

# Behaviour Policy:

## Park Campus Academy



Park Campus  
Academy

**Approved by:**

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## 1. Intent: Aims of policy

This policy aims to:

- Provide a clear and consistent approach to Behaviour Management (BM) at Park Campus Academy (PCA).
- Define what we consider to be unacceptable behaviour, including all bullying.
- Outline expectations of how students and staff should behave.
- Summarise the roles and responsibilities of the different adults within the academy community, with regards to Behaviour Management (BM).
- Affirms teacher's powers to discipline students in their charge – in line with the framework of this policy.
- Asserts the rights of Park Campus Academy (and its' suitably trained staff) to exercise the legal powers to use Reasonable Force - when deemed absolutely necessary - for maintaining the safety of students and staff and good order (in line with Section 93 of the Education and Inspections Act (2006)).
- Outline the system of rewards and staged consequences at PCA (including Fixed Term (home based) and Permanent Exclusion).

## 2. Legislation and statutory requirements

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

- [Behaviour and Discipline in Academy's / Schools](#)
- [Searching, Screening and Confiscation in Academy's / Schools](#)
- [The Equality Act \(2010\)](#)
- [Use of Reasonable Force in Academy's / Schools](#)
- [Supporting Students with Medical Conditions in Academy's / Schools](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is informed by the following specific guidance / policy and law for Student Referral Units (PRUs):

- Section 175 of the [Education Act \(2002\)](#), which outlines an academy's / school's duty to safeguard and promote the welfare of its students.
- Sections 88-94 of the [Education and Inspections Act \(2006\)](#), which require academies / schools to regulate students' behaviour and publish a Behaviour Policy and written statement of behaviour principles, and give maintained academies / schools the authority to confiscate students' property.
- [DfE Guidance](#) explaining that maintained academies / schools, (including Free Schools) and independent schools should publish their Behaviour Policy online.

- Schedule 1 of the [Education \(Independent School Standards\) Regulations \(2014\)](#); paragraph 7 outlines an academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the academy to have a written Behaviour Policy and paragraph 10 requires the academy to have an Anti-Bullying Policy.
- [DfE Guidance](#) explaining that academies / schools, (including Free Schools), should publish their Behaviour Policy and Anti-Bullying Policy online.
- This policy complies with our funding agreement and Articles of Association.

### **3. Definitions for the purpose of the PCA Behaviour Policy:**

**Low Level Disruption / misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Repeated breaches of the academy rules

**Serious misbehaviour** is defined as:

- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
- Vandalism of academy buildings / property
- Theft
- Fighting (including 'play-fighting')
- Smoking (including e-cigarettes)
- Racist, sexist, homophobic, or discriminatory behaviour
- Possession of contraband items / materials. These are:
  - Knives / 'sharps' or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers and other smoking paraphernalia (including e-cigarettes)
  - Fireworks
  - Pornographic images (in either physical or e-format).
  - 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).

Furthermore, following items that are also **proscribed** a constitute a serious misdemeanour under PCA's Behaviour Policy:

- Sweets / soft drinks / excessive quantities of sugary foods
- Mobile phones / electronic devices (that have an internet capability / or, can film / record sounds and images) – are **not permitted** inside the environs of the academy.

#### **4. Searching and screening on entry to the academy**

Academy staff follow DfE Guidance on searching, screening, and confiscation (**DFE-00034-2014**) and have received training in alignment with this advice. Searching, screening and confiscation are accepted routines that protect and reassure all within the PCA learning community.

##### **4.1 Morning entry into the academy**

- All students are searched by trained staff on entry to PCA each morning
- Searches involve 'wands' (metal detectors) to seek out weapons / 'sharps'
- Phones / electronic devices and 'contraband' food and drink are confiscated and placed into labelled see-through bags for collection at the end of the academy day
- A search of students will be undertaken on entry on reasonable suspicion of possession of any contraband items becoming apparent

##### **4.2 Student re-entry after leaving site / student entry after the start of day**

- All students who leave and then return to the academy later the same day are searched at Reception by a trained member of staff.
- Searches involve 'wands' (metal detectors) to seek out weapons / 'sharps'
- Phones / electronic devices and 'contraband' food and drink are confiscated and placed into labelled see-through bags for collection at the end of the academy day
- A search of students will be undertaken on entry on reasonable suspicion of possession of any contraband items becoming apparent

##### **4.3 Handing over certain contraband items to the police**

- Weapons, 'sharps', knives and pornographic images (on mobile phones / electronic devices) are passed to the Head of Academy to decide what action to take.
- The Head of Academy reserves the right to hand over the confiscated illegal items to the academy's SSPO / the Metropolitan Police.

## 5. 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
- Difficult to defend against

*Bullying types are more fully defined in **Appendix 1**.*

Details of our academy's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy (*see the PCA website*).

### 5.1 Statutory duty of schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students.

### 5.2 Procedures for reporting, recording and dealing with incidents of bullying:

Students or their parents/carers should feel able to report a bullying incident to any member of staff. The following should then occur:

- Staff member(s) to complete a Sleuth Report, as soon as practicable, writing a clear account of what happened, when it occurred and who was involved.
- The Attendance and Welfare Officer (AWO) will check the Sleuth MIS system daily and address any reported incidents of bullying - passing information onto the relevant member of the SLT / ELT – copying in the Head of the Academy and the Assistant Head (Strategic Behaviour Lead).
- The AWO / Assistant Head Teacher (Strategic Behaviour Lead) will follow procedural guidelines as set out in the Academy's Anti-Bullying Policy, in particular, checking the Sleuth report and speaking to all those concerned / collating statements etc.
- Staff will be kept informed by the AWO / Assistant Head Teacher (Strategic Behaviour Lead). If the bullying re-occurs / persists the AWO / Assistant Head Teacher (Strategic Behaviour Lead) will be supportive of the victim and escalate the investigation to the Head of the Academy for further guidance.
- Parents / carers will be kept informed of actions, intervention strategies and consequences of any bullying inquiry.

**All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with Academy's Anti-Bullying Policy.**

The AWO / Assistant Head Teacher (Strategic Behaviour Lead) will ensure the following consequences will be followed for students who have bullied:

- **Incidents of racist / sexist / homophobic bullying** will be immediately reported on Sleuth and the parent(s) / carer(s) of the perpetrator and victim informed.

- **First offence** of bullying:

- Incident logged and student reminded of policy
- Opportunity given to discuss why student became involved and what they need to do to.
- Repair of the relationship (Restorative Justice) with the victim – carefully supervised.
- Parents/carers informed with **Anti-Bullying Letter 1** for offender and victim

- **Second offence** of bullying:

- As above
- Possible Fixed Term Exclusion (at the discretion of the Head of the Academy)
- Parents / carers informed with **Anti-Bullying Letter 2** for offender and victim.

- **Third offence** of bullying:

- As above
- Parents / carers informed with **Anti-Bullying Letter 3** for offender and victim and are invited into Park Campus Academy in a supportive role.

- **Persistent Offenders:**

- Possible SSPO / Police involvement – could be in the form of a discussion, warning.
- May have longer Fixed Term Exclusion or Permanent Exclusion.
- Involvement of outside agencies may be necessary - as appropriate.

**Students who have been bullied may be supported by:**

- Being offered an immediate opportunity to discuss matter with a member of staff.
- Reassurance
- Restoration of relationship with the bully (Restorative Justice)
- Follow-up after two weeks from the incident and again in the next term by AWO.
- Whole School / Class work around the issue (PSHE / Assemblies)

**Students who have been responsible for bullying may be supported by:**

- Being offered an immediate opportunity to discuss the incident with a member of staff
- Re-establishing respectful and expected behaviours with the support of the young person's family and professional support network and agreed sanctions
- Restoration of relationship with the victim (Restorative Justice)
- Follow up after two weeks from the incident and again in the next term by AWO.
- Whole School / Class work around the issue (PSHE / Assemblies).

Within the curriculum the school will raise the awareness of the nature of bullying through PSHE lessons, school council meetings, and assemblies and through the use of external support provisions and subject areas, in an attempt to educate all and attempt to eradicate such behaviour.

The school has well established links with local SSPO's and may contact them for advice and support where necessary.

Key staff are trained in Restorative Justice and counselling to ensure they are skilled and competent at dealing with such incidents as effectively as possible.

## **5.2 Racism, Sexism, Homophobia**

Racism, sexism and homophobia are illegal.

PCA will always investigate, evaluate and record allegations these serious, illegal and anti-social behaviours. All proven cases will be sanctioned to the highest possible level in line with this policy

## **6. Roles and responsibilities**

### **6.1 The Academy Council – monitoring the implementation and impact of the policy.**

The governors of the Park Campus Academy Council (PCAC) are responsible for reviewing and approving the written Statement of Behaviour Principles (**See Appendix 2**).

The PCAC will also review the PCA Behaviour Policy in conjunction with the Head of Academy, and monitor the policy's implementation and impact, holding the Head of Academy to account for the same.

The PCAC is responsible for monitoring the Behaviour Policy's effectiveness and holding the Head of Academy to account for its implementation.

### **6.2 The Head of Academy.**

The Head of Academy is responsible for reviewing the Behaviour Policy in conjunction with the PCAC, giving due consideration to the academy's Statement of Behaviour Principles (**See Appendix 2**). The Head of Academy will also approve this policy.

Furthermore, the Head of Academy will ensure that the whole-academy environment encourages positive behaviour and that staff deal effectively and ethically with poor behaviour, and will monitor how staff implement this policy to ensure student behavioural rewards and consequences are applied consistently.

The Head of Academy is responsible for annually reviewing and approving this Behaviour Policy. The Head of Academy is also the only person who can authorise Fixed Term Exclusions and pursue the Permanent Exclusion of any student on roll.



## 6.3 Staff

### Staff are responsible for:

- Implementing the PCA Behaviour Policy in a calm, consistent, cohesive, and fair manner (in line with our 'Home-Academy Agreement') – at any time both in and out of the academy environs. Calm consistent adult behaviour is a MAPA mantra, that should be used in all situations.
- Teachers can not only discipline students at any time, they also have the powers to impose appropriate and proportionate consequences as required e.g. detentions and / or confiscation of student property.
- Treating all students with ***unconditional positive regard*** at all times – despite any behavioural infractions / difficulties encountered. A calm consistent adult behavioural manner is a MAPA mantra, that should be used in all situations.
- Modelling excellent positive behaviours at all times.
- Providing an individualised approach in their teaching and pastoral dealings with the individual needs of all students.
- Recording behaviour incidents and notes on the academy's main MIS system (*Sleuth*).
- Working collaboratively with other local agencies and professionals to assess the needs of any student who displays continuous disruptive behaviour e.g. Social Services, CAMHS, educational psychologists etc.

The Extended Leadership Team (ELT) at PCA will support the Learning Advisors in responding in a timely manner to behaviour incidents as appropriate. Staff will follow the PCA Staged Behaviour Response approach dealing with and escalating incidents to the appropriate level of consequence.

## 6.4 Parents

### Parents are expected to:

- Support their child in adhering to the PCA Student Code of Conduct (commonly known as the 'Home-Academy Agreement')
- Ensure their child is correctly dressed in the appropriate PCA academy uniform.
- Inform the academy of any significant changes in family / individual circumstances that may potentially affect / impact their child's behaviour
- Discuss any behavioural concerns with the appropriate academy professional in a timely manner.

## 7. Student Code of Conduct (as per the Academy's "Home / Academy Agreement")

### Students are expected to:

- ***"Make learning my first priority and aim to achieve to the best of my ability"***: To ensure they always behave in an orderly and self-controlled way in and around the academy.

- **“Respect the rights and beliefs of others”**: To always treat one another, adults, and visitors with **unconditional positive regards** at all time – despite any challenging behavioural barriers they may experience.
- **“Respect and care for my peers, teachers and members of my community”** To show respect to other students, members of staff and those in the local community at all times.
- **“Look after the academy and its’ property and grounds”**: To treat the academy buildings / property with care and respect.
- **“Take pride in my appearance and wear full academy uniform at all times”**: To always wear the correct uniform (and footwear).
- **“Be on time every day and fully equipped for ‘academy’”**: To be punctual to the academy and ready to learn every day.
- **“Hand in all electronic devices, valuables and sweets / drinks / unhealthy snacks etc. to the door ‘Welcome Team’.”**: To ensure no contraband items are brought across the threshold of the academy each day.
- **“Be searched when returning to site by PCA staff or the Safer School’s Police Officer (SSPO)”**: To make the academy a safe place for all students to learn.
- **“Use ICT equipment for ‘academy’ work only”**: To ensure students keep safe online and use only approved applications / software and educational websites.

## 8. Rewards and consequences

### 8.1 List of rewards

All incidents of good and unacceptable behaviour must be recorded on the academy MIS system - Sleuth.

Positive behaviour rewards aim to promote good citizenship, hard work and responsibility and underpin our ethos of unconditional positive regard. The rewards at PCA are:

- **Praise** – that is specific and personal (including public recognition)
- **Positive Learning Points / Merits** – given by all adults in the academy and recorded on the MIS system (Sleuth)
- **Positive feedback** communication home to parents, such as ‘positive’ phone calls, ‘positive’ emails, ‘Well Done!’ postcards, achievement / effort / ‘Good Citizen’ certificates mailed home
- **Reward Activities** – both at the academy and when possible, practical, and affordable some off-site trips and visits

### 8.2 Rewards schedule

- **Weekly:**
  - **Award certificates for ‘best in’ subject** – chosen by form and subject teachers awarded in assembly
  - **Award certificates for highest number of Positive Learning Points (PLP’s)** on MIS system (Sleuth) awarded in assembly

- **Bi-Termly (3 times per academic year):**
  - **Gold Award Certificates for highest number of Positive Learning Points (PLP's)** on MIS (Sleuth) for whole half-term and vouchers drawn by lots
  - **Attendance Gold Award Certificates for those achieving 95%+** for the half term – ‘First in Class’ express lunch passes for following half-term and vouchers drawn by lots
  
- **Annually:**
  - **Reward Activities for students achieving 95%+ attendance across the academic year** PLUS an Annual Attendance Gold Award Certificate PLUS ‘First in Class’ express lunch passes for following half-term, and vouchers drawn by lots
  - **Reward Activities for students achieving the highest number of Positive Learning Points (PLP's) over an entire academic year** PLUS an Annual Gold Award Certificate for the highest number of Positive Learning Points (PLP's) for the whole year
  - **Annual PCA ‘Good Citizen’ Award** – special certificate and prize to the individual(s) felt to have made the most significant contribution towards the academy and wider community – and a voucher
  - **The Head of Academy’s Special Student Award** – one student will be nominated by staff / peers who has made exceptional academic and/or behavioural improvement across the academic year – and a voucher

### 8.3 Staged Approach to Behaviour Consequences

The academy may use one or more of the following consequences in its response to unacceptable student behaviour.

The adults at PCA focus their critique on the negative behaviour of the student and not the actual student. Contextual account is taken of any Safeguarding concerns that may: act as triggers for negative behaviour incidents; or may significantly influence certain behaviour consequences e.g. a home-based Fixed Term Exclusion; or may place the student at increased Safeguarding risk; or compromise a student’s caring duties.

#### 8.3.1 The PCA staged BM process: Yellow Warning Cards and Red Exit Cards

Please refer to Appendix 6

- A **verbal reminder** and instruction regarding the desired / appropriate positive behaviour. These ‘reminders’ must be stated in positively framed language e.g. “Thank you for not shouting out the answer! Hands up please Tracey!”  
(Staff should not assume the student is aware of what is appropriate behaviour).

- A **first ‘Yellow Card (1)’ reprimand** will be issued outlining the negative / inappropriate behaviour still being exhibited by a student, and the adults’ attempts to modify the behaviour prior to the reprimand / consequence. The adult will show the student the appropriate card and their name will be written on the whiteboard.
- A **second ‘Yellow Card (2)’ reprimand** will be issued with reference to the continued negative / inappropriate behaviour still being exhibited by a student, and the adults’ attempts to modify the behaviour prior to the reprimand / consequence. The adult will show the student the appropriate card and their name will again be written on the whiteboard.
- A **third reprimand** to a student will lead to the issuing of a **‘Red Exit Card (3)’**. The adult will show the student the appropriate card and their name will again be written on the whiteboard. The student will be removed from the learning space and educated with a senior member of staff (ELT / SLT) for the remainder of the lesson / or, be sent home on the instruction of the Head of the Academy on an FTE – if warranted.
- Issuing of an **After the Academy Day Detention (AtADD) (Commonly known as a “Daily Detention”)** – these are 20 minutes’ duration for lateness / punctuality, 30 minutes for a second ‘Yellow Card (2)’ and 40 minutes for the issuing of a Red Exit Card for behavioural concerns / issues. The adult issuing the detention will: outline the student’s refusal to follow given instructions / or their failure to respond to their directions, and as such the time to complete classwork and discuss the behaviour is to be undertaken during this set detention. Details of this detention will be recorded on the academy’s’ MIS system (Sleuth) by the adult issuing the detention.
- Students who do not attend an **AtADD (Commonly known as a “Daily Detention”)** – or who ‘fail’ it / for whom it is ‘unsuccessful’ / or, do not attend - will be set an **Extended Detention (ED) – (Commonly known as a “Friday Detention”)** – which are 90 minutes in length each Friday. Details of this detention will be recorded on the academy’s’ MIS system (Sleuth) by the staff members running the failed **AtDD (“Daily Detention”)**.
- **Failure to attend an ED or ‘Friday Detention’ will result in the Head of the Academy issuing a FTE to the student.**

### 8.3.2 Covid 19 Risky Behaviour Protocols

- Students who display Covid 19 unsafe and risky behaviour will be challenged and the behaviour sanctioned (usually a home-based FTE). Covid 19 risky behaviours should be recorded on the Sleuth MIS system. by the member of staff who identifies it.
- The types of unsafe / risky behaviour are listed in **Appendix 7**.

### 8.4 Detention Referrals and Protocols

- Subject Teachers / Learning Advisors / and Form Tutors can set **AtADD’s** for lateness and behavioural concerns. Details of this detention will be recorded on the academy’s’ MIS system (Sleuth).

- Heads of Key Stages (KS3 or KS4) will escalate a consequence if required. Details of the detention escalation will be recorded on the academy's MIS system (Sleuth).
- The Head of the Academy will become involved when an **ED** is 'failed' / unsuccessful – or, the students' on-going behaviour is giving cause for concern – this will typically result in an FTE for the student in question.
- Phone calls home to parents / carers will be made in advance of **any** set detention by the staff member setting the detention. Details of calls made are to be recorded in the notes section on the academy's MIS system (Sleuth) in advance of the detention being sat by the staff member setting it.
- Information regarding 'failed' / 'no show' detentions will be passed on to parents / carers by a phone call from academy staff. The details of the call made are to be recorded in the notes section on the academy's MIS system (Sleuth). For those students who 'fail' an ED / 'Friday Detention' a formal FTE letter will be mailed home.

## 8.5 Exclusion from the academy and the Restart (re-integration) Meeting

- **Fixed Term Exclusions (FTE's)** will be applied to students who display serious / dangerous, unacceptable / unreasonable behaviour, as appropriate
- The Head of Academy will ultimately determine if an **FTE** is deemed an appropriate consequence
- The academy will notify the students' parent(s) / carer(s) by phone of the exclusion – and this will be noted on the academy's MIS system (Sleuth).
- A formal letter from the Head of the Academy will be sent home to the parents / carers of a student issued an **FTE** (See **Appendix 3** for a sample **Fixed Term Exclusion letter to parents about their child's behaviour**).
- A **Restart Meeting** with the parent/s and student must take place before a young person can re-join the PCA learning community
- The **Restart Meeting** will re-state the academy's high behavioural and learning expectations, address the concern causing leading up to the **FTE**
- The **Restart Meeting** will culminate in the completion of **Academy Behaviour Agreement**. The meeting will conclude with the student being placed on **Academy Report** – for a minimum of 2 weeks
- Failure of the **Academy Behaviour Report** will mean that the student will be referred onwards to the academy's **Learning Intervention Panel (LIP)** – which meets monthly across the academic year
- At the **LIP**, students will be discussed and therapeutic or learning support strategies will be put in place, monitored, and reviewed by the panel
- Students with higher than average incidence of negative behaviour points and / or **FTE's** will also be referred to **LIP** for therapeutic and academic support by the SLT and ELT.

## 8.6 Permanent Exclusion

Park Campus Academy reserves the right to **Permanently Exclude (PE)** any student whose behaviour may be deemed a risk to themselves, their peers, or staff.

## 8.7 Off-site behaviour – on trips / visits or in the local community

Consequences may be applied where a student has misbehaved off-site when representing the academy, such as on an academy trip or on public transport going to or from academy. Such behaviours would be deemed unacceptable / unreasonable in their own right – and may also bring the name of Park Campus Academy into disrepute.

A **PCA Risk Assessment** will be undertaken by a trained member of staff - *prior to an off-site activity* to determine the students' suitability and ability to keep themselves and others safe.

## 8.8 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of Academy will discipline the student with a consequence in accordance with this policy.

Please refer to our **Safeguarding Policy** for more information on responding to allegations of abuse and the support services available to staff.

# 9. Implementation: Behaviour Management

## 9.1 Classroom management

Teaching staff and Learning Advisors are responsible for setting the expectations within their learning environment. For positive behaviour reminders to be successful, it is crucial that the expectations are established.

Positive expectations will be established through: -

- Creating and maintaining a stimulating environment that encourages all students to be engaged.
- Displaying the **Student Code of Conduct** (and other relevant Behaviour Management literature) in learning environments / classrooms in order to refer students to, reducing the potential for a personal argument, as the academy expectations.
- Developing positive relationships with students – including consistent use of unconditional positive regard towards all through:
  - Greeting students in the morning/at the start of lessons, modelling appropriate language.
  - Consistently approaching all student / staff interactions using unconditional positive regard.
  - Establishing clear routines and expectations.
  - Communicating expectations of behaviour verbally and non-verbally.
  - Highlighting and promoting positive behaviour using the rewards system.
  - Following the strategies for managing with low-level disruption – including de-escalation techniques/language – as promoted through MAPA training.
  - Repeatedly using positive reinforcement.

- Concluding all lesson positively – using targeted praise as appropriate and starting subsequent ones afresh.
- 

## 9.2 Physical Restraint (RPI)

According to Section 93 of the Education and Inspections Act (2006), all members of academy staff have a legal power to use reasonable force.

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property / damaging academy equipment
- Affecting good order in and around the academy

Incidents of physical restraint must:

- ***Always be used as a last resort***
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Should utilise the techniques and language acquired from MAPA physical restraint training
- 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 (recorded on the academy's MIS behaviour system ('Sleuth'))

## 9.3 Risk Assessments: minimising / managing the use of Physical Restraint (RPI)

The academy actively seeks to minimise the use of RPI wherever practical and possible.

All staff receive annual MAPA (or, RPI de-escalation training) to build up a caring, non-confrontational culture with students – and is supportive of the philosophy of unconditional positive regard.

The academy also conducts Health and Safeguarding Risk Assessments (RA's) to map out needs and identify strategies that are supportive of students vulnerable to episodes of physicality in their dealings with others (see **Appendix 4** for RA template).

## 9.4 Student seclusion:

The Head of Academy may exercise the right to seclude a student for a limited time period e.g. as part of a 'cooling down / refocus' strategy, or to obtain a statement / information regarding a serious behaviour incident. Students will be placed with an available member of the academy ELT / SLT with relevant work for that that lesson. This strategy will only be used in exceptional circumstances and for no longer than practically necessary. Students who are subject to seclusion have the right to time to eat and to use the toilet.

## 9.4 Confiscation

**Any prohibited items (listed in Section 3 of this policy) found in students' possession will be confiscated.** These items will **not** be returned to students.

We will also confiscate any item which is harmful or detrimental to academy discipline. These items will be returned to students after discussion with ELT staff and parents, if appropriate.

Searching and screening students is conducted daily, on entry (and at other times, when staff have reasonable suspicion / intelligence that contraband items have been brought into the academy) in line with the DfE's [latest Guidance on Searching, Screening and Confiscation](#).

## 9.5 Student support

The academy recognises its legal duty under the Equality Act (2010) to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to support the individual needs of all students – to this end all classes have Academy Class Learning Profiles (ACLPs) that identify effective individual and whole academy academic / behavioural interventions (see **Appendix 5**). These ACLPs are reviewed termly.

The academy's Special Educational Needs Co-ordinator (SENCO) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist (EP), medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 10. Student transition

To ensure a smooth transition into the next academic year at PCA, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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. Information on behaviour issues may also be shared with new settings for those students transferring to other academy's / schools.

## 11. Training.

Our staff are provided with training on Behaviour Management (BM), including accredited use of restraint training (and annual refreshers), and annual Safeguarding updates as part of their CPD process. Staff are encouraged to seek additional support in this area – should issues of poor student behaviour develop. BM support is tailored to the individual staff members needs.

BM will also form part of all staffs' Continuing Professional Development (CPD) and this will be mapped into the academy's CPD Plans.



## **12. Impact: monitoring arrangements**

Behaviours that place students, staff, and others at risk of significant harm will be identified through LIP process – and by monthly reviews of negative behaviour data by the ELT. As such, identified students will have their agreed Risk Assessment revised and these changes publicised within the academy staff body by the MAPA Certified Instructor.

This Behaviour Policy will be reviewed by the Head of Academy and PCAC annually.

The written Statement of Behaviour Principles (see **Appendix 1**) will be reviewed and approved by the PCAC every year. Behaviour rewards and consequence are reviewed each term by the SLT and ELT members responsible for operational implementation. FTE's are monitored to ascertain patterns / outliers and supportive pastoral and academic strategies put in place by the academy through the LIP panel.

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

This Behaviour Policy is linked to the following policies:

- Child Protection and Safeguarding Policy.
- Anti-Bullying Policy
- Exclusions Policy
- Sharps Policy

## Appendix 1: Types of Bullying

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Homophobia	Explicit homophobic remarks, display of anti-homosexual material, anti-homosexual gestures, unwanted physical attention, comments about sexual orientation / reputation or performance, or inappropriate touching / hitting / punching etc.
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

## Appendix 2: Statement of Behaviour Principles at PCA

- Every student will understand they have the right to feel safe, valued, and respected, and to be able to learn - free from the disruption of others
- All students, staff and visitors will be free from any form of discrimination
- Staff and volunteers will always set an excellent behavioural example to students
- Rewards, consequences, and the use of reasonable force will be used in a considered and consistent by staff, in line with PCA's Behaviour Policy
- PCA's Behaviour Policy will be understood by all students, staff, parents, and governors
- PCA's Behaviour Policy will clearly explain that exclusions are only be used as a last resort, and outlines the processes involved in both Permanent Exclusions (PE's) and Fixed-Term Exclusions (FTE's)
- Students will be assisted in learning to accept responsibility for and reflect upon their behavioural actions and corresponding consequences
- Families / carers will be involved in the academy's response to serious student misbehaviour to encourage and foster a stronger and healthier partnership between the academy and the students' home

The governing board (the PCAC) categorically affirms that violence or threatening behaviour **will not be tolerated** in any circumstances. This written statement of Behaviour Principles is reviewed and approved by PCAC every academic year.

## Appendix 3: Sample Fixed Term Exclusion Letter

Park Campus Academy  
[Gipsy Road,](#)  
[West Norwood,](#)  
[London,](#)  
[SE27 9NP](#)

Tel: 0207 504 0542  
[info@parkcampus.org.uk](mailto:info@parkcampus.org.uk)

Mrs Tumble  
118B Pluto Grove,  
Lower Mars,  
MARS 4UMAN  
Solar System

Wednesday XX<sup>th</sup> February 2109

**Subject: “Mr Tumble (Jr.)”**

**DOB: XX/YY/ZZZZ**

**Date from: Thursday XX<sup>th</sup> February 2109 ONLY**

Dear Ms Tumble,

I am writing to inform you of my decision to exclude **“Mr Tumble (Jr.)”** for a fixed period of **1day**. This means that **“Mr Tumble (Jr.)”** will not be allowed on the campus for this period. The exclusion begins on **XX.02.2109** and ends on **XX.02.2109** inclusive.

**An appointment has been arranged for you and “Mr Tumble (Jr.)” to attend a meeting on Friday XX<sup>th</sup> February 2020 at 9:45am.**

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **“Mr Tumble (Jr.)”** has not been taken lightly. **“Mr Tumble (Jr.)”** has been excluded for this fixed period because of:

**Fighting with pencil case**  
**Failing to follow academy conduct code (remove his false red nose)**

You have a duty to ensure that your child is not present in a public place during academy hours throughout this exclusion on **XX.02.2109** to **XX.02.2109** unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place during the time specified. It will be your responsibility to show reasonable justification.

You have the right to make representation to the Academy Council about this decision.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is:

SENDIST  
Mowden Hall  
Staindrop Road  
Darlington DL3 9DN.

You have the right to see a copy of “**Mr Tumble (Jr’s)**” academy record. Due to confidentiality restrictions, you need to notify me in writing if you wish to be supplied with a copy.

I will be happy to supply this if requested, but there would be a charge for photocopying. You may find it useful to contact the Advisory Centre for Education (ACE) an independent national advice centre for parents of children in state academy’s. They offer information and support on state education in England and Wales, including on exclusion from academy. They can be contacted on 020 7704 9822 or at [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

Yours sincerely

A handwritten signature in black ink, appearing to read 'M Elve-Williams', with a horizontal line underneath.

Melissa Elve-Williams  
Head Teacher

## Appendix 4: Health & Safeguarding Risk Assessment Matrix and Management Plan

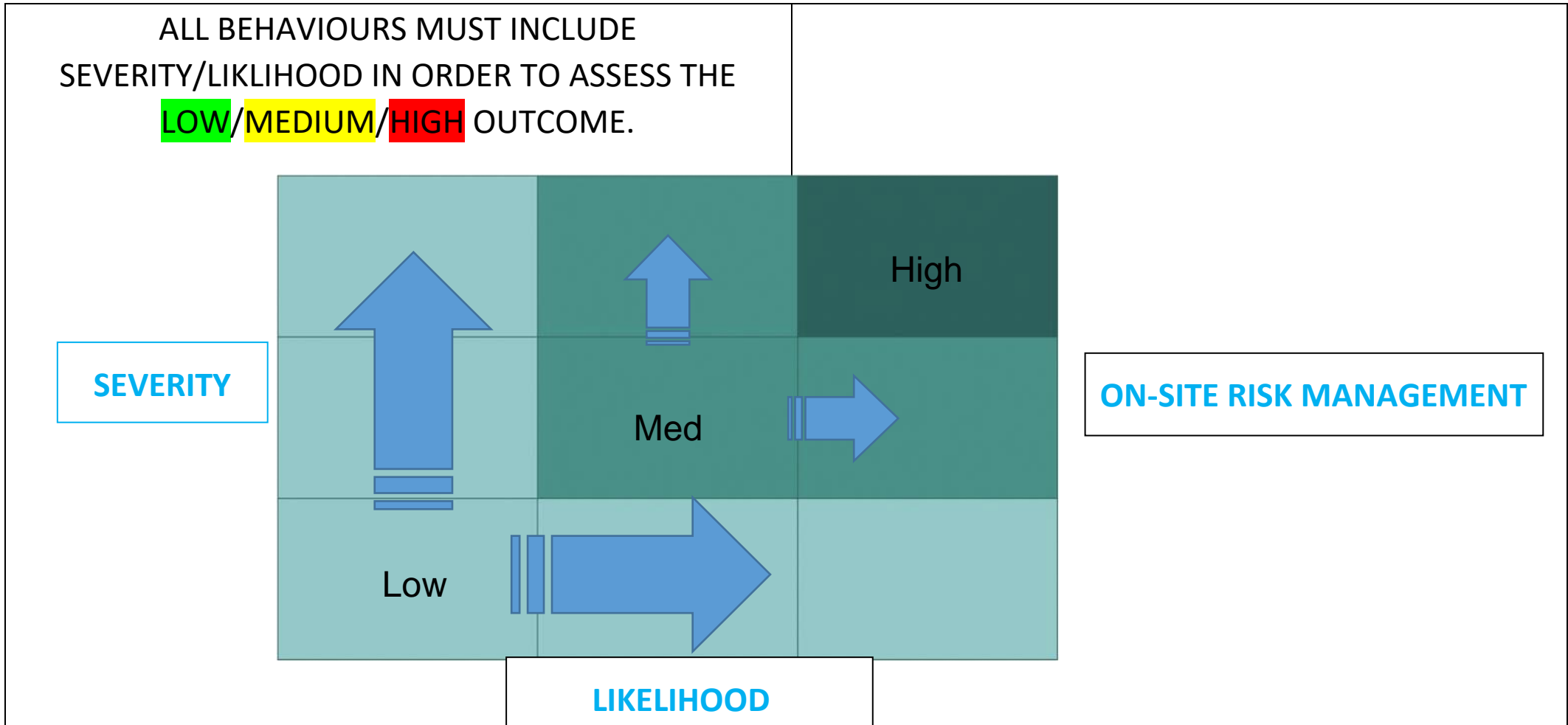
Introduction		
<p>Some students will be educated onsite and on occasions some offsite (e.g. during the unique Covid 19 phased return of students from June 1<sup>st</sup> 2020), ALL students on roll will require the following Risk Assessment to be completed. Those students who will be attending the academy <u>must have PART B completed</u>, to manage the risks onsite.</p> <p style="text-align: center; color: red;"><b>The risk assessment <u>must</u> be completed, maintained and updated as required.</b></p>		
PART A - Reason for completing this risk assessment		
<p>Complete a RA for all students on roll at the academy. Please add Yes/No in the boxes below to show the reason for completing this risk assessment.</p>		
<p><b>1. Education provision leaders believe the student or student is safer in our academy, but the parent (s)/ carer (s) believe their child is safer at home</b></p> <p>This would include, but not be limited to children who have a social worker include children in need, children who have a child protection plan and those who are looked after by the local authority. <b>If the child has a social worker and education provision leader and social worker believe they are safer in our academy, but the parent (s)/ carer (s) believe their child is safer at home, agreed staff should complete Part A: health risk assessment <u>and</u> Part B: safeguarding risk assessment. They should then share this risk document with the child’s social worker.</b></p>		
<p><b>2. Academy leaders believe the student or student is safer at home, but the parent (s)/ carer (s) believe their child is safer in the academy.</b></p> <p>Agreed staff should complete Part A: Heath Risk Assessment. It is likely that the appointed member of staff will complete this with support from an educational health professional, such as a academy nurse.</p>		
<p><b>3. Academy leaders and the parent(s)/carer(s) believe their child is safer at home</b></p> <p>If the child does not have a social worker, academy leaders are likely to support the parent/carers’ decision that the child is safer at home. Leaders may have some lower level safeguarding concerns and choose to monitor the situation, and where necessary, make a request for a service. Academy leaders should complete Part C: Safeguarding Risk Assessment.</p>		
<p><b>4. Academy leaders and the parent(s)/carer(s) believe their child is safer in the academy.</b></p>		
Student Details		
Name of student:	DOB:	PCA or Pathways?:
Does the student have an EHCP plan?	Does the student or student have a named social worker?	Do parent (s)/ carer (s) believe the student or student is safer in the Academy or at home?
How does the student travel to academy?	How does the student travel home from academy?	Does the student travel with any other person?

Park Campus Academy (incl. Pathways)

PART B – RISK ANALYSIS AND MANAGEMENT.

COMPLETED FOR STUDENTS ATTENDING PCA / PATHWAYS.

COMPLETE THE RISK ANALYSIS BASED ON THE RISK MANAGEMENT MATRIX BELOW.



<b>PART B</b>			
<b>EVERYTHING IS “OK”</b>		<b>PROACTIVE STRATEGIES</b>	
		<i>(Evidence: observations. The strategies must be linked to the Message. Highlight achieved skills/messages)</i>	
	<b>Physical</b>  <i>(Setting, light, noise, crowding, space, food and drink, sensory differences etc.)</i>	<b>Interpersonal</b>  <i>(Respect, communication, social interaction, friends, expectations etc.)</i>	<b>Programme Planning</b>  <i>(Choice, predictability, rules, motivation, opportunity to learn, variety, task difficulty, instructional methods).</i>

<b>WHAT DOES MY BEHAVIOUR LOOK LIKE? - Potential risk behaviours and strategies to manage e.g. during Covid 19</b>			
<b>ANXIETIES</b>  <i>A change in behaviour.</i>	<b>DEFENSIVE</b>  <i>Beginning to lose self-control.</i>	<b>RISK BEHAVIOUR</b>  <i>Behaviour that presents an imminent or immediate risk to self or others.</i>	<b>TENSION REDUCTION</b>  <i>Decrease in physical and emotional energy.</i>
<b>STAFF APPROACHES</b>			
<b>SUPPORTIVE</b>  <i>An emphatic, non-judgemental approach.</i>	<b>DIRECTIVE</b>  <i>Decelerating an escalating behaviour.</i>	<b>PHYSICAL INTERVENTION</b>  <i>An emergency response aimed at minimising risk and keeping everyone safe. INCLUDE DECISION MAKING MATRIX CALCULATION</i>	<b>THERAPEUTIC RAPPORT</b>  <i>Restorative approaches to re-establish rational communication, relationships and routines.</i>



### Part C: Safeguarding Risk Assessment

Specific Safeguarding needs	Safeguarding risk if at home for four weeks or more	Control Measures
<b>Conclusion of Safeguarding Risk Assessment:</b>		
<b>Brief rationale:</b>		

### Part C: Conclusions

<b>Conclusion of Health Risk Assessment:</b>
<b>Conclusion of Safeguarding Risk Assessment:</b>
<b>Overall conclusion (WHERE IS THE STUDENT SAFER?):</b>
<b>Overall brief rationale (When both a Health and Safeguarding Risk Assessment has been completed, the overall conclusion may be a complex traded off decision. The Head of Academy must consult with a health care professional, a social worker, and a local authority education officer to support this decision. At this point, there should be consideration given to whether the child's parent is a critical worker (Covid 19 consideration)):</b>

### Part D: Monitoring and Liaison Arrangements while the child is at home

<b>Risk Assessment Review statement (This may be a suitable date of review, coupled with a commitment to review in light of new information):</b>	
<b>Monitoring arrangements while child is at home (DAILY/WEEKLY?):</b>	
<b>Liaison plan if/while child is at home:</b>	
<i>Parent views</i>	<i>Student views</i>

Signature of PCA / Pathways staff member completing the Risk Assessment	Name of PCA / Pathways staff member completing the Risk Assessment	Job title	Date
<p>Risk assessment quality assured by (PCA Head of Academy signature) (Required when a Health and Safeguarding Risk Assessment has been completed).</p>	<p>Name of Head of Academy</p>		<p>Date</p>

## Appendix 5: Academy Class Learning Profile

(supporting learning behaviours in class)

<b>YEAR GROUP:</b>	<b>SUBJECT BEING TAUGHT:</b>		
<b>STUDENTS IN CLASS:</b>	<b>Male:</b>		<b>Female:</b>
<b>Class name/colour: e.g. "11Red 1"</b>			
<b>Looked After Child (LAC) student name(s):</b>			
<b>Total <u>number</u> of students as having Special Educational Needs (Disability):</b>			
<b>SEN(D):</b>	<b>Name:</b>	<b>SEN(D) Details:</b>	<b>W/Academy SEN(D) Strategies:</b>

<p>Subject specific strategies to support SEN(D) Learners:</p>	<p>Name:</p>	<p>Subject specific strategies to support each SEN(D) Learner in class:</p>
<p><i>Total number of students on EAL Register:</i></p>		
<p>Regular EAL support (student name(s)) in class:</p>		
<p>Total number of Students with Low Reading Age / receiving SALT:</p>		
<p>Names of students with Low Reading Age / currently receiving SALT:</p>		
<p>PCA Class Data per Subject - <u>Number</u> of students in this class in each category:</p>		
<p>Below Target</p>	<p>On Target</p>	<p>Above Target</p>

**Additional Information New Joiners this term only:**

**Learner details / strategies required:**

**Name:**

**Name:**

**Name:**

## Appendix 6: Yellow Warning Cards and Red Exit Cards

Park Campus  
Academy

### Yellow Card Warning

#### DO NOT REACT!

You have received this warning card following a verbal warning for a negative behaviour infraction(s).

You must now change your behaviour(s) to avoid a second Yellow Card Warning (your FINAL warning) before a Red Card Exit *could* be issued, and you would then be removed from this learning space.

1

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Academy

### Yellow Card Warning (2)

#### DO NOT REACT!

You have received this Yellow Card (YC) Warning following being given a first YC for a negative behaviour infraction(s).

You are now on your FINAL warning. Failure to change your behaviour(s) will lead to a Red Exit Card being issued, and you would then be removed from this learning space.

2

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Academy

### Red Exit Card (3)

#### DO NOT REACT!

You have received a Red Exit Card (REC), following being given previous YC's for a negative behaviour infraction(s).

You will now be removed from this learning space and be sanctioned in line with Academy Behaviour Policy.

3

## Appendix 7: Covid 19 Risky Behaviours / Sanctions

### Potential Behaviours:

Any student displaying any of these unsafe behaviours in / around the academy will be sanctioned for threatening the potential health / well-being of others:

- Excessive 'coughing'
- Spitting / smearing saliva
- 'Breathing / exhaling excessively too close to another member of the community
- Standing / sitting too close (less than 1 metre) too another person
- Refusing to follow Covid 19 Health and Safety protocols
- Not wearing a face covering / mask in communal areas of the academy or classrooms as directed by staff
- Sitting on another person's lap
- Hugging another person

### Consequences:

Actions taken by academy staff:

- Reported cases of Covid 19 risky / unsafe behaviour are investigated by the relevant Head of Key Stage
- Details of the incident are recorded on Sleuth MIS system by staff member witnessing behaviour
- Cases of unsafe / risky are presented to the Head of Academy by the relevant Head of Key Stage or the SENCO or the AHT (Behaviour) for sanctioning
- Most likely outcome: is a home based Fixed Term Exclusion sanctioned by the Head of Academy