



**The Park Federation Academy Trust  
Cranford Park Academy**

**Behaviour Policy**

## Approval

<b>Signed by CEO and Federation Principal on behalf of the Board of Directors</b>	Dr. Martin Young
<b>Date of approval</b>	September 2015
<b>Date of review</b>	September 2017

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**Our Policy is based on the 3 principles of Rights, Rules and Responsibilities. Above all we show Respect for ourselves and towards each other and all members of the Cranford Park community are expected to display this quality at all times.**

## **Section 1: Aims of the Policy**

To support the equal **right** of every member of the School Community to be part of a safe, calm, purposeful and happy place where individual and shared aspirations are respected and valued.

To recognise our individual and shared **responsibility** to foster positive caring attitudes towards everyone within our diverse community, where achievements at all levels are acknowledged and valued.

To encourage all members of the School Community to accept personal **responsibility** for their own behaviour and relationships towards others.

To ensure that **rules**, boundaries and consequences for behaviour are clear, fair, consistent and appropriate for all members of our school community.

## **Section 2: Rights**

All children have the right to learn and progress to their full potential in a safe, purposeful and enjoyable environment. To access learning opportunities which build their self-esteem, sense of achievement and self-worth, without disruption and respecting the rights of others to equal opportunities.

All adults – teaching and non-teaching staff; parents; Governors - have the right to fulfil the expectations of their roles to the best of their abilities in a safe and non-threatening environment, with appropriate support and recognition from all members of the School Community.

Schools have a duty, under the Equality Act 2010, to make reasonable adjustments for children with disabilities. Schools need to take positive steps to ensure that disabled pupils, including those on the autism spectrum, can fully participate in all aspects of school life. A school's behaviour policy should make allowance for behaviour which is a consequence of a pupil's disability, rather than disobedience. A one size fits all policy, fixing a standard penalty for a particular action, is therefore both unfair and inappropriate.

## **Section 3: Responsibilities**

### **Pupils**

The most important of these responsibilities is to:

- Learn and play to the best of their abilities and in a way that safeguards and respects the rights of other pupils to do the same.
- Co-operate and comply with adults and pupils in the interests of their own and

other children's education and well-being.

- Respond to challenging situations thoughtfully and intelligently with regard to the consequences of their behaviour choices on themselves and others.●  
To take care of property and the environment in all areas of the school building and outside in the playgrounds and activity areas.
- To take an active role in being part of the positive provision for behaviour and well-being – peer mentor; class monitor; school councillor.

## **Staff**

The most important of these responsibilities is to:

- Fulfil their roles within the school in accordance with National Professional standards and in a way that safeguards the rights of every member of the Academy Community and earns respect from pupils, parents and colleagues.
- Model appropriate and desired behaviour in all situations and challenges, using strategies from the Behaviour , SEAL and PSHE programmes.
- Implement school policies, using rewards, agreed rules and sanctions, clearly, consistently and fairly, having regard for individual and group needs.
- Collaborate with and develop good relationships and lines of communication with parents, colleagues and outside agencies to ensure appropriate support for individual pupils experiencing behavioural, emotional and social difficulties.
- Plan and teach creative, challenging and interesting approaches to curriculum activities; a teaching and learning environment that ensures excellent learning behaviour; engages and takes account of individual and group needs.

## **Parents**

The most important of these responsibilities is to:

- Support the Academy's policies and practice in its aim to ensure the well-being and educational and social development of their child.
- To play an active role in support and intervention programmes deemed appropriate by the school and its advisors, in supporting pupils experiencing difficulties and challenging situations which impact on their behaviour and well-being.
- Maintain good communication with the Academy, its staff and Governors to help ensure that individual pupil needs are met, to the best of our ability.

## **Section 4: Rules**

A number of clear, fair, consistently applied rules are necessary to ensure that the rights of all members of the Academy community are safeguarded and the vision and ethos of Cranford Park Academy and The Park Federation continues to be the priority.

### **Whole School**

The Home-School Agreement is a partnership between parents, pupils and the school which sets out whole school expectations. All partners sign the document to indicate their agreement and support for the rules. The document is sent out at the beginning of each new academic year.

### **Class**

Class rules are devised, discussed and agreed by each class, in September and clearly displayed in each classroom.

Rewards and sanctions are agreed by each Key stage/Year team as appropriate for the age and needs of the pupils. Rewards and incentives are also clearly displayed in each classroom.

Year teams will agree on collaborative rewards which focus on highlighting those pupils who contribute to the ethos and positive environment of the school, throughout the year.

### **Playground**

All pupils have the opportunity to contribute to the rules in the playground, through the School Council. The main aim of the playground rules is to ensure a safe and enjoyable environment for all children to enjoy.

Peer mentors and Playground Leaders are responsible for looking after equipment and helping children with friendship problems.

Lunchtime staff will reinforce behaviour expectations in the playground with the safety and well-being of the children their primary aim.

It is important that the standards of behaviour expected outside of the classroom are as high and rigorously enforced as they are within. A consistent approach to behaviour is crucial in this way. It is important that social times are viewed as an opportunity to promote social skills, values and attitudes.

## **Section 5: Provision and Support**

All members of the School Community are aware that there are positive and negative consequences to our behaviour choices.

Pupils finding it difficult to respect and comply with school rules will be supported with a range of strategies to help them manage and change their behaviour.

It is the professional responsibility (see standards) of each qualified teacher to create a positive and safe environment for the pupils in their class and interact positively and caringly with all pupils in the school. They are responsible for managing the behaviour of those pupils who are vulnerable or display inappropriate or unacceptable behaviours; for deploying support staff within their class and referring pupils needing specialist support from Learning Mentors, Nurture or external agencies.

Where behaviour issues arise, teachers should first discuss with team colleagues/Team Leader to agree initial strategies for support. If there is an escalation of concern, it is expected that actions will follow the strategies laid out in the **Behaviour Stages**.

If a pupil continues to demonstrate significant behaviour issues, despite the full range of support offered, action will be taken to safeguard the education and safety of the majority and this may include fixed term exclusion and or managed transfer to another setting.

### **Support includes:**

Class teachers should refer pupils causing concern through the SEN route and through liaison with our Behaviour Lead, Luke Simcock, in order to facilitate assessment and diagnosis of need and appropriate intervention and support.

- NuAure Groups
- 1:1 Support/Mentoring by Behaviour Lead
- Learning Mentor support for individual pupils in KS1 and Key Stage Two (KS2)
- KS2 Groups led by Learning Mentors.
- Circle Time/Circle of Friends.
- Sessions with Margaret O'Donovan (Child and Family Support worker).
- Groups run by Hillingdon Behaviour Support Team.
- IEP targets.
- Referral to Early Help through Hillingdon Council.
- Seasons for Growth Programme

Rewards include:

- staff share congratulatory comments and praise pupils for positive actions, decisions and work they have completed
- congratulatory comments and gestures from the class
- public acknowledgement - in class, on display etc.
- pupils awarded with stickers, certificates and house points
- pupils share their work with their peers, other classes, teachers, support staff i.e. learning mentors and members of the senior leadership team
- teacher telling a parent in person about good examples of work
- a note or phone call to parents about good work
- the Principal awards pupils with Head Teacher's Awards and their names appear in our School Newsletter
- classes who have not received a detention are awarded with a certificate and extra play each half term

Sanctions include:

- Time out in another class/with Team Leader/with Principal, Deputy, Principal.
- Break and lunchtime play - timed reduction.
- Exclusion from earned rewards.
- Fixed term exclusions.
- Managed transfer.

## **Section 6: Summary and Descriptors: 5 stages of behaviour**

The great majority of pupils will never give concern in regard to their behaviour, but as adults, are not always confident or have high self-esteem /self-belief. This is something that some of the children struggle with and act out in the guise of unacceptable behaviour.

Making time to listen, avoiding hasty judgements and addressing the behaviour not the child will often pre-empt an escalation of the behaviours we do not want to see in school.

It is important that we get to know pupils, their interests, home circumstances, what areas of the curriculum they feel good/bad about. A sense of achievement, success, reward will often do away with the child's need to behave unacceptably.

You are important, the best thing that you can give is your approval and a positive relationship to each child in your class. It is difficult to tread the tightrope of fairness towards the majority of co-operative and motivated pupils and still provide effective support for the one or two pupils who are demanding and consume so much of your time and attention.

**Most importantly**, pupils who experience inclusive and engaging learning provided by good or outstanding teachers will respond with excellent learning attitudes and behaviour.

**Behaviour**  
**Description of Stages 1-5**

**Stage 1** – Low level disruption such as calling out, fiddling, swinging on chair, distracting others etc.

1. If child displays low level disruption, give them a clear warning. Ask the child to explain which class rule they have broken. If they refuse; ask another member of the class to explain or explain it yourself. Write their name on the board and explain if they break another rule their name will be underlined and 2 minutes will be lost from break/lunch time.
2. If a second incident occurs in the same day, underline the pupil's name. Ask the pupil to explain which class rule has been broken. If they refuse; ask another member of the class to explain or explain it yourself. Underline the child's name and explain 2 minutes will be taken from their break/lunch time.
3. When a third incident occurs in the same day repeat above steps and this time circle the child's name which means they have lost 5 minutes of their break/lunch time.
4. If the child continues to make poor choice; place dots by the pupil's name, each dot is additional time taken from break/lunch time. How much time is decided by the teacher.
5. If consequences are given while the child is working in a group outside the classroom, these consequences are taken back to class and added to any consequences already given to the child. If while in the group, time has been taken from break/lunch the teacher who gave the consequence should keep the child in.

The child should be kept in at the next available break or lunch time which comes after the incidents have occurred. The child should be kept in by the teacher or LSA in the classroom (not sat outside the staff room). Once the time has been completed, ask the child to explain why they think they have been kept in and how they will change the negative choices they have made into positive ones for the next session.

Do not keep the child in longer than 10 minutes during break time, after discussing the poor behaviour choices, the child should have at least 5 minutes in the playground.

Do not keep the child in longer than 20 minutes during lunch times.

Once the time has been completed, rub out the child's name from the board in front of them and explain they will start afresh after break/lunch.

**Stage 2**

1. If child continues to make poor choices or the behaviour escalates, send the child out of class to report to the Year Team Leader where possible or another member of the team.
2. The child is asked to stay out of class for 10 minutes where they will need to complete the 'Pupil Think Sheet' reflecting on the poor choices they have made.
3. After 10 minutes, they return to class to try and continue with the rest of the lesson. Explain to the child that as they have been sent out of class that is an automatic 15 minute loss of their next lunch time. Some of this time can be earned back by the positive choices they make now they have returned to class.
4. At the end of the morning/end of the day ask the child if they think they have earned some of their time back; ask them to give reasons why. Depending on the choices made explain how

long the child will stay in; they will need to stay in for a minimum of 5 minutes even if they made positive choices once they returned to class.

5. Record this incident in the class 'Behaviour Log'. All Behaviour Logs will be kept in a blue folder in the classroom so it can be accessed easily. This will allow other members of staff, other than the class teacher, to record incidents of poor behaviour.
6. The 'Behaviour Logs' are checked regularly. The Behaviour Lead will check each Behaviour Log and award classes who have made positive choices with class points.
7. Pupils who are regularly displaying negative choices will meet with the Vice Principal to discuss the choices made and a behaviour contract will be produced to support the child in making positive choices.

### **Stage 3**

- If the child continues to make poor behaviour choices after being sent out of class; send the child to the Behaviour Lead or Vice Principal on duty.
- Record this incident in the class 'Behaviour Log' **or** onto a detention slips if a detention is issued.

### **Stage 4**

- For more serious incidents or if the child refuses to leave the room, send the emergency red card to the Behaviour Lead, Vice Principal on duty or the Principal.
- Parents will be informed of the incident.
- Record this incident in the class 'Behaviour Log' **or** onto a detention slips if a detention is issued.

### **Stage 5**

- Behaviour at Stage 5 is dealt with by the Principal or the Executive Head Teacher.
- Parents will be asked to come in for a meeting with the Principal or the Executive Head Teacher.
- Record this incident in the class 'Behaviour Log' **or** onto a detention slips if a detention is issued.

### **Lunch Time**

A similar system used in the classroom will be used during lunch times.

- The SMSAs will carry a yellow card. If an incident occurs during lunch time and it is appropriate to issue the child with a consequence, the first step is a warning. The SMSA will record the child's name and class onto the yellow card and explain it is a warning.
- If a second incident occurs with the same child, the child's name is underlined (2 minutes). These 2 minutes can be earned back if there are no further incidents during the same lunch time, this should be explained to the child. If the 2 minutes are not earned back, the child must complete them at the start of the following lunch time with the SMSA; ensure the child is aware this will happen.

- A third incident means the child's name is circled (5 minutes). At this stage ask the child to go into the main building by door duty so that they can do their 5 minute consequence. If the time is not completed as requested, the time will be doubled, explain this to the child so they have the opportunity to accept the 5 minute consequence. If the child still refuses, the class teacher will carry out the 10 minute consequence the following break time.
- At the end of lunch, the SMSA must inform the class teacher if a child has been given a warning, any further consequences or time has been spent inside the building. This is recorded on a 'Behaviour Slip' by the SMSA and given to the class teacher or shared verbally if appropriate.
- Consequences given during lunch time should be dealt with during lunch. These consequences should not be added to the class consequences.
- Ideally, any time given as a consequence during lunch time should be completed during the same lunch time.

### **Detentions**

- Detentions can be issued for incidents at Stage 3 and above. Incidents at this stage include: using bad language, fighting, disrespectful attitude towards an adult, stealing etc.
- A detention slip should be completed and sent to the Vice Principals.
- Parents are informed by the class teacher that a detention has been issued and an explanation of the incident should be given. If the child goes home alone, the class teacher should make a phone call home to explain the incident.
- If the detention is issued by another member of staff other than the class teacher; the completed detention slip should be sent to the class teacher and then passed onto the Vice Principals. The class teacher is then aware of the incident and can inform parents.
- Once three detentions have been completed by a child, a letter is sent home to parents to explain this has occurred. This is repeated for the next set of three detentions. If a third letter is sent, the Vice Principal will ask the parents to come into school for a meeting about their child's behaviour.