Park Academy West London
an Aspirations Academy

Behaviour for Learning Policy

2026-2027

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1. Purpose and principles

At Park Academy West London, we expect the highest standards of behaviour so that every member of the academy community can work, learn and feel safe in a calm, positive and orderly environment.

Our behaviour culture is built on clear routines, consistent expectations, warm professional relationships and timely support. Students are taught what is expected, praised when they meet or exceed expectations, corrected calmly when they fall short, and supported to make better choices.

Students are expected to demonstrate the academy values of perseverance, aspiration, respect and kindness. These values apply in lessons, around the building, online, on journeys to and from school, on trips, and whenever students are representing the academy.

The academy will apply this policy fairly and consistently, while making reasonable adjustments where appropriate, taking account of SEND and safeguarding information. Support for individual students does not mean lowering expectations for behaviour or learning.

Parents and carers who choose Park Academy West London for their child are expected to support the academy's policies and procedures and to ensure that their child does the same.

2. Shared expectations

All students are expected to:

- arrive on time, in full uniform, with the correct equipment and ready to learn;
- follow staff instructions first time, every time;
- allow others to learn without disruption;
- move around the academy safely and calmly;
- treat all members of the academy community with courtesy and respect;
- take responsibility for their conduct and repair harm where appropriate;
- represent the academy positively in the community and online.

Staff are expected to teach routines explicitly, use positive narration and praise, apply consequences calmly and consistently, record behaviour accurately, follow relevant pastoral and SEND information, and seek support where behaviour is not improving.

Parents and carers are expected to support the academy by reinforcing the Behaviour Policy, ensuring good attendance and punctuality, supporting uniform and equipment expectations, attending meetings where needed, treating staff with respect, and signing up to the Arbor Parent App so they can monitor their child's behaviour.

We recognise that parents and carers may not always agree with every sanction. However, we do expect them to support the academy in upholding its Behaviour Policy and maintaining high standards of behaviour for all students.

We also expect parents and carers to model the respect and courtesy that we expect from our young people. Verbal abuse, threatening or intimidating behaviour, shouting, swearing, or persistent refusal to engage respectfully with the academy will not be tolerated and may result in restrictions being placed on communication or access to the academy site.

3. Rewards and recognition

We actively recognise positive behaviour, effort and achievement. Rewards are used to reinforce the habits we want students to develop and to ensure students understand that good behaviour is valued.

Rewards may include:

- verbal praise and positive narration in lessons;
- achievement or aspiration points recorded on Arbor;
- positive phone calls, postcards, certificates or letters home;

- Principal's breakfast or other recognition events;
- celebration assemblies, badges, house rewards and end-of-year awards.

All staff can award recognition for behaviours linked to the academy values, including meeting deadlines, on-task behaviour, personal best, excellent attendance, correct uniform and equipment, and positive contribution to the community.

4. Behaviour expectations

The academy expects classrooms to be calm and purposeful. Teachers should be able to teach without interruption and students should be able to learn without disruption.

In lessons, students are expected to listen attentively, participate when invited, complete work to the best of their ability, and remain silent during reading, writing and independent practice unless instructed otherwise. We expect one voice during instructions, explanations and discussions.

Around the academy, students are expected to walk calmly, speak respectfully, use social spaces safely, respect personal space and physical boundaries, use appropriate language at all times and follow staff instructions without argument. Students who feel they have been treated unfairly should still follow the instruction first and then raise the concern respectfully at an appropriate time.

5. Consequences

Consequences exist to protect learning, maintain safety and help students understand the impact of their choices. They should be issued calmly, consistently and proportionately. Challenge should be directed at the behaviour, not the child.

The academy uses a graduated system. The examples below are not exhaustive and the Principal or senior leaders may use discretion where circumstances require it.

Stage	Typical use	Typical response
C1	First clear warning where behaviour does not meet expectations.	Verbal warning and opportunity to correct behaviour.
C2	Second warning, lateness to lesson, missed deadline or failure to meet report targets.	Recorded sanction where appropriate. May result in a short academy detention. Multiple C2s may escalate.
C3	Failure to correct after warnings, removal from lesson, swearing, mobile phone seen or heard, significant disruption, or other behaviour requiring an academy detention.	Academy detention and, where needed, removal to the Reflection Room or other supervised space.
C3+	Failure to attend or complete a C3 detention successfully.	Longer detention or further escalation.
C4	Serious incident, truancy, refusal to follow a reasonable instruction, refusal to hand over a banned item, repeated disruption, or multiple behaviour logs.	Internal isolation, SLT sanction or other proportionate response.
Suspension or permanent exclusion	Serious one-off incidents or persistent behaviour where other responses have not secured improvement.	Used in line with the academy exclusions policy and statutory guidance.

6. Detentions, removal and internal isolation

Detentions

Centralised detentions run on academy days. Detentions may be issued for behaviour in lessons, corridors, break, lunch or the wider academy day. They will be recorded on Arbor and parents or carers will be informed through the academy's usual communication systems.

Detentions are to be served on the same day they are issued. Exceptions apply to detentions issued after 14:00, or where non-attendance is supported by valid medical evidence; in these instances, the detention will be rescheduled for the following academy day.

Please note that detentions take precedence over all extracurricular clubs and activities; exceptions are limited to medical appointments supported by valid evidence. Failure to attend or successfully complete a detention will result in an immediate escalation of sanctions.

Removal from lesson

Removal from lesson is used when a student's behaviour is disrupting learning and has not been corrected, or where the behaviour is serious enough that immediate removal is required. Students removed from lesson will complete work in a supervised space and may be required to complete a detention.

Internal Exclusion

Internal Exclusion (IE) is used for serious incidents, truancy, refusal, missed or failed escalated sanctions, uncorrected uniform breaches, or where a student needs to be separated from the main school community while an incident is investigated or resolved.

Students in IE work independently, follow the expectations of the room, and remain until the end of the extended school day unless directed otherwise by a senior leader. If a student fails to meet expectations in IE, this may result in an additional day, suspension or further action depending on the circumstances.

A reintegration or restorative conversation will take place where appropriate before the student returns to normal lessons. Where behaviour is repeated, parents or carers may be required to attend a meeting and additional support will be considered.

Parents or carers will normally be informed on the same day where a student is removed from lesson or placed in internal isolation. Removal and internal isolation will be for a proportionate period, with supervised work provided, and will not be used for prolonged periods without senior leader oversight.

Please note: removal for disciplinary reasons is separate from any planned sensory, medical or SEND-based regulation space.

7. Specific academy rules

Area	Expectation and response
Mobile phones, earphones and smart devices	In line with DfE statutory guidance, the academy is a mobile phone-free environment. Mobile phones, earphones and smart devices must not be used, accessed, seen or heard anywhere on the academy site, including lessons, lesson changeover, break and after school. Devices must be switched off and stored as directed by the academy. If a device is seen or heard, it will be confiscated and a C3 sanction issued. Parents or carers will be required to come and collect. Refusal to hand over a device will normally result in C4. Reasonable adjustments or medical exceptions may be agreed in advance where required. Parents

Area	Expectation and response
	and carers who need to contact their child during the academy day should do so through the academy office.
Lateness to academy	Students must arrive by the published start time. Lateness will normally result in a breaktime or after-school detention. Repeated lateness will trigger attendance and pastoral follow-up.
Lateness to lesson and truancy	Students must arrive promptly to every lesson. Lateness to lesson will normally be logged as C2. Very late arrival, leaving a lesson without permission, or being out of lesson without authorisation will be treated as truancy and will normally result in C4.
Equipment and homework	Students must bring the correct equipment and complete homework by the deadline. Missing equipment or missed homework may result in a breaktime or after-school detention. Persistent issues will lead to parental contact and intervention.
Uniform and hoodies	Students must wear full academy uniform correctly. Incorrect uniform should be corrected immediately where possible. Failure or refusal to correct uniform, borrow appropriate uniform, or remove prohibited items such as hoodies may result in confiscation, detention or internal isolation.
Sports equipment	Sports equipment must remain packed away unless used in PE, on the playground or Astro during permitted times, or under staff supervision. Misuse will normally result in confiscation and a C3 sanction; refusal to hand over equipment will normally result in C4.
Time-out, medical and toilet passes	Passes are issued only by authorised staff where there is a clear pastoral, medical or SEND reason. Passes will be reviewed and may be withdrawn or amended if misused.
Reports	Reports are used as an intervention to help students improve. Failure to meet agreed targets, loss of a report or refusal to attend report check-ins may result in sanctions and escalation.
Astro, canteen and social spaces	Use of social spaces is a privilege. Unsafe, disrespectful or disruptive behaviour may result in removal from that space, a sanction or temporary loss of privilege.

8. Support and intervention

Sanctions alone do not always change behaviour. The academy will make reasonable adjustments where required and will consider SEND, disability, medical and safeguarding information when applying this policy. Adjustments will be considered individually and should be reasonable, practical and proportionate, taking account of the student's needs, equality duties, health and safety, the impact on others and the academy's mainstream context.

Where behaviour patterns emerge, the academy will consider whether additional assessment, support or intervention is needed. Support may include:

- parent or carer communication and meetings;
- Academic Mentor, House Team Lead, Assistant Principal, Vice Principal or Principal report;
- behaviour advisories, seating changes, lesson observations;
- SEND review, testing where appropriate;

- attendance, EAL, literacy, counselling, or other bespoke interventions;
- Team Around the Child meetings, pastoral support plans, risk assessments, Early Help or external agency referral.

Reasonable adjustments and support do not replace high expectations, but help students meet them. Sanctions may still be used where lawful, reasonable and proportionate.

Where appropriate, the academy may use off-site direction or alternative provision as a time-limited intervention to improve behaviour and support reintegration. This will not be used as a punishment and will be planned, recorded, reviewed and communicated in line with statutory guidance. Managed moves will only be used where voluntary, agreed by all parties and in the student's best interests.

9. Suspension and permanent exclusion

Suspension and permanent exclusion are formal sanctions used only where necessary to maintain a safe, calm and orderly academy environment.

They may be used for serious one-off incidents or persistent breaches of the Behaviour Policy.

Only the Principal, or acting Principal, may suspend or permanently exclude a student. Decisions will be made on the balance of probabilities and must be lawful, reasonable, fair and proportionate. Before making a decision, the academy will consider the evidence, the student's views where appropriate, any contributing factors, safeguarding information, SEND or disability needs, and the academy's duties under equality legislation.

The academy may use suspension for serious incidents, persistent disruption, defiance, unsafe behaviour, discriminatory behaviour, bullying, online harm, damage to property, theft, smoking or vaping, alcohol, drugs, weapons or prohibited items, threatening behaviour, violence, abuse towards students or adults, or other conduct incompatible with the safety and good order of the academy. Behaviour outside school may also be considered where it affects the academy community.

Please note: defiance, including persistent refusal to follow reasonable instructions, refusing to leave a lesson, refusing internal isolation, or walking away from staff, will be treated as a serious breach of the Behaviour Policy. Where a student refuses to comply despite clear opportunities to make the right choice, suspension may be used to protect the calm and orderly running of the academy and to reinforce the importance of respectful conduct.

Suspensions will be for a fixed period and will not exceed 45 school days in a single academic year. Any suspension, including a part-day suspension, will be formally recorded. Parents and carers will be informed without delay and will receive written notification setting out the reason, length of suspension, work arrangements and their rights. The local authority, governing board, social worker and Virtual School Head will be informed where required.

During the first five school days of a suspension, or permanent exclusion where alternative provision is not yet in place, work will be set and, where appropriate, marked. Where a suspension is longer than five school days, suitable full-time education will be arranged from the sixth school day.

Following suspension, a reintegration meeting will normally take place before, or at the start of, the student's return. Parents or carers are expected to attend where possible, but a student will not be prevented from returning because a parent or carer is unable or unwilling to attend. The meeting will provide a fresh start, help the student reflect on the impact of their behaviour, agree targets, and identify any support needed. On return, the student may complete a proportionate period in internal isolation, reflection work, a report card or other monitoring, depending on the circumstances.

Permanent exclusion is a last resort. It may be used for a serious one-off incident or persistent breaches of the Behaviour Policy, but only where the Principal judges that:

1). There has been a serious breach, or persistent breaches, of the Behaviour Policy; and

2). Allowing the student to remain would seriously harm the education or welfare of the student or others.

Examples may include serious violence, threatening behaviour, possession or use of a weapon or prohibited item, drug-related incidents, serious bullying or discriminatory abuse, sexual misconduct, serious online harm, malicious allegations, or persistent serious disruption and defiance.

The academy will not use informal or unlawful exclusions, including sending a student home without formally recording a suspension, using a part-time timetable to manage behaviour, or requiring a student to meet conditions before they are allowed to return. Permanent exclusions, governor consideration, independent review rights and any cancelled exclusions will be managed in line with statutory guidance.

10. Behaviour beyond the academy

Students may be sanctioned for behaviour outside the academy where they are under the charge of staff, travelling to or from the academy, wearing academy uniform, identifiable as a Park Academy student, taking part in an academy visit or event, or where the behaviour affects the good order, reputation or safety of the academy community.

The academy may withdraw non-essential trips, visits, reward events or opportunities to represent the academy where this is lawful, reasonable and proportionate, taking account of behaviour, attendance, safety and individual circumstances.

11. Searching, confiscation and reasonable force

The academy may search for, confiscate, retain or dispose of items in line with statutory powers and relevant guidance. This includes prohibited items and any item banned by academy rules, including mobile phones or items likely to cause injury, damage or disruption.

Prohibited or banned items include, but are not limited to the following: knives or weapons, alcohol, illegal drugs, stolen items, vapes, tobacco, lighters, fireworks, pornographic images, items likely to be used to commit an offence or cause injury or damage, and any other item identified by the academy as banned.

Searches will be conducted by authorised staff in line with guidance. Parents or carers will be informed where required. Refusal to cooperate with a search or to hand over a banned item will be treated as a serious behaviour matter.

Staff may use reasonable force only where lawful and necessary to prevent a student from committing an offence, injuring themselves or others, damaging property, or seriously disrupting good order and discipline. Incidents involving reasonable force will be recorded and followed up in line with academy procedures. Reasonable force will not be used to search for items banned only under academy rules, such as mobile phones, unless another lawful basis applies.

Where behaviour may amount to a criminal offence, the academy may investigate, sanction and refer to the police or social care as appropriate. The academy's behaviour decision is based on the civil standard of proof, the balance of probabilities.

12. Bullying and discriminatory behaviour

The academy does not tolerate bullying, including cyberbullying, or discriminatory behaviour related to protected characteristics. Incidents will be investigated, recorded and sanctioned where appropriate. The academy will also consider restorative work, safeguarding action, parental contact and targeted intervention so that students understand the harm caused and reduce the risk of recurrence.

Child-on-child abuse, sexual harassment, sexual violence, harmful sexual behaviour, and incidents involving nude or semi-nude images will be managed in line with the Safeguarding and Child Protection Policy and referred to the DSL or deputy DSL.

Where a student needs to be kept apart from another student for safeguarding reasons, this will be managed separately from disciplinary suspension or exclusion, led by the DSL or deputy DSL, and handled in line with safeguarding and statutory guidance.

13. Monitoring, discretion and linked policies

Rewards, sanctions, attendance, reports and interventions are recorded centrally. Leaders and governors will review behaviour, suspension, permanent exclusion, removal, off-site direction and pupil movement data to identify patterns, disproportionality and the impact of support.

No behaviour policy can cover every possible circumstance. The Principal and senior leaders reserve the right to use lawful and proportionate discretion where this helps students make better choices, protects safety or secures the calm and orderly running of the academy.

This policy should be read alongside the academy's Uniform Policy, Anti-Bullying Policy, Attendance Policy, Safeguarding and Child Protection Policy, SEND information and Suspensions and Exclusions Policy.

Appendix 1:

Home School Agreement 2026/27

Student Name: _____ **AM Group:** _____

Our Vision- At Park Academy students **persevere** through all challenges, are **aspirational** when working for their future, demonstrate **respect** to everyone and everything and are, above all, **kind.**

Student responsibility:

I agree to:

- attend the Academy every day, arrive by 8:25am and be punctual to lessons;
- wear the correct Academy uniform and bring the equipment I need each day;
- complete classwork and homework to the best of my ability;
- treat everyone with respect and kindness;
- behave safely and calmly and allow others to learn without disruption;
- follow the Behaviour for Learning Policy and staff instructions;
- attend same-day detentions and follow the expectations of any removal or internal exclusion;
- not leave the Academy site without permission;
- not use, access or display a mobile phone, earphones or other smart device on the Academy site, except where an agreed exception applies;
- never bring drugs, alcohol, vapes, weapons or other prohibited or dangerous items onto the Academy site;
- represent the Academy positively in the community, online and when travelling to and from the Academy.

Name: _____ (Print)

Signed _____ Date: _____

Parent/Carer support:

I agree to:

1. support the Academy's policies and reinforce high expectations at home;
2. ensure that my child attends regularly, arrives on time, wears the correct uniform and brings the required equipment;
3. notify the Academy promptly of any absence or change to my contact details;
4. support my child with homework, revision, interventions and meetings where required;
5. monitor relevant information through the Arbor Parent App;
6. contact the Academy promptly about any circumstances that may affect my child's learning, attendance or behaviour;
7. communicate respectfully with Academy staff and arrange an appointment when I need to meet with a member of staff;
8. contact my child through the Academy office rather than their mobile phone during the Academy day;
9. collect my child's mobile phone from reception if it is confiscated;
10. support proportionate sanctions, reintegration meetings and reasonable interventions where required;
11. reinforce the expectation that my child behaves responsibly in the Academy, online and in the wider community.
12. Refrain from taking my child on holiday during term time.

Name: _____ (Print)

Signed _____ Date: _____

Park Academy will:

- provide a safe, calm, well-ordered and caring environment;
- teach, model and reinforce clear expectations for behaviour and learning;
- provide an appropriate, engaging and challenging curriculum;
- recognise students' effort, achievement and positive contributions;
- apply the Behaviour for Learning Policy fairly, consistently and proportionately;
- make reasonable adjustments where appropriate, taking account of SEND, disability, medical and safeguarding information;
- communicate with parents and carers about their child's successes, attendance, behaviour and any concerns;
- provide appropriate and proportionate support to help students meet expectations.

Name (PAWL staff): _____ (Print)

Signed _____ Date: _____

Appendix 2: Waves of support

The academy uses a graduated model of support. Support is selected according to need and reviewed for impact.

Wave	Examples of support
Wave 1: universal support	High-quality teaching, clear routines, positive relationships, seating plans, behaviour reminders, restorative conversations, report cards, parental contact and pastoral check-ins.
Wave 2: additional support	Behaviour advisories, lesson observations, SEND review or testing, literacy/EAL/attendance interventions, social communication support, counselling or anger management.
Wave 3: intensive or external support	Team Around the Child meetings, pupil support plans, risk assessments, Early Help, external agency referrals, alternative provision or bespoke arrangements approved by senior leaders.