



**Ark Conway Primary Academy  
Behaviour Management Policy  
2022-2023**

*Updated September 2022*

We want school to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. We have high expectations for exemplary behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. We reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behaviour.

## Introduction

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. At Ark Conway Primary Academy we seek to create a caring and learning environment in the school:

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

### We aim to:

- **create** a positive learning environment that promotes the development of children academically, creatively and socially.
- **empower** children, by encouraging them to develop:
  - enthusiastic, enquiring minds
  - the ability to question and present rational arguments
  - an independent, positive and engaged approach to working.
- **help** children realise their full potential through the highest quality of learning, teaching and experiences across the whole-school curriculum (intellectual, social, physical, ethical and spiritual).
- **prepare** children for the future, including secondary school and the world of work. To help children make good use of recreational time. To help children

become a valued member of society.

**The core aims, principles and intentions of the policy which contribute to our school ethos are:**

- to treat people with dignity, fairness, respect, sensitivity, care, generosity, kindness, courtesy and friendliness.
- value the constructive and positive contribution that each individual brings to school and each person's role in the school.
- offer support, encouragement and enthusiasm. We have high expectations of children's work and behaviour and through this teach motivation.

*"We" refers to the whole-school of teaching and non-teaching staff, children, parents, governors. Through this we aim to achieve a positive school ethos. These principles and intentions are translated into actions later in this policy document.*

## **Responsibilities**

**Staff, including teaching staff, operational staff and support staff**, will be responsible for ensuring that the policy and procedures are followed, and 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.

**Parents and carers will take responsibility for the behaviour of their child both inside and outside the school.** 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. It is extremely important that parents and carers understand and support the Academy's Behaviour Policy and help their children to understand why respecting this policy is important for the smooth running of the Academy, the wellbeing of every student and how it will help to prepare them for their future beyond the Academy.

**Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and**

**expectations.** Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

## **Our Approach**

Each routine, rule and system that we have in place at Ark Conway has been designed with three fundamental principles in mind:

- Ready
- Respectful
- Safe

Staff ensure that pupils understand the purpose behind each school rule and how it links to one or more of the fundamental principles.

## **Ark Conway Behaviour Management Values**

The values we will uphold in our management of behaviour are:

### **Aspiration**

- We have high expectations for all pupils' behaviour
- We aspire to develop intrinsic motivation in all pupils, encouraging them to take ownership of their behaviour.

### **Honesty**

- We build open and honest relationships with pupils, parents and carers in order to support pupils' behaviour development

### **Perseverance**

- We are rigorous in ensuring routines and rules are followed
- We always show consistent and calm adult behaviour
- We never give up

### **Respect**

- We ensure that pupils know the purpose behind every rule
- We educate pupils about their rights and responsibilities

### **Courage**

- We try our best to succeed but are brave in learning from our mistakes.
- We take on challenges and new learning experiences with a can-do attitude.

## Recognition and rewards

### **Praise**

We recognise and reward learners who go ‘over and above’ our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

Expected behaviour is clearly defined and communicated to all students. Good behaviour is valued and the system of positive praise and rewards is used to encourage and motivate students. Rewards and praise will be used as much as possible to reinforce our five whole school values, as well as class rules and ‘Ready, Respectful, Safe’.

### **Display of Excellence**

Each classroom has a Display of Excellence on the wall. Staff highlight the key behaviours (social or learning) that they want pupils to focus on. When they see children demonstrating these, the pupil’s name will go on the display. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction.

### **Phone Call of Excellence**

The Phone Call of Excellence is high level recognition that communicates positive messages to the child’s home. It is sincere recognition for those learners who have gone over and above consistently in the last week or previous series of lessons.

### **Star of the Week award**

Children will be nominated for a ‘Star of the Week’ award for an exemplary display of at least one of our core values. Awards will be given out and celebrated in our Friday Celebration Assembly each week. Parents will be invited to see their children receive certificates. (COVID update – parents will still be informed but will be unable to join us for assembly at the current time).

### **Excellent Behaviour award and Tea Party with the Principal**

For those children who behave impeccably, every week one child from every class will be selected to receive an invitation to tea which will be presented in Friday Celebration Assembly. The child will write an RSVP at home and attend a tea party Friday with The Principal or a member of SLT if the Principal is offsite.

## Attendance and Punctuality awards

Good attendance and punctuality are essential for children's learning. The attendance figures for each class are announced in the weekly newsletter. The class with the best weekly punctuality is given the punctuality trophy at the Celebration Assembly.

## Consequences

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of the lesson is one where they are not learning.

The stages outlined below are followed through with care and consideration, taking individual needs into account where necessary. Staff praise the behaviour they want to see. All learners are given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is 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 Principal and Inclusion Manager.

## Stages of consequences

### Reminder

A reminder of the expectations for learners to be Ready, Respectful, Safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing. All staff 'take the time, every time' to ensure that all behaviours that are not in line with this policy or the school's values are addressed.

### Private Caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

Staff will follow this guidance:

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

### Quiet Reflection

- Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.

### Time out

- Learners should stand outside their classroom (in a visible location) if they need to cool down and/or to defuse a situation. (In younger years, this time out will take place in the classroom). In general, five minutes should be enough – a timer should be used.

### Restorative conversations

Restoration meetings at Ark Conway are a core part of repairing damage to trust between staff and learners. These will take place following any ‘time out’ or serious incidents.

*Our Restoration meetings are structured in 5 steps, using the questions below:*

- What happened?
- What was each party thinking?
- How does each party feel and why?
- What should we do to put things right?
- How can we do things differently in the future?

### Serious Incidents

In some cases a child’s behaviour can be so serious that the above system is overridden:

- Seriously injuring another child deliberately
- Leaving the classroom without permission /running away
- Extremely violent behaviour/vandalism
- Swearing/verbal abuse at an adult
- Possession of inappropriate objects/materials
- Theft

- Any form of repeated bullying

These incidents will be fully investigated and will result in at least one of the following:

- Letter/phone call home
- Meeting with parents
- Related sanction proportionate to the offence/child
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion (consistent breaches of the behaviour policy/one-off significant events)

*Whilst the consequences guidelines provide a guide, all behaviour will be dealt with on an individual basis and consequences applied are at the discretion of the Principal and staff involved.*

Following all serious incidents, these steps will be taken:

- A member of SLT/Teaching and Learning team will be informed
- They will then work alongside the member of staff to ensure this Behaviour Management policy is followed.
- The T+L Lead will also collaborate with the staff member to support the restorative conversation with the pupil.
- The incident will be recorded
- Parents of the children involved will be informed

### **Fixed-term exclusion**

Fixed-term exclusion involves being isolated from the school community for a set number of sessions/days. This may mean being in isolation at school, attending another school or staying at home. Excluded pupils will receive a work pack to complete. The offences listed below may lead to fixed-term exclusion. In exceptional circumstances, they may lead to permanent exclusion.

- Physical violence towards another student
- Derogatory and/or discriminatory verbal violence towards another student
- Verbal violence or abuse towards a member of staff
- Racial/sexual/homophobic harassment
- Bullying
- Theft
- Drug abuse or possession of drugs or the use of any illicit substances or materials (including pornography)



- Graffiti or property damage
- Persistent refusal to follow the Academy rules and expectations

If a pupil commits an offence that calls for fixed-term exclusion (5 days or less), s/he is subject to the following:

- If necessary, the pupil is immediately removed from class and/or school.
- The Principal or designee addresses the conduct and assigns an appropriate consequence.
- The parent/guardian is notified by the Principal or by their designee.
- A parent or guardian will be required to meet with the Principal or by his designee regarding the offence prior to a pupil's return to school.
- The pupil is entitled to respond to the charges against him or her.
- An individual behaviour plan will be drawn up if needed

### **Permanent exclusion**

These offences may lead to a permanent exclusion.

- Physical violence towards a member of staff
- Arson
- Carrying an offensive weapon
- Drug-related activity linked to the supply of drugs
- There will be occasions when violence towards another student or bullying could lead to permanent exclusion
- Persistent refusal to follow the Academy rules and expectations

Further details of the exclusions process are outlined in the full exclusions policy on our school website and available on request from the school office.

*Whilst the list above provides a guide all behaviour will be dealt with on an individual basis and sanctions applied are at the discretion of the headteacher and staff involved.*

### **Additional Information**

#### **Access to toilets during lesson times**

During lesson times it is expected that pupils request permission to leave the class to go to the toilet. It is expected that the classroom teacher monitors how many children at any given time are allowed access to the toilets during lesson time.

### **Access to toilets during playtimes**

During playtimes children requesting access to the toilets should do so through the assigned member of staff. A restriction in the number of pupils is necessary in order to maintain the safety of all children, the cleanliness and hygiene of the toilets, and the usual high expectations of behaviour.

### **Uniform**

*Please refer to the uniform policy*

### **Bullying**

*Please refer to the anti-bullying policy*

### **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 academy.

### **Equality Impact Statement**

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate *Equality Impact Assessment*. The policy may be amended as a result of this assessment.

### **Interrelationship with other school policies**

In order for the behaviour policy to be effective a clear relationship with other school policies, particularly equalities, special educational needs and anti-bullying has been established.

## **Involvement of outside agencies**

The academy works positively with external agencies (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.

## **Behaviour beyond the Academy**

**In the academy and the local community, pupils will do whatever it takes** to help create a safe academy and local community which respects the rights of others by:

- remembering they are always an ambassador for the academy. Leaving school and making their way home in an orderly, responsible way
- when travelling on public transport, respecting those around them, speaking to peers, transport staff and members of the public quietly and politely respecting the local environment, by being considerate to our local community, obeying shop rules, and never dropping litter, defacing or trespassing on private property.