



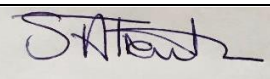
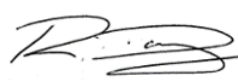
The Parkgate Academy

Behaviour Policy

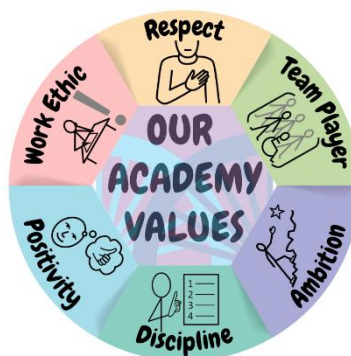


THE PARKGATE ACADEMY

LABOR OMNIA VINCIT

Written by	Reece Davy & Phoebe Brooker
Ratified by Trustees	September 2026
Date for Review	September 2028
Signed – Chair of Trustees	
Signed – Executive Principal	

This policy has been impact assessed by Reece Davy and Phoebe Brooker in order to ensure that it does not have an adverse effect on race, gender or disability equality



Policy Statement

The Parkgate Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a collaborative approach to managing poor conduct and dynamic interventions that support staff and pupils. It is based on the Department for Education's guidance: Behaviour in Schools (Sept 2022) and is evidence-informed using guidance and research from a range of sources including the Education Endowment Foundation.

Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all pupils are treated fairly and shown respect
- To celebrate behaviour that is positive rather than giving too much attention to negative conduct
- To help pupils take control over their behaviour and be responsible for the consequences of it
- To ensure that excellent behaviour is the expectation for all
- To incorporate The Forge Trust's Guiding Principles

Purpose of the Policy

- To provide simple, practical procedures for staff and pupils that:
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions and clear boundaries

Statutory Framework and other guidance

The Behaviour Policy is written in line with the following areas of legislation and guidance: Education and Inspection Act 2006

Equality Act 2010 Education Act 2011

Behaviour in Schools: Advice for Headteachers and School Staff 2024

Expectations

We expect every child to:

- Take responsibility for their own behaviour
- Always follow the school behaviour expectations.
- Reflect on their actions and recognise they are part of a community.

We expect every adult to:

- **Meet and greet** at the door.
- **Model** positive behaviours and build relationships.
- Use a **visible recognition/reward strategies** throughout every day.
- Be **calm** and give 'take up time' (time for the child to implement the change in behaviour) when going through the steps. Prevention rather than sanctions.
- **Follow up** every time, retain ownership and engage in restorative dialogue with pupils.
- **Never ignore** or walk past pupils who are behaving inappropriately.

Teaching Staff will uphold the Teachers' Standards

'Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

Teachers are responsible for wellbeing and behaviour but if additional support is required, they should seek support from their year group leader.

Phase Leaders

Phase Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

Phase Leaders will:

- Be a visible presence in the Phase they lead to encourage appropriate conduct
- Support staff in returning pupils to learning by sitting in on restoration meetings and supporting staff in conversations
- Regularly celebrate staff and pupils whose efforts go over and above expectations
- Encourage use of House Points/messages to go home
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions

Senior Leaders

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

Senior Leaders will:

- Meet and greet pupils at the beginning of the day
- Be a visible presence around the site and especially at transitions
- Celebrate staff, leaders and pupils whose effort goes over and above expectations
- Regularly share good practice
- Support teachers and Phase Leaders in managing pupils with more complex or entrenched negative behaviours

- Use behaviour data to target and assess our behaviour policy and practice

Trustees will:

- Review policies with Senior Leaders
- Support and critically challenge senior leaders with analysis of behaviour data
- Support on permanent exclusion panels

Parents will:

- Uphold the school values
- Support the school behaviour policy to support and improve pupil behaviour
- Refrain from making public comments about pupil or staff relating to any behaviour incident and instead seek out a member of school staff to discuss this with privately.

Recognition and Rewards

We recognise and reward pupils who go 'over and above' our standards. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those pupils who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public reward. Pupils and staff are recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. At The Parkgate Academy, House Points are used as the main reward system. The children can gain these personally and as a collective.

Behaviour and Values Curriculum

At The Parkgate Academy, we believe that behaviour is taught like any subject within the curriculum. Therefore, we have designed a Behaviour and Values Curriculum which encompasses all elements of how we explicitly teach and support behaviour in school. This includes and is reflected within this policy; taking into account our PSHE curriculum, assembly offer and how our behavioural standards reflect our school values. It also considers what successful behaviour looks like in our school and how we share this with key stakeholders, how we use routines to reinforce expectations and teach expected behaviours and how we adjust the standards and routines for pupils with additional needs.

Managing Behaviour

Engagement with learning is always our primary aim at The Parkgate Academy. For the vast majority of children, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at The Parkgate Academy praise the behaviour we want to see and do not focus on the unsuitable behaviours. All pupils are given time to adapt their behaviour before the next step is used.

Whilst we understand the importance for all staff to consistently follow our behaviour steps for dealing with poor behaviour, listed below, we also share the key message that assertiveness is a central part of our behaviour management at The Parkgate Academy.

When responding to inappropriate behaviour, adults can choose to record it and address it at a later, more appropriate time or confront it.

Assertiveness is knowing that an adult can control their own behaviour and make considered choices in response to pupils. **We do not want adults to be afraid of saying no and saying it with impact when it is appropriate.** We need to be mindful not to overuse this as it can soon lose power and negatively impact on the atmosphere in the classroom. An adult can risk being ignored if their repertoire of verbal responses is too predictable.

Steps for Managing and Modifying Poor Behaviour

Pupils are held responsible for their behaviour. Staff at The Parkgate Academy deal with behaviour following the steps below.



Classroom Behaviour Management Process

Praise, positivity and House Points are at the root of our behaviour strategy at Parkgate. The following process is to be used for instances where positive praise is not working.

Warning 1 – Give a verbal warning to the child and remind them of the positive behaviour they should be exhibiting. Where possible, do this in private without disrupting the flow of the lesson. You should take care to use a calm tone. As general classroom practice, praise correct behaviour frequently to help demonstrate expectations.



Warning 2 – If the same behaviour continues, remind the child of your initial warning and repeat the steps above. **The child will then use 10 minutes of playtime or lunchtime for reflection on their behaviour.**



Consequence – If the child continues to misbehave, **they will then lose all of their lunchtime in the Restorative Room. At this point, the incident needs to be logged on CPOMS under the category of 'behaviour', 'Restorative Room' and 'disruption of lesson' by the child's teacher.**

Speaking to Parents

If a child has reached Consequence, the child's class teacher must inform parents by speaking to the parent at collection or telephone call on the same day of the incident.

Before Escalation, staff need to be actively trying to help the child improve their behaviour choices.

Escalation – If after the consequence step the behaviours have still not improved, you will need to call for a Middle Leader: Beth Rose, Abbie Somerville, Georgia Steven or Tom Thorpe.

Do not move to this step unless all above steps have been followed. At this point, the incident needs to be logged on CPOMS.

If the behaviour has reached this point, the Middle Leader who has dealt with the child will speak to the parent.

Rosalind Howard will be called by a Middle Leader if the behaviour is serious or concerning towards staff or children. Phoebe Brooker or Reece Davy will be called by Rosalind Howard if further escalation or support is required.

Consequences

Staff should use their knowledge and observations of the child to choose an appropriate time for consequences. This should be on the same day wherever possible, but may need to be later, when emotions are under control and restorative conversations have taken place. Children should not be forced to apologise but this should be explored during the restorative conversation as a suitable option as to how to put things right.

The following will result in time spent in the Restorative Room (this is not an exhaustive list):

- Disruption of learning
- Not following the staff member's instructions
- Shouting out
- Physical or verbal abuse
- Disrespect of the school environment

Time in the Restorative Room is given at lunchtime, led by a member of staff. Pupils will use the time to do one or more of the following:

- Reflect on their actions
- Engage in restorative work
- Discuss their behaviour with an adult

Where these behaviours are extreme or persistent, we may decide to give a child an internal suspension.

Follow-Up

If a child has reached 'Consequence' on the Behaviour Ladder, resulting in time spent in the Restorative Room, the class teacher must inform parents at the end of the school day upon collection or via a phone call.

If a child has **three or more incidents** in a week reaching 'Consequence', a face-to-face meeting between the class teacher and parents/carers will be arranged.

If a child has **three or more incidents** in a half term reaching 'Consequence', a letter will be sent to the parents/carers from the Phase Leader to inform, request their support and offer a meeting to discuss further.

Serious Incidents

These incidents will be dealt with by school staff, who will take into account the age and needs of the child. All serious behaviour matters must be referred *immediately* to the Head of School or SLT.

Such incidents could include:

- All forms of bullying (including- cyber bullying, prejudice based or discrimination bullying)
- Racist, sexist or homophobic comments.
- Physically striking adults.
- Child on child abuse – see Section H of the Child Protection and Safeguarding policy.

Restorative Practice

The Parkgate Academy uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Why use a restorative approach?

- To build safer, happier schools.
- To *change* behaviour, not punish - punishment doesn't meet needs of any of those involved.
- To prevent situations where there may be kudos or 'street cred' attached to any punishment.
- To encourage children to take responsibility for their actions.
- To encourage children to feel that they belong (base psychological need), rather than being isolated or excluded.
- To prevent a child being excluded and marginalisation. This can lead to them becoming an issue in the wider community.
- To develop empathy.
- To repair harm.
- To teach children the effects of their actions and learn about alternative actions that can be taken in the future.
- To support emotional regulation by helping children recognise and understand their feelings and the feelings of others.
- To reduce repeat incidents by addressing the root causes of behaviour.
- To prepare children for life in modern society by teaching respect, responsibility, empathy and positive relationship skills.

Behaviour Recording

Incidents of behaviours of concern are recorded on CPOMS (within 24 hours of the incident). SLT should be informed at the time and parents notified in person or via telephone.

Suspensions

Legislation and Guidance: In applying this policy, The Parkgate Academy will adhere to current legislation, including the Equality Act 2010. Schools are obliged to have regard to the Department for Education guidance on exclusions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion.

At The Parkgate Academy, we believe that, in general, suspensions are not an effective means of moving behaviour forward. However, they do set a clear boundary for what is acceptable and in order for pupils to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy then an internal suspension or external suspension may be considered appropriate. An internal suspension may be put in place following a serious incident or an accumulation of incidents and the child will be subject to an internal suspension for a specified period of time.

Parents/carers are informed of the reasons for the internal suspension. When on internal suspension, the child will be sent with relevant work to an appropriate learning space. A child on an internal suspension will get regular breaks and a lunch time break but not with their peers.

An external suspension for a fixed period may be used by the Executive Principal if the pupil remaining in school would seriously harm the education or welfare of the pupils or others in the school, or if the incident was considered very serious. If this decision is taken, work will be set for the pupil to complete at home.

Following a suspension, the pupil and parents meet the Head of School or a member of SLT to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and where a child has transgressed, they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion. (See Exclusion Regulations at www.gov.uk/government/publications/school-exclusion.)

The Trustees of The Parkgate Academy agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils or staff at the school.

All exclusions will be carried out in accordance with the July 2026 DfE Guidance on Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including Pupil Movement

Pupils' conduct beyond the school site

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises.

Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity

- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

Children with Social, Emotional and Mental Health Needs

Children who exhibit behavioural difficulties as a result of identified social, emotional and mental health issues or social communication and interaction difficulties are supported by a graduated approach. This means we offer support at a whole class or universal level, (PSHE curriculum, assembly coverage) at a group level, (more targeted such as social skills or self-esteem focus groups) and individual, (such as Drawing and Talking, or specific anxiety-based work). Children may be placed on the school's Special Educational Needs and Disabilities (SEND) register and provided with individual plans to support them. In line with the DfE Guidance 'Promoting and supporting mental health and wellbeing in schools and colleges November 2022', we have a whole school approach to supporting the mental health and social and emotional needs of every child at The Parkgate Academy.

Some children may experience more marked difficulties with behaviour, which may be related to SEMH needs, specific SEND needs, early childhood experiences or family circumstances; for these children we create individualised support plans with parents. These are called Learning Plans. They link in with other school-wide strategies such as The Incredible 5 Point Scale. This is a pupil-centred approach which identifies what the adult and child can do at each stage to support de-escalation. The Learning Plan is linked to a risk assessment which may include use of a specific script to support a child and where necessary it may include use of positive handling that is reasonable, proportionate and appropriate.

Where children are experiencing more marked difficulties with behaviour, the SENDCo or Assistant Principal will be involved, as well as parents/carers. Strategies already listed will inevitably be used, as well as other therapies. These may include, but are not limited to, Lego Therapy, Motional assessments and support, advice and guidance from Sherwood Area Partnership, and other specialist interventions or services. The pupils' needs will be considered when deciding on appropriate consequences, however they will not be exempt from time in the Restorative Room, suspensions and permanent exclusion if it is deemed appropriate, despite ongoing support for the pupil.

Transition

Pupils are supported with regular opportunities to revisit the expectations within the Behaviour Policy when they move year groups or key stages. This is covered through in class focus lessons and assemblies.

Pupils with SEND may be offered additional support to further their understanding and feel confident with routines, praise and sanctions. Children who enter The Parkgate Academy mid-year or have experienced a period of absence will also be offered the opportunity to be inducted into the behaviour system.

Related Policies/Guidance

The Parkgate Academy has a separate Anti-Bullying Policy which should be followed if bullying is reported or suspected.

Searching, Screening and Confiscation

We follow DfE advice and statutory information regarding this (Searching, Screening and Confiscation) July 2022 DfE, found at www.gov.uk/government/publications/searching-screening-and-confiscation.

Power to Use Reasonable Force

In order to prevent a child from injuring themselves or others, damaging property, or in order to maintain good order and discipline in the classroom, staff have the power to use reasonable force (in line with the school's Use of Reasonable Force policy). See also Managing allegations of staff policy.

Searching and Confiscation of Items

It is extremely rare, but it may also be necessary to undertake a search of a pupil's possessions to check for prohibited items.

Schools have the statutory power to undertake a search of a pupil or their possessions if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others.

The specific items which can be searched for without consent are specified on page 11 of the DfE's Behaviour and Discipline in Schools Guidance with more detailed information provided in Screening, Searching and Confiscation – advice for Heads, staff and governing bodies. Only the Executive Principal or a member of school staff authorised by the Executive Principal, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search will, where possible, be the same sex as the pupil being searched. The exception to this rule, where a search can be carried out on a pupil of the opposite sex and / or without a witness, will only occur where the Executive Principal or member of the leadership team reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions will be carried out with due consideration for the pupil's personal dignity and health and safety. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. Any such searches will be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations when leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Searches without Consent

The following items are banned in school and pupils may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, vapes or other nicotine based products
- fireworks
- pornographic images
- mobile phones
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Physical resistance by a pupil to a search for these items can itself be subject to behavioural consequences. Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the pupil has the prohibited item in their possession. Only staff members authorised by the Head Teacher may carry out searches without consent. School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Searches with Consent

The school may search pupils with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Extent of Search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of articles

School staff have the power to confiscate property from pupils under their general right to discipline contained in S91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from pupils

The Parkgate Academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for heads, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>).

