PARK HALL

ACADEMY

Name of Policy	**Behaviour Policy**
Lead	Mr Spencer Gregory, Deputy Headteacher
Governor Committee	BSII Committee
Governor Approved	February 2026
Review Frequency	1 Year
Next review	February 2027

Contents

1. Practice
2. Rewards & Celebration
3. Whole School Awards & Celebration
4. Sanctions
5. The Referral Process
6. Serious/Dangerous Behaviour (including Reasonable Force)
7. Communicating with Parent/Carers
8. Assessment of student needs and intervention to improve behaviour
9. Time out
10. Exclusion
11. Use of Report Cards
12. Lunchtime Arrangements
13. Detentions
14. Searches and Confiscations
15. Call outs

Appendices:
Departmental Sanctions (flow chart)
Serious Incident Procedure (flow chart)
Code of Conduct
Student Rewards Sheets
Student Sanctions Sheets
6th Form Guidance documents
Call Out Procedures
Reports Procedure
Standard Operating Procedures

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.

Create a positive culture that promotes excellent behaviour, ensuring all students have the opportunity to learn in a calm, safe, and supportive environment.

Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.

Legislation, statutory guidance

This policy is based on legislation and advice from the Department for Education (DFE) on:

Behaviour in schools: advice for headteachers and school staff DFE 2024

- Searching, screening and confiscation: advice for schools DFE 2022
- The Equality Act 2010
- Keeping Children Safe in Education DFE 2025

Suspension and permanent exclusion from maintained schools, academies and student referral units in England including student movement DFE 2024

Use of Reasonable Force in schools DFE 2013

Special Educational Needs and Disability Code of Practice

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, homophobic or online
- Racism of any kind
- Aggression of ***any sort*** towards ***anyone***
- Offensive **or** abusive language
- Sexual harassment of any kind including sexual comments, remarks, jokes, online harassment.
- Upskirting
- Hate Crime of any sort which is defined as any criminal offence which is perceived by the victim or other persons to be motivated by hostility or a prejudice based on a personal characteristic
- Truanting
- Use of illegal substances, smoking, vaping, or energy/caffeine drinks
- Vandalism of our environment **or** the property of others
- Use of Mobile phones or smart devices on school grounds

Policy:

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.

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 student's 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 signed permission to be out of lesson from a member of staff written in their student planner and are in possession of the 'out of lesson lanyard' given to them by their teacher. 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'.

2.3 **Outline of Pride rewards programme guidelines.**

The Pride rewards programme enables students to be awarded 'achievement points' each lesson. Staff are able to award these points electronically using their class register. Staff simply highlight the name of the individual student (or group of students) on the register and click on one of the following 5 options to record what the points are being awarded for.

Outstanding Participation	**Outstanding Respect**	**Outstanding Independence**	**Outstanding Determination**	**Outstanding Energy**
				
Active working **Great Group work** **Active Listening** **Coming Equipped**	**Good Manners** **Being Polite** **Focused on Teacher** **Considering others** **Great Presentation**	**Problem Solving** **Independent work** **High Quality HWK** **Effective Revision**	**Progress In Books** **Assessment Progress Showing Resilience** **Working hard always Aiming High**	**Sitting up & Focused** **Starts straight away** **Being Punctual** **Being Enthusiastic** **Passion for Learning**

Senior Leaders, Pastoral Leaders and Heads of Department also visit classrooms to give out 'Pride stickers' which students stick into the 'Pride pages' of their planners – thus celebrating students achievements and their demonstration of our expected learning behaviours.

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 PRIDE programme as part of the plenary of every lesson.

- Use of PRIDE programme as a form tutor for praising and recognizing good uniform and preparedness for learning.
- Use of PRIDE 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 HOD/HOY/SLT
- Giving additional responsibilities (eg older students working with younger students, community service, staff assistance)

2.4 **Ensuring consistency**

Staff use of the Pride rewards system is monitored for consistency in order to ensure that all students have a fair chance of gaining recognition for their achievements. A half termly report is shared with staff that records the number of Pride points they have awarded as a ratio of how many students they have taught over the half term. Staff are encouraged to aim for a ratio between 0.1 and 0.3 (ie rewarding students on between 1 out of 10 and 3 out of 10 occasions). Staff use this feedback to independently adapt their practise and, where necessary, Heads of Department work with staff to ensure consistency.

2.5 **Using Pride Points data to praise, motivate and encourage**

There are a number of ways in which Pride Points data is used to reward students and encourage positive participation in learning.

Lesson by lesson

- Staff let students know when they are being awarded points and what for.
- Subject teachers liaise with school leaders to award Pride Points stickers.

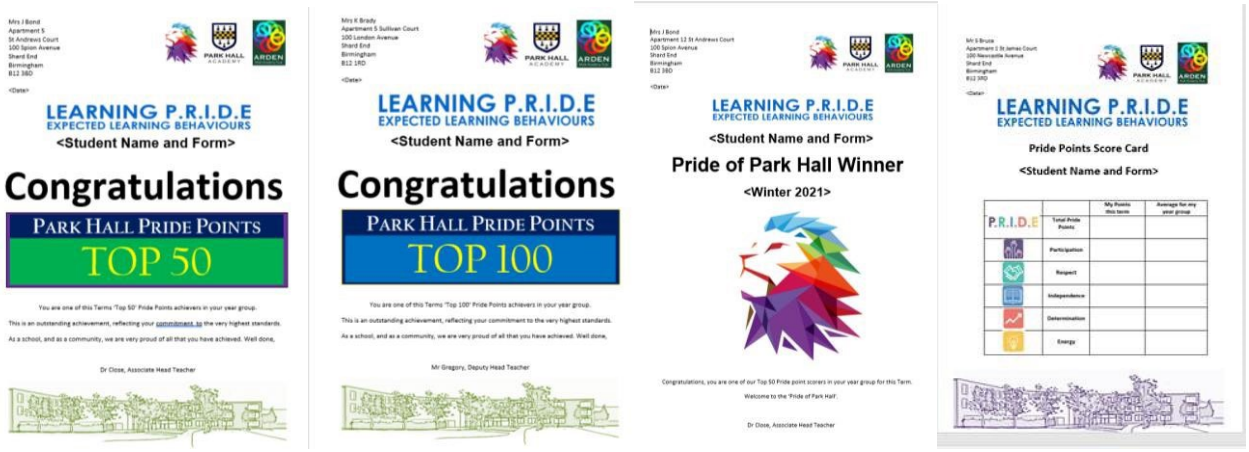
Half Termly - Pride Assemblies

- 'Dream Team' – Top performer plus top 5 boys and top 5 girls – Pride Chocolate Bar
- Top 50 Certificate– Early Lunch Voucher
- Top 100 Certificate – Pride Tombola – for £10 Nando's voucher

Termly – Pride Assemblies

- Pride Points Score Card for each student
- Pride Cup for highest scoring Form
- 'Pride of Park Hall' Top 50 certificate

- ‘Pride of Park Hall ‘ Rewards Event for Top 50, plus HoY’s Pride Award x10



Form Tutors make use of bar charts on their SIMS home page to share data with tutor groups.
The SIMS home page enables form tutors to foster a spirit of friendly competition within the form. Members of the tutor group can see how many points they have gained compare to their class mates.



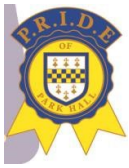
Tutors can also encourage competition with other forms by monitoring how many points the form have gained as a whole compared to other forms.
Every half term in assembly the Head of Year presents the ‘Pride cup’ to the form group that has earned the most Pride points over the previous half term.

2.6 **Weekly Pride Postcards**

- PRIDE postcards will still be sent weekly by LKE/LSC, the nominations for these will be collected in the same way as usual (through the rewards database). See example postcard below, which is sent home:



- This will mean that students get **instant recognition** for showcasing the weekly PRIDE focus.
- This supports the weekly PRIDE focus as opposed to the PRIDE points which can be used in the section above (lesson by lesson) *which can **all** be awarded at any time.*
- When students have collected all 5 of these Postcards they will receive the **Pride of Park Hall Badge** to wear on their blazer lapel.



3. Whole School Awards and Celebration

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

3.2 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.

4. Sanctions

4.1 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.

4.2 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.

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

4.4 Members of staff are expected to set after school detentions (after school detentions requiring 24hour notice and the use of SIMS text message or a phone call to inform parents and carers). The Deputy Headteachers are the only members of staff to recommend internal isolation or suspension to the Headteacher.

4.5 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.

4.6 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.

4.7 Students may be sanctioned when misbehaviour 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.

5. The referral process

5.1 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).

5.2 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.

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

6.1 <u>What is reasonable force?</u>

- 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.

6.2 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.

6.3 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.

6.4 Power to search pupils without consent

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

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers

- vape pens or devices
- 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.

Senior Staff (or anyone with permission from the Associate Headteacher) have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting a student may have a prohibited, banned, or stolen item.

If a student refuses to cooperate with a search the academy will apply an appropriate sanction.

The academy is not required to inform parents before a search takes place or to seek consent to search.

Wherever possible, searches of students will be carried out with two members of staff present, including one member of staff who is the same gender as the student being searched.

The authorised member of staff may use a metal detector to assist with the search.

The academy reserves the right to complete randomised searches of students who have repeated incidents of bringing banned items into school buildings. This include students who have been sanctioned for multiple occupancy of toilet cubicles.

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

If a member of staff finds a student in possession of a dangerous item they should immediately confiscate it and alert a senior member of staff.

6.5 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.

6.6 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.

6.7 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.

6.8 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.

7. **Communicating with Parent/Carers and responsibilities of Parents/Carers**

7.1 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.

7.2 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.

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

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

7.5 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.

8. **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.

Early Help is a way of supporting children and their families to avoid problems, or to deal with them before they get worse.

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 suspension. 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. **Suspension**

15.1 A suspension 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 Suspensions 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 suspension 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 suspend, the Parent/Carer will be telephoned by the Head of Year and informed of the decision and the reasons. The suspension letter will be sent home and copies, plus the LA form, will be sent to LA offices.

15.9 The student will be readmitted in an interview, following a suspension, 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 suspension 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 a suspension 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 suspension packs are not appropriate.

15.13 From the 6th day of a suspension, 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 suspended following this outcome of an investigation. The suspension 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 ofYear (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 four minutes they will be issued with a 30 minute after school detention

If a student is late to school in the morning and arrives after 8.40am they will be issued with a 30 minute lunchtime detention

19. **Confiscations**

19.1 Staff have the right to confiscate articles from students e.g. hoodies, coats (if worn inside the building) for return at the end of the day from Reception. 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 Reception as soon as possible to limit any concerns.**

<u>Mobile Phones</u>

Mobile phones can be a useful tool, but they do create issues in schools and therefore need to be managed carefully. Park Hall operates under a common sense approach and understand many parents want their child to have a mobile phone when walking to and from the school. The school operates under the Department for Education (DFE) **Mobile Phones in Schools Guidance June 2026. We expect all students to turn off and put away their mobile phones when passing through the school gates. This applies at all times of the day before and after school.**

At Park Hall:

- Mobile phones and earphones/buds should be turned off and out of sight at all times
- If students are seen with a mobile phone or earphones/buds, it will be confiscated and behaviour points issued/detention issued
- If a student's mobile phone 'goes off' but is not visible the student will be asked to turn it off and it will be confiscated
- If a student refuses to hand over their mobile phone, this will be treated as refusing to follow requests
- Where appropriate reasonable adjustments may be made. For example to support a student with a medical condition who rely on a device to monitor their health

19.2 If a mobile phone/Smart Device is confiscated the parent/carer is required to collect it from Academy.

19.3 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.

19.4 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.

19.5 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 at least two periods and a social time in 'The Behaviour for Learning Room' which will be supervised by the Behaviour For Learning Manager

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 removed into the Behavour for Learning Room for a second time during a week a telephone call may 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.

20.3 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 in order to monitor the effectiveness of the system regularly.

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. Notify SL	Still fails to attend	Referral to SL	SL contact home after two sessions in Dept 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 dept. Notify 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

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

Serious Incident
Make recommendations and discuss with SGR the sanctions

- Isolation with letter home
- Suspension & 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

↓

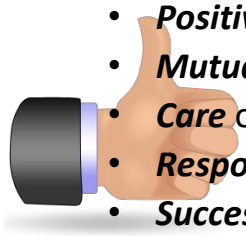
Log incident, contacts/communications and discipline strategies on student file

↓

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



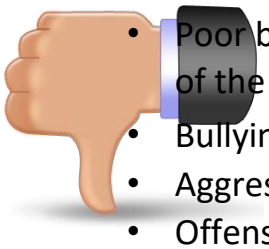
*We **achieve** these by:*



- ***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
- Sexual harassment of any kind including sexual comments, remarks, jokes, online harassment.
- Upskirting
- Hate Crime of any sort which is defined as any criminal offence which is perceived by the victim or other persons to be motivated by hostility or a prejudice based on a personal characteristic
- Truanting
- Use of illegal substances, smoking or energy/caffeine drinks
- Vandalism of our environment **or** the property of others
- Use of Mobile phones or Smart devices on the school site

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 **Student panel**	Recognition in assembly, cup and certificate for form room Letter home from the Headteacher
Assisting a member of staff	PRIDE 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	PRIDE points, letter home
Number of merits	Certificates and rewards
Perfect uniform	PRIDE points after uniform checks

Taking part in Year team/event e.g.	Recognition on Year board, merit, certificates, contribution to overall Year competition

The consequences of my actions (Negative)

If I do this…	I face this…

Offensive weapon in school	Parental contact, letter home, confiscation of item, internal exclusion, suspension, 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 suspension
Refusal to follow instructions	Warning, detention, referral, call out, possible internal exclusion/possible suspension
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, suspension, possible Permanent Exclusion.
Homophobic Attitude	Investigation, parental meeting, apology, detention, internal exclusion, suspension, possible Permanent Exclusion
Abusive manner/language to or in presence of any member of staff	Apology, referral, letter home, detention, internal exclusion/possible suspension, possible Permanent Exclusion
Underachieving in lessons	Referral to HoY, target setting, monitoring, reports, contact with parents, mentoring Referral, contact with home, mentoring, referral to Learning Support
Continued underachievement	Referral to Subject Leader and Head of Year, target setting, monitoring, mentoring, contact with home
Poor effort	Tutor/department detention, tutor monitoring, referral, report, contact home
Lack of equipment/kit Lack of planner	Tutor/department detention, referral, use of temporary sheets
Smoking/vaping	Letter home, detention, possible referral to school nurse, internal exclusion, suspension
Off site without permission	Referral, detention, letter home, attendance report

Non-attendance to detention	Increased time to 60 minutes, internal exclusion
Vandalism e.g. books, desk	Referral, letter home, pay for damage, community service, exclusion, police involvement
Violent behaviour	Internal exclusion/suspension, 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	suspension, letter home, possible permanent exclusion, police involvement
Removal from lesson	Call home, letter home, referral to HOD
Chewing of gum in lessons/around site	'Community service' detention, referral, department detention
Theft	Referral, internal exclusion, suspension, possible police involvement, possible Permanent Exclusion
Setting off the fire alarm	Investigation, internal exclusion, suspension
Bullying	Investigation, parental meeting, detention, internal exclusion, possible suspension, possible Permanent Exclusion
Not attending lessons/wandering the site	Warning, punctuality report, parental contact, internal exclusion, suspension
Inappropriate physical contact	Warning, parental contact, detention, internal exclusion, suspension, possible Permanent Exclusion
Persistent disruptive behaviour in lessons	Warning, department detention, department report card, SL detention, HoY referral, parental contact, internal exclusion, suspension, possible Permanent Exclusion
Bringing the Academy into disrepute	Investigation, parental meeting, detention, restorative actions, internal exclusion, suspension, possible Permanent Exclusion

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.

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

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 is ……and 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 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.

Call Out Record - Office

Date	Period	Subject	Staff	Student	Year	Response

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 Headtecher 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