



Ark Paddington Green 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
2016-17	K Deeks	S Malik	Ms A Ewing	Ms A Ewing

Policy review dates (frequency of review: tbc)

Review Date	Changes made	By whom
August 2016	Policy created	M Haimendorf

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2016-17	August 2016	Project Board

Dates of staff training for this academic year

Dates	Course Title	Staff

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1 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 Encourage children to take responsibility for their behaviour.
- h Explain unacceptable behaviour.

2 POLICY STATEMENTS

2.1 **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.

2.2 **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 force to control or restrain pupils, has been established.

2.3 **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.

2.4 **Procedures**

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

2.4.2 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.

2.4.3 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.

2.5 **Rewards and sanctions**

2.5.1 An academy ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. 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 rewards is an emphasis on praise both informal and formal to individuals and groups.

2.5.2 Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is 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 and major offences.

3 ROLES AND RESPONSIBILITIES

3.1 Governing body

- 3.1.1 The Governing body will establish in consultation with the Head of School and Executive 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. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

3.2 Head of School / Executive Principal

- 3.2.1 The Head of School (under the leadership of the Executive Principal) will be responsible for the implementation and day-to-day management of the policy and procedures.
- 3.2.2 The Head of School 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.
- 3.2.3 The Head of School 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 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.

3.4 **Parents and Carers**

3.4.1 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.

3.5 **Pupils**

3.5.1 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 BEHAVIOUR POLICY

4.1 Approach to behaviour management

- 4.1.1 We want Ark Paddington Green 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.
- 4.1.2 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.
- 4.1.3 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.

4.2 Code of Conduct

- 4.2.1 In lessons, I will do whatever it takes to make sure that I:
- a Arrive at Ark Paddington Green Primary Academy by 8.55am.
 - b Bring the equipment I need and am prepared for my learning.
 - c Wear the correct uniform smartly throughout the day.
 - d Enter the academy quietly, greeting the Head of School.
 - e Enter the classroom calmly, greeting the teacher.
 - f Avoid all distractions: putting away anything not required for the lesson.
 - g Only drink water from my water bottle.
 - h Be an active learner by engaging with the activities set by the teacher, and demonstrating that I am doing this by SLANTing (Sitting, Listening, Articulating/Answering, Nodding, Tracking) at all times.
 - i Show respect for my own learning and that of others.
 - j Being silent when requested.
 - k Always complete my homework on time and to an excellent standard.
 - l Make sure that I catch up with my learning if I have been absent from the academy or have fallen behind for other reasons.
 - m Help a teammate if they are finding the learning difficult.

4.2.2 In the academy and the local community, I will do whatever it takes to help create a safe environment which respects the rights of others by:

- a Listening to members of staff and following instructions politely and calmly.
- b Walking in single file, not running or shouting, and maintaining silence in corridors.
- c Going straight to my lessons and holding doors open for others.
- d Never damaging academy property, defacing the building, dropping litter or spitting.
- e Never insulting, undermining or swearing at anyone.
- f Remembering I am always an ambassador for the academy. Leaving the academy and making my way home in an orderly, responsible way.
- g When travelling on public transport, I will respect those around me, speaking to teammates, transport staff and members of the public quietly and politely respecting the local environment, by being considerate to our local community, obeying shop rules, and never dropping litter, defacing or trespassing on private property.

4.2.3 I understand that there will be consequences if I do not observe the Code of Conduct.

4.3 Rewards

Praise and rewards will be used to motivate pupils much more frequently than negative consequences (See table 1). This builds a culture of achievement and success. The praise and rewards will aim to constantly reinforce the core values. Rewards will be applied consistently so that pupils know that good choices are noticed.

Reward	Sanctions
Praise	Pupil conversation
Marble Jar	Parent conversation
Star of the Day certificate	Yellow card
Paw Award sticker	Double yellow card
Head of School's certificate	Red card
House points	Detention
Attendance & punctuality awards	Internal exclusion
	External exclusion

Table 1 – Overview of incentives and sanctions

4.4 Sanctions

4.4.1 There is a clear set of escalating sanctions for poor behaviour (See table 4). These include: disapproval, withdrawal of privileges/time out, detention, referral to the Head of School, letters to parents/carers and, ultimately 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 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.

4.4.2 The use of sanctions should be characterised by certain features:

- a It must be clear why the sanction is being applied – refer to the academy values.
- b It must be made clear what changes in behaviour are required to avoid future punishment.
- c There should be clear distinction between minor and major offences.
- d It should be the behaviour rather than the person that is punished.

4.4.3 **Behaviours that require sanctions (see Table 2)**

Professional judgement will be used when determining sanctions.

<ul style="list-style-type: none"> ➤ Talking when a teacher or another child is talking ➤ Interrupting/calling out ➤ Not following instructions ➤ Not listening ➤ Inappropriate language ➤ Disrespecting property ➤ Not being in the correct place ➤ Not lining up correctly ➤ Wasting time between transitions ➤ Break class rules ➤ Fiddling with equipment ➤ Name calling ➤ Off-task behaviour ➤ Tantrums 	<ul style="list-style-type: none"> ➤ Swearing ➤ Discriminatory comments ➤ Low level physical aggression (e.g. play fighting) ➤ Spitting ➤ Bullying ➤ Vandalism ➤ Leaving class without permission ➤ Shouting at an adult 	<ul style="list-style-type: none"> ➤ Physical/verbal aggression towards a child ➤ Verbal aggression towards adults ➤ Discriminatory harassment ➤ Bullying (on-going) ➤ Theft ➤ Possession of drugs/materials ➤ Damage to property ➤ Persistent refusal to obey rules ➤ Leaving the school without permission 	<ul style="list-style-type: none"> ➤ Serious actual or threatened violence against another student or member of staff ➤ Sexual abuse or assault ➤ Carrying a weapon ➤ Arson ➤ Serious damage to property 		
		1 ST INSTANCE	1 ST INSTANCE		
		1 ST INSTANCE	PERSISTENT/SERIOUS INSTANCES	PERSISTENT INSTANCES	
		1 ST INSTANCE	PERSISTENT/SERIOUS INSTANCES	1 ST INSTANCE	
Least invasive form of intervention	1 ST INSTANCE YELLOW CARD	PERSISTENT INSTANCES DOUBLE YELLOW CARD	PERSISTENT INSTANCES RED CARD	INTERNAL XCLUSION/FIXED TERM EXCLUSION	PERMANENT EXCLUSION
	<ul style="list-style-type: none"> ➤ Time out in class or playground ➤ Second Yellow card will mean time out if in class 	<ul style="list-style-type: none"> ➤ Time out in class or playground ➤ Detention ➤ Recorded 	<ul style="list-style-type: none"> ➤ Report to SLT ➤ Play lunchtime missed / detention on the day ➤ Parents informed ➤ Recorded ➤ 2 red cards in one day will result in isolation ➤ On a trip – missing next trip outing 	<ul style="list-style-type: none"> ➤ Set number of days at school in internal exclusion or at another school/home ➤ Re-integration meeting and restorative conversation ➤ Behaviour plan 	<ul style="list-style-type: none"> ➤ Permanently excluded from attending school

Table 2 – Timeline of sanctions to respond to bad behaviour – note all actions will be applied within judgement of staff, taking into account mitigation, context and prior behaviour. The flow chart is designed to give an overview, details of exclusions are given below.

4.4.4 Time out

- a In the event of receiving three yellow cards or a red card in a session, a child will be sent to time out. This can occur in the neighbouring classroom, the phase leader's classroom or in a Senior member of Staff's offices. Time out times will vary according to the children's ages (See table 5). The following are given as a guide, the exact time will be dependent on the judgement of the staff involved, and may be longer depending on the circumstances.

	Yellow card	Double yellow card (time out in class)	3 x Yellow Card or Red card (time out in partner class/phase leader/SLT)
Nursery/Reception	1 minute	3 minutes	5 minutes
Key Stage 1	5 minutes	10 minutes	30 minutes
Key Stage 2	10 minutes	15 minutes	1 hour

Table 5 – Time out durations – note these timings are approximate – actual times will be at discretion of staff

4.4.5 Academy trips

- a It is expected that all normal academy codes of 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. Pupils should be aware that inappropriate behaviour could risk their chances of taking part in further trips and/or other punishments on their return.

4.4.6 Detention and loss of playtime

- a Poor behaviour may result in the loss of playtime/after school detention.
- b Three yellow cards and red cards will result in children missing their playtimes or having a detention after school.
- c Detention will take place after school, the length of detention will be proportionate to the seriousness of the behaviour
- d Detention or loss of playtime will be recorded

4.4.7 Uniform sanctions

- a Pupils will not be allowed to attend class if they are not dressed in the appropriate uniform. Parents and carers of pupils that do not wear their uniform correctly will be contacted and asked to bring the missing uniform into the academy. If this is not possible then pupils will be provided with the uniform they are missing. The parent or carer will then be expected to collect their child from the academy office at the end of the academy day to discuss the issue. A date by which the child will be in full uniform will be set. Internal exclusion will occur if this deadline is missed.
- b There may be good reason why a child is not wearing academy uniform. In this case, parents and carers should share the reasons with the Head of School either in person or by letter. In this situation, the staff may judge that the pupil will be able to attend class.
- c There will be the occasions when the academy decides that academy uniform is not appropriate, e.g. when taking part in a physical activity day or wearing different clothes as a part of a fund raising event. Parents and carers will be notified in advance of what is the revised dress code on these days.
- d If a pupil is given spare uniform to wear and refuses to wear it, this will be considered an issue of behaviour and will result in a sanction.

4.5 Internal / Fixed-term exclusion

Fixed-term exclusion involves being isolated from the academy community for a set number of days. This may mean being in isolation at the academy, attending another academy or being kept at home.

4.5.1 Internal Exclusion

Pupils placed on isolation will complete work independently in a separate location to their class. They will not attend play time, they may be required to eat lunch in a separate location to the lunch hall. They will be supervised.

4.5.2 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 offences listed below will likely lead to fixed-term exclusion (or isolation, depending on the nature of the incident). In serious or repeated 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 Drug abuse or possession of drugs or the use of any illicit substances or materials (including pornography).
- i Smoking on the academy site or in academy uniform.
- j Graffiti or property damage.
- k Persistent refusal to obey rules.
- l Leaving the academy without permission.
- m Behaviour likely to bring the Academy into disrepute.

4.5.3 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.

- a 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.
- b 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. The Academy will consider police involvement and other agencies for any of the above offences.

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.

4.5.4 Exclusion protocol

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

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

5 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.

5.1 Investigation incidents

- a 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.
- b 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 another senior member of staff. 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.
- 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. Notes from interviews should be signed by the member(s) of staff present. Where pupils are asked to write formal written statements these should be taken wherever possible and they must be dated and signed and dated by the pupil concerned. Where pupils are unable to clearly write a statement, staff will write notes and sign them.

5.2 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 Head of School or a member of staff authorized by the Head of School (usually SENCO/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.
- 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.

References:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_confiscation_advice_Reviewed_July_2015.pdf

6 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.