




Behaviour Policy

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1. Introduction

The Trust intends and expects that all decisions, policies and procedures will be underpinned at all times by its vision and values:

Our aim:

To create centres of educational excellence that inspire all pupils to turn their potential into performance

To achieve this our schools will:

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

The Trust will support our schools by:

Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their potential into performance

1.1. Aims and Scope

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

1.2 Other Linked Policies and Documents

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying Policy
- Equality
- Online safety policy
- Drugs and substance use and misuse

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

This behaviour policy is explicit in its duty not to discriminate. The guidance outlined in this policy will be adjusted when students with protected characteristics are involved. In these cases, the statutory guidance including the equalities act will be taken in to account

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes. This includes lateness to school or lessons
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Verbal or physical abuse, including offensive language
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or items that may be used as a weapon
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers or vaping materials
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

This is not an exhaustive list, all incidents of serious breaches will be investigated and then dealt with appropriately by the Senior Leadership Team.

Any misbehaviour outside of the school which results in reputational damage to the school can be investigated and sanctioned at the discretion of the Principal.

All serious breaches will be investigated and sanctions are at the discretion of the Principal

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Staff are aware that children can abuse other children and this is generally referred to as Peer on Peer abuse.

Any form of bullying is unacceptable and will be investigated.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include, but is not limited to :

Type of bullying	Definition
Emotional harm	Being unfriendly, excluding, tormenting or humiliating
Verbal abuse	such as name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	insulting language/gestures and exclusion based on a person's actual or perceived ethnic origin, such as name-calling, graffiti and racially motivated violence.
Religious	exclusion/intimidation due to a person's religious beliefs
Sexual violence or harassment	Explicit sexual remarks, display of sexual material, including sexting, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching or sexual violence
Homophobic	such as insulting language/gestures based on a person's actual or perceived sexuality, name-calling, graffiti, homophobic violence.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites and hate websites

Details of the academies approach within The Park Academies Trust to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and Responsibilities

5.1 The Trust Board

The Trust Board, through The Education Standards Committee, is responsible for monitoring this behaviour policy's effectiveness. It delegates that responsibility, at school level, to the Local Advisory Board (LAB) and The Executive Principal who are also tasked with holding the Principal to account for its implementation.

5.2 The LAB

The LAB is responsible for reviewing and approving the implementation of the behaviour policy at school level

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised or differentiated approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

Senior and middle leaders will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct/Behaviour for Learning policy/APS PROUD
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly

Provide support and encouragement to the pupil in all aspects of learning, including providing the necessary materials/equipment for the pupil and supporting the pupil to complete homework.

Ensure that the pupil regularly attends school and arrives on time for the start of the school day.

Ensure that the pupil is dressed according to the school dress code.

Attend the parent/teacher consultation days/evenings.

Encourage good behaviour and support all aspects of the School disciplinary systems.

6. Pupil code of conduct

Pupils are expected to:

- To aim to improve.
- To work and co-operate with all staff.
- To come correctly equipped for all lessons.
- To complete homework and hand it in on time.

- To record homework in the diary and show diary to parents.
- To attend all lessons on time.
- To talk to staff about problems and difficulties.
- To respect all people and not physically or verbally abuse them.
- To support fellow pupils by not accepting and reporting the abuse or bullying of others.
- To respect all School property and property of any other pupil.
- To attend School dressed in accordance with the School dress code.
- Adopt the ethos Abbey Park PROUD

7. Rewards and Sanctions

The Behaviour for Learning system has been devised to further improve behaviour within the School by ensuring that good and outstanding performance is rewarded and celebrated and that any behaviour that detracts from the learning process has a consequence. The rewards and consequence system is outlined below:

7.1 Rewards System:

R1: Good work or effort on class or homework; participating in a School event or helping a member of staff or fellow pupil. Pupils will be awarded 1 point.

R2: Very good work or sustained effort; assisting staff to run a School event. Pupils will be awarded 2 points.

R3: Consistently high effort or outstanding work; being an excellent role model for other pupils, receives a recommendation for 'Character Champion'. Pupils will be awarded 3 points

R4: Exceptional work or progress. Excellent academic report. Being an outstanding role model. an excellent tracking form or annual report. Character Champion. Pupils will be awarded 4 points and receive a tie pin from the Principal.

The points are accumulated by pupils and exchanged for a variety of rewards. The points also count for the House Cup/shield.

7.2 Consequence System:

C1: Verbal warning. This is intended to encourage a pupil to work without further disrupting the lesson.

C2: Second warning. Pupil moved within the classroom if appropriate. The pupil will receive 2 negative points and this will be logged on their record.

C3: Persistent disruption after a C2. Timeout called and the pupil may be removed from the lesson. The pupil will receive 3 negative points and this will be logged on their record.

An automatic C3 may also be issued for:

- Being late to the School or a lesson without a valid reason
- Failing to hand in homework on time
- Using a mobile phone in school without permission – this includes before school, breaks, lunchtime and after school. If students need to contact home for any reason during the day, they can ask a member of the Pastoral Team or Student Services
- Inadequate work
- Inappropriate behaviour outside of lessons
- Walking away from a member of staff
- Lack of correct equipment without a valid reason
- Abuse of the School ICT system.
- Incorrect uniform without a valid reason, repeated uniform breaches will result in the pupil being internally excluded

When a C3 is given the pupil will receive 3 negative points and a one-hour detention after the School day. This will be doubled if they fail to attend.

C4: Second failure to attend a detention; truancy from lessons; aggressive behaviour; serial disruption of lessons or lack of School uniform without a valid reason. Pupils will be placed in isolation. Pupils will also receive 4 negative points.

Mobile Phones and accessories:

Pupils are permitted to bring mobile phones and electrical devices to school but do so at their own risk.

Whilst pupils are in the building in the school day, from 8.15am – 3.10pm, (including detention) we operate a no mobile phone policy. All pupils are expected to turn off and put away all electrical devices and accessories. If a teacher sees or hears a device the pupil will be asked to turn it off and put it away in their bag and will also be issued with a C3. If a pupil refuses to put their phone away or is rude towards the member of staff their mobile phone will be confiscated and handed to reception where parents can collect it.

Pupils are not permitted to use their mobile phone without permission whilst they are on school site. This includes before school, breaks, lunchtime, lesson change over and after school.

If a pupil decides to bring these items into school then it is the pupil's responsibility to look after them.

The Law on Detentions

The 2006 Act makes it lawful for Academies to detain pupils aged under 18 without parental consent but with 24 hours notice, at a variety of times, outside the School hours as well as other times in the School day.

The times outside normal hours when a detention without parental consent may be given are evenings (as previously), weekends and certain non-teaching days (training days).

Moreover, along with all other disciplinary penalties apart from exclusion, this sanction is now available to all School staff in lawful control or charge of pupils and not just to teachers. The exception would be if a Principal chose to limit the power of detention to certain groups of staff.

Notification can be given by:

- Email
- Note in planner
- Letters
- Phone call home
- Text messaging

Fixed Term Exclusion: For persistent disruptive behaviour, or other serious misbehaviours, as outlined in the Definitions above, a Fixed Term Exclusion may be issued. These will typically be between one and five days dependant on the seriousness of the incident and previous behaviour record. Consideration of all of the pupils extenuating circumstances are made.

Individual Behaviour Plan: Pupils who display repeated serious or disruptive misbehaviour may be placed on an eight-week Individual Behaviour Plan. This typically occurs following a Fixed Term Exclusion for persistent disruptive behaviour. This is an eight-week plan of support and close monitoring of the pupil, with clear targets for the pupil. Parents or carers are informed of the process.

Pastoral Support Plan: If a pupil fails to meet their targets or show an improvement whilst on an Individual Behaviour Plan, they will move to a Pastoral Support Plan, a sixteen-week plan to support the pupil to improve their behaviour. Outside agencies may also be contacted to ask for further support.

Permanent Exclusion: At the discretion of the Principal, a pupil may be permanently excluded in response to repeated or one-off serious breaches of the Academy's Behaviour Policy, as outlined in the Definitions above. A pupil may be permanently excluded if allowing the pupil to remain in the School would seriously harm the education or welfare of the pupil or others within the School. A permanent exclusion is also the final step on the graduated response, when a pupil has failed to respond to support or interventions and has failed their Pastoral Support Plan.

At any stage during this graduated response, the school may recommend a Managed Move or direct that a pupil is educated at an alternative provision for a period of time. At all points, the school will work with families to provide the most

appropriate form of support. However, where required the school has the power to enforce certain behaviour interventions.

All exclusions are at the discretion of the Principal.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus/public transport or making their way to or from school.

Any misbehaviour outside of the school which results in reputational damage to the school can be investigated and sanctioned at the discretion of the Principal.

7.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Management

The Park Academies Trust implements a Behaviour for Learning policy that all staff follow.

This policy compliments the TEEP model that provides structure for teaching staff with regards to lesson planning and delivery.

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Behaviour for Learning Policy and TEEP cycle
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils at the start of lessons
 - Establishing clear routines
 - Highlighting and promoting good behaviour

- Apply Behaviour for Learning policy consistently in dealing with low-level disruption

8.2 Physical Restraint

In some extreme circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

The School's procedures follow the guidelines within the document – Use of Reasonable Force – Advice for Head teachers, Staff and Governing Bodies, July 2013.

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item, which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator and pastoral team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Therefore,

staff should refer to the pupil's pen portrait, IBPs or PSPs before deploying consequences to ensure that it is appropriate.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, mental health support workers and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

This behaviour policy is explicit in its duty not to discriminate. The guidance outlined in this policy will be adjusted when students with protected characteristics are involved. In these cases, the statutory guidance including the equalities act will be taken in to account

9. Pupil Transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year, this includes transition from KS2 to KS3.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. This may include a Managed Move through the Fair Access Panel process.

10. Training

Our staff are provided with training on appropriate behaviour management. Staff are aware of the support structure in place, including Heads of Year, Heads of Department and Senior Management.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and Local Advisory Board bi-annually. At each review, the policy will be approved by the Principal.