

BEHAVIOUR POLICY



**Ark Ayrton
Nursery**



**Ark Ayrton
Primary Academy**

Name	Tag
The Headteacher of the academy	Anne Hibberd-Chapman
Chair of Governors	Katie Oliver
Academic year	2019-2020
The academy name	ARK Ayrton Primary Academy
Deadline for policy review policy after 1 year	September 2021

POLICY INFORMATION

Named personnel with designated responsibility for Behaviour

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2018/2019	P Dawson			M Pye
2019/2020	P Dawson	J. Ayrton (Nursery)		K Oliver
2020/2021	S Bennett-Acres	J. Ayrton (Nursery)		K. Oliver

Policy review dates

Frequency of review: annually

Review	Changes made	By whom
September 2019	Policy reviewed	P Dawson
September 2020	Policy reviewed	S Bennett-Acres

Ratification by Governing Body

Academic	Date of ratification	Chair of Governors
2017/2018		Canon Peter Leonard
2018/2019	Autumn 2018	Mike Pye
2019/2020	Autumn 2019	Katie Oliver
2020/2021	Autumn 2020	Katie Oliver

Dates of staff training

Dates	Course Title	Staff
Sep 2017	Consistent use of the Behaviour Policy and amendments	All staff
Sep 2018 - Inset	Behaviour policy – responsibilities and pupil independence	All staff
Sep 2019 -	Academy Expectations	All staff
Sept 2020- Inset	Behaviour policy update and Ayrton Ambassadors	

CONTENTS

INTRODUCTION	4
POLICY STATEMENTS	4
ROLES AND RESPONSIBILITIES	5
BEHAVIOUR POLICY	6
INVESTIGATING INCIDENTS, SEARCHING AND CONFISCATION	11

INTRODUCTION

The Governing Body believes 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:

- a Encouraging and acknowledging good behaviour and discipline.
- b Promoting self-esteem by encouraging students to value and respect themselves and others.
- c Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- d Promoting early intervention.
- e Ensuring a consistency of response to both positive and negative behaviour.
- f 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.
- g Encouraging children to take responsibility for their behaviour.
- h Explaining unacceptable behaviour.

POLICY STATEMENTS

1.1 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.

1.2 Interrelationship with other academy policies

In order for the Behaviour Policy to be effective, a clear relationship with other academy policies, particularly equal opportunities, inclusion, and the use of positive handling, has been established.

1.3 Involvement of outside agencies

The academy works positively with external agencies (e.g. MABS, Educational Psychology, 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.

1.4 Procedures

The Headteacher in consultation with staff will develop the procedures from this policy.

1.5 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.

1.6 The procedures will be consistently and fairly applied and promote the idea of personal

responsibility and treat every member of the academy equally.

1.7 Rewards and sanctions

ROLES AND RESPONSIBILITIES

1.8 Governing body (Ark Projects Ltd for the Nursery)

1.8.1 The Governing body will establish in consultation with the Headteacher, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will be communicated to pupils and parents/carers, be non-discriminatory and the expectations will be clear.

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

1.8.3 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. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

1.9 Headteacher

1.9.1 The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

1.9.2 The Headteacher will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. She will also ensure that the concerns of pupils are listened to and appropriately addressed.

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

1.10 Staff, including teachers, support staff and student teachers

1.10.1 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.

1.10.2 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.

1.11 Parents and Carers

1.11.1 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.

1.12 Children

1.12.1 School 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.

1.12.2 Nursery children will be encouraged to take responsibility for their own behaviour. We recognise that behaviour both positive and negative represent learning opportunities for children and adults model how to resolve difficulties and support children to develop their self-regulation skills.

BEHAVIOUR POLICY

1.13 Approach to behaviour management

1.13.1 We want ARK Ayrton to be enjoyable and successful for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about their learning. We want to encourage good behaviour and discourage behaviour that would undermine and disrupt learning or confidence between pupils or pupils and staff. We will praise and acknowledge desirable behaviour and use a restorative approach alongside consequences to deal with unacceptable behaviour and build positive relationships. We have adjusted our policy throughout for the differing ages and stages of children in our 0-11 year old setting.

1.13.2 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.

1.13.3 There may be rare times when parents/carers do not agree with the chosen consequence. 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.

1.14 Praise and Acknowledgement

An academy ethos of encouragement is central to the promotion of good behaviour. Praise and acknowledgement are a means of achieving this and have a motivational role in helping pupils to realise that good behaviour is valued. This builds a culture of achievement and success. Praise and acknowledgement will aim to constantly reinforce our core values of: Aiming high, Working hard, Playing fair and Shining brightly.

Table 1 – Praise and Acknowledgment overview

Praise and Acknowledgement – adjusted as age appropriate

From Nursery

- Eye contact, smile, thumbs up, pat on back, positive attention, encouragement throughout the day
- 3 part praise (praise, name, what it is for).

- Recognition and sharing of work with partner class
 - Shine brightly light used to celebrate positive characteristics
- From Pre-school
- Moving up the Lighthouse Chart and receiving an 'I've Graduated Today' sticker
 - Receiving a Characteristic Sticker for displaying any of our Key Characteristics of; Resilience, Respect, Curiosity, Confidence, Independence and Kindness
- From School
- Class postcard home each week for an identified pupil
 - Nominated in our now weekly Achievement Assembly and receiving a certificate for any of our core values of; Aiming High, Working Hard, Playing Fair and Shining Brightly. Children can earn a Bronze certificate when they have achieved a certificate for each of the core values, a Silver certificate when they have done this again and a Gold certificate for the third time. Records of nominations will be displayed in each classroom
 - Bronze, Silver and Gold Head Teacher Award for excellent behaviour or work with follow up contact/phone call to parents/copy/photo of work and item of Ark Ayrton stationary chosen by the child. Copy of work displayed on achievement board and in achievement book
 - When a child has received their Bronze, Silver and Gold Head Teacher Award AND their Bronze, Silver and Gold Achievement Certificates, they will be awarded the Ark Ayrton pin badge which they are then allowed to proudly wear to school each day
 - Ayrton Ambassadors recognises and rewards children who consistently demonstrate our values and ethos. Children work through a bronze, silver and gold level, which collates all of the above rewards into a central place. Children are rewarded with a badge to wear on their blazer or jumper.

1.15 Restoration and Consequences

- 1.15.1 We recognise that behaviours are a method used by children to communicate a variety of emotions. We also treat each behavioural incident as a learning opportunity and seek to support every child.
- 1.15.2 For our youngest children in nursery we use social stories, work with families and activities to develop self-regulation and emotional understanding. We also identify certain situations which require a consistent and structured approach to support adults and children, this is set out in Table 2.
- 1.15.3 In school and preschool there is a clear set of escalating restorative actions and consequences for poor behaviour (See table 2). Most instances of poor behaviour are relatively minor and can be adequately dealt with through restorative conversations and consequences. It is important that the consequence is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone are ineffective.
- 1.15.4 For children whose behaviour is causing concern 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 Teacher Advisor for Behaviour and/or Educational Psychologist may be necessary. This possibility will be discussed at the academy's weekly Learning and Pastoral Support meeting and more personalised plans and support may be put in place.
- 1.15.5 The use of restoration and consequences should be characterised by certain features:
- It must be clear why the consequence is being applied – refer to the academy values.
 - It must be made clear what changes in behaviour are required to avoid future consequence.
 - All poor behaviour will result in a restorative conversation; this may range from a 2 minute conversation to a restorative circle or conference.

Table 2 – Restoration and Consequences overview

Restoration and Consequences

From Nursery

- Quiet, confidential conversation/private, individual reflection/correction with the child is an early intervention to help them 'get back on track' and/or remove them from the situation.
- A few minutes in a buddy class/quiet area of the room for a short period of time out and re-focus, followed by a restorative conversation.

From School

- Use of the lighthouse charter to move children onto the rocks – 2 minutes, 4 minutes and finally 15 minutes to make up their loss of learning.
- Minute for minute loss of playtime or lunchtime to make up for lost learning time in the session before if they have not responded positively to the private correction or being moved onto the rocks.

- Targeted support from The Pastoral Team – (generally given in class) including a restorative conversation
- We now hold a Detention for up to 15 minutes at the end of each day. This could be issued for continual non-completion of work, for hurting either a child or adult, swearing directly at another person or damaging school property (Parents will be informed of the detention by a text sent home no later than 3pm). All detentions will involve a restorative conversation. The third detention given in a short period of time will be held by the Phase Leader
- Friday detentions for significant poor behaviour or repeated poor behaviour. These will be 30 minutes until 4.15pm with a Deputy Head Teacher or 45 minutes with the Head Teacher until 4.30pm. Parents/Carers will be informed by letter and a phone call from SLT. All pupils receiving a Friday detention will complete a restorative pack
- Poor behaviour at playtime such as fighting or climbing on the roof will lead to loss of playtime the following day
- Failure to return after playtime – minute for minute loss of lunchtime play or discovery time (EYFS)
- Failure to return after lunchtime – up to 15 minutes detention at the end of the day
- Targeted violence towards a child or adult, severe verbal abuse and aggression, destruction of school property or significant disruption in and around the school site – Internal Exclusion (Inclusion), Exclusion to ARK Dickens or Fixed Term Exclusion from school

1.16 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 pupils, 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. The academy does not wish to stifle the enjoyment of trips, but just wishes to ensure the good behaviour and safety of everyone participating in them. Students should be aware that inappropriate behaviour could risk their chances of taking part in further trips and/or other punishments on their return.

School Exclusions (Reference Ark Exclusions Policy)

1.17 Inclusion

Inclusion involves being isolated from the academy community for a set number of days.

1.17.1 Fixed-Term Exclusion

Fixed-term exclusion means that the pupil is kept at home for one or more days. It may be more appropriate at times to exclude to a local school supported by a member of our school staff eg Ark Dickens. Excluded pupils will receive a work pack to complete. This work must be completed and returned to the academy for review. The offences listed below will likely lead to fixed-term exclusion (or isolation, depending on the nature of the incident). In exceptional circumstances, they may lead to

permanent exclusion.

- a Seriously disruptive behaviour including refusal to follow instructions.
- b Threatening or confrontational behaviour towards another member of the community.
Fighting/assault towards another member of the community.
- c Aggressive derogatory and/or discriminatory insults/speech towards another member of the community.
- d Disruptive behaviour whilst on isolation in the academy.
- e Racial/sexual/homophobic harassment.
- f Bullying.
- g Theft.
- h Smoking/possession of drugs on the academy site or in academy uniform.
- i Graffiti or property damage.
- j Persistent refusal to obey rules.
- k Leaving the academy without permission.
- l Behaviour likely to bring the Academy into disrepute.

1.17.2 Permanent exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term exclusion, which has been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which could include racist or homophobic bullying) or repeated possession and or use of an illegal drug on academy premises.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- i. Serious actual or threatened violence against another pupil or a member of staff.
- ii. Sexual abuse or assault.
- iii. Supplying an illegal drug.
- iv. Carrying a weapon.
- v. Arson.
- vi. Criminal offences committed on the Academy site, whilst representing the Academy or whilst on the way to or from the Academy.
- vii. The Academy will consider police involvement and other agencies for any of the above offences.
- viii. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well being of the academy and its pupils and staff.

If a pupil 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 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 takes 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.

1.17.3 Exclusion protocol

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

If a pupil is excluded, they will be visited at home regularly as appropriate, by a member of the Pastoral Team and provided with work.

On their return to the academy following an exclusion, the pupil and parent/carer will have a reintegration meeting with a member of the Pastoral Team and Senior Leader and will then be supported as they go back into class.

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.

1.18 Investigation incidents

- a Internal investigations can inadvertently prejudice investigations by Social Care 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 Headteacher and/or the Designated Safeguarding Lead as appropriate. In situations where other services need to be informed, the Headteacher 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.
- b If a serious offence appears to have been committed, the member of staff concerned should inform the Headteacher as soon as possible. In the event that this is not possible then the staff member should refer it to the senior member of staff on site. The Headteacher or her 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.
- c CCTV cameras may be checked to provide evidence of the facts.
- d 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.
- e 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.
- f 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 and dated by the pupil concerned.

1.19 Searches and confiscation

- a 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 Headteacher or a member of staff authorized by the Headteacher. 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.
- b When a search is conducted where there is a suspicion of a 'prohibited item' this can be conducted without the consent of the pupil.
- c 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 has or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress.
- d 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.
- e 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.

f 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. This member of staff will allocate a toilet pass to the child.

g 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.

1.1.2 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.