



Ark Bentworth Primary Academy
BEHAVIOUR POLICY



Aiming High, Achieving Together



Ark Bentworth Primary Academy Behaviour Policy

Our approach:

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 consequences for unacceptable behaviour.

What we believe:

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

Who's responsible?

At Ark Bentworth Primary Academy:

- We aim to treat people with dignity, fairness, respect, sensitivity, care, generosity, kindness, courtesy and friendliness.
- We value the constructive and positive contribution that each individual brings to school and each person's role in the school.
- We offer support, encouragement and enthusiasm. We have high expectations of children's work and behaviour and through this teach motivation.
- We communicate with each other in a positive way. We do not shout. We use calm voices to relay what we are trying to say.

"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.

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.

Incentives and Consequences

An academy ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. 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 rewards is an emphasis on praise both informal and formal to individuals and groups.

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is 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 consequences applied for minor and major

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offences.

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

Incentives	Consequences
Praise	Verbal warning
Stickers	Yellow card
Good Choice stamp	Double yellow card
Principal's Star award certificate	Red card
Attendance & Punctuality awards	Internal exclusion
Gold Tokens	External exclusion
	Permanent exclusion

Incentives

Gold Tokens

Children will be awarded Gold Tokens for being good role models, setting good examples, implementing the Values of the Academy. These Tokens will go towards the overall end of the year House Team of the Year.

Star Award Certificate

Children will be nominated for a Principal'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 attendance is given an Attendance trophy at the Celebration of Achievement Assembly. Pupils with 100% weekly and annual attendance are awarded special certificates and prizes.

Consequences

There is a clear set of escalating consequences for poor behaviour (please see the behaviour consequences table for more information). They range from expressions of disapproval, through to time out, to referral to the Principal, meetings with parents and, ultimately and in the last resort, exclusion. Most instances of poor behaviour are

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relatively minor and can be adequately dealt with through minor consequences. It is important that the consequence 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.

The use of consequences 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

Playtime/lunchtime detention

Double yellow card and red card may involve children missing part of their playtimes. Furthermore, the parents of pupils who have been issued with a red card will be contacted.

Fixed-term and Permanent 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.

Further details of the exclusions process are outlined in the full exclusions policy (which is available on request from the school office).

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 pupil is entitled to respond to the charges against him or her.
- The Principal or his designee addresses the conduct and assigns an appropriate consequence.

- The parent/guardian is notified by the Principal or by his designee.
- A parent or guardian will be required to meet with the Principal or by his designee regarding the offense prior to a pupil's return to school.

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.

Uniform consequences

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. The parent or carer will then be informed by letter of the correct uniform required by the child.

Further details are outlined in the full uniform policy (which is available on request from the school office).

Review Date: September 2019

Ark Bentworth Behaviour Consequences 							
Consequence	Verbal warning	First yellow card	Second yellow card	Red card	Internal Exclusion	Fixed Term Exclusion	Permanent exclusion External exclusion
	First instance	Persistent instances		First instance	Persistent instances or severe instance		First instance
Action	Spoken to by an adult	Time out in class if necessary	Time out in another class completing class work Or Missing break time	Timeout with SLT 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 or reflection sheet sent home	Parents informed by Principal			
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: <ul style="list-style-type: none"> Serious violence/assault Sexual abuse/assault Serious threats Drug use or supply Weapon carrying or use Arson 		



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As a Pupil at Ark Bentworth Primary Academy I Will...

Uphold Our Academy Values

Respect Resilience Generosity Honesty Independence Happiness

In lessons

I will do **whatever it takes** to make sure that I:

- arrive at school by 8.55am and attend every day
- 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 a positive and 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
- make sure that I catch up with my learning if I have been absent from school or have fallen behind for other reasons
- talk with my parents and teachers about any worries I have in school

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 and respecting others around me on school visits
- take letters home, notes and reports from school and give them to my parents
- read every day and complete my home prep school project

I understand that there will be consequences if I do not observe the Code of Conduct.

Signed _____ Year _____ Date _____



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As a Parent/Carer at Ark Bentworth Primary Academy I Will...

Support My Child in Upholding the Academy Values

Respect Resilience Generosity Honesty Independence Happiness

I will do whatever it takes to make sure that I:

Teaching and Learning

- Take an interest in what my child is learning
- Support the school's philosophy of high expectations for all

Communication

- Attend parents evenings
- Raise concerns promptly and directly with the school
- Use the appropriate channels to communicate with the school, other parents and children
- Model the positive and polite communication expected from the children

Attendance

- Make every effort to make sure that my child will attend school every day and on time
- Inform the school as soon as possible about any absences and the reason for it
- Avoid taking children on holiday during term time

Behaviour and attitude

- Give praise at home for good behaviour and attitude at school
- Work with the school to find solutions in cases of unacceptable behaviour
- Read and understand the school's behaviour policy
- Tell the school about anything that may affect your child's work or behaviour

At home

- Encourage my child to read everyday
- Support my child with their home prep school project

Preparation

- Make sure my child wears the correct uniform everyday
- Make sure my child comes to school with the necessary equipment and books

Signed _____ Parent of _____

Class _____ Date _____



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As a School We Will...

Support Your Child in Upholding the Academy Values

Respect Resilience Generosity Honesty Independence Happiness

The school will do whatever it takes to make sure that we:

Teaching and Learning

- Place an emphasis on English and mathematics to ensure mastery
- Provide an enriched curriculum which challenges and inspires
- Use regular assessment to track pupil progress
- Ensure early prevention for those children experiencing difficulties

Communication

- Are opening and welcoming at all times and offer opportunities for parents to become involved in school life
- Ensure parents have information about their child's progress and behaviour
- Ensure parents are informed about what their child is learning
- Listen to parents concerns and act upon these

Attendance

- Contact parents on the first day of unknown absence
- Contact parents of children who regularly arrive late for school
- Offer support for parents whose children have low attendance

Behaviour and attitude

- Have a code of behaviour which creates a safe caring environment for everyone
- Make sure that all staff, pupils and parents know what behaviour is expected
- Consistently implement the code of behaviour, consequences and rewards

Preparation

- Ensure that our teachers plan all lessons they teach
- Have the materials and resources available for rich learning to take place

Signed: ***All of the Staff of Ark Bentworth Primary Academy***

Date: ***September 2017***

Policy Procedures

Ark Schools will establish in consultation with the head, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

Governors will support the Academy in maintaining high standards of behaviour. The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and student teachers, 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.

Ark Schools, the Principal and staff will ensure there is no differential application of the policy on any 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.

The Principal, 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.

Training

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

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.

Monitoring, evaluation and review

The Principal will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them and ensure that they are consistently and effectively applied. The head teacher will keep the governing body informed.

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.