



# Behaviour Policy

UPDATED	27 September 2023
AUTHOR	SLT
VERSION No	1
NEXT REVIEW	Autumn Term 2024
REVIEWED BY	FGB

This policy was extensively rewritten in Autumn 2022.  
Summary of changes to this policy Autumn 2023

- Updated references to statutory guidance.
- Direct reference to the Behaviour Curriculum
- Reference to our Character virtues
- Updated Behaviour for Learning chart

## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that 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
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

## 2. Legislation and statutory requirements

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

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- 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.

## 3. Definitions

Breach of school code is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude, including challenging staff
- Incorrect uniform

**A significant breach of school code or significant incident is defined as:**

- Repeated breaches of the school rules
- Refusal to comply with a sanction
- Any form of bullying
- Sexual violence, or sexual assault (including intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- Knives or weapons
- E-scooters
- Alcohol
- Illegal drugs or those categorised as ‘legal highs’
- Stolen items
- Tobacco, Vapes and cigarette papers
- Fireworks
- Pornographic images
- Mobile phones that are internet or camera enabled

Our school Behaviour for Learning (BFL) chart is used in lessons to respond to breaches of the school code. Please note the grid will be used as a guide with each case judged on its own merit. The BFL may also be subject to change throughout the school year. (Please see Appendix 1).

#### 4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school’s approach to preventing and addressing bullying are set out in our Anti-Bullying Policy. This also details the following:

- How students, parents/carers and staff can report incidents of bullying
- How the school investigates allegations of bullying
- How the school records, analyses and monitors incidents of bullying
- Sanction procedures, making reference to section 7 of this policy where applicable

- How the school supports students who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school educates and trains staff and governors in preventing and handling bullying.

## **5. Roles and responsibilities**

### **5.1 The governing board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

### **5.2 The Headteacher**

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

### **5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and in line with school protocols
- Challenging students to meet the school's expectations
- The Senior Leadership Team (SLT) and Middle Leaders will support staff in responding to behaviour incidents.

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

### **5.5. Students**

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

## **6. Behaviour Curriculum**

Students are expected to:

- Refrain from behaving in a way that brings the school into disrepute, including when outside school and adhering to our School Code:
- Keep safe and keep others safe
- Be part of a school that allows others to learn
- Help others wherever you can
- Bring credit to Park High School in our community
- Make those you care about proud of you
- Behave in an orderly and self-controlled way
- Promote and uphold our Character virtues of Teamwork, Curiosity, Compassion, Resilience and Integrity
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Support the safety of the school site by not inviting non-Park High students to meet at the school
- Support the safety of the school site by not bringing visitors onto the school site without prior arrangement.

### **Mobile Phones**

The school operates a no camera/internet enabled mobile phone policy. This means that mobile phones such as these are banned on the school grounds and immediate vicinity. This includes the park at lunchtime and immediately after school. Students who are found to have filmed on the school site, uploaded to social media sites, or shared material that contravenes the school of code conduct will receive a significant sanction as detailed in section 7. Please see our Mobile Phone Policy for further detail.

## **7. Responding to behaviour**

### **7.1 Classroom management**

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the behaviour curriculum alongside additional classroom rules
- Develop a positive relationship with students, which include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **7.2 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

### **7.3 Responding to good behaviour**

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Recognition of behaviour that reflects our strategy for Character Education- Teamwork; Compassion; Resilience; Integrity; Curiosity
- Verbal praise
- Communicating praise to parents via a phone call, note in contact book or other written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

### **7.4 Responding to misbehaviour**

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as

the use of pre-arranged scripts and phrases. This will include using strategies to correct behaviour before consequences are issued.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Sending the student out of the class
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the student to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'
- Removal of the student from the classroom
- Referral to Internal Exclusion
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

### **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

### **7.6 Confiscation, searches, screening**

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

#### **Confiscation**

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student, other than mobile phones as per our school policy.



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

### **Searching a student**

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher.

Any search will be conducted as outlined in Searching, screening and confiscation: advice for schools 2022. A record of the search will be retained.

It is incredibly rare for any school to consider strip searching a student. Should an assessment conclude that this is required, the school will again comply with the guidance outlined in Searching, screening and confiscation: advice for schools 2022 and only in conjunction with police presence.

### **Screening**

The school adopt screening only on entry to exams in line with exam regulations and school policy. This is to ensure that students are not in possession of electronic devices (where knowingly or unknowingly) such as Air pods or mobile phones. Screening in these scenarios occur in the following way:

- Students are made aware in advance they may be randomly screened with an electronic wand for devices as listed above
- Before any exams, allocated staff will wand random students prior to entry.

### **7.7 Off-site misbehaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

### **7.8 Online misbehaviour**

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

### **7.9 Suspected criminal behaviour**

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

### **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Detention
- Internal exclusion
- Suspension
- Exclusion
- Compulsory referral to outside agencies for support. This may include the police.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **7.11 Malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

## **8. Serious sanctions**

### **8.1 Detention**

Students can be issued with detentions during break, lunchtime or after school.

The school will decide whether it is necessary to inform the student's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

Students who do not attend a given detention may be given a more serious sanction, such as SLT 90-minute detention on a Friday.

## **8.2 Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time. Removal may include (dependent on the circumstance):

- Withdrawal to a shadow room for the rest of the lesson
- Withdrawal to HOD/HOY
- A longer period of withdrawal to the Internal Exclusion Room
- Withdrawal from a subject for a limited time to address behaviour concerns

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with learning mentors or key pastoral staff
- Use of teaching assistants
- Short term behaviour report cards
- A Pastoral Support Plan (PSP)
- Multi-agency assessment
- Consideration for Managed Move (an agreed move to a different school in Harrow)
- Respite for a fixed period at an alternative provision, such as The Jubilee Academy.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

## **8.3 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort. Please refer to our exclusions policy for more information.

## **9. Responding to misbehaviour from students with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

## **9.2 Adapting sanctions for students with SEND**

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **9.3 Students with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **10. Supporting students following a sanction**

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This may include:

- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- Reintegration meetings
- Referral to a specific intervention or support (such as mentoring)
- A Pastoral Support Plan
- Any further intervention deemed appropriate to the needs of the student.

## **11. Student transition**

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. The school works in partnership with our feeder schools and other agencies to ensure there is a tailored approach to our cohort.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

## **12. Training**

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

## **13. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Governing Body.

## **13. Links with other policies**

This behaviour policy is linked to the following policies and documents:

- Exclusion's policy
- Anti-bullying policy
- Mobile Phone policy

- Exams Policy
- Child Protection and Safeguarding policy
- Teaching, Learning, Feedback and Assessment Policy
- SEN statement
- School Uniform Policy
- Drug Awareness Policy
- Complaints Policy.



PARK HIGH SCHOOL

Behaviour for Learning			
All B logs and warnings are logged on the school centralised system			
Code	Log	Reason	Consequence
B1	Organisation concern	Late at the gate Uniform issue Contact Book concern Lack of equipment	Lunchtime detention
B2	Incomplete or inadequate home learning	No H/L submitted Poor effort	Student/Teacher conversation Referred to H/L club Teacher Support- maybe a detention outside of the centralised system
B3	Breach of school code	Any behaviour that breaches the school code	30 minute detention 60 minute detention (issued by HOD/HOY/SLT only) Fri 90 minute SLT detention
B4	Behaviour warranting IEX	Multiple B logs of concern Significant incident	Internal Exclusion (IEX)

### School Code

- Keep safe and keep others safe.
- Be part of a school that allows people to learn.
- Help others whenever you can.
- Bring credit to Park High School in our community.
- Make those you care about proud of you.

Detentions		
Reason	Time	Location
Organisation concern	12:40-1pm	DS2
Home Learning	At teacher's discretion OR referral to H/L club	
Detention	3.10-3:30pm or 3:10-4:10pm	Canteen
SLT 90 minute (Thursday only)	3:10-4:40pm	Community Based

Please note the grid will be used as a guide with each case judged on its own merit.  
The BFL grid may also be subject to change throughout the school year