Emerson Park Academy

BEHAVIOUR POLICY

ADOPTED: Board of Directors

Reviewed: November 2026

A Statement of Purpose

Our behaviour policy helps us to create a caring, stimulating and secure environment in which staff and students can work and interact safely whilst helping parents/careers to create polite, well-mannered young people who can contribute positively to society.

The overall aim of this policy is to create a clearly structured set of guidelines encompassing our expectations in terms of behaviour that is accessible to everyone, including visitors to the Academy and the local community. Underpinning the policy is our philosophical view that poor behaviour in and outside school affects learning and the wellbeing of all, alongside the principle that good manners and consideration for others will result in a student becoming a well-rounded, positive member of society. A strong system for rewards combined with a clear and fair system of sanctions and support for those who choose not to comply, forms the basis of this document.

Aims and Objectives

- To promote a positive learning atmosphere where good relationships, discipline and good order
- lead to excellence.
- To create young adults who will be independent, polite, well-mannered, hardworking, positive members of society.
- To deliver a whole school approach and effective implementation of a policy of behaviour to ensure a clear, shared and consistent approach.
- To marginalise poor behaviour by celebrating good behaviour.
- Ensure that all members of staff are vigilant regarding behaviour and are aware of the sanctions available to deal with unacceptable behaviour.
- Consider the impact on each student's behaviour on the school and wider community as a whole.
- Involve parents and governors, where legally required or appropriate.
- Utilise parental support and involvement whenever possible.

Overall guiding principles

Whenever possible staff should:	Students should:	Parent responsibilities
• Follow the academies non-negotiables in lesson • Provide and maintain a disciplined, caring environment in which teachers can teach and students can learn. • Ensure that students understand that every teacher has the right to teach, and every student has the right to learn, without disruption • Be alert to signs of bullying and harassment and act in accordance with the anti-bullying statement / policy • Relay information to parents/carers when necessary. • Promote/develop good manners and respect for all members of the school community. • Develop in students a sense of self-discipline and an acceptance of responsibility for their own actions • Be prepared to differentiate classwork/ homework for all students allowing all to access work set. • Acknowledge that the maintaining of good behaviour within the academy is a shared responsibility • Ensure that positive behaviour is always recognised • Work with a positive, proactive and reflective approach to behaviour management • Fully understand this policy aims to ensure that it is consistently implemented throughout the academy • Challenge radical and extreme views	Follow the classroom non-negotiables at all times •Follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way. •Take positive action to promote appropriate behaviour amongst their peers at Emerson Park Academy. •Support staff and the Academy in their/its aim of achieving outstanding learning in and outside of all lessons through excellent behaviour and unwavering manners and respect. •Ensure they are punctual to school and to all lessons. •Attend school with the correct equipment for all lessons. •Follow instructions first time given by any member of staff. •Keep hands and other objects to themselves. •Always comply with the school's uniform policy. (Refer to Uniform Policy)	•To respect the school's behaviour policy and the disciplinary authority of school staff. •To support school sanctions and ensure that their child follows reasonable instructions by school staff and adheres to school rules. •Parents are expected to set a good example to all students by behaving in an adult, mature and amicable fashion at all times they are present on the school's site or outside the gates, and during conversations with members of staff. •Parents have implied permission to enter and be on the school site while their children are registered students at the school. Where parents behave in an unacceptable way while on the school's site or outside its gates, the Headteacher is able to withdraw their implied permission to enter and be on the school's site. •Parents should keep correspondence contact details up-to-date (any changed details should be given to reception) as the school will use the details given for all correspondence, including e-mails giving notice of sanctions, dates and duration. This cannot be used as to excuse a student from taking part in a sanction.

Rewards

Students attending Emerson Park Academy are expected to behave in an appropriate manner as a minimum expectation. We praise and reward students for exceptional behaviour, social skills and outstanding work throughout the day in a variety of ways:

- PRIDE points – certificates & badges
- Verbal praise
- Phone calls home/Go4schools notification
- Prize Giving Evening
- Stickers, postcards, certificates, prizes
- Head of Year rewards breakfast
- Lunch passes
- Jack Petchey award winners
- Subject competitions
- Achievement boards
- Celebration assemblies
- Displays of work
- Early to lunch pass for year groups with the best attendance
- End of year reward trips*

PRIDE points are allocated for the following reasons:

PRIDE area	Positive comment	Pride point
Personal Development	Significant improvement/progress	+1
	Contribution to school life	+1
	Received a Golden Ticket	+2
Respect	Helpful to staff/pupil	+1
	Excellent teamwork	+1
	Volunteering	+2
Independence	Excellent homework	+1
	Excellent class participation	+1
	Good week at school	+3
Determination	Outstanding effort	+1
	Perseverance and commitment	+1
	Attendance above 96% for a month (FT only)	+3
Equity	Excellent classwork	+1
	Values diversity in class	+1
	Stands up for others	+2

PRIDE Recognition trips:

Twice a year, at Christmas and again in the summer term, students will have the opportunity to take part in exciting, reward-based trips to a range of fun destinations in and around London. These trips are designed to recognise those who show up, get involved, and demonstrate our PRIDE values every single day.

How does it work?

Every student has the chance to earn **PRIDE Points** throughout the year:

- **1 point for every lesson attended**
- **1 point each morning for form time attendance**

That means every day is an opportunity to build towards something special.

Targets to Aim For

- **450 points by Christmas** → Earn your place on the Christmas recognition trip
- **900 points by the end of the year** → Secure your place on the summer trip

Go Further, Get Rewarded More

There's no limit to how many points a student can earn. The more PRIDE Points they collect, the more the school will contribute towards the cost of the trip. Effort doesn't just get noticed — it gets rewarded.

Why it matters

PRIDE Rewards is about recognising the small, consistent actions that lead to big success:

- Turning up every day
- Being part of your learning
- Showing commitment to your education

This is your chance to be rewarded for doing the right thing, day in and day out.

*Over the year, students gain PRIDE points that will mean that students are eligible to attend a reward trip at the end of the academic year. Trips are partially funded by the school, but will need a contribution from students attending the threshold for trips are set out at the start of the year and will take into account:

- Attendance
- Punctuality
- PRIDE Point total
- Negative Points
- Participation in school life

Poor behaviour types

We understand that sometimes students get things wrong. These events are referred to as Behaviour incidents. Behaviour incidents are recorded in Go4schools and when allocated are visible to students and parents. Below is a table to show event classification and the negative point weighting they are given, with a possible sanction.

Behaviour Types	Negative points	Usual Sanction
Low level behaviours. Classroom/out of lesson or being late to lesson once	-1	Warning given/Parents informed via GO4Schools
Persistent low-level behaviours or more serious one-off behaviour	-2	3 warnings given resulting in a Break/Lunchtime or 30 minutes after school detention
Persistent behaviours in or out of lesson/one-off serious behaviour-Truancy from lesson or peart of lesson. Missing a detention. Needing to be removed from lesson.	-3	60 minutes Head of Faculty and Head of Year detention. Form tutor or HOY/HOF report
Serious one-off or persistent breaches of the school rules.	-4	60-minute detentions- SLT 90-minute detentions Form tutor or HOY/HOF/SLT report. Internal exclusion and fixed term exclusion from school. Borough assistance via GWRF
Serious incidents including Physical violence-harmful behaviour or vaping/smoking	-5	Removal from lesson/circulation-Internal or external exclusion-multiple days of exclusion or internal exclusion. HOY/HOF/SLT report. Alternative provision-Permanent Exclusion

Disciplinary sanctions for misbehaviour

Members of staff at the school have the power to impose sanctions upon students for misbehaviour. Such sanctions must be reasonable and proportionate and applied consistently to all students.

The school acknowledges that inappropriate behaviour may, in some circumstances, be an indicator of other issues. This could be that the child is suffering or likely to suffer significant harm. Where behaviour is considered such an indicator, the school's safeguarding policy will be followed. Additionally, we will consider whether the behaviour is the result of unmet educational or other needs, and at this stage we will consider whether multi-agency assessment is necessary.

The school is not legally required to give parents notice of detentions (including detentions which take place after school) and does not require parents' consent to a detention. However, in most circumstances, parents will be notified of after school detentions via GO4Schools. All behaviour types will be logged on Go4schools for parents and students to view. If a student is unable to attend an after-school detention, parents will be required to notify the school at the earliest opportunity, however, students are expected to change their arrangements to be able to attend after school detentions.

Where a student is found to have made a serious allegation against a member of staff or another student that is proved to be untrue (rather than merely unsubstantiated), the Headteacher may impose a formal exclusion on the student involved.

Permanent Exclusion (PEX)

The Headteacher can make the decision to permanently exclude a student for the following reasons:

• in response to a serious breach or persistent breaches of the school's behaviour policy; and

• where allowing the pupil to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

Serious/persistent breaches of the school's behaviour policy include:

- Persistent from behaviour types -4 and -5.
- A one-off event deemed so serious that the inclusion of the student as part of the school is not compatible with good order and discipline.
- Being in possession of a prohibited item (see section on prohibited items).

Sanctions for misbehaviour outside of school

Sanctions can also be imposed for misbehaviour which occurs outside of school that could have repercussions for the orderly running of the school, poses a threat to another student at the school or any other school or a member of the public, or could adversely affect the reputation of the school.

Emerson Park Academy will respond to any unsatisfactory behaviour when the student is:

- Taking part in any Academy-organised or Academy-related activity
- Travelling to or from the Academy
- Wearing academy uniform
- In some other way identifiable as a student at the Academy

Incidents involving social media outside of school hours should be reported to the police – the school should also be notified for information purposes.

In all of these circumstances the Head teacher will also consider whether it is appropriate to notify the police. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

Power to use reasonable force

All members of school staff have a legal power to use reasonable force.

Reasonable force can be used:

- To prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Examples of when reasonable can be used:

- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

Prohibited items

The following items are banned from the school premises and students are not permitted to carry any of the below items on their person:

- Sharp/bladed objects such as knives or razors
- Any object that could be deemed as a weapon
- Vapes, cigarettes and any other smoking paraphernalia
- Any drug paraphernalia
- Alcohol of any kind in any container

Searching of students

The Head teacher and authorised staff have the right to search students or their bags and lockers, without consent if there are reasonable grounds to suspect that the student has any of the following items.

- Prohibited items (see above list)
- Any school property to have been taken.
- Mobile phones.
- Another student's property.
- Indecent images of any kind.

Authorised staff: The Headteacher, Deputy Headteacher and Assistant Headteachers.

Confiscated items

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or students.
- Is prohibited, or identified in the above list for which a search can be made.
- Evidence in relation to an offence.

All staff members may confiscate the following items:

- Electronic items not permitted e.g. mobile phones, Airpods.
- An item is against school uniform rules e.g. baseball cap, non-school jumper, hoodie, wearing rings, earrings.

Items that are confiscated should be taken to the front office. Most items will be collected by students at the end of the school day, but it may be necessary for the item to be collected by parents or the police.

Appendix:

This appendix outlines some of the procedural duties that staff, parents and students should undertake whilst following the behaviour policy:

The list below shows the negative behaviour types and the points that they score:

Behaviour Types	Negative points
Missing equipment	-1
Not following instructions (classroom based)	-1
Late to lesson	-1
Lack of effort/insufficient work completed	-1
Failed to complete H/W	-1
Answering teacher back	-1
Persistently missing equipment	-2
Persistently late to lessons	-2
Persistent failure to follow instructions (classroom based)	-2
Persistent failure to complete H/W	-2
Inappropriate language towards a student	-2
Disruptive behaviour	-2
Vandalism (minor damage)	-2
Truancy from lesson/part lesson	-3
Persistent disruptive behaviour	-3
Late after the AM register has closed	-3
2x late in a week	-3
Sent to HOF/HOY during lesson	-3
Failed to attend break/lunch time detention	-3
Failed to attend teacher detention (after school)	-3
Failed to attend HoF/HoY detention	-3
Failed to attend SLT detention	-3
Failing HOY Report card	-3
Theft	-4
Possession of a vape/cigarette	-4
Selling prohibited goods	-4
Physical aggression towards another student	-4
Inappropriate language towards an adult	-4
Bullying	-4
Refusing to handover a prohibited item	-4
*1 Serious failure to comply	-4
*1 Inappropriate behaviour	-4
Failing SLT Report Card	-4
Vandalism (significant damage)	-5
Vaping/smoking	-5
Swearing at a teacher	-5
Physical fight	-5
Physical aggression towards an adult	-5
Racist remarks	-5
Sexual Harassment	-5
Homophobic remarks	-5

Typical behaviours and Processes to follow in lesson:

Use the steps as described on the EPA classroom non-negotiables list. Expect students to follow their expectations in every lesson. If students do not follow the expectations, then use the following processes to create consistency throughout the school:

- Students should be equipped in lesson. If they are not then they should receive a negative for lack of equipment. Equipment should be Shared with the student so that learning can take place.
- If a student is late to lesson by 3 or more minutes after the second bell then they should receive a 30 minute after school truancy from lesson detention.
- Students should not be allowed to leave lesson for any reason, unless they have an out of lesson card for:
    - I-class
    - Time out from lesson
    - Toilet or medical card
    - Behavioural support card

- Students should only be able to move around the school during lesson time with a note from the teacher, recording the reason, date and time that they left the lesson. Failure to supply a note will result in students being told to go back to their lesson.
- If students are disruptive in lesson, they should be given a chance to correct their behaviour. They should be given 3 warnings before a detention is given for disruptive behaviour.
- Detentions are centralised at Emerson Park Academy. Students who are given 30-60 minutes after school detentions will sit this in the main hall or the canteen area. Misbehaviour in detention will result in the student being asked to leave the detention hall and given an escalated detention from 30 to 60 minutes or 60 to SLT 90-minute detention. Students who are in SLT 90-minute detentions or in detention from isolation will be issued with a further day of internal exclusion with a 4.10 finish.
- Students who miss detentions will be issued with -3 behaviour points and an escalated detention, contact home with parents and sometimes isolation for the day.
- Students, Parents and staff should keep to the allocated detention time given; this is for safeguarding reasons. Parents will be notified about the detention. On rare occasions a detention may be rescheduled, but this will only occur when there has been dialogue between the teacher issuing the detention and the Parent. This should only be accompanied by a serious note.

Behaviour steps:

Verbal Warning and preventative contact with parent

Detention given- 3 warnings given

Accumulation of detentions or failure to attend detentions

Form tutor contact with parent-Form tutor report card

Teacher contact with parents-Faculty report

HOF/HOY meeting with parent- Individual low level action plan and assessment made to determine barriers to behaviour and interventions put in place.

HOF/HOY report card.

At risk of exclusion meeting:

Individual action plan outlining support and steps taken by school, student and parent

Assistant Head Teacher

AHT report card given

At risk of Permanent exclusion meeting:

Individual action plan outlining support and steps taken by school, student and parent

Deputy Head Teacher

DH Report Card given

One off major incident- Violent conduct or drug related incident

Permanent Exclusion