



Ark Swift  
Primary Academy

*The Swift Way*

**Ark Swift Behaviour Management Policy  
2017-18**

**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 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. These have been revamped for the 2017-18 school year.

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. Children on yellow or red can return to green during the day if they demonstrate improved behaviour but the consequences will still be implemented.

### **Missing part of break time or lunchtime**

A yellow card will involve students missing part of their next morning break time or lunch time either to complete learning that they have not done appropriately or as a consequence for inappropriate behaviour choices.

**Pupils who are not in the proper school uniform (see uniform policy) may receive a yellow card and they will miss either their break time or part of their lunch time.**

### **Lunch time detention**

A red card will involve students missing all of their next lunch time as a consequence for poor behaviour choices. This involves missing 30 minutes of playtime.

### **A conversation with a member of the leadership team (i.e. phase leader).**

Once a child has received two red cards in one week, s/he will have to speak to their phase leader or another delegated member of the leadership team to discuss the behaviour up until this point and to try and find a positive outcome.

### **Internal exclusion or Fixed term external exclusion**

Internal exclusion will mean the child being away from their class for a set length of time. This may or may not involve break time as well, but of course – children will be given a chance to eat lunch. 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. There are two main types of situation in which a permanent exclusion may be considered. The first is a final, formal step in a process for dealing with unacceptable behaviour in which the Academy behaviour policy has been applied without any success in achieving sustained improvement in behaviour. The second is a serious one-off incident of the type described in the consequences chart.

**Permanent exclusions will be approached in accordance with the Department of Education exclusion guidelines.**

### **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.*



<b>Examples of poor behavior for each category of consequence</b>			
<ul style="list-style-type: none"> <li>• Not SLANTing</li> <li>• Not lining up correctly</li> <li>• Rough play</li> <li>• Interrupting/calling out</li> <li>• Not following instructions</li> <li>• Refusing to work</li> <li>• Not being in the correct place</li> <li>• Being disrespectful to others</li> <li>• Littering</li> <li>• Eating sweets/chewing gum</li> <li>• Use of electronic items</li> <li>• NOT IN THE APPROPRIATE SCHOOL UNIFORM (consult with the leadership team)</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent yellow behaviours</li> <li>• Swearing</li> <li>• Discriminatory language</li> <li>• Rough play</li> <li>• Threats</li> <li>• Bullying</li> <li>• Shouting at adults</li> <li>• Leaving class without permission</li> <li>• Vandalism/damage to school property</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent red behaviours</li> <li>• Deliberate physical violence</li> <li>• Theft</li> <li>• Leaving school grounds without permission</li> <li>• Setting off the fire alarm</li> </ul>	<ul style="list-style-type: none"> <li>• Criminal behaviours including:                             <ul style="list-style-type: none"> <li>➢ Serious violence/assault</li> <li>➢ Sexual abuse/assault</li> <li>➢ Drug use or supply</li> <li>➢ Weapon carrying or use</li> <li>➢ Arson</li> </ul> </li> </ul>
			<b>First Instance</b>
<b>First Instance</b>	<b>Persistent Instances</b>		
<b>Reminder</b>	<b>Consequences</b>		
<b>Green</b>	<b>Yellow</b>	<b>Red</b>	
		<b>Lunch time detention</b>	<b>Internal Exclusion or Fixed Term Exclusion (home)</b>
<b>By any adult</b>	<b>By any adult</b>	<b>Any adult in consultation with class teacher</b>	<b>Class teacher refers to Phase Leader, who reviews with Principal (or VPs in absence of Principal)</b>

<p>Children can return to green from being on yellow and red <b>once the sanction is spent</b> from being on yellow or red by demonstrating improved behavior, excellent learning etc.</p>	<p><b><u>Miss part of next play/lunch time (15 mins).</u></b></p> <p>Keys stage teams to arrange together.</p>	<p><b><u>Miss all or part of next lunchtime (25 minutes)</u></b></p> <p>Class teacher to inform parent by phone or at end of day.</p> <p><b>Two reds in a week lead to a meeting with as member of the leadership team (i.e. the phase lead).</b></p> <p>The purpose of the meeting is to discuss the behaviour up until this point and to try and find a positive outcome.</p>	<p><b><u>Internal exclusion (away from own class, no break time with peers, time to eat lunch), work to complete.</u></b> (Children may already have had detention after school as well)</p> <p>Third red in a week results in an internal exclusion; Class teacher refers to Phase Leader. Phase Leader informs parent.</p> <p><b><u>Fixed term exclusion (at home).</u></b></p> <p>Class teacher/Phase Leader to refer to Principal (or VPs in absence of Principal); to be confirmed by letter to parent followed by a reintegration meeting with parent to agree next steps.</p>	<p><b><u>Permanently excluded from attending school.</u></b></p> <p>Phase Leader to review with Principal (or VPs in absence of Principal). Will follow Behaviour Management Policy and DfE guideleines.</p>
<p><b>Next steps</b></p>	<p><b>Pleas refer to the VPs and Principal if any clarification is required. For persistent behaviour matters a referral may be made to the school Pastoral Support Team of the Inclusion team or input on strategies, targeted behaviour development intervention with children, implementation of individual behaviour plans.</b></p>			

## **Anti- Bullying**

At Ark Swift Primary Academy we have a policy of prevention. Preventing bullying makes it easier to respond to 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 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.*