



Ark Byron Primary Academy

Behaviour Policy

Whole Academy Behaviour Policy

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How the Academy Aims Inform the Policy

The Whole Academy Behaviour Policy is based on the Academy Vision as follows:

To create a positive learning environment which promotes the development of children in the fullest sense and their learning and success in academy. Our values Explore, Endeavour and Excel, underpin our culture and ethos which serves:

To empower children, by encouraging them to develop:

- enthusiastic, enquiring minds which enable them to take risks and challenge
- the ability to question and present rational arguments
- an independent, positive and engaged approach to learning.

To help children realise their full potential through the highest quality of learning, teaching and experiences across the whole-academy curriculum (intellectual, social, physical, ethical and spiritual).

To prepare children for the future, including secondary academy, university and the world of work. To help children become valued members of society. To help children make good use of recreational time.

The Core Aims, Principles and Intentions of the Policy which Contribute to our Academy Ethos

The Whole Academy Behaviour Policy has at its core these principles and intentions:

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

This ethos is based around rights and responsibilities. Every pupil and adult has the right to feel safe, secure and to learn at Ark Byron Primary Academy. All staff also have the right to teach. However, coupled with these rights are responsibilities which are comprised in our code of conduct.

Our Code of Conduct

In the Classroom Ark Byron Primary Academy pupils are expected to:

- ✓ show endeavour and complete their learning in the set time
- ✓ be ready to learn at the beginning of each lesson
- ✓ do their very best
- ✓ move around the classroom safely, showing awareness of other people's space and noise level
- ✓ listen carefully to the adults and follow their instructions
- ✓ put up hands when wishing to speak to the whole class
- ✓ co-operate with peers and adults i.e. listen well to others
- ✓ show respect, kindness, courtesy and tolerance i.e. be polite to everyone
- ✓ be aware of the feelings of others i.e. be supportive of children and adults in the classroom
- ✓ look after the classroom environment and equipment and resources within the classroom
- ✓ take responsibility for creating a really positive learning environment
- ✓ wear the correct academy uniform with pride
- ✓ always ask before they leave the classroom (to go to the toilet) and wear a band to show they have permission.

In assembly Ark Byron Primary Academy pupils are expected to:

- ✓ walk into the hall calmly and in silence
- ✓ sit down when asked by the teacher
- ✓ listen carefully and thoughtfully throughout to adults, visitors and children
- ✓ sit still without fidgeting
- ✓ ignore any children who may try and talk to them
- ✓ leave the hall in silence.

In the playground Ark Byron Primary Academy pupils are expected to:

- ✓ play safely and considerately
- ✓ show kindness and tolerance to each other at all times
- ✓ play games co-operatively and not leave people out
- ✓ respect the academy surroundings, pick up litter and be careful of living things
- ✓ play in appropriate areas - not in the toilets, scooter/bike park, nor around the drinking fountains
- ✓ come to adults when asked and carry out requests straight away
- ✓ sort out problems sensibly, asking for help when necessary
- ✓ stay out of the academy building unless given permission
- ✓ put playground equipment away, and line up when asked.

In the lunch hall Ark Byron Primary Academy pupils are expected to:

- ✓ walk calmly to their seat
- ✓ wait patiently and quietly to be served
- ✓ stay in their seat whilst eating
- ✓ be friendly and kind to other people on their table,
- ✓ use good manners
- ✓ talk quietly
- ✓ stop when asked by the adult supervising and track the adult to listen for instructions
- ✓ check that their place is clean and clear when they leave it

- ✓ return their tray sensibly to the trolley and clear any leftovers
- ✓ walk out of the hall sensibly.

Moving about the academy, Ark Byron Primary Academy pupils are expected to:

- ✓ walk quietly, calmly and directly to their destination
- ✓ keep to the right on the stairs and hold the banister
- ✓ keep in order in a straight line, one behind the other
- ✓ follow the adult's instructions
- ✓ take one step at a time on the stairs
- ✓ look and listen for people coming in the other direction especially at corners
- ✓ use the doors sensibly and consider other people, holding the door when necessary
- ✓ pick up any belongings on the floor
- ✓ when visiting another room enter quietly and wait without interrupting.

When lining up Ark Byron Primary Academy pupils are expected to:

- ✓ line up in the order that their teacher expects
- ✓ face the adult at the front of the line
- ✓ leave a sensible space between them and the person in front of them
- ✓ stand absolutely still, not touching anyone else, hands by our sides
- ✓ stay quiet.

On visits and trips Ark Byron Primary Academy pupils are expected to:

- ✓ listen to and obey all adults accompanying the class
- ✓ be polite to everyone they meet
- ✓ be especially careful near roads
- ✓ sit quietly and calmly on public/private transport and wear seat belts if provided
- ✓ keep to one side of the pavement and walk sensibly in line
- ✓ behave on a trip as they are expected to behave in academy
- ✓ respect property and obey any rules that apply to the place they are visiting
- ✓ be responsible for disposing of any litter correctly
- ✓ look after their own belongings

What we do not accept

We do not accept:

- × defiance/ refusing to follow instructions given by a member of staff
- × behaving in a way that puts themselves or others at risk of harm
- × name-calling of any kind
- × racist or sexist language or behaviour
- × any form of bullying
- × swearing and "cursing"
- × physical violence to adults or other pupils, e.g. pulling, poking, dragging, hitting
- × fighting, including "play fighting"

- × spitting
- × intimidation e.g. ganging up or threatening
- × being shouted at
- × unkindness to others e.g. excluding others from games, removing property, teasing
- × defacing/damaging school property

We do accept

- ✓ The right to explain and put your case reasonably - i.e. without shouting, insulting, hurting or humiliating.
- ✓ We recognise sometimes we need help to resolve conflict. We remind children about all of these things at the beginning of each term and when appropriate.

How we Improve Behaviour in the Academy

We work with children in the classroom and around the academy to help them achieve in a variety of ways. This includes achievement in terms of both learning and social behaviour. All the staff of the academy take shared responsibility for promoting good behaviour and, therefore, we all deal with incidents wherever and whenever they occur.

There are three key elements to our approach:

- i. Our aim is to praise positive behaviour
- ii. Our response to incidents of misbehaviour is consistent
- iii. We are committed to dealing with incidents of misbehaviour when these occur.

We have a pro-active approach to improving behaviour. As part of this, each class teacher helps her/his class to work towards achieving the Code of Conduct. These aims provide the guidelines for the children in the class in terms of how they are expected to behave and work. As class teachers, we help the children to target particular aspects of the Code of Conduct and to work on making the classroom a positive learning environment.

Strategies that teachers can use at Ark Byron Primary Academy to develop a positive learning environment

- **Stars of the Day or Week**
Teacher decides on which pupil.
- **Children given responsibilities**
Children are given responsibilities (e.g. working with younger children such as Partner reading classes, resources monitors, wet play monitors, lunch duty monitors, stair monitors, playground buddies etc).
- **Merit points**

Each group within the class can receive merit points around the academy from adults for positive behaviour e.g. lining up, good playground behaviour, walking sensibly up and down the stairs. Each week/half term the group with the most merits points wins a treat.

Strategies that teachers can use for effective classroom management

We use a basic traffic light system to monitor behaviour in the classroom. All children begin on green at the beginning of each day. They can work up and down the scale.

We utilise strategies at different levels in order to manage our classrooms so that they are positive environments for successful learning. We utilise strategies mostly from levels 1 and 2. The aim is that this does not disturb the flow of the activities in the class for other children. Strategies are used assertively, not aggressively.

Sometimes it is necessary to move to other levels of strategies. We have a system which offers systematic rewards when we feel these are needed and will be helpful to particular children. Sanctions will be used, where needed, to respond to inappropriate behaviour. Their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required.

Level 1: Using fairly indirect means of influence:

- Appropriate ignoring
- Eye contact
- Eye contact with facial expression
- Eye contact with slight shake of head
- Showing the child you are waiting (for child to return to task)
- Seeing if child needs help
- Using humour
- Praising children who are on task
- Hand signals to represent behaviour required, e.g. stop, quiet

Level 2 **AMBER : Using more direct means of influence:**

- Going closer to the child/group
- Saying the child's name (using tone of voice to show intentions)
- Clarifying the task and encouraging the child
- Drawing the child's attention back to the task
- Checking the child is clear about the task and has the necessary resources
- Checking the child's conceptual understanding of the task
- Asking the child questions about the work
- Regularly contacting and checking
- Asking the child to change behaviour
- Discussing with the child, asking the child to think of a strategy, including the possibility of moving

- Changing the activity or the child's place
- Refocusing the class by changing tasks, tempo, ways of working.

Level 3 RED: Clarifying the situation through direct communication and carrying out consequences within the classroom:

- Telling child what behaviour is required and warning child of consequences of continuing with inappropriate behaviour.
- Time out inside the class on a chair, child not working but thinking.
- Missing play in order to do catch up with missed learning (if appropriate to the child's age and stage).

Level 4: Carrying out serious consequences outside the classroom:

- Referral to Senior Leadership for advice and support.
- Time out with a member of the Senior Leadership team
- Internal exclusion - time out of the classroom with Senior Leadership or a pre-arranged partner class.
- Teacher to log incident on MIS system (Scholarpack)
- Parents to be informed and meeting likely arranged
- Team discussion (teacher, co-teacher/teaching assistant and member of Senior Leadership) in order to set strategies for improving behaviours.
- Consideration to be given to placing the child on report with targets set and monitored by Senior Leadership.

Level 5: Carrying out very serious consequences

- Fixed Term Exclusion NB only the Head of School or Executive Head can sanction an exclusion. All documents must be completed in accordance with Ark's policy to comply with national guidance. Letters are supplied to parents giving the reason for exclusion and setting a date for a reintegration meeting. Work is set for children that are excluded.
- Upon exclusion, the parent/carer of the pupil must be informed as soon as possible, initially in person or by phone. This notification must be followed by the prompt issue of a formal letter of exclusion. The reasons given for an exclusion should be concise and relate to a specific provision in the academy behaviour policy. A pupil should only be excluded 'pending investigation' where it is necessary for the academy to carry out an investigation and collect witness statements before reaching a decision to exclude. The outcome of an investigation should always be followed up either with a further disciplinary sanction or notification to the parent/carer that no further action will be taken.
- Meeting with parents arranged (reintegration meeting)
- Strategies/targets set with parent and child
- Child placed on report with targets set and monitored by Senior Leadership and teacher.
- Exclusion recorded on Scholarpack and Ark records.

Level 6: Final actions when all of the above have repeatedly been unsuccessful

Permanent exclusion.

- This option would only be implemented when all the previous strategies and interventions have been repeatedly proven unsuccessful and/or
- When parents/carers do not engage with the school to support improvements in the pupil's behaviour.

NB. Any reportable incidents must be referred to a member of Senior Leadership .

Examples of reportable incidents are: bullying, fights, the deliberate destruction of another child's work; verbal abuse (especially that of a racist or sexist nature) which causes distress to others. This could occur in the playground, around the academy or in the classroom. Wherever, the incident occurs the procedures should be followed.

Procedures for Dealing with the most serious behaviours:

Anti-social behaviour of a serious nature must be reported immediately to the Head of School.

The most serious behaviours are:

- Bullying - see below (NB Please also refer to the specific Anti-Bullying Policy).
- Physical fights
- Serious verbal abuse - including racist abuse, harassment, intimidation, swearing and cussing
- Ganging up

Bullying:

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone, ***repeated over a period of time***, where it is difficult for those being bullied to defend themselves.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- Physical: pushing, kicking, hitting, punching or any use of violence.
- Racist: racial taunts, graffiti, gestures.
- Sexual: unwanted physical contact or sexually abusive comments.
- Homophobic: because of, or focussing on the issue of sexuality.
- Verbal: name-calling, sarcasm, spreading rumours, teasing.
- Cyber: all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities.

Bullying or boisterous play?

Play is a natural part of childhood which becomes bullying when it spoils other children's activities, when violence or hostility is shown when there is rough, intimidatory behaviour which is repeated with the aim of hurting and dominating.

For instances of very serious behaviours such as serious fighting, bullying or racist incidents, parents will be contacted immediately and invited to come to the academy.

Procedures used by Head of School or member of the Senior Leadership team when dealing with most serious behaviours

- Always listen carefully to the child/children .
- Offer the "injured" child support.
- The Head of School/ Senior Leadership Team ("SLT") member will write an account of the incident from the perspective of the child/ren concerned, children will sign the account.
- Or, in the case of older children, the child who has been bullied/abused should record events in writing.
- In the case of older children, the child who has bullied or abused should also record the events in writing.
- The Head of School/SLT member then clarifies to her/his satisfaction what has happened and makes a note of that.
- All copies will be kept on file .

- Appropriate sanctions are used e.g. writing an apology, making reparation.
- Then talk to the child, ask the child who has bullied/abused to put themselves in the other person's shoes explore with both children how they could have dealt with the situation differently.
- A copy of the account of the incident and action taken will be shown to the parents of all the children concerned.
- The details of the incident will remain confidential to the academy and the parents unless further disciplinary action is necessary (i.e. in the event of an exclusion).

Involving Parents in Procedures:

- The Head of School will ask to meet the child's parents in order to discuss the incident and any further action. At this meeting, where notes may be taken, the Head will advise the child's parent/s that should such serious incidents of anti-social behaviour continue exclusion procedures will be implemented.
- A letter will be sent to confirm any actions agreed.
- In the rare event of an extremely serious incident e.g. physical aggression of a degree that might seriously injure a child, physical or verbal abuse towards a member of staff, exclusion procedures may be immediately implemented. In the first instance a child will be excluded for a fixed period of less than five days duration.
- Please refer below to Appendix A concerning Physical Intervention to control or restrain students.

Additional Points:

- It is particularly important to administer sanctions fairly and to ensure that particular groups of children are not inadvertently discriminated against.
- It is important that we give praise for all achievements - including positive social behaviour, kindness and caring between children.
- It is important that together pupils/teachers devise some way of rewarding positive behaviour.
- It is vital that these procedures are understood by all adults in the academy, by children and by parents - in order to achieve this, these are placed, are communicated to children at the beginning of each year and to staff via training at least annually at the beginning of each year.

**The message for teachers, parents,
and other adults who care for young children is that:
PREVENTION IS BETTER THAN CURE**

Appendix A:

USE OF PHYSICAL INTERVENTION TO CONTROL OR RESTRAIN STUDENTS

The need to use force is unlikely to ever arise for a teacher at Ark Byron Academy and it should be avoided wherever possible. However, there may be occasions when force may be necessary. While restraining a pupil, a teacher/ teaching assistant has a duty to attempt to communicate with the student, to attempt to calm the situation and to release the student at the earliest safe time. Under no circumstances may force be used to punish or deliberately to cause injury or humiliation. Physical or corporate punishments are strictly prohibited at the school.

***“Use of reasonable force: Advice for headteachers, staff and governing bodies”
DFE, July 2013:***

“Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.
- In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search

for the following “prohibited items”

- knives and weapons
- alcohol or illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.”

This may be on the school premises or “elsewhere at a time when as a member of staff has lawful control or charge of a pupil concerned”.

ACCEPTABLE FORMS OF RESTRAINT:

NB: In all cases, there should be only the use of minimum force.

1. A safe holding tactic by which a pupil is restrained as far as possible **without** injury to any parties or until he/she calms down.
2. Physical contact with a pupil designed to limit his/her movements which are posing a danger or involving serious disruption.
3. The physical removal of a child from one place to another.
4. The use of minimum physical force to remove a weapon/dangerous object from a pupil's grasp, when he/she is in the act of assaulting another person or evidently about to do so.

UNACCEPTABLE FORMS OF ACTION

Any act, or the threat of an act, examples of which are hitting, kicking, slapping, punching, poking, prodding, biting, throwing an object, unnecessarily rough handling or shaking which causes or threatens harm or the expectation of harm, even in the heat of the moment. Such acts would constitute an application of force as punishment and would fall under the definition of unlawful corporal punishment, which is illegal under Section 548 of the Education Act 1996, unless they have been undertaken within the context of self-defence and/or the defence of others.

PROCEDURES

Before taking action which may involve physical restraint a member of staff should:

- attempt to use diversion or diffusion to manage the situation. (This may be by removing all other pupils from the room rather than removing the individual).
- a. give clear instructions to the pupil/person as to what is required of him/her.
 - b. warn the pupil, wherever possible, of the possible consequences of failure to comply (e.g. "If you carry on doing that, I will have to stop you"). Whatever warning is used must **not** contain any threat of physical assault.
 - c. if at all possible, **summon a second colleague**. This reduces the risk of the first member of staff suffering physical violence or becoming emotionally involved and additionally provides a witness in case a complaint is subsequently received.
 - d. physical restraint should not normally be attempted until an assessment has been made by the teacher(s) concerned that it can be undertaken successfully.

If force has to be used:

- it must be used in ways that maintain the safety and dignity of all concerned
- it must be reasonable and proportional to the circumstances
- it must be the minimum force necessary to avert injury, damage to property, or breakdown in discipline and used for the minimum period necessary. Any restrictive intervention should avoid contact that might be misinterpreted as sexual.
- the restrainer should keep talking to the pupil to try to calm the situation
- the restrainer must keep his/her own temper under control and cease the use of restraint as soon as safety is re-established.

ALL SUCH INCIDENTS SHOULD BE REPORTED AS SOON AS POSSIBLE TO THE PRINCIPAL AND A WRITTEN REPORT SHOULD BE SUBMITTED

The following points should be recorded in the report:

- a) Details of date, time and location of incident
- b) Circumstances and significant factors which led to the incident
- c) The duration and nature of any physical restraint used
- d) The names of the pupil(s) and staff involved.
- e) A description of any injury sustained by the pupil(s) or staff
- f) A description of any action taken after the event
- g) The full name and job title of the person making the report
- h) The signatures of:
 - the person who applied the restraint
 - the person making the report (if different)
 - the Principal

Conclusion

This law has generally been regarded as common sense and very much in the interest of students. It is likely to make little practical difference to Ark Byron, where teachers' presence will always be expected to be sufficient to bring an end to violence, vandalism or disruption, but it is impossible to tell what situations might develop and parents need to know that staff are now authorised to use reasonable force to protect people and property.

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