

# Behaviour Policy and statement of behaviour principles

## Park Campus Academy



**Approved by:**

**Date:**

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## 1. Aims

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 consequences.

## 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: Pupil Referral Units.

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a Behaviour Policy and written statement of behaviour principles, and give maintained schools the authority to confiscate pupils' property.
- [DfE guidance](#) explaining that maintained schools, Academies, including free schools and independent schools should publish their Behaviour Policy online
- 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, including free schools, should publish their Behaviour Policy and anti-bullying strategy online.
- This policy complies with our funding agreement and articles of association.

### 3. Definitions:

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting or play-fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers

- 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)

A search of pupils will be undertaken if suspicion of the above items is apparent.

## 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.

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## 5. Roles and responsibilities

### 5.1 The Academy Council.

The Park Campus Academy Council is responsible for reviewing and approving the written statement of our behaviour principles (appendix 1).

The Park Campus Academy Council will also review this Behaviour Policy in conjunction with the Head of Academy, and monitor the policy's effectiveness, holding the Head of Academy to account for its implementation.

The Academy Council is responsible for monitoring the Behaviour Policy's effectiveness and holding the Head of Academy to account for its implementation.

## **5.2 The Head of Academy.**

The Head of Academy is responsible for reviewing the Behaviour Policy in conjunction with The Park Campus Academy Council, giving due consideration to the school's statement of behaviour principles (appendix 1). The Head of Academy will also approve this policy.

The Head of Academy 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 consequences are applied consistently.

The Head of Academy is responsible for reviewing and approving this Behaviour Policy.

## **5.3 Staff**

Staff are responsible for:

- Implementing the Behaviour Policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the individual needs of pupils.
- Recording behaviour incidents on "Sleuth" (see appendix 3 for a behaviour log)

The senior leadership team will Learning Advisors in responding to behaviour incidents as appropriate. Staff will follow the staged approach to referring incidents to the appropriate level.

## **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **6. Pupil code of conduct.**

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- Make it possible for all pupils to learn by contributing to a positive learning environment.
- Move appropriately around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept consequences the as a result of their behaviours.
- Refrain from behaving in a way that brings the school into disrepute, including when in the community.

## 7. Rewards and consequences

### 7.1 List of rewards and consequences

All incidents of good and unacceptable behaviour must be recorded on **SLEUTH**.

Positive behaviour rewards are:

- Praise
- Golden Merits (See guidance on appendix 5.
- Appropriate communication home to parents, such as phone calls, emails, postcards, certificates sent.
- Reward Activities.

### 7.2 Staged Approach to Behaviour Management.

The school may use one or more of the following consequences in response to unacceptable behaviour. The staged behaviour management process is: -

- A verbal reminder and instruction regarding the desired behaviour.  
Don't assume the pupil is aware of what is appropriate behaviour.
- A verbal reprimand. Outline the behaviour still being exhibited, and your attempt to modify the behaviour prior to the reprimand.
- After school Detention-Work. Outline the pupil's refusal to follow instruction, failure to respond to the staff directions, and as such the time to complete the work and discuss the behaviour is to be undertaken. "See detention flow chart".
- Extended detention if detention if afterschool detention is not successful or as a result of persistent breaches.
- Pupils who do not attend a given (detention-20 minutes) are also referred to attend an Extended 1 hour detention
- Referral the pupil to a form tutor for discussion regarding conduct. (By member of staff)
- Referral to Head of Year, if escalation is required. (By form tutor)
- Referral to SLT if required (By Head of Year)
- Letters or phone calls home to parents
- Meeting to devise a behaviour contract. This will include the pupil, parent and relevant staff members.
- Pupil to be placed 'on report', to reflect behavioural concerns, strategies, and point of contact.

See appendix 4 for sample letters to parents about their child's behaviour.

Fixed term exclusions will be applied to students who display very serious unacceptable behaviour, as appropriate. The SLT will determine if Fixed Term Exclusion is deemed appropriate. A restart meeting with parent/s and pupil must take place before reintegration after a fixed term exclusion.

Students with high incidence of negative behaviour and/or fixed term exclusions will be referred to the Learning Intervention Panel (**LIP**) for support.

Park Campus Academy reserve the right to permanently exclude any student whose behaviour may be deemed a risk to themselves, their peers or staff.

### 7.3 Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

A risk assessment will be undertaken prior to the next off-site activity to determine the pupil's suitability and ability to keep himself and others safe.

## 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 Head of Academy will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse and the support services available to staff.

## 8. Behaviour management.

### 8.1 Classroom management

Teaching staff and Learning Advisors are responsible for setting the expectations within their learning environment. For positive behaviour reminders to be successful, it is crucial that the expectations are established.

Positive expectations will be established through: -

- Creating and maintaining a stimulating environment that encourages all pupils to be engaged.
- Displaying the pupil code of conduct and relevant Behaviour Management literature in learning environments in order to refer pupils to, reducing the potential for a personal argument, as the school expectations.
- Developing positive relationship with pupils, including:
  - Greeting pupils in the morning/at the start of lessons, modelling appropriate language.
  - Establishing clear routines and expectations.
  - Communicating expectations of behaviour verbally and non-verbally.
  - Highlighting and promoting positive behaviour using the rewards system.
  - Following the strategies for managing with low-level disruption.
  - Using positive reinforcement.
  - Concluding the lesson positively and starting the next one afresh.

### 8.2 Physical restraint (RPI)

According to Section 93 of the Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force.

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Affecting good order

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 (see appendix 3 for a behaviour log)

### **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 will be differentiated to support the individual needs of all pupils.

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

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners 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.

## **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **10. Training.**

Our staff are provided with training on managing behaviour, including accredited use of restraint training and refreshers, safeguarding as part of their CPD process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

## **11. Monitoring arrangements**

This Behaviour Policy will be reviewed by the Head of Academy and Park Campus Academy Council annually.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by The Park Campus Academy Council every year.

## **12. Links with other policies**

This Behaviour Policy is linked to the following policies:

- Safeguarding policy.
- Anti-Bullying policy

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the Behaviour Policy
- The Behaviour Policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by The Park Campus Academy Council every year.



### Appendix 3: behaviour log

<b>Pupil's name:</b>	
<b>Name of staff member reporting the incident:</b>	
<b>Date:</b>	
<b>Where did the incident take place?</b>	
<b>When did the incident take place? (Before school, after school, lunchtime, break time)</b>	
<b>What happened?</b>	
<b>Who was involved?</b>	
<b>What actions were taken, including any consequences?</b>	
<b>Is any follow-up action needed? If so, give details</b>	
<b>People informed of the incident (staff, governors, parents, police):</b>	

## Appendix 4: letters to parents about pupil behaviour – templates

### First behaviour letter

Dear parent,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Staff name: \_\_\_\_\_

Staff signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Staff name: \_\_\_\_\_

Staff signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Head of Academy, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Yours sincerely,

Staff name: \_\_\_\_\_

Staff signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Detention letter**

Dear parent,

I am writing to inform you that \_\_\_\_\_, has been given a detention on this date \_\_\_\_\_ at this time \_\_\_\_\_.

The reason(s) for this detention are set out below.

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If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Staff name: \_\_\_\_\_

Staff signature: \_\_\_\_\_

Date: \_\_\_\_\_

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**Detention letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 5: Golden Merit System Guidance Notes.

1. Learners golden merits should be kept in a container in their tutor room. Learners are responsible for ensuring their Golden Merits make it to their tutor so they can put them into the container.
  - All the learner's golden merits should be brought to assembly on Friday to go into a box for a lottery draw.
  - The prizes will be announced
  - Two names will be drawn in assembly on Friday.
  - The more Golden Merits the learners get the better the chance of them getting a prize.
  - The number of golden merits for that week should be noted by class LA's and recorded on SIM's on Fridays.
2. The process is then started again on Monday with all learners starting back at 0 Golden Merits.
3. Please note; Learners have to be in or around the vicinity of the assembly to claim their prize. We reserve the right to withhold the prize if a learner is,
  - a. Excluded or Absent from School
  - b. Defiant to staff in or around assembly
  - c. Judged by staff as being inappropriate in the assembly
  - d. Learners in the hall must sit in the correct place(s). Failure to do so may make them exempt from winning.
  - e. **We have some learners who find assembly challenging so we must all use our professional judgment in cases cited in (8).**



Park Campus  
Academy

**GOLDEN MERIT**

Name:

Reason:



Park Campus  
Academy

**GOLDEN MERIT**

Name:

Reason:



Park Campus  
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**GOLDEN MERIT**

Name:

Reason:



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**GOLDEN MERIT**

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