



PARITY EDUCATION
SERVICES LTD



Parity Education Services Ltd.

Shaping Futures with Equal
Opportunities

Behaviour Policy



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Introduction

Parity Education and Careers Services Ltd is a fresh start for students. We offer the opportunity to develop their personal, social and emotional development, which research shows, enables children to achieve their full learning potential.

Our restorative and reparative approaches are a fundamental component that enable students to feel safe, respected and cared for. Restorative approaches offer a framework that enables students to develop their core communication skills whilst reversing continuous and habitual negative behaviours.

This document outlines how we create a happy, secure and orderly environment in which pupils can learn, develop and become caring and responsible individuals. This document is for all members of the Parity Education and Careers Services Ltd community and appropriate training will be offered to enable practices to become embedded as part of our inclusion culture.

Consistency in Practice

Parity Education and Careers Services Ltd staff will apply and model a consistent approach to managing behaviour:

Staff will –

- Model positive behaviours and build relationships
- Plan lessons that engage, challenge, and meet the needs of the students
- Award positive behaviour points when applicable
- Be calm when addressing behaviour
- Stop and address any form of negative behaviour
- Use consistent language; consistent response.
- Use consistent positive reinforcement.
- Use consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Be respectful, even in the face of disrespectful learners!
- Use consistent models of emotional control. Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners. Adults are continuously working on their own emotional intelligence to ensure they are emotionally available for our students.
- Consistently reinforce rituals and routines for behaviour around the premises.
- Consistently display the quality of a good provision, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans
- Consistent understanding that if boundaries are crossed a consequence will follow.

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

The Thrive Approach

Here at Parity Education and Careers Services Ltd, we embrace The Thrive Approach to enable our students to develop and embrace new positive behaviours and aim to reach their full potential. This dynamic and developmental approach draws on neuroscience and child development research.

We believe in a child-centred approach that focuses on communication, reparation of skills lost through varying negative experiences and, ultimately, that every child deserves to feel safe and cared for.

Our Expectations

- To ensure appropriate behaviour and language throughout the service
- To encourage and praise greater effort in both work and behaviour
- To ensure a joined-up approach to behaviour management is used and approved by all the staff, teaching and non-teaching.
- To ensure that carers and parents are informed and are aware of the service disciplinary procedures and behaviour management approach.
- To provide a system of rewards to encourage good behaviour
- To ensure a safe, caring and happy environment
- To consistently reinforce Fundamental British Values (FBV)
- To promote good citizenship
- To promote self-discipline
- To prevent bullying

Supporting our Students

Often children can struggle to make sense of the complex and often incoherent information in the world around them. Adults help to organise children's experiences, develop their capacity to reflect and support them to make sense of what can be difficult and confusing. This confusion and lack of understanding is often where negative behaviours can develop. THRIVE training enables adults in the community to support and guide our students as they develop emotionally and socially.

The Involvement of Parents and Carers

The involvement of carers/parents is, of course, a key ingredient to successful outcomes for students. As a learning community, we will promote and encourage home-school contact arrangements including regular/daily phone calls to exchange any information, to build relationships and to encourage positive communication skills.

Positive news and achievements as well as behavioural and academic issues and successes will be discussed with the parents/carers as and when necessary. Parents and carers will be notified of rewards through the provision's Tutorcruncher platform.

Carers/parents of pupils causing particular concern should be contacted at the earliest appropriate stage to discuss strategies and support for the individual pupil. This will vary

from child to child and, as such, no set rules govern the point at which contact of this type is necessary.

Managing Behaviour

We believe that behaviours should be separated from the child. As such, we manage the behaviours relationally with the aim to support the social and emotional development of our students.

We understand behaviour communicates unmet needs and can separate the child/young person from their behaviour.

We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.

We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.

We encourage children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.

We keep in mind that we are the adults and the children/young people are still growing, learning and developing.

We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

We will engage in establishing non-negotiable and negotiable rules at the start of the academic year and re-visit these regularly and at termly. These rules will focus on the values, rights and responsibilities of the provision when establishing boundaries in conversation with children and young people.

We will support and build the awareness of the students that their actions impact on others and that they have a responsibility to safeguard others' rights.

We will always seek both resolution and learning when dealing with incidents.

We will always consider and reflect on how our actions and words help and give children and young people time and space to resolve the situation.

We will keep in mind that children and young people benefit from a clear structure (containment) within which to learn.

We will record all individual incidents and include a record of what members of staff have done to address the behaviour so that pupils are able to modify, improve and develop responsibility for any actions.

Incentives to positive behaviour

Staff will:

- Model and mirror appropriate behaviour and language
- Anticipate behaviour problems as far as possible and de-escalate
- Look beyond the behaviour to identify the emotional source

Staff will discourage unacceptable behaviour in the classroom by practising the rules of prevention.

- Staff will be ready on time and in the classroom to receive their student(s)
- Lessons should be prepared in a way that achieves balance, pace and is appropriate to the young person's needs and learning style.
- Positive behaviours will be praised and recognised.

Rewards

We will always recognise, reward and reinforce the positive behaviours displayed by the students. The rewards and praise will be part of the provision's culture of celebration. It will not always be based on academic success as we know that comes after the removal of barriers to learning.

Success and rewards will take different forms for different children. Rewards will be chosen in cooperation with the students, it will be done with them, not to them.

Informal:

- Non-verbal; smiles, eye contact, thumbs up, body language and symbols.
- Verbal praise and comments. Aim to give at least 5 positives to one negative.
- Display young people's work.
- Stickers, or other motivational rewards according to need
- Reporting to senior staff or another teacher to show their work

Formal:

- Giving stickers or stamps for work or behaviour
- Presenting Bronze/Silver/Gold awards for positive points
- Home-school books/emails to identify positive work and behaviour
- Showing work on Parity Education and Careers Services Ltd's website or approved social platforms
- Writing home to parents
- Progress meetings

Managing negative and unacceptable behaviour

If behaviour does not meet the expected standards, staff will apply the following approach:

1. Use of a verbal warning: 2 verbal warning should be given depending on the level of unacceptable behaviour encountered. Students are encouraged to take ownership of their behaviour to respond positively to the first verbal warning.
2. Redirect with take-up time
3. Restate the redirection and establish what assistance the student needs
4. Remind the student of the expected behaviour and explain why it is necessary
5. Provide assistance to managing behaviour with positive outcomes with behaviour support plans where suitable.

If a young person becomes physically or verbally abusive towards staff, other students or themselves, staff must call for support.

All incidences of behaviour that does not meet the expected standards must be logged on My Concern. Where appropriate phone calls will be made with parents and carers to discuss the behaviour concern and/or parents and carers will be invited in.

Students who repeatedly exhibit disruptive or otherwise unacceptable behaviour will be discussed with all staff that are involved on the student's education provision to devise a support plan.

Each incident will be judged individually and sanctioned according to a student's circumstances and needs.

Prohibited items:

Parity Education and Careers Services Ltd works hard to support students, and families, to maximise the student's educational outcomes while supporting the social, emotional, and physical wellbeing of the student body. To support the student's wellbeing the provision do not allow students to have the following items on the provision's site:

- Any form of energy drink including Monster/Red Bull/Luozade etc
- No student is permitted to sell sweets/drinks on site.

Students found to be carrying any of the above items on their person will have the items confiscated. The items will not be returned to the student. Should a parent wish to collect the items they can do so at an arranged time.

The provision must ensure a safe environment is experienced by all students and staff. To be safe the provision must be confident that students are not carrying any of the following prohibited items:

- Alcohol
- Illegal drugs

- Knives/weapons (any item deemed to be carried to use as a weapon)
- Tobacco & cigarette papers
- Stolen items
- Shisha pens/electronic cigarettes/vapes
- Fireworks
- Pornographic images/content

- Any item that any staff reasonably suspects has been, or will be, used to commit a criminal offence or that could be used to cause personal injury to, or damage to property of, a person (including the student).

Any item that is on the prohibited items list will be confiscated. The item/s will not be returned to the person who has had them confiscated. If appropriate, or where necessary, any confiscated item from the prohibited list will be given to the police.

Designated staff are authorised by the Head of Education to search a student with witnesses present should we as a provision believe that they may be carrying any item from the prohibited list or any other item. All staff are authorised to confiscate any item from the above list.