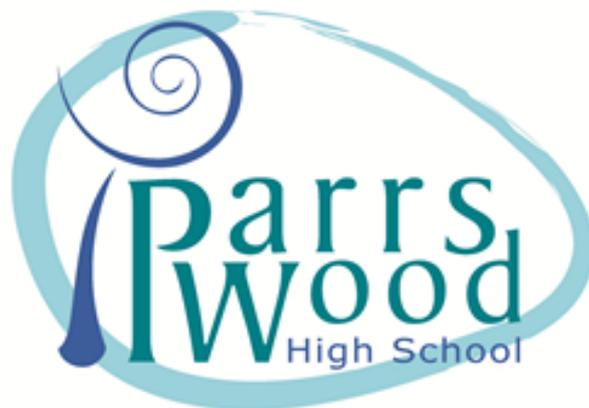


BEHAVIOUR POLICY

For

Students at Parrs Wood High School and Sixth Form

2018/19



**Headteacher
Mark McElwee**

Approval History

Approved By:	Date of Approval	Version Approved	Comments
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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Our Values

The expectations we have of all students, students and adults at Parrs Wood, with regards to behaviour, are built around our core values of:

Community – Nurturing a community which works together providing mutual support and understanding

Creativity – Having the confidence to imagine, explore and express ideas without fear or judgement

Achievement - Fulfilling our individual and collective potential

In order for us to succeed it is essential that staff and students respect oneself, respect others and to respect the environment.

Our school Mission Statement embraces our belief that if all students behave in a respectful manner then effective learning will take place. Our students will then achieve their academic and social potential allowing them to be successful in their chosen academic and career pathways.

At Parrs Wood, an ethos has been created where effort, success, respectful behaviour and a positive

attitude to learning is celebrated and rewarded. Behaviour which is inappropriate, i.e. has a negative impact on safety, wellbeing and/or learning, is not tolerated and sanctions and interventions are imposed to deter and modify these behaviours.

All students and adults, including parents/carers, have a responsibility to ensure that all our students are **safe, happy, enjoy a positive and stimulating learning environment**, and achieve social and academic success.

4. Parrs Wood Code of Conduct

- all members of the school community will treat each other with respect and dignity.
- nobody has the right to deliberately hurt, either verbally or physically, another person or cause damage to the school, property or equipment that belongs to someone else.
- students and staff will treat the environment with respect and keep the school litter free at all times.
- the highest standards of punctuality and attendance are expected from everyone.
- all students from Year 7 through to Year 11 will wear school uniform as set out in the school's "School Uniform" policy and sixth form students will dress in an appropriate manner (smart casual).
- any behaviour which is anti-social, destructive, disruptive, or is in any way contrary to the ethos and culture of the school will be sanctioned to a degree relative to the seriousness of the behaviour.

In practice this means that:

- all students, staff and visitors are polite and respectful to everyone at all times.
- bullying of any kind is not acceptable.
- obscene, racist, homophobic, sexist, threatening or intimidating language is never acceptable.
- movement in and around the building is orderly and quiet.
- Students, staff and visitors are punctual.
- school uniform must always be worn by students in years 7-11.
- truancy or absconding from school is serious misconduct.
- there is no mistreating or vandalism of property.
- disobedience to anyone in authority in school is never acceptable.

- interference with health and safety equipment or other equipment which might cause harm eg fire alarm, fire hoses, gas and electrical appliances, etc is never acceptable.
- the site is kept in good order and litter is disposed of in the bins provided. Recycling expectations are adhered to.
- mobile phones and mobile technology are not allowed in school.
- high energy drinks, oversize /bottles bags of drinks/sweets/crisps, chocolate and multiple packages of drinks/sweets/crisps/chocolate are not allowed in school.
- selling confectionary items / drinks for personal gain is not allowed in school.
- Smoking and vaping are banned on school premises.
- gambling is not allowed in school.
- drugs are not allowed in school. Any student found in possession, selling, supplying, or under the influence of drugs will be excluded and Permanent Exclusion will be considered. In some circumstances the police may also be contacted.
- legal highs are not allowed in school. Any student found in possession, selling, supplying, or under the influence of legal highs will be excluded and Permanent Exclusion will be considered. In some circumstances the police may also be contacted.
- alcohol is not allowed in school. Any student found in possession, selling, supplying, or under the influence of alcohol will be excluded and Permanent Exclusion will be considered. In some circumstances the police may also be contacted.
- solvents are not allowed in school. Any student found in possession, selling, supplying, or under the influence of solvents will be excluded and Permanent Exclusion will be considered. In some circumstances the police may also be contacted.
- offensive weapons - It is illegal to carry knives or other offensive weapons on and around the school site. A 'weapon' is any firearm of any description, including starting pistols, air guns, and any other type of replica or toy gun, Knife, including all variations of bladed object including pocket knives, craft knives, scissors etc. Explosive, including fireworks, aerosol spray, lighter, matches. Laser pen or other object, even if manufactured for non-violent purpose that has a potentially violent use, if, in the circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon. Any student found to be in possession of a weapon will be issued with a fixed period or Permanent Exclusion from school, and in some circumstances the police might also be contacted.

5. Behaviour Management

At Parrs Wood, we appreciate the importance of developing effective professional working relationships with our students that identify and reward students' good behaviour, effort and achievements. Our reward system is again based on our core values of Community, Creativity and Achievement.

All adults in the school are expected to model the highest standards in behaviour and professionalism at all times and will utilise a range of strategies that encourage students to do the same.

Rewarding good, effort and behaviour and achievements is a priority at Parrs Wood as we recognise how using positive behaviour management can strengthen relationships and contribute to a positive learning environment.

All staff at Parrs Wood High School understand the importance of providing a disciplined learning environment which allows all students to develop academically and socially in preparation for transition to further learning pathways or employment and to become an active and responsible member of the local and wider community.

5.1 Dealing with misbehaviour

It is recognised that there will be occasions where students will behave in a manner which will require the member of staff to challenge, offer guidance and support, and issue appropriate sanctions. During these occasions, staff will follow the following protocols:

- Minimise embarrassment for the student
- Avoid arguing with the student
- Maintain calmness and a sense of humour
- Be consistent
- Ensure that there is a 'follow-up' which is appropriate to the situation
- Remember the need to allow the student to have 'time-out time'
- Utilise wide support where necessary
- Record the incident on SIMS, the School's Data Management System and keep parents/carers informed, where there are significant behavioural concerns

5.2 Classroom Protocols

- Classroom procedures are expected to be consistent such as lesson planning and structure, seating plans, listening expectations, answering protocols, etc.
- Teachers are expected to welcome students at the door
- Teachers should follow the expected school routines i.e. smiley faces, 3 strikes and the referral rooms to effectively manage classroom behaviour
- Teachers are expected to differentiate activities where appropriate
- Teachers are expected to keep rules to a minimum and make them explicit
- Have clear rationale about rules
- Build self-esteem of students when the opportunity arises
- Catch students being good and praise them for positive behaviour

6. Rewards and Sanctions

6.1 'Steps' Model for Rewards

- 1) **Non-verbal praise** (e.g a nod, smile, thumbs up)
- 2) **Verbal/Written praise/Gold and Platinum Awards** - See explanation below. Tick on the board etc.
- 3) **'Lesson Star of the Day'** - For each lesson, the teacher should identify a 'star' for that lesson. This can be followed up with a Platinum Award, Gold Slips, Post-Cards or a telephone call home. Each lesson, the teacher is encouraged to award 5 Gold Awards and 1 Platinum Award.
- 4) **Praise letter/Post-Card home** - See explanation below.
- 5) **Praise phone call** - Teachers and support staff will recognise significant improvement in behaviour or continued excellence in academic progress with a phone call to parents/carers to ensure that communication with home is not only instigated by inappropriate behaviour and inadequate academic progress.
- 6) **'Faculty Star of the Week'** - Each week, faculties will nominate a 'star of the week' who will meet for breakfast with the Headteacher, or Deputy Headteacher in his absence, to be personally congratulated for their achievements. A photograph of the 'Faculty Stars of the Week' will be published on the school's website and sent home, accompanied by a letter of congratulations from the Headteacher.
- 7) **Weekly Assemblies** – Every week during year group assemblies, as a school community tutor groups with the best attendance and most rewards will be celebrated. A lottery will also take place where the randomly selected student will have to demonstrate that they have full equipment, a school planner and have not received any poor behaviour logs. If successful, then the student will be awarded with two Cinema Vouchers.
- 8) **Termly Celebration Assemblies** – At the end of each term, Heads of Learning lead the celebration of the year group's achievements for that term with a Celebration Assembly. Certificates, Awards and Prizes are awarded for excellent progress, behaviour, attainment, attendance and citizenship. Students receive badges linked to our core values.
- 9) **Rewards and Activities Week** – To minimise disruption to learning but to celebrate and reward the achievements of our students, the school plans all rewards visits, excursions and activities during the last week of term. Where possible, trips that are not planned during school holidays will also take place during that time.
- 10) **'Parrs Wood High School Awards Evening'** - We celebrate the achievements of Year 13 and Year 11 students at our Annual Awards Evening, which takes place during the Autumn Term. Faculties also nominate students to be awarded prizes for *Academic Excellence* and *Sustained Effort* from years 7, 8 and 9. Other categories for recognition on the evening include *Sports Awards*, *Outstanding Achievement*, *Academic Dedication*, *Contribution to School Life* and *Contribution to the Community*.

Gold and Platinum Awards – Each teacher has access to our online data management system where they can record Gold and Platinum rewards for good progress, attitude to learning or attainment within the classroom. Each Gold and Platinum award is linked to our core values. Gold and Platinum Awards translate into points which students can accumulate and then spend in Parrs Wood's Rewards Shop.

Rewards can be awarded for the following (as listed on SIMS Gold Slips):

- Excellent Homework
- Good Effort
- Excellent Classwork/Coursework
- Excellent Attitude/Helpful/Courteous
- Progress
- Attendance
- Engagement
- Citizenship
- Extra-Curricular
- Equipment

Reward Post-Cards – Each teacher is given *Rewards Post-Cards* each week so that they may recognise particular progress/excellence in any of the following areas:

- Attendance
- Attitude to Learning
- Creative Thinking
- Extra-Curricular Activities
- Good Manners
- Helping Others
- Independent Learning
- Participation
- Personal Organisation
- Progress
- Reflective Learning
- Team Work

These are collected at the end of each week and posted home.

6.2 'Steps' Model for the Management of Students' Behaviour

1. **Non-Verbal** - e.g making eye-contact, body language, facial expression.
2. **Tactically Ignoring** - where the health, safety and learning of others is not at risk, one may choose to ignore a student's 'attention seeking behaviour' or 'immediate instinctive response' at being challenged about their behaviour.
3. **Simple Direction** - directing a student to recognise how they are affecting their own learning and the learning of others, explaining your expectations and getting them back on task. This is when the tick system is used in class.
4. **Rule Reminder** – reminding the student of your expectations with regards to behaviour and progress.
5. **Simple Choice** – explaining to the student that they have a choice to either improve their behaviour and attitude to learning or be given a sanction.
6. **Follow Through** – to follow through with the sanction as described when the student was given a choice to address behaviour concern.
7. **Exit** – the student is requested to leave the classroom/learning area. This must be a managed move where the student goes to a pre-determined colleague within the faculty or a colleague is called upon from the senior team or security team.
8. **Conferencing** – this is a planned meeting where the student meets with the member of staff directly involved. This may include a parent/carer and another member of staff, usually a colleague with a leadership responsibility, who will facilitate the meeting following Restorative Justice protocol.

Behaviour Management – Sanctions

On those occasions where student behaviour contradicts the school's core values of community, creativity and achievement by failing to:

respect oneself
respect others
respect the environment

Parrs Wood has a range of sanctions that will be enforced to provide the student with an opportunity to reflect on their behaviour and to act as a deterrent for future misdemeanors.

They are for example:

- A verbal reprimand.
- Apology to member of staff/student - verbal or written.

- Relocate to another classroom - temporary relocation to a faculty 'referral room'.
- Phone call home.
- Letter home.
- Isolation
- Detention including during lunch-time, after school and at weekends.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for academic progress and/or behaviour monitoring.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of break-time and lunch-time with their peers, not being able to participate in a non-uniform day, represent the school in individual or team sports, or watch the Staff Show at Christmas etc.
- School based community service or imposition of a task e.g. picking up litter, tidying a classroom, helping to clear up the dining hall after meal times, removing graffiti etc.
- Conferencing – This allows all parties involved in an incident to be able to articulate their feelings and version of events in a safe and supportive environment, with the agreed goal of building respectful and sustainable working relationships.
- Student & Parent/Carer Meeting – In addition to contact being made with parents/carers via telephone, e-mail, planner and/or letter, it may be decided that a face-to-face meeting is needed to articulate behaviour/attendance concerns, strategies already adopted and the relative impact of those strategies, and to agree an action plan to further support the student.
- Referral to the Pupil Support Centre – Students will work as part of a small group, or individually, in isolation from their peers, on curriculum based work. Contact will be made to parents to inform them that their student has received this sanction.
- Saturday School – students who are found to have truanted will be required to attend school in full uniform on a Saturday morning. Students will complete a truancy booklet and any work they have missed whilst truanting.
- Referral for Fixed-Term External Exclusion - External exclusions are subject to the guidance provided by the Local Authority.
- Referral to Parrs Wood's Synergy Centre or an alternative 'Off-site' Education Provider, including placements at one of our partner secondary schools.
- Referral for a step out or a managed move to another school. Managed moves have been recognised by Manchester Local Authority as a strategy to allow students, who are at risk of disengagement or permanent exclusion, the opportunity to experience education at another

school. This process can only be instigated through agreement with the parent, Parrs Wood High School and the placement school. Placements are reviewed after 8-12 weeks and a decision is then made to either extend the placement, make the transfer permanent or to cease the placement so that the student returns to Parrs Wood.

- Referral for a permanent exclusion or to a Pupil Referral Unit (PRU)

A note on detentions

Late Detentions – Students arriving late to school, after 8.35am, but before 9am will be issued with a same day break time detention. Students who arrive after 9am will have a same day break and lunchtime detention.

Failure to attend the detention will result in the student's parent/carer having to contact the school, either in person or by telephone, the next morning (or on Monday morning where a Friday detention has been missed) to explain their son's/daughter's reason for not following school rules.

Where this communication has not been made by the parent/carer with the school and/or a satisfactory reason for non-attendance to detention has been accepted by the school, then the student will be placed in internal isolation (which can include the Student Support Centre) and will also have to repeat the detention.

Repeated failure to attend Late Detentions will result in the sanction being escalated

Important: The Education Act 2011 removed the requirement for schools to have to provide notice to parents for a detention.

6.3 Behaviour and discipline in schools - Advice for headteachers and school staff - February 2014

Discipline in schools – teachers' powers

Key Points

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff with responsibility for students, such as Teaching Assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate students' property

6.4 Behaviour Management Support Systems

The school pastoral system provides help and advice both to individuals and to groups to regulate behaviour. We have a highly experienced team Heads of Learning who lead the form tutors in the day to day pastoral care of our students. The appropriate Head of Learning would usually be the first point of contact should a parent wish to raise any issue or concern. In addition:

- The Parent Liaison Officer provides specialised advice and support to individual students and families.
- The Inclusion Room and provides support for students to improve behaviour and learning.
- The support provided by the Inclusion (SEN) Department is designed to motivate students in their learning which in turn improves behaviour.
- Pupil Support Managers (PSMs). The school has five PSMs who support students in their school life and address behavioural issues when they arise. They also manage the day to day running of the Pupil Support Centre (PSC) and return to learn.
- The school will engage the support and advice of agencies of the Local Authority to address behaviour problems when needed.

Classroom Management techniques

Staff employ a 'smiley face' system within their lessons to support students to make the correct choices.

Pupil Support Managers (PSMs)

Pupil Support Managers have an active role in maintaining good discipline within school. Their responsibilities include supporting students to overcome barriers to learning, maintaining good order and discipline around the school, recognising and rewarding positive behaviour, visiting lessons to support students, teaching and support staff where necessary, and having a high profile and presence around the building.

Centralised detentions

This is used at Key Stage 4 and is overseen by the SLT. At Key stage 3 faculties have their own detention systems. This provides students the opportunity to reflect on their behaviour.

Behaviour Blue print

This is used to lead discussions with the students after an incident has occurred. It can also be used in Parental meetings and provides a framework which is consistent. **Appendix 3**

Faculty Referral Rooms

This is an 'in-house' facility whereby students who are disrupting a lesson may be removed for a period of time. This gives them the opportunity to reflect on their behaviour and reduces the disruption to other students.

Inclusion Classroom

The Inclusion Classroom provides curriculum and social support for students to assist them to overcome personal barriers to learning. Students can be guided towards this provision where a student's personal situation will not allow them to access their complete range of subject areas, and where their academic and future interests and success would be best served by an adaptation to their school timetable. This provision is negotiated with the student, their parents/carers and the Head of Learning.

PSC (Pupil Support Centre)

The Student Support Centre provides an on-site facility for students to engage in curriculum related learning whilst having the opportunity to reflect on their behaviour following an incident which the school regards as inappropriate. The PSC demonstrates the school's commitment in supporting the student to reflect and modify behaviour that could otherwise be sanctioned by a fixed-term external exclusion.

Return to Learn

The Return to Learn classroom is a supportive environment which aims to give students a space to reflect and resolve any issues which are a barrier to their learning. The facility aims to get students back to lessons within twenty four hours of initially being placed in the room.

Synergy Centre

The Synergy Centre provision recognises that, for some students, a traditional school day presents a significant challenge, and a more tailor-made educational package is required to engage, motivate and allow the students to build confidence and succeed. Students who are in the Synergy Centre will not access the main school site. The Synergy Centre will work with students until they can either partially or fully re-engage with mainstream provision. The Synergy centre will be used for short term placements to re-engage students at Key Stage 3.

Individual Behaviour Plan and Pen Portraits– In partnership with the student and their parent/carer, the Head of Learning will construct a support package which will identify key areas for development, strategies and systems to support the student and their family, and which has clear success criteria and an agreed monitoring and evaluation cycle, to assist the student overcome any barriers to learning. In addition, teachers are provided with IEPs from the SEN department for those students who are Statemented, have EHC Plans or are on SEN Support for behaviour issues.

Restorative Justice YOT Referral – Where a student's behavioural concerns are affected by, or are having an impact on their life in the community, the school may wish to involve the support of a Restorative Justice Youth Offending Team Support Worker to provide external structured support and guidance to the student and their family.

Early Help Area Cases & Panel Meetings – Where a student's behaviour is affected by both internal and external factors and requires a multi-agency support approach, an area case panel meeting will be held consisting of all stakeholders and supporting agencies that hold a vested interest in the particular student's education. A support package will be agreed for the student and follow-up meetings will be planned to monitor and evaluate the effectiveness of the intervention provided.

Education Health and Care Plan (EHCP) Where a student needs a more intensive level of specialist help that cannot be met from the resources available, the school may consider asking the Local Authority for an Education Health and Care (EHC) needs assessment. This assessment could lead to the student getting an EHC Plan. This brings the student's education, health and social care needs

into a single, legal document. The student must have special educational needs to be eligible for a plan.

Behaviour Panel Meetings

Where a student's behaviour is either deteriorating, or not showing any signs of improvement, regardless of several interventions, the school may decide that the student and their parent/carer should attend a Behaviour Panel Meeting. At this meeting, the student's behaviour will be presented to both the student and their parent by the panel, the interventions and sanctions discussed, and any impact of those interventions and sanctions. Expectations for behaviour will be articulated and a plan will be agreed, with clear targets for improvement, appropriate support mechanisms and a time to review the student's progress in meeting their targets. The Behaviour Panel Meetings will escalate in seriousness should improvements not be realised by the student, the most serious being a meeting where the panel will consist of the Headteacher and representation from The Governing Body of the school.

Staff Duties

To ensure that students are safe, staff are allocated duty positions at break, lunch and the end of a school day. Radios are used to allow fast communication throughout our large site.

Planner

The student planner contains the basic expectations and rules. There is a Home School Agreement to which the parents sign up to (this can be referenced in the Appendix 2 of this document). This is based on the core values. The planner is used to communicate with parents when there may be a concern about a student's behaviour/attitude. It is also used to collate rewards.

Behaviour Support Forum Sharing Good Practice – To develop relationships and behaviour management strategies to meet the needs of learners, Parris Wood has adopted a simple system to share both knowledge and techniques to build relationships and positively manage student behaviour.

Classes Causing Concern – To provide additional support with classes where particular student's behaviour is having a negative impact on learning, a 'classes for concern' record is kept that prompts lesson visits by Faculty Leaders, Subject Leaders, Pupil Support Managers, Heads of Learning and/or members of the Senior Leadership Team.

Student Leadership

The Student Leadership Team is an important forum for students to have a voice with regards to school systems, environment, learning, teaching, extra-curricular activities, safety, behaviour rewards and sanctions. The Student Leadership Team has representation from all year groups and meets formally at least once a term with the Headteacher. A Senior Student Leadership Team also exists consisting of the teams of senior students who oversee various aspects of school life. The consultation of students is an important recent duty which reflects student's rights under Article 12 of the United Nations Convention on the Rights of the Student. It will also help us to meet the National Healthy School's Standard criteria on allowing student a voice in matters that affect them.

- It is our policy to involve students in the appointment of new teaching staff.
- We aim to seek student opinion from whole year groups from time to time over both pastoral and academic issues.

- We organise the election every year of Form Representatives, Year Representatives and the Senior Student Leadership Team to reflect Student Voice.
- It is our policy to consult with our student body over significant issues.

Parents/Carers

We firmly believe that consultation with parents is important. We will seek the views of our parents/guardians at regular intervals. We aim to ask, by means of questionnaires, the opinions of our parents/guardians on how effective they think we are in a range of critical areas. The Senior Leadership Team will carefully evaluate the responses and if appropriate, steps will be taken to ensure that our standards remain at optimum levels. We will feedback to to parents / carers to inform them of developments which are directly related to their comments.

Local Partners

We have an excellent relationship with a wide range of partners. Within Manchester there are regular meetings between the Headteachers in all of the secondary schools. These partnerships enable good practice to be shared from school to school in a spirit of collaboration. As part of that collaboration, we are active participants at the Behaviour meeting and have signed up to the In year Fair Access Protocols (IYFAP). This involves using step outs and managed moves to enable our students in Manchester the opportunity of a 'fresh start'.

It is our policy to refer students whenever appropriate to CAMHS and other health agencies via our school nurse or directly, in order to provide specialist help for individual students and their families. We make full use of the local emergency services in providing input into our PSHE programme.

6.5 Parrs Wood uses a levelled approach to behaviour sanctions and support. Below shows a table showing the tiered approach and examples at each level.

<u>Level</u>	<u>Staff</u>	<u>Examples</u>	<u>Sanction</u>	<u>Support</u>	<u>Reward</u>
Level 1	Subject teachers/faculty, Form tutors, LSAs Heads of Learning	Low level classroom disruption, general low level behaviours. No homework Poor attitude to learning.	Teacher Level Sanctions For example: Referral room, A short personal detention; a phone call home.	Teacher Level Support For example: Change of seating plan, extra differentiation of work, phone call home, on report.	Teacher Level Reward Gold Reward Point (points can be spent on prizes at our well-stocked Reward Shop.) A positive phone call home Platinum Reward Points (worth 5 points to spend in our well-stocked Reward shop)
Level 2	Heads of Learning Director of Faculty PSMs, Form Tutors, LSAs	Selling, Friendship issues, refusing to follow instructions	Faculty Level Sanctions For example: A 30 or 60 minute faculty detention; a meeting with parents/carers; isolated with DoF in faculty	Faculty Level Support For example: A meeting with parents; consideration of setting; liaison with HoL/inclusion, gardening club, boxing project develop self esteem	Faculty Level Reward A post card home to tell parents and carers the good news Meeting with DoF to show good work/improved progress
Level 3	Heads of Learning Director of faculty SLT PSMs	Ongoing poor behaviour. Fights, Theft etc	Head Of Learning Level Sanctions For example: Whole school detention One or more days in the PSC followed by meeting with parents; Head of Learning Report Card; SLT Report Card	Head of Learning Level Support For example: Meeting with Educational Psychologist; G12 pass issued; reduced timetable offered; 1-2-1s with PSMs, family Liaison, Active parenting, Positive Pathways, early Help referral if appropriate.	Head of Learning Support For example: Star of the Week (nominees will have breakfast with the Head teacher on a Friday morning as well as their picture on our website) 'Shout out' in assembly End of term Reward Trips opportunity for consistent excellent attendance and behaviour.
Level 4	SLT	Causes a serious disruption to school	Whole School Sanctions For example: Fixed-term exclusion followed by meeting with SLT; a step-out to another school; referral to Synergy Centre	Whole School Support For example: IBP completed for repeated poor behaviour, Referral to Synergy Centre for 6 week placement followed by graduated reintegration into main school, external agencies, Behaviour panel meeting	Whole school Reward Faculty Award Badge (winners receive a lapel badge for success in each faculty where they have contributed to each of our school values.) Election to our Student Leadership Team

Level 5	SLT Local Governors	Continuous disruption to school life A serious one off incident affecting the Health and Safety of staff and students	Permanent Exclusion	Managed Move to avoid Permanent Exclusion if appropriate	Reward at Annual Rewards Evening

6.6 Bullying

Bullying is defined as **the repetitive**, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can be:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying Prevention:

- As bullying is a serious breach of the school's standards of behaviour we will maintain a constant focus and vigilance towards this issue through regular references to it in Assemblies (The role of the bystander will be a focus of Assemblies at least once a year in each year group), Tutor Time, Lessons (Opportunities will be provided in the curriculum to define and discuss acceptable behaviour and encourage coping mechanisms), Enrichment Activities, Staff Briefings and Training, the Parents' Bulletin and Prospectus.
- Advice and help to parents through parental communications.
- Teachers will take every opportunity to reassure students and staff that the school cares about their welfare, is not tolerant of bullying, is rigorous in dealing with bullying and is committed to eradicating bullying.
- Students are encouraged to report in confidence any instances of bullying that they either are victims of or aware of involving others. The school promotes an online confidential bullying reporting system which is promoted to students (SHARP system).

Staff will:

- encourage self-confidence and assertiveness.
- encourage a supportive and caring attitude amongst students.
- encourage students to talk to someone when bullying occurs.
- take all reports of bullying seriously, act as quickly as possible, reassure the victim, give support and advice, ensure the “bully” is aware of disapproval, involve parents as necessary, ensure both the victim and “bully” are supported after the incident to ensure that the victim feels safe and supported, and that the “bully” is sanctioned appropriately and educated to modify behaviour so that it never happens again.

6.7 Behaviour in Parrs Wood Sixth Form

Sixth Form behaviour protocols are based on the school protocols but are designed to reflect the growing maturity of Sixth Form students and their greater freedom and responsibility in comparison to the rest of the school. Schools with a sixth form must follow DfE's statutory guidance on behaviour and exclusions as they would for students in the main school.

Common areas of misbehaviour in the sixth form:

- Poor attendance to lessons, including lateness and truancy
- Poor attendance to assembly
- Poor attendance to form time
- Failure to meet deadlines: homework and coursework

Responsibility for dealing with poor behaviour lies first and foremost with subject teachers. They must make sixth form expectations clear and set out exactly how they are not being met. Conversations about misbehaviour must be conducted and end in a resolution on the student's behalf regarding future conduct. Repeat poor behaviour, or a serious situation must be reported to parents either over the telephone, email or letter.

6.8 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

6.9 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy and our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

6.10 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

6.11 Confiscation

Any prohibited items (listed in section 4) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. In addition, if pupils are selling items for example fizzy drinks, these too will be confiscated and not returned.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7. Roles and responsibilities

7.1 The local governing board (LGB)

The local governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

7.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on SIMs

The senior leadership team will support staff in responding to behaviour incidents.

7.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Sign and follow the homeschool agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with the class teacher promptly.

8. Training

Our staff are provided with training on managing behaviour as part of their induction process. Those identified staff are provided with training on the proper use of restraint on a regular basis.

Behaviour management will also form part of continuing professional development.

9. Complaints Procedure

Any person(s) wishing to raise a complaint should follow the process as presented in the schools complaints policy. This may be located on the school website – 'about us' – 'policies' – 'complaints policy'

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and LGB two years. At each review, the policy will be approved by the headteacher and the LGB. In addition, the LGB and SLT will also regularly (termly) review the number of Fixed Term Exclusions.

11. Links with other policies and documents

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Child Protection & Safeguarding policy
- Complaints policy
- E Safety policy
- Staff handbook
- Home school agreement
- SEN policy

Appendix 1: Examples Offences and Sanctions (These provide examples of the sanctions that may be utilised for a range of offences)

Classroom Disruption

- Transfer to Faculty Referral Room
- Teacher Detention
- Faculty Detention
- On Report
- Internal Isolation
- Referral to On Site Unit- Synergy Centre

Lateness

- Teacher Detention
- Faculty Detention

Uniform

- Internal Isolation

Mobile Phone

- Confiscate until the end of the day
- Repeat offence will lead to confiscation until the end of the week. A parent or carer will then will be required to collect the phone on Friday at 3.05pm
- Refusal by the student to hand-over their phone will be regarded as 'defiance/disrespect' and be sanctioned accordingly.

Electronic equipment / Mobile Technology

- Confiscate for the day or longer as appropriate
- Refusal by the student to hand-over the electronic equipment/mobile technology will be regarded as 'defiance/disrespect' and be sanctioned accordingly

Trainers / Jewellery / Make-Up / Piercings

- Students will be asked to rectify concern
- Confiscate for the day or longer as appropriate
- Internal Isolation Room or Referral to On-Site Unit (Student Support Centre)
- Detention/Saturday School/Fixed Term Exclusion – for persistent offenders

Defiance / Disrespect

- Internal Isolation
- Referral to On Site Unit (Student Support Centre)
- Fixed Term Exclusion

Truancy

- Internal Isolation
- Referral to On Site Unit
- Referral to Saturday School
- Fixed Term Exclusion

Obscene Language

- Internal Isolation

- Referral to On Site Unit (Student Support Centre)
- Fixed Term Exclusion

Smoking

- Letter Home/written sanction
- Detention
- Internal Isolation
- Referral to On Site Unit (Student Support Centre)
- Fixed Term Exclusion

Behaviour (Physical)

- Internal Isolation
- Referral to On Site Unit (Student Support Centre)
- Fixed Term Exclusion
- Permanent Exclusion

Theft

- Internal Isolation
- Referral to On Site Unit (Student Support Centre)
- Fixed Term Exclusion

Vandalism

- Internal Isolation
- Referral to On Site Unit (Student Support Centre)
- Fixed Term Exclusion
- Permanent Exclusion

Possession of alcohol, drugs or offensive weapon

- Fixed-Term Exclusion
- Permanent Exclusion

These sanctions are not used in rank order but are adopted to correspond to the seriousness and frequency of the behaviour.

Appendix 2: Rights, Responsibilities and Roles – Home School Agreement

Parrs Wood High School will ensure that:

- Expectations regarding behaviour and the core values of:

 respecting oneself
 respecting others
 respecting the environment

are consistently and continually re-enforced clearly to all students and staff during assemblies, tutor time, lessons, extra-curricular activities and staff briefings.
- the expectation for good behaviour is promoted within school.
- good behaviour is recognised, celebrated and rewarded through Awards Evenings, Celebration Assemblies, Gold and Platinum Rewards, Stars of The Week, Post-Cards Home, Certificates and Letters to parents.
- the good behaviour expected of our students is modelled by staff.
- staff at Parrs Wood will address students, parents and each other in a respectful manner.
- staff at Parrs Wood will challenge behaviour that puts students' safety, happiness, learning and social/academic development at risk.
- sanctions will be applied fairly, consistently, proportionately and reasonably – taking into account any Special Educational Needs, disabilities, barriers to access and vulnerability.
- staff at Parrs Wood will investigate all incidents of a serious nature thoroughly before issuing a sanction. This includes giving the student(s) involved the opportunity to present their view of the event, seeking statements from other witnesses and viewing any cctv footage where appropriate.
- staff at Parrs Wood will endeavor to inform parents/carers of the detail and outcome of incidents where their son/daughter's behaviour has conflicted with the school's core values.
- staff at Parrs Wood will arrange reintegration interviews for parents at the end of a fixed period exclusion.
- alternative provision will be made from day six of a Fixed Period exclusion. This may involve a temporary placement at another school or educational provision.
- The Behaviour Policy does not discriminate against any student on, for example, grounds of race, gender disability or sexual orientation, and that it promotes good relations between different communities.

- All reasonable measures are taken to protect the safety and wellbeing of students and staff including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- Fixed-term or permanent exclusions will be imposed where it is proven that a student has intentionally made false malicious allegations against school staff.
- The school will work with other agencies to promote community cohesion and safety.

Parrs Wood students will:

- Ensure that they attend all assemblies and personal development curriculum sessions, and demonstrate, through their behaviour within school, that they understand and model the core values of:
 respecting oneself
 respecting others
 respecting the environment
- Accept personal responsibility for the way they behave in and outside of school.
- Feel proud and not embarrassed when recognised and rewarded for good behaviour.
- Address each other, staff and their parents/carers in a respectful manner.
- Expect to be challenged about behaviour that puts student safety, happiness, learning and social/academic development at risk.
- Not withhold any information, and be willing to explain their understanding of a situation, to assist in an incident being resolved because 'it is the right thing to do' and not because of pressure or fear.
- Inform a member of staff of any issues that may affect their behaviour, attitude to learning or academic/social progress.
- Take responsibility for their behaviour, explaining to their parents what they have done and what they intend to do to modify their behaviour.
- Follow reasonable instructions by school staff, obey school rules and accept sanctions, knowing that they have been investigated thoroughly.
- Act as positive ambassadors for the school at all times including when off school premises.
- Not bring inappropriate or unlawful items to school.

Parents/Carers of Parrs Wood students will:

- Ensure that their student attend assemblies and personal development curriculum sessions,

and should encourage their student to follow the core values of:

respecting oneself
respecting others
respecting the environment

- Accept responsibility for the way their students behave in and outside of school.
- Recognise, celebrate and reward their student's good behaviour.
- Model behaviour that is expected of their students and staff at Parrs Wood.
- Address their students and staff in an appropriate manner
- Send their student to school each day punctually, suitably clothed, fed, rested, equipped and ready to learn.
- Attend meetings with the Headteacher or other school staff, if requested, to discuss their student's behaviour.
- If their student is excluded from the school, ensure that their student is not found in a public place during school hours in the first five days of exclusion and, if invited, attend a reintegration interview with the school at the end of a fixed period of exclusion.
- Expect that their students will be challenged about behaviour that puts student safety, happiness, learning and social/academic development at risk.
- Encourage their students not to withhold any information, and to be willing to explain their understanding of a situation, to assist in an incident being resolved because 'it is the right thing to do' and not because of pressure or fear.
- Accept an imposed sanction knowing that a thorough investigation has taken place.
- Inform a member of staff of any issues that may affect their student's behaviour, attitude to learning or academic/social progress.
- Encourage their students to take responsibility for their behaviour and support their student, and the school, in providing behaviour modification support.
- Keep the school updated with contact details.

Parrs Wood High School

Behaviour Blueprint

What would FRED do?

Our Value Message

Community - Nurturing a community which works together providing mutual support and understanding

Creativity - Having the confidence to imagine, explore and express ideas without fear or judgement

Achievement - Fulfilling our individual and collective potential

<h4 style="text-align: center; color: #0056b3;">Adult Behaviours</h4> <ol style="list-style-type: none"> 1. We will model the behaviour we expect of you. 2. We will be consistent and treat everyone fairly. 3. We will show understanding, listen to you and always try to help. 	<h4 style="text-align: center; color: #0056b3;">Student Behaviours</h4> <ol style="list-style-type: none"> 1. Make positive choices and help others to do so. 2. Take responsibility for your own actions. 3. Be ready to learn and work hard in every lesson. 	<h4 style="text-align: center; color: #0056b3;">Over & Above Behaviours</h4> <ol style="list-style-type: none"> 1. Surpass your teacher's expectations with a piece of work. 2. Give up your time to support others. 3. Display leadership skills when you see an opportunity to use them.
<h4 style="text-align: center; color: #0056b3;">Rewards</h4> <ol style="list-style-type: none"> 1. You will feel good because you have done the right thing! 2. Gold Slips / Platinum Slips will be awarded by staff. 3. Phone calls home to share good news. 4. Breakfast with the Headteacher. 5. Rewards Assemblies at the end of every term. 	<h4 style="text-align: center; color: #0056b3;">Stepped Sanctions</h4> <ol style="list-style-type: none"> 1. Teacher's personal detention. 2. Faculty 30 minute detention. 3. Faculty 60 minute detention. 4. Isolation within the faculty. 5. Pupil Support Centre and a reintegration meeting. 	<h4 style="text-align: center; color: #0056b3;">Putting It Right</h4> <p style="text-align: center;">Consider ...</p> <ol style="list-style-type: none"> 1. Who was affected? 2. What was the impact? 3. What can you do differently? 4. What do you think now? 5. How can you put it right?

BELIEVE ACHIEVE SUCCEED