



Ark Byron Primary
Academy

Behaviour Policy

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Academy Vision and Values

Our motto, “Courage to reach for the sky!” reflects our high expectations for every child. We believe that, by aiming high and setting ambitious goals, pupils will be able to achieve their full potential, though this will require real effort and persistence.

We support our pupils to be brave and willing to take risks to improve, to learn new things and to embrace new experiences, so that they become resilient and equipped to deal with life and to be both successful and happy.

Our Ark Byron values are:

Exploration – to have curiosity and seek out new knowledge and experiences

Endeavour – to work hard and always try your best

Excellence – to be the best you can be.

We encourage children and adults to follow the Ark Byron values in everything they do in the academy. This is not only in terms of learning but also in conduct and behaviour.

Intent

Our 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, understanding, tolerance and friendliness.
- At Ark Byron Primary Academy, we value the constructive and positive contribution that each individual brings. We value each person’s role in the academy and celebrate their uniqueness.
- At Ark Byron Primary Academy, we offer support, encouragement and enthusiasm. We have high expectations of children’s work, behaviour and potential and through this teach motivation.

Our Code of Conduct

At Ark Byron Primary Academy, pupils are expected to:

- show respect, kindness, courtesy and tolerance at all times
- be ready to learn and do their very best
- allow others to learn
- listen carefully to the adults and follow their instructions
- look after equipment and respect the academy surroundings
- wear the correct academy uniform
- play safely and considerately in the playground
- use good manners in the lunch hall
- move calmly around the school building and line up quietly and sensibly when asked
- represent the academy positively in the community and on school trips

Our Approach

We have a pro-active approach to improving behaviour. A class contract is created with children at the start of each year and this is displayed in each class as a reminder of expectations.

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 staff take shared responsibility for promoting good behaviour and children are encouraged to also take ownership over their actions.

There are three key elements to our approach:

- i. We praise positive behaviour
- ii. We equip children with the tools to positively manage their behaviour
- iii. We respond consistently to incidents of misbehaviour

Creating A Positive Learning Environment

Zones of Regulation

At Ark Byron, we recognise the importance of promoting positive mental health and emotional wellbeing to our students and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children to be able to regulate their emotions. By implementing the Zones of Regulation curriculum, we aim to teach our pupils to identify emotions in themselves and others and provide them with a bank of strategies to help regulate their emotions and improve their wellbeing. These lessons are taught in weekly PSHE sessions over Autumn Term. Reminding the children that we will experience all zones and there are no good or bad zones- however our success in regulating our emotions depends on us recognising our emotion, understanding it and putting a support strategy in place.

Weekly certificates & Boards of Recognition

Throughout the week, teachers acknowledge when children have gone above and beyond in showing the school values – in learning, effort, behaviour and attitude. This is written or displayed on the board of recognition in each class. At the end of each week, teachers decide on which pupil/s in the class are rewarded with a certificate based on one of the core school values: Explore, Endeavour, Excel, Achieve or by showing courage. These are presented at the celebration assembly.

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, and playground buddies etc).

The Byron Bird award

Children with exceptional manners/achievements are awarded the Byron bird. They then will visit the principal of deputy head to receive a band as a reward. This is to be given out to two children per class at the end of each half term.

Effective Classroom Management

We use table points to reward and encourage good behaviour in class. A verbal reminder and warning system is used to respond to off-task behaviour and the stages are outlined below. We would expect most of the behaviour to be managed at Stages 1 and 2.

Stages of behaviour	Initial responses by teacher	Action	Recording
Low level Stage 1 Warning	Use private indirect means of influence (least evasive)	Eye contact with facial expression/shake head Seeing if child needs help/checking understanding Using humour Praising children who are on task Hand signals to represent behaviour required, e.g. stop, quiet Going closer to the child/group Saying the child's name/ drawing the child's attention back to the task	none
Stage 2 Reminder Final reminder	Private correction – emotional regulation	A reminder of expectations. This can be repeated is necessary. I am waiting for you to, or you need to..... Self-chosen Use of zones of regulation (toolkit) at this point	None
Stage 3 Reflection in class	Formal warning - Time out in class in class with timer	A clear verbal caution is given first and a reminder of consequences if they continue. Time out in class to reflect (5 mins). Speak to child privately and give them a final opportunity to engage. Apology for what they have done	Inform parent
Stage 4 Time out	Time out - in partner class with timer	A clear verbal caution is given first and a reminder of consequences if they continue. Time out in partner class to reflect (other class in year	Record on Edaware (Teacher) Teacher inform

		group). Speak to child privately and give them a final opportunity to engage. 10 minutes Apology for what they have done, and teacher invites them back into class.	parent
Stage 5 SLT Consistent behaviours Extreme behaviour (hitting/sweating).	Referred to SLT to stay for the part/remainder of the lesson	Restorative form filled out by child and discussed with member of SLT. The teacher/TA must write down the cause at the top of the restorative form. SLT to return to class and teacher to invite back in. Note: Proportionate actions need to be taken by the child to ensure situation is restored e.g. apologising, cleaning the mess, missing some playtime.	Record on Edaware (SLT) SLT inform parents
Stage 6	Repeated behaviours – 3x in one week 6x per half term	Parent meeting with teacher and SLT and support plan in place. Observation and formal behaviour plan by SLT TBC. This will be with a targeted intervention and review cycle Use of Boxall profile to set targets Possible referral to external agencies.	Behaviour plan on Provision map Meeting logged on Edaware
Positive behaviour rewards			
	<p>A 'board of recognition' in class for exceptional behaviour (this can be work, showing kindness towards another etc)</p> <p>Certificates on Fridays 2x weekly</p> <p>House points (4 houses). Trophy for the most counters on a Friday. House captains to discuss with DS. Park based rewards at the end of each half term over lunchtime.</p> <p>Byron bird for the end of every half term for 2 children per class</p> <p>Top table -manners. KS1/EYFS then KS2 fortnightly. Placemats and plates for the children.</p> <p>Children receive an invitation which they reply for.</p>		

Carrying out very serious consequences

- Internal fixed term exclusion. This is to be decided the principal based on individual circumstances.
- 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, Edaware and Ark records.

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 Principal.

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 the Principal 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 Principal/ 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 Principal/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 Principal 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 Principal 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, head teachers 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.
- or 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.

- 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.
- Physical contact with a pupil designed to limit his/her movements which are posing a danger or involving serious disruption.
- The physical removal of a child from one place to another.
- 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) by:

- 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. All incidents are logged on Edaware.

The following points should be recorded in the report:

- Details of date, time and location of incident
- Circumstances and significant factors which led to the incident
- The duration and nature of any physical restraint used
- The names of the pupil(s) and staff involved.
- A description of any injury sustained by the pupil(s) or staff
- A description of any action taken after the event
-

The full name and job title of the person making the report

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.