

This Code of Conduct supports the implementation of our behaviour for Learning Policy and outlines the rules, rewards and sanctions that support positive behaviour within our school. It is essential that the whole school community understand the need for consistency and fairness in the application of the code.

Celebrating good choices and giving positive recognition is the basic premise of the Code and it is essential that the time spent on this outweighs the time spent on irresponsible or negative behaviour. This will ensure that the relationships are as positive as possible.

The Code of Conduct is made up of four components:

- Rules
- Positive recognition for pupils following the rules
- Encouragement of pupils to make good choices
- Sanctions and consequences to support a change in behaviour.

The first component of the Code is the rules

Park Academy Rules

- **Arrive on time**
- **Be respectful**
- **Listen to and follow instructions**
- **Endeavour to complete your work**

Consistency in applying the code is **essential**. Although pupils should be expected to demonstrate good behaviour, it is equally important that staff recognise and celebrate this. This will ensure that the Code is respected by all stakeholders.

The second component of the Code is positive reinforcement of good behaviour and compliance with basic rules

Pupils may expect rewards for demonstrating good behaviour and compliance consistently or for making positive changes in their behaviour. Such rewards act as an opportunity for staff to motivate and raise a pupil's self-esteem and must be seen as an essential part of the Code.

There are several mechanisms used to positively reward pupils in our school:

- **Verbal or non-verbal praise** – This may include simple words of praise or non-verbal actions which signify pride or appreciation. Such simple, easy techniques are highly effective and help to recognise good behaviour and positive learning attitudes; they help to foster positive relationships.
- **Marking of work** – Acts an ideal opportunity for positive comments to be made about a pupils work and allow them to reflect on the work they have done.
- **Merit points** – Are an accepted currency in our work used to celebrate good behaviour, general manners, responsible acts and hard work in class.
- **Celebration postcards home** – Allow for staff to pass on positive comments and strengthen parent-teacher relationships
- **Weekly and Termly Assemblies** – These assemblies allow for staff and children across the Academy to celebrate and recognise individuals who have followed the ABLE rules and worked incredibly hard to strengthen their own learning.
- **In it to Win it** - Each full term, a large assembly is organised to celebrate pupils who consistently follow the ABLE rules and set a positive example for others to follow.

The third component of the Code is to encourage good choices

Breaking the rules must be challenged in a way that gives the pupils guidance. Staff follow a set structure for challenging behaviour deemed unacceptable, such as behaviour that disrupts other children's ability to learn. Our staff challenge negative behaviour in the following way:

- By first providing a verbal or non-verbal warning (directed at the pupil) to promote a change in behaviour.
- By then providing further warning with an explanation given to help provide guidance. At this point the pupils name is recorded as a means of tracking their behaviour choices.
- Following this, a cross is given. A cross signifies that a pupil has made a choice not to reflect on and change their previous behaviour.
- Should poor choices continue, a second and third cross may be given by staff.
- After a third cross is given and recorded, the pupil will be asked to work in a partner classroom so that they may be given time away from their previous environment and again, encouraged to make a positive change in their behaviour.
- In the unlikely event that poor behaviour continues, they will be asked to meet with a member of the Senior Leadership Team to discuss ways the school can support them and where necessary, appropriate sanctions.

All crosses given by staff are recorded on Progresso – crosses are recorded electronically and are tracked by members of the Senior Leadership Team. In doing so, the school can help to monitor and identify patterns which may allow the school to implement supportive strategies.

In some cases, it may be necessary for teaching staff to execute sound judgement when administering sanctions – often in reference to a particular child's needs, meaning that staff implement alternate or additional strategies to support pupils in class (as approved by the Senior Leadership Team).

In rare circumstances, staff may provide an immediate three crosses. Such instances may involve but not be limited to

- Swearing directly at pupils or staff.
- Physical acts that endanger the safety of those onsite.
- Absconding (leaving classrooms and areas of school that could impact on pupil safety).

Only in exception circumstances or severe violation should the warning and cross system be circumvented.

The fourth component of the Code is the use of sanctions and consequences to support a change in behaviour

In the event that a pupil's behaviour does not change improve over time, parents will be invited into school for a meeting with the class teacher.

If a pupil receives 8 crosses in a week, a letter will be sent to parents and carers explaining the situation and requesting their support in encouraging their child to correct negative behaviours show in school. The Class Teacher is also expected to contact the parent regarding the letter.

A letter may also be generated in the event that a child accumulates a consistent number of crosses over the space of a term without exceeding 8 in a week as this indicates a level of behaviour that is not conducive to learning.

If another letter is generated within a 6 week period, then the pupil's parents will be invited into school to meet with the a member of the Senior Leadership Team and Class Teacher, where the possibility of extra social and emotional support will be discussed. This may result in the child being placed on the SEND register. If this is the case, parents and carers will be made fully aware of the process.

If there is little or no sustained improvement in the pupil's behaviour continues, further consultation between parents and staff will continue. This may include representatives from outside agencies, primarily EBSS (Emotional Behavioural Support Service) and EWS (Educational Welfare Service). This could result in a PSP (Pastoral Support Plan) being drawn up. This may also include in-school counselling by EBSS or the Child and Family Behaviour Worker from the Federation.

This could include a request for placement in the Federation's IEC (In School Education Centre) or the PRU (Pupil Referral Unit). The SENCO will be kept informed at all times to ensure any Special Educational Needs are met appropriately.