SCHOOL POLICY

Parliament Hill School
A high achieving and happy school

Behaviour Policy

Governor Committee: School Improvement

Responsibility of: Assistant Headteacher - Behaviour

Date ratified: October 2026

Review Date: October 2027

Our Mission

Our feminist mission is to enable every student to forge a strong identity, empowered to make their mark in the world.

We are proud to be a centre of excellence and innovation for girls' education.

We nurture aspirations and support each student to discover their dreams and ambitions. We empower girls to take risks and to develop the confidence, leadership attributes, and cooperative relationships that enable them to flourish academically, socially and personally.

Students are educated to be inclusive global citizens, enabled to speak out, and make a positive difference to the world now and in the future.

We believe that achievement and happiness are inextricably linked and we are committed to enabling both.

Behaviour Policy for Parliament Hill School

The principal legislation and guidance to which this policy relates is:
DfE Behaviour in Schools February 2024
DfE Searching, Screening and Confiscation July 2023 (updated guidance)
DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement July 2026
Ofsted Education Inspection Framework 2025
DfE Restrictive interventions, including use of reasonable force, in schools (April 2026)
DfE Mobile Phones in Schools (statutory guidance, effective from 1 September 2026)
DfE Working Together to Improve School Attendance (updated July 2026)
DfE Keeping Children Safe in Education 2026 (statutory guidance, effective from 1 September 2026)

This policy should be read in conjunction with other related school policies and statutory guidance, including (but not limited to) the Safeguarding and Child Protection Policy, Anti-Bullying Policy, SEND Policy, Suspension and Exclusion Policy and Home-School Communication Procedure. Policies will be reviewed and updated where relevant statutory guidance changes during the annual cycle.

At Parliament Hill School, we are committed to maintaining the highest standards of behaviour and fostering a consistent 'ready to learn' attitude. Staff play a vital role in promoting and sustaining a positive learning environment. By upholding high standards of behaviour, they ensure that students are protected from disruption and can learn in a calm, safe, and supportive setting where every young person is able to thrive. Effective behaviour management is underpinned by clear systems, shared understanding and consistency. This policy applies to all Parliament Hill School students from Year 7 to 13. It also applies to all LaSWAP students from other LaSWAP schools when on or around Parliament Hill School grounds.

Aims

- Create a learning environment, which encourages staff and students to develop their talents, personalities and self-esteem in an atmosphere, which is safe and secure and respects and celebrates the achievements of all members of our community.
- Recognise the need to use rewards and sanctions that are fair to all students, with a strong school community focus on positive reinforcement and pre-emptive support systems.
- Follow a stepped pastoral support process, with early intervention, to ensure all have the opportunity to re-set and meet our high expectations of behaviour.
- Ensure consequences for behaviours that do not meet expectations are dignified, fair and proportionate, allowing students opportunities to reflect, reset and reach expectations.
- Ensure that adults are positive role models for restorative approaches to supporting behaviours, and that students are given opportunities to learn how to show positive attitudes and learner attributes.
- Promote awareness and skill with supporting individual needs, whether they are learning, physical, social, emotional or health needs, across our school community.
- Ensure all teachers have high expectations of students and consistently follow the behaviour and reward frameworks.

Expected Standards of Behaviour

Expected standards of behaviour are set out in two important documents: The Code of Conduct and The Home School Agreement (Appendix B & C).

The Code of Conduct makes clear the general principles of expected levels of behaviour, which will ensure happy and successful learning and a positive and safe environment for all students.

The Home School Agreement is a contract between the school, students and parents/carers outlining the steps each stakeholder will take in order to ensure the students success at Parliament Hill. Whilst this is no longer a DfE statutory requirement, it is still viewed as best practice to ensure the Home School Agreement is in place for all students at Parliament Hill School.

Taking Account of Individual Student Needs

The following groups of vulnerable students may at some point require the adults in school to take account of their individual needs and circumstances when applying the school behaviour policy:

- Minority ethnic and faith groups, travellers, asylum-seekers and refugees
- Students who need support to learn English as an additional language (EAL)
- Students with special educational needs (SEND)
- Looked after children (LAC) and previously looked after children (PLAC)
- Children with medical needs
- Young carers
- Children from families under stress
- Students with mental health needs
- Pupils with a social worker (e.g. children on Child in Need or Child Protection plans)
- Pupils at risk of criminal exploitation, serious violence, or gang affiliation
- Pupils with poor attendance or at risk of persistent absence
- Any other students at risk of disaffection, suspension or exclusion

As a school, we remain committed to balancing high expectations for all students with thoughtful consideration of individual circumstances, to maintain high expectations and appropriate support while protecting a safe, focused environment for all students.

The Code of Conduct (Appendix B)

The Student Code of Conduct states clearly the expected general behaviour at all times and precise behaviour at key times in the school day. The Code of Conduct is underpinned by our Behaviour and Rewards Frameworks. (Appendix A).

Recognising that both students and teachers have responsibilities, a Staff Code of Conduct is outlined in the Staff Handbook to help ensure a safe, positive, and learning-focused school community.

Use of Mobile Phones

Parliament Hill School has a **zero-tolerance approach** to the use of mobile phones, smartwatches, headphones, and other electronic devices during the school day.

- **Before entering the school gates**, all devices must be switched off and placed in students' bags. Devices should remain out of sight and not be switched on again until students have left the school site at the end of the day.
- **Year 7 & 8 students** may not bring smartphones to school. They may carry a basic "brick" phone (non-internet enabled), which must remain in their bag and switched off during the school day.
- **Years 9–11 students** are strongly discouraged from bringing smartphones to school. If they are brought in, the same rules apply: switched off, in bags, and not seen or heard on site.

Confiscation and Consequences

- If a device is seen or heard, it will be confiscated and placed in the school safe.
    - For Year 7 and 8 students, the device must be collected by a parent/carer.
    - For Years 9–11, the device will be returned after **two weeks**. If this is a first offence, the student may collect it; for repeat offences, a parent/carer must collect it.
    - Basic "brick phones" will be returned at the end of the school day for a first offence; for repeat offences, they will be returned at the end of the second day.

Refusal to Hand Over a Device
Failure to hand over a device when instructed will be treated as **serious defiance**. This may result in a detention, internal withdrawal, or suspension, depending on the severity of the incident. In such cases, the student will also be required to have the phone confiscated for two weeks, following the incident and may be subject to random bag checks.

This policy is in accordance with the statutory Department for Education: Mobile Phones in Schools and supports our commitment to safeguarding, reducing distractions, and ensuring all students can learn in a safe, focused, and socially connected environment. Any individual exception to a student having their mobile phone in school for medical or other needs must be agreed and recorded in accordance with school procedures.

Responsible Use of Social Media

In Citizenship, assemblies and tutorial periods we emphasise the importance of staying safe online and using social media responsibly. Unfortunately, in today's modern age there are incidents where students behave inappropriately towards each other on social media. When an in-school incident impacts on the safety or wellbeing of a member of our school community, or the positive relationships between students in the school environment we will intervene and investigate. The school is restricted in its capacity and jurisdiction to investigate instances of cyber-bullying and harassment in the community and may advise parent/carers to contact the Police to seek support in response to incidents that take place in the community. When undertaking a school investigation, we will keep parent/carers informed of our findings and where necessary suggest resources and external agencies that may help families to understand the online world that students use. Further guidance can be found in the Parliament Hill E-Safety Policy.

Dress Code and ID Badges

At Parliament Hill we have a dress code that ensures students dress appropriately for the environment and adheres to Health and Safety procedures. The dress code can be found in Appendix D
If a student arrives at school dressed in a way that contravenes the dress code the student will be sent to their SDL or ATL by their form tutor in order to borrow an item of clothing more appropriate to the school setting. If a student arrives at school dressed inappropriately, parents will be informed and may be asked to visit the school with a more appropriate clothing item for their child.

In order to ensure the safety of our students and staff, all members of the school community are expected to wear an ID badge. This includes Sixth form students and visitors to the school. If a student arrives to school without an ID badge their name will be recorded and the student will go to Reception in order to collect a temporary ID badge. They will be expected to leave an item of value with Reception staff. At the end of the school day the student will return the temporary ID badge and collect their belongings. This is recorded on Bromcom.

Anti-Bullying Strategy

(See Anti- Bullying Policy)
Parliament Hill School places high importance on creating and maintaining a happy, safe learning environment for all students. It is expected that staff respond to all reports of bullying and unkind behaviour in a sensitive and swift manner. Incidents are recorded in Bromcom, as well as our Harmful Behaviour Log and these are reviewed each term by ATLs and the member of SLT who leads on the school's anti-bullying strategy. Students are reminded regularly that Parliament Hill School has a culture of communication and disclosure. There exists a separate Anti-Bullying Policy.

Serious Behaviour Incidents

At times a student's behaviour in school may lead to withdrawal from lessons, a suspension or permanent exclusion. For further information on the circumstances and procedures, please refer to Parliament Hill School's Suspension and Permanent Exclusion Policy.

There are some exceptional circumstances where, in the Headteacher's judgement, it is appropriate to exclude a student permanently for a first or 'one off' offence. These might include (but are not limited to):

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault

- Possession, distribution, or being knowingly in the presence of prohibited items or unsafe/illegal substances
- Carrying an offensive weapon
- Placing a member of staff, student, or health and safety of the school at risk

At Parliament Hill serious behaviour incidents as listed above are extremely rare and are taken very seriously. Permanent exclusions will sometimes be necessary as a last resort so that young people are protected from disruption and are in a calm, safe, and supportive environment that brings out the best in every student.

Searching Students

Headteachers, and staff authorised by the Headteacher, have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal or unsafe drugs/substances
- Prescription medication without authorisation to carry or self-administer
- Stolen items
- Tobacco and cigarette papers
- Vapes or e-cigarettes in alternative forms
- Fireworks (to include firecrackers and similar items with traces of explosive powder/substances)
- Images or media with the potential to offend, harass, or show extreme disrespect to another member of the school community
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage the property of, any person (including the student).

When searching students, Parliament Hill School follows the guidance set out in the Department for Education's policy **Searching, Screening and Confiscation** as well as guidance set out by the Camden Local Authority. Parents and Carers will receive a written notice if their child is searched at school.

Malicious Accusations Against Staff

Parliament Hill takes accusations against staff extremely seriously. Please refer to the school's ***Safeguarding and Child Protection*** policy for further information on the steps the school will take.

According to the statutory ***Department for Education: Keeping Children Safe in Education*** guidance, a malicious accusation is defined as a situation where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

The statutory guidance recommends that if an allegation is determined to be malicious, the school's Safeguarding Lead should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher should consider whether any disciplinary action is appropriate against the student who made it; or whether the police should be asked to consider if action might

be appropriate against the person responsible, even if he or she was not a student.

Reasonable Force

Parliament Hill School adheres to the Camden Local Authority's guidance to only use reasonable force where there is a risk of harm to the student or others, or a risk of substantial damage to property. This is informed by the ***Department for Education:*** *Restrictive interventions, including use of reasonable force, in schools* guidance. Please see our Restrictive Interventions, including use of reasonable force policy for full details

Rewards

The Role of Rewards - recognising and celebrating Parli learner attributes and KITE Values

At Parliament Hill School, our priority is to foster positive attitudes and a strong commitment to learning. The vast majority of our students demonstrate excellent behaviour in lessons and 'ready to learn' attitudes. We place great importance on recognising and rewarding not only academic effort and achievement, but also the care, kindness, and respect our students show towards one another.

This positive reinforcement is achieved through:

- Verbal praise
- Parli Point and KITE Value awards
- Tutor Time celebrations
- Positive comments in exercise books
- Celebrations of success during tutor time
- Sharing of student successes and achievements publicly in assemblies and staff briefings
- Displays of students work in classrooms
- Showcasing excellent home learning and class work in lessons
- Arranging celebration events for students with excellent behaviour and attendance
- Weekly Student of the Week awards
- Positive phone calls, emails and letters home to parents/carers
- Awarding certificates for good behaviour, attendance, punctuality and excellent effort
- Celebrating excellent progress review reports in assemblies and tutor time

Parent/carers receive daily notification of rewards logged by staff, via the My Child at School app.

Full details are available on our Rewards Framework (**Appendix A)**

Disruptive or Uncooperative Behaviour

Whilst actively encouraging and rewarding good behaviour, Parliament Hill School's Behaviour Policy makes clear that disruptive or uncooperative behaviour will not be ignored or tolerated. Boundaries are made clear and there will be a response if students deliberately ignore the Code of Conduct.

In order for disruptive or uncooperative behaviour to be dealt with effectively, it is considered important to have the fullest picture of a student's behaviour so that any incident may be seen in the widest possible context. Such information will not only be used in judging what the appropriate response will be, but will also inform efforts to identify any underlying cause for the behaviour and to work with the student to improve their behaviour in the future. The recording of disruptive or uncooperative behaviour is therefore important and helpful.

Recording of Disruptive or Uncooperative Behaviour

All incidents are recorded on Bromcom to ensure:

- That early patterns of behaviour are identified;
- That the Pastoral Team will be aware when intervention is warranted, thus avoiding more serious consequences;
- Concerning behaviour patterns are observed enabling us to investigate possible underlying factors
- Appropriate action and intervention may then be taken;
- In the event of suspension or permanent exclusion all supporting evidence is available.

When incidents of disruptive or negative behaviour are recorded on Bromcom, the student is issued with a Behaviour Point/s aligned with our Behaviour Framework. (**Appendix A)**

Investigating Disruptive or Uncooperative Behaviour

In addition to recording incidents on Bromcom it may be necessary to collect staff and student statements, particularly when an incident is complex or there is conflicting information. The purpose of these statements is to ensure that incidents are fully investigated and dealt with fairly and openly.

Responses to Disruptive or Uncooperative Behaviour

Where a student's attendance, behaviour or work does not adhere to the school's Code of Conduct and/or Home School Agreement, there will be an appropriate response.

Principles

- We take all reasonable efforts to employ an approach of early intervention and support with needs of circumstances that may affect or impact on a student's behaviour.
- Whole school groups should not be penalised for the activities of individuals unless there are very exceptional circumstances. Every effort should be made to identify key individuals.
- Any responses to disruptive or uncooperative behaviour should not be humiliating or degrading and relational communication practices will be in place when speaking to a student about their behaviour.
- Responses to disruptive or uncooperative behaviour should be proportionate
- Students should be clear about the consequences of their behaviour

In accordance with the DfE guidance, Behaviour and Discipline in Schools, parental consent is not required for detentions to take place. Although as a school we make good efforts to inform families and to ensure detention arrangements are reasonable. The school will also act reasonably in order to ensure the sanction is proportionate. Where lunchtime detentions are set, staff members will ensure that students have time to eat, drink and use the toilet.

Break and Lunchtime

A teacher may ask a student to stay behind at break or lunchtime for the following reasons:

- The student has not completed the home learning
- Low level disruption (see Code of Conduct)

If a student is kept behind, the teacher will either be supporting the student to complete the home learning or having a restorative conversation with them about their disruptive behaviour.

Lesson Check-In

If a student receives more than one reminder for continuous low level disruption the teacher will record it on Bromcom and the student will receive a Behaviour Point. Parent/carers receive daily notification of behaviour points logged by staff, via the My Child at School app.

Role of subject teacher: To avoid unnecessary conflict, by using a pre-emptive approach to

planning for students with known behavioural difficulties, the reminder procedure, and making it clear why the incident is being recorded.

Role of Form tutor: To review Bromcom during registration at the end of the day and support conversations about behaviour and resolution meetings.

On-Call

A member of staff can request an 'On-Call' colleague to support student behaviour or regulation – and in some instances remove a student from a lesson or situation. Removing a student from the lesson may be necessary when there is a risk to safety or significant disruption to learning:

- If a student has been given three reminders, however they still continue to disrupt learning and therefore cause a loss of learning time.
- A one off serious incident which means that the student can no longer remain in the lesson. For example, extreme defiance; swearing; other forms of verbal or physical abuse; theft or damage to property; refusal to participate in the lesson; any behaviour that puts the health and safety of other students at risk.
- A serious breach of the school's code of conduct outside of lessons that necessitates supervision and fact finding.

Resolution Detentions following On-Call removals

When a student is removed from a lesson by an On-Call member of staff, they will be escorted to a Department Shadow Room. Here, they will complete the work they were expected to do in the lesson and may write a statement.

The student will also attend a **Resolution Detention** at 3:15pm on the same day in the Morant Hall. During this time, the class teacher (supported by a Team Leader or Department post-holder) will hold a restorative conversation with the student to address the behaviour and support their readiness to re-engage in learning.

If the removal takes place during Period 5, the Resolution Detention and restorative conversation will take place at 3:15pm on the following day.

This ensures that behaviour is addressed promptly, relationships are repaired, and all students can learn in a safe and disruption-free environment.

Role of subject teacher: To plan for the needs of all students, with due regard to Personalised Plans; to avoid unnecessary conflict, by using the warning procedure; to make it absolutely clear why On-Call has been called. To enter the information on Bromcom with details of the incident.

On-Call teacher: will take the student to a designated classroom The student will then complete the work set by the classroom teacher.

Communication to parents /carers: Parent/carers receive daily notification of behaviour points logged by staff, via the My Child at School app.

Role of Form tutor: To review PHS Tutor Home during registration at the end of the day. Inform the student of the resolution meeting.

For the purposes of awareness, understanding and consistency, the Behaviour Framework is displayed in classrooms and student planners, as well as on the school website. This information is regularly shared with students in assemblies and tutor time.

(Appendix B)

Detention Procedures

Whole School Detentions and Resolutions

At Parliament Hill we pride ourselves on excellent attendance and punctuality. Students are expected to arrive at 8.35am ready to start the day at 8.40am. If a student is late to school, they will receive a 30-minute same day detention.

If a student does not attend their punctuality detention, they will be entered for a 60 minute Leadership Detention. Parents/carers are informed via the My Child at School app.

If a student is removed from a lesson by the 'On-Call' member of staff, they are required to take part in a resolution detention on the same day at 3:15pm. If a student is removed by an On Call member of staff during a period 5 lesson, the resolution meeting will take place at 3:15pm the following day. If a student does not attend the 30 minute detention they will be entered into the 60 minute Leadership detention. Parents/carers are informed via the My Child at School app.

We expect students to follow the school code of conduct and complete the following in the whole school detention:

Arrived by 3.20pm at the latest. If they have been with a teacher a note must be provided

- Sit at a desk in silence with outdoor clothing removed and bags on the floor
- Complete written work or read a book. If the student does not have work to complete this will be provided by the teachers on detention duty
- Remain in the room until dismissed by the teacher

If a student behaves inappropriately in detention, they will receive one warning. If the student's behaviour does not improve they will be asked to leave the detention and will be entered for a 60 minute Leadership Detention. Parents/carers are informed via the My Child at School app.

Lunchtime Detention

Students will receive this detention if:

- If they truant tutor time
- If they show patterns of anti-social or unsafe behaviour at social times
- If they do not meet the agreed targets of their Pastoral Report (SDL or ATL)

If a student does not attend their Lunchtime Detention, they will receive a Resolution Detention. Parents/carers are informed via the My Child at School app.

Leadership Detention (60 minutes)

This will take place on a Friday afternoon. Students will receive this detention if:

- If they refuse to attend a late or resolution Detention
- If there is a serious breach to the school code of conduct that warrants a serious response

When a student has been entered into the Leadership detention the ATL/SDL will phone the parents to make them aware.

Failure to attend the Leadership detention will be deemed very serious. Parents/Carers will be invited into school for a meeting and students can spend a day in the Re-engagement Room or be suspended for repeated defiance around attending detentions.

Monitoring and Evaluation

Subject teachers will monitor Behaviour Points issued in their classes and will liaise with Team Leaders, who review behaviour and rewards in their subject areas on a fortnightly basis. ATLs will discuss the behaviour report with tutor teams in morning briefings and Year team meetings. Tutors will monitor the behaviour of a student who is receiving Behaviour Points across three or more subjects, and they will be placed on a Tutor

Report.

In addition, termly data is used to identify trends in terms of students, subjects and types of behaviour. The ATL and SLT link will use this data to plan interventions within the year group. The Assistant Headteacher responsible for whole school behaviour will use this data to plan interventions across the school.

STAGE ONE

Supporting Students (Stage One)

At Parliament Hill School we believe the most effective way of managing behaviour is to praise and reward good behaviour.

Where students are having difficulties conforming to the expected standards of behaviour in the School, various strategies may be employed to help them improve. These may include:

- Meetings with parents to explore underlying contributing factors
- One to one meetings with the tutor, SDL or ATL
- Strategies for success shared with subject teachers by ATL following parent/carer meeting
- Resolution meetings to reflect on what went wrong and how it can be prevented in the future
- Use of a Department report
- Acknowledgement of progress made using our rewards system
- Use of an attendance monitoring report
- In exceptional cases a student may be moved to a different tutor group or between teaching groups

Monitoring Interventions on Report Cards

In addition to the strategies listed above, one way that Parliament Hill monitors student behaviour is through the use of whole school report cards. The use of a report card enables students to focus on their key areas for development. This also allows members of staff to identify patterns and trends in negative behaviour as well as providing an opportunity to celebrate success with students who regularly achieve positive feedback on their report.

There are three stages of report card:

Department Report Formal behaviour monitoring by subject teacher, following defiance and disruption in lessons. This will be for one week in the first instance. (Parent/carers informed by subject teacher).

Green Report Formal behaviour monitoring by form tutor, following defiance and disruption across three or more subjects. This will be for one week in the first instance. (Parent/carers informed by tutor).

Amber Report Formal behaviour monitoring by Achievement Team Leader, following persistent defiance and disruption; not meeting targets set on green report or an internal or Fixed term exclusion. This will be for one week in the first instance. (Parent/carers informed by ATL).

Red Report

Formal behaviour monitoring by the SLT link to the year group (Assistant or Deputy Head teacher), following a second internal or Fixed term exclusion; continued poor behaviour on Amber report or as a result of persistent defiance This will be for one week in the first instance. (Parents informed by SLT link)

If a student continues to cause disruption of learning and intervention strategies are not making sufficient impact within a half term period, the parents/carers are to be invited in for a formal meeting with the ATL & SLT link.

Internal Suspensions – Reset Room

Our Reset Room system provides an additional layer of support for those students who continue to disrupt their learning and the learning of others by repeatedly failing to follow the school's Code of Conduct.

Students may be placed in Reset Room for the following reasons:

- More than one On-Call on the same day
- Extreme breach of the Code of Conduct
- Persistent defiance
- Incident(s) of serious misconduct or bullying that would otherwise result in a suspension
- Failure to attend a 60 minute Leadership detention

When the decision has been made for a student to internally suspended parent/carers will be informed and invited to attend a meeting with the ATL and in certain circumstances the SLT link. The students will complete work from their subject teachers and engage in activities to reflect and re-set with staff at the end of the school day. Parent/carers are expected to sign this report and it should be returned to the ATL on the next school day.

The use of internal suspension is considered a severe sanction and should be used as an opportunity for the student to reflect on their recent behaviour. Following this, the student will be placed on report. If already on report, this will be escalated accordingly.

Use of Alternative Camden Schools for Internal Suspension

If a student has already received an Internal Suspension or if the incident that has led to it is deemed very serious, Parliament Hill may make use of the Internal Suspension facilities at another Camden secondary school in the same way as for an Internal Suspension at PHS, the parent/carers will be informed and also expected to attend a reintegration meeting. The student will be escorted to the placement on the first day of the Internal Suspension and will be provided with work from their subject teachers. Students will be expected to bring a packed lunch with them. On their return to PHS the student will be placed on report.

Suspensions (see PHS Suspension and Permanent Exclusions Policy)

Students can be suspended for the following reasons:

a) in response to a serious breach or persistent breaches of the school's Behaviour Policy; Safeguarding Policy and Code of Conduct;

b) if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Incidents that may lead to suspension or permanent exclusion include (but are not limited to):

- any form of physical aggression including starting or encouraging a fight
- swearing at a member of staff
- making racist, e.g. Islamophobic, anti- Semitic, or other prejudice based comments
- making homophobic or transphobic comments
- persistent micro-aggression
- adamantly refusing to do as asked
- acting in an inappropriate or illegal way
- bullying or harassing another student
- irresponsible behaviour online, causing harm to others
- smoking on the school site; this includes the use of e cigarettes/vapes
- drug related offence (possession or use of drugs, or any mind-altering substance on the school site may lead to permanent exclusion)
- damaging school property
- harmful sexual behaviour

Students whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. Legal requirements in relation to suspensions still apply and the suspension will count as half a school day.

The behaviour of students outside of school can be considered as grounds for suspension or Permanent Exclusion. The statutory codes describing fixed term suspension are listed below:

BU Bullying including online abuse using social media
DA Drugs/alcohol related
DB Persistent disruptive
behaviour DM Damage
DS Abuse relating to disability
LG Abuse against sexual orientation and gender identity
MT Inappropriate use of social media or online technology
OW Use or threat of use of an offensive weapon or prohibited item
PA Physical assault against an adult
PP Physical assault against a
pupil RA Racist abuse
SM Sexual
misconduct TH
Theft
VA Verbal abuse/threatening behaviour against an
adult VP Verbal abuse/threatening behaviour against
a pupil PH Protective measures in place to protect
public health

STAGE TWO

Students who have repeatedly failed to follow our Code of Conduct despite the interventions set out in Stage One will move to Stage Two of our behaviour management process.

For students whose attitude or behaviour is seen to be deteriorating rapidly and/or who are deemed to be at risk of repeat suspension, permanent exclusion or of dropping out of education altogether due to disaffection a Behaviour Contract will be drawn up.

Behaviour Support Plan and Contract

All referrals must be made through the Social Inclusion Meeting with fortnightly feedback provided by each member of staff involved in the Behaviour Support Plan. In the event of an emergency referral, the ATLs will need to contact the SLT Link.

Achievement Team Leaders will read the behaviour logs and identify any students to be raised in the Social Inclusion Meeting**.** The attendees of the Inclusion Meetings are:

1. Senior Leadership Team (SLT) link (Chair) - ATL will Chair in SLTs absence
2. Achievement Team Leader (ATL)
3. Student Development Leader (SDL)
4. SENDCO
5. Well-being Project Manager

Behaviour Support Programme

The behaviour support programme will identify precise and realistic behavioural outcomes for the student to achieve. A behaviour contract will be drawn up in consultation with the student and parent/carers. This will identify the areas for development for the student and will be regularly reviewed. The behaviour support programme is a 6 week support plan that offers in school intervention, as well as 1:1 meetings. During this period there will be regular contact with the parent/carer to celebrate successes and identify

strengths and additional areas of development.

Where there is an identified need the Wellbeing team will also work in conjunction with the SEND department, or Attendance team to offer tailored support for the student.

We operate a staged approach to behaviour support:

Moderate support – Fortnightly meeting with key worker & Individual Behaviour Plan. **Intensive support**– Weekly meeting with key worker & Individual Behaviour Plan. Multi - agency intervention will operate at this level.

SLT Review

At the end of the 6 week Behaviour Support Programme the expectation is that students are able to manage mainstream education more effectively and have developed strategies for coping in the classroom. If students continue to behave in a way that disrupts their learning or the learning of others then an SLT Review will be arranged. This is an opportunity for the parent/carer and student to meet with the ATL and SLT link to review the student's behaviour record and the support that has been offered. At this meeting the behaviour contract will be reviewed and where necessary amended to reflect the new areas for development and successes.

Governors' Disciplinary Panel

If at the end of the Behaviour Support programme and following an SLT review, a student continues to struggle to meet behaviour expectations in our mainstream context, we will convene a Governors' Disciplinary Panel meeting. Students and parents/carers will be invited to this meeting. This meeting will be attended by the Headteacher, SLT link and ATL. Outside agencies may be invited if appropriate. The impact of the school's intervention strategy and the behaviour support plan will be reviewed and new targets will be set.

Before the meeting:

- Parents/carers will be informed of the meeting by a member of the pastoral team.
- A written report will be sent to parents and attending governors 5 days in advance of the meeting. This will outline the reasons for the disciplinary panel meeting with accompanying information related to behaviour, attendance, learning and support to date.
- Multi agency representatives will be invited as appropriate.
- Parents have the right to bring their own advocate or supportive friend/representative to the meeting.
- If necessary, we will arrange for an interpreter to attend.

During the meeting:

- The meeting will be chaired by one of the attending Governors.
- Minutes will be taken throughout the meeting.
- The chair will outline the purpose of the meeting.
- The school will be asked to present the key concerns and interventions to date.
- Parents and carers will be given the opportunity to respond and to provide additional relevant information.
- The student will be given the opportunity to reflect on the information that has been presented.
- Governors will be given the opportunity to ask questions.
- Next steps will be agreed including clear targets for improvement.
- The chair will summarise.

Parents will be provided with minutes from the meeting.

Following the meeting:

A post Governor Disciplinary Support Plan will be put in place with a modified Behaviour Contract. The new behaviour contract will be monitored and reviewed every two weeks and the student will be placed on a red flag report to their SLT link. The time frame for this final support plan is 6 weeks.

In drawing up the modified behaviour contract and support plan the school will review the

minutes of the governor's meeting and:

- Consider offering additional specialist support and counselling
- Review any learning difficulties and put in place additional support where this has not already taken place
- Consider changes of classes or sets, where this has not already been done
- Consider a placement for a period of time in alternative education
- Consider with the agreement of the Headteacher, SLT link, ATL, student's parents / carers and the Local Authority a managed move to another school

Rewards for meeting targets and sanctions for non-compliance should be made clear from the outset.

At the end of the agreed period the intervention package may, according to the level of its impact:

- Be reduced or removed
- May be continued for a limited further period of with amendments
- Or where there has been no improvement at all there may be a permanent exclusion.

Permanent Exclusion

(See PHS Suspension and Permanent Exclusions Policy)

Procedure for dealing with a fight

The member of staff who first attends the incident should:

- Ensure that the students are checked to confirm that they do not need medical attention
- Remove them to a quiet area and keep them isolated from each other
- Inform the On Call staff member and as soon as possible, on the same day, complete a statement if they witnessed the incident, which will be e-mailed to the ATL, SLT Link and Deputy/Headteacher.

The On Call Staff Member will:

- Follow the PHS Serious Incident Response flowchart for swift response and investigation.
- Contact the parents of all the students involved with the support of the ATL and SLT link where possible.

Achievement Team Leader will:

- Arrange the reintegration meeting with parents/carers following the serious incident. Depending on the incident the Senior Leadership Team link or the Headteacher may chair the meeting.
- Carry out any resolutions meeting necessary between students before reintegration into lessons.
- Organise for the student to be isolated until the resolution meeting can take place unless the student is absent.
- Meet the parents/carers
- Place the student on Report and flag with staff the student's targets.

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- Appendix A Behaviour and Rewards Framework
- Appendix B – Code of Conduct
- Appendix C – Home School Agreement
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Appendix A Behaviour and Rewards Framework

	In Lesson	Out of Lesson	
R1	Not showing a 'ready to learn' attitude. *Reminder 1 – Staff member to give verbal reminder.*	**Failure to follow or inappropriate response to staff instructions,** inappropriate conduct, anti-social, or unsafe behaviour . Can include, but is not limited to: •Not wearing a lanyard •Being out of bounds (includes being in toilet cubicle with another student/s) •Queue jumping •Eating/chewing gum in the corridor •Dropping litter •Anti-social behaviour or language •Visible mobile phone/headphones or fizzy/energy drinks. ***Inform student of sanction and refer to ATL/SDL for SD.***	R3
R2	Failure to respond to R1, followed by continued disruption and/or refusal to follow instructions. Unprepared for lesson: late arrival, incomplete PREP, or dress code breach (e.g. no lanyard/PE kit). *Reminder 2 – Staff member to give second verbal reminder. R2 log to be made on Bromcom.*		
R3	Failure to respond to R2: disruption to learning; rudeness; persistent or significant lateness. Visible mobile phone/headphones or fizzy/energy drinks. Class or home learning below the expected standard. Persistent or significant lateness. *Reminder 3 – Staff member to liaise with Team Leader where intervention (Home Learning Support or Department Report) is required for patterns of behaviour and/or lateness. R3 log to be made on Bromcom.*		
R4 PM	Failure to respond to R3; failure to follow instructions causing ongoing disruption to learning, or risk to health and safety. Offensive or prejudice-based language use. Truancy/leaving the lesson without permission and not returning. Failure to attend home learning support. *Re-set: On Call for re-set conversation, or removal to Department shadow room. RD to be set, contact home made and liaison with Team Leader for intervention (Home Learning Support or Department Report).*	Persistent defiance, unsafe or anti-social behaviour, failure to meet ATL expectations, repeated out-of-bounds conduct. ***Refer to ATL/SDL for programme of SD and additional intervention.***	R4
	More than one R4 in a day may result in escalation to same day R5 sanction (upon ATL recommendation and SLT authorisation)		
R5	Persistent R4 behaviour or extreme breach of the code of conduct. Behaviour likely to incite disorderly conduct in school including damage to school property. Bullying, expression of offensive or prejudice-based views with outcome and/or potential to harass or show extreme disrespect to a member of the school community. Non-compliance relating to mobile phones/headphones or any other prohibited item. Persistent failure to meet the agreed terms of the Department Report or ATL Report. ***Reflection:*** ***Recommendation by TL or ATL (please see serious Incident Response Flowchart) & final authorisation by SLT link. Can include but is not limited to: programme of SD; Reset Room; SLT Report (or Behaviour Contract); external agency involvement. Outcome to be determined as appropriate to context and previous intervention.***		R5
R6	Failure to respond to R5 intervention. Extreme non-compliance, anti-social or violent behaviour. Possession of unsafe/illegal substances. Persistent bullying or behaviour that risks the safety or wellbeing of others in the school community. May lead to R7 ***Referral:*** ***to ATL & ATL Link for recommendation and final authorisation by Headteacher. Can include, but is not limited to: Suspension, IAP circuit-breaker, Managed Move, direction to off site provision, or Governing Body Behaviour Panel. Outcome to be determined as appropriate to context and previous intervention.***		R6
R7	Persistent failure to comply with the Behaviour Policy, putting a member of staff, student, or health and safety of the school at risk, violent conduct towards staff or students, possession or distribution of prohibited items or unsafe/illegal substances, persistent bullying. Any behaviour that is in serious breach of the school Behaviour Policy and deemed serious enough by the Headteacher. ***Referral:*** ***to the Headteacher: Suspension/ Direction to Off Site Education/Permanent Exclusion as appropriate to Behaviour Policy and DFE guidance on School Suspensions and Permanent Exclusions.***		R7

A serious breach of the Behaviour Policy may result in immediate referral at the R6-7 level/s.

In Lesson & Tutor Time		Outside of Lesson	
P1 (1 point)	Good attitude to learning upon entry the classroom. Good preparation for learning. Pride seen in student exercise books.	**KITE Values Rewards (3 points)**	➢ **Kindness:** We value relationships and the right to learn and work in a culture that is kind and compassionate. ➢ **Inclusivity:** We are proud of our diverse community and committed to building equity and a culture of belonging. ➢ **Trust:** We understand that a culture of trust is built on integrity, autonomy and mutual accountability. ➢ **Excellence:** We work with an ethic of excellence by valuing mistakes, attending to feedback and having the highest standards of performance.
P2 (2 points)	Good progress or effort throughout lesson/or Tutor Time. Good effort and/or completion of classwork. Good effort and/or completion of Home Learning.		
P3 (3 points)	Participation in school leadership opportunity and/or assembly. Excellent progress or effort in class/Tutor time. Excellent effort and/or completion of classwork. Excellent effort and/or completion of Home Learning Improved punctuality. Improved attendance. Attendance to a revision session.		
P4 Student of the week (4 points)	Consistently high application of Parli learner attributes.	**P4 Tutee of the week (4 points)**	Consistently high reflection of KITE Values.
5 points	**Weekly Clean Slate (5 points)**		
50 Points	**Form Tutor or Department Reward** Communication home by staff member/s to parent/carers.		
150 Points	**Form Tutor or Department Parli Values Reward** A certificate is presented in termly celebration assembly.		
250 Points	**ATL & SDL Reward** A certificate is presented in termly celebration assembly.		
350 Points	**SLT Reward** A certificate is presented in termly celebration assembly.		
Special Commendation	**Student has made notable contribution to the school community and has been referred to their ATL for a Special Commendation.** **A panel will convene to meet with the student, with the parent/carer invited to acknowledge their exceptional attitude and/or contribution, followed by a letter and certificate from the Headteacher.**		
500 Points +	**Headteacher's Reward Breakfast**		

Recognising and promoting outstanding Parli characteristics

Appendix B: Code of Conduct

Parliament Hill School is a community of students, staff and visitors. We must ensure it is a pleasant and safe place to work, learn and visit. Students and staff must treat each other with respect at all times and under all circumstances.

Always:

- Wear your ID badge whilst on the school site
- Arrive punctually to school
- Dress in an appropriate manner according to the school dress code
- Be polite to all students, all staff and any visitor of the school
- Respect each other's property, not touching other's property without their permission
- Do as asked by all members of staff and other responsible adults
- Obey exam notices about silence and non-entry

At the start of lessons:

- Arrive on time to all lessons with the correct equipment
- Enter the teaching room in a quiet and orderly manner
- Bags should be placed on the floor under or beside the desk or chair

During the lesson:

- Follow instructions from staff the first time they are given
- Listen when others are speaking, and respect everyone's contributions
- Remain focused in lessons, and complete all work set to a high standard
- Respect others, school resources and the classroom environment
- Students enter all homework in planners

At the end of the lesson:

- Students should only clear away when instructed to do so
- Students should make sure the classroom is clean and tidy before leaving
- Chairs must be put back under the desk
- Students should leave only when dismissed by staff
- Students should go quickly, quietly and directly to the next lesson

In corridors and around School:

- Walk calmly not shouting or running, keeping noise to an appropriate conversational level
- Walk to the left without linking arms and blocking the corridor space
- All staff and visitors should be treated with respect and students should stand back for adults at doorways, holding the door open if possible
- Follow instructions from all members of staff and other adults in school the first time they are given
- Keep mobile phones, and corresponding smart devices/headphones switched off and in your bag from when you enter the school gates until you exit the school gates at the end of the day
- Remove hats when entering the building
- Never loiter in the toilets
- Eat and sit only in designated areas - the Main Hall, Morant Hall, and outside spaces
- Clear away after yourself (and others in your group) in the canteen and in classrooms around school
- Put all litter into bins and never vandalise or graffiti

Respect the school environment, which means you keep away from areas that are out of bounds, these currently are:

- Fire exits
- External staffroom terrace
- Being in corridors where lessons are being taught during lunchtimes (toilets in the Wilson Hall only can be accessed at this time)
- Being in a toilet cubicle with another student/s
- William Ellis School and the side entrance to WES
- Front of the school and tennis courts at break and lunchtimes unless students are supervised by a teacher

Appendix C Home: School Agreement

Home School Agreement: Parliament Hill School 2025-25

The School's Agreement

The school will:

- ensure that she is well taught and that she achieves her best;
- provide a balanced and challenging curriculum and a full range of extra-curricular activities to ensure she has opportunities to develop all of her abilities;
- treat your daughter fairly;
- care for her well and ensure her happiness and safety;
- listen to her when she has a problem and offer appropriate guidance and support;
- set relevant home learning in accordance with the home learning timetable;
- help her to develop a sense of responsibility and to be considerate to others;
- keep you well informed about general school matters and, in particular, about her progress;
- be welcoming at all times and offer you opportunities to become involved in the life of the school;
- make all reasonable efforts to respond to queries/concerns within 2 working days;
- recognise and reward good behaviour and achievements;
- prepare her for life beyond school and the world of work;



.....

Signature:

The Parent's / Carer's Agreement

I/we will:

- praise my/our daughter for the effort she puts into her learning;
- encourage my/our daughter to learn from her mistakes;
- build my/our daughter's self-confidence, helping her to set targets and break them into small steps;
- provide space and time for her learning;
- make sure the school knows when she needs support and take every opportunity to discuss her learning;
- see that my/our daughter comes to school regularly, on time and with all the equipment she needs;
- send an email or phone whenever she is absent;
- make sure my/our daughter eats well, has plenty of sleep and exercise;
- encourage her to join the after-school clubs which interest her;
- support the school's code of conduct; equality policies and behaviour policy (which includes detentions as applicable to the policy);
- support our smartphone/device-free culture by ensuring that students do not bring smartphones/devices onto the school site.
- make sure the school has up-to-date contact details
- not take holidays during term time;

There are some items that are banned from the school site such as chewing gum, slime, firecrackers/bangers etc. If a student is found with these items they will be confiscated, parents notified and a sanction issued.

Some items are illegal and if a student is found in possession of these items it may result in a permanent exclusion (drugs or weapons) or a fixed term suspension (vapes, cigarettes or alcohol)

Signature of Parent (s):

I will:

- **come to school every day and arrive on time;**
- **follow the school's code of conduct, equality policies and behaviour policy;**
- **follow the school's dress code;**
- **work hard and do all my classwork and homework on time and as well as I can;**
- **help to look after the school and keep it free from litter and graffiti;**
- **make sure mobile phones/smart devices are are not seen or heard in school;**
- **bring the things I need every day and look after them properly;**
- **be respectful and co-operative towards all staff and visitors;**
- **be kind and considerate to other students;**
- **talk to a teacher or other member of staff if I have a problem;**
- **Follow the school's Acceptable Use policy and make sure that my communications through technology are responsible and positive both in and out of school;**
- **look for opportunities to make a positive contribution to the school community.**

Signature of student

Date:

Appendix D: DRESS CODE

There is no school uniform at Parliament Hill, but we do have a dress code. Our dress code has been designed in consultation with students from all year groups. The purpose of our dress code is to ensure all members of our diverse community feel equally valued, ensuring a collective sense of belonging. Adherence to our dress code is regarded as part of students' personal and social development.

The following expectations are part of the dress code:

- No large dangly / hoop earrings - these are unsafe
- No flip-flops / sandals without back support - these are unsafe
- No long false nails - these are unsafe
- No items / slogans / insignia or logos which could cause offense or which could be associated with gangs/gang membership
- All tops must reach the bellybutton and must have straps or sleeves
- Top necklines need to be in line with the armpit or higher
- Shorts, dresses and skirts should be around mid-thigh, and reach at least the ends of the students' fingertips • No very thin/see-through leggings
- No face coverings which prevent identification and inhibits communication
- Facial piercings should be removed or covered
- No excessively ripped jeans that expose students' thighs
- Jewellery and make-up should be kept to a minimum and be discreet. No make-up Is allowed in Year 7.

Students who do not adhere to the dress code will be spoken to away from their peers to avoid shaming students. Parents will be contacted when students do not adhere to the dress code.

PE/Dance Kit

• Parliament Hill t-shirt • Parliament Hill jumper • Plain shorts, black jogging bottoms or black leggings • Trainers or plimsolls	NB - GCSE Dance Black tight fitted top with black leggings/dance tights *Please note:* Combat trousers and stretch jeans are not acceptable as kit.

PREP check

Equipment will be checked each morning by tutors. All students are expected to have:

P - Planner

R - Reading Book.

E - Easy identification - ID Badge

P - Pencil case including pens, pencils, green pen, ruler etc.

Students are also expected to have a school bag of adequate size that can comfortably fit A4 sized books. Students we also expected to have a calculator, glue and a whiteboard pen