



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

**Behaviour Policy
2022-2024**

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 2022 Next Review September 2024

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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 a positive ethos shared by all adults and pupils. We seek to provide a safe and secure environment for all.
- 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 (referring to British Values too).
- 1.3 As adults within the school community, our objectives in promoting this policy are:
- To promote equality and fairness
 - To encourage children to develop good relationships with their peers and adults
 - To enable children to take on appropriate responsibility
 - To have the highest expectations for behaviour
 - 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 and specific feedback.
- 3.2 WEPA firmly believes in partnership with parents in promoting the ethos of the school and in resolving any difficulties should they arise. Pupils have their own diaries for home-school communication; parents are invited in to discuss their child's behaviour when needed.
- 3.3 WEPA believes in rewarding positive behaviour which embodies the school's ethos and values. We use housepoints for individual reward and class ticks for whole class effort. We also have weekly assemblies where 'Star of the Week' certificates are issued that reinforce desirable behaviours.
- 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. 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...' We have a clear STEPs system, where behaviour choices are listed with the corresponding consequences.
- 3.5 Agreed ways of working via charters are 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) 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 the concerns: Staff to be emailed include the Principal, Vice Principal,, SENdCo, Designated Safeguarding Lead, 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 communicate any concerns. Alternatively, they can contact the school or speak to a Senior Member of staff at the start and end of the school day.

4.5 Teachers must also log all poor choices for behaviour; these entries are analysed and Senior Leaders initiate further follow up as needed e.g. the decision may be made to set up a chart to monitor a pupil's behaviour etc. If a pupil is placed onto a chart, targets are set for the pupil to achieve and a member of the Senior Team would look at this chart regularly so there is close-working with the pupil to develop their choices.

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
- Positive class chart
- 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 high level Step 4+:

- Physical assaults (to either staff or pupils) e.g. punching, kicking, spitting, pulling hair and 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)
- Derogatory language (to either staff or pupils): using language to offend or insult. This includes racial, sexist and homophobic slurs. This language is specially logged for particular monitoring and filled in the Incidents File in the Principals office.
- 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.

Pupils who engage in such behaviour are referred to the principal and parents informed in a timely manner. The academy may use its sanctions of internal, lunchtime or external exclusions in such matters. Please 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.

6.3 The procedure for dealing with the exclusion of pupils is as per Local Authority procedures. A log is kept of all exclusions with preventative measures noted, seeking to minimise the likelihood of the repeat of the same behaviour.

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. Alleged bullying and Bullying logs are kept in the academy.

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 absolutely necessary to do so : the child is either a danger to self or others

8.3 Some staff trained in Team Teach , mostly those who work with pupils who have been identified as needing regular restraining

8.4 Any incident of restraint will be logged in the Incident File, kept in the Principal's Office. The report is reviewed to advise on other measures that can be placed to reduce the likelihood of the situation arising again

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

9.0 Procedural arrangements

9.1 Teachers , learning and other support staff can 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. Each staff member who deals with a behaviour issue must log it so patterns can be picked up on swiftly. Lunchtime supervisors write ' tickets' and this information is transferred to the log too. If an issue is still of concern, it should be also shared via email with the Director of Inclusion, SENCo, Year Team Leader, Vice Principal and Principal as appropriate for any required followup/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 log the incident whilst storing the reflection in the Class Managing Pupils File in the classroom.

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 Governing Body (Mr. Nevin Abraham): using the address of Cranford Park Academy, Phelps Way, UB3 4LQ or leave marked for her attention in the office of Wood End 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

- 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:

2014: Surjeet Johra and Stephanie D'Souza

2017: Sue Wigglesworth, Evelyn Joseph

2018: Kanwaljeet Bansal, Hardip Sood, Helene Greene.

2022: Sapna Khehar, Charlotte Pitcher, Sonia Fisher and Eucharia Allen

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 style="text-align: center;">Step 1</p> <p style="text-align: center;"><i>Class teacher level</i></p> <p>Poor classroom etiquette e.g. calling out, not focusing on work.</p> <p>Being unkind to peers e.g. name calling in friendship contexts.</p> <p>Not completing work in lesson.</p> <p>Not moving sensibly around the school e.g. running in corridors.</p>	<p style="text-align: center;">Step 2</p> <p style="text-align: center;"><i>Year Leader Level</i></p> <p>Repetition of Step 1 behaviours</p> <p>Disrespectful attitude shown to any adult.</p> <p>Lack of adherence to routines set for the year group e.g. lining up, walking out of class.</p> <p>Poor etiquette off site e.g. school trips, outside the gates.</p> <p>Loss of temper.</p>
<p style="text-align: center;">Step 3</p> <p style="text-align: center;"><i>Vice Principal Level</i></p> <p>Repetition of Step 2 behaviours</p> <p>Damaging school property.</p> <p>Deliberately harming another including fighting.</p> <p>Undesirable language not including racist language e.g. swearing and derogatory language.</p>	<p style="text-align: center;">Step 4</p> <p style="text-align: center;"><i>Principal Level</i></p> <p>More than one instance of step 3 behaviours.</p> <p>Stealing</p> <p>Bullying including online</p> <p>Undesirable use of online platforms.</p> <p>Racist language</p>

YOYOB chart for class display

	<h1>Look</h1>
1	<h1>Warning</h1>
2	Break time with Team Leader

3

Lunchtime Reflection

With Vice Principal

4

See Principal

