



Behaviour Policy

November 2019

INTRODUCTION

Ark Tindal believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of academy life is necessary. It seeks to create a caring learning environment in the academy by:

- 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 academy's policy and associated procedure.
- Encouraging children to take responsibility for their behaviour.
- Explaining what is unacceptable behaviour and why

POLICY STATEMENTS

2.1 Policy Scope

Although in general this policy covers behaviour within the academy building and grounds, it is important to note that legally, teachers have the power to discipline pupils for misbehaving outside the academy premises “to such an extent as is reasonable”. This can relate to incidents occurring anywhere off the academy premises, such as on public transport, outside the local shops, or in a town or village centre. In practice, the scope of this policy in relation to behaviour outside of the academy premises would relate to any incident where the child is in recognisable academy uniform and is most likely to be when they are either on their way from or to home before/after the academy day.

2.2 Monitoring, evaluation and review

The academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

2.3 Interrelationship with other academy policies

In order for the Behaviour Policy to be effective, a clear relationship with other academy policies, particularly equal opportunities, anti-bullying and inclusion has been established. In particular, this policy should be read in conjunction with the anti-bullying policy

2.4 Involvement of outside agencies

The academy works positively with external agencies when this is considered to be in the best interests of the pupil (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.

2.5 Procedures

2.5.1 The Head of School, in consultation with staff, will develop the procedures from this policy.

2.5.2 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/carers.

2.5.3 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 they live.

2.6 Acknowledgement and consequences

2.6.1 An academy ethos of encouragement is central to the promotion of good behaviour that is intrinsically motivated. Acknowledgements are one means of achieving this where a pupil regularly meets the standards of behaviour required in the academy. 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 acknowledgements is an emphasis on praise, both informal and formal, to individuals and groups. Very occasionally exemplary behaviour that shows standards above and beyond that usually expected from pupils, will be tangibly rewarded as well as acknowledged.

2.6.2 Consequences are what happen when a pupil demonstrates inappropriate behaviour. Pupils will generally be made aware of the consequences of their continuing inappropriate behaviour so that they are able to make a choice about their next actions and have certainty of the outcome of

their choice. The consequence may be one from a range of sanctions as 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, repeated and major offences.

3 ROLES AND RESPONSIBILITIES

3.1 Governing body

3.1.1 The Governing body will establish in consultation with the principal, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents/carers, is non-discriminatory and the expectations are clear.

3.1.2 Governors will support the academy in maintaining high standards of behaviour.

3.1.3 The governing body will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. However, they will understand that the different causes of poor behaviour may require different consequences and subsequent actions. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

3.2 Principal

3.2.1 The Principal will be responsible for the implementation, day-to-day management and monitoring of the policy and procedures.

3.2.2 The Principal will ensure there is no differential application of the policy on any discriminatory grounds - 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.

3.2.3 The Principal will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

3.3 Staff, including teachers, support staff and student teachers

3.3.1 Staff will ensure there is no differential application of the policy on any discriminatory 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.

3.3.2 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.

3.3.3 There are five consistencies that all staff are expected to uphold in the academy:

- Model positive behaviours.
- Actively greet all learners as they enter the learning area.
- Engage and challenge pupils during every lesson.
- Step pupils calmly and slowly through sanctions giving 'take up time', every time

3.4 Parents and Carers

Parents and carers will take responsibility for the behaviour of their child both inside and outside the academy. 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.

3.5 Children

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the academy policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

4 ACKNOWLEDGEMENTS AND CONSEQUENCES OVERVIEW

4.1 Approach to behaviour management

4.1.1 We want Ark Tindal 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 acknowledge desirable behaviour with praise and great behaviour with tangible rewards. We will impose consistent, clear and unavoidable sanctions for unacceptable behaviour. We will ensure that, whenever possible, pupils understand the consequences of choosing not to follow the behaviour policy.

4.1.2 Pupils making good learning and behaviour choices will be acknowledged through the academy's structured acknowledgement system and these will be differentiated appropriately. Although certificates, positive notes home and material rewards will be available, there will be an emphasis on encouraging intrinsic motivation to learn as this will be beneficial to the child in the long term.

4.1.3 Consequences and sanctions at Ark Tindal Primary Academy will have a learning focus, build relationships and encourage pupils to take responsibility. Restorative approaches are encouraged and supported following incidences of poor behaviour. All pupils will be given 'take up time' in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption. Secondary behaviours will generally be tactically ignored at the time they are displayed but will be discussed with the pupil when they are once again calm and rational.

4.1.4 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. In particular, we encourage parents to celebrate with their child when they are acknowledged for positive behaviour in the academy.

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

4.1.6 Details of the behavior management process, rewards and sanctions are outlined in Appendix 1.

4.2 Academy Rules

4.2.1 All pupils will be taught the importance of complying with the academy rules, which link directly to the academy vision and values and are as follows:

UNDERSTAND DIFFERENCES BE RESPECTFUL	HONEST AND TRUSTWORTHY AND BELIEVE IN OURSELVES	ALWAYS TRY OUR BEST TO ACHIEVE OUR GOALS
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Do as we are asked	Tell the truth	Give 100% effort
Be polite and caring	Be responsible	Challenge ourselves
Look after everything	Recognise our skills	Learn from our mistakes

In addition to the above there may be rules related to a particular subject or area of the academy, which are primarily designed for safety. Rules related to a specific area of the academy will be displayed in that area.

- 4.2.2 The academy day will be divided into three sessions for the purposes of consequences and sanctions and each child will be given the opportunity to ‘start afresh’ at the start of each session.
- Session one – from entry onto the academy premises until the end of break time.
 - Session two – from the start of lessons after break until the end of lunch time.
 - Session three – from the start of afternoon lessons until leaving the academy premises.

4.2.3 If the ongoing behaviour of a pupil is causing concern then this will be reported to a more senior member of staff who will consider whether an Individual Behaviour Plan (IBP) should be put in place. When an IBP is put in place this will be fully discussed with staff, pupils and parents

4.3 **Bullying** (*Please refer to the anti-bullying policy*)

The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed, will students be able to fully benefit from the opportunities available at the Academy. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Within the curriculum the academy will raise the awareness of the nature of bullying through inclusion in PSHE, registration time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

4.3 **Exclusion**

4.3.1 We will endeavour to avoid exclusion from the academy wherever possible. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the academy’s rules or where the behaviour of the child means that it is not safe, either for them or for staff working with them, to remain in the academy at that time. The principal, or the most senior member of staff in her absence, will take the decision to exclude a pupil and will also decide upon the length of the exclusion and whether it is to be fixed term or permanent.

4.3.2 A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole academy community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the academy that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

4.3.3 There will, however, be exceptional circumstances where, in the judgement of the principal, it is appropriate to permanently exclude a pupil for a first or ‘one-off’ offence. Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. In all cases where a child has accrued 15 or more days of exclusion then a formal meeting will be held with the child, parent/carers and a panel of governors.

- 4.3.4 The academy has a duty to provide suitable full-time education for the excluded pupil from the sixth academy day of any fixed period of exclusion of more than five consecutive academy days.
- 4.3.5 Further information on fixed term exclusions can be found on the following link:<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/DfES%20087%20200MIG1262.pdf>

4.4 Restraint and use of reasonable force

- 4.4.1 All academy staff have the authority of the principal and therefore legal power to use reasonable force to prevent pupils injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.
- 4.4.2 Whilst the academy will provide additional training to staff in the use of restraint techniques from time to time, it is recognised that this is not a requirement prior to the use of restraint and should not stop a member of staff restraining a pupil where not to do so would put the pupil or others in danger. All incidents of restraint will be fully recorded and parents will be informed.
- 4.4.3 Further information regarding DFE guidance on the use of reasonable force can be found on the following link:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf

APPENDIX 1: BEHAVIOUR MANAGEMENT PROCESS, REWARDS AND SANCTIONS.

At Ark Tindal, Class Dojo will be used to issue, monitor and evaluate positive and negative behavior skills and choices.

Incentive	Sanctions
Acknowledgements	Reminder
Praise	1 red dojo point
Stickers	2 red dojo points
Green Dojos	3 red dojo points
Green Dojo rewards	4 red dojo points/lunchtime detention
Attendance & punctuality awards	Report Cards/after school detention
End of year Green Dojo achievements	Internal exclusion
ASPIRE Certificates	External exclusion

PRAISE AND REWARDS

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

Green Dojos

Green dojos will be awarded for behavior, which demonstrates our school values and will be categorized in to:

- Ambition
- Resilience
- Respect

Green dojos will contribute to a positive 'Dojo Doughnut', which will be monitored half-termly by the pastoral team. Pupils achieving a high percentage of green dojos will be celebrated through awards outlined below.

Celebration certificate

Children will be nominated for a certificate for an exemplary display of our core values. These are handed out during a whole school assembly each Friday where parents will be invited to attend.

Attendance & punctuality awards

Good attendance and punctuality are to be celebrated. The class with the best weekly attendance is given an Attendance trophy at the weekly celebration assembly. Pupils with 100% termly and annual attendance are awarded special certificates and prizes.

Green Dojo Awards

Daily

- Review of class 'Dojo Doughnut'
- Dojo Master: The pupil with the most dojos has additional responsibilities and privileges the following day. In KS1, they should wear a cape; in KS2 their chair should have the golden star
- Text/conversation with parents
- Praise pads

Weekly

- The class with best 'Dojo Doughnut' will be celebrated during weekly celebration assemblies and have the opportunity to use the adventure playground

- Review of class 'Dojo Doughnut' for the week
- Celebration of pupils with most improved behavior during weekly class assembly

Termly

- Pupils with 90% or more receive a Bronze Award
- Pupils with 95% or more receive a Silver Award
- Pupils with 100% receive a Gold Award
- All pupils who receive award to receive an extra break with organised games (organised by the pastoral team)

Annually

- Celebration/party for pupils with a dojo percentage of 95% or more
- All pupils with 100% green dojos will be entered in to a prize draw

SANCTIONS

There is a clear set of escalating sanctions for poor behaviour. They range from expressions of disapproval, through to time out, to referral to the Headteacher, 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. Where there is anti-social, disruptive or aggressive behavior, 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 from the Educational Psychologist may be necessary. This possibility should be discussed with the Headteacher and SENDCo.

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
- There should be clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished

Red Dojos

Red Dojos will be given after a warning for poor behavior choices in the following categories:

- Aggressive behavior
- Breaking school rules
- Disrespectful behavior
- Disrespecting property
- Disrupting learning
- Not following instructions
- Playground incidents
- Breaking school rules

Some behaviours, which are more severe than the above, will be given 4 red dojos and result in a lunch time or after school detention. Red dojos will contribute to a negative 'Dojo Doughnut', which will be monitored half-termly by the pastoral team. Pupils achieving a high percentage of red dojos will be supported through weekly dojo target setting and individual behavior plans where necessary.

Order of Sanctions:

1. Warning
2. 1 red dojo point
3. 2 red dojo points – 5 minute time out in class
4. 3 red dojo points - 10 minute time out with 3rd teacher (or with another 3rd teacher)
5. 4 red dojo points – Lunchtime detention and intervention with pastoral team. Parents informed via text message.

Report Cards

There are 2 different report cards, which are differentiated according to colour and severity.

Card 1 – Yellow: given after persistent poor behaviour or serious incidents (in the classroom or on the playground) such as:

- Swearing
- Racism
- Fighting
- Spitting
- Bullying
- Stealing
- Challenging adults
- Physical attacks
- Damaging property

Pupils on a Yellow Report Card will receive one after school detention.

Card 2 - Red given for extreme serious incidents, no improvement on Yellow Report Card or the pupil has had three or more lunchtime detentions in one half term. Pupils on a Red Report Card will receive one week of after school detentions.

Detentions

3 red dojo points will result in a pupil being sent to another class for 10 minutes with a member of the Senior/Middle Leadership Team. Furthermore, pupils who have been issued with 4 red dojo points will be expected to attend a lunchtime detention and/or spend time with a member of the Senior Leadership Team. If 4 red dojos occur in a morning session, the detention will take place on the day they were issued. If 4 red dojos occur during an afternoon session, the detention will take place the following day.


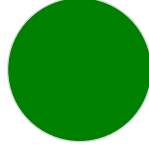


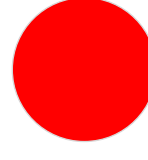



Where the incident is more serious, or the child is on a report card, after school detentions will be completed. Parents should be notified in writing the day before.

The SLT or a member of the Pastoral Team will supervise detentions. During detention, the pupil will complete a form outlining what happened, what they need to do next and how the adults can help.

If a child receives 3 or more detentions during a half term, their parents will be requested to attend a meeting with a member of the SLT to discuss their child's behavior and a report card will be issued.

Please see the table below for the issuing of dojo for individual behaviours and the escalation in sanctions.

Climate for Learning

Aspire award	Green Dojo	Start of the day	Reminder	1 Red Dojo	2 Red Dojos	3 Red Dojos	4 Red Dojos
							
<p>Ambition</p> <p style="color: #008080;">We have dreams and aspirations for the future and are determined to achieve them.</p>				<ul style="list-style-type: none"> • Disrupting learning <ul style="list-style-type: none"> ○ Calling out ○ Distracting others ○ Wasting time during transitions • Aggressive behaviour <ul style="list-style-type: none"> ○ Play fighting ○ Inappropriate language ○ Tantrums ○ Pushing/shoving in the line • Not following instructions <ul style="list-style-type: none"> ○ Not being in the correct place ○ Not lining up correctly • Disrespectful behaviour <ul style="list-style-type: none"> ○ Disrespecting property ○ Talking over other children/adults • Breaking school rules <ul style="list-style-type: none"> ○ Incorrect uniform ○ Incomplete homework ○ Eating sweets/crisps • Off task behaviour <ul style="list-style-type: none"> ○ Fiddling with equipment ○ Getting out of seat ○ Not settling quickly 			<ul style="list-style-type: none"> • Swearing • Racism • Fighting • Spitting • Bullying • Threats • Stealing • Leaving classroom without permission • Challenging adults • Physical attacks • Damaging property • Persistent refusal to follow tasks
<p>Resilience</p> <p style="color: #008080;">We never give up, even when we find it difficult. We push ourselves to be the very best.</p>							
<p>Respect</p> <p style="color: #008080;">We treat others as we want to be treated. We always choose honesty.</p>							

Dojo Improvement Tracker

Name:

Class:

Date:

How I feel about my behaviour:

Current percentage:

Target for first week:

Date:

This week's percentage:

Target met?

Target for next week:

Things I am doing well:

Things I need to improve:

Date:

This week's percentage:

Target met?

Target for next week:

Things I am doing well:

Things I need to improve:

Date:

This week's percentage:

Target met?

Target for next week:

Things I am doing well:

Things I need to improve:

Date:

This week's percentage:

Target met?

Target for next week:

Things I am doing well:

Things I need to improve:

How I feel about my behaviour:

Improvement percentage:

Reflection Form

Think about what happened. Describe it in your own words.









Which rules did you break?

What are the consequences of your actions? Think about the people involved.

What could I have done differently?

Which values do I need to improve?

How am I going to do this?

 1 Achievement	 1 Enthusiasm	 1 Integrity	 1 Perseverance
 1 Playground behaviour	 1 Responsibility	 1 Scholarship	 1 Teamwork