



Behaviour for Learning policy

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1 INTRODUCTION

At Park Academy West London, we expect our students to maintain the highest standards of behaviour at all times. We believe that all members of the academy community are entitled to work in a safe, positive and ordered environment so that learning can take place and everyone can fulfil their potential. The Academy will ensure that it applies the policy consistently and fairly through induction of staff and as a result of reviewing and evaluating the policy on an annual basis. This policy sets out our principles and expectations of our students and makes clear the rewards which students can expect to receive and the sanctions available if students breach the Home School Agreement.

These procedures are written in response to the Education and Inspection Act 2006 and with reference to the Equality Act (2010). The school will ensure that all incidents of behaviour are dealt with thoroughly and fairly.

2 MISSION STATEMENT

At Park Academy we aspire to become the school of choice in the borough and our aim is that we can be confident that our students are educated to a higher level here than they would be in any other local school. We believe in a relentless focus on respectable behaviour in all areas of the life of the Academy and students are expected to model behaviour underpinned by our guiding principles. We expect our students to demonstrate:

- High levels of self-worth with the belief that they have the ability to achieve academically, personally and socially.
- Excellent engagement levels in their learning, showing enthusiasm, as well as a desire to learn new things and a willingness to take positive, healthy steps towards their future.
- A Sense of Purpose with clear goals and the ability and drive to achieve them.

Rules are important to enable our school community to be the best it can be. Any student breaking our rules will be making a conscious choice and can expect a corresponding consequence. At our core is an understanding that every individual has the opportunity and responsibility to impact positively on the lives of others and that every individual in our community is unique and has gifts and talents that should be celebrated.

3 GENERAL PRINCIPLES

All parents and carers, students and staff are expected to uphold the following principles:

- All members of the school community must behave safely, and act with courtesy and mutual respect, to each other, and to the environment so that learning can take place within a well ordered atmosphere. This must be apparent both inside and outside the classroom, on trips and visits and outside the Academy whilst in uniform.
- Behaviour must be managed in a clear and consistent way; rewards and sanctions should be known and understood by all and applied consistently.
- The promotion of positive behaviours will be supported by high staff expectations, good teaching and professionalism.
- Our expectations of worthy behaviour will be raised explicitly by staff in lessons, around school and in Academic Mentoring Time and assemblies.
- Staff, students, parents and carers must share the same expectations of behaviour and work together to support these expectations in a positive way.
- The curriculum will give the opportunity to discuss the principles that underpin the Behaviour for Learning Policy so that in lessons, discipline, care for one another, working together and responsible behaviour are always positively encouraged by teachers.
- Sanctions will be in place to uphold these principles and to demonstrate that misbehaviour is not acceptable, to express the disapproval of the school community and to deter other students from similar behaviour. Governors will support the school to appropriately discipline students for misbehaviour taking place beyond the school gates.
- Governors support the right of staff to search students or their belongings where there is suspicion of bringing in unacceptable banned items and in the rare event of extremes of behaviour to use reasonable powers of force.

4 IMPLEMENTATION

4.1 Home School Agreement

Fundamental to our Behaviour for Learning Policy is our Home School Agreement (Appendix 1). This is signed by students, parents, carers and Academic Mentors at the start of each academic year. Academic Mentors and students will discuss the Home School Agreement at least once a year, so that all students understand the reasons for it and are aware of the Academy's expectations. The Home School Agreement is designed to make the Academy a productive and rewarding educational institution.

4.2 Students

Each student is expected to take responsibility for their own behaviour and read and sign the Home School Agreement each year, which outlines the Academy's expectations. Students are expected to adhere to the Agreement and take responsibility for their own behaviour. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

4.3 Parents and Carers

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside of the Academy. They will be encouraged to work in partnership with the Academy to assist the Academy in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of this policy with their child's Academic Mentor. The Academy expects all parents and carers to encourage their child to adhere to the Home School Agreement. Each parent and carer is expected to sign the Home School Agreement, which outlines the Academy's expectations. Parents and carers will take responsibility for the behaviour of their child both inside and outside of the Academy. They will be encouraged to work in partnership with the Academy in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of the policy.

4.4 Staff

Staff will consistently apply the Behaviour for Learning Policy and will take into account the needs of individual students when doing so. They should consistently model positive behaviour. Staff are responsible for providing a personalised approach to the specific behavioural and learning needs of particular pupils. Staff are responsible for recording behaviour incidents. Mutual support amongst all staff in the implementation of the policy is essential. Staff also have responsibility, with the support of the Academy Leadership Team, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating learning environment that encourages pupils to be engaged in their learning
- Support the Home Academy Agreement
- Develop a positive relationship with students
- Plan for the needs of individual students following any advisory
- Plan for academic challenge and progress

5 REWARDS

At Park Academy West London, we actively seek to promote good behaviour and use praise and rewards in doing so. Rewards have a motivational role in helping students to realise that good behaviour is valued and respected. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

5.1 Rewards Ladder

In the classroom all teachers and staff reward positive behaviours and high quality work through the Rewards Ladder being consistently applied. Students work their way through each step of the ladder, starting afresh each lesson.

5.2 Merits

Merits can be awarded by all members of staff and are recorded on SIMS. They are awarded in line with the Guiding Principles and students receive Merits for Self-Worth, Purpose and Engagement. Students work towards receiving a formal reward of positive behaviour.

5.3 Other Rewards

A variety of rewards are used and are not limited to the Rewards Ladder and Merits. Other methods include:

- Praise the students verbally in all appropriate situations and incidents of positive behaviour.
- Positive phone calls home: Staff make contact with home to let parents and carers know about the contribution or improvement a student has made. Ensuring it is clear what the student has achieved and why this is important.
- Postcards and certificates sent home: Used to reward exceptional pieces of work and behaviour.
- Attendance Awards
- End of Term Awards, including certificates from senior members of staff
- Aspirations Academies Trust awards for Self-Worth, Purpose and Engagement

Further details of how we celebrate success at Park Academy can be viewed in appendix 2.

6 SANCTIONS

Sanctions are needed to respond to inappropriate and unacceptable behaviour and to deter further negative behaviour and ensure that all students receive the clear message that Park Academy West London is focused on learning and creating a calm, purposeful and aspirational environment.

A range of sanctions including detentions for minor behaviour incidents, Internal Exclusion and External Suspensions for serious behaviour incidents are deployed appropriately. The use of these is monitored carefully.

Staff will:

- Use de-escalation strategies, such as: moderating tone/volume of voice, body language and facial expression, being aware of personal space and using non-verbal cues.
- Give students time to modify their behaviour, to think about and respond to an instruction or warning.
- Use praise and acknowledgement to positively reinforce high expectations.
- Ensure that the uniform policy/dress code is applied.
- Use strategic seating to support behaviour for learning.
- Follow student behaviour advisories where relevant.
- Record all incidences of behaviour which are not in line with our expectations on SIMS.
- Use the reward system to recognise, motivate and engage students.

6.1 Consequence Chart

Sanctions are sometimes needed to respond to inappropriate behaviour and Park Academy West London use a variety of sanctions. All staff will implement sanctions according to the Consequence Chart (Appendix 3).

All incidents of poor behaviour will be recorded on SIMs and are allocated a set number of behaviour points according to the level of severity of the behaviour.

6.2 Detentions

Students will be issued with a detention where inappropriate behaviour has been demonstrated in line with the consequences chart. The following detentions can be issued:

- C3 or C3+ detentions are run centrally and are supervised by teachers after school.
- Late detentions take place at Break 1, overseen by a member of staff.
- If a student fails to attend a C3+ detention they will be placed in a 1-hour Principal's detention. Failure to attend the Principal detention will result in internal exclusion.

All detentions will be recorded on SIMs. Where detentions at C3 or beyond are issued, contact home will be made by the staff member issuing the detention. Contact will be made to the parent or carer of the student to inform them of the reason for the detention and when it will be taking place. Where reasonably possible staff will also write the detention in the student's planner.

- Teachers have the ability to impose detentions outside school hours where necessary.
- Parents will be informed of the detention issued by the relevant member of staff by either email, phone call, voicemail or text.
- As with any sanction a member of staff must act reasonably, professionally and in line with the consequences chart when imposing a sanction.
- School staff should not issue a detention where they know that doing so would compromise a child's safety.

6.3 Report Cards

Our behaviour policy encourages students to take responsibility for their own behaviour and this helps them to recognise the consequences of inappropriate behaviour. We recognise that at times students need support to reframe their behaviour that is additional to and different from the consequences system. In such instances students will be put onto a Behaviour Report. This is a graduated response and being on report does not replace sanctions set out in the consequences system.

A student, in discussion with their parent or carer they can be placed on one of four reports which will be focused on a number of targets aimed at promoting more positive behaviour:

- Academic Mentoring Report
- Year Leader Report
- SLT Report
- Subject Report
- Personal Support Programme

If a student is placed on report, it will be reviewed after an appropriate time period and on completion of the report the next course of action is discussed. This could include removal of report monitoring or escalation to the next level of report.

6.4 Mobile phones and other electronic devices

At Park Academy we have a policy that mobile phones and electronic devices should not be seen. If they are seen, then they will be confiscated. If a student needs to use their device, they should ask for permission from their teacher before using it.

Mobile phones and electronic devices:

- Should always be switched off and out of sight.
- They will be confiscated immediately if seen (even if not switched on/not in use) or heard. Students will be able to collect their item at the end of the Academy day.
- Refusal to comply will result in a further sanction.

6.5 Uniform

At Park Academy we have high expectations of all students in terms of uniform. Any students not in full uniform will be isolated with a member of staff until the situation can be resolved.

7 EXCLUSIONS

The Academy complies with the DfE exclusion guidelines and updates to the guidance will be applied. There are three levels of exclusion:

- Internal Exclusion (IE) - students will be isolated on the Academy site and supervised by the Behaviour Manager and other Senior staff. Students who are referred to IE have displayed serious behaviour issues and need further time and support to reflect on their actions, learn alternative ways to respond to situations they find difficult and understand that these behaviours are not acceptable in our school. The length of time spent in the IE will reflect the seriousness of the students' behaviour.
- Suspension (S) - This is a serious consequence for students' whose behaviour in school has been totally unacceptable. The decision to suspend a student from school is not a decision taken lightly, suspensions can range from 0.5 days to 5 days depending on the severity of the behaviour.
- Permanent Exclusion (PEX)

For further information regarding the exclusion process refer to the separate Park Academy West London Exclusions Policy.

8 BEHAVIOURS OUTSIDE THE ACADEMY

Staff can sanction students at any time the student is in the Academy or elsewhere under the charge of a teacher, including school visits. Teachers can also discipline students for misbehaviour outside of school.

Teachers have a statutory power to sanction students for misbehaving outside of the Academy premises. Section 89(5) of the Education and Inspections Act 2006 gives Principals a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

Teachers may sanction a student for any misbehaviour outside of the academy when the child is:

- taking part in any academy-organised or academy-related activity
- travelling to or from the Academy
- wearing the Academy uniform

9 BULLYING

With reference to Government guidance on bullying at school (<https://www.gov.uk/bullying-at-school>) there is no legal definition of bullying, however, it's usually defined as behaviour that is:

- Repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Details of our Academy's approach to preventing and addressing bullying are set out in our anti-bullying strategy which can be found on our website.

10 SUPPORTING STUDENTS FOLLOWING A SANCTION

Following a sanction, strategies will be considered to help all students understand how to improve their behaviour and meet the behaviour expectations of the Academy. These might include:

- A targeted discussion with the student, explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- A phone call with parents / carers
- Inquiries into the students conduct with staff supervising the student
- Inquiries into circumstances outside of school
- Restorative conversation
- Mentoring and coaching
- Behaviour report cards
- Pastoral support
- Behaviour intervention
- Modified / reduced timetables

Please note staff at the Academy will only discuss the sanction of a child with their parents / carers. We will not inform other parents of the decisions made regarding sanctions.

11 CONFISCATING ITEMS AND SEARCHING

There are two sets of legal provisions which enable school staff to confiscate items from students:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a sanction and protects them from liability for damage to, or loss of, any confiscated items.
- Power to search without consent for "prohibited items" including:
 - knives and weapons,
 - alcohol,
 - illegal drugs,
 - stolen items,
 - tobacco and cigarette papers,
 - fireworks,
 - pornographic images,
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property,
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography will always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.

Two members of staff, one of which will be a member of the SAFE Team, will be present when a search is conducted. Following a search, a student's parent or carer will always be informed that the search has taken place.

Where a student fails to cooperate with a search for any item (including prohibited items listed above), this will be regarded as defiance and a disciplinary sanction imposed, in addition to any disciplinary sanction for other misbehaviour leading to the search.

12 USE OF REASONABLE FORCE

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Where force can be used, authorised staff may only exercise the statutory power to use force where:

- they and the student are on the premises of a school at which education is provided for the student. The student need not necessarily be a registered student at that school. The power also applies to students from other schools who are on the premises.
- they are off school premises but are in lawful control or charge of the student.

Other than in these circumstances, staff only have common law rights to use force to defend themselves, persons or property.

Sometimes an authorised member of staff should not intervene in an incident without help (unless it is an emergency). For example, help is likely to be needed in dealing with an older student, a large student, more than one student or if the authorised member of staff believes he or she may be at risk of injury. In these circumstances he or she should take steps to remove other students who might be at risk and summon assistance from other staff.

13 BREACHES OF THE LAW

The Academy has the power to impose an appropriate disciplinary sanction on a student who has misbehaved in a way which could amount to a criminal offence (for example, theft, physical or sexual assault, criminal damage, possession or supply of prohibited substances, harassment or public order offences). This applies to misbehaviour on the Academy's premises or outside school, and a sanction can be imposed even where the student was not identifiable as a student of the Academy at the time.

There may be occasions when the police decide to take no formal action against a student, but this does not always mean that the police have cleared the student of guilt – they may be satisfied that an offence was committed, but have decided it was not in the public interest to take formal action. The Academy will therefore carry out its own investigation (applying the civil standard of proof 'on the balance of probability', rather than the criminal standard of 'beyond reasonable doubt') and may impose a sanction where it is fair, reasonable and proportionate to do so.

The Academy will report any behaviour which may amount to a criminal offence to the police (and in most cases to Social Services) and cooperate fully with any subsequent police investigation or prosecution by providing all relevant information.

14 MONITORING

Academy level rewards, support strategies and sanctions (including all detentions) are recorded centrally as are all attendance records. This log is monitored by members of pastoral team and SLT to check for patterns and trends. As a result of this monitoring, interventions are put in place to support individuals and groups as necessary.

15 NOTES

This policy should be read alongside a range of other trust and school policies including:

- The Anti-Bullying Policy
- The Attendance Policy
- The Safeguarding and Child Protection Policy
- The Physical Restraint Policy
- The Exclusion Policy

16 Appendix 1 - Home School Agreement 2022 - 2023

Student Name: _____

AM Group: _____

Staff at Park Academy are determined to provide an outstanding education in which all students can achieve and excel. We focus particularly on the quality of learning and on students' well-being. We have very high expectations and, through an active partnership with parents, carers and students, we seek to ensure that all students will be successful while at the Academy. In order to make sure that everyone learns effectively there is a Home School Agreement that everyone follows. The Home School Agreement operates in and out of lessons to promote the positive atmosphere in the Academy.

As a student I will:

- Always display a positive attitude towards my learning
- Bring my planner and the correct equipment to the Academy each day
- Complete class and homework to the best of my ability
- Behave sensibly at all times, including journeys between home and the Academy
- Be polite and respectful towards all adults and students in the Academy
- Adhere to the Academy behaviour policy
- Attend daily - Attendance must be 96% or higher
- Be punctual to school and lessons each day
- Wear Academy uniform correctly, including PE kit and jewellery guidelines
- Role model good behaviour, at all times
- Never leave the site without permission

As a parent / carer I will:

- Make sure that my child attends Park Academy on time daily, with the correct equipment and in full uniform
- Work with the Academy to ensure that my child behaves well, and support the Academy's behaviour policy
- Contact the Academy with concerns that might affect my child's work and behaviour
- Make an appointment with an appropriate member of staff before coming into the Academy
- Telephone the Attendance Officer on the first morning of absence if my child cannot attend
- Refrain from taking my child on holiday during term time
- Inform the Academy if there are any changes of address or telephone number
- Attend all meetings and events that involve my child
- Speak to my child about the use of their mobile phone. I understand that the use of mobile phones is forbidden in the Academy. If a mobile phone is seen or heard, it will be confiscated and held in Student Services until the end of the school day when it may be collected by the student. This also applies to headphones and any other electronic equipment.

Park Academy will:

- Provide a safe, well-ordered and caring environment with high expectations
- Provide an appropriate, engaging and challenging curriculum and enrichment activities
- Prepare and deliver lessons and assess completed work
- Set and monitor homework regularly
- Consistently implement the Academy's behaviour policy
- Communicate with parents to share their child's successes, and if there is a problem with any aspect of their child's learning and/or a student's attendance and punctuality
- Ensure that parents are clear about how and when the Academy will report on their child's progress
- Respond to enquiries promptly once the relevant person has been notified

Student's Signature: _____

Date: _____

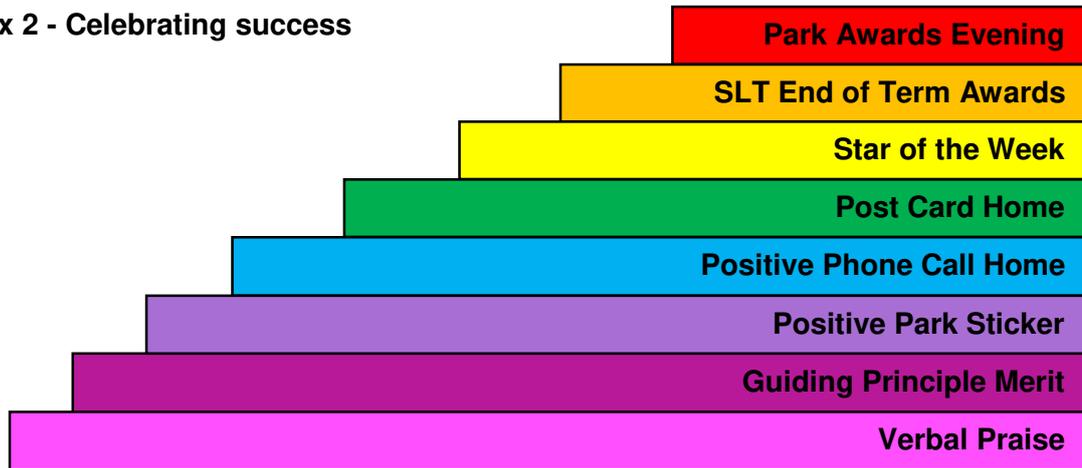
Parent/Carer's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

17 Appendix 2 - Celebrating success



Guiding Principle Merits

There are 3 types of merits which can be awarded:

- Engagement merit
- Self-worth merit
- Purpose merit

Examples of when merits can be given:

Self-Worth Merit
Helping other students in and out of lessons Helping staff above and beyond expectation Helping at events or with activities Contribution to charity events Involvement in assemblies
Engagement Merit
Exceptional piece of work Excellent evaluation of others' work High level of attainment in relation to individual levels Purposeful contribution in lessons Acting as an effective peer mentor High level of progress High level of progress High level of effort
Purpose Merit
Outstanding effort towards completing a school activity or event Completing a milestone on the learning journey roadmap Attendance at extra-curricular clubs

- Merits can be issued to any student by any member of staff.
- Merits are recorded electronically on the school system by a member of staff.
- Parents and students can see how many merits their child has achieved by viewing the parent sims app.
- The students with the highest number of merits will receive certificates. Students can all potentially receive a bronze, silver, gold and platinum certificate.
- They will also be given the opportunity to attend the end of year rewards trip.
- The maximum amount of merits which can be awarded for an activity is 5 merits.

Phone calls and postcards home

These can be issued for:

- An exceptional piece of work
- Consistent effort and dedication
- Rapid and sustained improvement

Star of the Week

- Issued to students who go above and beyond in lessons or within the school community.
- Issued each week in assembly to recognise sustained effort, progress and dedication.
- One student from each year group will be presented the award each week.
- Certificates will be issued by the year leader.

End of Term Awards

Merit Award Winners - These are the students that have received the most merits in their year group for each of the guiding principles.

Zero Consequences - Students who have received 0 consequences since the start of the academic year will be rewarded with 5 merits.

Senior Leader Certificates - Selected by SLT and awarded to students who have made progress because of their commitment to succeed and exceptional attitude to learning - This award is not based on attainment.

Principal's Award - This award is given to one student from each year group who "stand out" in an extremely positive way. Nominations for this award are based on:

- High academic achievement
- Excellent attendance record
- Outstanding behaviour
- Consistently demonstrating Park Academy values

Awards Evening

Awards are awarded to the highest performing students in each subject in each year group. Prestigious named Park Academy awards are also awarded on this evening.

End of Year Rewards Trip

Any student who has met the trip criteria will be invited to attend the end of year rewards trip. The student will have to pay in full for the cost of the trip. This privilege can be withdrawn if outstanding behaviour is not demonstrated throughout the year.

The criteria for students who are invited to attend this trip is:

- Top 2 students who receive the most self-worth merits in each year group.
- Top 2 students who receive the most engagement merits in each year group.
- Top 2 students who receive the most purpose merits in each year group.
- Any student who obtains zero consequences throughout the whole academic year.

18 Appendix 3 – Consequence chart

Consequence	Behaviour	Sanction
C1	Lack of equipment Incorrect uniform or PE kit	Reminder
C2	Repetition of any C1 offence Disrupting the learning environment	Verbal Warning
C3	No homework No reading book Inappropriate language Inappropriate behaviour Littering or chewing gum Failure to attend late detention Repetition of any C2 offence Refusal to follow basic instructions Consistently late to a lesson or academic mentoring	20 minute Detention
C3+	Being Unkind Internal truancy Deliberate defiance Physical altercation Discriminatory language Removal from assembly Consistently late to lesson Repetition of any C3 offence Rudeness to a member of staff Misbehaviour in a C3 detention Dishonesty to a member of staff Kicking or throwing an object into a crowded area	40 minute Detention
<p>The following behaviours will result in either a C4 (Internal Exclusion), C5 (Suspension) or a C6 (Permanent Exclusion) These sanctions will be investigated fully and if necessary, adjustments will be made. *These behaviours are likely to result in a permanent exclusion</p>		
C4 / C5 / C6*	Assault or fighting Bullying incident Persistent bullying Smoking or vaping Persistent C4 behaviour Setting off the fire alarm Poor Behaviour during C4 Serious theft or vandalism Theft, graffiti or vandalism Racist or homophobic abuse Swearing at a member of staff Gross disobedience or defiance Bringing the school into disrepute Violence towards a member of staff No regard or effort to attend detentions Possession of any smoking paraphernalia The possession and or consumption of alcohol Multiple behavioural incidents on the same day Inappropriate use of a computer or mobile phone Serious and persistent disruptive behaviour* Possession of illegal drugs* Possession of an offensive weapon* Inciting violence by bringing visitors onto the school site*	Internal Exclusion / Suspension / Permanent Exclusion