



Behaviour Policy

Policy Name:	Behaviour Policy			Review Date:	Every Year September 2020
Presented to the: Full Governing Body	Date: 12/09/2019	Adopted by the Full Governing Body:	Date: 12/09/2019	Chair of Governors Signature:	<i>[Signature]</i>

1. RATIONALE

Students, staff, parents and members of the wider community are entitled to feel valued, respected, safe and secure. They share the responsibility for fostering a culture of learning and personal development. This should ensure that our school is well-ordered and based on principles of good relationships and clear, consistent practices. This policy, in the context of whole school values and vision, sets the tone and lays out clear guidelines which when implemented, increase the likelihood that the purposes below will be achieved.

Positive behaviour is a more likely outcome where teaching and learning occurs in a positive environment. The result should contribute to enhanced learning for all students, an improved quality of life for all who work and learn here and a positive image of the school in the community.

This policy operates in conjunction with the following school policies:

- **Anti-bullying Policy**
- **Additional Educational Needs and Disability (AEND) Policy**
- **Child Protection and Safeguarding Policy**
- **Complaints Policy**
- **Exclusion Policy**
- **Substance Misuse Policy**
- **Searching, Screening and Confiscation Policy**
- **Offensive Weapons Policy**

2. PURPOSE

- To create an atmosphere free from discrimination, disruption and intimidation which protects the right of all students to successfully pursue their education in an atmosphere of mutual respect and consideration
- To ensure a consistency of approach across the staff team in how we promote good standards of behaviour, attitude and achievement and respond promptly and appropriately to misbehaviour
- To develop students’ capacity to manage and take responsibility for their own behaviour and thereby to participate fully in the life of the school and the wider community
- To ensure a proactive rather than reactive approach to managing students’ behaviour through implementation of appropriate strategies for dealing with challenging behaviour when it occurs
- To support staff in ensuring they can meet their responsibilities in relation to behaviour management and a safe learning environment in classrooms and the wider areas of the school
- To support other school policies which seek to ensure a welcoming and safe school environment and a motivating curriculum for all students

3. PRINCIPLES

All staff and students have a responsibility to ensure that great lessons are common practice. In order for great lessons to work, we follow three core principles:

Prepared	Be prepared for learning and willing to learn Be in the right place at the right time
Engaged	Listen carefully without interruptions Follow instructions first time

Respectful	Be polite and show respect Use positive and appropriate language Be safe and sensible Be a positive ambassador for the school at all times
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The Core Principles are the guiding principles by which the highest possible standards of academic and personal achievement will be ensured at Queen’s Park High School.

These principles will be displayed in all classrooms and corridors and will be used in all dialogue between students and staff in regards to Behaviour for Learning.

4. GUIDELINES

4.1 Study Skills and Attitudes Grades – SSA

Lesson Monitor is a behaviour management system that will be used in every lesson. The motivation behind using Lesson Monitor is to improve attitude to learning and behaviour by providing live data, improving and defining accountability and improving the recording of attendance and punctuality.

Students will be judged in each and every lesson in terms of their study skills and attitude and there are positive and negative implications linked to each SSA grade. A broad outline against which teachers and students can make judgements about their study skills and attitude is over the page and a copy of the poster to be displayed in all classrooms and in planners is provided in the appendix.

The SSA system provides key data that is used to inform teachers and pastoral staff to automatically reward students for making a positive contribution.

Weekly analysis pivot tables will be created and distributed to all staff in order to analyse individual student/ classroom/ curriculum data. These will be a focus in line management meetings and will also be used to inform the Pastoral and Senior Leadership Team’s interventions in relation to the agreed procedures.

4.2 How to apply SSA grades

- Registers need to be taken on SIMS within the first 10 minutes of a lesson.
- At the start of a lesson, students will be marked present with a 2 or absent with N
- Throughout the lesson teachers look for evidence to inform the SSA grade they will issue to a student at the end of a lesson. A focus on the positive behaviours should be sought and encouraged (*First attention for best conduct*). Our aim is to ensure that the vast majority of students are awarded a grade 1 or 2
- Clear advice on how a student can achieve a SSA grade 1 should be outlined on the learning intentions template which should be shared with all classes at the start and during lessons
- If a student receives a SSA grade 3 this indicates poor behaviour where there has been low level disruption to learning and teaching which the student has already been warned about. For every SSA 3 grade that is given, a behaviour point will be added on SIMS identifying the principle (Prepared – Engaged – Respectful) to which the behaviour relates and an imposition will be issued by the class teacher (conversation, time taken, work to be completed at home etc.)

- If a student receives a SSA grade 4 it means they have been a persistent disruption to learning and teaching. This may involve removal from the classroom for a short period of time or within the Faculty to another classroom. In all instances this will result in a conversation/detention with the class teacher (minimum 15 mins) and with the Curriculum Team Leader if appropriate. The SSA grade should be reported on SIMS and 2 behaviour points will be added.
- Teachers are encouraged to make phone calls to discuss ongoing problems and concerns around students whose behaviour is persistently poor in their lessons (SSA 3s or 4s). Support should also be sought from the Curriculum Team Leader when all reasonable options have been pursued by the classroom teacher in collaboration with parents – subject report may be used at this stage.
- \$ is used when a student has needed intervention by the member of staff On Call (Serious incident). A standard contact will be made using e-mail for students whose behaviour has been so disruptive that extra support from a member of the on call team has been requested. This should be followed up by a phone call home by the class teacher to inform parents of the detail around the issue. The student will receive a 1 hour detention after school if the student walks out of a lesson or refuses to respond positively and has to be removed from the curriculum area.
- At the end of every lesson, the classroom teacher goes back into their register in order to award students with a grade that reflects their behaviour and attitude to learning (A2L) in that lesson.
- Any teacher that gives a 4 or \$ for A2L and behaviour in their lesson must also transfer appropriate detail onto CPOMS so that Curriculum Team Leaders and Group tutors are kept informed (guidance for this is in appendix). These grades will also be monitored by SLT.

4.3 Basic Classroom Procedures for Staff

1. **Meet and greet the students at the door**
 - a. Students line up and are welcomed in
 - b. First attention for best conduct – praise students who are ‘Prepared, Engaged, Respectful’
2. **Relentless routines - It is agreed that the first 10 mins of a lesson sit outside the realms of the BfL policy.** During this time staff will use seating plans, positive verbal and non-verbal communication alongside various settling activities that are developed in normal lesson planning. If, after this, a student acts in a way that is disruptive to learning or the learning climate during a lesson, they will be given several chances to improve their behaviour including in the first instance:
 - Short verbal or non-verbal reminder (aim to de-escalate, assertive, clear, non-threatening)
 - Verbal reminder linked to the key principles (“I’ve noticed that...”, I need you to be more prepared/engaged/respectful”) – key messages are shown at bottom of one page document

More detail on staff follow up is outlined in appendices 1-3. This approach has been agreed and shared with all teaching staff.

5. CPOMS

CPOMS is used as a means of logging and tracking issues around attendance, behaviour, safeguarding and other wider pastoral issues. Used effectively and efficiently, it will provide school with a wide range of data and create the chronology necessary to ensure appropriate support is targeted and evaluated. **Behaviours which are logged in CPOMS do not need to be emailed or logged via paper or communicated in any other format.** CPOMS has the facility to attach documents (for example witness or student statements) and staff will all have appropriate levels of access and training to ensure its effective use. Please ensure statements are signed and dated using the school pro-forma where possible.

6. REWARDS

Students who receive SSA grades 1 and 2 in their lessons will be automatically rewarded with achievement points on a weekly basis (2pts for SSA 1 and 1pt for SSA 2). These points will be added to other automatic allocations for 100% weekly attendance and punctuality.

Teachers are encouraged to award achievement points (1pt) for other excellent contributions above and beyond the normal expectations and CTLs should reward those who are making excellent academic progress on a half termly basis. Students will also be rewarded for wider contribution to school life and the guiding principle should be that behaviour for learning is **managed positively** with the vast majority being praised and rewarded for their efforts, attitude and progress. Key Stage Leaders and SLT will also reward students for their contribution, effort and participation.

Rewards will also be used as an incentive to those who are being reintegrated into school following a period of absence or exclusion etc. and for those on support plans to meet short term targets by the appropriate member of the pastoral or Senior Leadership Team.

Students are rewarded through the following methods:

- Certificates
- Headteacher Awards
- Verbal/written praise
- Phone call home
- Comments at Parents' Evening
- Prizes
- House points
- Early lunch pass
- Non-uniform day
- End of term rewards

7. ON CALL

A member of the leadership team will be on call each lesson to support with emergencies or significant behaviour issues. **On call should be used only when other strategies have been exhausted, including removal to another classroom within the curriculum team area.** The guiding principle for staff on call will always be to **support the student's positive reintegration into a lesson.** This may require a short period of time out or conversation with the member of staff on call.

On call staff can be contacted via email to the group email address.

8. REPORT

Students whose behaviour is consistently negative in a subject area despite teacher interventions and support may be placed on subject report. All subject reports will have a 3 standard targets plus

any extra personalised targets as set by CTL/classroom teacher based on behaviours which have led to the decision to place on subject report. Subject reports will be checked by CTL at the end of each lesson to consider progress against targets. Praise should be given to students who are meeting targets. Restorative conversations/detentions will be set where targets are not met

Students, whose behaviour is consistently negative across a range of subjects, will be identified by tutors through weekly SSA data and tutors will take steps in accordance with the 'tutor menu' (in appendices).

The implementation of tutor report will normally be appropriate at this stage and tutors will set clear SMART targets linked to school expectations (Prepared, Engaged, Respectful) which the student should focus on during lessons. Teachers will complete reports at the end of a lesson to acknowledge levels of success against these targets.

Normal teacher sanctions will apply to students who disrupt learning whilst on tutor report but the report will serve to inform the Group Tutor and parents (to whom the report will go home each night) of progress towards targets.

9. EXCLUSIONS

9.1 Fixed Term and Internal Exclusion

Where a student's behaviour is serious enough to warrant exclusion, a process must be followed so that a decision can be made. Serious incidents should be logged in the appropriate section of CPOMS where they will be visible by Group tutors, Key Stage Leaders and SLT. A teacher/Curriculum Leader should also ensure that witness statements are taken and logged in CPOMS and that there has been an opportunity for the student involved giving their own account of the incident. Without the student's own account, decisions around exclusions cannot be made and it is the responsibility of the reporting teacher and/or Curriculum Team Leader to ensure that students have had the opportunity to do this. All statements given by staff and students must be signed and dated as a matter of course.

Based on the evidence provided, the Key Stage Leader will make a recommendation for exclusion to the SLT link using the appropriate exclusion paperwork. A decision will then be made by the SLT link about the type of exclusion given to the student.

9.2 Internal Exclusion

Students will be excluded from normal lessons and will be placed in 6th Form lessons for the period of their exclusion. Students are monitored at all times during the school day. Teaching staff will be normally be informed of any planned internal exclusion by the end of the working day before the internal exclusion takes place and should then ensure that work is provided to the supervising member of staff. Students will be supervised throughout their break and lunchtimes. (See Internal Exclusion Policy and Procedure)

9.3 Step Out

Working in liaison with other local high schools, the school will provide an opportunity for students to 'step out' and receive their education at another institution for a fixed period as an alternative to fixed term exclusion for persistent issues. The purpose of 'step out' is for students to have a chance to reflect on their negative behaviours whilst continuing to receive an education and to give both the school and student a period of time out to plan the next steps to positively engage.

9.4 Fixed Term Exclusion

Fixed term exclusion will be used where other strategies have not had the desired effect or impact and where the student's behaviour meets the statutory criteria for a FTE. Following a FTE, students will be expected to attend a readmission meeting with a senior member of staff and parent/carer where agreements and contracts will be made to support the student to reintegrate positively into school. This may include wider interventions from the pastoral or Learning Support teams and a possible period of reintegration.

9.5 Permanent Exclusions

The criteria for making an exclusion permanent is very clear and the final decision lies with the Headteacher. Where a permanent exclusion is considered, a clear chronology of behaviours, strategies and impact will be required. The necessity of evidence of a student's own views of any negative behaviour is paramount in a permanent exclusion and this should all be available via CPOMS if staff are logging all issues appropriately.

10. CONCLUSION

Student progress and achievement is paramount and supporting students' behaviour and attitude by providing clear working guidelines and expectations which are consistently applied will ensure that positive behaviour for learning is integral to our work at Queen's Park High School. We therefore expect that all teachers and support staff at Queen's Park High School will comply with the principles and guidelines outlined within this policy to ensure a fair approach for all of our students and the opportunity for them to all make progress in lessons by managing behaviour effectively and positively.

Appendix 1 – One Page Document for teacher reference in classrooms

Developing a positive Climate for Learning – Classroom Practice

PREPARED

- Plan engaging lessons
- Start with a clean slate

ENGAGED

- Engage students in positive conversations
- Make the most of every minute

RESPECTFUL

- Greet students – say hello, smile and use an appropriate tone
- Respect that students make mistakes

Steps for teachers and curriculum areas

1	A positive attitude to learning in a lesson	Register to be marked at beginning with SSA2 – altered to a 1 if appropriate (these SSA grades are converted to points on a weekly basis)
2	Poor Behaviour in lesson in Curriculum area (SSA 3/4) SSA \$ - ONCALL	Classroom teacher <ul style="list-style-type: none"> - Restorative conversation - Detention if appropriate - Logged in SIMS (PER) - Logged on CPOMS (if SSA4), linked to CTL and with appropriate ACTION detailed. - Contact home (if SSA4) CTL to deal with in the first instance
3	Poor behaviour in a series of lessons in Curriculum area (SSA3/4)	<ul style="list-style-type: none"> a) Classroom teacher (having completed step 1) seeks support from CTL b) CTL to discuss issues/options with teacher/student and action as appropriate <ul style="list-style-type: none"> - Subject report - CTL detention - Removal from lesson(s) - Meeting parents c) CTL to monitor SSA grades for Curriculum area
4	Continued issues within Curriculum area	CTL liaise with SLT link

Re-focus Step1	Re-focus Step 2	Refocus Step 3
Simply say pupil's name	I notice that ...	You own your behaviour.
Knowing look	I need you to ...	Your poor behaviour does not deserve my/our time. (<i>or adapt/miss out if not comfortable</i>)
Point to the PER principles	(Quiet conversation)	You are better than the behaviour you are showing today – Last week for example you concentrated really hard in lesson – that is the (name of pupil) who I need to see today.
Simply say : Prepared – Engaged – Respectful.	Walk away – do not take the bait of any secondary behaviours.	I will need to see you at break/lunch/form/ (2 minute conversation – arranged at teacher's convenience using script(detail available for support):
	Discreetly note brief detail of incident.	WALK AWAY (IGNORE ANY SECONDARY BEHAVIOURS)

2	<p>Poor Behaviour in lesson in Curriculum area</p> <p>(SSA 3/4)</p> <p>SSA \$ - ONCALL</p>	<p>Classroom teacher</p> <ul style="list-style-type: none"> - Restorative conversation - Detention if appropriate - Logged in SIMS (PER) - Logged on CPOMS (if SSA4), linked to CTL and with appropriate ACTION detailed. - Contact home (if SSA4) <p>CTL to deal with in the first instance</p>
<p>Restorative Conversation</p>		<p>This should always be step one for disruption etc – positive tone and encouraging fresh start and slate cleaned.</p> <p>Not punitive in tone, but takes time from student</p>
<p>Detention (if appropriate)</p>		<p>Detention to be set where:</p> <ul style="list-style-type: none"> • Work incomplete and student needs time to complete it • Student made mess and needs to repair or make amends <p>Teacher completes detention in first instance</p> <p>Failure to attend should be followed up with second chance with support where needed. The onus should be on rectifying quickly and not escalating. Examples of support to include:</p> <ul style="list-style-type: none"> • Tutor reminder for student and email to teacher prior to detention to ask for a reminder to be given to student (eg p2.3.5) • Class teacher to collect from lesson to complete detention set(where timetable allows – plan for detention where this can happen easily). Eg collect from p2 to complete break detention • Where option 2 is not possible due to timetable, seek support from CTL to collect based on CTL timetable allowing for this to happen <p>Persistent failure to attend detention from student (even with support) can be followed up by CTL as appropriate.</p> <p>This is not an automatic after school detention however – perspective needs to be kept.</p>
<p>CTL to deal with in the first instance</p>		<p>Following SSA\$ - CTL to ensure that student is placed on after school detention where student had to be removed.</p> <p>CTL to discuss other options with class teacher depending on nature of incident which led to on-call</p>

3	Poor behaviour in a series of lessons in Curriculum area (SSA3/4)	<p>a) Classroom teacher (having completed step 1) seeks support from CTL</p> <p>b) CTL to discuss issues/options with teacher/student and action as appropriate</p> <ul style="list-style-type: none"> - Subject report - CTL detention - Removal from lesson(s) - Meeting parents <p>c) CTL to monitor SSA grades for Curriculum area</p>
Subject Report		<p>All subject reports will have a 3 standard targets plus any extra personalised targets as set by CTL/classroom teacher based on behaviours which have led to the decision to place on subject report</p> <p>Subject reports will be held by classroom teachers, placed on student desks at the start of lessons as a reminder of targets for the students</p> <p>Subject reports will be checked by CTL at the end of each lesson</p> <p>Positive praise should be given for meeting targets</p> <p>Restorative conversations/detentions set where targets are not met</p>
CTL Detention		<p>Detention to be set where:</p> <ul style="list-style-type: none"> • Student has not attended teacher detention despite efforts by teacher to support this • Student has failed to meet targets on subject report (as appropriate) • Student is persistently failing to meet basic classroom expectations <p>Detention length and time of day should be set with consideration of reason for detention. A consistent approach to be agreed with CTLs</p>
Removal from lessons		<p>A student may be required to work in a different area within the faculty (for example a sixth form lesson or with a member of staff who has a non-contact period) during the timetabled lesson where behaviour has been consistently poor or there has been a serious incident whereby the CTL feels that some time out to reflect on positive learning behaviours will have an impact.</p> <p>The decision to remove from a lesson is the CTLs</p>
Meeting with parents		<p>Where possible, a meeting with parents should involve the classroom teacher as well as the CTL</p> <p>The purpose of a meeting will be to:</p> <ul style="list-style-type: none"> • Share current concerns with parents and student • Listen to the student's view (with parental advocate) • Agree a plan to move forward and any support strategies the curriculum area will employ • Agree a review call/meeting to update parents <p>An update – positive or negative should be shared with parents within an agreed timeframe.</p>

Issue/concern	Initial response	Further action
SSA 4 or \$ from previous day	<ul style="list-style-type: none"> ▪ Check CPOMs – does staff member want student to attend a restorative conversation and/or detention. If so, discuss issue with student and remind them of when and where they need to be. ▪ If the student walked out/was removed check with Dani (COA) that they have been included on after school detention list. 	<ul style="list-style-type: none"> ➤ Liaise with relevant CTL regards failure to attend restorative conversation/detention. ➤ Can you support in escorting student to detention/act as support during conversation? ➤ Liaise with subject teacher and/or CTL – if SSA4/\$ are happening consistently in one area does student need subject report or could subject teacher/CTL arrange a meeting with home? <p style="text-align: center;"><u>A student should only be placed in tutor report if issues are across the board.</u></p>
Student arrives late to tutor (before 9.00am)	<ul style="list-style-type: none"> ▪ Email M1 duty person with minutes owing (copy relevant staff member in – KSL/AKSL) 	<ul style="list-style-type: none"> ➤ If student does not attend M1, the duty person will make you aware – remind student following day and explain an after school detention will happen if they don't attend M1 that lunchtime, ➤ If a student is persistently late before 9.05am contact parent/carer to discuss/find out if there is a valid reason and if there is anything school can do to support ➤ Use rewards to encourage better punctuality – Hot Choc Friday etc.
Student receives an increase of SSA3's	<ul style="list-style-type: none"> ▪ Firstly, check pattern – is it in one subject area or across the board? ▪ If in one subject refer back to subject teacher. This can be supported with a conversation between tutor and student to ascertain issue problem – pass this information on. ▪ If the 3's are across the board have conversation with student, ascertain problem, contact home from a tutor perspective, set a deadline regards when you want to see an improvement by. 	<ul style="list-style-type: none"> ➤ Still no improvement in one specific area – refer to CTL ➤ Still no improvement across the board – invite parent for meeting/consider tutor report ➤ If there is a specific barrier linking to SEN/wider issue refer to KSL/AKSL
Student is not in Correct uniform	<ul style="list-style-type: none"> ▪ Speak to student to ascertain why there is a problem – if there has been communication from home (email/note/phone call) agree a deadline for when problem will be solved and email staff so they are aware issue is being followed up. ▪ If there has been no communication from home with a valid reason then explain to student they will need to come to you at 	<ul style="list-style-type: none"> ➤ If the problem hasn't been resolved by agreed date, phone parent and discuss why. If there is a genuine need for support, liaise with KSL/AKSL. If there is not a genuine need for support explain to parent/carer that the student will therefore need to be placed in to break/lunch detention until problem is resolved. ➤ Student doesn't attend detention – given second chance following day. Explain that if the student doesn't attend after second chance they will be placed into after school detention. If this happens please ensure you remind them of when this will take place (COA will have that information)

	break time and M1 at lunch (for the first 20 minutes).	<ul style="list-style-type: none"> ➤ You are concerned student will forget/avoid – seek support from P2/P3 on call member of staff to see if student can be collected and taken to your tutor base (break) or M1 (lunch). RIG may also be able to support.
Student says they are experiencing friendship/bullying issues	<ul style="list-style-type: none"> ▪ Ask student to write everything down in a statement and log in CPOMs. Contact parent//carer to explain the issue is being followed up. ▪ Liaise with other tutors to speak to other students involved (if those students are in a different tutor group). ▪ The first port of call should always be to try to resolve the issue through a restorative conversation. This can take place via the tutor (s) and students involved. Check all parties are comfortable with this prior to sitting students down. 	<ul style="list-style-type: none"> ➤ After restorative conversation the problem remains on-going – ask students involved to sign stage 1 of bullying log (record in CPOMs). ➤ Issue still on-going after bullying stage 1 has been signed – invite parents in for a meeting where the second stage paperwork will be issued (a sanction may also be attached at this point) – by this stage KSL/AKSL should have been made aware.
Student has been placed onto tutor report* but is not complying with expectations regards getting it signed/returning with report at times set	<ul style="list-style-type: none"> ▪ Speak to student and ascertain why – are they forgetting/being defiant/finding it difficult to be organised and then take appropriate course of action which could be: ▪ Check student understands why they are on report and what needs to change so they understand purpose of the process. ▪ Email subject teachers to ask them to remind student at the start/end of each lesson. ▪ Re-schedule time of day student comes to see you if that is the barrier ▪ Failure to meet targets should result in time spent with tutor following day <p><i>*it should also be noted that students should only be put onto tutor report after tutor has had a phone conversation with parent/care. A letter can also be sent via TALs but this may not be received prior to student being given report for first time. A phone conversation also helps to set context/make situation clear.</i></p>	<ul style="list-style-type: none"> ➤ If (after making reasonable adjustments) the report process is still not being followed through contact home and explain the concerns you have - ask parent/carers to speak with student to relay expectations. ➤ If, after contact with parents, things still don't improve, refer to KSL/AKSL.

Incident Supporting Statement

Date		Statement Provided By	
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You were directly involved in the incident – fill in this side

What happened to start the incident?

What did you then do?

Who else was involved?

Who else was there (staff and/or students)?

What do you think should happen next and why?

Further comment(s) (you may add additional information on a separate sheet if you need to)

Incident Supporting Statement

Date		Statement Provided By	
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You were a witness to the incident – fill in this side

What happened before the incident?

What did you see/hear?

Who else was involved?

Who else was there (staff and/or students)?

What do you think should happen next and why?

Further comment(s) (you may add additional information on a separate sheet if you need to)

Positive Behaviour Strategies

Creating a Positive Ethos

Starting Lessons: Set a positive ethos from the outset. Be on time, meet and greet at the door and settle the students. (*Relentless routines*)

Be prepared and concentrate initially on the students who are on-task and complying with the classroom guidelines (*First attention for best conduct*)

Seating Plans: Establish seating plans that ensure that all students know where they are to sit in the class; these are set by the teacher to promote positive behaviour and progress in lessons.

Rules/Rewards/Consequences: Involve students in the development of rules in your classroom that fit within the school's behaviour policy.

Maintaining a Positive Ethos:

Positive language: Avoid the use of negative words such as, don't, shouldn't. Avoid directives resulting in "No": Be aware that more than 60% of all communication is non-verbal.

Proximity praise: Rather than giving random praise, spot the off-task student and make sure you praise the student nearby who is on task and complying. This is far more positive than simply noting the wrong behaviour. Put the names of students who are 'going above and beyond' on the board.

Move in Move out: If you are speaking to an individual student, don't shout across the room; move in: Once you have spoken to the student, move away, expecting compliance.

Choice rather than ultimatum: Remind students of the rules, provide a choice and give time to comply. (*Scripting difficult interventions*)

Refocus: Don't be verbally misled by arguing students. Refocus them on the issue by using a statement of understanding ('Yes, I understand, however we need to...'). Be prepared to repeat your instruction or direction up to three times (use the exact same wording) before raising the level of your response. (*Scripting difficult interventions*)

Dealing with Challenging Behaviour

Voice matching: Your voice should be at the volume and intonation you expect from the student. A loud and aggressive voice will usually result in a loud and aggressive response. (*Consistent, calm, adult behaviour*)

Remain Calm: Remember that the first person who needs to calm down in a confrontation is you. (*Consistent, calm, adult behaviour*)

Personal space: Do not invade a student's personal space. Personal space is approximately the radius of an outstretched arm.

Avoid an audience: Avoid dealing with conflict in front of an audience.

Time out/Change seat: A change of environment may help to focus a student. However, the emphasis should be on time you must have a plan of how to reintegrate the student back into your teaching group. (*Restorative follow-up*)

Statutory Information

At Queen's Park High School teachers will follow the statutory authority to discipline students for misbehaviour which occurs outside school. This applies to students identifiable by wearing our school uniform or whenever the behaviour could adversely affect the reputation of our school.

Members of staff can also confiscate, retain or dispose of a student's property if they have reasonable grounds for suspecting that a student is in possession of prohibited items, such as illegal drugs, cigarettes, weapons or stolen items. (This may follow a search of the student for prohibited items, having first followed the government guidance on screening and searching as outlined in the Searching, Screening and Confiscation Policy or Offensive Weapons Policy. Searches must be carried out by members of SLT and, wherever possible, involving two members of SLT.)

In some instances, staff may need to use 'reasonable force' to prevent students from hurting themselves or others, from damaging property or causing disorder. However, force can never be used as a punishment.

At Queen's Park High School 'reasonable force' could involve:

- Removing disruptive students from a classroom where they have refused to follow the instruction to do so.
- Preventing a student from attacking a member of staff or another student, or to prevent a fight.
- Restraining a student at risk of harming him/herself.

Whenever 'reasonable force' is used SLT must be informed and a record of this will be kept on CPOMS and with Key Stage Leaders. Contact will be made with the parents/carers to explain the severity of the issue.

**Queen's Park High School
SSA Grades – A Classroom Guide**

Be.....'Prepared – Engaged – Respectful'

1	<p>All work completed to a very high standard</p> <p>Always on task</p> <p>Outstanding contribution to the lesson</p> <p>Answers and asks questions thoughtfully</p>
2	<p>All work completed to the expected standard</p> <p>On task</p> <p>Responds well to both staff and students</p> <p>Makes a positive contribution to the lesson</p>
3	<p>Sometimes off task</p> <p>Distracting others from their learning</p> <p>Little contribution to the lesson</p> <p>Not enough work completed or to a suitable standard</p>
4	<p>Frequently off task</p> <p>Persistently distracting others from their learning</p> <p>Disrespectful to other students or member of staff</p> <p>Little (or no) work completed</p>