



PARK HALL

A C A D E M Y

Name of Policy	Behaviour Policy
Lead	Mr Spencer Gregory, Headteacher
Governor Committee	BSII Committee
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Aim:

To promote the aims of the Academy by ensuring that all members of the Academy adhere to the Academy's code of conduct (see below) and take responsibility for their own actions.

Park Hall Academy Code of Conduct

At Park Hall we value and encourage:

- **Positive** attitudes to learning
- **Mutual** respect between staff and students and between students and students
- **Care** of others and their property
- **Responsibility** for our own actions and our own learning
- **Success** and **achievement** at all levels
- A **high quality** learning environment

We achieve these by:

- **Celebrating** and **rewarding** success and achievement
- Having **high** expectations of **behaviour, uniform** and **conduct** including clear sanctions for breaches of the Academy code of conduct.
- Having **all** basic school equipment in **all** lessons
- **Supporting** and **encouraging** others
- **Maintaining** the highest quality buildings and resources by **looking after** what we have
- **Involving** students and staff in decisions about the future of our Academy

We do not tolerate:

- Disrespect of **any** sort to staff or pupils
- Poor behaviour at school **OR** in the community which then affects the reputation of the Academy
- Bullying – physical, verbal or homophobic
- Racism of any kind
- Aggression of **any sort** towards **anyone**
- Offensive **or** abusive language
- Truancing
- Use of illegal substances, smoking or energy/caffeine drinks
- Vandalism of our environment **or** the property of others
- Use of Mobile phones or MP3 Players in lessons

Policy:

1. **Each member of staff** is expected to accept **first responsibility** for discipline in any location where they are responsible for students within the framework of support available within the Academy. This includes visiting and temporary students. This also includes any visit or any other activity where staff have responsibility for students. This policy may also apply to some situations outside of the Academy, especially where the incident has an impact within the Academy. In order to support this the aide memoire that was published to assist in maintaining standards has been attached to this policy.
2. All staff are expected to support, and be consistent in following, the Academy code of conduct and behaviour policy and to follow the Academy Standard Operating Procedures (see appendices).

1. Practice:

1.1 All students are expected to demonstrate high standards of courtesy and manners (eg staff should be addressed as ‘Sir’ or ‘Miss’ or by the use of their title (Mr. Mrs. Dr etc) followed by their surnames.

1.2 All students will observe the Academy dress code (eg Academy uniform for Years 7 – 11 and the agreed dress code in the Sixth Form). This is the **tutors’ responsibility in the first instance but all staff are expected to support this**. Blazers will be worn at all times except when staff give permission for them to be removed during a lesson. Any genuine uniform concern, supported by a note from home, is recorded in the student planner by a member of staff. Parents/carers of persistent offenders will be contacted by the form tutor in the first instance. Ongoing concerns will then be referred to the students Head of Year.

1.3 When moving about the Academy, students will walk at all times and keep to the left. Priority should be given to students in wheelchairs and on crutches. There will be no shouting or loud behaviour. In general students will not be allowed out of lessons during lesson time but in the unusual event of this being necessary the student will have a **red slip** from a member of staff. Students will only be allowed to use the toilets during lesson if it is an emergency or a medical condition dictates this.

1.4 Students will not be allowed to misuse furniture or to deface the fabric of the Academy. All rooms at the end of a lesson will be left in a good condition with the furniture in place. There will be no litter and chewing gum is not allowed.

2. Rewards and Celebration:

2.1 The aim of giving rewards is to encourage and reinforce the students’ positive achievement and good behaviour as laid out in the Academy Code of Conduct. It is expected that this will feed in to the celebration ethos of the Academy.

2.2 The most important form of reward is undoubtedly one-to-one teacher praise and encouragement of individual students either in the classroom or around the Academy. Class teachers strive to make one-to-one praise comments with each student in a class as often as possible. The Academy strives to create and maintain a ‘celebration culture’. The Abac rewards programme requires all teaching staff to carry out a ‘praise conversation’ as part of the plenary of every lesson. Staff use an online rewards table to provide clear and direct feedback to every member of the class. Students that meet our clear expectations of behaviour and achievement receive praise points for doing so, with additional praise points achieved for outstanding achievement. These behaviours are laid out and explained in the Abac guidelines. These are displayed in every classroom to establish

consistency and are included in the appendices. They are summarised here under point 3.2

2.3 Staff at Park Hall Academy use many ways to express praise and approval across the Key Stages. These will include:

- Showing approval through a nod, smile or look
- Giving quiet praise to an individual
- Writing a positive comment in the student planner
- Use of Abac rewards programme as part of the plenary of every lesson.
- Use of Abac rewards programme as a form tutor for praising and recognizing good uniform and preparedness for learning.
- Use of Abac rewards programme to praise and recognize students for their participation in wider school life including attending extra-curricular clubs and supporting school events.
- Enabling students to ‘spend’ the praise points earned on rewards varying from stationary to half termly reward events and end of year celebration events including garden parties and Y11 / Y13 Proms.
- Praising an individual student in front of an assembly or class
- Showing/sharing good work with others in a class
- Making prominent displays of student’s work in classrooms and around the Academy
- Contacting Parent/Carers by sending praise e mails, letters or postcards of congratulations, home/phone calls
- Passing on information about good work/behaviour to TL/HOY/SLT
- Giving additional responsibilities (eg older students working with younger students, community service, staff assistance)

3. Abac Praise Points

3.1 The Academy’s formal system of rewards includes the awarding of Abac Praise points. The aim of awarding Abac points is to raise achievement and commitment as well as facilitating positive dialogue between staff, students and parents. The Abac points system only works effectively if it is used by all members of staff for the same reasons. Guidelines have been drawn up to establish a clear expectation that Abac points are awarded during the plenary of every lesson and are recorded by form tutors with their forms once a week. To establish clear expectations, consistency and fairness the Abac guidelines below are displayed in every classroom.

3.2 **Outline of Abac rewards programme guidelines.** All students potentially receive 1 praise point for good behavior and one praise point for good levels of achievement every lesson. To achieve these students must meet all of the criteria listed under ‘Behave+1’ and ‘Achieve+1’ below. Additional points are awarded on the basis of outstanding work or lesson contribution. Students must achieve their ‘behave’ point and their ‘achieve’ point before they are awarded any additional ‘plus’ points.

Rewarding	Attendance	Behaviour	Achievement	Contribution

	Turn Up	Be Nice	Work Hard	Take Part
Includes	<ul style="list-style-type: none"> ✓ Attendance & Punctuality to Form Time ✓ Attendance & Punctuality to lessons ✓ Half term attendance bonus 100% +40 97% +20 95% +10 <p style="text-align: center;"><u>Preparedness +5</u></p> <ul style="list-style-type: none"> ✓ Wearing full uniform +5 ✓ Equipment for learning (pen, pencil, ruler, planner) +5 	<p style="text-align: center;"><i>(every lesson)</i></p> <p><u>Behave +1</u></p> <ul style="list-style-type: none"> ✓ Punctuality to lesson ✓ Lesson Participation ✓ Respect for others ✓ Following Instructions ✓ Respecting the learning environment <p style="text-align: center;"><u>Behaviour +5</u></p> <ul style="list-style-type: none"> ✓ Supporting another student ✓ Excellent Teamwork 	<p style="text-align: center;"><i>(ever lesson)</i></p> <p><u>Achieve +1</u></p> <ul style="list-style-type: none"> ✓ Completing work ✓ Achieving lesson objectives ✓ Completion of homework <p style="text-align: center;"><u>Achievement +5</u></p> <ul style="list-style-type: none"> ✓ Acting on guidance ✓ Excellence in Homework ✓ Excellence in Classwork <p style="text-align: center;">(or achieving stretch objectives)</p>	<p><u>Participation +2</u> (for each session attended)</p> <ul style="list-style-type: none"> ✓ Academy Council. ✓ Fund raising ✓ Sports teams ✓ Debate Mate ✓ Performance Chronicle ✓ After school clubs ✓ Tour guide <p><u>Supporting after school event +5</u></p> <ul style="list-style-type: none"> ✓ School Open Evening ✓ Information Evening ✓ School Production
Points rewarded by ...	Form Tutor & Mr Price (attendance)	Subject Teacher	Subject Teacher	All staff

3.3 All Abac points are awarded through SIMS using the class monitor' function. Training for new staff is provided at the start of every academic year with regular refresher sessions provided for all staff during the year.

3.3 Staff use of the Abac rewards programme is monitored weekly to ensure high levels of usage. Any under usage results in additional technical support or training when required.

4. Abac Certificates and Communications

4.1 The Abac rewards programme enables staff to easily create positive communications to parents and provide students with a record of their achievements. The main three such rewards are listed below.

- Praise e mails – staff can send branded Abac praise emails by ticking the box next to a students name when a class is viewed using the class monitor function. Praise e mails may be sent when a student has achieved additional 'plus' points. (Staff do not have to send a praise e mail automatically when they have awarded plus points). By adding an 'action' and selecting 'Abac praise e mail' the email is sent to all parents / guardian's e mails that are recorded in SIMS.

- Abac certificates – staff can also select to award Abac Praise certificates using the same method as above but selecting ‘Abac certificate’ as the action. These are printed centrally and can be collected from student services. Uncollected certificates are delivered through form tutors on a weekly basis.
- Abac praise letters – staff can also select praise letters by selecting ‘Abac \praise letter’ as the action. These are particularly useful when staff wish to provide greater detail in their praise of a student.

4.2 All students have an individual login that they can use to view a summary of their praise points. Students can view how many Abac points they have achieved that day, that week, that half term and that year. Students can also view their recently awarded points and view comparative analysis of Abac points by year group, tutor group and year. Having logged on students can ‘spend’ their Abac points in the shop.

4.3 All Abac points are ‘banked’ at the end of a half term. This means they are ‘transferred’ into a ‘year total’. This means that all students start each half term on ‘zero’ allowing for the additional motivation provided by a ‘fresh start’.

5. Abac Prizes

5.1 Items available in the shop will vary from one term to the next to maintain students interest. Items include Abac branded pens, rulers and memory sticks as well as ‘golden tickets’ for reward events such as ‘cinema and popcorn’ and ‘praise breakfasts’ which take place during lesson time in the final week of a half term. Over the year students achieving a certain ‘total’ points score will be rewarded with a special end of year event such as a BBQ and garden party or school trip. Older students can potentially have their school leavers Prom fully paid for.

5.2 Additional praise points are awarded half termly based on attendance. 40 Additional points are awarded to students with 100% attendance, with 20 points for 97% and 10 points for 95% each half term.

All students receive a letter and a certificate when they pass an ‘Abac Milestone’. For example

100 club (Autumn Term only) Letter to parents and certificate

300 club Letter to parents, Certificate and early Lunch Pass

600 club Letter to parents, Certificate and early Finish Pass to attend a celebration event.

1000 club Head teachers letter of commendation, Certificate and Head’s celebration event

Students with the most ABAC points each term are entered into a Prize Draw in Assembly

6. Celebration Assemblies

6.1 The celebration assemblies are at times held during the final week of every term.

6.2 These assemblies are used for the presentation of a range of awards including:

- Student achievement awards
- Form prizes
- Sports awards
- Subject certificates
- Attendance certificates

6.3 It is also envisaged that these assemblies will have a ‘fun’ and celebratory element to them.

8. Whole School Awards and Celebration

8.1 The ‘**attendance trophy**’ is awarded to the Year with the highest attendance each half term.

8.2 Celebration events such as Awards Evening and Awards Day will mirror the achievement of the students through subject prizes and whole school awards.

8.3 Academy Colours are awarded to students in year 7-11 for a range of academic and pastoral achievements. The Colours are awarded in a formal awards assembly. Parents are invited to the assembly to share student’s successes.

9. Sanctions

9.1 The aim of giving sanctions is to encourage and reinforce positive achievement and good behaviour. They are designed for students whose behaviour or attitude falls short of acceptable standards as laid down in the Academy Code of Conduct.

9.2 Whatever sanction is employed, teachers should act *quickly and consistently*, and students should be left in *no doubt* as to why they are being punished and how, through improvements in their behaviour, they can conform to acceptable standards. All sanctions will be proportionate in the circumstances and will take into account the students age, any SEN or disability affecting them and any religious requirements that may affect them. Staff will also consider whether behaviour patterns may be as a result of the student suffering in some way or indicative of an unmet need.

9.3 Teachers should follow the referral ladder flow diagram when employing sanctions with students.

9.4 Members of staff are expected to set and administer break, lunch and after school detentions (after school detentions requiring 24hour notice and the use of SIMS letters or a phone call to inform parents and carers). The Deputy Headteacher or Senior Deputy Headteacher are the only members of staff to recommend internal or fixed term exclusion to the Headteacher.

9.5 Where non-criminal bad behaviour (including bullying) is reported to the Academy, an investigation will follow as per usual procedure. Sanctions may be imposed regardless of the behaviour taking place out of the Academy. This is to reinforce the high expectations of the Academy.

9.6 Students will be subject to the Academy Behaviour Policy when in the Academy, travelling to or from the Academy, wearing the Academy uniform, taking part in any Academy activity or when identifiable as a Park Hall Academy student.

9.7 Students may be sanctioned when misbehavior could have repercussions for the orderly running of the Academy, poses a threat to another student or member of the public or could adversely affect the reputation of Park Hall Academy.

10. The referral process

10.1 Referrals using SIMS are used for staff to record incidents of behaviour or report behaviour deemed necessary for further disciplinary action. This could be either persistent low level offences or serious one-off incidents. Staff must remember that all incidents (barring serious ones) should **first be dealt with by them**. If this first step is unsuccessful, the referral must then be made through departmental routes (unless the incident happened in a break time when it would be referred to the Head of Year).

10.2 The referral should be completed in as much detail as possible. Staff will be aware that these details will be placed on the students' records and may be seen by other agencies and parents/carers.

11. Procedures for dealing with serious and/or dangerous behaviour (including the Use of Reasonable Force)

11.1 What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most staff at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means *using no more force than is needed*.
- As mentioned above, force is sometimes used to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

11.2 Who can use reasonable force?

All members of Academy staff have a legal power to use reasonable force.

This power applies to any member of staff at the Academy. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on an academy organised visit.

11.3 When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the *professional judgement* of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a pupil from attacking another pupil or a member of staff, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

We cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

11.4 Power to search pupils without consent

In addition to the general power to use reasonable force described above, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the Academy rules. Separate guidance is available on the power to search without consent.

11.5 Communicating the Academy’s approach to the use of force

All staff are required to read this Behaviour Policy and abide by it.

Staff must acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Park Hall Academy does not have a ‘no contact’ policy as we acknowledge that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

Park Hall Academy acknowledges that when staff, pupils and parents are clear about when force might be used, the academy will reduce the likelihood of complaints being made when force has been used properly.

11.6 Telling parents when force has been used on their child

Park Hall Academy will speak to parents and carers about serious incidents involving the use of force and will record such serious incidents. In deciding what is a serious incident, teachers should use their professional judgment and consider the:

- pupil’s behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child’s age.

11.7 What happens if a pupil complains when force is used on them?

All complaints about the use of force will be thoroughly, speedily and appropriately investigated as per the Complaints Policy.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or

other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. Suspension will not be an automatic response when a member of staff has been accused of using excessive force. Park Hall Academy will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a member of staff.

11.8 What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary (this list is not exhaustive):

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

12. Communicating with Parent/Carers and responsibilities of Parents/Carers

12.1 Communicating with Parent/Carers about behaviour, attendance, attitude and welfare is done by form tutors, Subject Teachers, Subject Leaders, Assistant Headteachers: Heads of Key Stage, Heads of Year and the Leadership Team. Calls home should be recorded for Academy records through the use of ‘SIMS. This will ensure consistency and continuity. Similarly, incoming telephone calls from Parent/Carers should be directed to one of the above and recorded.

12.2 Parent/Carers will be contacted when other sanctions have failed to improve behaviour and/or attitude and when a student has become involved in serious or dangerous behaviour. Form tutors and subject teachers may be asked to provide background information on a student at this time.

12.3 Feedback from contact with Parent/Carers will be given to form tutors and subject teachers where relevant via inclusion briefings, emails and staff briefing.

12.4 Parents/carers are asked annually to sign and return the Home/Academy Agreement to show that they have read the policies of the Academy.

12.5 Parents and Carers are responsible for ensuring their child’s behaviour at Park Hall Academy. Where this is not the case, the Governors of the Academy or the Local Authority may impose a ‘Parenting Contract or Order’. These can be court imposed.

13. Assessment of student needs and intervention to improve behaviour.

13.1 As well as disciplining students who break the Academy Code of Conduct we assess the causes of poor behaviour and identify appropriate interventions to support the student in positive behaviour.

13.2 The assistance of external agencies will be sought where it is thought that specialist assistance may be necessary or beneficial. Such agencies include:

- EWO (Educational Welfare Officer)
- Schools Medical Service
- Educational Psychologist
- Specialist Inclusion Support Service
- Governor Discipline Committee

13.3 The EWO forms an important link between home and Academy and will become involved in serious cases of lateness, truancy and unexplained absenteeism. Referrals to the EWO are made by Head of Year or the Assistant Headteachers: Heads of Key Stage

13.4 Students will be referred to the Schools Medical Service or the Educational Psychologist when patterns of behaviour give some concern. In most cases, other methods of modifying behaviour will have been tried yet proved unsuccessful.

13.5 Referral to any of these agencies is via the SENCo

13.6 Governors may meet once a term to review a case load of vulnerable students. This may involve meeting with the students and their families and reviewing their records and strategies for success.

14. Internal Isolation

14.1 Internal isolation may be used as an alternative to a fixed term exclusion. In this instance the student must report to their Head of Year in the morning who will then escort them to the Isolation Room. Work will be provided and an alternative supervised break time and lunchtime will be arranged.

15. Exclusion

15.1 An exclusion is to be used as a final sanction when all other strategies have failed to modify behaviour. It is used in order to allow other students and staff to work in a calm and secure environment.

15.2 Fixed term exclusions will be given either as a response to a particularly serious breach of Academy discipline or as a final sanction for persistently breaking the Academy Code of Conduct, where other sanctions have been found to be unsuccessful.

15.3 A second term exclusion for a similar offence may be for a longer period of time than the first.

15.4 Where a student is considered to be at risk of a permanent exclusion, an Inclusion Support Plan will be set up. This is in order to support that student and will attempt to prevent a permanent exclusion from taking place.

15.5 Permanent exclusion will only be used for particularly serious breaches of the Academy code of conduct or when all other sanctions and referrals have been unsuccessful. The education and welfare of other students and safety of staff will be of paramount importance in such cases.

15.6 If any of the above conditions apply, the relevant Head of Year will assemble the following evidence:

- Student file
- Information of SEN, where relevant
- Written account of the incident including statement from the student involved, the staff involved and witness statements

These may be dictated to the Head of Year but must be signed and dated.

15.7 The above should be discussed with the Deputy Headteacher for Behaviour, Safety, Intervention and Inclusion before completion.

15.8 If a decision is made by the Headteacher to exclude, the Parent/Carer will be telephoned by the Head of Year and informed of the decision and the reasons. The exclusion letter will be sent home and copies, plus the LA form, will be sent to LA offices and the Chair of Governors.

15.9 The student will be readmitted in an interview, following a fixed term exclusion, with the Head of Year (and, at times, members of the SLT). This will involve all parties signing a readmission contract. The contract will detail the steps agreed with the student and Parent/Carer which will attempt to modify the student's behaviour. Parents and Carers are required to attend these meetings.

15.10 Following a third exclusion the same procedure will be followed. However, members of the governing body **may** be informally or formally involved at this point

15.11 In all cases the DfE Exclusions Guidance will be consulted and adhered to.

15.12 During an exclusion the Head of Year will organise work to be sent home for completion and for it to be marked upon return. Staff are required to provide this work upon request where exclusion packs are not appropriate.

15.13 From the 6th day of a fixed term exclusion, arrangements will be made for students to attend an alternative education establishment accompanied by a Learning Support Assistant allocated by the Deputy Headteacher for Behaviour, Safety, Intervention and Inclusion

15.16 Any student found to have made a malicious allegation against a member of staff will be excluded following this outcome of an investigation. The exclusion may be for a fixed period of time or may be a permanent one dependent upon the circumstances and level of involvement. A managed move may also be considered in these circumstances.

16. Use of report cards

16.1 Report cards are used to promote higher standards of work, behaviour, punctuality, attendance or a combination of these factors. They are issued by subject/form tutors (green), Subject Leaders (blue), Heads of Year (Amber) or member of the Leadership team (red). Members of the Leadership Team may also place students on a Pastoral Support Plan (PSP). Such strategies are often used to monitor students who may have caused concern previously.

16.2 The reason for the report being issued is identified on the front and targets are set and comments are added by subject teachers and form tutors as to the student's progress or performance. Parent/Carers are asked to sign the card each night and the card must be shown to the person who issued it at an appropriate time(s) each day.

16.3 For further information on the issuing and monitoring of reports, please see the Report Procedure in the appendices.

17. Lunchtime arrangements

17.1 All students in Years 7 – 11 must remain on site during the Academy lunch break.

17.2 If a student leaves the site without permission, their Head of Year may issue them with a lunchtime report card. This has to be signed by the Head of Year every 15 minutes during lunchtime. Such cards may be issued for several weeks.

18. Detentions

18.1 An after school detention can be given for a serious concern or incident. An after school detention may be given by any member of staff, subject teachers, Subject Leaders, Form Tutors, Heads of Year, members of the Leadership Team and the Headteacher. Detentions will usually be set for 30 minutes (60 minutes with Heads of Year, Leadership Team and Headteacher) although they can be longer or shorter should the offence require this. **Parent/Carers will be given 24 hours notice of any detention that takes place after school.** Should a student not be present for the initial detention, it is expected that the detention is reset. If no valid reason can be given for failing to attend a 30 minute detention it is expected that the detention be extended to 60 minutes.

18.2 Students may also be detained on Saturday mornings, on Teacher Training days or selected holiday periods with a minimum of 24 hours notice. **This can only be done by the Leadership team.**

18.3 Break and lunchtime detentions are usually given for less serious reasons than after school detentions. There is no need to notify Parent/Carers in advance. **Time must be given during such detentions for students to visit the toilet and have something to eat.**

18.4 Late detentions

If students are late to lessons by more than five minutes they will be issued with a 30 minute after school detention which will take place in the main hall

19. Searches and Confiscations

19.1 Students may be searched at any time whilst under the supervision of staff of Academy staff. This is through the 'general power to discipline'. The Academy is not required to inform parents/carers before a search takes place. Two members of staff must be present at a search of a student and/or his/her possessions. Both members of staff must be of the same sex as the student searched and ideally be the two most senior members of staff available of that sex. If this is impossible the student should be isolated along with their possessions until such a search is possible. Searches can be done without the students' consent for items such as alcohol, drugs, weapons or stolen items by the two most senior members of staff of the same sex as the student.

19.2 Staff have the right to confiscate articles from students e.g. hoodies, coats (if worn inside the building), mobile phones, MP3 players etc. for return at the end of the day from Student Services. Staff are not responsible for any confiscated items as long as they have followed all procedures and acted lawfully. N.B if items that are confiscated are lost or damaged, it is not the member of staff's liability or the Academy's to replace the item or provide compensation to the owner's family. **Staff are required to pass the item on to Student Services as soon as possible to limit any concerns.**

19.3 If an item is confiscated for the 3rd time and thereafter, the parent/carer is required to collect it from Academy.

19.4 Academy staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to the Academy's discipline. Any stolen item (with value) or weapon will be passed immediately to the police, alcohol will be disposed of, any low value stolen items will either be returned to their owners or retained. Parents and carers will be informed if any such items are found on their child.

19.5 If a member of staff suspects a student has a banned item in their possession, they can instruct the

student to turn out their pockets and/or bag. If the student refuses to comply, the member of staff can apply an appropriate punishment in line with refusing to follow a staff request.

19.6 The person leading the search may not require the student to remove any clothing other than outer clothing (hats, scarves, coats, shoes, gloves).

20. Call outs

20.1 Any student who is found to be seriously affecting the learning of others can be removed by the call out system. Staff should refer to the departmental flowchart at the back of the policy to see examples of when a call out should be used.

20.2 Staff will ensure that they have gone through all reasonable strategies before requesting a call out.

For more minor behaviour and where deemed appropriate by the staff member, students may be sent to a department 'buddy room' for the remainder of that particular lesson to continue with their learning.

Staff needing to request a call out need to contact the main office explaining where they are, who the student is and why they need removing. The office will then forward this to the Heads of Year.

Students MUST be given warnings and then a FINAL WARNING to rectify their behaviour before a call out is made.

A call out will result in that student working for the remaining school day in 'The Behaviour for Learning Room' which will be supervised by senior members of staff.

An email will be sent instantly to the parent(s)/Carers of any student who has to be placed in the Behaviour for Learning Room. The parent(s)/Carers will be told the reason why the student was removed from learning in lessons.

If an individual has to be removed into the Behaviour for Learning Room for a second time during a week a telephone call will be made directly to the parent's personal contact details

Staff will be expected to complete a 'SIMS' referral for the incident and forward it to the Head of Department or Year, showing that a call out took place and what follow up action was taken by them.

20.2 A letter may be sent home to Parent/Carers to inform them that their child was removed from lessons and a copy of this will be placed on the student's file

20.3 Heads of Year (or other staff answering a call out) will ask the member of staff what has been done so far. The Head of Department will need to know what has taken place in order to make a decision on the next step.

20.4 The office will keep a call out register for the Assistant Headteacher Head of Key Stage in order to monitor the effectiveness of the system regularly.

20.5 Students who are repeatedly sent to the BFL room

- If a student is sent to the BFL room for a 2nd time in a half term period (usually 7 weeks) they will automatically be detained until 4pm.

- If a student is sent to the BFL room for a 3rd time in a half term period they will be detained until 4pm and spend an additional day in internal exclusion.
- If a student is sent to the BFL room for a 4th time in a half term they will be detained until 4pm and may be externally excluded for persistent disruptive behaviour.

3.0 .Monitoring, Evaluation and Review

Heads of Departments and Faculties will review the behaviour and attendance data for their areas weekly. This will involve ensuring that all registers have been taken and any discrepancies are followed up and that any emerging absence patterns are followed up and sanctioned by their staff. It will also involve the weekly review of the department SIMS reports in identifying any concerning trends with individuals or groups. Heads of Department will ensure that issues are followed up by their staff and that parents/carers are kept informed.

Heads of Department will work with their senior line manager in discussing these reviews and identifying any current issues or areas that assistance may be needed.

Heads of Department will play an active role in sanctioning students where call outs have been necessary and will follow up with their staff that the appropriate sanctions have been put into place.

Student	Teacher	Student	Teacher	SL
Not done homework	Give one chance to put it right & keep a note	Still fails to complete it	Teacher detention for 30 mins; referral to SL for info	Store referrals in Dept records/ SIMS
Persistent non completion of homework	Note in planner to be seen & signed by parent/call home	Still fails to complete it	Referral to SL for action	SL report and monitor progress
Incomplete coursework	Teacher detention for 30 mins, referral to SL for info	Still fails to complete the task	Contact home and agree a new date. Monitor and refer to SL	If c/wk not completed, a week of detentions until done
Non attendance to 30 min teacher detentions	Re-issue detentions and double the time to 60 mins. Notifv SL	Still fails to attend	Referral to SL	SL contact home after two sessions in Dent Isolation
Incomplete or unsatisfactory work in class	Student to re-do the task. Add note to planner	Still fails to re-do the task or meet expectations	Teacher detention, referral to SL	Store referrals in Dept records/SIMS
Persistent failure to meet expected standards	30 min detention. Contact home. Referral to SL for info	Persistent failure to meet expectations	Referral to SL for action	SL report and monitor progress
Off task/talking in class/poor language low level disruption	Give a warning, remind of consequences sheet on wall	Still fails to comply	Move seating, 'cool down' for max of 5 mins issue break/lunch detention	Store referrals in Dept records/SIMS
Failure to follow teacher instructions	Give a formal warning, remind of consequences sheet on wall	Still fails to comply	'Cool down' for max of 5 mins and teacher detention for 30 mins. Alternative timetable in dent. Notifv SL for info	Store referrals in Dept records/SIMS

Student	Teacher	Head of Year	SL
Refusal to cool down or sustained disruption	Call out , referral to SL for info, detention of 30 mins to be set later	Collect the student, deliver the student to the BFL Room	Accommodate the student in the dept after speaking to them. Check that the referral and detention follow from the class teacher.
Serious incident e.g. fighting swearing at staff	Call out , referral to HoY ASAP	Collect the student and take to SL to explain behaviour and accommodate, then investigate and sanction. Return referral to SL ASAP	Ensure that the referral is sent back for dept records with action listed
Serious health & safety issue	Call out , referral to HoY ASAP	Collect the student and take to SL to explain behaviour if appropriate, then investigate and sanction. Return referral to SL ASAP	Ensure that the referral is sent back for dept records with action listed

Incident

Take statements from all participants, witnesses and teachers/staff

Make judgement.

Either return pupil to class or isolate whilst investigating.

Read and highlight all statements
Identify common details
Form a clear picture of incident
Check relevant student files for previous history
In the case of a fight have all involved checked by first aider

Minor Incident

Head of Year to finalise

Serious Incident

Make recommendations and discuss with SGR the sanctions

- Communication with home:
Letter/telephone
- Reprimand
- Parental meeting
- Detention
- Report card

- Isolation with letter home
- Fixed term exclusion & readmission contract
- Involvement of relevant agencies
- Parental meeting
- Initiation of IEP/IBP/PSP

Contact parents/carers of offender and victim, where possible by telephone, followed by a letter to inform them of the outcomes, if formal.

Do not discuss children with adults who do not have parental responsibility for that particular child

Inform all relevant colleagues of outcomes

Log incident, contacts/communications and discipline strategies on student file

Monitor progress/review

Park Hall Academy Code of Conduct

At Park Hall we **value** and **encourage**:

- **Positive** attitudes to learning
- **Mutual** respect between staff and students and between students and students
- **Care** of others and their property
- **Responsibility** for our own actions and our own learning
- **Success** and **achievement** at all levels
- A **high quality** learning environment



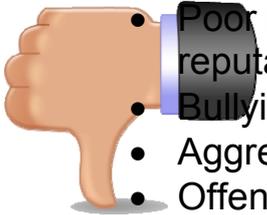
We **achieve** these by:

- **Celebrating** and **rewarding** success and achievement
- Having **high** expectations of **behaviour**, **uniform** and **conduct** including clear sanctions for breaches of the Academy code of conduct.
- Having **all** basic school equipment in **all** lessons
- **Supporting** and **encouraging** others
- **Maintaining** the highest quality buildings and resources by **looking after** what we have
- **Involving** students and staff in decisions about the future of our Academy



We do **not tolerate**:

- Disrespect of **any** sort to staff or pupils
- Poor behaviour at school **OR** in the community which then affects the reputation of the Academy
- Bullying
- Aggression of **any sort** towards **anyone**
- Offensive **or** abusive language
- Truancing
- Use of illegal substances, smoking or energy/caffeine drinks
- Vandalism of our environment **or** the property of others
- Use of Mobile phones or MP3 Players in lessons



The consequences of my actions (Positive)

If I do this...	I may get this...
Excellent work	Show to another member of staff, ABAC points, postcard home, sticker, merit, display, end of term certificates, letter home, nomination for prizes at Awards Evening/Day, recognition on Year Boards.
Excellent effort	Show to another member of staff, ABAC points, postcard home, sticker, merit, display, end of term certificates, letter home, nomination for prizes at Awards Evening/Day, recognition on display board
Excellent attendance	Letter home for good attendance over term, certificate, form award
Excellent punctuality	Letter home for good punctuality over term
Improved attendance or punctuality	Letter home, postcard, certificate
Tour guide	Letter home from the Headteacher
Form of the Week	Recognition in assembly, cup and certificate for form room
Student panel	Letter home from the Headteacher
Assisting a member of staff	ABAC points, letter home from tutor/HOY
Achieving all targets on IEP/IBP/ISP	Praise daily and at review, letter home, possible removal from plan
Active member of school community	Certificates in assembly, held up as model of good practice
Polite behaviour at all times	ABAC points, letter home

<p>Number of merits</p>	<p>Certificates and rewards</p>
<p>Perfect uniform</p>	<p>ABAC points after uniform checks</p>
<p>Taking part in Year team/event e.g.</p>	<p>Recognition on Year board, merit, certificates, contribution to overall Year competition</p>

The consequences of my actions (Negative)

<p>If I do this...</p>	<p>I face this...</p>
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Offensive weapon in school	Parental contact, letter home, confiscation of item, internal exclusion, Fixed Term Exclusion, possible Permanent Exclusion, police involvement
Incorrect uniform	Note from tutor, confiscation of item where appropriate, referral to HoY, parental contact, detention, letter, break/lunch detention, possible internal exclusion
Continued incorrect uniform	Contact with home/sent home in extreme cases, break/lunch detention, confiscation of item, report, detention, internal exclusion, possible Fixed Term Exclusion
Refusal to follow instructions	Warning, detention, referral, call out, possible internal exclusion/possible Fixed Term Exclusion
Poor attendance	Phone call home, monitoring, meeting with parents and HOY and EWO, referral to Education Welfare Officer
Poor punctuality to school	Late detention, Tutor detention, referral to HoY, Education Welfare Officer, meeting with parents, detentions
Poor punctuality to lessons	Break or lunch detention, department report card, referral to tutor and Head of Year
Racist Attitude	Investigation, parental meeting, apology, detention, internal exclusion, Fixed Term Exclusion, possible Permanent Exclusion.
Homophobic Attitude	Investigation, parental meeting, apology, detention, internal exclusion, Fixed Term Exclusion, possible Permanent Exclusion
Abusive manner/language to or in presence of any member of staff	Apology, referral, letter home, detention, internal exclusion/possible Fixed Term Exclusion, possible Permanent Exclusion
Underachieving in lessons Continued underachievement	Referral to HoY, target setting, monitoring, reports, contact with parents, mentoring Referral, contact with home, mentoring, referral to Learning Support
Poor effort	Referral to Subject Leader and Head of Year, target setting, monitoring, mentoring, contact with home
Lack of equipment/kit	Tutor/department detention, tutor monitoring, referral, report, contact home
Lack of planner	Tutor/department detention, referral, use of temporary sheets
Smoking	Letter home, detention, possible referral to school nurse, internal exclusion, Fixed Term Exclusion

Off site without permission	Referral, detention, letter home, attendance report
Non-attendance to detention	Repeated, then referral, increased time SL detention, HOY detention, SLT detention
Vandalism e.g. books, desk	Referral, letter home, pay for damage, community service, exclusion, police involvement
Violent behaviour	Internal exclusion/Fixed Term Exclusion, letter home, possible police involvement, possible Permanent Exclusion
Dropping litter	Litter pick
Homework not being completed	Referral, department detention, HoY monitoring
Repeated lack of homework	Referral, department report card, contact with home, department detention to catch up, SL monitoring
Using, possessing and/or dealing drugs, bringing onto site	Exclusion, letter home, possible permanent exclusion, police involvement
Removal from lesson	Call home, letter home, referral to SL
Chewing of gum in lessons/around site	'Community service' detention, referral, department detention
Theft	Referral, internal exclusion, Fixed Term Exclusion, possible police involvement, possible Permanent Exclusion
Setting off the fire alarm	Investigation, internal exclusion, Fixed Term Exclusion
Bullying	Investigation, parental meeting, detention, internal exclusion, Fixed Term Exclusion, possible Permanent Exclusion
Not attending lessons/wandering the site	Warning, punctuality report, parental contact, internal exclusion, Fixed Term Exclusion
Inappropriate physical contact	Warning, parental contact, break or lunch detention, internal exclusion, Fixed Term Exclusion, possible Permanent Exclusion
Persistent disruptive behaviour in lessons	Warning, department detention, department report card, SL detention, HoY referral, parental contact, internal exclusion, Fixed Term Exclusion, possible Permanent Exclusion

Bringing the Academy into disrepute	Investigation, parental meeting, detention, restorative actions, internal exclusion, Fixed Term Exclusion, possible Permanent Exclusion
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Call Out Procedures

1. Member of staff requesting call out

When requesting a call out, please consider the following first:

- Have you used all the strategies that you have? Have you used other sanctions before this?
- Does the student really need removing or would a few minutes time out work first?

If you still feel a call out is necessary, please prepare the following things:

- Work for the student to take with him or her to ensure that his or her learning can continue
- Information on what has gone wrong in the lesson and what you have done so far that has been unsuccessful in rectifying the behaviour

When making the call out, send a message to the office with the name of the student, the room, your name and the general issue. Using the call out slip is the easiest way to do this.

It is essential that you record the incident on SIMS and the follow up sanction to prevent this from happening again.

2. Office/reception

When a request for a call out is received, make a call on the radio as below:

Request to a Head of Year for a call out please. The student isand the room is..... The member of staff is.....

Then update the call out log which SGR will collect weekly. Note the member of staff who responds to the call out.

3. Head of Year / member of SMT or SLT

When you arrive, ask what has happened and what has been done so far. This is so that you can relay that information to the Subject Leader. Collect the student and the work and accompany the student to the BFL room

4. Staff supervising the BFL room

Ensure that you record the student on the BFL room register for that lesson.

Report Procedure

Report	Issued and overseen by:	Initial action:	Follow up action:
Green Report	Form Tutors	Set relevant targets to the students' needs Make contact with home and record Record the report on SIMS Agree a reasonable time frame for the student to show a significant improvement by.	Check the report each day and sign. Contact home each week to give a progress report. Tweak targets as needed. At the end of the agreed time, either remove from report and file in student file or refer on SIMS to HoY for the next level of report.
Amber Report	Heads of Year	Set relevant targets to the students' needs Make contact with home and record Record the report on SIMS Let Ld HoY know for the briefing sheet Agree a reasonable time frame for the student to show a significant improvement by.	Check the report each day and sign. Contact home each week to give a progress report. Tweak targets as needed. At the end of the agreed time, either remove from report and file in student file or refer on SIMS to the next level of report, notifying parents/carers.
Red Report	Heads of Year Staff acting as key workers	Set relevant targets to the students' needs Make contact with home and record Record the report on SIMS Let Ld HoY know for the briefing sheet Agree a reasonable time frame for the student to show a significant improvement by.	Check the report each day and sign. Contact home each week to give a progress report. Tweak targets as needed. At the end of the agreed time, either reduce down to green report and file others in student file or refer on SIMS to SGR for the next level of report, notifying parents/carers.
Blue Report	Department Staff	Set relevant targets to the students' needs Make contact with home and record Record the report on SIMS Agree a reasonable time frame for the student to show a significant improvement by.	Check the report each lesson and sign. Send to the TL at least once a week. Contact home each week to give a progress report. Tweak targets as needed. At the end of the agreed time, either remove from report and file in student file or contact parents/carers and arrange a meeting possibly involving the HoY.
Pastoral Support Plan Phase 1 and 2	Assistant Headteachers Deputy Headteacher Senior Deputy Headteacher Headteacher	Set relevant targets to the students' needs Make contact with home and record Record the report on SIMS Let SGR know for the briefing sheet Agree a reasonable time frame for the student to show a significant improvement by.	Issue and check the report each day and sign (maybe at points during the day to start with). Contact home each week to give a progress report. Tweak targets as needed. At the end of the agreed time, either remove from report and file in student file or refer on SIMS to the next level of report, notifying parents/carers.

Standard Operating Procedures

1. Greet students by the door, check uniform etc as they enter
2. Students stand upon entering the room and get equipment out
3. Students in a seating plan – based on data & learning needs (data on seating plan and in mark books)
4. Take attendance register
5. Share learning objectives with students
6. Provide a Starter Activity, Development Activity and Plenary/ Conclusion that reviews progress against learning objectives
7. Students stand and are dismissed in an orderly fashion
8. As moving around school, ensure students are following policies, procedures and rules. Censure if necessary
9. Follow the school behaviour policy (especially the correct referral routes)
10. To encourage learning to continue, students NOT required to stand when an adult enters the room
11. Provide a lesson and annotated seating plan for notified observations