

Promoting Positive Behaviours and Relationships Policy



September 2024

Review Date:
September 2026



Promoting Positive Behaviours and Relationships Policy

At Park Hall Academy, we recognise that it is the responsibility of all members of our school family to ensure that we collectively establish a **caring** and **inclusive** community to which everyone feels a sense of **belonging**. We work together to create **respectful and productive** environments where everyone is able to **flourish** and be the very best versions of themselves. We are very proud of the high standards achieved by our children. We recognise that together we can and do make a positive difference.



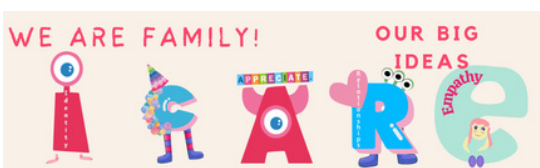
This policy outlines the ways in which we collectively contribute towards achieving our aims in **promoting positive behaviours**. We aim to achieve this as a result of our commitment to creating a shared vision of the values and behaviours we encourage and expect to see, as well as eliminating prohibited behaviours. Strong and positive **relationships**, clear **routines** and clearly understood expectations (**rules**) contribute to our well managed learning environments where positive behaviours enhance learning outcomes for all. We aim to ensure that our expectations of behaviour are clear and to provide assurances that our responses to behaviours which are prohibited are consistent, fair, proportionate and predictable. (**Responses**).



Our Vision and Values

All members of the Park Hall family contribute to the life of our happy, friendly and successful school. We take great pleasure in celebrating our achievements and success. We ensure that our values of **honesty, enjoyment, achievement, respect and teamwork** are at the **heart** of everything we do. We have the highest aspirations for all children. High quality learning and teaching enables all to be successful. We are an inclusive and caring community, together we create a nurturing and secure environment where each child is valued and recognises that they are special and important. In turn we value others and recognise our responsibilities towards one another. Kindness is the heartbeat of our school.

We **consistently** and **fairly** promote the highest standards of behaviour for all pupils, providing additional support where needed, to ensure that all pupils can achieve and learn as well as possible. We share a commitment to promoting equality of opportunity. Therefore our policy acknowledges our legal duties under the Equality Act 2010 and the SEND Code of Practice (2015) in respect of safeguarding and supporting pupils with special educational needs.



This policy is informed by:

Behaviour in Schools Department for Education (2024)

Creating a Culture - independent review on behaviour in schools by Tom Bennett (2017)

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Our Intent:

We aim to:

Ensure a shared commitment to our vision and values.

- To ensure that all members of the Park Hall family **demonstrate our values** - **Honesty, Enjoyment, Achievement, Respect and Teamwork** in all that we do.
- To provide clarity on the behaviours which are **promoted and encouraged** as well as those which are **prohibited**.
- To ensure that all members of our school family are aware of our **expectations. The promotion of positive behaviours is our primary focus.**
- To create a culture of **positivity** and a belief that anything is possible, **"I can and I will", "Abracadabra"** (What we speak is what we create). Positive praise is at the heart of our systems to actively encourage and reward positive behaviours.

Empower all members of the Park Hall family to be the very best versions of ourselves.

- To promote the highest standards of behaviour and children's ability to independently use strategies to manage and take responsibility for their own behaviours, developing **self-regulation** and **resilience**.
- To ensure that all staff are expertly supported by Senior Leaders in order that everyone is able to flourish and achieve our high expectations and ambitions for all.

Provide high quality teaching and learning for all and an aspirational curriculum which inspires all learners.

Create respectful, positive and productive learning environments for all.

- To promote a **respectful** and **productive** environment in which everyone feels happy, safe and secure and able to succeed.
- To provide a consistent approach both in rewarding the behaviours we want to see and implementing **clear and consistent** sanctions to prevent re-occurring behaviours that are not in line with our expectations. (**Prohibited behaviours**).
- A **consistent approach** supports all members of our school family. We are **responsive** to the individual needs of all pupils, including those with SEND.
- To prevent bullying and discrimination of any kind.

Build strong relationships with all members of our school family.

- To promote strong and **positive relationships** to ensure that everyone feels that they are welcomed, valued and loved for the unique individual that they are.
- To promote positive well-being for all.
- To work together with all members of our school community to promote the highest standards of behaviour, securing positive relationships with parents/carers as partners.
- To provide the highest levels of support for the emotional, social, and mental health needs of pupils and our families.

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Learning, Teaching and Our Ambitious Curriculum

The quality of learning, teaching and behaviour are inseparable and are the responsibility of ALL staff. We provide an enriched and ambitious curriculum, designed to excite and motivate learners. Children are engaged in a progressive curriculum which allows them to think like a..., communicate like a ..., and be a... geographer, historian etc. promoting the highest aspirations for all.

Children take responsibility and ownership of their learning, they are supported to be “**Expert Learners**” who demonstrate **resilience**, believe in the “**power of yet**”, “**marvellous mistakes**” and “**I can and I will**”. They recognise that there is an expectation that everyone will learn in an environment where they are able to “**enjoy learning**”.

Park Hall Expectations

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



All staff within the academy routinely share our expectations and ensure that children understand and are therefore able to follow these expectations. When a pupil fails to follow an expectation, staff discuss the expectation that has not been upheld and reinforce why it is necessary for everyone to uphold these. Staff give clear instructions and reinforce the behaviour/s which we expect to see.

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

Pupils with Additional Needs Including Special Educational Needs and or Disability (SEND).

We recognise our legal duty under the *Equality Act 2010* to take such steps as is reasonable to avoid any substantial disadvantage to a child. Consequently, our approach to challenging behaviours may be differentiated to meet the needs of a pupil.

We promote high standards of behaviour and provide the necessary support to ensure that **all learners achieve and flourish**. We ensure that everyone feels welcomed and loved for the unique individual that they are and that everyone feels a sense of belonging to our inclusive school family. We have the highest expectations for all learners. Well organised and supportive learning environments benefit all including learners with SEND. We use the assess, plan, deliver and review model to measure the impact and effectiveness of support to ensure that the needs of all learners are successfully met.

We acknowledge that some children may need extra support to meet our high expectations due to additional needs or personal circumstances. At Park Hall, every member of staff is committed to providing the highest levels of support to enable all to achieve success. We believe that we can and do make a difference!

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We provide support for pupils with challenging behaviour through:

- Personalised Promoting Positive Behaviour Plans
- Mentoring or support from our Extended Home School Link Worker, SENCO or Mental Health Practitioner
- Skilled support from experienced learning support staff
- Individual Education Programmes and pupil passports.
- Early Help.

Behaviours We Actively Teach and Promote

It is not enough to simply tell someone how we expect them to behave. We **actively teach** the behaviours we expect to see through **modelling** and the use of **positive praise, restorative justice** and demonstrating routines and expectations.

We teach:

- Kindness
- Respect
- Teamwork / Working Together
- Engagement: being an active participant in learning
- Resilience - "I can and I will" "Power of Yet"

Collective Responsibility

At Park Hall, we believe that by working together towards a common aim, we all achieve more. All members of the school community are therefore responsible for ensuring that we collectively develop strong and positive **relationships** with one another, **teach positive behaviours** and **routines** and **respond consistently, proportionately and fairly** on occasions where behaviours are not in line with our high expectations. We acknowledge that some children may require additional support to do so and we aim to provide the highest levels of support to enable all members of the Park Hall family to do so.

Role of All Staff:

Building Strong Relationships:

- All staff must consistently reinforce the academy's expectations (**Enjoy Learning, Be Safe, Work Together, Try Your Best, Show Respect**) and act as **role models** to children, demonstrating the behaviours we expect to see. These are **Honesty, Enjoyment, Achievement, Respect and Teamwork**.
- Build **strong and positive relationships** with parents and carers by communicating positive messages about their child's admirable attitudes and behaviours and communicating proactively where prohibited behaviours are displayed. This ensures that parents, carers and academy staff work in partnership to support all children.

Establishing and Maintaining Clear Routines:

- All staff, including volunteers, will be responsible for ensuring that the policy and procedures are followed and **consistently** and **fairly** applied.

Responding in a Consistent, Fair and Proportionate Manner to Positive and Prohibited Behaviours:

- All staff will follow this policy and ensure it is applied consistently and that responses to positive behaviours and prohibited behaviours are **proportionate and fair**.



The Role of Pupils:

Building Strong Relationships

- All learners must ensure that they promote our values and expectations and ensure that **“Kindness is the Heartbeat of our school”**.
- All learners must ensure that they make **everyone welcomed** and included so that everyone feels a sense of belonging.

Establishing and Maintaining Clear Routines:

- Follow the schools expectations and demonstrate the values we share; **Honesty, Enjoyment, Achievement, Respect and Teamwork**.
- All learners will take responsibility for their own behaviours and develop **self regulatory** strategies to manage and regulate their responses to challenges.
- Be Safe - move calmly and silently around the school environment.
- Demonstrate the behaviours of an “Expert Learner”, having the highest expectations of themselves and others, celebrate “marvellous mistakes”, be independent, confident and resilient learners who know that they “Can and Will”, Listen attentively and follow instructions given by an adult.

Responding in a Consistent, Fair and Proportionate Manner to Positive and Prohibited Behaviours:

- Engage in restorative practice, **reflect** on prohibited behaviours and develop **empathy** for others, understanding how their actions have affected others.

Role of Parents/Carers

Parents and carers are partners in their child’s learning journey and we therefore expect all parents and carers to work in partnership with the academy to assist in maintaining the highest standards of behaviour, promoting positive behaviours and actively discouraging prohibited behaviours.

We expect parents and carers to:

- Respect and demonstrate the school’s values
- Work in partnership with the academy to promote positive behaviours in their child
- Encourage their child to take responsibility for their own behaviours
- Demonstrate positive behaviours in line with our expectations when communicating with any member of our school community, treating everyone with care, consideration and respect.
- Share any concerns that they may have with the academy including notifying the class teacher or Extended Home School Link Worker of any circumstances where behaviour may be impacted by events at home

Role of the Senior Leadership Team

Leaders have a responsibility to provide a clear vision for the ethos and promotion of positive behaviours and ensure that this is, commonly understood. This vision refers to permitted, prohibited and encouraged behaviour, as well as attitudes, values and beliefs.

Building Strong Relationships:

- To establish and maintain an environment and ethos that ensures everyone feels welcomed and loved for the unique individual they are and ensure that we all collectively ensure that kindness is the heartbeat of our school.

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- To ensure that strong relationships develop care and respect for all.
- To provide the highest levels of support for our children, staff and families, providing high quality continued professional development.

Establishing and Maintaining Clear Routines:

- Ensure that all members of the school community have a shared understanding of the vision and are clear about the ways in which we promote positive behaviours and prevent prohibited behaviours. This includes a shared understanding of “the Park Hall way” and the values which are important to us.
- To promote and maintain highly consistent working practices throughout the school.
- To be highly visible school leaders, with ambitious aims and expectations for all.

Responding:

- To support learners by helping them to demonstrate the positive behaviours we expect to see.
- To support staff in promoting positive behaviours.
- Ensure that this policy is consistently applied and monitor its effectiveness and impact.
- Report to the LGC on the impact of this policy.

Role of the Local Governing Committee (LGC)

- Support the Principal and school staff in maintaining high standards of behaviour;
- Monitor and evaluate the impact of this policy through termly reports
- Review prejudice related incidents
- Ensure appropriate panels are called in the event of requiring an exclusion panel or other such committee (Exclusion Committee and Exclusion Appeal Committee). The Principal will comply with decisions made by the Exclusion/ Exclusion Appeal Committees.

Promoting positive behaviour in the EYFS

• We all understand that in Early Years, positive behaviours need to be taught, discussed, expected, understood and modelled. This is a developmental process and children will progress at different rates and in different ways. This educational phase sees the development of sharing and turn taking and the development of **self-regulation and executive function**. All Early Years staff **model, support** and provide opportunities for children to practise social skills in a safe environment. We provide positive interest and concern for children and recognise and help children to express, acknowledge and work through their feelings without judgement.

• We recognise the consistency of language as crucial in supporting children’s decisions and personal, social and emotional development. We use positive language such as, ‘think about your choices’, ‘at school we use **“kind words”, ‘good listening’**. We begin immediately to make our expectations clear using our school phrases with children and parents. (Spread kindness like confetti, Kindness is the heartbeat of our school, I can and I will, Abracadabra).

• We use positive behaviour strategies to support children. These include regular and explicit praise to reward positive behaviours. As children learn to modify their behaviours in a way that is appropriate for a large group setting, they learn to accept the needs of others and understand that their needs cannot always be met immediately as staff may be supporting or teaching others.

We support and facilitate the children’s ability to understand, recognise and express their feelings. In times of distress, **all adults remain positive and respectful** and provide care and consideration to all children through warm and supportive interactions. All staff **must explicitly model emotions** to enable children to recognise the positive behaviours which lead to the **creation of a happy and caring environment**.

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Managing challenging behaviour is sometimes necessary. In all situations, practitioners will thoroughly investigate to try to establish the original cause and support those involved to achieve a positive resolution. In all cases where a child has been hurt, both sets of parents will be informed.

Supporting Promoting and Responding To Good Behaviour

At Park Hall Academy, we believe that positive reinforcement is central to the promotion of good behaviour. This promotes repetition of positive behaviours and **reinforces our expectations and values**. The use of rewards provides all members of our school family clarity on the behaviours which we expect to see and value. Rewards motivate learners and are applied consistently and fairly to **teach** positive behaviours and reinforce expectations and **routines**. Integral to the system of rewards is an emphasis on praise, both informal and formal to individuals and groups. We promote positive behaviours through a system of recognition and reward.

Rewards include;

- Positive Points – devised by our Park Hall Parliamentarians (pupil voice - see below).
- Awarding of Captain, Commander, Admiral badges through the achievement of a set amount of positive points – also devised alongside Park Hall Parliament pupils (pupil voice).
- Principals Pride weekly awards.
- 'Pride of Park Hall' weekly winner – most positive points in a week per key stage - devised alongside Park Hall Parliament pupils (pupil voice).
- Kindness cards.
- Positive messages to parents in person or via class dojo (written/video).
- Praise and positive feedback.
- Golden Time – each pupil has an opportunity to earn golden time by showing their admirable attitudes.
- Celebrating outstanding work through visits to phase Assistant Principal/Principal or recognition on our Facebook page to celebrate success with our wider school family.
- Exceptional behaviours may result in pupils undertaking the role of "Ambassadors" (leaders).



Positive Points



Positive points can be earned when demonstrating our expectations and values. There are many ways to earn positive points during the day and throughout the week. The audible (ding) and visual sight of achieving points is further encouragement for learners to inspire them to want to earn even more points.

Daily points to earn

- Admirable attitude for following our school expectations (no use of the behaviour pyramid)
- Full House - all children in the class are present (attendance). Exceptions to this may be agreed in consultation with your Senior Attendance Champion (exceptional circumstances).
- Any other of the above points (apart from the weekly points below)

Weekly points to earn

- HERO (Here Everyday Ready On time) point - full week of attendance point.
- Home Reading x5 - reading diary entries x5 for the week

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Prevention and Early Intervention:

We collectively ensure that we focus on preventing behaviour issues before they escalate. This is achieved by:

- Setting clear expectations and routines which are regularly communicated to all members of our school family.
- Providing high quality continued professional development in promoting positive behaviours, self regulation, executive function and de-escalation training to empower all staff.
- Ensuring that all learners access an ambitious curriculum which includes relationships education, promotion of our ICARE ideas and planned opportunities to support the positive well being of our team.
- Early identification of additional needs.

We pride ourselves in the ways in which we work positively and in partnership with external agencies to ensure that the needs of all learners are met. External Agencies may include: Our Mental Health Support Practitioner, Education Welfare Officers, Education Psychology, School Nurse, Health Visitors, CAHMS, CHAD (Children's Advice and Duty Team), Integrated Family Support Workers, Police Community Support Officers and other agencies where appropriate.

Responding to Prohibited or Misbehaviour

We aim to provide a **consistent approach** to ensure that everyone knows that all staff members **responses** to unwanted behaviours are consistent, proportionate and applied fairly. We believe that our learners must take ownership and responsibility for their behaviour. We do not give sanctions to whole classes as this can damage relationships between staff and students who consistently demonstrate positive behaviours.

Unacceptable/prohibited behaviours may include;

- verbal or physical abuse towards members of the school community
- threatening language or behaviour / intimidation
- damage or theft of property belonging to another
- any kind of bullying including cyber bullying.
- any other behaviour that significantly disrupts the education of other children or the safety of others.

Bullying

Bullying is not tolerated at Park Hall Academy. Bullying will never be accepted or condoned and all forms of bullying will be addressed. We are committed to creating a safe and inclusive environment. The school's **Anti-Bullying policy** is aligned with this policy, any incidents of bullying will be dealt with promptly and in accordance with this policy.

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Where a pupil fails to behave in accordance with our expectations, all staff will **respond predictably, promptly, proportionately, consistently and fairly** in accordance with our policy. This approach ensures that all learners know with certainty that misbehaviour/prohibited behaviours will always be addressed. As a result, prohibited behaviours are deterred and where necessary a pupil is provided with additional support to enable them to achieve our high expectations. **Restorative** approaches are routinely used to enable pupils to reflect on their responses, **regulate emotions** and consider how negative behaviours have impacted on others. In responding to prohibited/misbehaviour/s we aim to maintain our positive and supportive school ethos and our well managed learning environments to enhance outcomes for all.

Our Assistant Principals will support staff in reinforcing our expectations and values and the positive behaviours we expect to see from every member of our school family. Should it be necessary for a Senior Leader to discuss expectations with a child, parents and carers will be informed so that we may work in partnership to support all learners to achieve our high expectations.

At this point it may be necessary to implement a personalised approach to support a child in achieving these. Parents and pupils would be expected to work in partnership to identify strategies of support and any adaptations which may enable a child to achieve success. It may be necessary to seek support from other agencies such as Family Support, the schools Mental Health Practitioner, CAMHS, Education Welfare etc.

Our Assistant Principals will support and empower learners and staff and will monitor the effectiveness and impact of any personalised plan on a regular (daily or weekly) basis. In the unlikely event that a personalised plan proves to be ineffective, the Assistant Principal will liaise with the Vice Principal and Principal to seek further support.

Consequences/Sanctions - Use of the pyramid procedure - a consistent approach

We recognise that sanctions are needed to respond to inappropriate behaviour. All staff use the Pyramid system related to our Promoting Positive Behaviour system. In each classroom and area of the school, a Pyramid is displayed. (see below). This is consistently used by all staff as a sanction. We do however ensure that we always use positive praise and rewards much more frequently than sanctions as we believe that promoting positive behaviours is much more effective and positive praise and rewards is always our first approach.

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

The visual display in classrooms allows children to **regulate** their own behaviour. Each child can clearly see the order of sanctions, as this is highly visual for all pupils. This provides **clarity** and **predictability**. As this is a whole school system, this also **eases transition** for pupils as they are always aware of the expectations of them and there are no new systems to adjust to.

The Pyramid system also allows children to “redeem” themselves as they can be moved down the pyramid when they modify behaviours and follow expectations. (Up to the point of a missed playtime, which cannot be withdrawn).

Where a pupil continues to demonstrate behaviours which are contrary to our **values** and **expectations**, pupils may be required to work away from their peers for a fixed period.

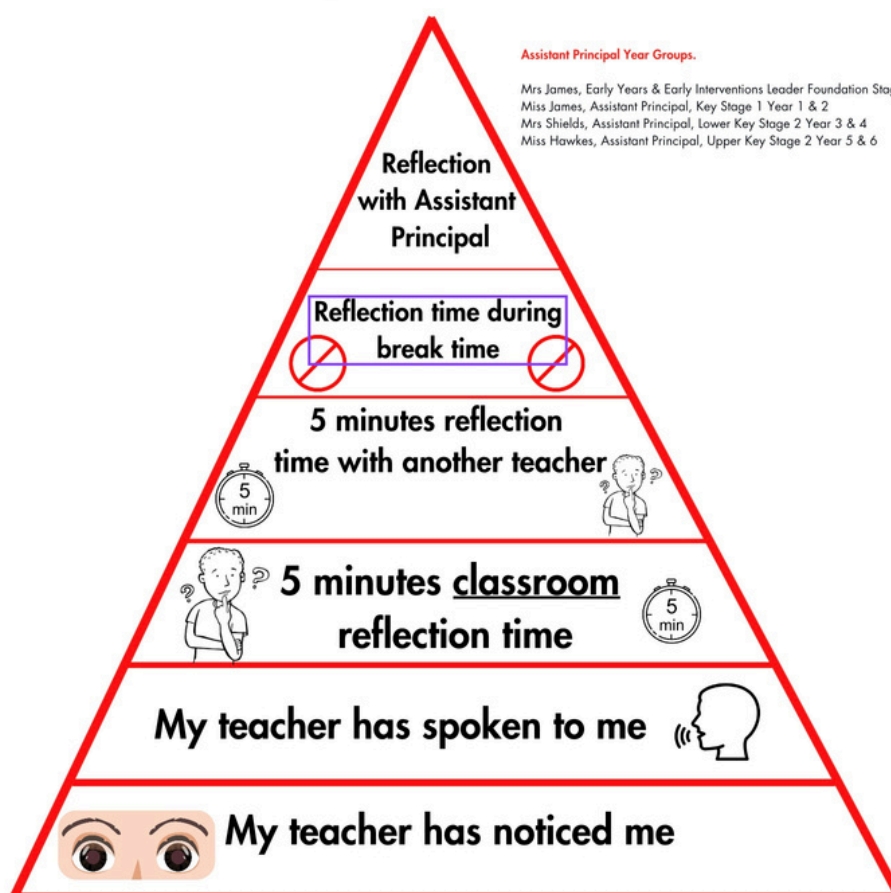
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How The Pyramid System Is Consistently Applied

- Each child has their name displayed at the front of the classroom.
- If a child contravenes the school expectations, a **non-verbal warning** from the member of staff assists the pupil in understanding to **self-regulate/correct behaviour** without the need for any words to be spoken.
- If the pupil continues to display behaviours contrary to our expectations a verbal warning is given to the pupil, encouraging them to modify the unwanted behaviours they are exhibiting (2nd step on pyramid).
- If unwanted behaviours continue to be displayed by the pupil, the pupil will sit in the designated area of the classroom with a 5 minute timer, reflecting on how to address the unwanted behaviours (3rd step on pyramid).
- If unwanted behaviours continue to be exhibited, the pupil will be taken to a different member of staff (usually adjacent class teacher) for a further 5 minutes of reflection time (4th step on pyramid).
- If no further improvement in behaviour takes place the pupil will reflection and engage in restorative justice at breaktime with the member of staff who has placed them on the pyramid. This is to enable a conversation between the child and staff member regarding which expectations have not been followed, why and what can be done to improve the situation to prevent it from reoccurring in the future. (5th step on pyramid)
- The final step on the pyramid, when all other steps have been put in place first, is for the child to be addressed by the Assistant Principal where no improvements have been seen in the behaviour of the pupil. In exceptional circumstances, such as physical violence, a pupil may get to this stage before completing all other steps.

A 'no shouting' policy is in operation and shouting is never used as a classroom management technique.

Promoting Positive Behaviours



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Movement in and Around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Pupils will be encouraged to behave appropriately when moving around school, and where they fail to do so, they will be asked to return to their starting point and repeat the journey appropriately. Children will be praised for appropriate conduct. Children should be encouraged to follow the school lining up code of conduct, which is:

- Children should be in a straight line, silent and facing the front.
- Ensure all children are attentive and have heard any instructions before setting off.
- Use set points to walk to and wait such as corners, doors.
- Walk to the left hand side of the corridor.
- Staff should consider their own position to allow maximum supervision of the group as they move around. Stand at corners etc. to maximise supervision.

Promoting Positive Behaviours at Break Times and Lunch Times.

When on duty, staff should circulate and take the opportunity to socialise with children whilst maintaining an overview of the play area and spotting potential problems before they escalate. At the end of breaktime, the silent signal of a raised hand indicates to all children to 'stop and stand still silently'. Children then line up silently. At the end of break times, staff should go to the playgrounds to collect their classes and supervise them as they move into and around the building.

Good behaviour whilst entering school should be reinforced with praise.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances the class teacher or teaching assistant should remain in the classroom with the children. Class teachers should ensure that wet break time activities are available and children will be reminded to use "indoor voices" and to walk around the classroom, respecting their classroom environments. We do not use technology and our iPad devices at break times, these are educational tools.

Lunchtime Behaviour

Children will be escorted to the dining hall by their class teacher. Lunchtime staff must reward pupils with positive points/stickers for positive behaviour in the dining hall and on the playground.

Lunchtime staff are responsible for promoting the positive behaviours of learners through engaging children in active play. Playtime leaders help to facilitate a range of games and midday activity supervisors will support children within designated playground zones. Children are expected to show care and consideration for one another and ensure that everyone feels welcomed and included in co-operative play.

Accidents which occur at lunchtime are to be recorded on MediTracker, and any report of a head injury is always reported on MediTracker even if there are no obvious marks.

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Promoting British Values

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

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

Through our Personal Social Health Education, Citizenship & Relationships curriculum all learners understand that all members of the Park Hall family must feel 'Welcomed, Loved and Unique' and important and valued for who they are. Together we aim for all of our learners to be confident, resilient, respectful and compassionate global citizens who make a positive contribution to the world in which we live.

Our **ICARE** characters and ethos underpins all aspects of our curriculum design. We seek to enable our children to : **build a strong sense of identity, celebrate their character strengths, appreciate** and be thankful, **build positive and successful relationships** with all members of the Park Hall family and show **empathy** to others. **We all recognise that, "to be kind" is the most important thing to aspire to be.**



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

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

Behaviour Outside of the School Premises

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable.' Where non-criminal negative behaviour and bullying occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, Senior Leaders will consider what the appropriate sanction should be, ensuring that **sanctions are consistent, proportionate and fair.**

Suspected Criminal Behaviour

In cases when a member of staff suspects criminal behaviour, it may be necessary to report this to the police.

Searching, Screening, and Confiscation

We follow the *Searching, Screening and Confiscation (2022)* guidance, allowing staff to search pupils if they suspect they are carrying prohibited items (e.g. weapons, drugs, or stolen goods). Any items found may be confiscated, and parents will be informed where appropriate.

The Use of Reasonable Force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children.

'Reasonable' in these circumstances means 'using no more force than is needed'. In line with the Department for Education's *Use of Reasonable Force (2013) guidance*, staff may use reasonable force to prevent pupils from hurting themselves or others, damaging property, or causing disorder. Reasonable force will only be used as a last resort and will always be proportionate.

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Absconding

If a child should run out of school for whatever reason or abscond, staff must not run after them as to do so may be placing a child in greater danger. The Principal/Senior Leadership Team should be informed immediately. (See Absconding Policy)

Mobile Phones

Mobile phones can only be brought to school in exceptional circumstances and only with the permission of the Principal. Parents who express that children require a mobile phone during school hours such as for the journey to and from school, must express these reasons in their request. Such requests will be considered on an individual basis. If permission is granted, mobile phones must be handed in upon arrival and collected at the end of the school day.

Online Behaviour Incidents

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. School will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Suspensions/ Exclusions

(See SBMAT Suspension and Exclusion Policy for further information)

We understand that good behaviour and discipline is essential for promoting a high-quality education. All children are entitled to an education where they are protected from disruption and can learn and achieve in a calm and positive environment which enhances learning and personal development.

The Academy will only suspend or exclude a pupil where it is **absolutely necessary**, and **where all other possible disciplinary sanctions, as detailed in the Positive Behaviour Policy, have failed to be successful**.

The following examples of prohibited behaviours may warrant the decision to suspend or exclude a pupil, however all decisions to suspend or exclude are taken very seriously and are made on a case by case basis:

- Physical assault against any member of the Park Hall family.
- Verbal abuse or threatening behaviour against any member of our school.
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Discriminatory abuse, e.g. racist, homophobic and abuse directed at a person as a result of a protected characteristic/s.

Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be monitored regularly by Senior Leaders.

Half termly behaviour data analysis will be shared with staff and governors. Any issues arising will be addressed. The practical application of this policy will be reviewed annually by the Principal and the Local Governing Body.

This policy highlights the key elements of promoting positive behaviours with a clear focus upon **prevention, inclusion, positive reinforcement and a restorative approach**. This ensures that our school is a supportive, enabling and productive environment in which everyone may flourish and become the very best versions of ourselves.