



Behaviour Policy

Park Community School

Contents

1. Introduction.....	3
2. Everyone is part of Park.....	3
3. Celebrating Good Choices.....	4
4. Park Community Duties.....	4
5. Establishing Culture in lessons	4
6. Nudging Good Choices.....	5
7. Making Poor Choices in lessons.....	5
8. Ready to Learn Room	6
9. Sanctions for Poor Choices	7
10. Support for Students.....	10
11. Behaviour Panel with Governor will take place for:	11
12. Screening, Searching and Confiscation	11
13. Use of Reasonable Force	13
14. Behaviour outside of school premises	14
15. Child-on-child sexual violence and sexual harassment.....	14
16. Behaviour incidents on-line	14
17. Suspected criminal behaviour	14
Appendix A - Home/School Contract	15
Appendix B - Park Duty slip	17
Appendix C - Relocation slip	18
Appendix D - Detention Tasks and Reflection.....	19
Appendix E – Ready to Learn Room expectations.....	22
Appendix F - Behaviour for Learning in the classroom	24

1. Introduction

At Park Community School we believe that making good choices is at the heart of our education of our students. We explicitly teach students to make good choices and how to avoid poor ones.

Our policy is underpinned by the belief that:

- Students must be ready to learn
- Making good choices is central to how we learn. Poor choices will be corrected, and good choices celebrated and reinforced.
- Respect and care are central to life at Park. Manners are important. At Park we all treat each other with respect.
- Teachers are the experts- they must be given respect and listened to so that all students can learn. Students must follow instructions first time.

All students are taught the behaviours and routines we expect at Park. They are expected to demonstrate the following 3 behaviours:

Ready to learn

- Arrive on time and attend morning line up
- Wear full uniform with pride
- Bring pencil case and required equipment
- Arrive to all lessons promptly with books and equipment

Respectful

- Silence during teacher explanation
- Sit up, put pens down and look at the person speaking
- Speak politely to each other at all times
- Follow instructions first time

Work hard

- Be the best that they can be
- Take care over presentation of work. Edit and improve it.
- Complete all set work to the best of ability
- Complete homework
- Use stuck strategies to solve problems before asking for help

2. Everyone is part of Park

Whole school routines are used to support all students in being ready to learn. They allow for calm, positive interactions and ensure everyone is prepared to be successful. These routines are practised over and over again so they become automatic. Routines include:

- Morning line ups
- Tutor Time at the beginning and end of every day
- Whole school and Year assemblies

- Line ups for Years 7, 8 and 9 after unstructured times (break and lunch)
- Hand signal for quiet and focus
- Year membership

3. Celebrating Good Choices

Our merit system is used to reward good choices and behaviours. These are automatically issued to all students for all lessons where they have worked hard and not received any demerits. Good attendance is also rewarded weekly with merits. In addition, teachers will recognise exceptionally hard work through postcards home and additional merits. Accumulated merits can be used to purchase items from school reception or exchanged for vouchers. Alongside this, higher numbers of merits lead to other rewards including celebratory tea with Heads of Year and school trips.

4. Park Community Duties

We are proud of our school and expect all staff and students to demonstrate their pride in Park at all times. This means we all model our passion for Park through our clothing, manners and behaviour.

On occasions when students do not meet these standards, they will be expected to give up some of their time to contribute to our school community. Students will be issued with a duty slip and will report to the restaurant at 2.45 after tutor time to complete this. Student duties are typically a 15-minute litter pick or an alternative contribution to our school community as determined by senior staff.

One demerit will be issued for Park duty slips.

Examples of reasons for duties include:

- Casual swearing
- Shouting in a corridor
- Bringing fizzy drinks into school
- Being reminded to remove non-uniform items including hoody, ear buds, facial piercing
- Forgetting equipment

5. Establishing Culture in lessons

All teachers work hard to establish a culture of high expectations and hard work in lessons. Routines and explicit expectations in lessons support this for all students. This includes:

- A warm welcome at the door or line up before every lesson
- Explicit entry and exit routines
- Shared signal for gaining class attention across the school
- Silence during any teacher talk, including students sat up, pens down and eyes on the teacher

- Explicitly sharing the learning journey and the why for all tasks
- No hands policy for questioning
- Celebrating success - sharing excellent examples of student work

6. Nudging Good Choices

If any student(s) are not following class expectations, the teacher will use some of the following strategies to help them focus and encourage desired behaviours:

- Proximity Praise - praising those around them to help remind the individual to mirror their behaviours
- Positive framing – asking for what is wanted rather than what is not
- Pause - stop mid-sentence and wait for focus
- Non-verbal gestures

7. Making Poor Choices in lessons

Examples of Poor Choices include: interrupting the teacher, disrupting others, not completing work, failing to follow instructions. Teachers will use the nudging techniques outlined in the previous section to support students in making good choices at all stages of the process and time will be given to allow this to happen.

Poor choices in lessons will be addressed by the teacher as outlined below and at each stage they will help the student to make a good choice by reminding them of this.

Consequences of making poor choices in the classroom		Demerits
Poor Choice 1: Initial warning	The teacher will remind the student of expectations and encourage them to make a good choice.	0
Poor Choice 2: Final warning	If students continue to make poor choices, a final warning will be recorded by the teacher.	0
Poor Choice 3: Relocation and Recall	<ul style="list-style-type: none">• If the student makes a further poor choice, they will be relocated.• They will have 1 minute to relocate to an allocated classroom with work.• In the relocation classroom, they will sit silently and complete work.• This work must be handed to the relocation teacher at the end of the lesson.• Students attend a recall with their original class teacher at the end of the school day 2.45-2.55pm after attending afternoon tutor time.• This will be recorded on Classcharts and 1 demerit will be issued.	1
Poor Choice 4:	<ul style="list-style-type: none">• If a student makes poor choices in the relocation room (including not completing work) or fails to	3

Consequences of making poor choices in the classroom		Demerits
1 hour detention	<p>relocate within timeframe, they will be issued with a one-hour detention.</p> <ul style="list-style-type: none"> • The student will be isolated for the remainder of the lesson • Parents will be informed • A one hour SLT detention will completed at end of the day • A one hour SLT detention will issued for the following day is student fails to attend their recall with their class teacher <p>This will be recorded on Classcharts - 3 demerits will be issued</p> <p>Note: some behaviours will immediately result in a one hour SLT detention e.g. mobile phone not in pouch, refusal to follow instructions</p>	
Poor Choice 5: Ready to Learn Room	<p>Any student failing to attend a detention will be placed into the Ready to Learn room between 8.30 and 12.00 the following day.</p> <p>In the room students will work silently, reflect on choices and have a retracking conversation with senior staff so they are clear of expectations before returning to lessons.</p> <p>Time in the Ready to Learn room will result in 6 demerits added to Classcharts</p>	6

8. Ready to Learn Room

Our Ready to Learn room is used for students who have lost the privilege of working with other students in lessons for a finite period of time due to poor behaviour.

Students work away from their classroom supervised by staff to complete work, reflect on poor choices and agree how these will be avoided in future. The length of time students are in the Ready to Learn room is at the discretion of the Head of School and Deputy Head of School, but is typically 8.30-12.00 noon.

If students are required to spend longer than this period in the Ready to Learn room, they will have their lunch between 12.30 and 1pm. This will be supervised by a member of staff.

If students are required to spend longer than this period in the Ready to Learn room, they will have their lunch between 12.30pm and 1.00pm. This will be supervised by a member of staff.

6 demerits are issued for time in Ready to Learn Room

9. Sanctions for Poor Choices

9.1 1 demerit and a Recall or Park Community Duty is issued for:

- a) Minor misbehaviours in corridors or out of lessons including issue of Park Community Duty Slips
- b) Infringements of uniform
- c) Casual swearing within conversation
- d) Wearing of non-uniform items in corridors
- e) Borrowing of equipment or uniform items
- f) A relocation and recall for a lesson
- g) Lateness (single occasion)

9.2 3 demerits and an SLT detention are issued for:

- a) Failure to relocate in a lesson
- b) Failure to attend a Recall
- c) Failure to work in a relocation classroom
- d) Mobile phone seen in school (1st offence)
- e) Bringing a vape onto the school site
- f) On-call removal from lesson
- g) Truancy
- h) Repeated relocations in the same day
- i) Repeated lateness in the same day
- j) Refusal to follow reasonable instructions

Detentions are issued in line with DfE guidance. Teachers have the authority to issue a detention to students, including same day detentions. Detentions can be issued for any day in term time, including:

- any school day where the student does not have permission to be absent
- weekends during term time, except a weekend during, preceding or following a half term break: or
- non-teaching days (INSET days), except where these fall on a public holiday or precede the first day of term, during the half term break, or after the last day of the school term.

(Education (Excluded Days of Detention) (England) Regulations 2007, paragraph 70)

9.3 Ready to Learn Room and 6 Demerits and are issued for:

- a) Failure to attend SLT detention
- b) Poor behaviour in SLT detention
- c) Swearing directly at staff or students
- d) Use of discriminatory language or behaviour
- e) Repeated or serious refusal to follow school rules
- f) Physical incidents
- g) Verbal or physical bullying, including child on child abuse

- h) Multiple on-calls in the same day
- i) Leaving the school site during the day
- j) Damage to school property
- k) Refusal to accept school rules
- l) Bringing the school into disrepute

Our Ready to Learn room is used where it is deemed necessary for students to spend a limited time out of the classroom. The student will work away from their class under the supervision of school staff.

9.4 Fixed Term Suspension and 10 demerits will be issued when the Headteacher or Head of School think this is the appropriate sanction

Below are examples of behaviours which are likely to lead to a suspension:

- a) Physical assault
- b) Repeated refusal to accept school rules
- c) Refusal to accept school sanctions or to be complete these as expected
- d) Extreme disrespect
- e) Dangerous behaviour
- f) Bringing a dangerous item onto the school site
- g) Theft
- h) Use of discriminatory language or discriminatory behaviour , including child-on-child abuse
- i) Taking or sharing inappropriate images on social media
- j) Vaping or smoking on school site
- k) Bringing illegal items onto the school site including weapons, drugs or alcohol
- l) Bringing the school into disrepute through actions on the school site or elsewhere
- m) Bullying
- n) Guilt by association, that is being part of a group involved in a) to m).

Parents/carers are expected to attend a meeting in person in school with a senior leader and/or Head of Year before any return from suspension. This meeting will review the behaviours causing the suspension and agree clear action the student will take to avoid any repetition of this behaviour. This meeting is important and parents/carers should make themselves available for the meeting in order to support a smooth reintegration to school.

Please see our Suspension and Permanent Exclusion policy for further information.

9.5 Reduced Programmes may be used for a fixed period of time for:

- a) Students who are at risk of permanent exclusion
- b) Students whose behaviour is repeatedly disruptive to the smooth running of our school

- c) Students for whom school sanctions and support have not resulted in improved behaviour.

9.6 Managed Moves will be used for:

- a) Students who are at risk of permanent exclusion
- b) Students whose behaviour is repeatedly disruptive to the smooth running of our school
- c) Students for whom school sanctions and support have not resulted in improved behaviour
- d) When a managed move is refused, or the behaviour/circumstances lead school leaders to think it would best, off-site provision, i.e. a placement at another school, may be directed for a period of time.

Further detail can be found in our Suspension and Permanent Exclusion policy.

9.7 Referral to a Pupil Referral unit will be used for:

- a) Students who are at risk of permanent exclusion
- b) Students whose behaviour is repeatedly disruptive to the smooth running of our school
- c) Students for whom school sanctions and support have not resulted in improved behaviour
- d) Students who have failed a Managed Move but do not change their behaviour on return to our school
- e) The placement at a referral unit may be directed by the school's leaders.

9.8 Permanent Exclusion

Only the headteacher, or those deputised to do so, can suspend or permanently exclude a student from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort. Directed off-site sanctions may be used in place of permanent exclusion if the potential return of the student would not jeopardise the safety of other students after a significant period of time for reflection has passed.

A decision to suspend or exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of others

Below are examples of behaviours which are likely to lead to a permanent exclusion:

- a) Physical assault causing serious physical harm, e.g. loss of consciousness or blood

- b) Repeated refusal to accept school rules
- c) Refusal to accept school sanctions or to be complete these as expected
- d) Extreme disrespect
- e) Dangerous behaviour
- f) Bringing a dangerous item onto the school site
- g) Theft
- h) Use of discriminatory language or discriminatory behaviour , including child-on-child abuse
- i) Taking or sharing inappropriate images on social media
- j) Vaping or smoking on school site
- k) Bringing illegal items onto the school site including weapons, drugs or alcohol
- l) Bringing the school into disrepute through actions on the school site or elsewhere
- m) Bullying
- n) Guilt by association, that is being part of a group involved in a) to m).

Before deciding whether to exclude a student, the Headteacher or Head of School will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the student to give their version of events
- Consider whether the student has special educational needs (SEN)
- Consider whether the student is especially vulnerable (e.g. the student has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

The Headteacher or Head of School will consider the views of the student, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Students who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The Headteacher or Head of School will not reach their decision until they have heard from the student and will inform the student of how their views were taken into account when making the decision.

Please see our Suspension and Permanent Exclusion policy for further information.

10. Support for Students

A range of support is given to students who regularly receive demerits and repeatedly fail to make good choices in school. These include:

- Reflection on choices with a senior staff

BEHAVIOUR POLICY

- Retracking conversations with teachers and tutor
- Reports to remind students of personalised targets and help them focus on these
- Parent meetings where expectations are agreed and barriers to these discussed and strategies for the student, parent and school staff are agreed
- A referral to in school support for specific needs including mentoring fixed term interventions
- Mentoring with their tutor, Head of Year or senior staff to provide one to one time to focus on how to make good choices

The table below shows thresholds at which demerits trigger further whole school action including a meeting with the parent or carer and student.

Threshold of demerits	Action	Monitoring
0-9	<ul style="list-style-type: none">• Daily monitoring with tutor• Alerts to parents on Classcharts• Phone call home if no improvement	Tutor
10	<ul style="list-style-type: none">• Parent meeting with Head of Year or senior staff.• This will lead to report, discussion of barriers and agreement of actions to improve behaviour including any support needed.• Report for 2 weeks	Head of Year
30	<ul style="list-style-type: none">• Meeting with child, parent and senior staff.• This will lead to report, discussion of barriers and agreement of actions to improve behaviour including any support needed.• Report for 2 weeks	Head of Year
50	<ul style="list-style-type: none">• Meeting with child, parent and deputy Head of School.• At this point there will be significant concerns about the student's behaviour in school and impact on others.	

11. Behaviour Panel with Governor will take place for:

- a) Students who are at risk of permanent exclusion
- b) Students who have gained 50 demerits within 1 term
- c) As deemed necessary where there are serious concerns about a student's behaviour

12. Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for headteachers, staff and governing bodies'.

In addition to the practice identified in the DfE guidance, the school also bans the following items and as a result is able to search students for them: any item brought

into the school with the intention of the item being sold or passed on to other students and/or which, in the senior staff's opinion, will cause disruption to the school or be detrimental to school practice. This includes searching the contents of a mobile phone, e.g. for images or messages.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, that is being used to cause disturbance.
- Staff should hand the confiscated item to the relevant member of support staff e.g. WSG, reception, as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff should not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Mobile phones must always be in phone pouches during the school day. They will be taken to reception if students fail to do this. The school will accept no responsibility for stolen items.
- Any item which staff consider to be dangerous or criminal, i.e. drugs, must be brought to the attention of a senior member of staff immediately. Senior staff will make the decision about contact with the police.
- Items confiscated by the school can be collected by parent/carers after a set period of time, e.g. one week, except where the school has chosen to dispose of the confiscated items, e.g. vapes, cigarettes, alcohol, lighters. Students cannot collect any item themselves until the end of the agreed period which may be longer than if collected by a parent/carer.
- The school's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- The senior staff will use their discretion to confiscate, retain and/or destroy any item found as a result.
- Electronic equipment, jewellery and other expensive items will be confiscated and held by the school for a period of one year. If, at the end of the year, the item has not been reclaimed then the school reserves the right to destroy the item.
- Where alcohol has been confiscated the school will retain or dispose of it. This means that the school can dispose of alcohol as they think appropriate.
- Where the school finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Headteacher thinks there is a good reason to do so.
- Where the school finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable, but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the school can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence, i.e. it is extreme or child pornography, in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the school carries out its own investigation.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the school carries out its own investigation.

13. Use of Reasonable Force

All members of school staff have the legal power to use reasonable force.

Reasonable force can be used:

- to prevent students from hurting themselves or others, from damaging property, from committing an offence, or from causing disorder;
- to control students or to restrain them;
- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a student from attacking a member of staff or another student, or to stop a fight in the playground;
- to restrain a student at risk of harming themselves through physical outbursts;

Please refer to our Physical Restraint and Use of Reasonable Force policy for further information.

14. Behaviour outside of school premises

Parents are responsible for their children's behaviour outside of the school premises. The school would not normally choose to sanction behaviours occurring outside of school or school trips.

However, in some circumstances the school may choose to sanction poor behaviour that happens beyond the school gate, including on-line conduct. This behaviour may include:

- When taking part in a school organised activity
- Travelling to and from school
- When wearing school uniform
- Behaviour that has implications for the smooth running of the school
- Behaviour that poses a threat to another student; or
- That could adversely affect the reputation of the school

15. Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment off-line or on-line, the school will follow the safeguarding principles set out in Keeping Children Safe In Education (KCSIE) [Keeping children safe in education - GOV.UK](https://www.gov.uk/government/publications/keeping-children-safe-in-education) (www.gov.uk)

The Designated Safeguarding Lead (DSL) will contribute to the school's response and will review each incident on a case by case basis.

16. Behaviour incidents on-line

The school expects the same standard of behaviour on-line as in person. Where on-line incidents occur outside of school, parents are responsible for this behaviour. However, where these incidents impact the safe and smooth running of the school, directly impact school culture or poses a threat or causes harm to another student, the school reserves the right to sanction students and to involve the police.

Please refer to our Child Protection and Safeguarding policies.

17. Suspected criminal behaviour

In cases where school staff suspect criminal behaviour, school staff will report the incident to the police. They will do so by gathering enough information to establish key facts of the case before reporting and passing to the police. We reserve the right to complete in-school investigations and issue school sanctions as deemed necessary in line with our behaviour policy.

Appendix A - Home/School Contract

Home School Contract

This home school contract has become necessary to ensure that Park Community School can support (student's full name) to improve his/her behaviour in school. It outlines what the school will do to educate and what the student and his/her parents/carers will do to support the school.

Park Community School will aim to provide:

- A safe and secure learning environment for all
- The highest standards of care and discipline to promote respect for all
- A learning environment, including equipment, resources and facilities to promote confidence and independence in our students as learners
- Teaching and academic guidance and assistance to students throughout their school career
- Regular feedback to students on their progress, reports and academic progress information to parents/carers
- A link to outside agencies when necessary

Park Community School expects:

Students

- To complete all schoolwork and homework to the best of their ability
- To achieve regular and punctual attendance
- To respect all members of the school community
- To follow modern British values
- To take responsibility for their own work and behaviour
- To follow the school rules and codes of conduct; to be mindful of the reputation of the school at all times
- To never use the school name without gaining prior consent/authorisation
- To care for all school equipment, the school buildings and respect the school environment

Parents/Carers

- To support the school and its ethos
- To work in partnership with the staff
- To inform the school promptly of any concerns
- To respond to concerns raised by members of staff
- To ensure regular and punctual attendance of their child/children to school, to avoid taking their child/children out of school during term time
- To support the high standards of discipline, behaviour and security in the school
- To acknowledge the part that good discipline, behaviour and security play in high attainment
- To send their children to school in full uniform and properly equipped to work
- To support the school in upholding modern British values
- To attend all parents' evenings, meetings and Progress Review Days
- To notify the school of any changes in personal details

Park Community School

BEHAVIOUR POLICY

I agree to support Park Community School's rules and code of conduct and will do my best to meet all of the standards expected of me so that I can learn to the best of my ability.

..... (signed by student)

I/we agree to support Park Community School's staff in their job of education and also the rules and code of conduct of the school in ensuring good order and calm environment for learning.

..... (signed by parent/carer)

Appendix B - Park Duty slip

Park Duty Slip			
Date:	Issued by:	Student:	Issued for: (please circle) Incorrect uniform Casual swearing Fizzy drink Use of wrong stairs Other- please specify
<p>This slip has been issued because you were either not Ready to Learn or were Disrespectful. You must:</p> <ul style="list-style-type: none">• Complete a 10 minute recall with your Tutor today.			

Appendix C - Relocation slip

Relocation Slip: A chance to get it right				
Date:	Time:	Student:	Teacher initial:	Relocation room:
<p>You now have a chance to make a good choice.</p> <ul style="list-style-type: none">• Go directly to the relocation room: You have 1 minute to arrive• Knock the door and wait politely• Give the slip to the teacher and sit where they tell you to• Complete your work quietly and hand it to the teacher at the end of the lesson• Do not leave this classroom until you are dismissed at the end of the lesson• Return to your own teacher at 2.45 for your recall (you will receive 1 demerit) <p>If you do not make a good choice now you will be expected to complete a one-hour detention</p>				
Relocation room teacher will complete section below:				
Teacher:	Arrived punctually?		Completed work	

Appendix D - Detention Tasks and Reflection

You must complete the following two tasks:

1. Complete the reflection sheet and discuss this with the senior member of staff running detention
2. Complete one of the writing tasks

Behaviour Reflection Form

Name: _____

Consequence Date: _____

Consequence: _____

Explain what happened that led to you being here today. Describe your thoughts and reasons for your action.

How do you think the other student(s) involved felt at the time?

How do you think the member of staff felt at the time?

<hr/> <hr/> <hr/>
What impact could your actions have had on your peers' education or class-work? <hr/> <hr/> <hr/> <hr/> <hr/>
If you were in the same situation again, what would you do differently? <hr/> <hr/> <hr/> <hr/> <hr/>
What can you do to put things right? <hr/> <hr/> <hr/> <hr/> <hr/>

Select one of the writing tasks to complete.

This must be written in your neatest handwriting and checked for spelling and punctuation.

Exemplar

Write a letter to a year 6 student who is coming to Park in September. Tell them about the special things about our school and give them advice on how to make a strong start.

Write a speech to give in your Year assembly in which you persuade students to support a cause you feel passionately about. You can choose the cause, how you would raise awareness and also raise money.

Plan an assembly for Year 4 students about internet safety. You will need to include 6 slides and think about how they should keep themselves safe, what to do if they feel concerned at all.

Write the opening to a story called 'The Key'. The story can be about whatever you choose, however you should focus on creating mystery and suspense. You can select the narrative voice and tense for the story.


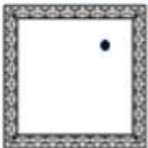




Appendix E – Ready to Learn Room expectations

Ready to Learn Room


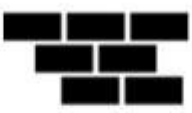



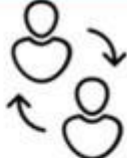
1. Students will arrive at 8.30am and will place bags and coats at the front of the room.
2. Students are placed in a seat by the member of staff leading the room.
3. Each student is given an exercise book to complete their work in.
4. Students should have their own equipment and should be given a reflection form and the written task to complete before 8:45.
5. Attendance needs to be marked for attendance to school and on the detentions tab on class charts.
6. Every 10 minutes the member of staff should walk the room and ensure students are working hard and are on task. This is to be signed off on the board.
7. Work schedule is – Period 1 = English, 2 = Maths, 3 = Science.
8. At the end of each period the monitoring form needs to be completed, clearly marking whether work and behaviour have met the required standard.
9. Any issues during the time please use the nudging good strategies before calling 288 and requesting on call attends (please do not use radios, these should be turned off, so the room is calm and interruption free)
10. At 12.00 noon a member of Senior Leadership Team will come to check if students have worked in a way that means they are Ready to Learn. If sign off takes place, students will return to lessons, making sure uniform etc is immaculate before leaving the room.
11. If students have not met the required standard by 12.00 noon, then they will stay for period 4 or periods 4 and 5.

Please avoid confrontation with students who are not getting it correct and employ the strategies highlighted in the staff planner.

Nudging good choices

 <p>Proximity Praise Praise those getting it right who sit close to those who are not.</p>	 <p>Positive framing Asking for what is wanted rather than what is not.</p>	 <p>Assume confusion 'Um, I'm confused, in this class we expect to...'</p>
 <p>Pause and give look Stop mid-sentence, eye contact</p>	 <p>Tactically ignore 'I'm just waiting for a few people to...'</p>	 <p>Non-verbal proximity Move closer to student, continue teaching, use gestures i.e.- touch page of book</p>

Correcting poor choices







 <p>Maintain the flow Address swiftly and move on. Don't discuss it. Leave student to make good choice</p>	 <p>Remain calm and repeat Use firm, calm tone. If you meet refusal stay calm, repeat, give time.</p>	 <p>Well-being Check Are you ok? You are usually ..., What do you need? Choices</p>
 <p>Give time Know you will get what you want. Ask for it and walk away. 'Follow me'</p>	 <p>Private conversation Have a private conversation if necessary. Focus on behaviour and good choices not the person</p>	 <p>Move seat or 'pop' outside Take student away from audience for the conversation or allow to make good choice in different seat</p>

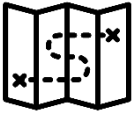


Appendix F - Behaviour for Learning in the classroom

The explicit teaching of being ready to learn, respectful and working hard is the responsibility of all staff. In classrooms, this is established in the following 3 ways:

1. Establishing Classroom Culture
2. Nudging Good choices
3. Correcting Poor choices

1. Establishing Classroom Culture: Ready to Learn, Respectful and Working Hard


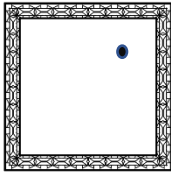

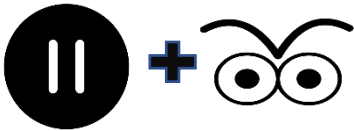


	<p>Love to Teach: Warm welcome, invest in me, challenge me. This is the culture we establish through our welcome to class, the routines we establish and the relationships we build. This includes:</p> <ul style="list-style-type: none"> • Knowing individuals (likes, triggers, specific needs, incl pen portraits) • Classroom environment, organised resources
	<p>Explicit Expectations and routines: These are shared and taught repeatedly. Entry and exit routines No hands questioning Thank you at the end of the lesson Clean slate every lesson</p>
	<p>Hand up and thank you for silence Consistent routine, raise hand, say 'Thank you' and wait. Expect sit up, pens down, eyes front Use 'nudging techniques' as necessary</p>
	<p>Use Language to build Ethos In this class 'we', in 'our' assessment we will. Use positive framing- ask for what you do want, not what you don't Modelling of good manners always. In this class we say thank you, listen to each other etc</p>
	<p>Expectation of talk Silence during any teacher talk. Includes pens down, face front, sit up. Ask for it and wait. If work is independent- expect silence If work is collaborative, be explicit about this and expectations</p>
	<p>Explicit instructions broken down clearly and chronologically Then check understanding of instructions. 'Are there any questions?' Select 2-3 students to repeat to the class what they need to do- correct and refine as necessary before allowing independence. Make time limits explicit</p>

	<p>Explicit sharing of the Learning Journey- get buy in</p> <p>Narrate the journey and links constantly</p> <p>End lessons by sharing next steps</p> <p>Cover work set with same expectations- common format used and valued by teacher. Picked up in subsequent lesson</p>
	<p>Walk the room- dominate it</p> <p>This is your space</p> <p>Stand at key locations for exposition or monitoring. Do not remain at the front</p> <p>Remain in monitoring position until you are happy whole class are on task</p>
	<p>Share high expectations of where you are all going constantly</p> <p>Stop and share excellent work</p> <p>Seek out and take opportunities to make class focus on best practice</p>

2. Nudging Good Choices: Ready to Learn, Respectful and Working Hard






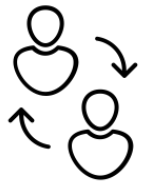
The teacher's role is to support students in making good choices and correct poor ones. The following techniques should be used to 'nudge' good choices and help students practise these.

These techniques are impersonal and DO NOT require the naming of individual students.

		
<p>Proximity Praise</p> <p>Praise those getting it right who sit close to those who are not.</p>	<p>Positive framing</p> <p>Asking for what is wanted rather than what is not.</p>	<p>Assume confusion</p> <p>'Um, I'm confused, in this class we expect to...'</p>
		
<p>Pause and give look</p> <p>Stop mid-sentence, eye contact</p>	<p>Tactically ignore</p> <p>'I'm just waiting for a few people to...'</p>	<p>Non-verbal proximity</p> <p>Move closer to student, continue teaching, use gestures i.e.- touch page of book</p>

3. Correcting poor choices

The following strategies should be used as necessary alongside working through the Poor Choice warning system

 <p>Maintain the flow Address swiftly and move on. Don't discuss it. Leave student to make good choice</p>	 <p>Remain calm and repeat Use firm, calm tone. If you meet refusal stay calm, repeat, give time.</p>	 <p>Well-being Check Are you ok? You are usually ..., What do you need? Choices</p>
 <p>Give time Know you will get what you want. Ask for it and walk away. 'Follow me'</p>	 <p>Private conversation Have a private conversation if necessary. Focus on behaviour and good choices not the person</p>	 <p>Move seat or 'pop' outside Take student away from audience for the conversation or allow to make good choice in different seat</p>

Consequences of making POOR choices in the classroom		Demerits
Poor Choice 1: Initial warning	<p>The teacher will remind the student of expectations and encourage them to make a good choice.</p> <p>Aim to do this directly with the student one to one and privately is possible. If in front of the class, do it swiftly and move on. Do not have a conversation about it.</p> <ul style="list-style-type: none"> Ask for what you want Issue the warning Walk away/ leave and give time for student to make good choice <p>'Ella, be quiet when I am speaking. This is your first warning. Please make a good choice. '</p>	0

BEHAVIOUR POLICY

Consequences of making POOR choices in the classroom		Demerits
Poor Choice 2: Final warning	<p>If students continue to make poor choices, a P2 final warning will be given by the teacher.</p> <p>Aim to do privately/ one- to one It is appropriate to ask the student to come to you or speak outside of classroom if this does not interrupt the flow of the lesson. Focus on clear, positive and brief instruction</p> <ul style="list-style-type: none"> • State behaviour that is cause of final warning • State what you want • Let them know you will check <p>'Ella, this is your final warning. You must get on with your work/ work silently/ be polite. I will come back and check on you in 3 minutes.'</p>	0
Poor Choice 3: Relocation and Recall	<p>If the student continues to make poor choices, they will be relocated.</p> <p>You will issue them with a relocation slip and remind them this is the last chance to make a good choice. They will have 1 minute to relocate to an allocated classroom with work. The student will return to you at the end of the day 2.45-2.55 after attending pm tutor time.</p> <p>Send to allocated room with slip</p> <p>'Ella, I am now going to relocate you. Please come and collect this slip form me. Take your work with you. This is your last chance to make a good choice. Please take it. I will see you at the end of the day for your recall.'</p> <p>This will be recorded on Classcharts and 1 demerit will be issued (this must be recorded before the end of the lesson)</p>	1
Poor Choice 4: 1 hour detention	<p>If a student makes poor choices in the relocation room (including not completing work) or fails to relocate within timeframe, they will be issued with a one-hour detention.</p> <ul style="list-style-type: none"> • The teacher should request on-call • The student will be isolated for the remainder of the lesson • Parents will be informed • A one-hour SLT detention will completed at end of the day • A one- hour SLT detention will issued for the following day is student fails to attend their recall with their 	3

BEHAVIOUR POLICY

Consequences of making POOR choices in the classroom		Demerits
	<p>class teacher (the class teacher will record this at the end of the day)</p> <p>This will be recorded on Classcharts by on-call (or class teacher if failed recall) - 3 demerits will be issued</p> <p>Note: Some behaviours will immediately result in a one-hour SLT detention</p>	
Poor Choice 5: Ready to Learn Room	<p>Any student failing to attend a detention will be placed into the Ready to Learn room between 8am and 12 noon the following day.</p> <p>In the room students will work silently, reflect on choices, and have a retracking conversation with senior staff so they are clear of expectations before returning to lessons.</p> <p>Time in the Ready to Learn room will result in 6 demerits added to Classcharts centrally</p>	6

Document Control Table	
Associated Documents	<ul style="list-style-type: none"> • Child Protection Policy • Complaints Policy • Uniform Policy • Suspension and Permanent Exclusion Policy • Physical Restraint & Use of Reasonable Force Policy
Date Approved by Governors	25 06 25
Date of Review	Annually