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# Behaviour Policy

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# 1. Ethos

At Parrenthorn we have high expectations of behaviour and conduct based around our four pillars of:

- ❖ **Respect** – respect for oneself, others and the environment
- ❖ **Aspire** – aim high, the sky is the limit
- ❖ **Believe** – believe in yourself, have a can-do attitude, develop a growth mindset
- ❖ **Achieve** – be the very best you can be, achieve your potential in all aspects of school

At Parrenthorn we believe that high expectations and high standards of pupil behaviour and good discipline are paramount in promoting our ethos, as well as safeguarding the rights of our pupils. Our ethos promotes effective teaching and learning where the rights and responsibilities are taken seriously. Fundamentally;

- Every pupil has the right to learn in class
- Every pupil has the right to feel safe and happy in school without fear of physical danger, bullying or interference with his or her property
- Every teacher has the right to teach in a calm and orderly learning environment and has the right to expect cooperation from pupils and support from parents
- Every teacher has a responsibility to provide effective teaching to all pupils in their class

One way this is achieved is through Inclusion and Mentoring. The aim of which is to:

- ❖ Encourage pupils to maximise their potential at school through positive thinking,
- ❖ Promote regular school attendance and punctuality
- ❖ Assist and train pupils how to organise and manage their homework and coursework and help pupils to remove barriers to learning, enabling pupils to achieve their potential.

# 2. The Parrenthorn Partnership

Our ethos of respect, aspire, believe, achieve promotes respectful behaviour where a positive attitude to learning is celebrated and rewarded. Sanctions are issued to challenge and modify disrespectful behaviour and behaviour that is not conducive to learning.

Each pupil and adult within the school, and parents\*, has a responsibility to ensure that all our children are safe, happy, enjoy a positive and stimulating learning environment, and achieve social and academic success. This is embodied in our Parrenthorn partnership – an agreement between school, parents and pupils.

## Parrenthorn High School High School will ensure that:

- ❖ Expectations regarding behaviour and the core values of:
  - Respect** – respect for oneself, others and the environment
  - Aspire** – aim high, the sky is the limit
  - Believe** – believe in yourself, have a can-do attitude, develop a growth mindset
  - Achieve** – be the very best you can be, achieve your potential in all aspects of school
  
- ❖ Value your child as a member of the school community.
- ❖ Care for your child in a form group. The Head of Year and Form Tutor will help to guide your child personally, socially and academically.
- ❖ Insist on high standards of behaviour at all times.
- ❖ Insist on high standards of appearance with a strong uniform policy.
- ❖ Provide a suitably balanced curriculum which promotes equal opportunities for differing needs and abilities.
- ❖ Expect full attendance and punctuality and to reward these appropriately.
- ❖ Set appropriate homework regularly.
- ❖ Provide regular updates regarding your child's progress through reports and parents' evening.
- ❖ Offer a wide range of extra- curricular activities.
- ❖ Keep you informed about school life through letters, the school website and social media.
- ❖ Reward you child in achieving good standards of progress and behaviour.
- ❖ Impose sanctions if this becomes necessary

## Parrenthorn High School pupils will:

- ❖ Ensure that they demonstrate, through their behaviour within school, that they understand the values of:
  - Respect** – respect for oneself, others and the environment
  - Aspire** – aim high, the sky is the limit
  - Believe** – believe in yourself, have a can-do attitude, develop a growth mindset
  - Achieve** – be the very best you can be, achieve your potential in all aspects of school
  
- ❖ Make a positive contribution to school life and join in extra-curricular activities.
- ❖ Respect all members of the school community and school environment.
- ❖ Behave well in and out of school at all times.
- ❖ Attend school every day on time, except where illness prevents this.
- ❖ Attend school in full uniform.
- ❖ Work well in all lessons and complete homework on time to a high standard.
- ❖ Understand that achievement and application are worthwhile and will be rewarded.
- ❖ Take home all communications and return necessary information.

- ❖ Accept responsibility for their actions and where necessary complete sanctions including after school detentions and inclusion in line with school policy.
- ❖ Behave in a manner that promotes the reputation and good name of Parrenthorn High School in the community at all times.
- ❖ Not use mobile phones and electronic devices during the school day.

## Parents/Carers of Parrenthorn High School pupils will:

- ❖ Ensure that their children are encouraged to follow the core values of:

**Respect** – respect for oneself, others and the environment

**Aspire** – aim high, the sky is the limit

**Believe** – believe in yourself, have a can-do attitude, develop a growth mindset

**Achieve** – be the very best you can be, achieve your potential in all aspects of school

- ❖ Ensure their child to make a positive contribution to the school and to get involved in extra-curricular activities.
- ❖ Take a personal interest in the work of their child and encourage them to reach their full potential.
- ❖ Ensure their child attends school on time except where illness prevents this, and to notify the school in writing of the reason for any absence.
- ❖ Ensure homework is completed on time and to a high standard.
- ❖ Ensure their child has high standards of behaviour.
- ❖ Send their child to school in full school uniform.
- ❖ Read all communications and respond as necessary.
- ❖ Attend parents' evening and other events linked to their child's progress.
- ❖ Ensure that their child completes sanctions set by the school including after school detentions and inclusion in accordance with school policy.
- ❖ Support school in ensuring their child understands the importance of maintaining good relations with others in our local community i.e residents and businesses.

## 3. Developing a positive classroom environment

To ensure outstanding classroom behaviour:

- Teachers should regularly set/clarify high expectations
- Teachers should meet and greet pupils at the door
- Teachers should reward on a 5:1 ratio
- Teachers should have a seating plan and be aware of vulnerable learners in the class e.g. looked after children, children with SEN

- Pupils who arrive late should receive a late strike in their planner
- Teachers should praise and reward frequently
- Teachers should get to know their pupils, their needs and their strengths and weaknesses and use this information to inform their planning and differentiate resources
- Teachers should know the different stages of the behaviour policy and follow stage 1 systems in their lesson
- Teachers should model respectful relationships and have high expectations of how pupils speak to each other and to them

## 4. Rewards and Sanctions

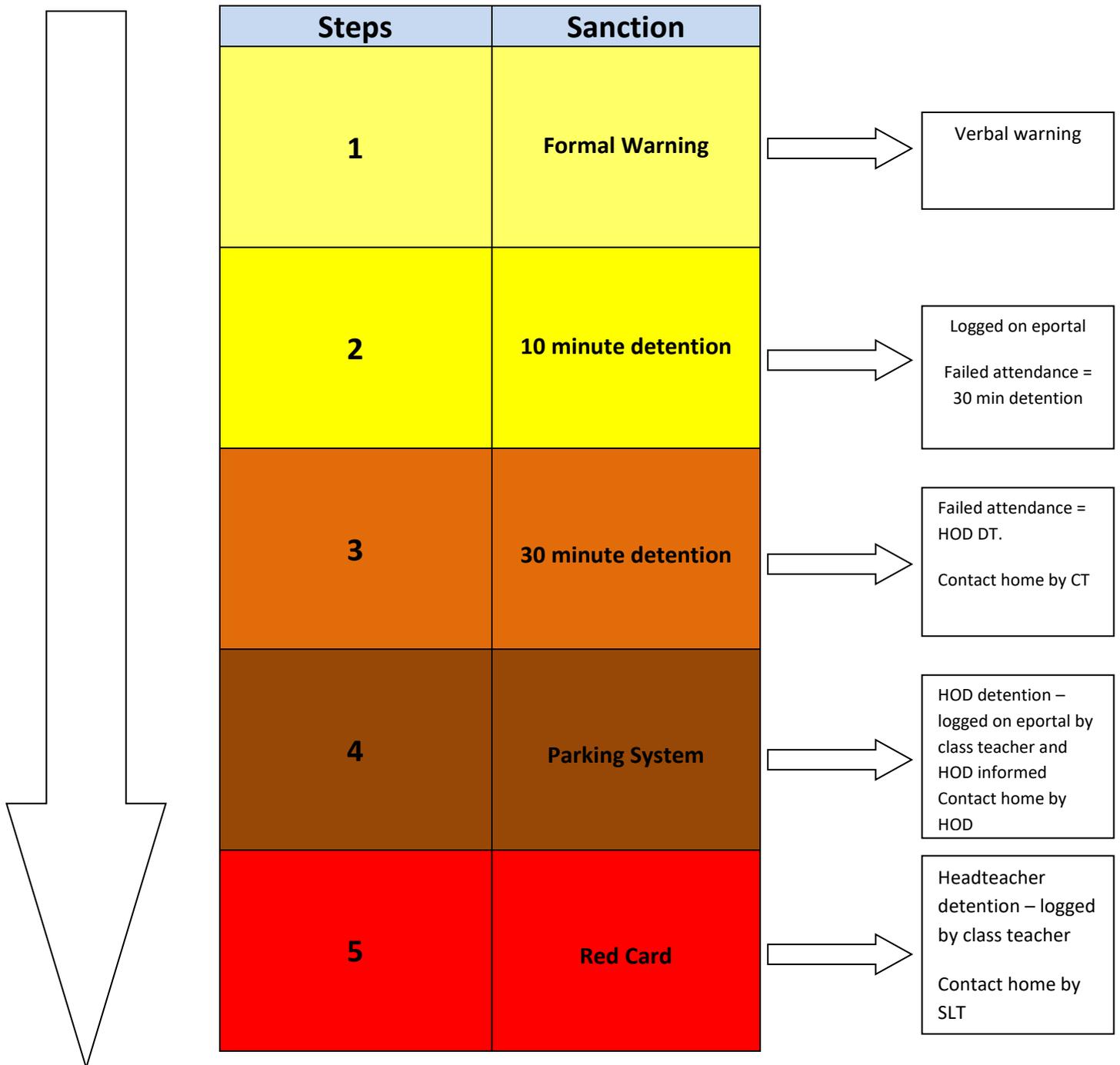
### Rewards

We aim to use our positive ethos to create an environment where students strive to succeed. Pupils who show a positive attitude towards their learning will be rewarded in different ways, such as;

- Verbal praise
- Hero points (lower school)
- Commendation cards (upper school)
- Pupil sent to HOD/HOY/SLT for praise
- Praise letters home
- Praise postcards home
- Certificates and awards
- Rewards trips/Non- uniform days
- Leadership Team hero points for outstanding work
- Subject Awards
- Attendance and Punctuality Awards
- Student Responsibility
  - Peer Supporters
  - Prefects
  - Peer readers
  - Monitors
  - Student Council
  - Mentors

### Sanctions

Each individual pupil is responsible for their own behaviour and actions. Where a pupil's behaviour falls below our expectations a sanction will be applied. The sanction system is a stepped approach to managing behaviour where pupils are given opportunities to modify their behaviour. Sanctions should be applied fairly and assertively so to promote a positive classroom environment conducive to effective teaching and learning. The first three steps are dealt with by the classroom teacher so as to retain ownership and maintain mutual respect.



It is expected that the teacher will use their professional judgement when applying the stepped sanctions. It would be appropriate to use different strategies (e.g micro signals) prior to issuing a formal warning. Each sanction should be clearly communicated to allow pupils to modify their behaviour accordingly and prevent being sanctioned further.

A restorative conversation should take place when a sanction has been issued to prevent further negative behaviour.

## **Parking System**

The removal of a pupil from a class is a serious sanction and should only be applied when all other strategies have not been successful. A 'parking' system should be organised by each department where all staff share the responsibility. Small departments should work with each other to organise this. A copy of the 'parking' timetable should be available for staff within each department and saved on the shared drive.

After removal from the lesson the classroom teacher should discuss with the pupil why they were sent out of the lesson so to avoid reoccurrence.

## **Red Card**

A red card should only be issued in exceptional circumstances where there is extreme behaviour such as:

- Swearing directly at a teacher
- Fighting
- Threatening behaviour

The main office should be notified and a HOY or SLT should collect the pupil. This will result in a Headteacher detention and if appropriate a further sanction.

## **Head of Department detention**

This detention will take place weekly supervised by two Heads of Department on a rota basis. Failed attendance will result in a Headteacher detention.

## **Monitoring**

All staff are encouraged to promote good behaviour through the school rewards system and monitor unacceptable behaviour on a daily basis. A range of strategies should be used and recorded on a pupil support sheet (appendix 1).

The HOD will monitor behaviour within their department. The department should deal with pupils who are a persistent behaviour problem in the first instance. Departmental strategies tried should be recorded on the strategies sheet. Parent should be informed.

Pastoral teams will monitor pupil behaviour across the year group and where a pupil is continually disruptive and whose behaviour is a barrier to their own and others learning across a variety of subjects they will be referred for additional support – parents will be a part of this process. If behaviour continues to decline then other strategies may be employed including a pastoral support programme, referral to the SENCo or the behaviour outreach teacher. A positive pupil placement (PPP) in another school may be offered.

Support is available for pupils needing particular help with anger management, relationships, self - esteem etc. This may include referral to the inclusion manager or learning mentor.

## **5. Inclusion and Mentoring**

The aim of inclusion is to raise achievement by improving the outcome for all pupils in particular those at risk of Fixed Term Exclusions.

We aim to motivate, challenge, prepare and provide opportunities for students who are experiencing barriers to learning to achieve success as well as empower them to know and realise their full potential both in school and throughout their future adult life.

Inclusion has two main purposes:

- ❖ To provide a caring therapeutic approach where students receive a planned programme of support
- ❖ To provide a method of sanction for unacceptable behaviour, by offering the facility to supervise internal exclusion avoiding as much as possible the need for fixed term exclusion.

Strategies may include individual counselling, in class support, personal target setting, restorative approaches, mentoring, mediation and induction of new pupils. Also, programmes where students are considered to be at risk of permanent exclusion.

### **Conclusion**

We believe that pupils and teachers have the right to work in a calm and ordered environment. Positive discipline allows all learners to learn and teachers to teach as well as preparing pupils for life beyond school.

**Appendix 1**

**Classroom Teacher strategy form**

The classroom teacher should record strategies and consequences for students causing frequent concern before they are referred to HOD.

**Pupil name**

**Group**

**Subject teacher**

**Start date**

<b>Strategy / consequence</b>	<b>Check</b>
Tactically ignore behaviour	
Use non-verbal communications	
Verbal warnings given and reinforcement of classroom expectation with rule reminders	
Additional support for tasks given during lesson	
Focus on praise, positive comments and rewards	
Review and change seating plan	
Review appropriateness of level of work, lesson planning and differentiation	
Brief restorative conversation during lesson to explain concerns	
Restorative conversation at the end of lesson to explain concerns	
Brief cool off period in room or outside classroom	
Seek advice from colleague where pupil is succeeding	
Phone call home to parents to share your concerns and the next steps	
Lunch or afterschool detention	
Relocate pupil for part of lesson with HOD or buddy	
Observe colleagues with the same pupil / group	
Pass to HOD and recommend subject report	

## Appendix 2

### HOD strategy form

**Pupil name**

**Group**

**Department**

**Start date**

The HOD should complete this form for all students referred to them as a record of strategies and consequences used. If there is no progress made after 2-4 weeks, or there is a rapid decline in progress, then you should seek the support of the HOY.

<b>Strategy / consequence</b>	<b>Date</b>	<b>Outcome / further information</b>
Review previous strategies with the classroom teacher and revisit as necessary		
Limited withdrawal from normal lesson to another class within the department or 'buddy' class		
Restorative conversation between pupil, teacher and HOD		
Phone class to parents to inform, review progress and seek support		
Positive reinforcement of positive behaviour e.g. good phone call home		
Parents invited in for a meeting		
Pupil on department monitoring / contract to HOD. Report to HOD at start and end of each lesson		
Detention at lunchtime or afterschool with HOD supporting teacher		
Isolation in lesson time within department		
Referral to the Year Team		
HOD to observe lesson to offer guidance and support		
HOD / SENCo to support teacher with lesson planning or differentiation		
Other, please state.....		

### Appendix 3

#### HOY / SLT Link strategy form

**Pupil name**

**Tutor Group**

**Start date of Stage 3**

This form should be completed for referred pupils as a record of strategies and consequences.

<b>Suggested strategy / consequence</b>	<b>Date</b>	<b>Outcome / further information</b>
Seen student for regular 'learning chats'		
Logging behaviours and actions and analysing patterns		
Supporting HOD(s) with meetings with the pupil		
Placed 'on report' to monitor behaviour and learning and follow escalation of sanctions		
Reviewed student 'round robin' and discussed with parents at a meeting. Action plan created and reviewed		
Raised as a concern with SLT link		
Isolated with HOY		
Referred student to Inclusion manager for intervention		
Referred to SLT for a fixed term exclusion		
Discussed student with SENCo to check support / provision		
Early Help Family Support plan considered		
Reviewed timetable and provision with SLT		
PSP with parents and student		
Discussed possibility of PPP		
Other, please state		

## Appendix 4 - Pastoral Intervention Stages

Stage	Threshold	Possible Actions
<p><b><u>Intervention 1</u></b></p> <p>Letter 1 – parents notified of concern and that pupil is being placed on FT report.</p>	<p>Isolated behavioural event/ Referral from HOD due to poor behaviour in the classroom</p>	<ul style="list-style-type: none"> <li>• Profile behaviour points to identify patterns of behaviour – liaise with subject teachers and HOD</li> <li>• Mentored by FT and FT report</li> <li>• Inclusion</li> <li>• Liaison with SENCo/DT for CYPiC/LAC</li> <li>• SEN input if on record</li> <li>• Parental meeting with FT</li> </ul>
<p><b><u>Intervention 2</u></b></p> <p>Letter 2 – Parents notified of concerns and pupil placed on AHOY or Pastoral Manager report</p> <p>Parental meeting if lack of progress</p>	<p>Ongoing concerns limited progress on FT report</p>	<ul style="list-style-type: none"> <li>• Profile behaviour points to identify patterns of behaviour – liaise with subject teachers and HOD</li> <li>• Mentored by and report to AHOY</li> <li>• Inclusion</li> <li>• Liaison with SENCo/DT for CYPiC/LAC</li> <li>• SEN input if on record</li> <li>• Intervention from inclusion manager</li> </ul>
<p><b><u>Intervention 3</u></b></p> <p>Letter 3 – Parents notified of concerns and pupil placed on HOY report</p> <p>Parental meeting if lack of progress</p>	<p>Ongoing concerns Limited progress on report to AHOY</p>	<ul style="list-style-type: none"> <li>• Profile behaviour points to identify patterns of behaviour – liaise with subject teachers and HOD</li> <li>• Inclusion</li> <li>• Parental meeting with HOY</li> <li>• Mentored by and report to HOY/Pastoral manager</li> <li>• Referral to behaviour outreach</li> <li>• Referral to the Space</li> <li>• School Counsellor</li> <li>• Learning mentor time</li> <li>• Intervention from inclusion manager</li> <li>• Consider EHFSP</li> <li>• Liaison with SENCo/DT for CYPiC/LAC</li> <li>• SEN intervention if on record</li> </ul>
<p><b><u>Intervention 4</u></b></p> <p>Letter 4 – Parents notified of concerns and pupil placed on SLT link report</p> <p>Parental meeting if lack of progress</p>	<p>Ongoing concerns Limited progress on HOY/Pastoral manager</p>	<ul style="list-style-type: none"> <li>• Profile behaviour points</li> <li>• Internal exclusion</li> <li>• Inclusion</li> <li>• Mentored by and report to SLT link</li> <li>• PSP/PPP</li> <li>• Referral to behaviour outreach/Dual placement</li> <li>• Referral to the Space</li> <li>• School Counsellor</li> <li>• Learning mentor time</li> <li>• Liaison with SENCo/DT for CYPiC/LAC</li> <li>• Consider EHFSP</li> <li>• SEN intervention if on record</li> </ul>
<p><b><u>Intervention 5</u></b></p> <p>Letter 5 – DH/HT report</p> <p>Parents meeting with DHT/HT and HOY</p>	<p>Ongoing concerns limited progress on report</p>	<ul style="list-style-type: none"> <li>• Profile behaviour points</li> <li>• Internal exclusion</li> <li>• Inclusion</li> <li>• Fixed term exclusion</li> <li>• Mentored by and report to DHT/HT</li> <li>• PSP/PPP</li> <li>• Referral to behaviour outreach/dual placement</li> <li>• Referral to the Space</li> <li>• Liaison with SENCo/DT for CYPiC/LAC</li> <li>• School Counsellor</li> <li>• Learning mentor time</li> <li>• SEN Intervention if on record</li> <li>• Consider EHFSP</li> <li>• Governor panel</li> </ul>

