



Inspire Excellence

Behaviour Policy

Date of last review:	October 2018	Review period:	1 year
Date of next review:	October 2019	Owner:	Head of School
Type of policy:	School	LGB or Board approval:	LGB

Behaviour Policy

Approach to behaviour

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. So we encourage 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.
- Encourage children to take responsibility for their behaviour.
- Explain 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.

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- **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.

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 understand and support the academy's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school.

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.

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Recognition and Consequences

An academy ethos of encouragement is central to the promotion of good behaviour. Praise and rewards will be used to motivate pupils much more frequently than negative consequences. This builds a culture of achievement and success.

Recognition	Consequences
Praise	Reminder
Stickers	Warning
Values/Star of the Week certificates	Yellow card
Behaviour certificates	Double yellow card
Attendance & punctuality awards	Red card
Great Behaviour Game Time	Detention
	Internal exclusion
	External exclusion

Behaviour Certificate

Once children have received a set number of stamps they will be issued a Behaviour Certificate at the Celebration Assembly and invited to Great Behaviour Game Time.

Values/Star of the Week certificates

Children will be nominated for a Headteacher's awards for an exemplary display of our core values. The Values Awards are made at the weekly Celebration of Achievement assembly.

Attendance & punctuality awards

Good attendance and punctuality are to be celebrated. The class with the best weekly punctuality is given a trophy at the Celebration of Achievement Assembly. Pupils with 100% termly and annual attendance are awarded special certificates.

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Consequences

There is a clear set of escalating sanctions for poor behaviour. They range from expressions of disapproval, through to time out, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion. Most instances of poor 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 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 Headteacher and Inclusion Manager.

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 punishment
- There should be clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished

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 being kept 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

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- 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 Headteacher or designee addresses the conduct and assigns an appropriate consequence.
- The parent/guardian is notified by the Headteacher or by his designee.
- A parent or guardian will be required to meet with the Headteacher or by his designee regarding the offense 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 (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.

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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

Parents and carers of pupils that do not wear their uniform correctly will be contacted and asked to bring a uniform. If this is not possible then pupils will be provided with the uniform they are missing for that day. Please see Uniform Policy for further details.

Bullying

Please refer to the anti-bullying policy:

Procedures

The Headteacher, in consultation with staff, will develop the procedures from this policy.

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.

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 we live.

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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.

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Ark Conway Primary Academy Pupil Code of Conduct:

In lessons, I will do whatever it takes to make sure that I:

- arrive at school by 8.20am
- bring the equipment I need and being prepared my for learning
- wear the correct uniform smartly throughout the day
- enter the classroom calmly, greeting the teacher
- avoid all distractions: putting away anything not required for the lesson
- be an active learner by engaging with the activities set by the teacher
- show respect for my own learning and that of others and being silent when requested
- always complete my homework on time and to an excellent standard
- make sure that I catch up with my learning if I have been absent from school or have fallen behind for other reasons
- help a teammate if they are finding the learning difficult

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

- listening to members of staff and following instructions politely and calmly
- walking in single file, not running or shouting, and maintaining silence in corridors
- going straight to my lessons and holding doors open for others when the corridors are busy
- never damaging school property, defacing the building, dropping litter or spitting
- never insulting, undermining or swearing at anyone
- remembering I am always an ambassador for the academy. Leaving school and making my way home in an orderly, responsible way

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- when travelling on public transport, I will respect those around me, 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.

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ARK Conway Behaviour Consequences

Consequence	Yellow card			Red card	Internal Exclusion	Fixed Term Exclusion	Permanent exclusion External exclusion
	Verbal warning	Double yellow card	First instance	First instance			
	First instance	Persistent instances			First instance	Persistent instances or severe instance	First instance
Action	Explanation of the desired behaviour	5 mins time-out (during break for older children, immediate consequence for younger children)	Time out in class if necessary/ Time out in another class completing class work Or 10 mins time-out Missing break time	Timeout with SLT/MLT completing class work	Internal exclusion Behaviour Report card if persistent Set number of days (or ½ days) in school isolated from own class	Fixed term external exclusion <ul style="list-style-type: none"> Set number of days (or ½ days) at home (fixed term) Reintegration meeting with head teacher/parents Additional support may be needed and /or personal behaviour plan drawn up 	Permanent exclusion <ul style="list-style-type: none"> Permanently excluded from school
			Parents informed by class teacher	Parents informed by Headteacher			
Behaviour	<ul style="list-style-type: none"> Talking when an adult or a child is talking Play fighting Not respecting the personal space of others Interrupting/calling out Not following instructions Not listening Inappropriate language Disrespecting Property Not being in the correct place Not lining up correctly Wasting time during transitions Breaking class rules Fiddling with equipment Off-task behaviour Tantrums Disrespectful behaviour Eating sweets/chewing gum 		<ul style="list-style-type: none"> Swearing Discriminatory language/racist comments Physical aggression Threats Bullying Shouting at adults Leaving class without permission Stealing Vandalism/damage to school property 	<ul style="list-style-type: none"> Deliberate physical violence Profuse verbal aggression/swearing Persistent defiance of instructions/refusal to comply Theft Serious property damage Discriminatory incidents Persistent bullying 	<ul style="list-style-type: none"> Persistent fixed term exclusions Criminal behaviour including: Serious violence/assault Sexual abuse/assault Serious threats 		
	I understand that there will be consequences if I do not observe the Code of Conduct.						