



**The Park Federation Academy Trust
Wood End Park Academy**

Behaviour Policy

Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Dr. Martin Young
Date of approval	September 2015
Date of review Reviewed	September 2017 Next Review September 2019

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1. Principles

1.1 Wood End Park Academy (WEPA) believes that an effective school is one in which the learning environment is underpinned by an ethos shared by all adults and pupils.

1.2 The positive values promoted by the school are encompassed in the following of the school aims:

- To foster a sense of friendship, community and citizenship through an effective home and school partnership in which children are valued, encouraged and supported.
- To develop consideration and tolerance, sensitivity and honesty, courtesy and mutual respect, resilience, independence and enquiring minds in all our children.
- To work together to nurture a sense of well-being and an awareness of the academic, physical, social, cultural, emotional and spiritual needs of others.
- To ensure pupils are being prepared for their future roles in society knowing their roles, rights and responsibilities

1.3 As adults within the school community, our objectives in promoting this policy are:

- To promote equality and fairness in the school community
- To encourage children to develop good relationships with peers and adults
- To enable children to take on appropriate responsibility
- To have the highest expectations for behaviour in classrooms and in all other areas of school life
- To discourage inappropriate behaviour
- To encourage regular and punctual attendance at school
- To ensure that principles of equal opportunities and British Values for all children underpin these objectives and the implementation of this policy.

2. Aims of the policy

2.1 To identify and clarify expectations of standards of behaviour and discipline within school.

2.2 To communicate such expectations to all members of the school community including children and parents.

2.3 To provide practical and procedural guidelines in relation to both positive and undesired behaviour.

2.4 To enable the development of this policy through the active participation and agreement of the whole school community, including the pupils and parents.

3. Expectations and standards

3.1 WEPA expects all members of the school community to behave in ways consistent with the school's aims and school rules. We aim to promote these values by setting a good example by recognising children's good behaviour and through means of positive encouragement.

3.2 WEPA firmly believes in partnership with parents in promoting the ethos of the school and in resolving any difficulties should they arise.

3.3 WEPA believes in rewarding positive behaviour which embodies the school's ethos and values.

3.4 We believe that undesirable behaviour should be dealt with consistently and fairly in consultation with parents where appropriate using language with the child that encourages them to reflect on the choices they have made. At WEPA, we do not place labels on a child so e.g. would not call a child 'naughty' etc. We ask children to reflect on their choice of actions and we outline the consequences to our children 'because of ... the consequence has to be...'

3.5a In order to assist in the smooth running of the school, school rules have been agreed.

3.5b These agreed school rules will be displayed in classrooms and throughout the school, and discussed in classes in a way that is appropriate to the age and maturity of the year group. Parents will be informed of the rules through the school prospectus, Start of the Year and Parent Meetings and school newsletters.

4. Communication

4.1 Teachers must keep parents informed on any sanctions given to their child due to making poor choices. This ideally is done in person with the parent at the end of the day, or a phone call or a note in the diary, if this is appropriate.

4.2 To discuss a Step 2 and above concern or continuing concerns, a member of the Leadership Team (Year Team leaders or the deputy/vice principal) or the Pupil Lead should be asked to be present at a sit down meeting.

4.3. If there is an immediate serious concern or concerns continue, a specific group should be emailed to be informed of concerns: Staff to be emailed include the Principal, Vice Principal, Pupil Lead, SENCo, Child Protection Officer, Year Team Leader and Family Support Worker. A plan of support can be put into place, with parents being involved in this plan.

4.4 The school actively encourages parents to discuss their concerns on matters of behaviour of children either with the relevant class teacher, the Team Leader or Vice Principal as appropriate. Each pupil has a school diary that parents can write into.

4.5 Teachers must also log all poor choices for behaviour in appropriate section of the Managing Pupils' File; these entries are analysed each week by the Pupil Lead who emails the analysis to Team and Senior Leaders for further follow up as needed e.g. decision may be made to set up a chart to monitor a pupil's behaviour etc.

5. Rewards for good behaviour

5.1 At WEPA we seek to actively encourage good behaviour where pupils make the right choices independently.

5.2 A positive reward system operates across the school. High expectations for behaviour are promoted in each class through the use of the Positive Choice and YOYOB (You Own Your Own Behaviour) chart systems. (see appendix for details)

Rewards used at WEPA:

- Specific verbal praise to highlight and reinforce desired behaviours
- Stamps in pupils' diaries
- House points
- Whole class ticks for good choices made collectively by the whole class
- Certificates, including those issued by the Principal. Please refer to the Appendix for further details of rewards for good behaviour choices made by children.

5.3 A specific Assembly (Choices and Attendance) each half term, rewards pupils who have made good choices throughout the half term and have collected enough 'stamps' in their diary for staying on the 'Positive choices chart' and keeping their name off the YOYOB chart that half term. A description of how to use the YOYOB chart is in the Staff Handbook.

6. Behaviour Issues

6.1 WEPA classes several choices of behaviour as unacceptable including:

- Physical assaults (to either staff or pupils) e.g. punching, kicking, spitting, pulling hair, biting
- Verbal abuse (to either staff or pupils): such as name-calling and insults based on a child's race or ethnic origin, gender, background, sexual orientation and capability; threats, bribery or intimidation; and insulting gestures (e.g. v signs)
- Psychological abuse: such as mimicking speech or accent, spoiling of a child's work or possessions, hiding of another person's things or classroom equipment, and victimisation.
- Cyber abuse e.g. inappropriate use of social messaging and visual images
- Ridiculing someone's physical characteristics e.g. someone's size, wearing glasses etc.
- Coercion: this may include persuading others to act in any of the above ways but may also imply elements of exclusion of children from their group
- Racial /Sexual harassment: any of the above behaviour that is rooted in racial or sexual innuendo or similar. These incidents are specially logged for particular monitoring and filed in the Incidents File in the Principal's office.

See the Anti- Bullying policy for details on how WEPA works to prevent incidents of behaviour that may be seen as bullying. An anti-bullying log is also kept and monitored.

6.2 Pupils categorised High Level of Need or a Vulnerable Child: Any such children will need to be carefully and individually monitored in order to manage their behaviour and risk assessments and action behaviour action plans will be put into place if needed. The SENCo and /or Family Support Worker would have a significant role in the provision for such pupils.

6.4 The procedure for dealing with the exclusion of pupils is as per Local Authority procedures.

7.0 Bullying

The school has a separate policy on Anti-Bullying. This details the definition of bullying and outlines the school guidelines for dealing with incidents.

8.0 Positive Handling and Restraint

8.1 Restraint is a **last** resort to prevent a pupil doing or continuing to cause personal injury to any person, including themselves. Any pupil with SEND who may need restraining is discussed with the Director of Inclusion and the SENCo to set up any needed plans to still minimise the need to restrain.

8.2 Members of staff do not restrain children unless the member of staff has had the appropriate training, such as Team Teach.

8.3 A list of staff who are trained in the above will be kept in the Principal's office.

8.4 Any incident of restraint will be logged in the Incident File, kept in the Principal's Office.

8.5 Additional information about Team teach training undertaken by selected staff is available in the Appendix.

9.0 Procedural arrangements

9.1 Any teacher or relevant playground supervisor will investigate a behaviour issue. This will involve listening carefully to what the child in question has to say and to any other children involved in the incident. These incidents will be dealt with appropriately including giving out of consequences and logged in the Managing Pupils File. Each staff member who deals with a behaviour issue must write it into the Managing Pupils File. If the issue is still of concern, it should then be shared with the Director of Inclusion, SENCo, Pupil Lead, Year Team Leader, Vice Principal and Principal as appropriate for any required follow-up/monitoring dependent on the seriousness of the incident.

9.2 Where the behaviour issue is considered to be serious the matter (e.g. step 3 or 4) it will be reported to the Principal or Deputy Principal or Vice Principals for investigation. The pupil completes a Reflection Sheet which the adult uses to set the right consequences. The child's class teacher will be notified of the outcome of the investigation and will note this on the log sheet in his/her Class Managing Pupils File in the classroom. Reflections sheets are stored in the pupil's section of the file.

9.3 Serious incidents or incidents of a repeated nature will be investigated under the Anti Bullying Policy. This is why teachers have been instructed to record any incident which involves any form or contact from one student to another that causes harm (physical or emotional).

10.0 Sanctions

10.1 Resolution of incidents by the school alone may include a reprimand by the teacher and completion of a behaviour reflection log, withdrawal from break or lunchtime or special class time activity, and/or referral to the Deputy and Vice Principals and then to the Principal.

10.2 Where parents have been involved, sanctions may include the above and/or an agreement between the school, parent and child concerning expectations about future conduct and sanctions concerning a further breach. This process may include the involvement of outside agencies.

10.3 Fixed term exclusion. This sanction may only be imposed by the Principal. Its main purposes are to provide a 'cooling off period' – pending agreement with parents and pupil about future conduct as above – and to protect staff and pupils from the unacceptable behaviour listed in section. Parents/carers may appeal a decision made concerning an exclusion and write to the Chair of the Executive Body (Mr Muralee Nair): using the address of Cranford Park Academy.

10.4 Permanent exclusion. This sanction may only be imposed by the Principal. It is a measure of the last resort where the school has taken all reasonable steps to avoid excluding the child and allowing the child to remain in school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school. Again, the parent has the right of appeal

Appendix:

A. Positive Handling Training carried out by Team Teach in 2014 and June 2017

- Whilst some physical injury potential can be reduced, there always remains some risk when two or more people engage and force is used to protect, release or restrain.
- "Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe". (George Matthews - Team Teach Director).
- A positive handling report is completed if positive handling has been used.

Staff Trained:

Summer 2014: Surjeet Johra, Anil Bhatt, Reshma Bharakhda, Emma Knight, Stephanie D'Souza, Suzanne Sheehan, Edward Barnes,

Summer 2017: Sue Wigglesworth, Evelyn Joseph

B. Systems to assist in good behaviour management

At Wood End Park Academy there are a range of systems in place to assist in good management of behaviour. In each classroom two main charts are displayed; one showing pupils making good choices for that day (Positive Choices Chart) as well as the YOYOB (You Own Your Own Behaviour) aimed at discouraging inappropriate choices.

Promoting Positive behaviour

- Each year group designs its own positive choices chart. Pupils work their way through a positive choices chart each day by making increasingly independent and responsible choices.
- House points are awarded where children demonstrate good team spirit. Each class has four boxes one to denote each house team for the child to place their house points into and also a chart so pupils can see how many house points they have earned.
- 50 class tick sheet which focuses on the class getting a tick when they have done something well collectively as a class. Completion of the 50 class tick chart leads to an agreed class reward.

Examples of Other Rewards used at Wood End Park Academy:

1. Issuing stickers
2. Sending children to the Team Leader/ Vice/Deputy Principal/ Principal with good work
3. Certificates presented to children at Friday assembly – two per class
4. Notes in diaries to parents/carers about their child's good behaviour
5. Praising the child with parent present at the end of the day

Managing inappropriate behaviours

The YOYOB chart (You Own Your Own Behaviour) is a stepped system where children have the opportunity at each stage to make a more appropriate choice in order to avoid progressing to more serious consequences. The steps are:

Look (this is discreet prompting from an adult that certain behaviour is inappropriate and needs to stop.)

Step 1: Warning

Step 2: Break time with Team Leader

Step 3: Lunch time reflections with Vice Principal

Step 4: See the Principal

- Pupils engaging in low level misbehaviour which leads to them not working as much as they should are asked to place their names on the YOYOB Chart. It is made clear to the pupil why their name has to go onto the chart and the desired behaviour choices instead. (Pupils do not move down and off the chart even if they correct their behaviours).
- At the end of the day, pupils not above the 'LOOK' on the YOYOB receive a stamp in their homework diary for parents to see that they made good choices and had a good day.
- Steps Grid: For more serious incidents: step 1 and beyond pupils' names must go onto the class chart at the appropriate stage. Refer to the Steps Grid below.
- Reflection Time – all pupils receiving a step and those who repeatedly go onto the YOYOB class chart meet with an adult to discuss their behaviour and better choices they could make. Pupils fill in a reflection sheet independently for an adult to go through with them. This helps our children to reflect over their actions so they fully understand each incorrect action and why it is wrong. They will initially form their own consequences but these are discussed with the adult to be finalised and must be similar to suggested consequences as outlined on the steps grids.
- At each level, the pupils' choices and follow up actions are recorded on the log sheet which is stored at the front of the Managing Pupils file. This is done daily. The log sheet is passed onto the behaviour lead for analysis and follow up e.g. are there patterns that might indicate the child would benefit from specialist support such as SEND provision, input from the family support worker, etc.

The grid below shows example behaviours that are associated with each step on the YOYOB chart.

STEPS	
<p>Step 1</p> <p><i>Warning Level</i></p> <p>Poor Choices in the Classroom such as calling out, not focusing.</p> <p>Not treating a friend nicely e.g. calling a friend a name, being unkind etc</p>	<p>Step 2</p> <p><i>Team Leader Level</i></p> <p>Not being positive to adults</p> <p>Not completing work required</p> <p>Use of undesirable language</p> <p>Poor lunchtime behaviour</p>
<p>Step 3</p> <p><i>Vice Principal Level</i></p> <p>Throwing and Damaging items</p> <p>Harming another</p> <p>Undesirable behaviours such as spitting, eating when should not be, losing temper etc</p> <p>Repeated poor behaviours at Step 1 and 2 level</p>	<p>Step 4</p> <p><i>Principal Level</i></p> <p>Fighting</p> <p>Stealing</p> <p>Derogatory Language: swearing and racist incidents</p> <p>Taking self out of Class</p> <p>Repeated poor behaviours at Step 3 level</p>

YOYOB chart for class display

	Look
1	Warning
2	Break time with Team Leader
3	Lunchtime Reflection With Vice Principal
4	See Principal

Date	Pupil	Time	Behaviour Including other pupils involved	Possible Trigger What happened just before the behaviour?	Step*	
					. of step	Tick If parent seen