

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

**Behaviour Policy**

## Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Dr. Martin Young
Date of approval	
Date of review	September 2025

### Behaviour Policy at Cranford Park Academy

Good behaviour is actively encouraged in each member of the school. Our chances of success and happiness, both in school and in the future, depend considerably upon the ability to demonstrate self-control and to make responsible choices regarding behaviour. We recognise that while most homes have very similar expectations to the school, some differ in the behaviour accepted as the norm. We work hard to promote the 'Cranford Park Way' of behaving as a distinct set of expectations linked to school. From a very early age we all make choices about behaviour, understanding the difference between right and wrong. People can, and usually do choose to behave well, however, when they do misbehave and they are making a conscious decision to do so, thought is given as to how we can help them make better choices next time. We aim to do this by using the preferred approach of Restorative Justice. A cornerstone of success is the manner in which we are all involved in ensuring the right choices are explained and supported. We see learning to behave appropriately as a fundamental skill to be learned in childhood. To ensure our school is a positive learning environment, we recognise that all members of school must have a shared understanding of what constitutes the desired behaviour at a given moment. Conversely, adults should also have a shared understanding of what to do if behaviour falls short of desirable. For this to work there has to be cooperation, communication and above all, consistency between students, parents, staff and governors.

#### 1. Our Aims

##### Our School values

- Self confident
- Trustworthy
- Ambitious
- Respectful & Responsible
- Supportive

## Learning to Learn

- To develop a sense of self-discipline and an acceptance of responsibilities for one's own actions.
- To develop the resilience to cope with life in and out of school.
- To create conditions for an orderly school which enables effective learning to take place.
- To develop mutual respect between all members of school.
- To have consistent expectations and guidance about routines and procedures.
- To teach & support children to identify and meet their personal, emotional or social needs in a positive way.

## A Bright Future

- To prepare students to take on a positive role in society by giving them opportunities to experience helping others and the joy that brings.
- To encourage students to think positively about their future, believe they can reach their goals and overcome any limitations in their childhood.
- To appreciate and have respect for the values of democracy, equality, the rule of law and tolerance.
- To learn to judge people by their personal qualities and actions as opposed to their wealth or by materialistic values.
- To understand and demonstrate qualities of kindness and generosity.

## 2. Roles and Expectations

### Students

**The student has a central role in the development of his/her self-discipline.**

- Through negotiation and discussion students are given choices which help them to develop a sense of responsibility for their own behaviour.
- Students participate in setting their own achievable targets.
- Students are encouraged to discuss their problems in confidence with a member of staff with whom they feel secure, normally in the first instance, the class teacher.
- Students are encouraged to work alongside adults in selecting and applying strategies to help them remain balanced and calm.

### Expectations

#### Be responsible

- Be well equipped.
- Look after clothes and belongings.
- Remember your PE kit, swimming kit and homework.
- Treat school property with thought and care.
- Be responsible for your own choices.
- Alert an adult if you see injustice.
- Act in the best interests of the people around you.

#### Be purposeful

- Arrive on school on time.
- Follow playground behaviour rules.
- Line up quietly and walk into school with a purpose-(see guidance on lining up)
- Move around school in a positive way-Wonderful Walking.
- Bring positive energy to the tasks and people around you during your day.
- Say to yourself, 'Today is going to be a good day'

## Be good learners

- Listen carefully to instructions and check you understand what is being asked of you.
- If you do not understand ask for clarification.
- Start tasks quickly.
- Keep an eye on the time.
- Ignore students who are not concentrating.
- Take part in group discussions and projects and try your best.
- Check your work carefully.
- Think carefully about your presentation and what your work says about you.
- Tell your teacher if you are proud of what you have achieved.

## Be respectful and courteous

- Behave in a polite and positive way.
- Speak to all people in a manner which is respectful and courteous.
- Respect the rights and property of others.
- Tell teachers about the good you see in others, not the bad.
- Understand that everyone has the right to choose their own friends.
- Understand that everyone has the right to make their own choices.
- Understand what constitutes appropriate physical contact.

## Be aware of yourself and others

- Use the assigned entrances to enter and exit the building.
- Dress appropriately for the weather.
- Do not enter the building at playtime unless you have been asked to do so.
- Do not go into people's drawers, bags or cupboards without asking first.
- Be aware of what is going on around you when you are playing.
- Walk sensibly around the school.
- Do not go into areas which are dangerous or for staff only.
- Take heed of advice from dinner staff.

## Parents

In the home school agreement, expectations are clearly outlined to the parents of prospective students prior to admission to the school.

We are specific about:

- The need for a collective approach in developing self-discipline and awareness of others.
- Understanding that co-operation between school and parents is vital if we are to be successful in changing behaviour.
- Our expectation that parents will support the behaviour policy.

- Our expectation that parents will agree to engage in discussions around their child in an atmosphere of mutual respect.
- Expecting parents to celebrate with us when their child has met with success.
- Expecting parents to make an honest appraisal of their child's behaviour and support us in finding ways to encourage the child to have higher expectations of themselves.
- Expect parents to encourage your child to have high expectations-talk to them about how they are doing now and what they want to do in the future.
- Behaviour we expect parents to exhibit in terms of towards staff and on the playground.

## Staff

Staff have an important responsibility to model high standards of behaviour when dealing with students and each other.

They

- Build positive relationships with all children.
- Talk positively about the children in your class.
- Treat lapses in behaviour as learning opportunities.
- Understand the concept of a fresh start and apply it.
- Know you are responsible for dealing with any errant behaviour and reinforcing positive behaviour.
- Create a positive climate with realistic outcomes.
- Look for patterns in behaviour.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Create excitement around learning.
- Encourage relationships based on respect, understanding the needs of others
- Be available for students.
- Ensure fair treatment of all, according to the framework of our Equal opportunities policy.
- Provide guidance on improving standards of academic and behavioural performance.
- Repair and rebuild relationships that have temporarily broken down.
- Respond positively to efforts made by students when they are genuinely trying to effect a change in their behaviour.
- Show appreciation of the efforts and contributions of all.
- Recognise your own triggers and plan how you will avoid acting on them.
- Utilise Restorative Justice approach to ensure all children feel heard and learn from their choices, taking responsibility for their actions.

## Teaching

An appropriately structured curriculum is essential to promoting positive behaviour.

We provide this through

- The active involvement of students in their own learning.
- Providing lessons that have clear objectives and modelling/ examples, understood by students and differentiated to meet their specific needs.
- Using marking and feedback to value their achievements and signal that their progress matters.
- Incorporating choice into activities to increase motivation.

### 3. Types of Behaviour

#### Low level disruption.

All students and staff have the right to achieve their potential, free from disruption or threat. It is the responsibility of all staff to ensure that there is a consistent approach to managing student behaviour and that incidents of low-level disruption are effectively prevented or dealt with.

#### Typical features of low-level disruption.

- Talking unnecessarily or of task chatting
- Calling out without permission
- Being slow to start work or follow instructions
- Showing a lack of respect for each other and staff
- Not bringing the right equipment

The school promotes an ethos of positive behaviour management. Like anything else, worthwhile relationships need to be fostered and developed by both parties towards the goal of mutual respect. Staff should work hard to treat all students with dignity and respect, no matter how trying the circumstances. At the forefront of their mind, the adult should be thinking:

- Why are they behaving like this?
- How can I help this child regain control of themselves?
- At this moment in time, am I helping or exacerbating the situation?
- Should I be saying I will come back and talk to you later-let me know when you are ready to talk.
- **If the child's parents were watching-how happy would they be with my behaviour and actions?**

#### Higher level behaviour concerns

We characterise extreme behaviour as:

- Acts of physical violence towards pupils, staff or property.
- Behaviour designed to frighten, threaten or crush individuals in school or through cyber bullying.
- Behaviour designed to take away an individual's right to choose their own friends or follow their own ideas.
- Racist, sexist or religious bigotry.

We look at more extreme behaviour as a sign that the child exhibiting the behaviour is in desperate need of help if they are to become a productive member of society. No matter how trying the behaviour, **we strive to ensure the child knows it is the behaviour that is wrong, not them.** We will seek outside help and work with parents through behaviour plans to minimise and eradicate the behaviour. At this level, the relationship between the school, student, outside agencies and parents needs to be a close one with everyone working towards the same goal.

#### Child on Child abuse

Please see Appendix 2.

## 4. Strategies to support behaviour

### **Guidelines**

The emphasis is on positive action (recognition and reward) rather than negative action (punishment). Problems which occur should be dealt with constructively. Three kinds of discipline are needed to implement this positive approach.

### Preventative Strategies

The desired working behaviour should be discussed with the children at the start of each day and initially each lesson.

Clear expectations about work are given and key behaviours written on the affirmation board.

Surroundings should be attractive and well ordered.

Teachers have well planned seating arrangements, designed to give maximum space to students.

Equipment should be easy to access and there should be plenty of it.

Careful planning for each ability group.

A space set aside for 'time out'

### Corrective Strategies

Attempts to move away from desired working behaviour should be 'nipped in the bud'.

Teachers will have rehearsed what they will say when a child isn't working or is disruptive

Casual or direct questioning to bring back attention.

A simple warning, issued so just the child can hear when possible to avoid giving them negative attention.

Defusing potential conflict by moving the child most disrupted.

Re-stating the Class values.

Giving simple choices: i.e. You can choose to complete this work now or you can complete it inside at breaktime.

Use the time out area.

Make a logical consequence for not complying, e.g. finish your work now or at break.

### Supportive Strategies

Follow up disruption later when the 'heat' has subsided. Encourage children wherever possible

Re-Establish the relationship after correcting the child

Developing a behaviour contract with the child

Developing a climate of respect.

Building a positive classroom tone

Applying a team approach.

### Importance of consistency

With all types of behaviour consistency is key, it is vital that all members of staff who manage behaviour situations, whether low level or higher level are all working together to give a consistent approach and message to the children as otherwise confusion and further poor behaviour choices can occur.

## Rewards & Consequences

Rewards are a tool to encourage desired behaviours. Consequences are given for children to learn how to make more positive choices. Please see separate document entitled 'Rewards & Consequences related to individual year groups'.

A clear hierarchy of consequences and who and how they are dealt with are listed in a separate document entitled 'dealing with levels of behaviour'.

Where possible try to consider the use of a range of rewards and do not over-rely on extrinsic rewards, e.g. stickers and raffle tickets as it is important that children understand & welcome intrinsic rewards also. They do not always need to receive a physical reward to know that they have done well.

At the start of each academic year, year groups meet to decide based on the age of the children which rewards and consequences are appropriate for the children in their year groups. Some examples of these rewards are stickers, marbles, reward charts, Dojo points etc.

When applying some of these behaviour strategies it is vital that the emphasis is on building relationships with the children. This empowers the individual and children respect this more. There will be times that concerns or issues need to be passed up the school hierarchy, this is fine, please see **Appendix 1 for levels of behaviour document.**

## Children with Special Needs

Children with some special needs may be unable to understand the ideas behind the behaviour policy and yet we must try to conform to the standards of acceptable behaviour.

This will be discussed with the SEN teacher or the Inclusion Manager.

Children with ingrained emotional needs will have a Behaviour Management plan, discussed and formulated by staff working with the child and the Inclusion Manager. This will be shared and edited with the child and parents.

## Safety

Staff will be expected to keep themselves safe as far as possible, e.g. not picking children up from the floor if they are having a tantrum to avoid back problems.

Only intervening to stop a child if they are in danger, are about to hurt another child or are about to destroy property.

Holding the child only until the environment is safe, the child themselves have been removed or the child in danger has been removed.

Current members of staff who are trained in manual handling of children if required:

- Luke Simcock (Emotional Support Lead)
- Rob Walter (Year 2 teacher & PE Lead)
- Stewart Matthews (Senior Lead for Data & Assessment)
- Rahma Elmi (LSA & SMSA)
- Rachel Dack (LSA & SMSA)
- Diksha Vardhan (SEN 1:1 LSA)

## The Restorative Justice approach

Restorative Approaches are an understanding that we work best when part of a community and that to do so we need an understanding of how a community works, self-awareness of our responsibilities to that community and shared communications skills.

Restorative Justice is a process that resolves conflict. It is part of a larger ethos also known as Restorative Practices/Approaches. It promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability. It is a very valuable tool to a modern school as it not only allows the harmer to see the impact of their behaviour but also allows the "harmed" person the opportunity to see if they contributed to the conflict in anyway by their own behaviour. Both participants are then able agree their own joint contract of how they are going to treat each other in the future, this gives them a personal stake in the success of the contract.

Conferencing works by trained neutral facilitators focusing attention on the harm that an incident has caused to others, by giving everyone the opportunity to answer the same questions and everyone is given the same opportunity to speak. The controlled equality ensures the process is seen as fair. This encourages the truth and provides a safe environment so that responsibility can be acknowledged and genuine remorse felt. It is this feeling of remorse drawn out by the process that creates accountability.

By looking at what harm has been caused it brings the participants together to develop a solution. This allows them to take ownership of their solution making it much more likely to succeed.

### Restorative approaches when implemented in a whole school approach:

Develop - emotional literacy, conflict resolution skills, truth recognition, accountability, responsibility

Improve - behaviour, attendance, learning, teaching

Increase - empathy, happiness, positive life skills,

Reduce - exclusions, detentions, conflict, bullying, need for sanctions

Compliment - PSHE

Check in and Check out - Develop circle skills, taking turns, listening to other, develop community

Icebreakers - Focus attention, enjoy learning, practice social skills

Restorative Norms - Develop negotiation skills, verbalising concepts, defining needs

Aims for the day - Develop aspirations, identify skills, achieving goals

Develop - truth telling skills, responsibility, accountability

Learn about - real impact of actions, consequences

Be able to - make amends, show remorse, change behaviour, agree a way forward

Benefits of using restorative approaches to the victim:

~ Opportunity to participate in a process that they are central to

~ Have their say

~ Take back some control of their situation by choosing to participate

~ Ask any questions

~ Have a say about reparation, unpaid work, financial restitution, or an apology

~ Witness genuine remorse

~ Reduces anxiety and possible post-traumatic stress disorder

Benefits of using restorative approaches to the offender:

- ~ Learn about the harm they caused
- ~ Acknowledge that harm
- ~ Explain what happened
- ~ Opportunity to apologise
- ~ Attempt to repair the harm caused

## Appendix 1 - Levels of behaviour

Adult present	Class teacher	Year Team leaders	Emotional Support manager or SLT/VP/DP	Principal (after investigation by SLT)
<ul style="list-style-type: none"> <li>• Mild disagreements</li> <li>• Not following rules of conduct, e.g. class rules, not walking in corridor, talking in assembly</li> <li>• Littering</li> <li>• If a child has something that they should not have in school then the adult observing it needs to deal with the incident and inform class teacher</li> <li>• Ensuring the respect of school property</li> </ul>	<ul style="list-style-type: none"> <li>• Minor physical incident without intentional harm.</li> <li>• Low level verbal aggression e.g. calling silly names</li> <li>• Arguments over games being played</li> <li>• Inappropriate behaviour but then also referred to LM/RL.</li> <li>• Child leaves class without permission, e.g. toilet etc</li> <li>• Lying to get children into trouble, e.g. telling tales or to get themselves out of trouble</li> <li>• Empty threats to other children (at CTs discretion)</li> <li>• Continuous annoying behaviour to other children</li> <li>• Refusal to comply with an instruction</li> <li>• Disrespecting other people's work.</li> <li>• Any minor disruptive behaviour in class.</li> <li>• Broken minor school equipment, e.g. pencil, ruler, books etc</li> </ul>	<ul style="list-style-type: none"> <li>• Swearing</li> <li>• Insulting members of other's family</li> <li>• Single punch/slap (but not in a fight) or continued pushing</li> <li>• Serious threatening behaviour towards a child</li> <li>• Stealing small items, e.g. lollipops</li> <li>• Deliberate and rude annoying behaviour targeted at certain children</li> <li>• Damaging books, displays</li> <li>• E-Safety policy breaches</li> <li>• Mobile phone breaches</li> <li>• Repeated disruptive class behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Acts of physical aggression;</li> <li>• Prejudice</li> <li>• If the child is a behaviour risk and leaves class without permission or reason</li> <li>• Threatening an adult</li> <li>• Verbally abusing an adult</li> <li>• Stealing more significant things, e.g. pencils cases etc</li> <li>• Broken significant school equipment</li> <li>• Refusal to come back to lessons from playground</li> <li>• Lying about adults or with the malicious intention to get someone into serious trouble</li> <li>• Social media breaches, threats, e.g. safeguarding issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Significant intentional damage to the school property or equipment.</li> <li>• Aggression towards an adult (inc SEN children, who may have their own behaviour plan to be followed)</li> <li>• Serious physical aggression needs to be highlighted to Principal;</li> <li>• Any significant incidents of bullying, racism, homophobia, child on child abuse.</li> </ul>

## Appendix 2 - Child on Child abuse

All staff should be aware that children can abuse other children (often referred to as child on child abuse and should adopt "it can happen here" mentality even if the school has no known reports of child on child abuse. This is most likely to include, but may not be limited to:

- abuse in intimate personal relationships between peers;
- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, 9 such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); 8 Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- sharing self-generated indecent images known as youth produced sexual imagery/sharing of nudes and semi-nudes.
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element); and
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

All staff should be clear as to the school's or college's policy and procedures with regards to child on child abuse.

### Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners

- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
  - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
  - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
  - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report
    - A member of staff may overhear a conversation
    - A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side
- The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.
- Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn’t (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:
  - Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children’s social care to determine this
  - There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

### Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Please read, [KCSIE \(2022\) Sexual violence & sexual harassment \(Part 5, pg 104-135\)](#) in conjunction with [Ofsted Review of sexual abuse in schools \(June 2021\)](#) and this behaviour policy.

### Allegations of abuse made against other pupils – Child on Child Abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child on child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under CPA behaviour policy and the CPA anti-bullying policy, but this safeguarding and child protection policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk needs assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.
- We will minimise the risk of child on child abuse by:
- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by regular reminders in class through PSHE, Assemblies and specific targeted workshops

- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy