspended, in these cases:

- Stay as calm as possible.
- Stay confident, but do not aggravate the situation.
- Reassure the aggressor.
- Do not insist on maintaining authority; do not be afraid to lose face.
- Use verbal diffusion and distraction to escape the situation.
- Try to keep the aggressor at arm's length.
- If physically attacked or overpowered, shout for help.
- If necessary, protect yourself to avoid injury and to gain a few seconds.

Amendment record	
WHAT	WHEN POLICY AMENDED
Removed reference to ClearCare	August 2023
Reviewed the school reward system	