



THE PARK COMMUNITY SCHOOL

Behaviour, Attitude to Learning and Discipline Policy

Policy Update

Policy Lead Person:	Senior Assistant Headteacher
Approved By:	Local Governing Board / Board of Directors (04.03.2021)
Next Review Date Due:	09/21

- Staff *must* sign
- Staff *should* sign
- Governors *should* sign
- Publicly Available

Purpose

- To foster a positive climate in school that allows effective teaching and learning to take place.
- To develop a sense of community in all stakeholders.
- To establish clear guidelines and philosophy within which the school community can function effectively.
- To create a climate of praise, reward and earned respect.

Above all, a school should be a secure, happy and safe place to be. Consequently, incidents of physical violence or bullying will be taken seriously. An essential element of good behaviour and discipline in school is mutual respect between all members of the school community. This includes parents, teachers, students, governors and support staff. **Student Expectations (Appendix 1)** are displayed in every classroom and are devised to encourage and promote the spirit of community and an expectation of high achievement and good academic progress.

This Behaviour and Discipline Policy promotes:

- good behaviour which is necessary for teaching and learning to take place;
- a communal sense of purpose and the eight core values;
- fruitful partnerships between home and school which work best when students accept them as supportive: the quality of relationships is of paramount importance;
- high expectations of students' academic and social abilities;
- teaching and learning which is well matched to students' needs;
- a balance between rewards and sanctions: rewards are provided via the school's system of merits, certificates, colours and school awards (**Appendix 2**).

This policy and the accompanying procedures cover positive behaviour and attitude to learning.

Behaviour – this encompasses how students behave whilst in school or travelling to and from school. Students are expected to uphold our school values and conduct themselves in an appropriate manner.

Attitude to Learning – this encompasses how students are prepared and ready to engage in their learning. Homework, engagement in the lesson, completion of tasks at the appropriate standard and on time all contribute towards attitude to learning. If a student hinders their own progress, this is considered as poor attitude to learning.

NB: The school utilises a range of sanctions common in most schools - including detention, isolation and exclusion. This is drawn to parents'/carers' attention in the School Prospectus. Participation in key activities in school, e.g. the Year 11 Prom, school trips, sporting fixtures, e.g. house matches, extra-curricular matches and Key Stage 3 activity days is dependent upon good behaviour and good Attitude to Learning grades which are reported termly to parents

The school will:

1. Use the legal right to detain students after school.
2. Use the legal right to search bags and outer clothing for any illicit substances or items related to breaches of discipline in the school, confiscating any items of this nature which may be found. Police action may result.
3. Support staff to deal with any problems of discipline and the management of learning by providing appropriate professional development.
4. Give students opportunities to take responsibility and develop self-discipline.
5. Value students' views and enable them to influence the life of the school.
6. Work in partnership with parents/carers, enshrined in a Home-School Agreement with each family, keeping them fully informed and involved (**Appendix 3**).
7. Promote the positive "Park Culture" so the business of the school can continue in a positive and supportive manner. Use of the Red Card system for those students who challenge Park Culture through passive defiance or refusal to accept Core Values. Red Cards currently are issued for poor punctuality, uniform, antisocial behaviour, litter and chewing gum.
8. Expect parents to support the social, moral, spiritual and cultural life of the school which contributes to high expectations of behaviour - Park Culture
9. Have a clear and consistent procedure to deal with behaviour and attitude to learning.
10. Deal with most behaviour and attitude to learning issues under our procedure for in-class behaviour (**Appendix 4 or Appendix 5**).
11. Follow the pattern in **Appendix 6** for any detentions or supportive study sessions.
12. Deal with continued poor behaviour, or one-off serious offences, via the process as set out in **Appendix 6**.
13. Remove students from their lessons only when their continuously disruptive behaviour is preventing teaching and learning (**Disruptive Student Intervention – Appendix 4**). **In very rare circumstances a whole class may be removed to another area if a student becomes uncooperative to an extent where a member of the Senior Leadership Team needs to be called.**

14. Use fixed term exclusions only when a student has already defied all levels of the school's authority and its best efforts to help him/her behave, or when a student represents a serious threat to safety and security (**Behaviour and Discipline Procedures – Appendix 6 AND Day 6 Provision for Excluded Students – Appendix 8**).
15. Use permanent exclusions to support this policy for serious one off incidents or persistent breaches of the schools behaviour policy and expectations. (appendix 9). Any such decision will be in line with our trust exclusion policy - Pupil Exclusions Policy.

NB: Our 'Use of Force Policy to Control or Restrain Pupils' summarises Circular 10/98 (Section 550A of the Education Act 1996 and The Education and Inspections Act 2006). In very rare circumstances, physical intervention may be required by a member of staff to prevent serious physical harm to either a student, property or themselves.

Student Expectations

Behaviour

- Act kindly; treat others as you would like to be treated.
- Be polite at all times remembering to say please and thank you.
- Don't interrupt when others are talking.
- Respect everyone's right to a positive working atmosphere where everyone can learn.
- Follow requests at the first time of asking.

Environment

- Respect the school buildings, the teaching spaces and the resources that you use in school.
- Walk sensibly around the school creating a calm environment.

At the start of lessons

- Arrive to lessons on time, wearing your uniform correctly and ready to learn.
- Bring the correct equipment to all lessons.
- Put your contact book and equipment on your desk and get going with the starter activities.

During lessons

- Be aspirational about what you can achieve; have high expectations of yourself and others.
- When work is difficult, be resilient and solve problems.
- Put 100% effort into the lesson and your work at all times.
- Contribute fully by asking and answering questions.
- Listen carefully.
- Make sure homework is recorded clearly and accurately.

At the end of lessons

- Pack away calmly. Ensure the teaching space is left as you would wish to find it.
- Leave lessons calmly and quietly, wearing your uniform correctly.

Appendix 2

School Rewards and Awards

A central part of our school ethos is to promote high expectations and school core values by recognising and celebrating student achievement in all of its rich diversity. Via a sensible approach of cooperation and competition, our students are encouraged to appreciate and respect the contribution of others, whilst being motivated to secure their maximum potential.

Positive Points

Points are awarded in class and recorded on Class Charts by the class teacher. These recognise a positive approach to learning.

Merits

Merits are awarded by members of staff to students in Years 7-11 for good work, effort and any other positive activity deemed worthy of such an award. The House with the most merits in each half term is awarded the "Work Trophy". Points totals are publicised in assemblies to encourage competition.

Individual students are awarded a rosette by their tutor for 10 merits and a certificate by their tutor for 25 and 50 merits. Badges and certificates are awarded in House Assemblies for 100 merits. For 250 merits, students are awarded a badge and certificate in the House Assembly. When a student has achieved 500, 750 or 1000 merits the certificate and badges are presented by the Chair of Governors at a Governor's Tea to which parents/carers are invited.

Our aim is to make it possible to recognise each student regardless of ability and aptitude, but in a meaningful and genuine manner with the potential to involve everyone across the full spectrum of school life – but only if it is truly deserved! Students in Key Stage 3 earning at least 80 merits over an academic year will earn the chance to participate in Activity Days each July.

Each summer we invite families to join us in school for the presentation of school awards to students who have earned them during that school year. Students will receive an Excellent Attitude to Learning (AtL) certificate if they have had good ATL monitoring over the past year. (Y8-11 - past 3 monitoring grades, Y7 past 2 monitoring grades) .

Awarding House Colours

House Colours are awarded by Houses as an incentive to and reward for support of House activities. Generally they will be presented at the end of term House assembly.

Definitions: the awards are given in seven stages:-

1. House Certificates: a certificate in House colour. The first award received at any time in the lower school from the end of the first term upon the gaining of 15 recorded 'entries'
2. House Half Colours: a circular badge in House colour. Awarded in any year from 7-11 upon the gaining of 25 'entries' to include at least one 'entry' from each award area
3. House Full Colours: a plain House colour metal bar, awarded to students normally in Years 9 to 11 following the award of a Half Colour and upon the gaining of 40 'entries'.
4. House Senior Colour: a cloth badge which has SENIOR on it. Awarded upon the gaining of 60 'entries'.
5. House Higher Colours: a certificate with Higher Colours on it. Awarded upon the gaining of 75 'entries' with a cloth badge labelled HIGHER.
6. Certificate of Excellence: awarded for 100 'entries', with a cloth badge labelled EXCELLENCE.

Entries are made by students on their own individual record cards and confirmed by tutors' initials. They are made for activities where the student supports or represents the House at a rate of one entry per activity. Heads of House may award extra entries at their discretion. Students forward their cards to Heads of House when they have achieved sufficient entries for an award.

Students new to the school may be entered at the correct point of the scale according to the clearly stated rules and at the discretion of individual Heads of House.

Awards Evenings

Celebrations of success take place throughout the academic year for different groups of students.

Awards Evenings are held:-

- in the Autumn Term each year for Year 11 leavers
- in the Summer Term each year for Year 9 Key Stage 3 students
- in the Summer Term for the School Sports Presentation Evening

Home School Agreement

School

Provision – the School will aim to:

- provide a broad balanced and appropriate curriculum that meets the needs of each individual child, with appropriate homework regularly set, marked and monitored
- care for your son's/daughter's safety and well-being whilst at School
- achieve high standards of work and behaviour through effective teaching, building good relationships and developing a sense of responsibility
- contact parent/carers if we are concerned about their son's/daughter's attendance and punctuality
- provide opportunities for students to participate in extra-curricular activities

Ethos – the School will aim to:

- provide the best possible learning environment that is safe, attractive and supportive
- provide opportunities for the promotion of spiritual, moral and ethical values and reflection
- ensure all children and their families are treated with respect, courtesy, and sensitivity at all times
- maintain the highest standards of School uniform and behaviour, through the continual monitoring and management of the appropriate agreed School policies.
- encourage all students to attend School regularly and punctually
- involve the Education Welfare Officer where there are attendance issues

Liaison/Community – the School will aim to:

- work effectively with the School and local community for the benefit of all students
- seek the views of students and parents/carers regarding the work of the School
- listen to and respond appropriately to any concerns you or your child may have
- keep parents/carers fully informed as to School events and business via the Website and the parent/carer Weekly (emailed) bulletin
- promote community cohesion in an effort to clarify and enhance, for all students a common vision of belonging, feeling valued, and having strong and positive relationships within society

Students

I will always aim to:

- attend school each day on time
- wear full and correct school uniform, being neat and tidy in appearance in keeping with the School Dress Code
- follow the School Codes of Conduct and show good behaviour at all times, including to and from school in a safe and responsible manner
- accept others, tolerate differences and be polite and helpful to all within my community
- understand, value and respect the rights of others to a good education, responding immediately to all appropriate requests and instructions of school staff
- like myself, know my strengths and weaknesses, and manage my own feelings and emotions, such as anger, frustration and anxiety
- complete all classwork and homework to the best of my ability, in attempting to achieve my agreed goals/targets
- find solutions not problems in dealing with and resolving conflicts effectively and fairly
- compete fairly and win or lose with dignity and respect

Parents/Carers

I/We undertake to:

- contact tutor regarding any concerns about my child's education
- inform the School of any absences as soon as possible (please note that the Education Welfare Service can impose fines for periods of unauthorized absence)
- avoid taking our child on holiday in term-time. Please note the School rarely grants authorized absence for holidays taken in term time and the Local Authority will fine parents/carers for taking unauthorized holiday breaks
- ensure that our child knows right from wrong and how to behave appropriately in a range of social situations and work with the School to make sure that the Code of Conduct is followed
- support our child's learning at home, including making sure that homework is completed in an appropriate environment and handed in on time
- make sure that our child is sent to School in the full uniform, as described in the School Prospectus
- support the School policy on mobile telephones, MP3 players and any other personal electronic devices (all these are banned)
- support the School's policies, guidelines and procedures on equality and diversity issues (gender, race, religion and belief, disability, age, and sexual orientation)
- support the School's anti-bullying policy
- support the School in ensuring that all students act responsibly with all computer equipment and treat it with respect. I expect my child to obey the School's rules in the use of computer equipment
- give permission for my child to access the Internet. I understand that the School will take all reasonable precautions to ensure students cannot access inappropriate materials, and

also that the School cannot be held responsible for the nature or content of materials accessed through the Internet. I agree that the School is not liable for any damages arising from the use of Internet facilities

- I will ensure that my child(ren) behave in an appropriate manner when travelling to and from school. I understand that the school can use its behaviour consequences to support positive behaviour when wearing a Park School uniform or travelling to and from school.

Student Data and Photograph Consent

- We refer you to the School's Privacy Notice (enclosed and available from our website) for information about student data that we collect, hold and share. Student participation in photographs (other than for assessment or student ID) is voluntary.
- The School may take photographic records of anything that may occur in a normal school day, plus any activities within the parent calendar. The photos may be publicly displayed around the school site and may appear in future publications of the School Prospectus, Park News, the school website or the Parent Bulletin. On occasions we may also submit photos to the local press. Park's policy around social media is to post photographs, but not to use a student's full name or 'tag' any student.
- However, participation in such photographs is voluntary and we are required to have your written agreement to have photographs taken and used in this way. Please indicate your choice by ticking the relevant box on the attached consents form.

Note: For students in Year 9 and above, we require the student's permission*. For students in Years 7 and 8, we require parental consent.

- The school will make every attempt to avoid taking photographs where consent has not been obtained and will also double check for verbal agreement prior to taking individual or group photographs where possible.

* In line with legal guidance, consent for voluntary information is sought from parents until students reach year 9 after which students are deemed to meet the legal definition of being 'mature enough to have capacity to understand and agree to share their personal data' unless there are mitigating circumstances. If you have any concerns about your child giving consent, please discuss this with the school.

The School supports the 'Thinkuknow' education programme. Thinkuknow is the name of CEOP's (Child Exploitation and Online Protection Centre) resources for young people. They have been created as part of its harm reduction strategy. These resources draw attention to what young people know about the risks they may encounter whilst using the internet. For support materials and further information log on to www.thinkuknow.co.uk

The School fully complies with the Freedom of Information Act and the General Data Protection Regulation

Appendix 4

Sanctions – In Class Teaching and Learning Route

Lack of Lesson Homework

- Class Charts detention issued – after school detention with parents automatically informed
- Repeated lack of homework – discussion with TLL / Students and parents.
- If students fail to attend the detention will be upscaled to one day isolation the next day.

Inappropriate Behaviour / Disruptive Behaviour / Poor ATL

- All staff to follow CHANCE, WARNING, ACTION when challenging inappropriate behaviour in class
- Students to be given clear instruction with names written on the board as a reminder.

CHANCE: - “This is your CHANCE to make a positive change to your AtL and to your learning. You are disrupting others and this is not fair on them.”

WARNING: - “You have not responded to your chance to make a positive change and therefore now have a WARNING. This is your second opportunity to change your AtL to avoid ACTION, TOR and a detention.”

ACTION: - “This is your ACTION for failing to respond to getting your AtL right.”

- Students to be referred to TOR if they have failed to respond
- Student will receive a half-hour detention. If they fail to attend the detention will be upscaled to one day isolation.
- Staff to attend TOR detention to negotiate reintegration back into lesson
- Continued disruption – Incident Form / Discussion with TLL – DSI if appropriate.

TOR Sanctions

- See Appendix – 10

Serious One-Off Incident

- Staff to use Bromcom emergency button
- SLT On-Call to attend and remove student if appropriate.

Appendix 5

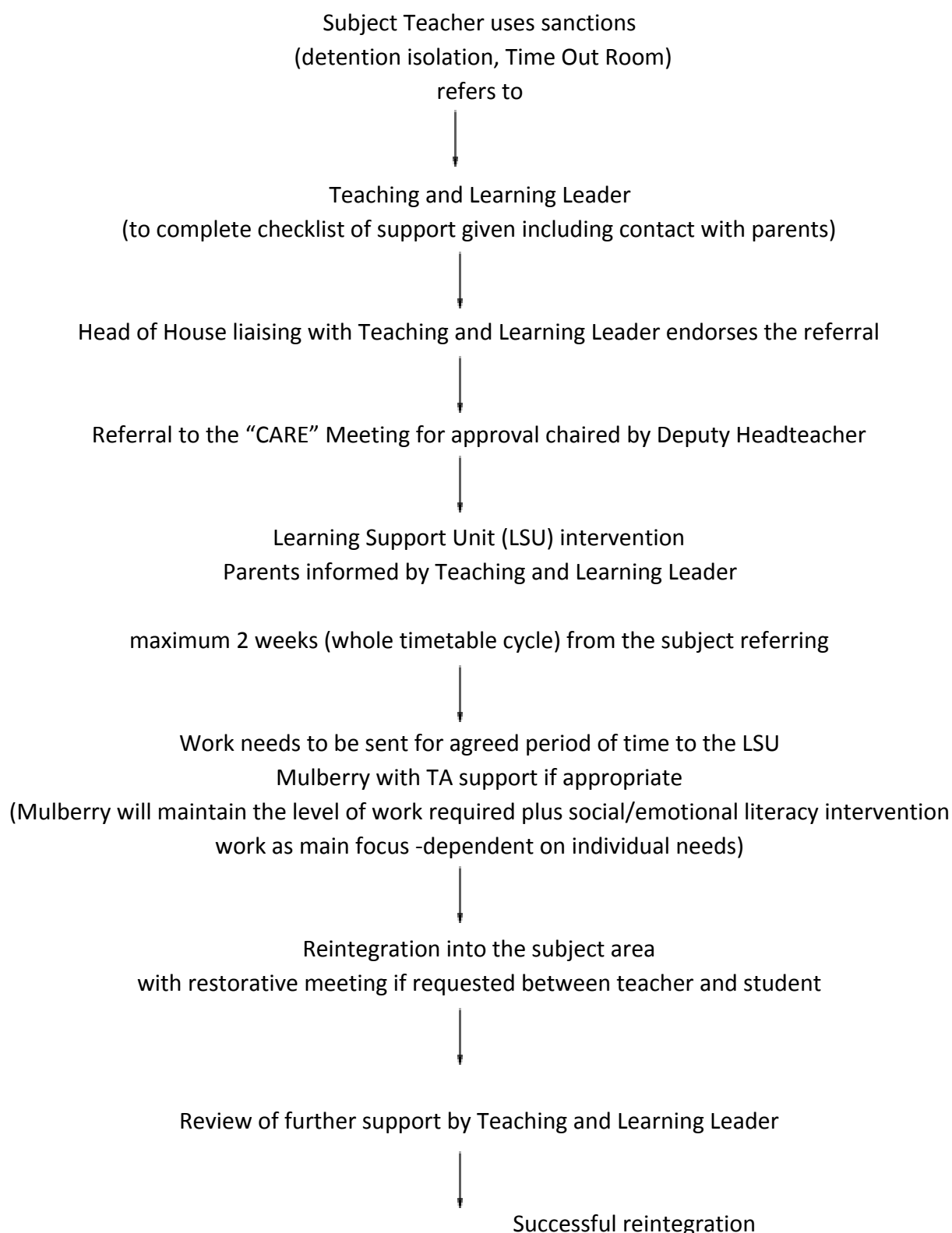
Reward and Sanctions: Pastoral Route

Duty, Tutor Time, out of class activity, off-site, serious incident

Tutor	Head of House	SLT
<p>No equipment: <i>Red Card - equipment</i></p> <p><u>Low Level</u> disagreements with friendships/tutor: <i>Warning – then refer up</i></p> <p>Uniform issues <i>Red Card - Uniform</i></p> <p>Lateness <i>Red Card - Punctuality</i></p> <p>Disclosures <i>Complete an information log</i></p>	<p>Smoking via Policy</p> <p>Verbal abuse (peers)</p> <p>Bullying</p> <p>Uniform issues <i>Red Card / Isolation</i></p> <p>Off-Site <i>Report Card</i></p> <p>Attendance/Truancy <i>Report Card</i></p> <p>Bus Behaviour <i>Warning</i></p> <p>Mobile Phone <i>Confiscation and isolation if RTFR</i></p> <p>Repeated TOR <i>HOH Report</i></p> <p>Racist Incident <i>Complete CPOMS entry</i></p> <p>General poor behaviour <i>Upscaled to SLT</i></p> <p>Social Media Issues <i>Contact home</i> <i>Upscale if necessary</i></p>	<p>Serious one-off incidents</p> <p>Abusive language to staff</p> <p>Substance Abuse</p> <p>Weapons</p> <p>Intruders</p> <p>Physical abuse to peers</p> <p>Physical abuse to staff</p> <p>Dangerous behaviour</p> <p>Racist Incidents</p> <p>Bus incidents</p> <p>General poor behaviour (passed on by HOH)</p> <p>Social Media issues (passed on by HOH)</p> <p>Issues upscaled by HOH for any reason</p>

Appendix 6

Intervention Strategy for Students Presenting as Persistently Disruptive in Class



Should students not make a successful reintegration into class, a second referral will be made. Should a third referral be necessary, then the Deputy Headteacher (Curriculum) will investigate alternative provision.

Appendix 7

Overview of Management of Student Behaviour

ISOLATION IN MULBERRY

8:45 – 3:20 or 8:45 – 4PM

- Upscale from red Card detention / Homework Detention
- Upscale from TOR (3 or more referrals per term)
 - Poor behaviour in school



ISOLATION WITH SLT MEMBER

Upscale from Mulberry isolation if student fails to respond – isolation 8:45 – 3:20pm

Upscaling from HOH

Repeated poor behaviour – refusal to uphold school values



INTERNAL EXCLUSION (IE) (SLT Decision)

FIXED TERM EXCLUSION (FTE) (SLT decision)

These two sanctions can be used depending on the level / severity of the incident. Two members of SLT will discuss the appropriate sanction / period of time and contact parents.

Sanction awarded according to: -

- Risk Assessment (Safeguarding)
 - Year Group
- Nature / Level / Severity of the incident.

Serious incident which when discussed warrants more than an isolation
8:45 – 3:20pm – Mulberry
Students will remain in the Mulberry all day during IE.
They work in silence in booths. Break and Lunch times in the Mulberry
Support available to complete work

Dangerous / Threatening behaviour
Verbal abuse of staff
Physical Aggression
Criminal damage / Vandalism
Other incident deemed to be of a serious nature through SLT discussion.
Post exclusion meeting if appropriate with SLT
May lead to student being educated for a short period of time in the LINC



PERMANENT EXCLUSION (the ultimate final, last resort sanction by the Headteacher)

Where there is a significant breach or persistent breaches of the school behaviour policy (and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school)

Governors Hearing to ratify decision

Appendix 8

Day 6 Provision For Excluded Students

Purpose

Government statutory guidance *“Exclusion from Maintained Schools, Academies and Pupil Referral Units in England” [DFE September 2017]*

The Park Community School is responsible for:

- providing a ‘suitable full-time education’ programme;
- for working in partnership with another local school;
- for working in local partnerships to improve behaviour and tackle persistent absence;
- for ensuring governors are fully informed and supportive of provision;
- for informing parents of their responsibilities and ensuring they and their child(ren) attend any re-integration interviews.

Practice

It is recognised that exclusions at Park are welcomed by the vast majority of parents/carers, students and staff as a positive sanction that upholds and reinforces the expected behavioural standards of the school as a place of learning.

The Park Community School is working in Partnership with another local school and therefore is able to provide students with an education from the sixth day of an exclusion on the school-site. The provision will be managed in the following manner:

- Students should report to Main Reception to register their attendance and wait to be collected before reporting to the Mulberry Centre to receive their education from the sixth day of their exclusion
- They must attend the Registration Period at the notified time
- Classes will be staffed by The Mulberry Centre staff (managed by LSU Manager) and supported/supervised by the school’s Leadership Team
- The “school day “ will be:
The times of the school day will be decided on the needs of the individual and based on the flexibility of the Mulberry centre.
- The ‘school day’ will provide students with a “suitable full-time education” meeting the “age, ability, aptitude and any special needs he/she may have”.
- Work for students will be provided by their key teachers, focussing upon English, Maths and Science as priorities, but ensuring all coursework, etc, is kept up-to-date. The Senior Assistant Headteacher and the LSU Manager will also provide general support work for lessons and Emotional Intelligence learning as deemed appropriate.
- Parents are required by law to attend a re-integration interview with the ‘school’ after 5-days: these will be arranged via the Senior Assistant Headteacher
- Should a student NOT attend the 6-day provision period their absence will be recorded as unauthorised and the matter will be pursued by the Education Welfare Service.

Appendix 9

Permanent exclusion

A decision to exclude a pupil permanently will only be considered:

- in response to a serious breach or persistent breaches of the school's behaviour policy;
and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision on whether to exclude is for the headteacher to take. However, where practical, the headteacher will collect evidence and give an opportunity for the student to present their case before taking the decision to exclude.

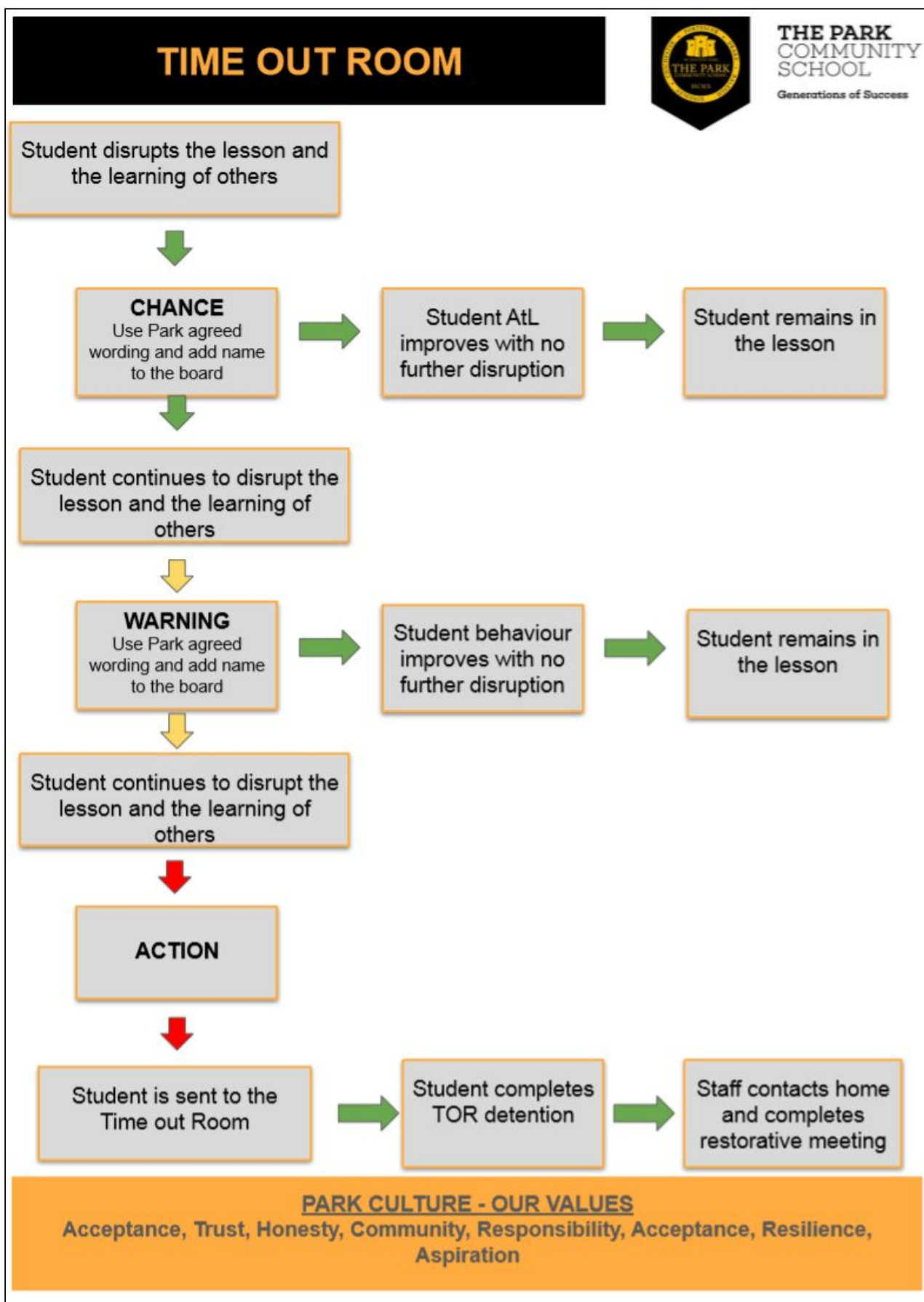
Once a decision has been reached the headteacher will communicate this verbally to parents/carers, explaining the process and how they can seek advice and support. This will be followed by a written letter that contains details of the exclusion and how to access further support and information.

The clerk to the governors will convene a meeting of the governors disciplinary committee, in line with the published guidance, who will review the decision made by the headteacher. At all times during this decision and other decisions to exclude the school and headteacher will ensure the statutory guidance form Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017 is followed.

Linked Policy

Tarka Learning Partnership Pupil Exclusions Policy

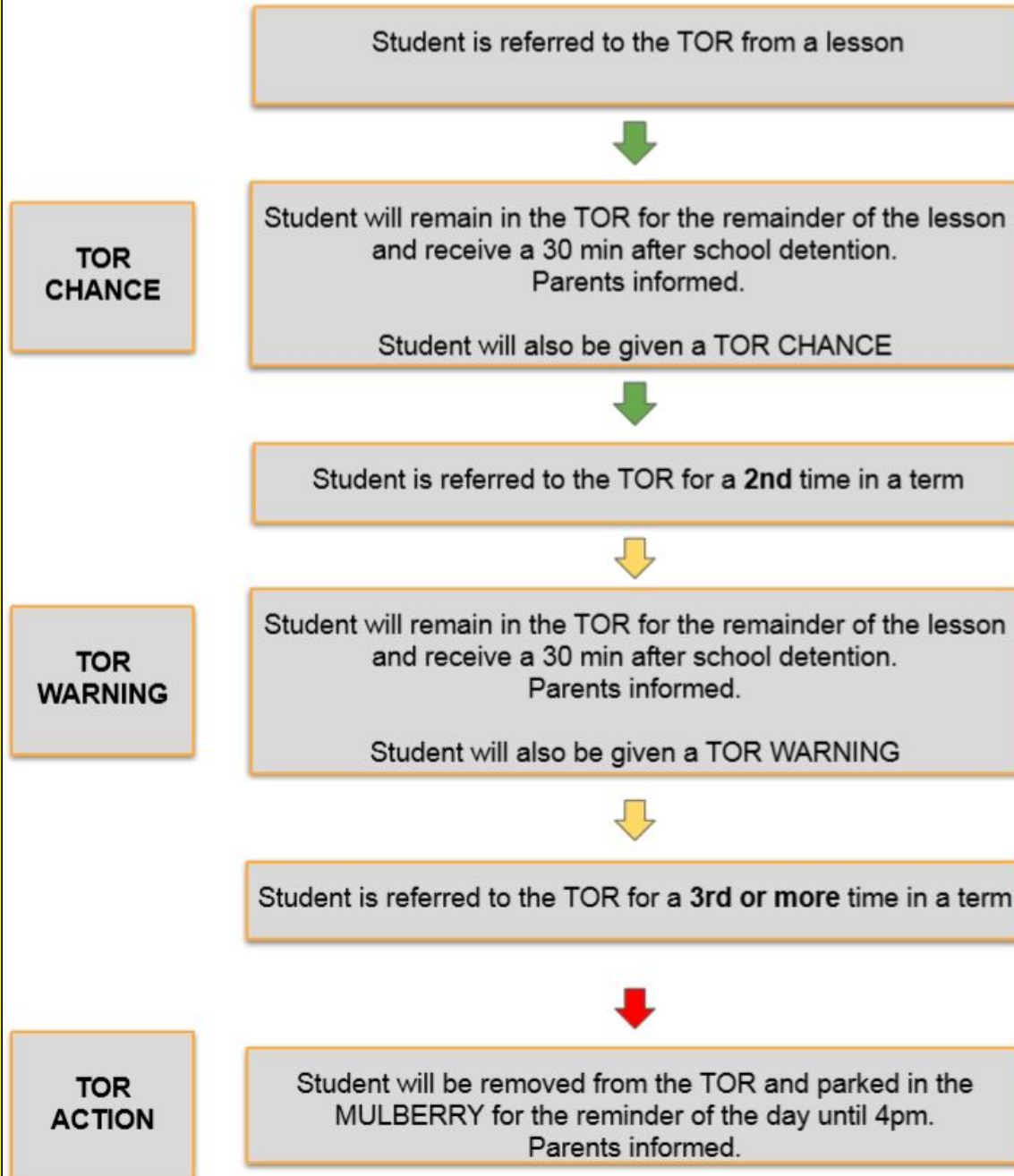
Appendix 10 - Time Out Room procedures



TIME OUT ROOM CWA and further sanctions



THE PARK
COMMUNITY
SCHOOL
Generations of Success



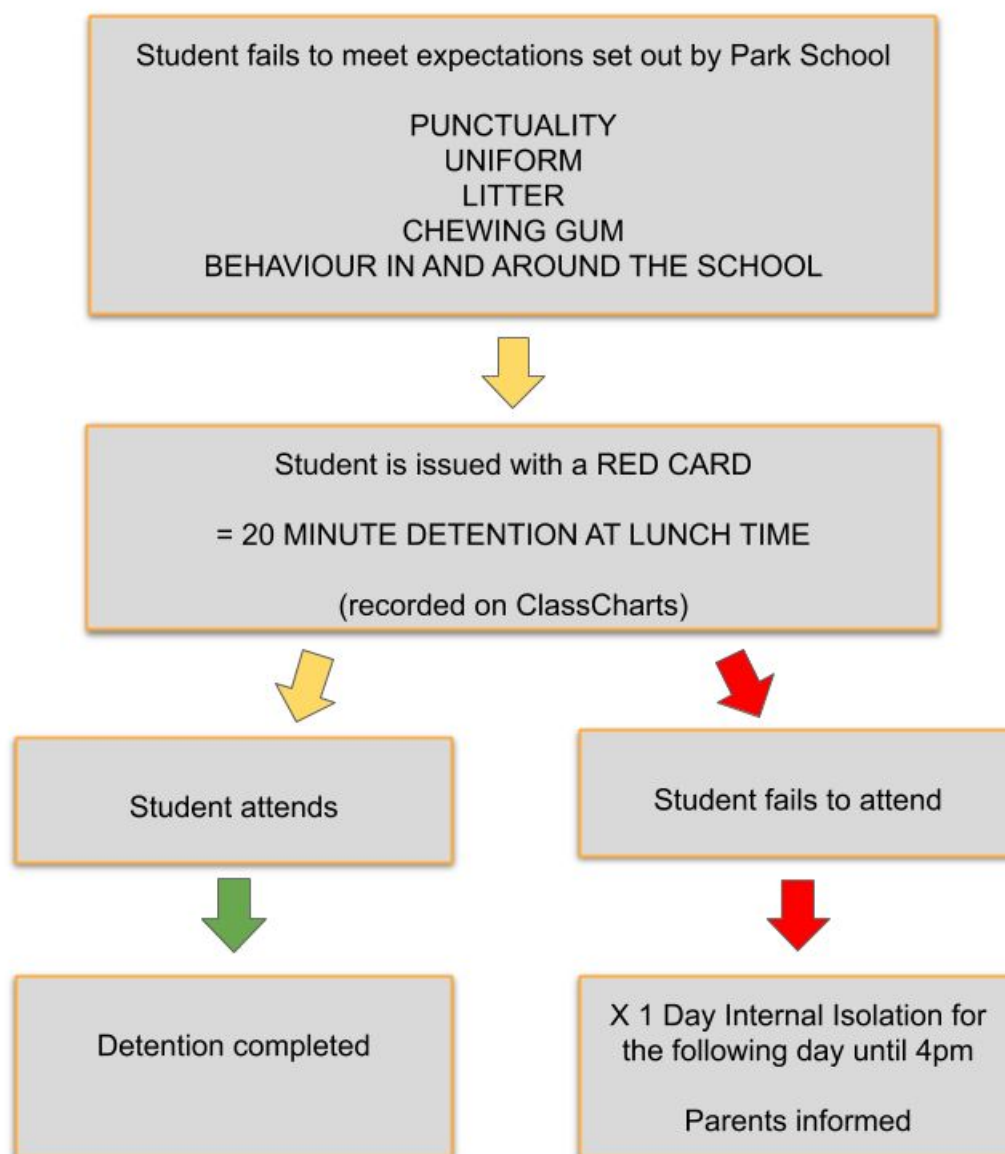
PARK CULTURE - OUR VALUES

Acceptance, Trust, Honesty, Community, Responsibility, Acceptance, Resilience, Aspiration

RED CARD



**THE PARK
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