Primary Behaviour Policy

PURPOSE
The aims of the Behaviour Policy are to raise the importance of good behaviour in line with Ofsted requirements, to ensure that behaviour is managed and monitored effectively and consistently, to create a positive classroom culture where learning can take place, and to promote opportunities to celebrate and reward children for excellent behaviour in line with academy expectations.

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<tr>
<th>Date of last review:</th>
<th>September 2019</th>
<th>Authors:</th>
<th>R. Brown</th>
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<tr>
<td>Date of next review:</td>
<td>July 2020</td>
<td>Owner:</td>
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<tr>
<td>Type of policy:</td>
<td>☒ Tailored by school</td>
<td>Approval:</td>
<td>SLT</td>
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<td>School:</td>
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POSITIONING WITHIN ARK OPERATIONAL MODEL

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<th>Component</th>
<th>Element</th>
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<td>☐ Strategic Leadership &amp; Planning</td>
<td>Behaviour Model</td>
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<td>☐ Monitoring, Reporting &amp; Data</td>
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<td>☒ Culture, Ethos &amp; Wellbeing</td>
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<td>☐ Parents &amp; Community</td>
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<td>☐ Finance, IT &amp; Estates</td>
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<td>☐ Our People</td>
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INTRODUCTION

Ark Kings Primary Academy believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of academy life is necessary. It seeks to create a caring learning environment in the academy by:

- Encouraging and acknowledging positive behaviour and discipline.
- Promoting self-esteem by encouraging pupils to value and respect themselves and others.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Ensuring a consistency of response to behaviour.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the academy’s policy and associated procedure.
- Encouraging children to take responsibility for their behaviour.
- Explaining what is unacceptable behaviour and why.

POLICY STATEMENTS

Policy Scope

Although in general this policy covers behaviour within the academy building and grounds, it is important to note that legally, teachers have the power to discipline pupils for misbehaving outside the academy premises “to such an extent as is reasonable”. This can relate to incidents occurring anywhere off the academy premises, such as on public transport, outside the local shops, or in a town or village centre.

Monitoring, evaluation and review

The academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School.

Interrelationship with other academy policies

In order for the Behaviour Policy to be effective, a clear relationship with other academy policies, particularly equal opportunities, anti-bullying and inclusion has been established. In particular, this policy should be read in conjunction with the anti-bullying policy.

Involvement of outside agencies

The academy works positively with external agencies when this is considered to be in the best interests of the pupil (e.g. educational welfare, health services etc.). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Procedures

The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and parents/carers.

The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the academy equally. Each member of the academy community has a responsibility towards the whole community in which they live.
Acknowledgement and consequences

An academy ethos of encouragement is central to the promotion of good behaviour that is intrinsically motivated. Acknowledgements are one means of achieving this where a pupil regularly meets the standards of behaviour required in the academy. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of acknowledgements is an emphasis on praise, both informal and formal, to individuals and groups. Exemplary behaviour that shows standards above and beyond that usually expected from pupils will be tangibly rewarded as well as acknowledged.

Consequences are what happen when a pupil is not following the school code of conduct. Pupils will generally be made aware of the consequences of their continuing non-compliance so that they are able to make a choice about their next actions and have certainty of the outcome of their choice. The consequence may be one from a range of sanctions as clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor, repeated and serious offences.

ROLES AND RESPONSIBILITIES

Governing body

The Governing body will establish in consultation with the Head teacher, staff and parents/carers the policy for the promotion of positive behaviour and keep it under review. It will ensure that it is communicated to pupils and parents/carers, is non-discriminatory and the expectations are clear.

Governors will support the academy in maintaining high standards of behaviour.

The governing body will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. However, they will understand that the different causes of poor behaviour may require different consequences and subsequent actions. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

The Head teacher

The Head teacher and senior leadership team will be responsible for the implementation, day-to-day management and monitoring of the policy and procedures.

The Head teacher will ensure there is no differential application of the policy on any discriminatory grounds - ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

The Head teacher will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Staff, including teachers, support staff and trainee teachers

Staff will ensure there is no differential application of the policy on any discriminatory grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Staff, including teachers, support staff and trainee teachers, will be responsible for ensuring that the policy and procedures are followed, consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which students develop self-discipline and personal responsibility.
There are five consistencies that all staff are expected to uphold in the academy:
Model positive behaviours and assume the best of all pupils.
Actively greet all pupils as they enter school.
Engage and challenge pupils during every lesson.
Step pupils calmly and slowly through sanctions giving opportunities for children to remedy their behaviour.
Ensure all corrective conversations are kept private, depersonalised and encourage pupils to reengage in their learning and meet expectations.

Parents and Carers
Parents and carers will take responsibility for the behaviour of their child both inside and outside 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 with the academy any issues arising from the operation of the policy.

Children
Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the academy policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

ACKNOWLEDGEMENTS AND CONSEQUENCES OVERVIEW

Approach to behaviour management (Code of conduct)
At Ark Kings Academy Primary, we believe that, for a school to have excellent behaviour, each of the following must be in place:
- A clear and consistent behaviour system
- Engaged parents who understand and buy in to the school’s policy
- Confident teachers who are equipped to handle behaviour
- A positive culture and ethos that celebrates pupil success

We want Ark Kings Academy Primary to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about education. We want to encourage positive behaviour through regular praise. We will impose consistent, clear and unavoidable sanctions for unacceptable behaviour. We will ensure that, whenever possible, pupils understand the consequences of choosing not to follow the behaviour policy and school code of conduct.

Pupils making good learning and behaviour choices will be acknowledged through the academy’s structured reward system and these will be differentiated appropriately. Although certificates, positive notes home and material rewards will be available, there will be an emphasis on encouraging intrinsic motivation to learn as this will be beneficial to the child in the long term.

Sanctions at Ark Kings Academy Primary will have a learning focus, build relationships and encourage pupils to take responsibility. Restorative approaches are encouraged and supported following incidences of poor behaviour. Secondary behaviours will generally be tactically ignored at the time they are displayed but will be discussed with the pupil when they are once again calm and rational.

It is extremely important that parents/carers understand and support the Behaviour Policy and help their children understand why respecting this policy is important for the well-being of every member of the school community. In particular, we encourage parents to celebrate with their child when they are acknowledged for positive behaviour in the academy.

Details of the behaviour management process, rewards and sanctions are outlined in Appendix 1.
If the ongoing behaviour of a pupil is causing concern, then this will be reported to a more senior member of staff who will consider whether a Behaviour Support Plan (BSP) or Early intervention should be put in place. When an BSP is put in place this will be fully discussed with staff, pupils and parents.

Bullying (Please refer to the anti-bullying policy)

The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed, will students be able to fully benefit from the opportunities available at the Academy. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Within the curriculum the academy will raise the awareness of the nature of bullying through inclusion in PSHE, class time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Seclusion/ Exclusion

A decision will be made by the senior leadership team to internally exclude a child. The length of seclusion will also be agreed depending upon the nature of the offence. Children will be marked as present on site but will work in isolation.

We will endeavour to avoid exclusion wherever possible. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the School rules or where the behaviour of the child means that it is not safe, either for them or for staff working with them, to remain in school at that time. The Head teacher, or the most senior member of staff in her absence, will take the decision to exclude a pupil and will also decide upon the length of the exclusion and whether it is to be fixed term or permanent.

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole academy community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the academy that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the judgement of the Head teacher, it is appropriate to permanently exclude a pupil for a first or ‘one-off’ offence. Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. In all cases where a child has accrued 15 or more days of exclusion then a formal meeting will be held with the child, parent/carers and a panel of governors.

The academy has a duty to provide suitable full-time education for the excluded pupil from the sixth academy day of any fixed period of exclusion of more than five consecutive academy days.

Further information on fixed term exclusions can be found at the following link:
https://www.gov.uk/government/publications/school-exclusion
**Restraint and use of reasonable force**

All academy staff have the authority of the Head teacher and therefore legal power to use reasonable force to prevent pupils injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Whilst the academy will provide additional training to staff in the use of restraint techniques (Team Teach) from time to time, it is recognised that this is not a requirement prior to the use of restraint and should not stop a member of staff restraining a pupil where not to do so would put the pupil or others in danger. All incidents of restraint will be fully reported and recorded and parents will be informed.

Further information regarding DFE guidance on the use of reasonable force can be found on the following link:  
Ark Kings Code of Conduct

As a pupil at Ark Kings I will ......

Listen to others.

Learn and play together.

Keep my hands, feet and objects to myself.

Line up quietly and walk quietly in school.

Help others and look after other people's things with care.

Always try my best.

*Please refer to this in conjunction with the behaviour policy.
Ark Kings Code of Conduct

As a pupil at Ark Kings I will ……

Listen respectfully when others are talking.

Be prepared to try new things...

Ensure the choices I make will have a positive outcome.

Line up and walk through the school quietly.

Be kind to others and treat them with respect.

Take pride in my work and talk confidently about my learning.

Expect

Aspire

Expect

Expect

Together

Achieve
BEHAVIOUR MANAGEMENT PROCESS, REWARDS AND SANCTIONS

The Pupil Code of Conduct states the expectations of pupil behaviour in lessons, at social times and around the school premises. Staff are aware of the standards and expectations that we have of them in relation to being a role model for all pupils at Ark Kings. Staff are encouraged to consistently provide a learning environment that prevents behaviour issues through high expectations and good quality teaching, learning and assessment.

At Ark Kings Academy Primary, house points will be used to monitor and evaluate positive behaviour choices.

Each child will be in one of the four houses, Windsor (green), Stuart (blue), York (Yellow) or Lancaster (red).

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<tr>
<th>Positive behaviour &amp; rewards</th>
<th>Sanctions</th>
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<tbody>
<tr>
<td>Acknowledgements verbal and non-verbal</td>
<td>Warnings (Non-verbal)</td>
</tr>
<tr>
<td>Specific praise</td>
<td>Warning (Verbal with specific explanation)</td>
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</table>
| House points (Academic and pastoral) | Sad side (EYFS & KS1)  
Yellow and red warning board (KS2) |
| Stickers (to be put on jumpers only) | Time out within the classroom  
Time out within another classroom  
See Key Stage leader (KGR/FMO/GGE)  
Referred to SLT – Miss break/ part of lunchtime/ internal seclusion/ exclusion |
| Stars of the week (achievement assembly) | |
| Praise postcards home | |
| End of half term/ term/Year achievements | |
| Certificates in celebration assemblies | |
| Weekly house winners/class winners | |
| Weekly/ half termly/ termly/ Yearly 100% attendance certificates and awards – Raffle draw weekly for family prize. | |
| Lunchtime - eating all meal. | |
| Additional golden time and play time. | |

PRAISE AND REWARDS

Praise and rewards will be used to motivate pupils more frequently than negative consequences. This builds a positive culture of achievement and success.

House Points

House points will be awarded for behaviour which demonstrates our school rules, which will be monitored half-termly by the DHT and pastoral team for Culture and Ethos. Pupils achieving a high number of house points will be celebrated through awards outlined below.

- Bronze Award: Pupils with 250 house points receive a Bronze Award with a badge to wear on their jumper.
- Silver Award: Pupils with 500 house points receive a Silver Award with a badge to wear on their jumper.
- Gold Award: Pupils with 1000 house points receive a Gold Award with a badge to wear on their jumper.
• Platinum Award: with 2000 house points Platinum Award with a badge to wear on their jumper.

Celebration Assembly certificates

Children will be nominated for stickers/a certificate for an exemplary display of our core values. These are handed out during a whole school assembly each Friday.

Attendance & punctuality awards

Good attendance and punctuality are to be celebrated. The class with the best weekly attendance will be rewarded in the celebration assembly. Pupils with 100% will receive half termly/termly and annual attendance special certificates, rewards and prizes.

SANCTIONS

There is a clear set of escalating sanctions for undesirable behaviour. They range from expressions/non-verbal disapproval, choices card reminders, through to time out, to referral to SLT/Head teacher, letters to parents and, ultimately and in the last resort, exclusion. Most instances of undesirable behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where there is anti-social, disruptive or aggressive behaviour, frequent sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist may be necessary. This possibility should be discussed with the Head teacher, SENCO, or senior leadership team.

The use of sanctions should be characterised by certain features:

• It must be clear why the sanction is being applied.
• It must be made clear what changes in behaviour are required to avoid future sanction.
• There should be clear distinction between minor and major offences.
• It should be the behaviour rather than the person that is corrected.

Warnings

This is used in conjunction with the behaviour flow chart in appendix 1. A child’s name is placed on the sad side (EYFS/KS1) or the yellow/red area (KS2) if the child has not self-corrected their behaviour after receiving a warning.

*Break and lunch time incidents – Please use Bromcom for recording and monitoring incidents. These incidents can be dealt where necessary by the SSM (ongoing/consistent concerns).

EXTREME BEHAVIOURS

Some more extreme behaviours may lead to a pupil receiving other sanctions, including (but not limited to) removal from class, isolation with a senior member of staff or fixed term exclusion. These behaviours include, but may not be limited to:

• Swearing/verbal abuse
• Racism
• Fighting
• Spitting
• Bullying
• Stealing
• Physical attacks
• Damaging property
All classrooms/learning areas to visibly display school code of conduct.

**NON- VERBAL**

This should be a ‘look’ followed by positive framing comment.

**Happy and sad side (EYFS, KS1 & Y3) Yellow boards (KS2- Y4-6)**

Behaviour continues – Child’s name is put on the sad side/ yellow board. Remind them of their behaviour – Remove it once the child has corrected their behaviour.

**Name on the red section of the warning board (4-6) / EYFS/KS1**

If the behaviour continues move to a consequence. Year 4-6 place their name in the red section of the warning board. Discrete time out within classroom.

**Consequence (1)**

Removal from classroom by TA/ Pastoral support/ SLT: decision to be made once removed to outcome. KS1 – child can be escorted to another classroom.

**Consequence (2)**

Time out zone – Miss break/lunch time. Seclusion if necessary.

*For serious behaviours, no warning but straight to a senior teacher / SLT or HT as appropriate.*
APPENDIX 2: PASTORAL AND INCLUSION

Ark Kings is an inclusive school and admits pupils with a variety of special and additional needs. The school always works closely with external agencies and families to ensure that individual children are supported effectively. The school will make reasonable adaptions to accommodate children's behavioural needs to help them to make choices that will enable them to be successful in school.

For pupils who struggle to manage their behaviour, but who do not have a special educational need or disability, there are three waves of pastoral support at Ark Kings Primary.

It is vital to intervene at the earliest opportunity to ensure each child receives the most appropriate support to prevent exclusion.

Wave 1: Early Intervention (EI)

- Work in collaboration with the pastoral team, class teacher, parent and child to identify the area/s of need and any triggers.
- Class teacher needs to check:
  - Rewards and sanction are being used appropriately to encourage positive behaviour.
  - The classroom environment/ where the child sits/ seating plan
  - Level of work/ access to the curriculum
- The meeting will consist of an assessment of need using the three houses model. It is important at this stage to evidence the child's views and any changes which make affect their behaviour.
- Develop appropriate causes of action with all parties involved to enable the child to make reasonable adjustments to address their behaviour.
- All present at the meeting will sign the Early Intervention form.
- The review date will be set 4 weeks from the initial meeting.
- Review – If targets have not been met, they need to be escalated to wave 2.

Wave 2: Behaviour Support Plan (Formal)

- For pupils at risk of fixed term exclusion.
- A meeting will be held with the Pupil support manager/ pastoral team to discuss the child's behaviour and look at the catalogue of events (Data- CCR/BROMCOM).
- Look at for patterns for example trends in behaviour thus highlighting any areas of concern whilst also highlighting areas of good practice.
- Targets are set and agreed, these will be checked and reviewed every 2/3 weeks.
- The pupil's behaviour will be monitored using a home-school communication book, with interim and final reviews to decide whether the pupil is making progress, or whether they need to be escalated to wave 3 support.

Wave 3: Pastoral and additional needs plan.

- For pupils who have been placed on fixed term exclusions, and who may be at risk of permanent exclusion.
- A meeting will be held to discuss triggers and set targets, along with interventions to support the pupil to meet these targets.
- Should it be deemed appropriate, the school will access specialist child and family agencies. These may include:
  - Behaviour Support Services
  - Education Welfare Officer
  - Education Psychology Service
  - Health Service (including Mental Health)
  - Social Services
  - Youth Offending Team
  - Other agencies offering specific, targeted support
• The pupil’s behaviour will be monitored using a home-school communication book, with interim and final reviews every three weeks to decide whether the pupil is making progress, or whether additional support and interventions are required.