



Dream, Believe, Achieve

Ark Swift Positive Behaviour Management Policy

Our approach:

In order to enable effective teaching and learning to take place, good behaviour in all aspects of Academy life is essential. We seek to create a caring and safe Academy by:

- Encouraging and acknowledging good behaviour
- Encouraging children to take responsibility for their own behaviour
- Promoting self esteem
- Encouraging students to value and respect themselves and others
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Ensuring consistency of response to positive and unacceptable behaviour
- Seeking to develop positive relationships with parents and carers to support the development of children's behaviour and the implementation of this policy and the associated procedures
- Promoting early intervention

It is extremely important that parents and carers understand and support the Academy's Behaviour Policy and help their children understand why respecting this policy is important for the wellbeing of every student and the smooth running of the Academy.

The Swift Way

We have high expectations for all and expect everyone involved with the school to behave in keeping with the 'Swift Way' in order to ensure that all children have the best school experience they can.

The Whole School Code:

In and around the school, we expect children to keep to this simple code:

- Treat people and property with respect
- Watch your STEPS (Smile, Thank you, Excuse me, Please, Sorry)
- Be calm, quiet and safe moving around the school
- Follow the school and class rules
- Work hard

The Ark Swift behaviour management values

The values we will uphold in our management of behaviour are:

High expectations

- We have **high expectations** for all children's behaviour.
- We manage behaviour in a **consistent** way, with clear boundaries.
- We aim to develop children's understanding of the intrinsic value of behaving well, encouraging them to **take ownership** of their behaviour.

Trust

- We aim to know children well and build trusting relationships that are based on **positive interactions**.
- Where necessary, we work proactively together and with parents to support a child's behaviour development.

Generosity

- We have **unconditional positive regard** for all of our children; we give every child a chance.
- We always consider what a child's behaviour is communicating to us.
- We aim for interactions that maintain and model **mutual respect**.
- We focus on **de-escalation** before resolving issues or giving consequences and then aim to reflect, repair and restore relationships.

Hard Work

- We give **first attention to best conduct** and work hard to use praise and rewards to promote positive behaviour.
- All children experience positive praise from us for their achievements and effort.

Enjoyment

- We ensure there is a **calm, quiet and safe** environment in the school.
- An engaging curriculum and children's enjoyment of learning supports the development of positive behaviour.

Persistence

- We always show **consistent, calm adult behaviour**.
- We teach children about **rights, responsibilities** and how to improve their behaviour.
- We are **rigorous about routines/rules** and always follow-up behaviour matters.
- We never give up, even when things seem hard we remain positive and model positive interactions to/with children.

Who's responsible?

Throughout this policy, "we" refers to the whole school of teaching and non-teaching staff, volunteers and governors as well as all children and their parents and carers.

It is essential that parents and carers take responsibility for the behaviour of their child both inside and outside the school. We will seek to develop positive relationships with families so that we can work in partnership to maintain the high standards of behaviour expected in 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.

Praise, rewards and Consequences

Expected behaviour is clearly defined and communicated to all students. Good behaviour is valued and the system of positive praise and rewards is used to encourage and motivate students. Rewards and praise will be used as much as possible to reinforce our whole school values and code, as well as class rules.

Consequences are needed to respond to unacceptable behaviour. A range of consequences is clearly described in this policy and their use will be characterised by making clear to students why the consequence is being applied and what change in behaviour is required. The policy makes a clear distinction between the consequences applied for minor and major or repeated behaviours.

Praise and rewards

Green on traffic light chart

In every class, children will start each day with their name on green on the traffic light chart. Showing expected behaviours both in class and around the school (including and break and lunch times) will ensure that students stay on green throughout the day.

Dojo Points and Dojo Champ weekly prizes

For behaviour that demonstrates the whole school values and code or class rules, children will receive Dojo points as individuals, groups or whole class. Students can add to their total Dojo points all week and can aim for a total for the week that will earn them a special reward on the Dojo Champ chart. Dojo points will be added up at the end of each week and then reset at the start of the next week.

Star Assembly awards

Children will be nominated for a 'Star of the Week' award for an exemplary display of our core values. Awards will be given out and celebrated in assembly each week.

Attendance & punctuality awards

Good attendance and punctuality are essential for children's learning. The class with the best weekly attendance is given an attendance trophy at the Celebration Assembly and a class reward on Friday afternoon. There is also a weekly raffle prize that can be won by any pupils with 100% attendance in that week. 100% attendance is also rewarded with special parties every term.

Consequences

There is a clear set of escalating consequences for unacceptable behaviour (please see the behaviour consequences table for more information). They range from a reminder of the rules, through to time out during morning break, lunch time detention, internal exclusion or fixed term external exclusion and permanent exclusion. *In the event of serious behaviours (as detailed in the consequences chart), the more serious consequences can be implemented without having to go through all of the prior consequences first.*

Consequences are implemented as follows:

- It is explained to the student which value, rule or part of the code has been broken and why the consequence is being applied.
- It is made clear to the student the changes in behaviour that are required and why.

Prior to the implementation of these consequences, we will ensure that children have a good understanding of the behaviour expected of them and that adults have modelled and supported the development of the behaviour expectations for all children.

Yellow or red on traffic light chart

Students who choose inappropriate or unacceptable behaviours in any part of the school day will be

reminded of the rules **once**. If they repeat the behaviour, their name will be turned yellow or red on the class traffic light chart and consequences will be applied in line with the consequences chart. Serious behaviours can result in being put on yellow or red without a reminder.

Missing all or part of break time or lunchtime

Students missing their break or lunch time will be asked to complete learning that they have not done appropriately or as a consequence for inappropriate behaviour choices.

After school detention

Two red cards in a week will result in a student being given an after school detention. Parents will be contacted by the school to arrange this. After school detention will normally be on Tuesdays and Thursdays from after school until 4.00pm.

Internal exclusion or Fixed term external exclusion

Internal exclusion will mean the child being away from their class for a set length of time, no break with their peers (time to eat lunch only) and work to complete. Alternatively the Academy may require the exclusion to be taken at home (fixed term external exclusion) in which case this will be implemented in accordance with the Department of Education exclusion guidelines.

Permanent exclusion

The decision to make a permanent exclusion is a serious one. Permanent exclusion will be considered if a pupil:

- a) Is in persistent breach of the provisions of this policy and as a result of his/her actions there is a serious detrimental impact on the welfare and education of other pupils or staff at the academy, or
- b) Commits a serious breach of the behaviour policy by being involved in what may be termed an exceptional 'one-off' incident and as a result of his/her actions there is a serious detrimental impact on the welfare and education of others attending the academy. There is no comprehensive list of exceptional incidents and pupils and parents should be aware that these will cover actions which constitute unlawful acts whether or not they result in criminal prosecution. This sanction will also apply if the actions of a pupil take place outside of the academy (whether or not in uniform) and are of such a nature that the reputation and good standing of the academy is brought into disrepute.

Meeting with parents

In instances where behaviour is repeated or of a more serious nature and/or the policy of praise, reward and consequences has not resulted in a sustained improvement, there will be a meeting with parents and the school will review the curriculum on offer and classroom organisation and management to

eliminate these as contributory factors. Additional support from the Academy Behaviour Mentor or specialist help and advice from other external professionals may be necessary.

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.

Examples of poor behavior for each category of consequence				
<ul style="list-style-type: none"> Not SLANTing Not lining up correctly Rough play Interrupting/calling out Not following instructions Refusing to work Not being in the correct place Being disrespectful to others Littering Eating sweets/chewing gum Use of electronic items without permission 	<ul style="list-style-type: none"> Persistent yellow behaviours Swearing Discriminatory language Rough play Threats Bullying Shouting at adults Leaving class without permission Vandalism/damage to school property 	<ul style="list-style-type: none"> Persistent red behaviours Deliberate physical violence Theft Leaving school grounds without permission Setting off the fire alarm 	<ul style="list-style-type: none"> Criminal behaviours including: <ul style="list-style-type: none"> ➤ Serious violence/assault ➤ Sexual abuse/assault ➤ Drug use or supply ➤ Weapon carrying or use ➤ Arson 	
				First Instance
First Instance	Persistent Instances			
Reminder	Consequences			
Green	Yellow	Red		
		Lunch time detention or After school detention	Internal Exclusion or Fixed Term Exclusion (home)	Permanent Exclusion
By any adult	By any adult	Any adult in consultation with class teacher	Principal (or Vice Principals in absence of Principal)	
Children start every day on green and stay on green by showing excellent behavior.	<u>Miss next break or 15 minutes of lunch time whichever is sooner.</u>	<p><u>Key Stage 1 miss part of next lunchtime; Key Stage 2 miss all of next lunchtime.</u> Class teacher to inform parent by phone or at end of day.</p> <p><u>Two reds in a week lead to after school detention.</u> Class teacher to inform parents/carers that day.</p> <p>After school detention is normally after school on Tuesday and Thursday, ending at 4.00pm.</p>	<p><u>Internal exclusion (away from own class, no break time with peers, time to eat lunch), work to complete.</u> (Children may already have had detention after school as well)</p> <p><u>Third red in a week results in an internal exclusion.</u> Parents/carers will be informed.</p> <p><u>Fixed term exclusion (at home).</u> Principal (or Vice Principals in absence of Principal); will confirm by letter to parents/carers followed by a reintegration meeting with parents/carers to agree next steps.</p>	<u>Permanently excluded from attending school.</u> Principal (or Vice Principals in absence of Principal) will follow Behaviour Management Policy and DfE guidelines.
Next steps	Please refer to the Principal and Vice Principals if any clarification is required. For persistent behaviour matters a referral may be made to the school Behaviour Mentor for input on strategies, targeted behaviour development work with children and implementation of individual behaviour plans.			

Anti- Bullying

At Ark Swift Primary Academy we have a policy of prevention. Preventing bullying makes it easier to respond to any incidents when they occur. It also enables us to create an ethos in which the whole school community is clear that bullying is **completely unacceptable and will not be tolerated**.

Please see our Anti-Bullying Policy on our website for further information.

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 trainee 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.