



Promoting Positive Behaviour Policy

Team Park Halls' Expectations

**Our Values Are
At The HEART Of
Everything We Do.**



Introduction

At Park Hall Academy, we recognise that it is the responsibility of all members of the school community including staff, children, parents, governors (LGC) and volunteers to ensure that we collectively establish a caring community with shared values.

We are very proud of the high standards of behaviour achieved by our children. We recognise the privileged position that we hold as leaders and teachers and recognise that together we can and do make a difference. This policy outlines the ways in which we collectively contribute towards implementing positive behaviour management systems which promote and encourage good behaviour. The academy rewards positive behaviour, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote positive behaviour, rather than merely deter anti-social behaviour.

Our policy acknowledges our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs. For further information in regard to legislation and guidance upon which this policy is based, please refer to Appendix 1.

Aims

- To ensure that every member of the school community feels valued and respected and that each person is treated fairly and sensitively. We are a caring community, whose values are built on mutual trust and respect for all. The academy's behaviour policy is therefore designed to support the way in which all members of the Park Hall family can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- To ensure that all members of our Park Hall family demonstrate our values, Honesty, Enjoyment, Achievement and Respect. Our values are at the HEART of everything we do.
- To promote good relationships, so that everyone can work together with the common purpose of helping everyone to learn. This policy supports the academy community in aiming to allow everyone to work together in an effective and considerate way.
- To provide a consistent approach to behaviour management.
- To enable children to become positive, responsible and increasingly independent members of the Park Hall family and wider community.
- To develop children's ability to independently use strategies to manage and take responsibility for their own behaviour.
- To work in partnership with parents and carers in order to promote good behaviour.
- To promote high standards of acceptable behaviour based upon the principles of respect, consideration and responsibility.

Academy Ethos

The quality of learning, teaching and behaviour are inseparable and are the responsibility of **all** staff.

The Park Hall Parliament created our **Park Hall Expectations**. These are our Golden Rules. Our expectations are as follows:



All staff within the school regularly share our expectations and ensure that children understand and are therefore able to follow these expectations. When a pupil fails to follow an expectation, staff discuss the

expectation that has not been upheld and reinforce why it is necessary to uphold these. Staff give clear instructions and reinforce the behaviour which we expect to see.

Our values are at the HEART of everything we do and are closely linked to our expectations.

These are:

- Honesty
- Enjoyment
- Achievement
- Respect
- Teamwork



Learning and Teaching.

The Governing Board believes that in order to enable effective learning and teaching to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring, learning environment in the school by:

- Promoting positive behaviour systems which clearly link to our school expectations.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring fairness of treatment for all.
- Encouraging consistency of response to both positive and inappropriate behaviour.
- Promoting early intervention.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.

The Curriculum.

We provide an enriched curriculum, designed to excite and motivate learners. Children themselves are engaged in leading learning through the "What do we know and wonder" approach to planning creative learning.

Effective feedback to pupils ensures that pupils are clear about their strengths and next steps for learning. Children take responsibility for their learning and are themselves responsible for upholding the academy's expectations.

Every classroom displays our Park Hall Expectations and all teaching staff discuss with pupils how these relate to behaviour within the classroom environment. This ensures consistency and clarity.

Definitions of acceptable and unacceptable behaviour

Acceptable behaviour: that which promotes courtesy and co-operation from all pupils in terms of their relationships with other pupils within school, teachers and other academy staff and with visitors or other persons within school.

Unacceptable behaviour: that which includes any of the following:

- Verbal or physical abuse towards members of the school community

- Threatening language or behaviour
- Intimidation
- Damage or theft of property belonging to another
- Bullying including cyber bullying.
- Any other behaviour that significantly disrupts the education of other children or the safety of children and staff.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is therefore deliberately hurtful and repeated often over a period of time. We have a separate Anti Bullying policy. Bullying will never be accepted or condoned and all forms of bullying will be addressed.

Positive Handling

There are rare occasions when a member of staff may be required to use reasonable force to protect children from injuring themselves, others or causing damage to property. Please refer to our Positive Handling policy.

Rewards

At Park Hall Academy, we believe that positive reinforcement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal to individuals and groups.

School promotes good behaviour through a system of recognition and reward. This includes:

- Praise and positive feedback
- Commendations and rewards – stamps, stickers, certificates and prizes
- Expectations Stars Prize Draw
- Positive messages to parents in person or via text messaging service
- Extension of school privileges
- Principals Pride weekly awards
- Awards of team points, merits and merit prizes
- Golden Time
- Team Points and Merits
- Wow wall, celebrating outstanding work.

Consequences / Sanctions

We recognise that sanctions are needed to respond to inappropriate behaviour.

All staff use the Pyramid system related to our Promoting Positive Behaviour system. In each classroom and area of the school, a Pyramid is displayed. (See Appendix 2)

This is consistently used by all staff as a sanction. This should be used infrequently in proportion to the use of the positive system of putting names on the Expectations Board to reward and promote good behaviour.

The pyramid ensures that there is minimal disruption to learning and teaching as the teacher can simply point to the pyramid and the child will know that they are required to take steps to modify inappropriate behaviour.

The visual display in classrooms allows children to regulate their own behaviour. Each child can clearly see the order of sanctions as this is highly visual for all pupils.

As this is a whole school system, this also eases transition for pupils as they are always aware of the expectations of them and there are no new systems to adjust to.

The Pyramid system also allows children to “redeem” themselves as they can be moved down the pyramid when they begin to follow expectations. (Up to the point of a missed playtime, which cannot be withdrawn). Each day is a new day, a new beginning.

Exclusions

The Principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. (See appendix 3)

Specific Roles and Responsibilities

Collective Responsibility.

At Park Hall, we believe that by working together towards a common aim, we all achieve more.

All Staff

All staff must consistently reinforce the academy’s expectations and act as role models to children, demonstrating the behaviours we expect to see. These are primarily respect, care and consideration, positivity, resilience, honesty and consistency of approach.

All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility with the support of the school leadership team, for implementing the agreed policy and procedures consistently.

Staff have a responsibility to investigate behaviour complaints and issues and then take appropriate action in line with the Behaviour Policy.

The Principal and all staff will undertake appropriate and consistent monitoring and recording of behaviour issues. This is undertaken as a responsibility of all staff, who ensure appropriate recording and tracking of behaviour that may subsequently be used as an evidence base with outside support agencies.

All staff, but particularly teachers, Phase Leaders and the Principal will liaise with parents regarding any matter of concern regarding behaviour.

Pupils

Pupils have a **right to enjoy their education and a responsibility to demonstrate care and consideration for others**. Pupils will be expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school’s expectations. Teachers have a statutory power to discipline pupils for

misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers/principals a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.' Where non-criminal negative behaviour and bullying occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, the Principal will consider what the appropriate sanction should be. * An 'Offensive Weapon' is defined as "any article made or adapted for use to causing injury to a person, or intended by the person having it with him for such use". (SI Prevention of Crime Act 1953).

Parents and Carers

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour. We expect parents and carers to:

- Respect and demonstrate the school's values
- Work in partnership with the academy to promote positive behaviours in their child
- Encourage their child to take responsibility for their own behaviours
- Share any concerns that they may have with the academy

Local Governing Committee (LGC)

Governors will support the school in maintaining high standards of behaviour.

The LGC will ensure appropriate panels are able to be called in the event of requiring an exclusion panel or other such committee (Exclusion Committee and Exclusion Appeal Committee). The Principal will comply with decisions made by the Exclusion / Exclusion Appeal Committees.

Supporting and Promoting Good Behaviour

Where a pupil fails to behave in accordance with our expectations, the class teacher would initially discuss inappropriate behaviour, reinforcing our expectations and stating clearly the good behaviour which we expect to see.

Where the class teacher fails to see an improvement in behaviour, Phase Leaders will support staff and once again reiterate the school's shared expectations and standards of behaviour we expect. At this point, parents may be informed and invited to meet with staff in order to ensure that we work in partnership to support pupils.

Please see the table below to ensure that the correct procedures are followed:

Phase Leader	Year Groups.
Mrs James, Early Years & Early Interventions Leader	Lower Foundation and Year 1 and Year 3
Miss James, Phase Leader Key Stage 1	Year 2, 6H and Upper Foundation
Miss Hawkes, Phase Leader Key Stage 2	Year 4, 5 and 6G

Where a pupil continues to misbehave, they will then be referred to the Phase Leader. If no further improvement is made they will be referred by the Phase Leader to Mrs Preston, Vice Principal. Parents will be

contacted and the academy will seek to work in partnership with parents and carers to address and improve behaviour.

Finally, pupils will then be referred to the Principal, Mrs Frost.

Screening, Searching and Confiscation

The DfE has published 'Screening, Searching and Confiscation' guidance (2018) which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of banned items but we will communicate regularly with parents on this issue. However, we can be clear that alcohol, drugs, cigarettes, inappropriate images, stolen items, fireworks, knives and other offensive weapons* are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent. School staff can seize any prohibited item found as a result of a search. We can also seize any item, we consider harmful or detrimental to school discipline.

Promoting British Values.

At Park Hall Academy we regularly promote and reinforce Fundamental British Values. These include:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of those with different Faiths and Beliefs.

At Park Hall, we actively challenge pupil's staff or parents expressing opinions contrary to these fundamental British Values, including "extremist" views.

In accordance with the DfE 'The Prevent Duty' (July, 2015) all staff have received PREVENT training to identify early signs of radicalisation. Staff are also aware that any extreme behaviour, language or incidents related to radicalisation will be reported to the PREVENT team and investigated. All staff have **due regard to the need to prevent people from being drawn into terrorism.**

Pupils with Emotional and Behavioural Difficulties.

We recognise our legal duty under the Equality Act 2010 to prevent a child with identified needs from being disadvantaged. Consequently, our approach to challenging behaviours may be differentiated to meet the needs of a pupil.

A Shared Approach – Working with Multi Agencies for the benefit of the child.

At Park Hall Academy we pride ourselves for the ways in which we work positively and in partnership with external agencies. We seek appropriate support to ensure that the needs of all pupils are met.

External Agencies may include:

Access to Learning Team, Education Welfare Officers, Education Psychology, School Nurse, Health Visitors, CAHMS, Social Care, Integrated Family Support Workers, Police Community Support Officers and other agencies where appropriate.

Supporting pupil's with additional needs.

We recognise that all children are individuals and that some pupils have particular needs and require support to manage their own behaviour. At Park Hall, every member of staff is committed to ensuring that pupils are supported in order to modify inappropriate behaviour. **We believe that we can and do make a difference!**

We provide support for pupils with challenging behaviour through:

- Pastoral Team support
- Individual behaviour management targets
- Adult support via learning support staff
- Individual Education Programmes
- Personalisation

Teachers will also be required to amend planning in order to meet individual pupil needs.

Disability and Equality

The Governing Board, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed. School monitors both rewards and sanctions in order to ensure equality and meet school's statutory duties in respect of SEN, disability, race relations and gender equality.

Transition

Our Expectations are consistent across our academy, this enables children to make a smooth transition into new year groups. In addition, information which may support new teachers in supporting a child to meet our expectations is shared. This ensures that successful strategies and approaches continue to enable children to demonstrate positive behaviours.

Review

The Principal, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the Promoting Positive Behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Principal will keep the governing board informed. The governing board will annually review this policy and associated procedures to ensure its continuing appropriateness and effectiveness.

Reviewed: January 2019 (Minor amendments)

Policy Review undertaken by G Frost/ School Parliament

Review Date: January 2020

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [The Prevent Duty, July 2015](#)
- [‘Screening, Searching and Confiscation’ guidance \(2018\)](#)

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

In addition, this policy is based on:

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

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

Promoting Positive Behaviours



Exclusion Policy (Appendix 3)

Introduction.

This policy outlines the practice and procedures which inform our academy's use of exclusion. It is underpinned by the shared commitment of all members of the Park Hall family to achieve our important aims:

Aims

- To ensure the safety and well-being of all members of the school community.
- To maintain an appropriate educational and happy environment in which all can learn and succeed.
- To ensure that the exclusions process is applied fairly and consistently.
- To ensure that the exclusions process is understood by all members of the Park Hall family.

Only the Principal or Acting Principal of Park Hall Academy can take the decision to exclude a pupil. Exclusions, including both fixed term and permanent exclusions are taken only as a last resort.

The decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Principal will:

- Consider all the relevant facts and evidence,
- Listen to all children and adults involved and take witness statements where appropriate.

Legislation and Statutory Guidance.

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#). Please see Appendix 1 for details of further legislation, which outline an academies power to exclude pupils.

There are two types of exclusion:

Fixed period Exclusions.

If a child has seriously breached the academies expectations, or allowing a child to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils, they may be excluded for a fixed period of time, with a date set when the child should return to school.

Examples of such behaviours could include:

- Continued disruption to lessons
- Defiance
- Verbal, racial or physical abuse to pupils, staff or others.
- Bullying, physical, verbal or Cyber
- Physical abuse to pupils or staff or others
- Theft and /or Vandalism or damage to property

- Indecent behaviour
- Threatening behaviour towards other pupils or members of the Park Hall family.
- Unacceptable behaviour which has previously been reported and for which the academy's sanctions and other interventions have not been successful.

A child may be excluded for one or more fixed periods, up to a maximum of 45 days in an academic year. For a fixed period exclusion of more than 5 school days, (school days are any days when there is a school session, INSET days do not count as a school day), the academy will provide learning activities for a child to complete during their exclusion. A child who is excluded from the academy is not allowed on the premises during an exclusion and in addition, parents are legally responsible for ensuring that their child is not present in a public place during school hours without good reason. It is a parents/carers responsibility to supervise their child during the exclusion period.

Following exclusion, parents are contacted immediately where possible. A letter will be emailed to parents giving details of the exclusion and the date the exclusion period ends. Should a parent or carer wish to discuss the letter with the Principal or member of the academy's Senior Leadership Team, they are welcome to make an appointment via the academy office.

Following a period of fixed term exclusion, a return to school meeting will be held and this will involve the Principal or a member of the Senior Leadership Team and other staff where appropriate. A parent or carer must attend. A Learning Agreement will be put in place and will be signed by the child, parent or carer and Principal/Senior Leader. This will be monitored. The academy may consider a period of internal isolation appropriate for a child on their return to the academy.

Permanent Exclusion.

The decision to exclude a child permanently is a serious one. If necessary, a series of fixed term exclusions can be made to allow time for all options to be explored and for an emergency review to be arranged.

There are two instances where permanent exclusion may be considered:

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent, repeated and defiant misbehaviour as listed in the examples in the above "fixed period" section.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or "one off" offence. Such an offence might include a serious act of physical violence against a member of staff, pupil or member of the school community.

If the academy feels that police involvement is necessary for specific and serious offences, this will be considered by the Principal and all parties involved.

Parents or carers will be notified of the exclusion immediately and will receive further details of reasons for the exclusion in writing.

Discipline and Physical Restraint

Staff can restrain a child in order to prevent a child from injuring themselves or others, to prevent damage to property or to prevent a child causing serious disruption (please refer to the Positive Handling Policy).

Further Information

The Principal will inform the Local Governing Committee (LGC) and the Local Authority of a permanent exclusion, exclusions exceeding more than 5 days in a term and/or when an exclusion will result in pupils missing a National Curriculum Test.

The LGC and the Local Authority has a duty to consider parents' representations about exclusion. The LGC may delegate their functions with respect to the considerations of an exclusion decision to a designated sub-committee consisting of at least 3 governors.

The LGC must consider the reinstatement of an excluded pupil within 15 days of receiving the notice of exclusion.

If requested by the parents, the LGC must consider the reinstatement of an excluded child within 50 school days of receiving notice of the exclusion if a child would be excluded from school for more than 5 school days, but not more than 15 school days in a single term.

Reviewed: January 2019 (Policy Review undertaken by G Frost and Park Hall Parliament).

Review Date: January 2020

Appendix 1

This policy is based on statutory guidance from the Department for Education:

It is based on the following legislation, which outline schools' powers to exclude pupils:

- Section 52 of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
- [The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)
- Sections 64-68 of the [School Standards and Framework Act 1998](#)

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)