



Ark Priory Primary Academy

Ark Priory Primary Academy Behaviour Policy

Explore, Endeavour, Excel

Have the 'courage to fly'!

This policy was written and adopted on: October 2018

The policy to be reviewed on: September 2020

We have developed this policy in order to:

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, coupled with our motto, Courage to fly ! 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 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 Academy Ethos

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

- *At Ark Priory Academy, we aim to treat people with dignity, fairness, respect, sensitivity, care, generosity, kindness, courtesy and friendliness.*
- *At Ark Priory Academy, we value the constructive and positive contribution that each individual brings to academy and each person's role in the academy.*
- *At Ark Priory 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 Priory Academy. All staff also have the right to teach.

Introduction

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks 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

Roles and Responsibilities

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.

The Governing Body, Head of school 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.

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. Please see the Parent and Pupil Code of Conduct for further information.

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.

Governors will support the Academy in maintaining high standards of behaviour.

Procedures

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 through training and workshops.

The procedures will be consistently and fairly applied and the idea of personal responsibility and that every member of the academy has a responsibility towards the whole community in which we live will be promoted.

Rewards and Sanctions

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. Good behaviour is an expectation of the academy and includes the following:

- ✓ line up in the order that their teacher expects
- ✓ face the teacher 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
- ✓ keep to the left on the stairs and hold the banister
- ✓ keep in order in a straight line, one behind the other
- ✓ follow an 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
- ✓ make sure they use the correct staircase
- ✓ use the swing 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

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 sanctions applied for minor and major offences.

Our Rewards

- ✓ Star of the Week: Weekly Celebration assembly where a 'Star of the Week' for each class is chosen and celebrated. Parents are invited to attend and an announcement is made in the school newsletter.
- ✓ In the classroom by achieving bronze, silver and gold on the behaviour chart. Once gold is reached, a certificate of achievement is emailed from the class teacher to the parent. The child is also celebrated through the reflection time at the end of the day.

Consequences

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, disapproval is a powerful punishment.

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
- Group punishment should be avoided as they breed resentment
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished

Sanctions range from expressions of disapproval, through withdrawal of privileges/time out, to referral to the Head of School, 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. Please see our consequences chart at the end of this document.

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 may be necessary. This possibility should be discussed with the Assistant Headteacher for Inclusion or Deputy Headteacher in the first instance. Children operating outside of the behaviour policy will require an Individual Provision Plan (IPP).

Training

The Head of School 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 equal opportunities, 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

The Head of School 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 of School will keep the Governing Body informed.

*** Please see below for the Ark Priory Consequences Chart**

 					
Ark Priory Behaviour Consequences Chart					
Consequence	Verbal warning	Yellow	Orange	Red	Internal Exclusion
	First instance	Persistent instances			
Action	Spoken to by an adult	Time out in class if necessary	Time out in another class completing class work or a reflection sheet Or Missing break time (NB: **Teacher's discretion**)	An adult, email or a 'Slack' needs to be sent to a member of SLT (or if not available, a member of MLT). They will then come to the class to collect the child for a time out and contact parents. This behaviour will be recorded by SLT.	Internal exclusion Behaviour Report card if persistent Set number of days (or 1/2 days) in school isolated from own class
			Parents informed by class teacher via email	Parents informed by Head of Primary	
Behaviour	<ul style="list-style-type: none"> Talking when an adult or a child is talking 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 Play fighting 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

(*External exclusion is possible based on the severity of the behaviour- see Ark Priory Behaviour Policy).

* All subject to the Head of Primary and Executive Principal's final decision

