



Ark Burlington Danes Primary Academy Behaviour Policy

Our approach:

We want school to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. So we encourage exemplary behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. We reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable consequences for unacceptable behaviour.

What we believe:

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. At Ark Burlington Danes Primary Academy we seek to create a caring and learning-focused environment in the school by:

- Encouraging and acknowledging good behaviour and discipline.
- Promoting self-esteem by encouraging students to value and respect themselves and others
- Providing a safe and positive environment free from disruption, violence, bullying and any form of harassment
- 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 school's policy and associated procedure
- Encourage children to take responsibility for their behaviour
- Explain unacceptable behaviour

The core values which contribute to behaviour in our academy are:

- **Independence:** We are independent learners; we take responsibility for our actions and show bravery and courage
- **Community:** We love our school community; we know that everyone in it is different but they are all special
- **Trust:** We trust each other and we show forgiveness when others make mistakes
- **Helpfulness:** We take care of others and show good manners
- **Unity:** We are united as a school; we are friends that care of each other
- **Scholarship:** We are proud of our achievements and we love learning; we work hard and try our best

Every pupil matters: Every lesson counts



Children's positive behaviour is also encouraged through our mindset motto:

'We believe, dream and persevere to achieve'

We encourage children to have a growth mindset attitude towards their learning, their behaviour and the behaviour of others. The school puppet 'Crackle' is used to talk to children about their behaviour and attitude towards learning and to encourage children to change negative behaviours.

Who is responsible?

At Ark Burlington Danes Primary Academy:

- We aim to treat people with dignity, fairness, respect, sensitivity, care, generosity, kindness, courtesy and friendliness.
- We value the constructive and positive contribution that each individual brings to school and each person's role in the school.
- We offer support, encouragement and enthusiasm. We have high expectations of children's work and behaviour and through this teach motivation.
- We communicate with each other in a positive way. We do not shout. We use calm voices to relay what we are trying to say.

"We" refers to the whole-school of teaching and non-teaching staff, children, parents, governors. Through this we aim to achieve a positive school ethos.

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

It is extremely important that parents 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 school.

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

Every pupil matters: Every lesson counts



Incentives and Consequences

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.

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 consequences applied for minor and major offences.

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

Incentives	Consequences
Praise	Verbal warning
Stickers	Yellow card
House point	Double yellow card
Stars of the day	Red card
House point certificate	Internal exclusion
Value award certificate	External exclusion
Attendance & Punctuality awards	Permanent exclusion



Incentives

Reward	How does it work?	Frequency
Stickers/Stamps/ House points	Quick and easy rewards, using stickers, will be issued to praise pupils for meeting expectations in class and around the Academy Staff can use house point tokens to give out house points	Daily
Stars of the day	Children climb up the class behaviour tracker each day by modelling positive behaviour related to our values. If they reach the star at the top they receive a star sticker and a house point. The sticker may come from the Headteacher	Daily
House point certificates	Issued according to amount of house points awarded	Half termly at the Celebration Assembly at the end of term
Values certificate	Nominated each week by the class teacher for exemplary displays of core values	Weekly at the Celebration Assembly
Attendance and punctuality	Children with 100% weekly attendance and punctuality will be issued special stickers. Children and parents/carers with 100% termly attendance and punctuality will be issued a Headteacher prize.	Weekly at the Celebration Assembly At the Celebration Assembly at the end of each term

Consequences

There is a clear set of escalating consequences for poor behaviour (please see the behaviour consequences table for more information). They range from expressions of disapproval, through to time out, to referral to the Headteacher, meetings with 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 consequences. It is important that the consequence 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 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 Inclusion Manager.



The use of consequences 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

We have a 'no shouting' rule at Burlington Danes Primary. We expect everyone to treat others as they would wish to be treated. Staff should speak to children in a calm and explanatory manner and model how to problem solve and deal with conflict

Playtime/lunchtime detention

Double yellow card and red card may involve children missing part of their playtimes. Furthermore, the parents of pupils who have been issued with a red card will be contacted.

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

Further details of the exclusions process are outlined in the full exclusions policy (which is available on request from the school office).

If a pupil commits an offence that calls for fixed-term exclusion (5 days or less), s/he is subject to the following:

- If necessary, the pupil is immediately removed from class and/or school.
- The pupil is entitled to respond to the charges against him or her.
- The Headteacher or his designee addresses the conduct and assigns an appropriate consequence.
- The parent/guardian is notified by the Headteacher or by his designee.
- A parent or guardian will be required to meet with the Headteacher or by his designee regarding the offense prior to a pupil's return to school.

Whilst the consequences guidelines provide a guide all behaviour will be dealt with on an individual basis and consequences applied are at the discretion of the Headteacher and staff involved.

Every pupil matters: Every lesson counts



Uniform consequences

Parents and carers of pupils that do not wear their uniform correctly will be contacted and asked to bring a uniform. If this is not possible then pupils will be provided with the uniform they are missing. The parent or carer will then be informed by letter of the correct uniform required by the child.

Further details are outlined in the full uniform policy (which is available on request from the school office).



Ark Burlington Danes Behaviour Consequences

Verbal Warning	First Yellow Card	Second Yellow Card	Red Card	Internal Exclusion	Fixed Term Exclusion	Permanent Exclusion External Exclusion
First instance	Persistent instances			First instance	Persistent instances of severe instance	First instance
Spoken to by an adult	Timeout in class if necessary	Timeout in another class completing work OR Missing breaktime	Timeout with SLT completing class work	Internal exclusion Behaviour report card if persistent Set number of days (or 1/2 days) in school isolated from own class	Fixed term external exclusion - Set number of days (or 1/2 days) at - home (fixed term) - Reintegration meeting with head - teacher/parents - Additional support may be needed and - /or personal behaviour plan drawn up	Permanent exclusion - Permanently excluded from school
		Parents informed by class teacher	Parents informed by the Principal or Assistant Principal			
<ul style="list-style-type: none"> - Talking when an adult or child is talking - Play fighting - Not respecting the personal space of others - Interrupting/calling out - Not following instructions/not listening - Inappropriate language - Disrespecting property - Not being in the correct place - Not lining up properly - Wasting time during transitions - Breaking class rules - Fiddling with equipment - Off task behaviour - Tantrums - Disrespectful behaviour - Eating sweets/chewing gum 			<ul style="list-style-type: none"> - Swearing - Discriminatory language/racist comments - Physical aggression - Threats - Bullying - Shouting at adults - Leaving class without permission - Stealing - Vandalism/damage to school property 	<ul style="list-style-type: none"> - Deliberate physical violence - Profuse verbal aggression/swearing - Persistent defiance of instructions/refusal to comply - Theft - Serious property damage - Discriminatory incidents - Persistent bullying 	<ul style="list-style-type: none"> - Persistent fixed term exclusions - Criminal behaviour including: serious violent/assault, sexual abuse/assault - Serious threats - Drug use or supply - Weapon carrying or use - Arson 	



Ark Burlington Danes Primary Academy
Pupil Code of Conduct

‘We dream, believe and persevere to achieve’

In lessons

I will do **whatever it takes** to make sure that I:

- ✓ arrive at school by 8:30 a.m. and attend every day
- ✓ be ready to work at the beginning of each lesson
- ✓ wear the correct uniform smartly throughout the day
- ✓ enter the classroom calmly, greeting the teacher
- ✓ avoid all distractions: putting away anything not required for the lesson
- ✓ be a positive and active learner by engaging with the activities set by the teacher
- ✓ show respect for my own learning and that of others and be silent when requested
- ✓ co-operate with peers and adults who may be working with the teacher i.e. listening well to others
- ✓ be aware of the feelings of others i.e. being supportive of children and adults in the classroom
- ✓ look after the classroom environment and equipment and resources within the classroom
- ✓ Put my hand up to speak to the whole class and follow the hands up stopping sign
- ✓ talk with my parents and teachers about any worries I have in school.

Moving about the academy

I will do **whatever it takes** to make sure that I:

- ✓ walk quietly, calmly and directly to my destination
- ✓ keep to the left on the stairs and hold the banister
- ✓ keep in order in a straight line, one behind the other
- ✓ follow an adult’s instructions
- ✓ take one step at a time on the stairs
- ✓ look and listen for people coming in the other direction especially at corners
- ✓ use the swing doors sensibly and consider other people, holding the door when necessary
- ✓ pick up any belongings on the floor
- ✓ when visiting another room enter quietly and wait without interrupting.

In assembly

I will do **whatever it takes** to make sure that I:

- ✓ walk into the hall calmly and in silence
- ✓ sit down when asked by the teacher
- ✓ listen carefully and thoughtfully throughout to adults, visitors and children
- ✓ sit still without fidgeting
- ✓ ignore any children who might try to talk to me
- ✓ leave the hall in silence.



In the playground

I will do **whatever it takes** to make sure that I:

- ✓ play safely and considerately
- ✓ show kindness and tolerance to others at all times
- ✓ play games co-operatively and not leave people out
- ✓ respect the academy surroundings, pick up litter and be careful of living things
- ✓ come to adults when asked and carry out requests straight away
- ✓ sort out problems sensibly, asking for help when necessary
- ✓ stay out of the academy building unless I have been given permission to go in
- ✓ put playground equipment away, and line up after hands go up

In the lunch hall

I will do **whatever it takes** to make sure that I:

- ✓ walk calmly to my seat
- ✓ wait patiently and quietly to be served
- ✓ stay in my seat whilst eating
- ✓ be friendly and kind to other people on my table, using good manners
- ✓ talk quietly
- ✓ check that my place is clean and clear when I leave it
- ✓ return crockery and cutlery sensibly to the tables and clear any leftovers
- ✓ walk out of the hall sensibly.

When lining up

I will do **whatever it takes** to make sure that I:

- ✓ line up in the order that my teacher expects
- ✓ face the teacher at the front of the line
- ✓ leave a sensible space between myself and the person in front of me
- ✓ stand absolutely still, not touching anyone else, hands by my side.

On visits and trips

I will do **whatever it takes** to make sure that I:

- ✓ listen to and obey all adults accompanying my class
- ✓ be polite to everyone I meet
- ✓ be especially careful near roads
- ✓ sit quietly and calmly on public/private transport and wear seat belts if provided
- ✓ keep to one side of the pavement and walk sensibly in line
- ✓ behave on a trip as I am expected to behave in academy
- ✓ respect property and obey any rules that apply to the place I am visiting
- ✓ be responsible for disposing of any litter correctly
- ✓ look after my own belongings

Signed _____ Year _____ Date _____



Ark Burlington Danes Primary Academy Parent Home School Agreement

I will do whatever it takes to make sure that I:

Teaching and Learning

- ✓ Take an interest in what my child is learning
- ✓ Support the school's philosophy of high expectations for all

Communication

- ✓ Attend parents evenings
- ✓ Raise concerns promptly and directly with the school
- ✓ Use the appropriate channels to communicate with the school, other parents and children
- ✓ Model the positive and polite communication expected from the children

Attendance

- ✓ Make every effort to make sure that my child will attend school every day and on time
- ✓ Inform the school as soon as possible about any absences and the reason for it
- ✓ Avoid taking children on holiday during term time

Behaviour and attitude

- ✓ Give praise at home for good behaviour and attitude at school
- ✓ Work with the school to find solutions in cases of unacceptable behaviour
- ✓ Read and understand the school's behaviour policy
- ✓ Tell the school about anything that may affect your child's work or behaviour

At home

- ✓ Encourage my child to read everyday
- ✓ Support my child with their home prep school project

Preparation

- ✓ Make sure my child wears the correct uniform everyday
- ✓ Make sure my child comes to school with the necessary equipment and books

Signed _____ Parent of _____

Class _____ Date _____



Ark Burlington Danes Primary Academy

School Promise

The school will do whatever it takes to make sure that we:

Teaching and Learning

- ✓ Place an emphasis on English and mathematics to ensure mastery
- ✓ Provide an enriched curriculum which challenges and inspires
- ✓ Use regular assessment to track pupil progress
- ✓ Ensure early prevention for those children experiencing difficulties

Communication

- ✓ Are opening and welcoming at all times and offer opportunities for parents to become involved in school life
- ✓ Ensure parents have information about their child's progress and behaviour
- ✓ Ensure parents are informed about what their child is learning
- ✓ Listen to parents concerns and act upon these

Attendance

- ✓ Contact parents on the first day of unknown absence
- ✓ Contact parents of children who regularly arrive late for school
- ✓ Offer support for parents whose children have low attendance

Behaviour and attitude

- ✓ Have a code of behaviour which creates a safe caring environment for everyone
- ✓ Make sure that all staff, pupils and parents know what behaviour is expected
- ✓ Consistently implement the code of behaviour, consequences and rewards

Preparation

- ✓ Ensure that our teachers plan all lessons they teach
- ✓ Have the materials and resources available for rich learning to take place

Signed: *Ark Burlington Danes Primary Academy*



Policy Procedures

Ark Schools will establish in consultation with the head, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

Governors will support the Academy in maintaining high standards of behaviour. The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.

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

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

The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and parents.

The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the academy equally. Each member of the Academy community has a responsibility towards the whole community in which we live.

Training

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



Interrelationship with other school policies

In order for the behaviour policy to be effective a clear relationship with other school policies, particularly equalities, special educational needs and anti-bullying has been established.

Involvement of outside agencies

The academy works positively with external agencies (e.g. educational welfare, health services etc.). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Monitoring, evaluation and review

The Headteacher will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them and ensure that they are consistently and effectively applied. The head teacher will keep the governing body informed.

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

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.