



PARKSIDE  
SCHOOL

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Dear Parents/Carers,

Once again, we have come to the end of a very successful year at Parkside School.

Thank you all for your ongoing support as we could not do it without the support of families. As you are aware, we are constantly looking to improve school life for the students at Parkside School. As a result, we are implementing a new positive behaviour strategy as of September 2018. Outlined below are the principles of how the system works at Parkside School. Students have had this shared with them in assemblies and we will launch it in September. Therefore, it would be really useful if you could go through this with your child over the holidays, to support and reinforce this strategy. The underlying theme is a PRIDE in Parkside School. Also attached is a reminder about uniform and our expectations

We look forward to our first year of implementing our proactive behaviour support system, Positive Behaviour Intervention and Supports (PBIS). It is well known that schools are successful when they help young people to grow academically, socially, and emotionally. For this to happen, it is imperative that we have a safe environment that is supportive and conducive to growth. By setting forth clear social and behavioural expectations, it is our goal to create this atmosphere for learning. Based on PBIS, our plan is in place, with staff trained and looking forward to training students at the beginning of this school year.

We welcome parent involvement and look forward to giving parents information throughout the year.

Thanking you for your continued support

Bernard Tague

## **What is PBIS?**

Positive Behavioural Interventions and Supports (PBIS) is a proactive system approach to help parents and school staff create and maintain a safe, supportive, learning environment, promote positive life skills, and reduce negative behaviour so that all young people can succeed in school.

## **How does PBIS Work?**

PBIS focuses on both individual behaviour and environmental factors and has proven more effective than punitive discipline strategies, such as suspension and expulsion. PBIS programs can address issues such as bullying prevention, social skills development, resiliency building, and discipline strategies.

## **How Can I Help?**

Parent involvement in all aspects of their child's educational planning is often the key to the success of the child. When parents are actively involved in the educational activities of their children, the children are more successful in school. This is particularly true when there are behavioural concerns. Parent communication with the school and participation in school activities can provide academic and behavioural support as well as help develop a healthy school climate.

## **How Can Parents Help?**

- Work to develop a positive school climate.
- Help teach your children the importance of school-wide expectations at home, at school, and in the community.
- Volunteer in school activities.
- Support with teaching of and reinforcement of expectation in home and community settings.
- Help with school efforts to advertise the program to the community.
- Work to gather community resources (earn funds, canvas local merchants for participation) for creating and maintaining the program.
- Take part in the instruction and reinforcement systems if our child is part of a classroom or individual intervention program.
- Celebrate your child's successes.

Our P.R.I.D.E. characteristics and values are:

Put the **P.R.I.D.E.** in Parkside

	CLASSROOM	CORRIDORS	CANTEEN	WCs	Outdoors
<b>Be Prepared</b>	Equipment Uniform Ready to learn Water bottles full Have no excuses	Uniform Use lockers appropriately Fill water bottles at break and lunch time, before the bell.	Queue patiently Uniform Make healthy choices Put your litter in the bins provided	Uniform Leave as you would like to find it	Uniform Be on time Wear our uniform with pride
<b>Be Respectful</b>	Listen when others are talking Use subject specific language Take turns at talking and listening Follow instructions first time every time.	Move purposefully and safely Use a quiet voice Put any litter in the bins Respect the personal space of others	Use the phrases please and thank you Display general good manners Queue in a way that respects the personal space of others	Use equipment appropriately Respect the personal space and privacy of others	Be inclusive, include others in social time or when walking home Follow instructions
<b>Show Independence</b>	Homework Three before me Have a thoughtful approach Be organised	Go direct to your lesson Walk sensibly and safely	Clear up after yourself	Go by yourself	Make safe choices Observe surroundings Listen actively
<b>Be Determined</b>	Do your best Try everything Don't give up Maintain good attendance	Walk purposefully Arrive at your lesson on time	Make sure others around you are safe and happy	Go-flush-wash Be timely	Be direct when moving from place to place
<b>Strive for Excellence</b>	Complete your work Be the best you can be Work hard Exceed expectations	Be mindful of your language Greet others with a smile	Display general good manners Eat politely Be a good role model for everyone else	Plan when you will need to go. Go outside of lesson time Report inappropriate use	Be a leader Be responsible Take part in all activities including careers

**Our aim is to promote positive language and positive behaviour. Using the following rewards and sanctions:**

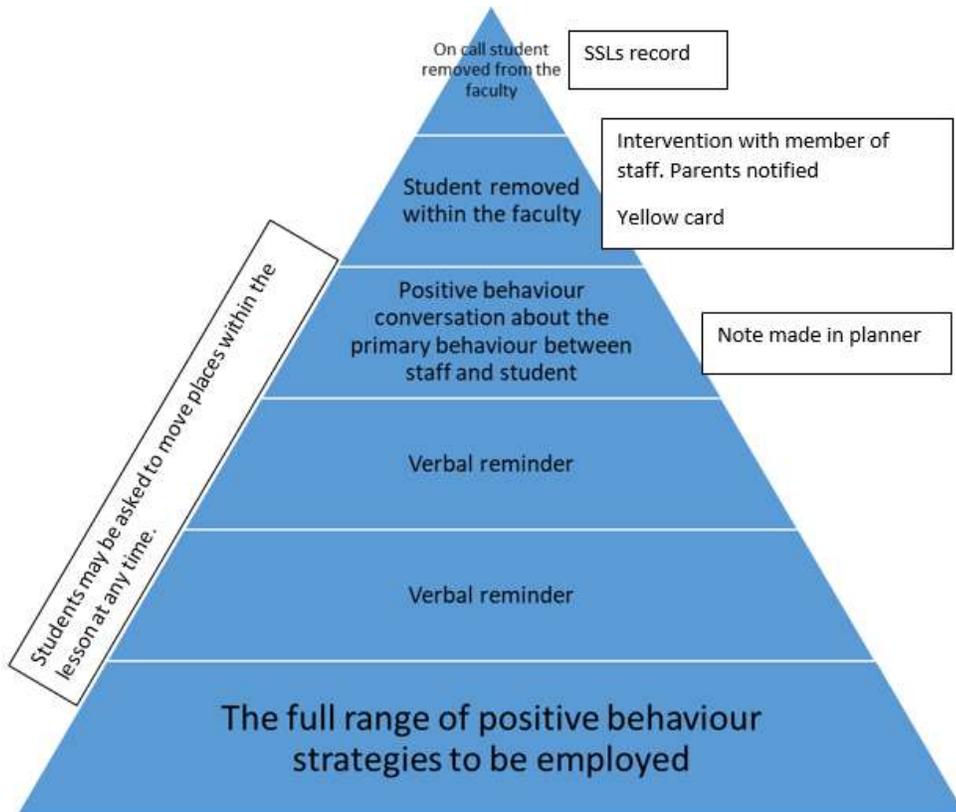
**Parkside hierarchy of rewards.**



***Bonus points are rewarded in each lesson. The bonus chart will be stuck into every child's exercise book so they can see their individual success in every lesson and so parents can see it when books come home for homework.***

## Parkside hierarchy of behaviour/pastoral interventions.

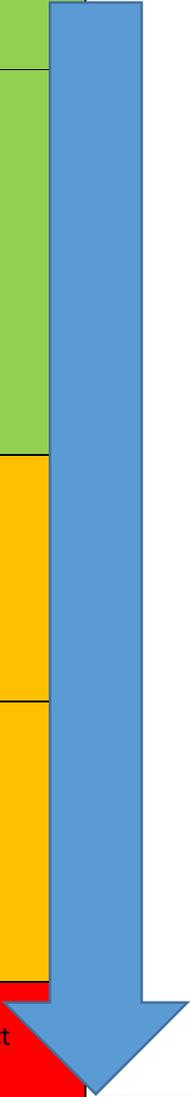
*Here is a list of strategies the school will follow to help students manage their behaviour. They are not exhaustive and are not the only strategies the school will or may choose to try.*



## Whole school range of behaviour strategies:

*The below are a list of strategies the school will follow to help students manage their behaviour. They are not exhaustive and are not the only strategies the school will or may choose to try.*

Progress Tutor	<ul style="list-style-type: none"> <li>• Discussion with student</li> <li>• Stage 1 report</li> <li>• Phone call</li> <li>• Discussion with staff involved</li> <li>• Restorative meetings</li> </ul>
Student Support Leader	<ul style="list-style-type: none"> <li>• Discussion with student</li> <li>• Restorative meetings</li> <li>• Discussion with progress tutor</li> <li>• Lunch detention</li> <li>• After school detention</li> <li>• Email/letter home</li> <li>• Round robin</li> <li>• Phone call</li> <li>• Initial meetings with SSL</li> <li>• Stage 2 report</li> <li>• Refer to PL</li> </ul>
Progress Leader	<ul style="list-style-type: none"> <li>• Progress report</li> <li>• Phone call with parents</li> <li>• Meeting with parents</li> <li>• SLT Detention</li> <li>• Meeting with progress tutor</li> <li>• Stage 3 report</li> <li>• Refer to P&amp;IM</li> </ul>
Deputy Head	<ul style="list-style-type: none"> <li>• Meeting with parent</li> <li>• Raise at BAC</li> <li>• Multi agency</li> <li>• BSU placement</li> <li>• MM if appropriate</li> <li>• Part time alternative provision</li> <li>• Stage 4 report</li> <li>• Refer to DH</li> </ul>
Deputy Head teacher	<ul style="list-style-type: none"> <li>• MM if appropriate</li> <li>• Meeting with parents behaviour contract</li> <li>• Stage 5 report</li> <li>• Refer to HT</li> </ul>
Head teacher	<ul style="list-style-type: none"> <li>• Permanent Exclusion</li> <li>• Full-time alternative provision</li> </ul>



Stages of interventions

**NB: Students may be permanently excluded for a one off offence e.g. Serious assaults, drugs etc. or for a totting up of offences.**

Thank you for reading through the attached information with your child. Please sign and return the form to school by September 15, 2018.

Thank you for your support!



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### **Parental Agreement**

I understand the expectations outlined as well as the consequences that will result if my child chooses not to follow the expectations. I understand that frequent written communication will occur between home and school and that my signature is required on these notes to be returned to school the following day. I agree to support the staff of Parkside School in creating a positive learning environment for my child by encouraging positive behaviour and supporting the consequences outlined by my child's classroom teacher and the administrators of the school.

Parent/Carer Signature \_\_\_\_\_ date: \_\_\_\_\_

Parent Contact Information: (home) \_\_\_\_\_

(mobile) \_\_\_\_\_

(work) \_\_\_\_\_

(email) \_\_\_\_\_