



Ark Swift
Primary Academy

The Swift Way

**Ark Swift Behaviour Management Policy
2022-23**

Updated 1st September 2022

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 Swift Way:

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



- Ready
- Respectful
- Safe

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.

A consistent culture of behaviour management



Consistency lies in the behaviour of adults and not simply in the application of procedure.

A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

All staff

1. **Meet and greet** at the door.
2. Refer to **'Ready, Respectful, Safe'**
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson.
6. **Be calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never** ignore or walk past learners who are behaving badly.

Leaders



Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Leaders will:

1. Meet and greet learners at the beginning of the day
2. Be a visible presence to encourage appropriate conduct
3. Support staff in returning learners to learning by sitting in on restoration meetings and supporting staff in conversations
4. Regularly celebrate staff and learners whose efforts go above and beyond expectations
5. Regularly share good practice
6. Encourage use of Positive Notes and Positive Phone Calls
7. Ensure staff training needs are identified and targeted
8. Use behaviour data to target and assess interventions
9. Regularly review provision for learners who fall beyond the range of written policies
10. Make sure that the **'buck stops here'**

Recognition and rewards for effort

We recognise and reward learners who go ‘over and above’ our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

‘It is not what you give but the way that you give it that counts.’



The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

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.

Positive phone calls and ‘Excellent’ postcards

At the top of the hierarchy of recognition is acknowledgement that communicates positive messages to the child’s home. The positive phone call/note is high level recognition. It is sincere recognition for those learners who have gone over and above consistently in the last week or previous series of lessons. It also pays a large amount of emotional currency into the bank.

Recognition Boards

A recognition board is the simplest way to shift the culture in the classroom. It doesn’t prevent you from dealing robustly with poor behaviour; it just means you will be dealing with less of it. The advertising of poor behaviour doesn’t help, but routinely advertising the behaviour that you *do* want does.

Simply write at the top of the board the behaviour on which you want to focus – this can be social behaviours or learning behaviours. When you see the children demonstrating the behaviour well, write their name on the board. The recognition board is not intended to shower praise on the individual. **It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction.** Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically.

Star Assembly awards

Children will be nominated for a ‘Star of the Week’ award for an exemplary display of our core values/excellent learning. Awards will be given out and celebrated in Celebration Assembly each

week. Parents will be invited to see their children receive certificates.

Principal's Celebration Breakfast

Principal's celebration breakfast is targeted at the children who behave impeccably but are too easily forgotten. Every week one child from every class will be selected to receive an invitation to breakfast which will be presented in Celebration Assembly. The child will write an RSVP at home and attend tea the following Monday with The Principal and/or a member of SLT if the Principal is offsite.

House System

Children will be placed in a house. Points will be awarded for positive recognition of learning and behaviour and success recorded publically in Celebration Assembly. At the end of each half-term, class houses will work towards winning the house cup. Houses increase the feeling of identity and belonging and encouragement for every learner to do their best.

Attendance & punctuality awards

Good attendance and punctuality are essential for children's learning. The class with the best weekly attendance is given a Swift Attendance bear at the Celebration Assembly. There is also a weekly raffle prize that can be won by any pupils with 100% attendance in that week.

Managing Behaviour

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct

The reminder

A reminder of the expectations for learners **Ready, Respectful, Safe** delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged: 30 second intervention



- a) Gentle approach, personal, non-threatening, side on, eye level or lower.
- b) State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c) Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d) Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

The time-out

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning / follow instructions
- Learners should go to a 'buddy classroom' if they need to cool down and/or to defuse a situation. In general, **five minutes** should be enough. This is recorded as a minus behaviour on ScholarPack. At lunchtime there will be a designated area of the playground for the five minutes of time-out. All classes will have a designated area for time-out complete with 5-minute timers.
- Learners in EYFS will have time-out in their own classrooms.
- If the step above is unsuccessful or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a member of SLT/Pastoral Support Manager will escort the learner to a workspace outside the teaching room for the remainder of the lesson. This is recorded as a minus behaviour in ScholarPack.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Restore



Restoration meetings at Ark Swift are a core part of repairing damage to trust between staff and learners and between learners themselves.

Our Restoration meetings are structured in 6 steps:

1. What's happened?
2. What was each party thinking?
3. Who feels harmed and why?
4. What have each party thought since?
5. What behaviours will each of us show next time?
6. Reaffirm your commitment to building a trusting relationship.

Staff at all levels will take responsibility for leading restoration meetings, Leaders and PST will support when requested.

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At Ark Swift we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Partnership stage

The partnership stage will be implemented where there is a cause for concern with behaviour. The learner will be allocated a designated member of SLT/PST who will:

- Support and if necessary facilitate the Restoration Meeting between the member of staff and learner.
- Develop an appropriate action plan with the learner
- Monitor, review and mentor using the action plan
- Develop a home-school partnership
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a learner does not achieve the required change in conduct agreed within the action plan, consequences will be set-out

All of these matters will be confirmed in writing and recorded. This process will be led by the Pastoral Manager supported by either the Principal or Vice Principal and in conjunction with the class teacher.

In some cases, a child's behaviour can be so serious that the above system is overridden:



- Seriously injuring another child deliberately
- Leaving the classroom without permission /running away
- Extremely violent behaviour/vandalism
- Swearing/verbal abuse at an adult
- Possession of inappropriate objects/materials
- Theft
- Any form of repeated bullying
- Child on child abuse including sexual abuse

These incidents will be fully investigated and will result in at least one of the following:

- Letter/phone call home
- Meeting with parents
- Related sanction proportionate to the offence/child
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion (consistent breaches of the behaviour policy/one-off significant events)

As with the partnership stage, this process will be led by the Pastoral Manager supported by either the Principal or Vice Principal and in conjunction with the class teacher.

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.

Behaviour for excellent teaching and learning – two page summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The Swift Way, **Ready, Respectful, Safe** must be displayed in each learning space and referred to in conversations around conduct.

Consistencies

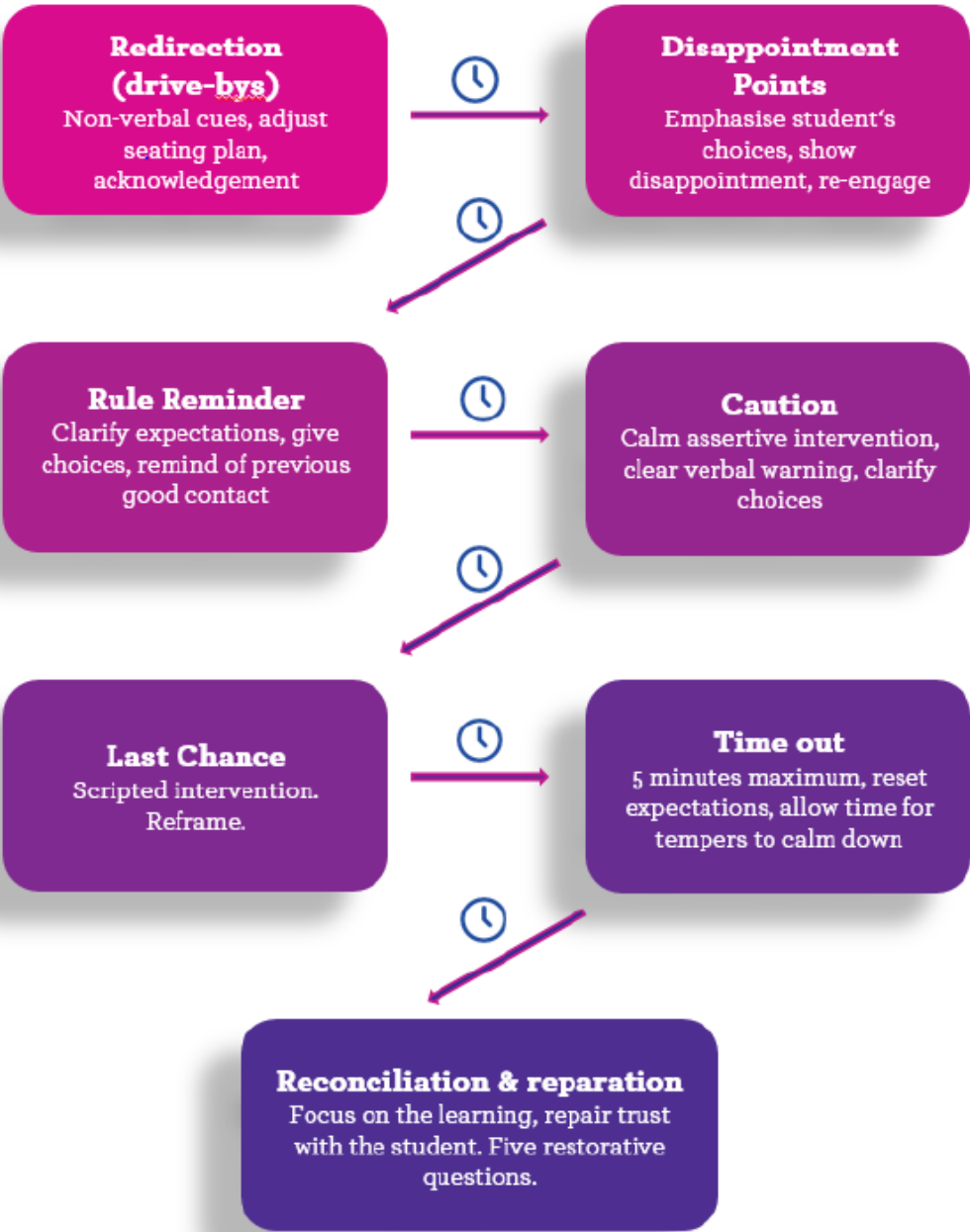
1. **Meet and greet** at the door.
2. **Model** positive behaviours and build relationships.
3. **Plan** lessons that engage, challenge and meet the needs of all learners.
4. A mechanism for positive recognition is used in each classroom throughout the lesson.
5. Refer to '**Ready, Respectful, Safe**' in all conversations about behaviour.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

Steps	Actions
Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
Reminder	A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
Time Out	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. <i>Learners should go to a 'buddy classroom' if they need to cool down and/or to defuse a situation. In general, five minutes should be enough. Record as a minus behaviour in ScholarPack.</i>
Internal Referral	At this point the learner will be referred internally to another room in the school for the remainder of the lesson by SLT/PST. <i>Record as a minus behaviour in ScholarPack.</i>
Restoration	A restorative meeting should take place before the next lesson.

Steps	Actions
	Support can be sought from SLT/PST.
Formal Meeting/Partnership	A meeting will be convened with agreed targets that will be monitored over the course of two weeks.

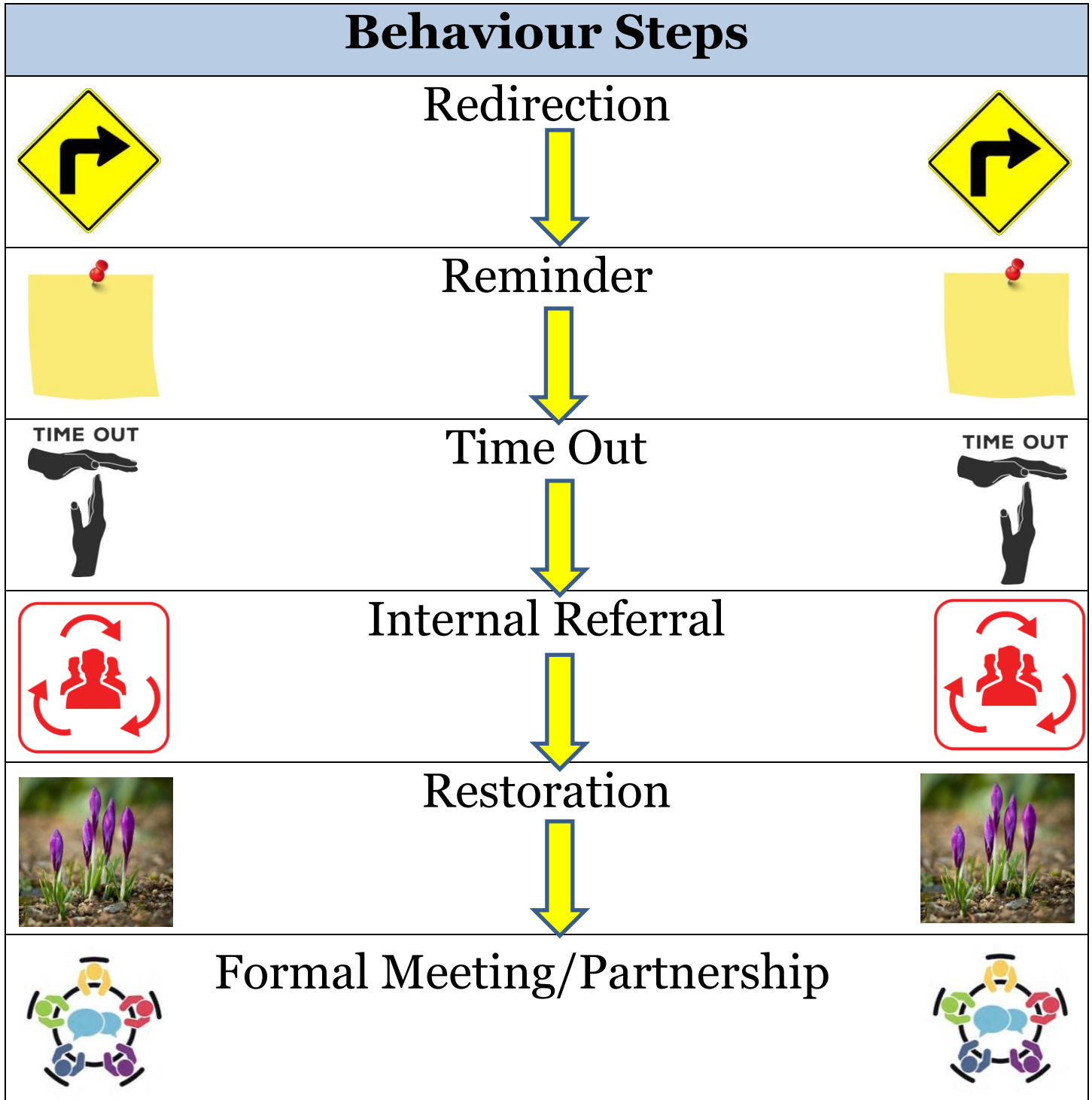
A **Serious Breach** is an incident that may lead to a fixed term exclusion. Alternatives to exclusion, where appropriate, include community service and payback.

All learners must be given ‘take up time’ in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption.



The Swift Way

Ready, Respectful, Safe



Buddy Classes

Class	Buddy Behaviour Class
Year 1 Sheffield	Year 2 Sydney
Year 2 Sydney	Year 1 Sheffield
Year 3 Goldsmiths	Year 4 Exeter
Year 4 Exeter	Year 3 Goldsmiths
Year 5 Queen Mary	Year 6 Bristol
Year 6 Bristol	Year 5 Queen Mary

Appendix

At our INSET sessions in September 2022, the staff team discussed our core practices to create a consistent approach to developing and maintaining excellent behaviour and culture in our school.

This is not meant to be an exhaustive list but should serve as a shared reminder of our everyday practice.

- ✚ Morning routine: 'meet and greet' at the classroom door and calm, focused morning work tasks.
- ✚ Line order established and transitions are conducted silently. Transitions maximise learning time in the classroom and ensure the school is calm and orderly.
- ✚ Children know non-verbal signals for toilet and water so as not to disrupt teacher flow and learning time.
- ✚ Classroom environments kept tidy – everyone is responsible for looking after our shared space and children are taught how to tidy-up.
- ✚ Refer to 'Ready, Respectful, Safe.'
- ✚ Class expectations are established, practised, and reinforced: voice level; not calling out; not moving around during teacher input; expectations for independently accessing resources during independent/group work time.
- ✚ Stopping signals agreed to quickly bring children back together.
- ✚ Practice – do it again!
- ✚ Expectations for presentation established: LO, margins, high standard of handwriting.
- ✚ Adults model positive behaviours and build relationships.
- ✚ Positive recognition/shout out board in all classrooms.
- ✚ Oracy structure: talking partners, prompt questions, active listening and peer feedback.
- ✚ Don't assume the children know: teach behaviour and routines; re-teach and practise!
- ✚ Quick, quiet correction
- ✚ Narrate the positive.
- ✚ Houses to increase the feeling of identity and belonging and encouragement for every learner to do their best – house points are valued by the children and to maintain this must be awarded with proportionality.
- ✚ Positive phone calls home and 'Excellent' postcards. Emotional currency with parents is as important*
- ✚ Speak to parents early on if there is a problem.
- ✚ Explain 'why': purpose over power.
- ✚ 100%: no opt-out.

- ✚ Use of restorative conversations.
- ✚ Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- ✚ Follow up every time, retain ownership and engage in reflective dialogue with children.
- ✚ Never ignore or walk past children who are behaving badly.
- ✚ Plan lessons that engage, challenge and meet the needs of all learners.
- ✚ Class monitors and jobs contribute to the smooth running of the classroom.

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.