

Relationships and Behaviour Policy

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1. Policy Principles

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 5Rs 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 supports the school with disciplinary matters.

2. Relevant Policies and Guidance

- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Medicines, drugs and illegal substances Policy
- Network, e-Safety and Internet Acceptable Use Policy
- Education Trips and Visits Policy

3. Park Lane International School 5Rs and IB Learner Profile

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 Relationships and Behaviour Policy is underpinned by the 5 Rs as well as the [IB Learner Profile](#) at Key Stage 5:

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

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.

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.

Risk-taker

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

4. Code of Conduct

Park Lane Students have a right, under article 29 of the United Nations Convention on the Rights of the Child, to a safe and supportive learning environment, enabling them to achieve their full academic potential.

Members of the Park Lane community are expected to be:

Respectful.

Responsible.

Resourceful.

Resilient.

Risk Takers.

Park Lane Ambassadors.

This Code of Conduct applies at all times when in school, travelling to/from school or between buildings, when representing the school, when on school trips or communicating with members of the school community.

Our [Code of Conduct \(full version\)](#) clearly outlines study and conduct expectations for all pupils at Park Lane International Secondary School. Students should be regularly reminded of these expectations which appear in their planner and the walls of all classrooms and corridors around the school. Teachers will explicitly teach pupils, step by step, what successful behaviour looks like and not assume that they know this information right away. For this reason it is vital that every teacher makes our behaviour expectations clear, that the 5Rs are at the heart of all we do and that these expectations are revisited regularly.

5. The Home-School Agreement

The Park Lane [Home-School Agreement \(full version\)](#) refers directly to the 5 Rs and asks 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. At the beginning of each school year, this should be signed by the students, the form tutor and parents:

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

6. Behaviour expectations



Beyond expectations: Students who consistently meet or go beyond expectations, can expect to be rewarded for their efforts!



Meeting expectations: all students are expected to meet the basic requirements of our Code of Conduct, to be, at all times:
Respectful, Responsible, Resourceful, Resilient, Risk Takers and Park Lane Ambassadors.

Not meeting expectations: Our consequence stages track through 5 levels which reflect **either** the severity of the negative behaviour, **or** the need for escalation due to previous strategies not being successful.

6.1 Meeting expectations

All students should aim to meet the expectations outlined in the Code of Conduct on a daily basis. At Park Lane International School, we value these attributes because they promote a positive and inclusive environment, encourage independent thinking and adaptability, foster perseverance and a growth mindset, instil accountability and discipline, and develop self-confidence, innovation, and the ability to seize opportunities. These attributes contribute to the holistic development of students, preparing them to succeed in an ever-changing world.

6.2 Supporting students to meet expectations

6.2.1 Classroom routines

Before the lesson starts, teachers should:

- Be purposeful about seating arrangements in the classroom (seating plans should change with a new teacher in the classroom).
- Arrive at their lesson on time or early **where possible**. *Where this is not possible for practical reasons, please contact the Operations and Data Manager for support.*
- Greet students as they arrive at a lesson.
- Not permit students to enter the room without a teacher present. *Where this is not possible for practical reasons, please contact the Operations and Data Manager for support.*
- Set clear expectations for the equipment needed for the lesson (everything else should be away).
- Have a clear understanding of SEND/C&P pupil provisions and appropriate strategies for support. **CHECK THE LEARNING SUPPORT/C&P REGISTER & PROVISION MAPS.**
- Remind students of the Code of Conduct and our whole school behaviour expectations.
- Take the register.

NB: Teachers may also have their own classroom expectations - in line with the Student Code of Conduct - and these should be made explicitly clear to pupils at the beginning of each lesson and consistently applied by individual teachers.

At the end of the lesson teachers should:

- Ensure their lesson ends on time: *students need at least 2 minutes to move to their next lesson.*
- Ensure that students stand behind chairs and tuck them under the desk.
- Ensure that the room is left tidy for the next lesson.
- Remind students to move safely and quietly to their next lesson.
- Dismiss the students once the space has been checked.

6.2.2 Break and lunchtime

Some students struggle to maintain their ability to meet expectations during unstructured times of the day such as break and lunch times. It is very important, therefore, that these periods are carefully supervised by the assigned members of staff on duty, for health, safety and safeguarding reasons.

All duty teachers should:

- Be on time for their duty
- Monitor the spaces for unauthorised use of electronic devices
- Complete a cover request form if unable to attend for any reason
- Tell the patrol duty teacher who will cover your duty, if you are unable to attend

While on duty in the Valdštejnská playground teachers should:

- Be vigilant - move around your assigned area and avoid using mobile phone
- Monitor for negative interactions
- Watch out for isolated students and speak to them to see if they need help
- Ensure students stay in the designated areas of the playground

Teachers on duty in the Valdštejnská canteen should:

- Ensure students line up outside the building before leading them in for their lunch slot
- Make a note of and report to the HoY any pupils who are not eating lunch
- Monitor the noise levels in the canteen and keep this under control
- Ensure pupils are polite to canteen staff and clear away their dirty dishes at the end of their lunch

Teachers on duty at the bottom of the Valdštejnská stairs should:

- Monitor the toilets
- Ensure students do not go into the music spaces without permission from a Music teacher
- Ensure students do not go upstairs unless they have been signed up to the LC or they have a hall pass

Patrol duty teachers at Valdštejnská should:

- Ensure all duty teachers have arrived
- Patrol the corridors and ensure there are no students in the upstairs bathrooms
- Move students outside at the beginning of break/lunch
- Patrol the outside space and canteen, supporting the rest of the duty team

Klárov duty teachers should:

- Monitor the corridors, toilets (on all floors) and courtyards
- Ensure students are safe and respecting the assigned eating spaces
- Ensure students leave classrooms clean and tidy at the end of lunch

Early morning duty teachers should:

- Welcome students to school
- Monitor the punctuality of students
- Ensure that students are behaving safely and that electronic devices are not in use.

After school:

- Students must not hang around unsupervised on the astroturf, in the playground or in the school building
- All members of staff are responsible for ensuring students are either attending a club, attending the study group, or that they leave the school premises and go home.

6.2.3 Moving around and between buildings

Teachers should ensure that students move around the buildings safely and quietly, reminding them to move along to their next lesson in an orderly fashion. Students should not enter classrooms until a teacher arrives. **Teachers must be on time to lessons and make alternative arrangements if this is not possible for any reason.**

Key stage 3 pupils moving to lessons in Pohádka/Klášov should be met by their teacher next to the astroturf on the playground. The teacher should check which pupils are absent before escorting the group to the Pohádka/Klášov building. Reminders about the Code of Conduct and road safety should be given before leaving the Valdštejská site. The teacher should walk with the group and once safely in the Pohádka cafe/Klášov courtyard, check to ensure that all pupils have arrived. Any missing pupils should be reported immediately to the admin person on duty in Valdštejská/Klášov. The same routines apply on the return journey.

Older pupils travelling between sites independently and leaving the building at break/lunch must be regularly reminded that the Code of Conduct and Behaviour Policy applies throughout the school day, even when off site. This message should be shared by form tutors, by HOY's and should be displayed at the exits to each of the buildings.

6.2.4 School trips

See the Educational Trips and Visits Policy.

6.3 Beyond expectations

Students who consistently meet or go beyond expectations, can expect to be rewarded for their efforts in the following ways:

- Verbal praise:
 - speaking to a pupil directly and privately, referring to the 5Rs;
 - offering public praise referring to the 5 Rs in front of peers, senior colleagues, or parents (check pupils are comfortable with this before offering it).
 - phone call home (NB. please note the home language of the parents and ask for language support from the admin team if necessary)
- Teacher awarded merits (KS3) and postcards (KS4/5)
- Teacher awarded House Points
- Written praise:
 - teacher writes an email home and includes the subject leader and form tutor with a brief description of the praise, referring to the 5Rs
 - HOY sends a praise postcard home
 - SLT letter home
- Public praise:
 - Teacher nominates 'Work of the Month' which goes on display

- Student presented with an award at the end of term presented by the HOY/DHoS
- Student nominated for an end of year award at the Prize Giving Ceremony presented by the HoS/Principal

Teachers may also wish to introduce small rewards, not listed here, in their own classrooms to promote positive behaviour. Teachers should remember that praise may not look the same for every child and students' learning needs should be taken into consideration when rewarding positive behaviour. For example:

- A child with executive functioning difficulties who has taken steps to independently improve their organisation, but still may not be as strong with organisation as other students, should be praised for their efforts.
- A child with ADHD will require more frequent positive reinforcement to stay on track than a child who is neurotypical.

6.4 Not meeting expectations

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 and shouting** (see Staff Code of Conduct) and **we seek to take a restorative approach.**

Our consequence stages track through 5 levels which reflect **either** the severity of the negative behaviour, **or** the need for escalation due to previous strategies not being successful.

It is important that at each stage, teachers and school leaders consider **the age and learning needs** of a student when using strategies and consequences. For example:

- A Year 7 pupil may still be developing executive function skills and need more support with recording homework than a Year 11 pupil
- A pupil with dyslexia may struggle to learn vocabulary or read long pieces of text set for homework
- A pupil with ADHD may need to move around or use a fiddle toy in order to remain focused, or they may act impulsively

Children should not be punished for behaviour that is outside of their control due to a special educational need or disability. The SENDCO should be contacted when in doubt.

6.4.1 Restorative Approach

It is important that pupils understand the impact of and take responsibility for their actions, as well as repair any harm caused. At any Stage it may be appropriate to have a restorative conversation with a child.

All teachers must watch the: [*Taking a Restorative Approach to Creating Peaceful Learning Environments*](#) (Secondary) webinar from The National College.

Key aspects from the webinar to consider:

- Positive relationships are central to building a community - trust is key
- Everyone's voices should be heard and valued - a person should be separated from the behaviour
- Repair the harm caused, not just punish people for breaking rules
- Problem solving should be collaborative
- Accountability and responsibility lead to change and growth

6.4.2 Low level incidents

Teachers will explicitly teach pupils, step by step, what successful behaviour looks like and not assume that they know this information right away. Students' age and learning support needs should be taken into consideration when tackling these behaviours, and preventative strategies put in place.

Stage 1 level incidents are low level behaviour disruptions, where students do not meet our basic expectations, as outlined in the Code of Conduct. These types of behaviours should be dealt with in the moment by the **classroom teacher, duty teacher or member of staff immediately on the scene.**

They can be related to **study behaviours**, for example (but not limited to): lack of engagement, organisation or completing deadlines. They can also be **conduct behaviours**, for example (but not limited to): poor punctuality, being disrespectful or not following school rules related to mobile technology, use of the shared language etc. The member of staff responsible should use one of the following strategies in such instances, with the goal of de-escalating the situation:

Pre-emptive strategies (Lemnov, D. 2015)

- **Non-verbal reminder (p.397)** eye contact with the student, a quick nod, raised eyebrows or other distinctive facial gesture, point to the Code of Conduct displayed in the room / corridor.
- **Positive framing (p. 426-7)** guide students to do better work while motivating and inspiring them, by using a positive tone to deliver constructive feedback. E.g. 'Honza, show me your best,'; 'Andrea, check yourself to make sure you're sitting up. '; or try the same strategy without using their name, for plausible anonymity: 'Eyes forward please'; 'Check yourself to make sure you've done exactly what I've asked'.
- **Positive group correction (p.398)** A quick verbal reminder offered to the entire group, advising them to take a specific action. E.g. 'I need to see everyone writing'; 'Stay focused on the task'. This can be accompanied with a non-verbal correction like eye contact, a quick nod, or gently tapping the table of the student displaying the incorrect behaviour.
- **Anonymous individual correction (p.399)** Similar to positive group correction, but makes it clear you are still waiting for some individuals who have not yet met the expectation. E.g. 'Stay focused on the task... I'm still waiting for two individuals to settle'.
- **Lightning quick public correction (p.401-2)** Focus on telling the student what to do right and then normalise positive behaviour in the room. E.g. 'Michal, I need your pencil moving... just like Filip and Jana'; 'Izzy, get writing please. Looking sharp in the back row! That's more like it Izzy. Much better.'

'Obviously...' reminders:

Help students understand there will be consequences both for the prosocial and antisocial behaviours they display. E.g: 'you have not handed in your homework in on time, so **obviously** you will have to get that to me first thing in the morning to avoid any further consequences.'; 'you disrupted the learning today and so **obviously** I will need to go over my expectations with you at a time when we are both available and that will be break time.' The benefit of this technique is in the framing of the behaviour as something the teacher expects that students already know they should not have done and that they have agreed to (they have of course, signed the Home-School Agreement).

Stage 2 level incidents should be dealt with by the classroom teacher, duty teacher or member of staff immediately on the scene, **with the support of the Head of Department, Subject Leader, or Form Tutors where appropriate.**

They include **study behaviours** such as (but not limited to) a first case of academic dishonesty, misusing mobile technology during learning time. **Conduct behaviours** may include (but are not limited to), mobile phones being seen, heard or used in an unauthorised context (area or time), dropping litter (or other antisocial actions), unsafe movement around the school sites, invading another person's personal space, not respecting the property of others.

It is also considered to be Stage 2 if a pupil **persists in not meeting Stage 1 expectations, despite appropriate interventions being implemented.** The member/s of staff responsible should use one of the following strategies in such instances:

- The Subject Leader / Form Tutor should be informed and next steps discussed with the teacher, which could include:
 - A restorative conversation with the student and a warning given (see below).
 - Changes to seating plans
 - Communication with parents if support from home is required.
- The Subject Leader / Form Tutor adds the name of the student to the department / class SoC list and emails sst@parklane-is.com for monitoring, with the following information:
 - Name of pupil and description of problematic behaviour.
 - Steps that have been and will be taken.

Teachers can use the following **restorative language script** to scaffold conversations:

Questions for the 'harmer':

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what happened and how?
- How could things have been done differently?
- What do you think you need to do to make things right?

Questions for the 'harmed':

- What did you think when you realised what had happened?
- What impact has the incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

6.4.3 More Serious Incidents / Not Meeting Expectations For an Extended Period

For more serious incidents, when considering an appropriate outcome, the HoY, SLT and the HoS may meet to assess the evidence and determine the consequence based on the likelihood of what has allegedly taken place.

This could mean that a student is given a consequence for an action that they deny. In all such cases, decisions will be investigated thoroughly and the Head of Secondary will make the final decision. The following will always be taken into consideration when determining an appropriate consequence:

- The pupils' age
- Their previous behaviour
- Context outside of the incident itself
- SEND

SLT on Call

If a significant or serious incident takes place during a lesson, SLT on Call should be contacted **via Google Chat** to arrange for the pupil to be removed from the lesson.

Removal from a lesson should always be followed up with a restorative meeting between the pupil and the teacher during a catch up.

A pupil could be removed from a lesson for one of the following (but not limited to) behaviours:

- Defiance
- Swearing or using offensive language
- Aggressive or confrontational behaviour with staff or pupils
- Throwing items in class

Stage 3 level incidents are the responsibility of the **Head of Year** (with the support of the Form Tutor of Head of Department/Subject Leader where appropriate). They should be reported to the Head of Year via **MyConcern**. The Head of Year will record all follow up actions here. All reports will be followed up on with, as a bare minimum, a conversation with the pupil concerned.

Examples of more serious breaches include but are not limited to: Being in possession of a tobacco or smoking-related product; Lying to a member of staff; Being out of lessons when they have started without a note from the teacher; Truancy; Damage to the property of others (including the School); Congregating in school toilets; Defiance; Swearing or using offensive language; Throwing items in class; First instance of bullying/meanness; Unsafe behaviour/actions; Minor scuffles, Ongoing low level behaviour disruption in lessons despite previous intervention by the teacher/HOD.

In such instances, the HoY will always speak with the pupil and then communicate with their parents/carers. The student will be given a warning about future consequences or repeated negative behaviour. Consequences may also include:

- Catch up and restorative meeting
- After school Head of Year reflection
- Subject or pastoral report with SMART targets for improvement
- Where unsafe or defiant behaviour has been demonstrated, students may not be allowed to attend future school trips for a defined period of time.

Catch-ups

Catch-ups can take place for a maximum of 15 minutes during lunch (this should not impact the lunch slot of the pupil), or for 30 minutes after school. While HoY/HoD may arrange these, **in all cases, the member of staff who was directly involved in dealing with the incident in the first place should attend so that a restorative conversation can take place.**

During the catch-up the behaviour should be contextualised in the following way:

- the negative behaviour and its impact should be discussed
- the reasons behind the negative behaviour should be established, so that support interventions can be put in place if necessary
- the teacher and pupil should decide on next steps that will ensure the pupil does not demonstrate this behaviour again.

Stage 4 level incidents are the responsibility of the **Deputy Head of Secondary and Assistant Heads of Secondary**. Where appropriate, Heads of Department and/or Heads of Year will also support. In some cases it will be appropriate for the Head of Secondary to become involved. Incidents at this level should be recorded on **MyConcern** and records kept up to date on this platform. All reports will be followed up on with, as a bare minimum, a conversation with the pupil concerned.

Examples of serious breaches include but are not limited to: Smoking tobacco products (including vapes/e-cigarettes) while under school supervision (including the areas around school buildings and between them during the school day and from 7.30 - 17.00); Bullying; Extreme rudeness to a member of staff/visitor; Dangerous behaviour/actions; Aggressive or confrontational behaviour with staff or pupils; Threatening or discriminatory (for example sexual, homophobic, misogynistic, or racist) behaviour/language; Serious misuse of technology as outlined in the Secondary Network, e-Safety and Internet Acceptable Use Policy.

In such instances, the Deputy or Assistant Head of Secondary will always speak with the pupil and then meet in person with parents/carers of the pupil concerned. The student and their parents will receive a warning about what future consequences will look like if such behaviour is repeated. Consequences may also include:

- SLT detention
- Fixed term internal/home-based exclusion
- SLT report with SMART targets for improvement
- Where aggressive, violent or dangerous behaviour has taken place, the student will not be allowed to attend trips for a defined period of time, or until such behaviour has not been demonstrated for an extended period of time

Stage 5 level incidents are the responsibility of the **Deputy and Head of Secondary**. In some instances it may be necessary to include the **Principal**. Decisions on steps to be taken will be made by **a team** of staff including the HoS, DHoS, HoY and other relevant parties.

Examples of serious breaches include but are not limited to: Criminal behaviour (including theft); Possession, supplying, or under the influence of an illegal substance or alcohol, or other substance as outlined in the Medicines, Drugs and Illegal substances Policy; Possession of a weapon or other banned item (see section 9); Abusive language or swearing towards or in direct response to a member of staff, pupil or visitor; Abusive reference made about a member of staff; Offensive or abusive behaviour; An arranged fight or major fight; Violence towards another student causing actual harm; Vandalism; Action that seriously endangers students, staff or visitors; Bringing the school into disrepute; Serious defiance/disobedience of the SLT; Serious misuse of technology that causes harm to others; Sexual, misogynistic, homophobic or racial harassment or assault; Physically attacking a member of staff; Arson.

In such instances, the Deputy and Head of Secondary will always speak with the pupil and then meet in person with parents/carers of the pupil concerned. The student and their parents will receive a warning about what future consequences will look like if such behaviour is repeated.

Consequences may also include:

- Principal's detention
- Fixed term internal/home-based exclusion
- Permanent exclusion - in cases where permanent exclusion is a possibility, a disciplinary panel will always be convened, which should include the Principal (and Vice Principal where appropriate).

Summary:

Stage		Responsibility	Consequence
1	Low level disruptive behaviour / not meeting basic expectations in line with the C of C	The classroom teacher, duty teacher, or staff member immediately on the scene.	Non-verbal reminder or verbal warning x 3
2	Further low level disruptive behaviour / not meeting basic expectations in line with the C of C	As above, with the support of the Subject Leader/Head of Department, or Form Tutor.	<ul style="list-style-type: none"> • SL/FT informed • Restorative conversation with the student and the teacher. • Changes to seating plan • Communication with parents where appropriate • Student identified as a SoC by SL/FT and information shared with SST
3	Repeated negative behaviour despite intervention and significant breaches of the C of C	The Head of Year with the assistance of the Form Tutor/s or HoD where appropriate	<ul style="list-style-type: none"> • HOY informed via MyConcern • Communication with parents/carers • Restorative catch-up with student and warning • Referral to Study Period (homework) • Subject/pastoral report • Consideration of participation on future trips
4	Repeated negative behaviour despite intervention and serious breaches of the C of C	Assistant / Deputy Head of Secondary	<ul style="list-style-type: none"> • In-person meeting with parents/carers and warning • Whole school SLT detention • Fixed-term internal/home-based exclusion • SLT report • Consideration of participation on future trips
5	Repeated negative behaviour despite intervention and very serious breaches of the C of C	Senior Management Team: DHoS, HoS, Principal	<ul style="list-style-type: none"> • In-person meeting with parents/carers and warning • Principal's detention • Fixed-term internal/home-based exclusion • Disciplinary panel • Permanent exclusion

Study Period

Students not completing homework on time over a repeated period should be referred to the Study Period which takes place after school every day between 15.15 and 16.15 in a designated classroom where they should complete any outstanding homework and complete any additional tasks set by the teacher.

It is important to know why the student has not been completing homework and the subject teacher should drop into this session to see if the pupil understands the work, how they are organising their time to complete homework tasks, and to remind them about what steps they can take in the future if they are struggling to keep up with homework or meet other deadlines. At Key stage 5 this will be organised by the Head of Year and may take place at other times of the day.

Please note that clinics, clubs and revision sessions should always be optional and should never be used as a consequence.

Detentions

In more serious cases, the decision can be made for a student to attend a whole-school SLT or Principal's detention. During these sessions a student will spend time reflecting on their behaviour and the ways in which they can rectify the situation with those who have been impacted. Those impacted by the students' behaviour will be contacted so that an opportunity for the student to communicate with them can be arranged.

7. Use of Mobile Technology

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.

All students when visiting the Valdštejnská / Pohádka sites:

Mobile technology should not be seen, heard or used.

Mobile phones:

- must be switched off while on the school campus
- 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.

Laptops:

- Should only ever be used in classrooms with a teacher present

These rules apply to KS3 pupils whichever site they are visiting.

Key stage 4 and 5 students on the Klárov site:

Mobile technology should only be used at specified times and in designated spaces

Mobile phones:

- students may use their mobile phones at break and lunch times, as well as after school
- mobile phones are banned from the Bistro at all times
- during and between lessons, they must be switched off and kept in school bags/lockers (unless permission has been given by a teacher for it to be used under supervision).
- students should seek teacher permission to use their phones (to record homework, for example), during a lesson.

Smart watches:

- can be worn during this time, but may only be used for timekeeping.

Laptops:

- Should only ever be used in classrooms with a teacher present

Key stage 4 and 5 students on the Úvoz site:

Mobile phones, smart watches and laptop use should never disrupt lessons and during lesson time, should only be used with permission from teachers.

Mobile technology usage that 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

8. Reporting Incidents

It is important to note the distinction between reporting concerns and snitching. We define reporting and snitching as follows:

- **Reporting** - the responsible act of reporting an issue to help someone (or yourself) who is struggling or being hurt/hurting themselves. Students may use TootToot to anonymously report concerns about themselves or others to members of the pastoral team.
- **Snitching** - the intentional act of trying to get someone into trouble or make yourself look good.

If a member of staff, student or parent is concerned about an incident that has taken place they should ensure it is reported to the relevant member of staff. This can be done in any of the following ways:

- Staff should determine whether:
 - Stage 1: they are responsible for dealing with the behaviour themselves
 - Stage 2: the incident should be reported to the Subject Leader or Form Tutors
 - Stage 3 (and above): The incident should be reported to the HOY via MyConcern
- Students can report concerns in any of the following ways:
 - Speaking directly to a trusted adult in school
 - Using Tootoot to anonymously report the incident
- Parents should contact their child's Form Tutor, Head of Year, or the Deputy Head of Secondary.

9. Prohibited Items

Students are not allowed to bring any of the following items to school:

- Cigarettes, tobacco, matches, lighters or any smoking related items including e-cigarettes/vapes;
- Non-prescribed drugs (substances which, when taken into the body, changes the way a person feels, the way s/he perceives things and the way the body works), including legal drugs such as alcohol, tobacco and solvents, and illegal drugs or any drug related items;
- Fireworks;
- Offensive weapons. This may include but is not limited to: tools with a blade or shaft,

- pocket knives/multi-tools, stanley/craft knives, screwdrivers of any size, blade of any size;
- Lasers;
- Pornographic images;
- Any article which has no function in School and has the potential to cause injury or harm (including emotional) to themselves or others.

Bringing (or suspicion of bringing) any of these items to school will result in:

- The student being asked to hand the item to a senior member of staff;
- If the students refuses to do so, in come cases it may be necessary to contact OSPOD or the Police;
- Parents being contacted;
- Stage 4 or 5 consequences being implemented.

Appendix 1 – Student Code of Conduct

Park Lane Students have a right, under article 29 of the United Nations Convention on the Rights of the Child, to a safe and supportive learning environment, enabling them to achieve their full academic potential.

Members of the Park Lane community are expected to be:

Respectful.

1. Treat all individuals with kindness, empathy, respect, regardless of their background, abilities or beliefs.
2. Value and appreciate diversity, recognising that individuals enrich our school community.
3. Listen actively and attentively to others, showing respect for their ideas and opinions.
4. Use appropriate & positive language, refraining from bullying/discrimination/harassment of any form.
5. Respect the personal space, property, and rights of others.
6. Respect the teaching and learning taking place in your classroom.
7. Use the shared language in English medium lessons and in communal areas to ensure all members of the community are included.

Responsible.

1. Be accountable for your actions, both in and out of the classroom.
2. Behave safely at all times.
3. Attend school regularly and arrive on time, prepared and ready to learn.
4. Complete and submit assignments and homework on time and to the best of your ability.
5. Demonstrate good digital citizenship by using technology responsibly and ethically.
6. Follow the Use of Mobile Technology rules for each school site.
7. Take care of the school environment, facilities and resources.
8. Do not bring prohibited items to school.
9. Follow school rules and expectations in the school buildings and when travelling between sites and while travelling to/from school.

Resourceful.

1. Actively engage in your learning and seek opportunities for growth and improvement.
2. Take initiative in solving problems and finding creative solutions.
3. Use a variety of resources and strategies to support your learning.
4. Collaborate & communicate effectively with peers, teachers, & others in the school community.
5. Embrace challenges as opportunities for growth and learning.

Resilient.

1. Persevere through challenges and setbacks, showing determination and a positive attitude.
2. Seek support and ask for help when needed, understanding that it is a sign of strength.
3. Learn from failures and mistakes, using them as stepping stones for personal growth.
4. Maintain a healthy balance between academic responsibilities and personal well-being.
5. Cultivate a growth mindset, believing in your ability to learn and improve over time.

Risk Takers.

1. Embrace new experiences and opportunities for personal and academic growth.
2. Take initiative in trying new approaches to learning, problem solving and creativity.
3. Step out of your comfort zone to explore diverse perspectives & engage in respectful discussions.
4. Demonstrate courage in expressing your ideas & opinions.
5. Be open to feedback & alternative viewpoints.
6. Act responsibly when taking risks, considering the wellbeing and safety of yourself and others.

Park Lane Ambassadors.

Clothing should be comfortable, safe and tidy. Students should avoid overly-casual or extreme styles. Good behaviour and appropriate attire and language are expected at all times when representing the school at events, taking part in field study trips or travelling to and from school.

This Code of Conduct applies at all times when in school, travelling to/from school or between buildings, when representing the school, on school trips or communicating with members of the school community.

Appendix 2: Table of Consequences:

Stage 1: The classroom teacher, duty teacher, or staff member immediately on the scene.	
Students should demonstrate positive study behaviours such as:	Students should demonstrate positive conduct behaviours such as:
<ul style="list-style-type: none"> - Speaking at appropriate times and paying attention in class - Engaging in their work and maintaining a good standard of academic performance appropriate for their ability and learning needs - Bringing required equipment to lessons/tutor time - Following rules regarding the use of mobile technology in the classroom - Completing and submitting homework on time (with extensions if needed) 	<ul style="list-style-type: none"> - Speaking respectfully - Showing courtesy and kindness to other students and staff - Being on time to school each day (unless a valid reason for lateness has been confirmed) - Following rules regarding the use of mobile technology in the corridors and playground - Being punctual and arriving on time to lessons (unless a valid reason for lateness has been confirmed) - Following school rules, e.g. those relating to mobile phones and use of shared language
<p>If students do not meet these expectations (to the best of their ability), give a non-verbal reminder or verbal warning using the language of pre-emptive strategies and 'Obviously...' reminders. Students should be given 3 explicit warnings to rectify the behaviour This could be during a lesson or over a series of lessons.</p> <p><i>If Stage 1 interventions are not successful, Stage 2 strategies and consequences should be implemented.</i></p>	
Stage 2: As above, with the support of:	
The Subject Leader / Head of Department	The Form Tutor.
In addition to the above, students should demonstrate positive study behaviours such as:	In addition to above, students should demonstrate positive conduct behaviours such as:
<ul style="list-style-type: none"> - Producing work that is original and acknowledges any use of work from other sources, including AI. - Using technology safely and only for learning purposes when in school - Meeting extension deadlines for homework 	<ul style="list-style-type: none"> - Respecting other people and their property. - Acknowledging someone's personal space. - Refraining from anti-social actions such as dropping litter. - Responding to members of staff and other students with respect. - Moving safely around the school sites.
<p>If students do not meet Stage 2 expectations (or persist in not meeting Stage 1 expectations despite appropriate interventions being implemented) the following actions should be taken:</p> <ul style="list-style-type: none"> ● The Subject Leader / Form Tutor should be informed and next steps discussed with the teacher, which could include: <ul style="list-style-type: none"> ○ A restorative conversation with the student and a warning given. ○ Changes to seating plans ○ Communication with parents if support from home is required. ● The Subject Leader / Form Tutor adds the name of the student to the department / class SoC list and emails sst@parklane-is.com for monitoring, with the following information: <ul style="list-style-type: none"> ○ Name of pupil and description of problematic behaviour. ○ Steps that have been and will be taken. <p><i>If Stage 2 interventions are not successful, a detailed MyConcern report should be completed. This will be shared with the HoY and the teacher who completes the report, so that progress can be tracked.</i></p>	

Stage 3: Head of Year (with the assistance of the Head of Department or Form Tutor where appropriate)

If a student continues not to meet Stage 1 and 2 expectations despite appropriate interventions having been utilised, or a significant breach of the Code of Conduct takes place, **please record the matter on MyConcern.**

Examples of more serious breaches include but are not limited to: *Being in possession of a tobacco or smoking-related product; Lying to a member of staff; Being out of lessons when they have started without a note from the teacher; Truancy; Damage to the property of others (including the School); Congregating in school toilets; Defiance; Swearing or using offensive language; Throwing items in class; First instance of bullying/meanness; Unsafe behaviour/actions; Minor scuffles.*

Suggested actions:

- Parents contacted by HoY (or FT/HoD) - this could be by phone, email, via Zoom, or in person depending on the situation
- Student warned of future consequences should the behaviour continue or be repeated
- Consequence implemented. This could be any of the following (but not limited to) depending on the incident:
 - Catch-up with student arranged
 - Referral to Study Period (for repeatedly missing homework/deadlines)
 - After school Head of Year reflection
 - Subject / pastoral report with SMART targets for improvement
 - Where unsafe or defiant behaviour has been demonstrated, students may not be allowed to attend future school trips for a defined period of time.

All actions and developments will be recorded by the Head of Year on MyConcern

Stage 4: Deputy / Assistant Head of Secondary (with the assistance of the Head of Department or Head of Year where appropriate)

Serious breaches of the Code of Conduct should be **recorded on MyConcern.** Heads of Year / Heads of Department should meet with the Deputy Head of Secondary to outline what has taken place and discuss next steps. In some cases, it may be appropriate for an Assistant Head to take a lead or for the Head of Secondary to become involved.

Examples of serious breaches include but are not limited to: *Smoking tobacco products (including vapes/e-cigarettes) while under school supervision (including the areas around school buildings and between them during the school day and from 7.30 - 17.00); Bullying; Extreme rudeness to a member of staff/visitor; Dangerous behaviour/actions; Aggressive or confrontational behaviour with staff or pupils; Threatening or discriminatory (for example sexual, homophobic, misogynistic, or racist) behaviour/language; Serious misuse of technology as outlined in the Secondary Network, e-Safety and Internet Acceptable Use Policy.*

Suggested actions:

- Parents contacted by DHoS/AHoS. An in-person meeting should be arranged. HoY/HoD (and SENDCO where appropriate) should also attend.
- Student and parents warned of future consequences should the behaviour continue or be repeated.
- Consequence implemented. This could be any of the following (but not limited to) depending on the incident:
 - SLT detention
 - Fixed term internal/home-based exclusion
 - SLT report with SMART targets for improvement
 - Where aggressive, violent or dangerous behaviour has taken place, the student will not be allowed to attend trips for a defined period of time, or until such behaviour has not been demonstrated for an extended period of time

All actions and developments will be recorded by the DH/AHoS on MyConcern

Stage 5: Deputy / Head of Secondary (with the assistance of the Principal where appropriate)

Very serious breaches of the Code of Conduct should be **recorded on MyConcern**. Decisions on steps to be taken will be made by a team of staff including the HoS, DHoS, HoY and other relevant parties.

Examples of serious breaches include but are not limited to: *Criminal behaviour (including theft); Possession, supplying, or under the influence of an illegal substance or alcohol, or other substance as outlined in the Medicines, Drugs and Illegal substances Policy; Possession of a weapon or other banned item (see section 9); Abusive language or swearing towards or in direct response to a member of staff, pupil or visitor; Abusive reference made about a member of staff; Offensive or abusive behaviour; An arranged fight or major fight; Violence towards another student causing actual harm; Vandalism; Action that seriously endangers students, staff or visitors; Bringing the school into disrepute; Serious defiance/disobedience of the SLT; Serious misuse of technology that causes harm to others; Sexual, misogynistic, homophobic or racial harassment or assault; Physically attacking a member of staff; Arson.*

Suggested actions:

- Parents contacted by HoS. An in-person meeting should be arranged. DHoS (and SENDCO where appropriate) should also attend.
- Student and parents warned of future consequences should the behaviour continue or be repeated.
- Consequence implemented. This could be any of the following (but not limited to) depending on the incident:
 - Principal's detention
 - Fixed term internal/home-based exclusion
 - Permanent exclusion

In cases where permanent exclusion is a possibility, a disciplinary panel will always be convened, which should include the Principal (and Vice Principal where appropriate).

All actions and developments will be recorded by the DHoS on MyConcern

Appendix 3 - 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

Erica Warne, June 2017.

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