

Positive Behaviour Policy

Aims and Purpose

Park Lane Academy is committed to achieving and maintaining high standards of behaviour for our students. We do this by having clear and simple set of high expectations which are understood by all staff, students, parents/carers and governors.

Park Lane Academy is committed to work with all students to ensure that all students and colleagues are safe and able to thrive in a positive learning environment.

The following statements underpin the work we do with students:

1. Encourage and acknowledge students' good behaviour and discipline
2. Promote self-esteem by encouraging students to value and respect themselves and others
3. Provide a safe environment free from disruption, violence, bullying and any form of harassment
4. Promote early intervention and personalised support
5. Ensure a consistency of response to both positive and negative behaviour
6. Encourage a positive relationship with parents and carers
7. Seek to develop a shared approach of involvement in the implementation of the school's policies and associated procedures
8. Encourage students to take responsibility for their own behaviour
9. Model good behaviour for our students

The key focus of the school positive behaviour policy is to ensure that our students learn how to be good learners and demonstrate a positive attitude to learning. They must acquire skills and attributes that they require to function effectively in the workplace and wider community. They must be able to transfer these skills, attitudes and knowledge to all aspect of their lives and become responsible citizens. The key to changing behaviours is the effective use of our reward strategy which ensures that all students are rewarded for positive attitude, application and effort throughout school.

Curriculum

This policy also enables teaching and learning standards as set out by the Department for Education (DFE) are met. The DFE teacher standards states that all staff have a responsibility to promote good behaviour, self-discipline and respect, prevent bullying and create positive and effective learning environments. Good behaviour for learning should be the standard and typical of the behaviour at Park Lane Academy.

We believe that an appropriately structured curriculum and effective learning and teaching contribute to good behaviour. Thorough planning for the needs of individual students, active learning and student voice, progression and structured feedback all help to avoid the alienation and disaffection that can lie at the root of undesired behaviour. It follows that lessons should have clear objectives that are understood by students and sufficiently differentiated to meet the needs of a range of abilities. Assessment and record keeping can be used both as a supportive activity, providing feedback to students on progress and achievement and also as an indicator that the student's efforts are valued and progress matters. Appropriate behaviour management strategies also support and encourage a productive learning environment.

Roles and responsibilities

We want school to be enjoyable for every student who we have the pleasure of working with at Park Lane Academy. All students should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. We want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between students or students and staff. We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behaviour.

It is extremely important that parents understand and support the school's behaviour policy and help their child understand why respecting this policy is important for the well-being of every student and the smooth running of the school.

There may be rare times when parents/carers do not agree with the chosen consequence. In such cases, while the school will be willing to discuss the matter, we hope that parents will nonetheless support the school's decision.

The Governing body will establish, in consultation with the Principal, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear.

Governors will support the school in maintaining high standards of behaviour. The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.

All staff, including teachers, support staff and student teachers, 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 so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.

The Governing body, Principal and staff will ensure there is no differential in application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with school in maintaining high standards of behaviour and will have the opportunity to raise any issues or concerns.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

The Academy and parents both have responsibility to ensure young people are educated to be able to adhere to the law and behave appropriately. The Academy has the statutory power to challenge and impose a disciplinary consequence for poor conduct of students off the school premises when the child is:

- 1 Taking part in any school organised or school related activity or
- 2 Travelling to or from school or
- 3 Wearing the Academy uniform or is identifiable as a Park Lane student.

In addition, any misbehaviour at any time may be challenged and lead to a consequence should it have any repercussions for the orderly running of the Academy, pose a threat to another student or member of the public, or could adversely affect the reputation of the Academy. Being involved in any of the above will incur a disciplinary consequence.

In addition any student that is found to have made a malicious accusation against a member of the Academy staff will incur a disciplinary consequence. This may include a fixed term or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Rewards and Sanctions

School Ethos

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students 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.

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required.

School Systems

The following '5 a Day' (**Appendix 1**) expectations cover all aspects of school life including travel to and from school and break /lunchtimes. They are written in every students' planner and displayed in every classroom. Every member of our community are expected to fully comply with them. These expectations are:

- Be ready to learn
- Respect others
- Actively listen
- Allow everyone to learn
- Try your best and don't give up

Rewards and Sanctions

Rewards

Praise and rewards will be used to motivate students much more frequently than negative consequences. This builds a culture of achievement and success. The praise and rewards will aim to constantly reinforce our core values. A clear summary of the system of rewards is included in the staff handbook. All staff, teaching and non-teaching will be given clear instruction on which rewards can be given and how the system works. All students will be given the same instruction through a series of tutorials and assemblies. Posters will be clearly displayed in every classroom and in corridors within the departments. We praise and reward students for good behaviour, work, effort and positive community contributions in a variety of ways:

- Verbal praise
- '5 a Day' lesson achievement points
- 'Staff star' weekly nominations
- 'Bright SPARK' weekly postcards

- Half termly progress Departmental certificates
- Phone calls to parents/carers
- Bi-weekly Achievement assemblies
- Half/termly/annual presentation events
- Reward trips
- Special privileges

Sanctions

There is a clear set of escalating sanctions for poor behaviour. They range from expressions of disapproval, through withdrawal of privileges/time out, detention, to referral to the Senior Leadership Team/Principal, letters to parents, internal isolation, and, ultimately as last resort, fixed term exclusion. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may be ineffective. In such cases careful evaluation of the curriculum on offer, the classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from other outside agencies may also be necessary on occasions. All individual cases will be assessed by appropriate pastoral staff and/or discussed in the Inclusion meeting.

The use of sanctions should be characterised by certain features: It must be clear why the sanction is being applied and what changes in behaviour are required to avoid future punishment. There should be clear distinction between minor and major offences. It should be the behaviour rather than the person that is punished.

All staff, teaching and associate, will be given clear instructions on how the system for applying sanctions within the Behaviour Policy works. All students will be given the same instruction through a series of tutorials and assemblies. Posters will be clearly displayed in every classroom and in corridors within the faculties

Consequence of Poor Behaviour

	Your teacher will politely remind you and use positive reinforcement before any consequence is given
C1	Students who do not respond to verbal reminders and positive reinforcement will lose their '5 a Day' achievement point. This is entered on your SIMS account. 3x C1 per week = text home and 30 mins afterschool detention
C2	Students who continue to misbehave and choose not to respond to the positive reinforcement will be given a break or lunch 10 min detention, parent text . This is entered onto your SIMS account. 3x C2 from the same subject = department report for 4 weeks. 3x C2 in one week = Tutor 3 week monitoring report , parents/carers will be contacted via telephone to discuss improvements.
C3	Where students chooses not to respond to C1 & C2 consequences, students will be relocated with the HOD with an exit slip. Students will be given an hour after school to complete subject learning. Parents will receive a text. 3xC3 – repair and rebuild meeting, three subject specific targets given 3xC3 – HOY 6 week report, weekly meetings with parents/carers to discuss improvements
C4	Refusal to work with the HOD when relocated will result in one day in Isolation + 1 hour afterschool detention + meeting with parents + letter home. Isolation standards in place, student who do not comply with re do their day in Isolation. HOY 6 week report, weekly parent meetings
C5	Persistent defiance & Health and Safety issues may result in a fixed term exclusion, Managed Move placement to another secondary school or permanent exclusion.

Teachers' Powers

Teachers have the statutory authority to discipline students whose behaviour is unacceptable, who break the Academy's rules and who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on the student.

To be lawful, the detention must satisfy the following three conditions:

- The decision to place a student in a detention must be made by a paid member of Academy staff
- The decision to place a student in a detention must be made on the Academy premises or while the student is under the charge of the member of staff
- It must not breach any other legislation and it must be reasonable in all circumstances. A consequence to poor conduct must be proportionate.

Teachers can discipline students at any time the students is in school or elsewhere under the charge of a teacher, including school visits. Teachers can also discipline students for behaviour outside of the Academy.

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate students' behaviour in these circumstances 'to such extent as is reasonable'.

Detentions

Parental consent is **not** required for detentions. However, as with any disciplinary penalty staff must act reasonably when imposing a detention. Staff will not issue a detention where they know that doing so would compromise a child's safety. With lunchtime detentions, staff will allow reasonable time for students to eat, drink and use the toilet.

Force or Restraint of Students

The Education Act allows staff in schools to use reasonable force to control or restrain students in certain circumstances. It should be remembered at all times that the use of reasonable force is open to interpretation and very much depends on a risk assessment of the situation at the time. A guiding principle is whether any other strategy could have been used.

The extent of the responsibility of those authorised Section 550A of the Education Act allows teachers and those authorised to have control or charge of students to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility)
- injuring themselves and others
- causing damage to property (including students' own property)
- engaging in any behaviour prejudicial to maintaining good order and discipline at school or among any of its students, whether in classroom or elsewhere

This provision applies whether the student is at school or on an organised activity, i.e. field trip or visit. However, the section does not cover all situations in which it might be reasonable to use a degree of force. For example, everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a student was at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene.

Confiscation of and search for inappropriate items

Under section 90 of the Education and Inspections Act 2006 and part 2 of the Education Act 2011, the school has the right to confiscate, restrain or dispose of a student's property and protects the school from liability of damage.

The school reserves the right to search without consent of prohibited items.

Prohibited items include: cigarettes, electronic cigarettes, alcohol, illegal drugs, stolen items, weapons or pornographic images, including those on mobile phones or any other item, which the school deems could be considered harmful to a student. Sanctions will be imposed if an inappropriate item is found. Weapons, knives, extreme or child pornography must be handed over to the Police. Otherwise it is for the Principal to decide on the return of the confiscated item. Refusal to comply with the school search will result in a sanction. All searches should be done in the presence of another member of staff of the same sex. Where possible a member of SLT will be present when a student is being searched but this is not binding.

Search records are retained and placed in the student file.

Pastoral Support Plans (PSP)

A student will be placed on a PSP if they are deemed to be at risk of permanent exclusion from Park Lane Academy. The decision will be taken by the Senior Leadership Team. Before a PSP is initiated, normally the following monitoring strategies and interventions will have been adopted with the student prior to their becoming eligible for a PSP:

- Tutor/HOY report
- Internal isolation and fixed term exclusion
- Support meetings with Parents/carers and the pastoral team
- Formal meeting with Parent/Carer after an external exclusion.

Senior Leadership Intervention Room

The purpose of SLIR is to promote good behaviour in school by providing an area where serious situations of undesired behaviour are punished and students are given the opportunity to reflect on their behaviour. Senior Members of staff will supervise this room.

Isolation will be used:

- For any student who has seriously or persistently breached school expectations.
- For any students who persistently fail to attend detentions.
- For students who leave the school site without permission (specifically without being collected by parents/carers or a responsible adult and parents prior consent being checked by school for collection by this identifiable person – must have ID).
- Students who internally truant

Exclusions

The Academy will use these when a serious incident occurs, or persistent misbehaviour and disturbing the learning of others continues after sanctions have been used. All incidents are investigated fully and students are given the opportunity to make a written or verbal statement (which will be recorded). The Principal will consider all exclusions in line with current regulations. Where exclusions are issued, telephone and letter will inform parents/carers about the nature of the incidents and possibility of exclusion. Students will be issued with work for the period of their exclusion and a reintegration meeting will be held prior to readmission. Parents/carers will be expected to attend. During the days of exclusion, parents/carers are legally responsible for their child's whereabouts, with the possibility of a penalty notice if the child is found in a public place without reasonable justification.

Offences likely to lead to an internal/ fixed term exclusion:

1. Violent conduct including: vandalism, criminal damage, physical violence, grossly insulting behaviour, possessing an offensive weapon.
2. Gross disobedience.
3. Bullying.
4. Racist/sexist/homophobic behaviour.
5. Bringing the school into disrepute.
6. Persistent non-co-operation
7. Drugs – using/possession.
8. Smoking on site/ being in possession of smoking paraphernalia/ being with smokers

Permanent exclusion

In rare and exceptional circumstances the Principal reserves the right the permanently exclude a student in line with current DFE guidance.

Offences likely to lead to a permanent exclusion or managed move:

1. Extreme violent conduct including: vandalism, criminal damage, physical violence towards student or staff, grossly insulting behaviour, possessing an offensive weapon.
2. Persistent gross disobedience.
3. Persistent bullying.
4. Persistent racist/sexist/homophobic behaviour.
5. Persistent non co-operation
6. Drugs – using/possession/dealing.

In any instances where there is a dispute, the decision regarding whether to fixed term or permanently exclude a student will lie with the Principal.

References:

- Behaviour and Discipline in schools: Advice for headteachers and school staff (February 2014 DfE)
- Screening, Searching and Confiscation – Advice for headteachers, staff and governing bodies

Communication and Review;

Policy to be reviewed July 2018

The Principal outlines the Behaviour Policy and what is expected and what is not tolerated within the Academy in an Assembly to students

This Policy is published on the Academy website and is confirmed annually to parents/carers