



ARK Little Ridge
Primary Academy

BEHAVIOUR POLICY



POLICY INFORMATION

Named personnel with designated responsibility for (insert)

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2014-15	Headteacher	Deputy Head	Ray Chapman	Sarah Kowitz
2015-16	Headteacher	Deputy Head	Ray Chapman	Sarah Kowitz
2016-17	Head of school	Assistant Head		Micky Sandell

Policy review dates (frequency of review: tbc)

Review Date	Changes made	By whom
May 2013	Policy created	Headteacher
Sep 2014	Policy reviewed	Headteacher
Sep 2016	Policy reviewed	Head of school

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2014/15	Sep 2014	Sarah Kowitz

Dates of staff training for this academic year

Dates	Course Title	Staff
12.9.16	Review of behaviour policy	All
16.9.16	Lunchtime Behaviour Expectations	MSA's
31.10.16	Positive Behaviour management	Support staff
TBC	Behaviour for Learning	All staff

1 BEHAVIOUR POLICY

- **Approach to behaviour management**

'Praise is the most powerful form of influencing children's behaviour'

We want ARK Little Ridge Primary Academy to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about education. We want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behaviour. It is extremely important that parents/carers understand and support the academy's Behaviour Policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the academy. We will endeavour to keep all parents/carers informed of updates and changes to the policy.

There may be rare times when parents/carers do not agree with chosen consequences. In such cases, while the academy will be willing to discuss the matter, we hope that parents/carers will nonetheless support the academy's decisions.

- **RIDGE Values**

The behaviour of all adults and children in our academy is underpinned by our 5 RIDGE values which are:

- Rigour- I complete all my work to the highest standards
- Integrity- I do the right thing -respect others at all times
- Determination- I try my best all the time and do not give up
- Generosity- I am kind, open and help others to do their best
- Enthusiasm- I have a positive attitude

- **Expectations**

We believe **children need to know why behaviours are expected**. What RIDGE Values look like will be explored with children as part of their yearly induction to new classes and through assemblies across the year.

The academy also introduces the simple guiding EXPECTATIONS of:

RIGHT PLACE

RIGHT TIME

RIGHT THING

These principles are reinforced by all staff across the academy and form a common language for staff and pupils. The deeper meaning of each statement is explored through PSHE and assemblies.

- **Incentives and Sanctions Overview**

Praise and rewards will be used to motivate pupils much more frequently than negative consequences. This builds a culture of achievement and success.

- **Incentives**

The school operates a system of rewards based on behaviour and achievement. The system is two tier with an incentive based certificate system to recognise positive behaviour and achievement in weekly assemblies and a merit system that is cumulative over time.

- **Merits**

For exceptional behaviour and effort, children will receive “merit stickers”-these are coloured dots that all academy staff have. Children are responsible for transferring these stickers to their merit charts in class. Once children have received a set number of stickers they will be issued a “Merit” badge at the Celebration of Achievement Assembly.

Merit Card	Number of merits	Reward
Bronze	50 merits	Bronze star pin badge
Silver	100 merits	Silver star pin badge
Gold	100merits	Gold star pin badge

Merit classifications

- **Headteacher’s Badge**

Each week every child that earns a gold card will receive a raffle ticket. These will be drawn in Friday reward assembly and a Headteacher’s badge will be awarded.

- **Attendance and punctuality awards**

Good attendance and punctuality are to be celebrated. The class with the best weekly attendance in each Key stage is given the Attendance trophy at the weekly Celebration of Achievement Assembly. This is passed between classes each week. Pupils with 100% termly and annual attendance are entered into a raffle draw for special certificates and prizes, and are recognised in the school newsletter.

Rewards are summarised in table 3 below.

Reward	How does it work?	Frequency
Merit Stickers	Quick and easy rewards, using stickers, will be issued to praise children for meeting expectations. Badges are awarded as more stickers are collected (see previous table.)	Daily
Gold Card	Awarded daily for children whose effort and application has been of a high standard. All recipients entered into weekly draw for headteacher award.	Daily
Playground/lunch time	Playground staff will reward positive behaviour frequently and consistently. The rewards are merit stickers and recognition tickets which are passed on to the head of school for celebration.	Daily
Attendance and punctuality	Children with 100% termly attendance and punctuality will be placed in the termly draw for the attendance prize.	Weekly at the celebration assemblies At the Celebration of Achievement assembly at the end of each term.
Transition Trophy	Awarded weekly to class in each Key Stage whose movement around the building is the best.	Weekly

- **Sanctions**

There is a clear set of escalating sanctions for poor behaviour. This is based upon a card system both in class and on the playground. These range from minutes of playtime lost, to lunchtime detentions to isolation from the class group.

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 academy procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist may be necessary. This possibility should be discussed with the Head of School.

The use of sanctions should be characterised by certain features:

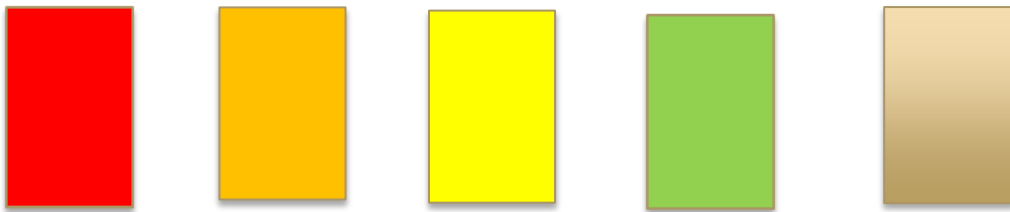
- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to turn behaviour around.
- There should be clear distinction between minor and major offences.
- It should be the behaviour rather than the child that is sanctioned.

Incidents will be logged in scholar pack. Senior team will monitor incident reports on weekly basis.

- **Overview of the card system**

Professional judgement will be used when determining sanctions. Wherever possible, learning time missed as a result of sanctioning must be minimised.

Teachers will use the yellow / orange/red card system to indicate severity of incident to a pupil. Children will be encouraged to ‘turn their behaviour around and return to Green’ If this happens then the yellow or orange card will be changed to green. This encourages resolution behaviour and promotes positive learnt behaviour. Children who excel will be awarded the gold card



The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who consistently follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines.

In-class Consequences:

- Teachers use least intrusive skills to redirect behaviour.
- If they decide to move a child's name to the yellow, orange or red cards they must be clear with the pupil what they are doing, and what the pupil can do to change this decision.
- At least one warning is always provided for pupils in between each stage.
- Teachers constantly help pupils make the right choices to move their card back to green and beyond.

TA/Class teachers should use the scholar pack behaviour log to record red cards issued.

Leadership Team Involvement:

If pupils continue to make the wrong choice about their behaviour they will be referred to a member of the leadership team.

Pupil behaviour will be discussed with the pupil with a view to one of three outcomes:

- A. Reflection time with SLT (using restorative conversation)
- B. Phone call or letter home
- C. Parent / Carer meeting

- **Academy trips**

It is expected that all normal academy codes of dress and behaviour will be imposed on any trip. It is the responsibility of the trip organiser as well as any accompanying adults to ensure such standards are complied with. The students, parents/carers and staff should be aware that they are representing the academy at all times and are, therefore, responsible for ensuring that they do not, at any time or under any circumstances, bring the academy into disrepute. Students should be aware that inappropriate behaviour could risk their chances of taking part in further trips and/or other sanctions on their return.

In the case of residential trips- risk assessments will be carried out for any pupils who routinely display challenging behaviour. The safety of all pupils and staff is paramount. In rare cases where children have exhibited recent extreme behaviour close to the time of a trip, meetings will be held with parents and carers to ensure that risks are appropriately assessed.

- **Internal exclusion**

The Academy strives for **zero** exclusions and prefers whenever possible to use internal exclusion instead.

Internal exclusion involves being isolated from the academy community for a set number of days. This may mean being in isolation in a space at the academy or in specific circumstances, attending another academy/provision for a number of days.

- **Fixed-Term Exclusion**

Fixed-term exclusion means that the pupil is kept at home for one or more days. Excluded pupils will receive a work pack to complete. This work must be completed and returned to the academy for review. The Academy will work with children and parents to avoid fixed term exclusion whenever possible. Possible actions that might lead to exclusion:

- Causing serious injury to another person (adult or child)
- Causing deliberate damage to school property or the property of another individual
- Being abusive
- Deliberate and recurrent breaking of school rules

The above are examples and the list is not exhaustive. If an incident occurred individual circumstances of the incident would be taken into account.

- **Permanent exclusion**

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."

- **Exclusion protocol**

Exclusions will be conducted in accordance with the Department for Education's exclusion guidelines:

- i. Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units (2008) <http://bit.ly/XOxQGC>.

Excluded pupils will receive a work pack to complete where appropriate.

2 INVESTIGATING INCIDENTS, SEARCHING AND CONFISCATION

The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.

- **Investigation incidents**

Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Head of School and/or the Designated Person for child protection as appropriate. In situations where other services need to be informed, the Head of School or their designate will attempt to contact the family to let them know of the referral, unless it is, in their judgement, inappropriate to do so.

If a serious offence appears to have been committed, the member of staff concerned should inform the Head of School as soon as possible. In the event that this is not possible then the staff member should refer it to the Key stage lead. The Head of School or their designate will decide the nature of investigation required, usually including conducting an initial interview with the pupil/pupils concerned and by arranging for the pupil/pupils concerned to produce a statement relating to the matter.

CCTV cameras may be checked to provide evidence of the facts.

It is also important that disciplinary matters, particularly serious ones, are investigated at a measured pace and that no premature judgments are made concerning the matter.

Once an investigation for a serious offence begins it may be necessary for the pupil/pupils concerned to be supervised by a member of staff or in extreme cases isolated from other pupils. Any investigation should be conducted away from the public gaze.

When a pupil is interviewed he/she should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of an interview that pupils are expected to tell the truth and that if they do not do so they can expect to be interviewed again. Careful contemporaneous notes should be kept during all interviews. These should be signed by the member(s) of staff present afterwards. Individual written statements should be taken wherever possible and they must be dated and signed by the pupil concerned and marked with the date.

- **Searches and confiscation**

If a member of staff suspects that a pupil is in possession of a prohibited object the pupil may be searched. This search of a pupil should be conducted by the Head of School or a member of staff authorized by the Head of School (usually INCo/SLT). The search should be conducted by the same gender as the pupil, and with another adult (where possible of the same gender). Before any search is undertaken consent will be sought from pupils. If consent is refused, the pupil will be asked to say why s/he has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances, will warrant a sanction. Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as 'prohibited items'), the pupil may be searched without their consent.

When a search is conducted where there is a suspicion of a 'prohibited item' this can be conducted without the consent of the pupil.

When being searched, pupils cannot be required to remove their socks or tights, shirts, trousers or skirt; they may only be required to remove "outer clothing" such as coats and jumpers. Searching the pupil's possessions includes searching a pupil's goods over which he/she has or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress.

When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the academy rules. Where any article is thought to be a weapon it must be passed to the police.

It is not necessary to inform parents/carers before or after a search takes place or to seek their consent to search their child. Where objects are found and when the object found constitutes a significant breach of the academy rules, especially a "prohibited item", the individual pupil's parents or guardians should be contacted.

DfE reference for section

- <http://bit.ly/XOxQGC>

- **Behaviour within the Toilets**

Aims

To maximise the access pupils have to toilet facilities during the day, to promote the health, wellbeing and learning opportunities of all pupils. Pupils should take the toilet pass from their class when they need to leave..

To provide good quality toilet facilities throughout the academy.

Expectations

Pupils will only ask to use the toilet when it is essential.

Pupils will respect facilities at all times.

Toilets will be open and available to all pupils throughout the academy day.

Pupils will only go to the toilets individually not in groups.

Access to toilets during lesson times

During lesson times it is expected that pupils request permission to leave the class to go to the toilet and take a “toilet pass”. It is expected that the classroom teacher monitors how many children at any given time are allowed access to the toilets during lesson time. In order to maintain the safety of all children, the cleanliness and hygiene of the toilets, and the usual high expectations of behaviour, there should be no more than one boy or one girl from the class at any given time.

Access to toilets during playtimes

During playtimes, a member of staff will be stationed nearby the doors of each playground. Children requesting access to the toilets should do so through the assigned member of staff.

No more than 2 boys and 2 girls will have access to the toilet during playtimes at a given time. This restriction in the number of pupils is necessary in order to maintain the safety of all children, the cleanliness and hygiene of the toilets, and the usual high expectations of behaviour.

3 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 all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.