



Mayesbrook Park School

Alternative Provision for young people in Barking and Dagenham

BEHAVIOUR POLICY

January 2018

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Name/Title of Responsible Committee/Individual: Governing Body	Annie Blackmore Head of MPS Robert Turner Chair
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BEHAVIOUR POLICY Mayesbrook Park School (MPS) is committed to creating a teaching and learning environment where the social, emotional, academic and personal needs of its students are addressed and where pupils are helped to achieve in an atmosphere of safety and mutual respect. By removing barriers to learning we aim to support reintegration back into mainstream school, training or employment. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour, and encourage others to do the same.

The Purpose of the Behaviour Policy

To provide a simple, practical code of conduct for staff, students and parents which:

- Reinforces positive behaviour
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions or sanctions when necessary

Most behaviour will be managed in school, however behaviours posing a potential threat to the health and safety of staff, pupils and visitors may lead to tuition offsite.

Expectations

At MPS we believe all of our students can do well. We encourage success by supporting them to meet the expectations of the MPS Student code of conduct.

The school expects teachers and support staff to:

- Set work that is interesting, relevant and appropriate to students' abilities
- Maintain high expectations of students
- Recognise and reward positive behaviour
- Model appropriate behaviour
- Provide positive feedback about students' efforts and achievement
- Treat students with fairness and respect at all times
- Deal with behaviour effectively and report incidents through the referral system

The school expects students to follow the code of conduct:

- Follow the dress code
- Hand in your mobile phone and personal items
- Be in the right place at the right time
- Be open to learning
- Follow instructions
- Respect:
 - Yourself
 - Others
 - Property

The school expects parents and carers to:

- Support the MPS policy on attendance and punctuality by notifying the school of any absences or lateness
- Notify MPS of any factors which may affect the behaviour of their child
- Support their child by attending regular reviews, open days and other meetings

Be aware of and support the MPS Behaviour policy

Promoting Positive Behaviour Guidelines

Inappropriate behaviour is likely to occur:

- when students lack a sense of purpose and/or structure
- are presented with opportunities to misbehave
- are struggling to deal with external factors unrelated to school. Certain measures can be employed to prevent these and other potentially damaging situations from arising.

Staff must aim to create a calm atmosphere that is conducive to work and learning by:

- Planning differentiated learning experiences that are relevant to the students' academic and social needs;
- Offering varied tasks that are sufficiently challenging and achievable
- Demonstrating flexibility where planned activities fail to engage;
- Teaching with appropriate pace;
- Ensuring that there is a clear sense of progression

During the lesson staff must:

- Set clear learning outcomes, attainable in the time available
- Model tasks clearly with explicit success criteria
- Encourage students by offering appropriate praise, help and explanations where necessary
- Monitor progress
- Correct errors in ways that emphasise the learning opportunities they present
- Give personal feedback to students on all progress made academically and socially
- Arrange appropriate support as required

The recognition of achievement is important. Reward learning and effort by:

- Using spontaneous praise
- Informing staff and peers of progress in the learner's presence
- Asking the learner to share their work with others
- Recording and reporting students achievements
- Displaying work prominently and attractively
- Awarding students in line with the MPS rewarding systems
- Providing extra-curricular activities
- Informing parents of positive experiences and achievements

It is preferable to prevent unwanted behaviour from occurring. Dealing with unacceptable behaviour wastes time, can lead to confrontation and can lead to unnecessary stress. This principle is relevant to all aspects of work, both academic and social.

Responses to poor behaviour

Staff **must** report incidents of negative behaviour using the MPS reporting system

Managing volatile situations

When a student's challenging behaviour can no longer be managed using the above de-escalation strategies, it will be necessary to take appropriate actions to prevent harm, risk or damage to the child, others or property

There are few situations in which physical intervention would be considered appropriate. Examples of such situations may include the following, Department for Education (DFE). Use of reasonable force – July 2013)

- When a student attacks a member of staff
- When a student attacks another student
- When students are fighting
- When a student is hurting him/herself or is in danger of hurting him/herself
- Damage to school property
- When a student is causing disorder which impacts on the good order of the class / Campus

Physical intervention, if required regarding the above situations, may take several forms. It might involve staff:

- Stepping in between students
- Leading a student away by the hand or arm - Re-directing a student's path
- Guiding a student away, by placing a hand in the centre of the back or, in very extreme circumstances, using more restrictive holds for which staff would have received appropriate training (**The Team Teach approach**)

Physical intervention must only be used for as short a period of time as possible to enable a safe environment to be re-established for all concerned. Before intervening physically, a member of staff must wherever practicable, tell the student who is behaving inappropriately to stop and that there will be consequences if their behaviour continues. It is also advisable, where possible, to summon assistance from other colleagues. At all times it is important to remain calm and to continue to communicate verbally with the student, making it clear that physical contact will stop as soon as it ceases to be necessary.

For further guidance, staff must refer to the following documents:

- DFE; Behaviour and discipline in schools (January 2016)
- DFE; Use of reasonable force (July 2013)
- MPS Safeguarding Children in Education-Keeping Learners and Staff Safe Policy- Dealing with Challenging Behaviour in schools, and action in relation to the Education Act 1996 (September 2016)

Up-to-date records of all incidents where physical intervention has been used will be formally recorded in the bound book and stored by the Head of Campus.

Immediately following any such incident, members of staff concerned must inform the Head of Campus and provide an Incident Report.