

BEHAVIOUR FOR LEARNING POLICY

These policies and procedures encourage all who are members of the school community to ensure that effective teaching and learning takes place.

ACCEPTABLE BEHAVIOUR

Acceptable behaviour allows everyone in the school community to TEACH and to LEARN to the best of their ability.

Students and Staff are polite and respect everyone in the School as well as the physical environment and local area.

Student Code for Success**1. In Registration and Lessons, please:**

- Arrive at school fully equipped for your day
- Make sure that you wear the school uniform correctly
- Aim for 100% attendance
- Be punctual at all times
- Take off all items of outdoor clothing and hang them on coat hooks if available, or on back of seat
- Sit quietly while the Register is taken with planner on desk
- Follow instructions from members of staff immediately and without comment
- Do your best, and allow others to do their best, in every lesson
- Behave and speak politely to everyone
- Complete homework to the best of your ability and hand it in on time
- Enter and leave the classroom in an orderly manner

2. Around the school site, please:

- Move around the school safely and quietly and in a way that cannot harm others or put them in danger.
- Follow the "one way system" at busy times of the day
- Always treat other people with politeness, consideration and respect
- Respect the school environment and everything in it
- Keep clear of parked cars and out of bounds areas
- Drink and eat only in the dining room or allocated areas
- Put all waste and litter in the bins provided
- Enter and leave the site quietly

3. In the Dining areas, please:

- Form an orderly queue, waiting patiently
- Sit down to eat or drink, and then clear away when you have finished

4. In Assembly, please:

- Enter and leave quietly and calmly
- Take outdoor coat off before sitting down
- Sit in your mentor group
- Listen courteously to the speaker

5. During after-school or evening activities, please:

- Respect other site users and allow them to enjoy their activities
- Have permission before using any equipment or facility

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6. Personal belongings and Mobile Phones (which may be searched for – see 5th bullet point below)

- Leave all valuables (sums of money, personal music players, radios or other equipment or jewellery) at home. Any items (such as aerosol sprays, matches, lighters, cigarettes, knives or any other item that could be used as a weapon) which could put you or others in danger are not allowed on the school site and will be confiscated.
- Mobile phones (if they are needed on the journey to and from school) must be switched off and handed in to reception at the start of the school day and collected at the end of the day. During the day the phone will be put in a labelled envelope and placed in the school safe, and signed for by the student upon collection. The school will take no responsibility for lost or stolen phones.
- If a student is seen with or known to have a mobile phone on his/her person, it will be confiscated (including SIM card and battery). In most circumstances mobile phones will be returned to the student at the end of the school day. The school reserves the right to keep the phone for a longer period of time (length of time is at the discretion of the school) in some circumstances, e.g. persistently having a mobile phone confiscated or refusing to hand the phone over straightaway. In these instances parents will be required to collect the phone.
- The law protects the school from liability for damage to, or loss of, any confiscated items provided the school have acted lawfully.
- The school has the power to search without consent for “prohibited items” including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

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Staff strategies for encouraging Acceptable Behaviour

1. Be punctual to your lesson; if possible get there ahead of the class
2. Prevention is better than cure: well prepared lessons, properly resourced and differentiated with tasks that are challenging but achievable, clearly explained and taught in an interesting way will avoid most students' unacceptable behaviour.
3. In your dealings with students be firm, fair, polite and absolutely clear about your high expectations of student work and behaviour.
4. Avoid getting drawn into arguments or being side-tracked.
5. Be positive about a student's work and behaviour. Catch them in the act of doing what is good and right and build upon that. Regular diagnostic feedback on general behaviour and academic progress in subjects will encourage all students.
6. Stay calm and do not allow a student or students to 'wind you up'.
7. Value, celebrate and show interest in what your students do.
8. Show regard and respect to students and almost all of them will happily show you the same.
9. Have clear, consistent behaviour management strategies regarding lesson delivery and appropriate student grouping.
10. Avoid sarcasm, nicknames, put down comments, and comments of a personal nature; likewise refuse to tolerate them in your class.
11. Use a range of formal/informal methods of giving praise and rewards that recognise a range of types of achievement.
12. Have strategies for identifying and resolving students' learning and emotional or behavioural difficulties.
13. Support for staff through department, year team and line management structures and opportunities for in-service training.

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Rewards

Our aim at Park Community School is to enable all students to reach the highest levels of which they are capable. This requires commitment and sustained hard work from both teachers and students, and support from parents. It is our hope that friendliness and a spirit of co-operation will be at the heart of all relationships. Our experience shows that most students respond well to praise: within the school there is a well established system for rewarding good attendance, good work, good behaviour and thought for others (see Appendix 2 'Rewards & Sanctions Diamond').

Attendance Rewards - Individual Students

Termly

- 100% attendance and punctuality = Certificate , plus names are entered into the end of term raffle with a prize for the winner
- 95%+ attendance and punctuality = Certificate , plus names are entered into the end of term raffle with a prize for the winner

Annually

- Headteacher's Certificate awarded at Awards Evening.
- 100% attendance and punctuality = Certificate and name in raffle
- 95%+ attendance and punctuality = Certificate and name in raffle

All information is logged on SIMS records for future reference.

Presentation of Awards Ceremonies and 'Oscars' Evenings

We have annual Awards Ceremonies for each Year group. These are opportunities to congratulate students publicly in front of parents, governors, teachers, peers and Representative from local community when appropriate.

Awards include:

- Effort and attainment for each subject
- Service to the school/community
- Sporting Achievement
- Attendance
- Performing Arts
- Special Awards may be presented when appropriate

Year 11

Reward trips will be organised half termly. Students will be invited to participate in the trip if they have met the necessary criteria:-

- No more than 2 days absence
- Coursework up to date
- Working with the attitude expected for a Year 11 student
- Behaviour that is expected of a Year 11 student

Prom

This is by invitation only. Invitations are based on completion of all coursework, sitting all exams entered, good behaviour, regular attendance and no outstanding debts.

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UNACCEPTABLE BEHAVIOUR

Unacceptable behaviour is any behaviour which stops another student LEARNING, or which endangers the safety of staff or others, or which is disrespectful of others.

Not following the School code of conduct, and rules of dress, equipment, attendance, punctuality and homework is also unacceptable behaviour, as is damage to the physical environment of the School or local area.

Staff strategies for minimising Unacceptable Behaviour

1. Use all the strategies for encouraging acceptable behaviour.
2. Warnings and sanctions should be used when likely to be effective.
3. Every opportunity should be taken for praising and giving additional attention to those who are behaving well.
4. If you punish, be absolutely certain that you are punishing the right person(s) and keep the sanction relevant to the offence, e.g. a litter duty is appropriate for someone who had made a mess or wasted school time but would be inappropriate for someone who has not done homework.
5. Make sure that a student is fully aware of the reason for being punished, seek ways of having the students put right any wrong that they have done; have a wrongdoer make amends if at all possible.
6. Avoid humiliating punishment or punishment which appears to be designed to irritate, embarrass, demean or waste time.

When behaviour for learning breaks down, the following sanctions apply:

Consequences of Unacceptable Behaviour

See Appendix 2 'Rewards & Sanctions Diamond

Classroom Sanctions

- Warning
- 10 minute recall
- 30 minute detention
- 60 minute detention and removed to another room

School Sanctions

- 10 minute recall
- Subject Teacher or Mentor Detention of 30 minutes. Parents informed by letter as a courtesy, not by law (Education Act 2011).
- Failure to attend the 30 minute Detention results in Head of Department (HOD) detention of 60 minutes.
- Failure to attend the HOD Detention results in attendance at Extra Time, i.e. 7:30 – 4:15 or 2.30-5.00 p.m.
- Failure to successfully complete Extra time will result in seclusion time being completed. Seclusion times are 7.30am – 4.15pm with the student being in IER during school time.
- Internal exclusion (IER)
- Seclusion

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- **Note** : Parental consent is not required for detentions
- Park Community School can decide whether the parents ought to be informed of a detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where a pupil can get home safely; and whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Serious Sanctions

Following a serious or persistent breach of the school's Behaviour for Learning Policy further sanctions will apply:

- On Call
- Internal Exclusion (IER)
- Seclusion time
- Progress Room – students previously identified by Progress Leaders who disrupt lessons will be removed to the Progress Room for the rest of the day. Alternative provision may be sought for continued disruption. (see appendix 4 for options)
- Seclusion
- Fixed Term Exclusion
- Permanent Exclusion

Staff Guidelines for Department Detentions

A warning should always be given that detention will be the consequence of continued unacceptable behaviour.

Detentions should be considered when:

- Inadequate work in lesson.
- Failure to hand in homework on time (detention only).
- Preventing others working in lessons.
- Disruptive behaviour.
- Disobedience/defiance.
- Persistent failure to bring equipment/books/student planners (see note).
- Behaviour endangering the safety of others or which damages property or equipment.
- Persistently late to lessons or registration.
- Displaying lack of respect to others.

All incidents are logged on SIMS records for future reference.

Detentions Procedure

- All Department Detentions are for 30 or 60 minutes.
- The HOD/Subject Teacher is responsible for issuing Department Detentions.
- Parents are notified of Detention by letter, sent as a courtesy, not by law (Education Act 2011).
- HOD is responsible for drawing up a rota of staff to supervise Department Detentions (if appropriate).
- HOD to oversee administration of detentions.
- Work suitable for the subject area should be set.
- Failure to attend Departmental Detention twice results in 1 hour WSG detention.

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- Department Detentions Log Book to be kept by all Departments. To be monitored by HOD.
- **Note:** No sanction can be 'worked off'.

Staff Guidelines for Detentions

Register

- Departments will keep a register of those students who attend detentions.
- For students who do not do detentions on the correct day, a relevant member of staff will contact parents.

Failure to Attend

- Relevant member of staff will follow up with parents and student until detention is completed.
- Failure to attend the same Department Detention on two occasions will result in a 60 minute HOD Detention and possibly Extra time or seclusion time

Staff Procedures

- List of students on HOD Detention will be in placed on staff room notice board.
- Any student not at Detention will be contacted same day by a member of staff and followed up until Detention is completed.

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'ON CALL' SYSTEM

Staff Guidelines

Using 'On Call'

- Head of Department (HOD) or most senior teacher in the area will send for 'On Call' when all other strategies have been applied except in cases of risk to health and safety, (Refer to consequences of unacceptable behaviour) by contacting reception
- Students removed by 'On Call' staff - either to be returned to lesson if appropriate or sent home (HOD to make the decision).
- Students removed from lessons must have work set by subject teacher.
- HOD follows up incident with students as soon as possible but definitely before start of next lesson.
- Only HOD can summon 'On Call' or senior member of staff if class teacher is teaching out of subject area.
- 'On Call' member of staff to consult with HOD or subject teacher. HOD makes decision on action to be taken.
- 'On Call' member of staff informs reception of action taken.

On Call

- If student is moved to another room by HOD or 'On Call' staff then HOD to set 1 hour detention.
- If student then refuses to go to another room or another room has already been tried and disruption has continued then HOD lets 'On Call' person know.
- Student is sent home and returns at 2.30pm and stays until 5.00pm (1.45pm until 4.00pm on Tuesday). [The student spends the first hour with department that student was 'On Called' from]

Staff doing 'On Call' Duty

1. Collect radio from reception.
2. Speak with student outside classroom, with HOD, decide appropriate action:-
3. Return to class with HOD or if appropriate another class, or take to WSG office to be sent home
4. Let Reception know the student's name and the action taken by you.

Role of Welfare Support & Guidance (WSG) Managers

1. Gather relevant information and see member of SLT for permission to send student home
2. Contact parent and send student home

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REPORT CARDS

(see Appendix 4 for Report Card protocols)

Breaktime Reports

Report will be issued for:

- Being out of bounds
- Anti-social behaviour
- Eating anywhere other than designated areas
- Disobedience
- Disrespect to any member of the school community

Reports will be issued by WSG Manager.

WSG staff to contact parent. Procedures:

- Student sits in Dining Room for both breaks
- Report is signed by Dining Room supervisor at beginning and end of break
- Teacher keeping student in at break signs report or indicates what time student leaves classroom
- Person issuing report decides length of time and if report is successful.

Attendance Reports

Report will be issued for:

- Persistent late arrival at registration and/or lesson
- Persistent truancy of whole or a part lesson/lessons
- Concerns regarding attendance

Reports will be issued by mentor or WSG Manager.

Person issuing report will contact parents.

Procedures:

- Report is signed by subject teacher/mentor at the end of every session
- Subject teacher/mentor indicates how many minutes late to lesson as necessary
- Mentor or WSG Manager signs report at end of day
- Person issuing report decides number of days and whether the report has been successfully completed
- If unsuccessful referral to Education Welfare Service.

Consequences of unacceptable non-attendance

Lesson Truancy/Lateness

- Student to make up time with class teacher where appropriate
- WSG Manager informs parent of the amount of time to be made up by the student

Late detentions

- Fridays 07.30am - 8:30am – after more than three or more 'Lates' to school in the previous five school days.

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STATEMENT ON BULLYING

Definition

Bullying involves the student(s) being subjected to aggression, either physical or verbal, social or psychological, or through technological communication systems by an individual or by a group. Bullying is making someone feel less good about themselves.

School Ethos

Bullying of any kind is totally unacceptable. Park Community School is committed to creating a safe environment where students of all ages can learn and grow. All students and staff know that bullying will not be tolerated and everyone is strongly encouraged to report any such incidents. We do all we can to create a positive climate for learning within the school so that bullying is reported. Bullying is a matter of great concern for all. When bullying occurs at Park Community School we respond promptly to investigate, help and support victims, and help, support and punish bullies and instigators or supporters of any incident. Parents are guaranteed an initial response within one working day of any reported incident, and a response regarding the outcome of any investigation and actions taken within two working days (except in extreme cases, which may take a longer period of time, but actions will be reported back to parents).



RESPECT leads to success

R

Responsibility Ownership of our learning and actions.

E

Enthusiasm Enjoy our learning and the opportunities it brings.

S

Success Achieve through attainment, autonomy and resilience.

P

Punctuality Attend school and lessons on time.

E

Environment Learn in a calm, clean and quiet place.

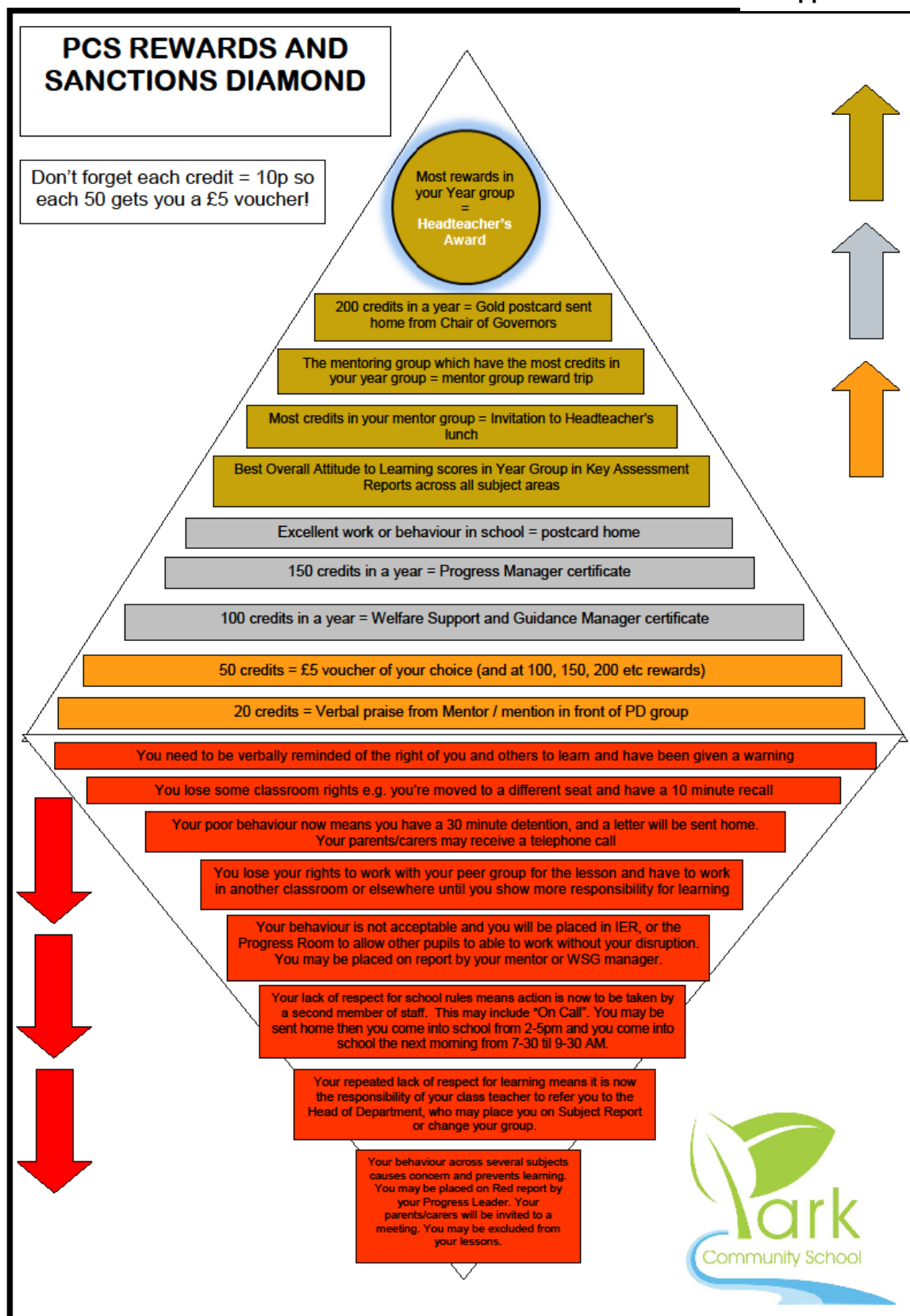
C

Confidence Share my ideas, listen to others and not be afraid to make mistakes.

T

Tolerance Respect the rights of others to have different views and beliefs.

Show respect and act responsibly to make sure our behaviour allows us to achieve this.



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Appendix 3

Sanctions Guidelines

These sanctions are for guidance only; they are examples of some offences but are not an exhaustive list. Please note that the Senior Leadership Team reserve the right to adapt and review sanctions on an individual basis.

Offence	Sanction
Damage to school property	Bill for damages to parents
General swearing/Swearing in class but not at a teacher	IER
Minor scuffles, e.g. jostling	IER
Misuse of the internet	IER
Refusing to do breaktime report/Failing to complete breaktime report successfully	IER
Unsafe behaviour	IER
Anti-social behaviour	IER
Awaiting the outcome of an investigation	IER
Failure To Follow Reasonable Instructions (FTFRI)	1 day seclusion time
Verbal Abuse of staff (VA)	1 day seclusion time
Failure to do Xtra Time successfully	1 day seclusion time
Smoking – 1 st time 2 nd time 3 rd time	1 hour detention Extra time 1 day seclusion time One day for subsequent occasions
Sipping/tasting alcohol provided by someone else	1 day seclusion time
Bullying, e.g. pulling another students' trousers down	2 days seclusion time
Physical assault – 1 hit or slap (PA)	3 days seclusion time
Being under the influence of illegal substance	5 days seclusion time
Bringing alcohol onto the school site	5 days seclusion time
Fighting (PA)	5 days seclusion time
Encouraging/inciting a fight	5 days seclusion time
Unsafe Behaviour (UB)	5 days seclusion time
Bringing the school into disrepute on a school trip	5 days seclusion time + 1 year ban from trips
Phoning Emergency services	5-20 days seclusion time
All serious incidents	20 days seclusion time

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Appendix 4

Report Card Protocols

- Students should spend no more than 2 weeks on green report and no more than 1 week on amber or red.
 - All students on report should be signalled on SIMs (CBR)
 - Incomplete reports are not to be accepted - students must get them filled in for all lessons. If a student fails to report to relevant person at the end of the day they receive a detention. Students must be expected to return to any teachers that have not completed their report before they leave school.
 - Reports should be stapled into planners.
- 1) **Green:**
 - 2 weeks maximum as a result of any seclusion/Extra time or referral by mentor as result of concerns.
 - Round Robins collected
 - Mentor meets parents to discuss round robins if not as a result of seclusion or Extra time.
 - Students report to mentor daily.
 - Any "U" results in a half hour detention with the mentor.
 - 2) **Amber:**
 - 1 week only - result of failed impact of green or serious concerns.
 - Parents invited in for meeting with WSG manager.
 - Students report to WSG manager daily
 - 1 hour detention that week to reflect on the week's successes and goals etc.
 - 3) **Red:**
 - 1 week only - result of failed amber report or serious concerns.
 - Parents meet with Progress leader
 - Students report to Progress leader
 - Weekly detention to reflect with Progress leader or seclusion time.

If successful the student will then return to complete 1 week on Amber report and 1 week on Green report.
 - 4) **If unsuccessful – 6 week intervention programme:**
 - Meeting with parents (SBN/GRO/Progress leader).
 - Students withdrawn from mainstream school and learn with EEP then gradual reintegration into lessons.
 - 5) **If this intervention is unsuccessful** an alternative programme off-site will be explored:
 - Woodlands with PCS staff
 - Managed move to another school
 - EIS referral to Woodlands
 - Referral to CAMHS
 - Referral to troubled families
 - Referral to locality team