



PARK HIGH SCHOOL

Behaviour Policy

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This policy has been reviewed and is deemed relevant and fit for purpose.

Behaviour Policy for Classrooms

Aims

- To share and employ effective practices and strategies which promote positive behaviour
- To ensure rules, routines and sanctions are applied consistently across the school
- To manage effectively students' behaviour that disrupts learning, providing a focused learning environment for all.

Positive Behaviour System

It is vital that all staff at Park High School should approach low level disruption in a consistent way. It is understood that the majority of students will choose to spend their time positively, operating within the rewards framework, collecting praise, commendations, merits, and other rewards. It is also expected that, of the students whose behaviour is deemed unsatisfactory, only a small minority will move beyond stage three of the sanctions below.

Sanctions for unacceptable behaviour

Prior to Stage 1

Deploy a range of techniques and strategies to deal with behaviour. Seating plans and differentiated approaches are vital here. A brief verbal warning – or even a look! – will often have the desired effect and disruptive behaviour will stop before formal action need be taken.

Stage 1

Reminders

It is anticipated that many students will require the occasional reminder. If this is deployed consistently by staff, students will become accustomed to operating within the framework. If subtle proactive interventions have not had the desired effect and a student continues to disrupt the learning of others in a low level manner, a clear reminder should be given.

“Michael you need to stop talking. This is your reminder.”

The reminder, though not necessarily recorded, has two clear purposes:

1. To indicate to students that they have done something which is not acceptable;
2. To link to a more serious second warning - if it is required.

It is vital that the students clearly understand the fact that they have received a Stage 1 reminder. The phrase needs to be used clearly by the member of staff. Such a reminder should not be given as a blanket warning to the class.

Stage 2

Verbal warning

A student who continues to behave unacceptably despite having been given a reminder will move on to stage two and receive a verbal warning. Again it is vital that the words 'Stage 2' are used so that the student is clear. E.g. "Michael I am going to ask you again to stop talking so that you can focus on your work. This is a verbal warning. This is Stage 2." The student will move into stage two as a result of continuing the behaviour which led to the initial reminder. At this point the student's name or initials can be written on the board.

If this second verbal warning is given it should be accompanied by a request for the student to change their place in the seating plan.

Stage 3 – Continuing Disruptive Behaviour

Removal from class to another room in the department

A teacher may decide that a student is persisting in undermining the work of everyone in the room despite receiving clear warnings, and may need to leave the class. Each curriculum area will need to plan a timetable throughout the course of each week to ensure that for each lesson at least two colleagues are always identified as being available to receive students who enter stage 3. The main emphasis in terms of identification of staff available to receive students will lie in two areas:

- Likely to have curriculum responsibilities or experience
- on a non-contact, or the group being taught by them at that time is likely to be well behaved and accommodating. Where possible a student should not be placed in a classroom in which students from the same year group are being taught.

A student who has entered stage 3 is likely to have caused considerable disruption and inconvenience and it is essential that they are treated in an appropriate manner. The referred student should bring their work with them and work in silence in an appropriate part of the room. When referring a student to another teacher it is the original teacher's responsibility to ensure that the student has sufficient work to do. They will be told that they have reached "Stage 3".

Ideally the student will be debriefed immediately after the lesson though if this is not possible the debriefing should take place at the end of the same day. Parents will be contacted as and when appropriate. The student should receive a departmental sanction that is noted in their contact book. If this continues to be a problem and persistent defiance is directed towards a member of staff they may be internally excluded for a day. The year teams should be informed by this stage. One Inclusion point shall be recorded with a letter sent home after an incident slip is received from the HOD.

Stage 4

SLT (Senior Leadership Team) Call

SLT Call should be used by teachers in two situations:

- If a student on level 3 seriously disrupts the class they have been moved into
- If a student commits a serious offence that risks the safety of others and warrants immediate SLT intervention, whatever level they have reached.

Whilst SLT and other senior staff will always be supportive in these situations, staff who have adhere to the policy will make it much easier for students to be dealt with consistently and with clarity. The student will be told that they have reached "Stage 4".

A reliable student might be sent to Reception to request the presence of a member of SLT. The student should provide a brief written overview of the situation including the name of the student who is the subject of the SLT call.

Sanctions will be applied on a case by case basis by SLT in discussion with department and year teams.

Meeting with Head of Year, Head of Department, Deputy Headteacher or Assistant Headteacher

Students who are persistently disrupting the learning of others will be monitored by the SLT with the Head of Year. The Head of Year will speak to students where there are a number of incidents in a week and where there is evidence of patterns across a number of subject areas. Heads of Department will see students with regard to poor behaviour in their subject area.