




# Behaviour Policy

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Park Academy is dedicated to ensuring that our Academy environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe Academy where pupils feel included in every aspect of Academy life and comfortable to voice their opinions.

This policy outlines what we expect from all our pupils in terms of their behaviour, the support and interventions used to address poor behaviour, and the consequences that will be consistently enforced if this policy is not adhered to. The policy applies in and out of Academy time and premises. It extends to all members of our Academy community. Good behaviour and self discipline have strong links to effective learning and are vital for pupils to carry with them both during and after their Academy years.

The policy is based on the good practice outlined in DfE guidance on Behaviour in Schools (2022) and is in line with the duties set out in [sections 88-94 Education & Inspections Act 2006 (maintained schools)][ Schedule 1 to the Independent Academy Standards Regulations 2014 (academies)].

## 1. Aims

Park Academy believes that all pupils should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. We understand that by encouraging positive behaviour patterns we can promote good relationships throughout the Academy built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social awareness. Our aim is to ensure that all our pupils leave the Academy with the key skills they need to continue to progress to the best of their ability in all areas of life.

## 2. Academy code of conduct

Our expectations of behaviour are outlined in a simple and straightforward way in our Home School Agreement for Pupils, and the Home School Agreement for Parents.

See Appendix 1 and 2.

## 3. Standards of behaviour

### 3.1 Academy

The Academy understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the Academy must act responsibly and professionally and will never denigrate pupils or colleagues.

We believe that the expectations of staff are summarised effectively in Behaviour in Schools Guidance, 2022

‘Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.’

This document also states

‘All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff should also receive clear guidance about school expectations of their own conduct at school.’

Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority. Staff will receive regular training, development and support on behaviour which will include bespoke training on the needs of the pupils at the Academy, including matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil’s behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

A response to behaviour may have various purposes including deterrence, protection and/or improvement.

We work hard to ensure that discipline is consistent across the Academy so that behaviour boundaries and consequences are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable pupils may face. Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority.

Staff work with pupils to explicitly teach the expectations in an age-appropriate way and to provide frequent opportunities to remind children of the expectations. This will include;

- \* Sharing and celebrating
- \* our Park Proud Values in assemblies, in our classrooms and in day to day school life.
- \* Providing a clear and progressive curriculum plan for Personal, Social, Health and Economic (PSHE) which includes aspects of for example, Positive Relationships, Friendships, Keeping Ourselves Safe and Kindness.
- \* Visitors or role models identified and highlighted for the children, who manifest our values and positive lives.
- \* Coaching Circles, based on Teresa Hoyle’s approach to building positive relationships.
- \* All staff will model expected behaviours – demonstrating amongst other things patience, respect, understanding, active listening, fairness
- \* All staff will model and teach appropriate ways of speaking to other people, and how to have tricky conversations when for example, we might be feeling angry or sad.

For some pupils, when behaviour is more challenging over time support will include all of the above and may also include;

- \* One to one coaching and discussion about managing behaviours such as anger
- \* Pastoral support on a one to one or small group basis – for example, on an ad hoc basis or preplanned.
- \* Preplanned may be an appointment with a key member of staff, or involvement in Art Therapy or programmes such as Friends.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and consequences, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The Academy will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the Academy if they have a concern about their child’s behaviour, and we will do as much as is possible to support parents as and when they need it.

We promote expected behaviour and good choices within the Academy curriculum and reminders of Academy rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Staff liaise with parents/guardians of our children to make them aware of any positive choices and work their child has completed and how their day has gone as well as letting them know about any issues that may have been highlighted.

We take our approach to ensuring children have every chance to succeed positively. To that end our team is structured to include - in addition to our teaching team – trained professionals who can also support and advise pupils, and liaise with parents or staff on matters relating to behaviour;

- Special Educational Needs Co-ordinator (Sendco)
- Attendance and Family Engagement officer (BFE)
- Family Welfare Officer (FWO)

We track more challenging behaviours in school using an electronic system called EdGen. This enables us to spot patterns or changes in any child's behaviour. This enables us to either intervene earlier or unpick the possible roots of the behaviours in order to support improvements.

We also use MyConcern for recording behaviour that might indicate safeguarding concerns or link with safeguarding matters that we are already aware of.

Parents will receive communication about positive behaviour – this may be through direct conversation with teachers, a note home electronically, a Green Slip or more generally through news updates, also sent electronically. Positive behaviour that enables learning and reflects our PROUD values is also celebrated in our Academy rewards and motivators.

When behaviour is more challenging, parents are involved at an early stage and throughout any stages after that – often lead by our SENDCO who will ensure we follow the Graduated Approach. Support and routines would be put in place in-house in the first instance, and external support and advice would be sought further down the line if necessary.

Staff are a constant presence around the Academy, in-between classes, during breaks in the Academy day, and at lunch times, to check that pupils are using the Academy grounds respectfully and behaving appropriately.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. The Academy will put in place general and targeted interventions for pupils who are experiencing difficulties in developing or sustaining appropriate behaviour to improve pupil behaviour and provide support.

This could include:

- \* Small group learning
- \* 1:1 support for learning or pastoral purposes
- \* Adapted timetables – for example, short burst learning in line with the class curriculum or a more personalised curriculum

We may also include;

- \* Alternative Provision – onsite or offsite, including a directed move to another classroom for an agreed amount of time, or offsite in another specialist provider

We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the

educational opportunities available to all pupils. An Individual Behaviour Plan or Pastoral Support Plan will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Academy's Special Educational Needs Policy for more information.

The Academy will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. For more information, see section 5 of this policy.

Staff will receive regular training, development and support on behaviour which will include bespoke training on the needs of the pupils at the Academy, including matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

### 3.2 Pupils

The Academy expects all its pupils to show respect to one another, to Academy staff, and anyone else that they may meet.

Incidents of bullying, belittling, or bringing intentional harm to other pupils or staff will not be tolerated.

Pupils are ambassadors to our Academy even when off Academy premises, and we expect them to act accordingly.

They are expected to obey Academy rules, listen, follow instructions by staff, and accept and learn from any consequences that they receive. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes or individual pupil contracts.

Academy work or homework should be well presented, completed to a high standard, and handed in on time. We aim to encourage our pupils to take pride in their work and conduct and making efforts to complete good quality work reflect this.

Failure to hand in work on time may lead to disciplinary consequences. If pupils are struggling to meet the requirements of their workload for any reason, they should discuss this with their tutor who will work with them to draw up a support plan.

The Academy asks that pupils carefully read and then sign a **Home-Academy agreement** to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour. This can be made available in different languages.

All Academy policies can be found at [www.parkacademyboston.net/policies](http://www.parkacademyboston.net/policies) or by contacting us via the main school office.

Under no circumstances will illegal or inappropriate items be tolerated in Academy, and all pupils will respect and look after the Academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- any form of bullying (to the extent not covered above)
- indecent behaviour
- damage to property

- misuse of illegal drugs
- misuse of other substances including “legal highs”
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug or other substances including “legal highs”
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which Academy consequences and other interventions have not been successful in modifying the pupil’s behaviour
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour
- persistent truancy/lateness
- possession of items prohibited under the Academy rules as set out in section 4

### 3.3 Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in Academy. We ask that parents sign the **Home-Academy agreement** to indicate that they will respect and support the Academy’s behaviour policy, including ensuring appropriate use of digital equipment and the authority of the Academy staff. Building Academy life into a natural routine – ensuring that your child is at Academy on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to Academy rules and procedures.

We ask parents to work with the Academy in support of their child’s learning, which includes informing the Academy of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the Academy with staff or the headteacher to discuss their child’s behaviour and to adhere to any parenting contracts put in place.

In the case of suspensions and exclusion, parents are expected to provide appropriate supervision for their child during the first 5 days of the suspension/exclusion, ensure that their child is not present in a public place during Academy hours without reasonable justification and, if invited, to attend a reintegration interview at the Academy with their child.

## 4. Academy rules that apply at all times to all members of the Academy community

- Attend school regularly – Every Moment Matters.
- Always be on time to school.
- Keep your appearance smart and tidy, and wear specified Academy uniform at all times to and from Academy.
- Rude, derogatory, racist or defamatory language will not be tolerated.
- Be considerate of your peers and the extended community. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- Be polite and respectful at all times. This applies to staff, other pupils, any visitors to the Academy, and to members of the general public.
- Take care of your environment, both on the Academy site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Unauthorised absence from Academy will not be tolerated and action will be taken quickly.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.

- Disobeying staff is not tolerated – rules are there to keep everyone safe and ensure everyone can learn or do their job to the best of their ability.
- The following items are not allowed in Academy under any circumstances:
  - Alcohol and drugs including “legal highs”
  - E-Cigarettes, Cigarettes, matches, and lighters
  - Chewing gum
  - Weapons of any kind or instruments/substances intended to be used as weapons
  - Material that is inappropriate or illegal for children to have; such as racist or pornographic material
  - Unauthorised electronic or recording devices
  - BB guns, air guns, toy guns, anything with a blade, anything designed to look like a weapon
  - Any article which 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 pupil)
- Gambling is not allowed on Academy property.
- Pupils are permitted to carry mobile phones to and from school at Park Academy. However, they MUST be handed into class teachers at the start of the day and will be returned at the end of the day. NO mobile phone use is permitted on-site at all times and in all places – this includes at the bikesheds and anywhere on school property. More information can be found in our Park Academy Child Protection and Safeguarding Policy - [www.parkacademyboston.net/policies](http://www.parkacademyboston.net/policies)

#### 4.1 Drugs

The Academy will not tolerate drug use of any sort on Academy property or during off-site Academy activities. The Academy takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Pupils may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

##### **Prescription drugs**

Carrying, supplying or taking prescription drugs without lawful reason could result in a permanent exclusion.

##### **Non-prescription drugs**

Some over-the-counter drugs can be harmful if misused.

We advise that pupils should not carry either Prescription or Non-Prescription drugs in our Academy. If they need medication, parents should contact the main school office to discuss this. A signed plan may be out in place. Medication should NOT be taken in our Academy without this prior permission.

##### **Medication**

We are aware that it may be necessary for some pupils to take medication during the Academy day. Parents should make the Academy aware of this in writing as soon as their child starts taking the medication. Further details around medication are set out in the ‘Supporting children with medical needs’ policy.

#### 4.2 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be permanently excluded.



## 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 of time
- Difficult to defend against

Park Academy wants to make sure that all pupils feel safe at Academy and accepted into our Academy community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Academy practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the Academy. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the Academy will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the Academy will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider whether suspension or exclusion is appropriate in light of the circumstances.

We explicitly teach pupils to recognise Bullying and what they can or should do about it. We have a detailed curriculum plans ensuring pupils receive age appropriate information, for example, in taught lessons or assemblies. We participate in activities in addition to our teaching, throughout the year – including NSPCC or AntiBullying Campaign activities, or work with our local PCSOs.

We specifically teach children about positive relationships and how to manage conflict in a healthy way. We also include aspects of online bullying, which often takes place from home.

Parents and children should be aware that we take bullying offsite – either in person or online – as seriously as we do that on-site, during school time.

If you would like more information on this, you can ask in school or again – visit our website Policies page to see our PSHE Policy.

## 6. Disciplinary Consequences

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. Park Academy operates using the following disciplinary measures:

<b>Examples of discipline used at Park Academy</b>	
<b>Non-verbal cues</b>	For example, this could be a glance or staff member positioning themselves nearby to regain individuals' attention and focus.
<b>Verbal reminders</b>	A clear warning is given using their name and a brief explanation of how to improve behaviour.
<b>Crosses</b>	<p><u>1 cross</u>: Would be recorded on a white board displayed in the classroom, when a first serious verbal warning is given. The serious verbal warning may have been preceded by more gentle reminders to the individual or the class, or consistent reminders of expectations over time.</p> <p><u>2 crosses</u>: Final verbal warning for the same or similar behaviour.</p> <p>If behaviours continue, consequences should be assigned following the Stages listed below.</p>
<b>Seating/ class change</b>	If an individual's behaviour continues to distract others, they will be moved to another seat within the class/ year group area.
<b>Letters to parents</b>	Communication with parents will be open, transparent, and timely. It will be in-line with the guidance in the Stages listed below.
<b>Discussion with parents/carers</b>	Parents will be involved in discussion about their child's behaviours in school if it presents barriers to their own child's learning or that of other children.
<b>Red Slips</b>	These are to be used on the playground when negative behaviour is seen e.g pushing, hitting, saying hurtful things. These are not to be shared with the learners but given to teacher. Teachers will decide whether the child requires a verbal warning or whether they need a consequence under Stage system.
<b>Green Slips</b>	Green slips are awarded during playtimes for positive behaviours – they will be given to the children directly, celebrated and shared with class adults and taken home for celebration with their families. 1 Merit point will also be awarded to the child.
<b>Supervised time as a consequence</b>	Supervised time will be used in-line with the Stages below. This may be during lesson time or during playtime. In more serious cases, this supervised time may include missing some or all of special events taking place at that time – for example, school trips or visits.

**Consequences are adapted relating to the seriousness and frequency of the behaviour.**

Stages of behaviour and most likely associated consequences:

Stages	1	2	3	4
<b>Behaviour</b>	Talking over others Play Fighting Unintentional physical contact with another child with the potential to cause harm – careless physical behaviour Putting selves or others at risk (e.g. swinging on chairs or misuse of an object) Refusing to follow instructions Teasing another child	Swearing or other inappropriate language - not directed at anyone Behaving disrespectfully to others (e.g. writing in another child's book, intentionally preventing them from learning) Teasing another child and causing upset Covering the truth	Persistent bullying – first identified instance. This includes online bullying. Refusal to follow instructions in a dangerous situation Swearing or other inappropriate language directed at another person (child or adult) Vandalism—Damage to school or another's property Climbing Colluding Physically hurting others intentionally Intentionally putting selves or others at risk Harmful sexual behaviour – age appropriate	Biting Stealing Spitting Physically hurting adults Cyber bullying or online harassment Pre-meditated harm to someone else Teasing another child with intent due to difference (e.g. SEND, Race, Ethnicity), or Intent of causing harm Bringing prohibited/banned items onto site Absconding Persistent bullying – beyond first identified instance. This includes online bullying. Harmful Sexual Behaviour – not age appropriate
<b>What?</b>	Supervised time with adult, 5 mins	Supervised time with adult, 15 mins	Time-out in another year group's classroom to support re-set of behaviours, de-escalate. Also provides time for reflection and planning between pupil and supporting adult.	Maybe time-out as previous box. However, may also involve internal or external exclusion.
<b>Where?</b>	Classroom	Classroom	Different class or other appropriate learning space	Different class or other appropriate learning space. May include home if it becomes an external exclusion.
<b>When?</b>	Play/Lunchtime	Play/Lunchtime OR, during a lesson time if necessary	Remainder of current teaching session and a reasonable agreed period of time after that.	Remainder of current session and a reasonable and appropriate period of time after that.
<b>Who responsible for decision?</b>	Class Staff or Yr Gp Team	Class Staff + Pastoral Team member	Class Teacher, Pastoral Team and SLT or Sendco, Head Teacher must be informed if not involved in the initial decision.	Pastoral Team and SLT and Sendco In the case of an external exclusion, the Head Teacher must ALWAYS make that decision

<b>Supervised by</b>	Class Staff or Yr Gp Team	Class Staff or Yr Gp Team or Pastoral Team member	Class Teacher in alternative location or Pastoral team member	Class Teacher in alternative location or Pastoral team member.
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Parents will be informed of any consequences from Stage 2 upwards OR if we are persistently seeing Stage 1 behaviours repeated over time.

For more information on our Academy use of suspension and exclusions, please refer to the Trust Exclusion Policy, also found on our website.

## 6.1 Searching and confiscation

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal or banned by the Academy. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the Academy’s rules say must not be brought into Academy. Headteachers and other members of staff authorised by them have the power to search a pupil **without the pupil’s consent** if they suspect they are in possession of ‘prohibited items’. Before using reasonable force to conduct a search the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- “legal highs”
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm
- mobile phones

Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions

The headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

When conducting a search pupils must not be required to remove any clothing other than outer clothing. ‘Outer clothing’ any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves).”

Staff will keep records of all searches. Records will include:

- the date, time and location of the search,
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

Any cigarettes and e-cigarettes confiscated in Academy will be destroyed.

## 6.2 Use of force

Section 93 of the Education and Inspections Act 2006 enables Academy staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any pupil (including him or herself); or
- prejudicing the maintenance of good order and discipline at the Academy or among any pupils receiving education at the Academy, whether during a teaching session or otherwise.

Park Academy does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the Academy have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the Academy premises – i.e., on a Academy trip.

Following serious incidents involving the use of force, the Academy will speak to the parents concerned. It is up to Academies to decide whether it is an appropriate occasion to report the use of force to parents.<sup>1</sup>

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<sup>1</sup> This mirrors the DfE advice on reasonable force (2013). However, section 93A of the Education and Inspections Act 2006 will make reporting any use of force to parents mandatory (in the context of maintained schools). This provision is not yet in force

Such serious incidents involving the use of force will also be recorded by the Academy.

Records will be made for Use of Reasonable Force where necessary, and recorded in EdGen and MyConcern, again as deemed appropriate. The Head Teacher (in our case, also the Designated Safeguarding Lead) and our Sendco will be informed and will review any incident where there has been Use of Reasonable Force.

## 7. Attendance

Regular attendance at Academy is required by law, and *Park Academy* takes attendance very seriously. There is a register taken twice daily, and disciplinary action will be taken against any pupils who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and Academy support systems that could help. More information can be found in the **Trust Attendance Policy and the Academy specific Attendance Procedures**.

## 8. Uniform and appearance

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in pupils and reduces the risk of distraction in lessons.

The standard uniform is as follows:

### Classroom Uniform

- Park Logo items do not need to be purchased but do need to closely match the items listed.
- Navy jumper/cardigan
- White polo neck shirt.
- Grey (not black) trousers, skirts, shorts, or pinafores. Jogging or tracksuit bottoms and dark jeans are not permitted.
- Tights should be grey, white, or navy.
- Navy book bag.



### PE uniform

- A plain white t shirt (no designer logos or images)
- Navy shorts and jogging bottoms for outdoor PE
- A plain navy jumper
- Trainers

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and no enactment date has been announced. Nevertheless, schools may consider it good practice to always notify parents of any instances where reasonable force has been used against a pupil.

### School shoes

Shoes to wear in school should be polishable. The photographs show appropriate footwear to be worn in school. Shoes with white bases, sports logos or appear to be trainers or plimsolls are not to be worn.



Simple, plain black boots can be worn during winter, but should not include tassels, glitter, fur or be 'builder' in style.

### Jewellery

For health and safety reasons and the potential risk of damage and/or loss, Park Academy has decided that limited jewellery may be worn by pupils during school hours on school premises. The only jewellery learners are permitted to wear are one small pair of stud earrings, a watch, or any religious adornment.

All jewellery should be removed for Physical Education lessons, including swimming and related out of hours' activities. Learners must be able to remove earrings by themselves. Staff are not permitted to remove earrings and they cannot be taped.

If learners are unable to remove jewellery, for whatever reason, they will not be permitted to take part in the lesson or activity, as they may be endangering themselves and others. It is not acceptable for learners to miss P.E. lessons as these form part of the National Curriculum set out by the Department for Education.

***Piercings should be done at the beginning of the summer holiday, in order that the piercing has healed, and earrings can be removed for P.E. lessons.***

### Hair and makeup

Pupils are not permitted to wear any makeup or nail varnish.

Hair must be neat, tidy and of a style acceptable to the school, avoiding extremes. Learners should avoid extremes of personal appearance. This includes hair colouring and haircuts.

Hair should not be dyed (either permanent or semi-permanent) beyond colours close to natural hair colours (e.g., extreme bleaching and/or red, pink, green, blue, or purple colours). Hair should be only one colour and not a combination of 2 or more complementary or contrasting colours e.g., blonde hair with pink streaks would be inappropriate.

Long hair will be tied and secured away from the face, neck and shoulders when learning activities dictate e.g., sport.

Hair clips and hair bands and other hair-retaining devices should be plain black in colour and discreet.

**Headscarves** should be plain black, Navy or white.

**Face coverings** of any type are not permitted to be worn on school premises (unless this is an approved mask for medical purposes, such as COVID-19 etc.) – This decision has been made as such items can cause others to feel intimidated and distressed and children need to always be identifiable.

The Park Academy uniform should be worn by all pupils in EYFS through to year 6. Pupils who come in without the correct Academy uniform on will receive a slip/letter to explain to parents/carers the expected uniform. If not addressed, a conversation with the child's parents/guardians will also take place. The incorrect items should

be replaced as soon as possible and no longer than 2 weeks after the matter has been raised. Repeated incidences of failure to wear the correct uniform may result in further consequences (including exclusion) being applied

## 9. Regulating pupil’s offsite conduct

Pupils who are caught or known to have been misbehaving on the way to or from Academy, near the Academy premises or where it would be considered reasonable to impose consequences for behaviour outside Academy e.g. cyberbullying, will be disciplined by the Academy. This also applies to pupils who break Academy conduct during work experience, Academy trips, or extended Academy activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.

Any off-site misbehaviour could result in consequences. The Academy will take into consideration:

- the severity of the misbehaviour;
- the extent to which the reputation of the Academy has been affected;
- the effect such an action may have on the other pupils;
- the extent to which the behaviour has repercussions for the orderly running of the Academy/or might impose a threat to another pupil or member of staff;
- whether the misbehaviour was on the way to or from the Academy or the pupil was taking part in any Academy-organised or Academy-related activity; and
- if it was at a time when the pupil is in some other way identifiable as a pupil of the Academy or might be expected to act as an ambassador for the Academy.

## 10. Rewards policy

Park Academy strongly believes that it is important to encourage good conduct and choices throughout the Academy by celebrating and rewarding achievable expected high standards of behaviour. Rewards are applied in consideration with the academy rules described in section 3 of this policy.

Rewards	
Proud Award	<p>To be given out in celebration assembly. These are to reflect the PROUD values.</p> <p><b>P</b>erseverance (<i>noun</i>)  <i>The quality of continuing to try to achieve a particular aim despite difficulties.</i></p> <p><b>R</b>espect (<i>noun</i>)  <i>A strong feeling of approval of somebody/something because of their good qualities or achievements.</i></p> <p><b>O</b>pen-minded (<i>adjective</i>)  <i>Willing to listen to, think about or accept different ideas.</i></p> <p><b>U</b>nity (<i>noun</i>)  <i>The state of being in agreement and working together; the state of being joined together to form one unit.</i></p> <p><b>D</b>etermination (<i>noun</i>)  <i>The quality that makes you continue trying to do something even when this is difficult.</i></p>



Merits	<p>To be awarded by teachers and other staff and recorded on a chart in each classroom. The learners earn merits for their house and the winning house will be awarded a prize at the end of each term.</p> <p>Everyone also receives a certificate for the amount they have achieved, and this is a running total throughout the year.</p> <p>Bronze - 50 Silver - 100 Gold - 200</p>
Reading awards	<p>We are developing our Reading rewards in-line with the introduction of Accelerated Reader. This policy will be updated as soon as possible to reflect that.</p> <p>Individual classes will actively encourage and reward Reading regularly through Merits.</p>
Times table medals	Under review with implementation of Times Tables Rock Stars and built in competitions and rewards.
Times table certificates	Under review – see note above
Attendance awards	<p>Class team attendance is recognised weekly, with a trophy presentation.</p> <p>Individual attendance is recognised termly, with a prize draw and allocation of additional merits points. We seek rewards from local providers including Lincoln City Football Club, Nationwide School Uniform and Asda.</p> <p>Certificates and acknowledge to families will be awarded Termly (Aut, Spring, Summer) for 100% attendance and for 98 or above % attendance to individual pupils.</p> <p>House Merits will be awarded for House Team Attendance at the end of each big term.</p>
Hot Chocolate invite	For hard work, consistent positive behaviour, great manners, demonstrating PROUD Values in school or on the playground. Children receive a certificate and an invite to have a hot chocolate and biscuit with a special guest (invited member of staff!).

Staff may also issue their own motivators designed to recognise efforts in improving learning – for example, postcards sent home.

## 11. Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Academy will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. These measures may include behaviour plans in addition to risk assessments. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to consequences being imposed in accordance with the terms of this policy.

## 12. Complaints

The Academy has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the Academy will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see the **Trusts Complaints Policy**.

[This policy will be reviewed annually.](#)

## 13. Appendix 1 – Home-School Agreement Parents/Carers

**It is very important that parents and carers play their part too in supporting our work with your children. Therefore**

**I / we agree to;**

- Having chosen Park Academy for your child, accept the school's aims, values, policies, and procedures, positively supporting the school.
- Ensure my child attends school every day in term time, unless there is a good reason for absence (e.g illness)
- Ensure my child is punctual and properly equipped to learn and provide an explanation if my child is absent.
- Notify the school by telephone or MyEd in the event of an absence
- Support the school's policies and guidelines on learning, behaviour, attendance, and uniform.
- Ensure that my child wears the correct school uniform and brings their PE kit to school when required.
- Ensure that my child's homework is completed and returned on time, including reading
- Attend achievement assemblies, parent workshops and parent meetings to discuss your child's progress.
- Use MyEd as a way of communication with the school and keep up to date with key information
- Support the school to make sure my child maintains good behaviour.
- Encourage your child to always do their best.
- Support the school in upholding its standards and policies.
- Support all staff in their efforts to create a caring community which values children and their rights.
- To treat all members of the school community with respect and politeness.
- Work in partnership with the school.
- Support school in teaching of safe and secure internet use at home
- Keep contact details up to date and where to contact you in case of an emergency
- Promptly inform the school of any concerns or problems that may affect your child's learning, behaviour or happiness at school
- Provide my child with a healthy balanced lunch if having a packed lunch

**Parent's Name.....**

**Signature.....**

**Date.....**

***Please sign and return to school as soon as possible. Thankyou***

## 14. Appendix 2 – Home-School Agreement Pupils

### Child's Agreement

I will:

- Always try my best and work hard to learn
- Come to school regularly and arrive on time
- Behave well and be polite and helpful to others
- Follow the school and class rules
- Be polite, friendly and show respect to other children and all adults
- Talk to grown-ups if I have a problem
- Look after others
- Take responsibility for myself and my actions
- Do my homework regularly and return it to school on time
- Bring all the equipment I need every day including my PE kit, book bag and reading books
- Wear the correct school uniform by following the school dress code
- Take good care of the school equipment, school environment and living things
- Use the technology safely and respectfully, just as I am taught in class

Child's name .....

Child's class .....

Childs' Signature .....

Date .....



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