



Behaviour Policy

Secondary School

2017 - 19

Principles of the Park Lane International School Behaviour Policy

At Park Lane International School, we endeavour to cultivate a happy, supportive and productive learning environment, which prioritises the welfare and development of the whole school community and fosters positive relationships between staff, pupils and parents.

This policy exists to support the aims of the school by promoting high standards of integrity and honesty, where each member of our community is valued and has the right to equal opportunities. The policy has been informed by the United Nations Convention for the Rights of the Child (UNCRC)¹ and is underpinned by the Park Lane International School 5 Rs of: respectfulness, responsibility, risk-taking, resourcefulness and resilience. Its ethos is one of high expectations for standards of behaviour and respect for the rights of all members of our community:

Pupils have a right under article 29 to a safe, supportive and productive learning environment to enable them to achieve their full academic potential.

Staff are entitled to work in a positive environment, free from disruption. Agreed standards of behaviour should be consistently applied across the school.

Parents have a duty under article 3 to share responsibility for the behaviour of their child. The school counts on the support of parents to maintain high standards of behaviour.

The Governing Board support the school with disciplinary matters.

Aims

We aim to promote positive behaviour by respecting the rights of all members of our community. By doing this, we seek to:

- create an enjoyable and productive learning environment;
- increase self-esteem;
- enhance emotional well-being;
- develop effective social skills and a strong sense of individual and collective responsibility;
- foster mutual respect, tolerance and understanding.

Our context-appropriate system of rewards and sanctions exists to support and promote these aims. Emphasis should always be placed on rewards and not sanctions. This is crucial to the ethos and success of the school and, to this end, all staff, including support staff, are responsible for promoting an ethos of mutual respect throughout the school.

¹ https://www.unicef.org/crc/files/Rights_overview.pdf

The Park Lane International School 5 Rs

Park Lane International School learners are expected to demonstrate 5 attributes, considered to be essential to young people developing into internationally-minded, tolerant citizens who are aware of their shared responsibility for the wider community. The Park Lane International School Behaviour Policy is underpinned by the 5 Rs, specifically, the attributes of Respectfulness and Responsibility:

Respectful

Respectful learners show tolerance, empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

Responsible

Responsible pupils act with integrity and honesty and have a strong sense of fairness, respecting the dignity of individuals, groups and communities; taking responsibility for their own actions.

Resourceful

Resourceful learners recognise that developing critical and creative thinking skills to solve problems is essential.

Risk-taker

Risk-takers are independent enough to explore new ideas, brave enough to address the unfamiliar, assertive enough to defend their beliefs.

Resilient

Resilient pupils develop curiosity and independence in learning. They voice concerns, challenge assumptions and recognise we learn best from the mistakes we make and questions we ask. They are prepared to persevere when faced with difficulties.

The Home-School Agreement & Code of Conduct

The Park Lane [Home-School Agreement & Code of Conduct](#) refer directly to the 5 Rs and ask that students, the adults responsible for them at home, and the school, agree to work together to support students in their goal of meeting the attributes of the 5 R's and sticking to the Code of Conduct. (see summary below):

I agree to:
Be resourceful.
Be resilient.
Be respectful.
Be a risk-taker.
Be responsible.
Stick to the Code of Conduct.

Home-School Agreement.

Members of the Park Lane community are expected to:
Show respect for the rights of others.
Take care of the school environment.
Move safely around the school campus.
Arrive at school regularly and be punctual.
Be responsible for their personal property.
Take pride in their personal appearance.
Be Park Lane Ambassadors.

Code of Conduct.

Rewards

In the secondary school, our rewards system recognises and encourages responsible behaviour

as well as academic success and other accomplishments.

Work of the Month:

Each month, subject teachers and tutors nominate a student and a piece of their work to the relevant Key stage Coordinator for display at either the Valdštejnská or Klarov branch. Students whose work is displayed will receive a mini pizza party during an agreed lunch time, with a small group of friends.

Merits and Other Rewards:

Key stage 3 students' achievements are rewarded using the Park Lane 'merits' system which is designed to recognise and celebrate students' accomplishments in the classroom and beyond. Teachers can award merits for a range of reasons, as outlined in the school planner. The school planner is also where merits are recorded by teachers.

Form tutors track the number of merits each student has received on a termly basis and vouchers are awarded to the student with the highest number in each year, as well as in the whole of the Key stage.

Pupils are eligible to claim achievement medals and certificates as follows:

30 merits = Bronze Medal

50 merits = Silver Medal

80 merits = Gold Medal

120 merits = Diamond Award

Medals/certificates will not be issued unless the student concerned completes and signs a claim form (available from the office), which should be handed to the school principal via tutors. Students are responsible for ensuring they hand their claim forms in at least 2 weeks before the end of each term. ***Teachers and form tutors are not expected to chase students up.***

Key stage 4 and 5 students will receive postcards home from subject teachers for exceptional progress, academic achievement or effort in a particular subject area.

In addition, each term teachers in all subjects will be asked to nominate students in the following categories related to the IB learner profile:

- **exceptional academic achievement (knowledgeable, balanced, thinker)**
- **exceptional effort to improve in any area, not only academic (principled, risk-taker)**
- **sustained innovative or creative approach in academic or other areas of the school life (open-minded, inquirer, reflective)**

Students with 2 or more nominations will receive a voucher to purchase a reward of their choosing. All nominees will receive a certificate.

Annual Prize-giving

At the end of each academic year, prizes are awarded for academic achievement, effort and progress to each class from Years 7-11. At our Prize-giving ceremony, in addition to specific awards, all aspects of the varied life of the school are celebrated.

The Park Lane Service to the School Community Prize is awarded an individual who has been a great ambassador for the school throughout their time at Park Lane. The recipient of this prize may have engaged in School Council/charity initiatives and has contributed fully to the wider life of the school. This individual is a great role model and mentor for other pupils.

In addition to the formal rewards system, teachers and support staff are encouraged to identify and acknowledge good behaviour – praise and encourage pupils where possible, particularly when inappropriate behaviour has previously been observed. Ensure that verbal praise is specific rather than generalised and always be sensitive to individual differences. For some pupils, a ‘thumbs up’ or a quiet word after class is often more effective (and more appropriate) than a public tribute. Work should be marked positively and constructively and pupils should always feel that their contributions and opinions are valued. Subject teams may also have agreed rewards systems in place.

Mobile Technology (e.g. phones, tablets, smart watches etc.)

The school acknowledges that many pupils bring mobile technology to school. However, students must adhere to the following guidelines to ensure there are no disruptions to learning, and that mobile technology is used responsibly.

Key stage 3 students (and all students when visiting the Valdštejnská site):

Mobile technology must be switched off from 8:05 am (the beginning of Registration) until 3:25 pm (the end of lesson 8), and kept in school bags/lockers unless permission has been given by a teacher for it to be used under supervision. Smart watches can be worn during this time, but may only be used for timekeeping. Mobile technology items which are seen or heard between these hours will be confiscated for the duration of the school day, to be picked up from the school office by the student. For repeat offenders, parents will be contacted.

Key stage 4 and 5 students on the Klárov site:

Students may use their mobile phones before school, at break and lunch times, as well as after school. Mobile technology should not disrupt lesson time under any circumstances and students should seek teacher permission to use their phones (to record homework, for example), during a lesson. Use of mobile technology items which does not stick to these guidelines will be confiscated for the duration of the school day, to be picked up from the school office by the student. For repeat offenders, parents will be contacted.

To be absolutely clear:

- E- or text bullying is unacceptable at all times, in line with our [Network, e-Safety and Internet Acceptable Use Policy](#). This includes taking photos. We will take a strong line on this, and involve the police in our investigations if appropriate
- The school cannot accept responsibility for loss/damage to mobile phones or Smart watches at any time. Students may choose to leave such devices at home.
- In order to recognise a pupil's right to privacy (article 16), the school will ensure that a pupil's personal details within their phone shall not be accessed without their permission.
- Please see the [Trips Policy](#) for information on the use of mobile technology when away from school.

Anti-bullying

Bullying is not tolerated at Park Lane International school, and all reports of such incidents are taken very seriously by pastoral leaders and the Secondary Leadership Team. With the input of students, we are currently designing an anti-bullying agreement, as well as reviewing our systems and processes for tackling bullying. This policy will be updated in light of our discussions with students.

Please see the [anti-bullying policy](#) for further information.

Responding to negative behaviour

The vast majority of students at Park Lane are polite, responsible and respectful. Negative behaviour incidents do happen, but they are not commonplace and most incidents can be dealt with by individual teachers as and when they happen. **We reject the use/threat of corporal punishment or physical chastisement.** If a serious incident occurs, an [incident report](#) should be filled in. This can also be accessed via the Pastoral folder in Team Drive and via the link on the Staff Portal.

Detentions should be facilitated by the teacher setting the sanction. They should be used, alongside other behaviour management strategies, as a means of ensuring any missed work is caught up on and for reflection on what has taken place. They should also be used as an opportunity for a restorative discussion between student and teacher so that both parties are able to move on from what has happened. Parents should be informed when a detention takes place, as well as the form tutor and KS Coordinator, who will keep track of the number of detentions each student is being issued, taking further action where necessary. This may include meeting with teachers to discuss alternative strategies for dealing with negative behaviour in the classroom. If teachers have ongoing behaviour issues with a student (Stage 3 or above - see table p.9), they may refer the student for an SLT or Principal's detention, using the [behaviour referral form](#).

SLT are 'on call' for behaviour incidents where a student is acting in a manner that could put themselves or others at risk. SLT on call numbers can be found [here](#) as well as via the link on the Staff Portal and Staff Notices. *For minor incidents during break or lunchtime, please contact the form tutor. For more serious incidents at break/lunchtime please fill in an incident report and pass to the form tutor and relevant Key Stage Coordinator.*

The following table explains the hierarchy for responding to behaviour incidents:

Subject teachers should always endeavour to create positive working relationships with their pupils. A proactive approach from the teacher is required for pupils whose behaviour is inappropriate. Individual teachers are responsible for dealing with low level behaviour issues, such as chatting during a lesson, note passing or general silly behaviour. If this type of behaviour persists, the SL (with the Form tutor and KS Coordinator copied in/informed) should be contacted with information about **the steps that have been taken so far, along with specific details about what has been going on.** Without a clear picture of the type of behaviour that is causing problems, it is very difficult to support teachers. Please be as specific and detailed as possible.

Subject Leaders should work with their teams to devise appropriate behaviour management strategies for their subject's context. There should be support strategies in place for teachers who are struggling with persistent behaviour issues in their classes. Form tutors and Key Stage Coordinators should be informed of any actions carried out, such as subject detentions or reports. If the behaviour continues to be a problem, having introduced strategies at department level, either the teacher or Subject Leader should fill in a [behaviour referral](#) form to inform the pastoral team, who will introduce further intervention measures. A link to the behaviour referral can also be found on the Staff Portal.

Key stage Coordinator (with the assistance of form tutors) will track reported negative behaviour on SIMS and look for patterns from particular students, intervening where necessary. They will act upon behaviour referrals and offer advice to individual teachers and Subject Leaders regarding the types of strategies that might work with particular students.

SLT will run a weekly Monday after school detention. Students can be recommended for this detention by filling in a [behaviour referral](#).

The Deputy Head of Secondary, Designated Safeguarding Lead (DSL) will be kept informed of all pastoral issues and will have involvement in working alongside Key stage Coordinators to establish suitable consequences for pastoral issues from Stage 4 and above.

The Principal will become involved in Stage 5 issues. The Principal will also conduct a Friday after school detention (please use the behaviour referral) as well as lead the disciplinary panel (Principal, Deputy Head of Secondary (DSL), KS Coordinator, Form tutor) where appropriate.

Sanctions

Please also refer to the [Code of Conduct](#).

Stage 1. *E.g. Chewing gum/dropping litter; Talking out of turn/lack of attention; Arriving late without good reason; Lack of courtesy/unkindness/unkind comments to other students/staff; Not getting on with work/poor work; Not bringing equipment to lesson/tutor time; Interfering with other students' work/possessions; Mobile technology visible or used in the classroom without permission or being used in corridor (see above); Homework not handed in (an extension should be given).*

Suggested sanctions:

On the spot verbal reprimand and explanation, ensuring that the pupil has an opportunity to reflect upon his/her behaviour and understand why it is inappropriate or unacceptable; Reference to the *Code of Conduct*; Warning of action to be taken if poor behaviour continues. Break time detention to be administered by the teacher, where appropriate.

Stage 2. *E.g. Persistent demonstration of S1 negative behaviours; Negative behaviour in the corridor/social space (including offensive language); Not responding appropriately to staff; Not respecting other people or their property; Running shouting in corridors; Minor scuffles/repeated name-calling; Failure to attend detention; Two lates in a week to lessons; Homework not handed in after extension given.*

Suggested Sanctions:

Referral to Subject Leader (informing form tutor & KS Coordinator - record incident on SIMS) for incidents that take place in the classroom; Removal of social privileges – usually a break/lunchtime detention; Where applicable, temporary isolation of pupils from a disruptive situation within the classroom; Changes to seating plans; Loss of other privileges, e.g. school trips and after-school events, such as parties/discos; Behaviour 'ticket' - student and teacher write an account of what happened, which goes on file and will be shared with parents if negative behaviour continues.

Stage 3. *E.g. Further infringement of S1 and S2 negative behaviours; Negative behaviour demonstrated across the curriculum; truancy; Damage to the property of others (including the School); Persistent non-completion of homework; Persistent lateness to school or lessons*

Suggested Sanctions:

Behaviour referral; Pastoral Leaders to consult with relevant teachers if negative behaviour is being demonstrated across the curriculum; Inform parents of concerns and the possible loss of privilege to attend end of year trip; Pupil put on either a subject or pastoral report. Warning of possible fixed term exclusion will be given to pupil and parents. Possible SLT detention.

Stage 4. *E.g. Further infringement of S1, S2 and S3 negative behaviours; Smoking (including e-cigarettes) on school premises or during school hours when off site; Incident of verified bullying behaviour; Extreme rudeness to a member of staff/visitor; Unsafe behaviour; Aggressive or violent conduct; Threatening behaviour; Persistent verified bullying; Plagiarism (see the [Academic Honesty Policy](#)); Persistent poor behaviour while on report; Persistent non-completion of homework in several subjects.*

Suggested Sanctions:

Meeting with parents to discuss the sanction/strategies to be implemented. Behaviour contract with a fixed time-frame and review date. SLT detention OR Principal's detention OR fixed term internal/home-based exclusion depending on the severity of the incident/s. Loss of privilege to participate in the end of year trip.

Stage 5. *E.g. Continued resistance to previous support strategies and sanctions; Criminal behaviour; Possession, supplying or under the influence of an illegal substance or alcohol; Possession of a weapon or other banned item as detailed in the Code of Conduct; Abusive language towards or in direct response to a member of staff; abusive reference of a member of staff; Offensive behaviour; An arranged fight or major fight; Vandalism involving actual damage; Violence towards another student causing actual harm; Action that endangers students, staff or visitors; Bringing the school into disrepute; Serious defiance/disobedience of the SLT; Serious misuse of personal or school technology which contravenes the [Network, e-Safety and Internet Acceptable Use Policy](#); Sexual, homophobic or racial assault/harassment; Physically attacking a member of staff; Arson.*

Suggested Sanctions:

Should poor or unacceptable behaviour persist despite the implementations of appropriate strategies as outlined above, the Principal may use the school's terms of enrolment to permanently exclude a pupil from the school. A disciplinary panel made up of the Principal, Deputy Head of Secondary (DSL), Key Stage Coordinator and Form Tutor will convene with the parents and students to discuss the student's future at Park Lane. In some very serious cases, it may be necessary to proceed directly to this stage. In some cases, the Principal's detention or a fixed-term exclusion may be appropriate.

Monitoring and evaluating the Behaviour Policy

The monitoring and evaluating of the Behaviour Policy is the responsibility of the Safeguarding, Child Protection and Pastoral Committee, in collaboration with all members of the school community. A high standard of behaviour can only be achieved in the school community if all members adhere to and deliver the agreed strategies discussed above. To this end, all teachers are expected to promote, encourage and exhibit behaviour which reinforces the school's stated aims, is rights-respecting in line with the UNCRC and supports the five attributes of our learner profile.

Appendix 1 – The United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child sets out the rights of every person under 18 and how those rights should be met. It is an international statement of the civil, political, economic, social and cultural rights of children. The UN General Assembly adopted the Convention on 20 November 1989 and it was ratified by the United Kingdom in 1991 and the Czech Republic in 1991. The rights set out in the Convention imply a duty on adults to ensure that these rights are realised. If all children and young people are to fulfil their potential and learn in rights-respecting environments, then adults have a responsibility to model rights-respecting behaviour:

1. The government and its departments (including schools) need to make the Convention known to all children, young people, parents, carers and the community as a whole.
2. Everyone working with children and young people needs to be fully aware of the Convention and ensure that it informs their policies and underpins their practice.
3. Parents and carers are responsible for ensuring they model rights-respecting behaviour in bringing up their children.
4. Schools are responsible for promoting a rights-respecting environment and for developing an understanding that rights apply equally to everyone globally.
5. Children and young people should be given opportunities to learn about the wider world and understand their responsibilities to ensure everyone can fulfil their rights.

Please refer to:

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx> for the full text on the UNCRC