



Park Academy West London
an Aspirations Academy

Behaviour for Learning Policy

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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 school 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.

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.

GENERAL PRINCIPLES

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

1. 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.
2. Behaviour must be managed in a clear and consistent way; rewards and sanctions should be known and understood by all and applied consistently.
3. The promotion of positive behaviours will be supported by high staff expectations, good teaching and professionalism.
4. Our expectations of worthy behaviour will be raised explicitly by staff in lessons, around school and in Academic Mentoring Time and assemblies.
5. All staff to follow Park Academy West London classroom routines that explain classroom “what to do” (Appendix 12).
6. Staff, students, parents and carers must share the same expectations of behaviour and work together to support these expectations in a positive way.

7. 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.
8. 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.
9. 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.

1. IMPLEMENTATION

1.1 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.

1.2 Students

Each student is expected to 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.

1.3 Parents and Carers

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.

1.4 Staff

Staff will consistently apply the Behaviour for Learning Policy and will take into account the needs of individual students when doing so.

2. REWARDS (Appendix 2)

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.

2.1 Rewards Pyramid

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

2.2 Achievement Points

Achievement points can be awarded by all members of staff and are recorded on Abor. Students work towards receiving a formal reward for positive behaviour.

2.3 Other Rewards

A variety of rewards are used and are not limited to the Rewards Pyramid and Achievement Points. 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.
- Star Pupils: used to reward PARK values exhibited in lessons
- HOY/SLT Achievement Certificates: These are awarded to students who produce outstanding pieces of work or make a significant contribution to the life of the school.
- End of Term Awards: End of term awards including certificates.
- Further details of how we celebrate success at Park Academy can be viewed in Appendix 3.

3. SANCTIONS (Appendix 4)

Staff are expected to use positive narration to promote a positive attitude for learning. Staff should use different behaviour management strategies to de-escalate issues before it leads to consequences. In order for behaviour management strategies to work, they must be used as part of a classroom routine and applied consistently.

3.1 Consequence Pyramid

Sanctions are sometimes needed to respond to inappropriate behaviour and Park Academy West London uses a variety of sanctions. All staff will implement sanctions according to the Consequence Pyramid (Appendix 4).

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

3.2 Detentions

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

- C2 detentions are teacher detentions. This can be run either break 1, break 2 or after school and is supervised by the teacher that set it. C2 must be recorded in the student planner for it to be activated. If detention is not recorded in the student planner and the student does not attend detention, it cannot be escalated to C3.
- 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 as one of their duties.

All detentions will be recorded on Arbor. 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 students' 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 or voicemail.
- 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.

3.3 Report Cards (Appendix 5)

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 as a form of intervention to support them. 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:

- Department monitoring report
- Academic Mentoring Report
- Year Leader Report
- SLT Report
- Associate Principal/Principal
- 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.

3.3 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)
- Suspension (S)
- Permanent Exclusion (PEX)

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

3.4 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

3.5 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.
- Inquiries into the students conduct with staff supervising the student.
- Inquiries into circumstances outside of school.
- Mentoring and coaching.
- Behaviour report cards.

4. CONFISCATING ITEMS AND SEARCHING

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

1. 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.
2. 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.

Mobile phones are banned at the Academy, and if seen, will be confiscated by a member of staff.

Confiscated mobiles will be left at Student Services for students to collect at the end of the day. If students refuse to hand in their phones, Duty patrol will be called and students will receive a C3 sanction. If a student refuses to hand their phone to Duty Patrol, it will be considered a Serious Incident and will be sanctioned accordingly.

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.

5. BREACHERS 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.

6. MONITORING

School 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.

7. 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



Appendix 1

Home School Agreement 2023 - 2024

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
- 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: _____

AM's Signature: _____

Date: _____

Appendix 2

PAWL Rewards Pyramid



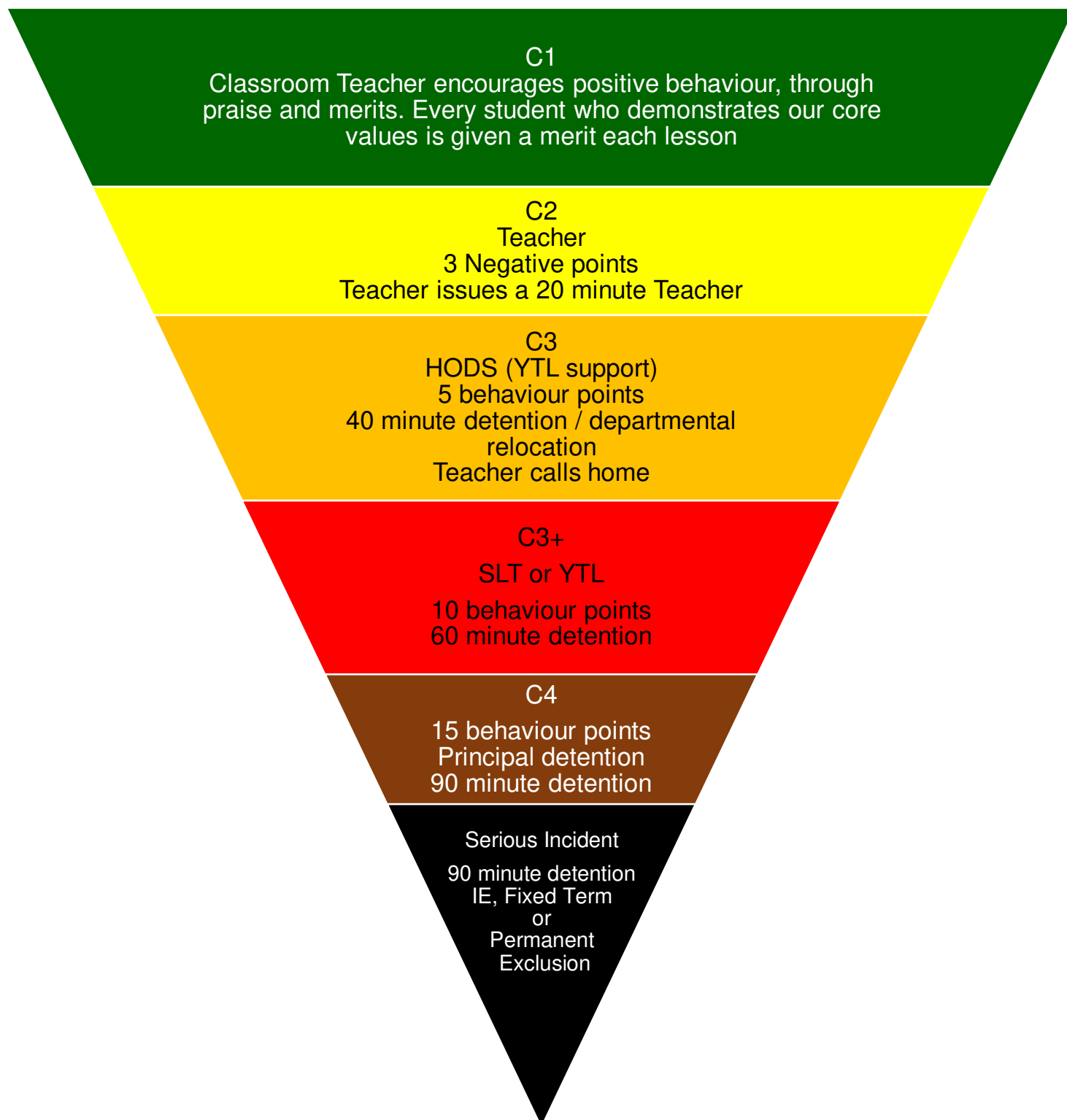
Appendix 3

Reward Procedures

It is important that we create a culture that celebrates success in the classroom and across the academy.

Reward	Staff Actions	Achievement points
Park Awards evening	Awards are awarded to the highest performing students in each subject in each	50 points
SLT end of term awards	SLT will nominate their end-of-term awards Admin to enter names on Arbor for house points	35 points
HOY/YTL end-of-term awards	HOD/YTL to nominate names to AP in charge of behaviour Admin to enter names on Arbor for house points	30 points
Star of the week	Principal to send information to AP in charge of behaviour. Admin to enter names on Arbor and email sent home to parents.	25 points
Post Card Home	Staff member to log the phone call on Arbor and make the phone	20 points
Star Student	Staff member to log points on Arbor and give star card	15 points
Positive phone call home	Staff member to log the phone call on Arbor and make the phone	10 points
Positive park Sticker	Staff member to issue the student with a sticker and log the sticker on Arbor	7 points
Guiding Principles Merit	Staff member to log appropriate Guiding Principle Merit on Arbor	5 points
Verbal Praise	Staff to give out verbal praise constantly during all lessons.	

Consequence pyramid



Appendix 5

Report Cards

Type of report	Colour	Purpose	Lead	Trigger points
Department Intervention	Blue	Monitoring behaviour in a department	Teacher/HOD	
Student Positive Tracker	Green	<ul style="list-style-type: none"> Monitor behaviour and attitude to learning across the school Post FTE 	AM	Failed department report Post FTE (1/2 - 1 day)
Pastoral Monitoring Report	Yellow	<ul style="list-style-type: none"> Monitoring behaviour across the school Monitoring after suspension 	YTL / Pastoral Lead	Failed AM report Post FTE (2 days)
SLT Monitoring Report	Orange	<ul style="list-style-type: none"> Monitoring behaviour across the school Monitoring after frequent suspensions 	AP	Failed YTL report Post FTE (3 days)
Associate Principal / Principal	Red	<ul style="list-style-type: none"> Failed YTL report Monitoring behaviour across the school 	Associate Principal / Principal	Failed SLT report Post FTE (5 days)
PSP	Pink	<ul style="list-style-type: none"> Failed Principal's report At risk of permanent exclusion Monitoring behaviour across the school 	BM	Failed Principal report

- All report cards must be logged on the Pastoral Folder/Report Card
- All students on the report must stay on their report for minimum 3 weeks before escalation – there must be evidence for escalation and where necessary intervention in place
- If a student forgets their report card – a daily report card must be provided for them by AM
- All AM must check reporting at the end of the day – a failure for students to see AM at the end of the day might lead to a failing report.
- Students on AM should get phone calls home if they are failing and a YTL detention assigned.
- All Students on YTL must have an intervention in place to support them in being successful.
- If students fail to see the relevant lead for their report twice or continuously lose their report – YTL will sanction them to YTL detention
- Persistent failure of the report might lead to a meeting with parents and further escalate students.
- Before a student moves to PSP, a PSP checklist be completed and a meeting with all relevant including parents must be held.