



Ark Burlington Danes
Academy

Ark Burlington Danes Primary

Behaviour Policy

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1. INTRODUCTION

Our school is built on six pillars: **Strong Discipline, Mastery Curriculum, High Quality Teaching, Character Development, Raising Aspirations and Enrichment and Developing Educational Leaders.**

These pillars are the foundation of an excellent education and support all that we do from setting our long-term vision to driving day to day decision making. They are present in all aspects of our practice and at all levels of our organisation. We have an uncompromising ambition that Ark Burlington Danes students leave as confident, articulate and culturally aware young people who take on key roles within their communities.

As a community we aspire to giving our pupils the best possible start in life, preparing them academically and socially to access and thrive in the most competitive professional careers. In order to do this, we expect our pupils to demonstrate safe behaviours that ensure that the academy has a positive, effective, environment for learning.

Creating an environment where our pupils display safe exemplary behaviour and are explicitly taught self-discipline requires the support of all our staff. Behaviour management is the responsibility of our whole academy community; our systems work effectively because all staff fulfil their professional obligations of maintaining high expectations for behaviour through the consistent application of clear academy systems. Our staff are supported by the Senior Leadership Team (SLT) in delivering the highest standards of behaviour across the academy.

Strong discipline will be at the heart of our school, providing the safe, calm and focused environment that allows pupils to learn, show and receive respect and develop the behaviours that will enable them to play a full role in society. The school must be orderly, and all transitions managed carefully to maximise time for learning. Routines are to be completely consistent across every member of staff and implemented in a kind, respectful and nurturing manner.

Many of our classroom routines will be communicated with non-verbal corrections, meaning teacher talk can remain focused on learning. We will explain our expectations very clearly, why they are important and then we will expect 100% compliance at all times. As a result, the pupils will understand how the routines will help to create an excellent school and provide a safe, inclusive environment for all pupils, allowing them to thrive. They will also understand how the development of their self-discipline, alongside character development, Ark values and the Christian ethos will help them in the future.

2. OUR VISION

“I have come that you may have life, and have it in all its fullness.”

John 10:10

At Ark Burlington Danes Academy, we believe that *everyone* deserves to be accepted, included and empowered to live a life that is purposeful and fulfilling. Through learning to our fullest potential and living a life filled with kindness and thankfulness, we can be the ones to make the world a better place.

3. OUR VALUES

Our core values **Leadership | Commitment | Faith | Love | Courage | Compassion | Resilience** permeate through our behaviour policy and through our interactions with all. As well as these core values we follow our Ark values **Aim High | Be Brave | Be Kind | Keep Learning**

4. OUR APPROACH TO BEHAVIOUR

At Ark Burlington Danes Primary, our Behaviour Policy focuses upon safe, positive interactions with one another and places emphasis on building relationships between pupils and staff, as well as pupils and their peers.

Underpinning our policy is the strong belief that everyone can learn to self-regulate their own emotions and behaviour through reflective thinking, which is further supported through a Restorative Justice approach.

Ultimately, we wish to put pupil’s emotional well-being at the heart of our policy, giving them confidence about their capacity to think for themselves and to make sense of their own lives and experiences beyond school and into the wider world. We understand that sometimes children need a more structured level of support in understanding that there are consequences to their actions. In these instances, we use a graduated approach which clearly shows what the consequences could be, whilst also encouraging them that it’s not too late to re-focus and get back on track.

- Staff understand the complex causes of challenging behaviour and the need for a personalised response to acute needs, especially following a prolonged absence from school.
- Senior staff ensure that staff have the confidence and competence to respond to challenging behaviour.
- Staff work effectively to implement professional recommendations to address any underlying additional needs that might contribute to challenging behaviour.
- Staff are committed to working collaboratively, including by remote means, with parents/carers and other agencies to provide a holistic response to pupils’ needs.

| Universal provision | Targeted provision | Specialist provision |
|--|---|--|
| <ul style="list-style-type: none"> • Routines for excellence stated, rehearsed and reinforced day in, day out. • Narrating the positive and framing requests positively. • Gaining attention consistently by hand signal (raised hand) • Zones of Regulation embedded across the school – pupils taught how to articulate their emotions and which tools | <p><i>may include:</i></p> <ul style="list-style-type: none"> • One-to-one conversations between staff and pupils to re-focus on behaviour expectations. • Use of social stories or reflection time. • Use of movement breaks or a sensory diet to support self-regulation. • Regular home phone calls. | <p><i>may include:</i></p> <ul style="list-style-type: none"> • An individual behaviour support plan drawn up with parents/carers, class teacher and SENCO • Referral to external agencies as required, including to Family Support and Children’s Services, CAMHS or the Behaviour Intervention Service, for example. |

| | | |
|--|--|--|
| <p>they can use to remain calm and ready to learn. Staff understand that pupils need to self-regulate before they can reflect on their actions.</p> <ul style="list-style-type: none"> • Providing a recovery curriculum to support all pupils' wellbeing needs | <ul style="list-style-type: none"> • Structured conversations held between parents/carers, class teachers and a senior member of staff. | |
|--|--|--|

We want school to be enjoyable for every pupil. All pupils should be able to learn, appreciate their lessons, feel safe, make friends and be enthusiastic about school. 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, we seek to create a caring and learning-focused environment by:

- encouraging and acknowledging good behaviour and discipline.
- promoting self-esteem by encouraging pupils 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
- encouraging pupils to take responsibility for their behaviour
- clearly defining unacceptable behaviour

5. THE BDA WAY

The BDA Way outlines the key expectations for our students and the wider school community. The 'BDA Way' (appendix a) will provide a point of reference for how we can embody the school vision and values on a daily basis and a framework for why sanctions and rewards are issued.

6. BEHAVIOUR OUTSIDE OF THE CLASSROOM

ON THE PLAYGROUND

Our expectations on the playground are the same as in the classroom: we expect all pupils, adults and visitors to adhere to our behaviour system. Staff members supervise areas of the playground to promote safe, positive play and meaningful interactions. As in the classroom, if a pupil chooses not to adhere to our behaviour system or falls short of our expectations, we follow a clear, consistent and rigorous process.

1. Pupil given a **non-verbal correction** when inappropriate behaviour is spotted and given a chance to improve their behaviour.
2. Member of staff to keep an eye on the pupil to ensure that they have improved their behaviour.
3. If behaviour improves, praise pupil for their positive choice.

4. If negative behaviour persists, pupil will be given a **public positive redirection warning** which will include a socially distant conversation with the adult about their choice of behaviour. This may include a 5-10-minute time out where the pupil will be instructed to reflect on their behaviour whilst not engaging with their peers. The pupil may be instructed to stand at a distance from their peers. The class teacher/support teacher must be informed of any incidents.
5. If negative behaviour persists, a sanction will be issued

Please note: Where dangerous behaviour is displayed that could compromise precautions being put into place during the Covid19 pandemic (ie spitting, coughing in faces intentionally, mocking the seriousness of the infection, licking others intentionally, biting, intentionally breaking social distancing rules to upset others) parents will be contacted and a decision made by a member of SLT with regards to whether or not the child should remain on site.

ON TRIPS

Our expectations on school trips are the same as in the classroom: we expect all pupils, adults and visitors to adhere to our behaviour system. Staff members are aware that the change in environment and routine can affect children differently. Staff therefore ensure that pupils are fully briefed on the day ahead before leaving school, whilst continuing to remind them of our values. As in the classroom, if a child chooses not to adhere to our behaviour system or falls short of our expectations, we follow a clear, consistent and rigorous process. If a pupil frequently struggles to regulate their behaviour whilst in the school building, parents/carers may be asked to attend a school trip as a safety precaution.

1. Pupil given a **non-verbal correction** when inappropriate behaviour is spotted and given a chance to improve their behaviour.
2. Member of staff to keep an eye on the pupil to ensure that they have improved their behaviour.
3. If behaviour improves, praise pupil for their positive choice.
4. If negative behaviour persists, pupil will be given a **public positive redirection** which will include a socially distant conversation with the adult about their choice of behaviour. This may include a 5-10-minute time out where the pupil will be instructed to reflect on their behaviour whilst not engaging with their peers. The pupil may be instructed to stand at a distance from their peers whilst being accompanied by a member of staff.
5. If negative behaviour persists, trip leader to contact the Educational Visits Coordinator (EVC) to explain the current situation and EVC will advise the trip leader as necessary.

OFF SITE BEHAVIOUR

Ark Burlington Danes Primary expects pupils to be exemplary ambassadors for our school and our community. Sanctions may be applied where a pupil has misbehaved off-site when wearing school uniform, including if not observing required social distancing on their way to or from school.

6. ADDITIONAL SUPPORT

If a pupil is struggling to make the right choices, there are a number of resources we are able to access which provide additional support.

SEN SUPPORT

Ark Burlington Danes Academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of individual pupils.

The Special Educational Needs Co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. All staff receive annual training on Safeguarding and Special Educational Needs that ensures they understand that pupils' poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.

Where necessary, support and advice will also be sought from specialist teachers or external agencies, such as Educational Psychology or medical practitioners to identify and support specific needs. If a pupil's additional needs make it difficult for them to observe the safety measures put in place during the COVID-19 pandemic, specific advice will be sought from specialist agencies to inform the development of an individual risk assessment. This may require certain adjustments to provision in order to ensure the safety of all pupils and staff, for example, staffing and the wearing of more extensive PPE.

When acute needs are identified in a pupil, the SENCO will liaise with external agencies to plan support programmes for that child. Staff will work closely with parents/carers to create an individual Behaviour Support Plan that is reviewed on a regular basis.

EDUCATION MENTAL HEALTH PRACTITIONER

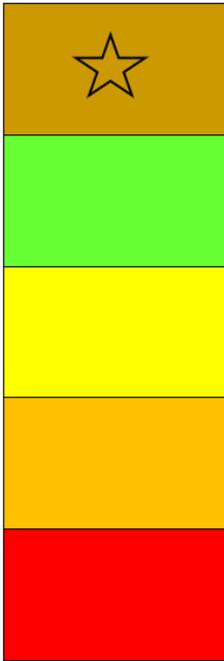
We have an Education Mental Health Practitioner (EMHP) who is a part of the new Mental Health Support Teams in Hammersmith and Fulham. The EMHP is based at Ark Burlington Danes once a week.

The aim is to improve the access to mental health support in schools through prevention/early intervention by offering:

- 1:1 virtual support for parents of pupils who feel anxious or have common behavioural difficulties. This will involve liaison with the schools SENCo.
- Delivering 6-week emotional regulation workshops to Key Stage 2 classes.

TBAP (TRI-BOROUGH ALTERNATIVE PROVISION)

TBAP run Alternative Provision settings within the Tri-Borough and also provide specialist outreach to children in mainstream schools. If a teacher feels that a child's behaviour requires specialist support, they must liaise with the SENCO who may then refer the pupil to TBAP. The TBAP worker will then work closely with the pupil and teacher to find positive solutions to managing behaviour and encouraging positive choices.



7. THE TRAFFIC LIGHT SYSTEM

The systems for managing pupil behaviour are only effective if they are applied consistently to every pupil. The ‘Traffic Lights’ are designed to make it easy for any member of staff or visitor to apply the Ark Burlington Danes behaviour policy consistently and for pupils to see the transparency, fairness and speed of the system.

The system below is designed to be open and transparent, but the teacher needs to be clear in their words and actions with every pupil. For a pupil to meet expectations it must be made clear where they are getting it right and what it is they need to change.

All aspects of this policy are for clarity and guidance for teachers, pupils and parents. However, there may be occasions when “reasonable adjustments” may be made, always in discussion with a member of SLT.

YELLOW



All pupils start on yellow each day and can get their name moved up to green and star. Pupils names will be reset back to yellow during the lunch break so that they have the opportunity to start fresh. If a child reaches the star, they will receive a star sticker and a house point at the end of the day.

- In the event of a pupil making a poor choice – they should initially receive a **non-verbal correction**.
- If after receiving a non-verbal correction and the pupil has not corrected their behaviour, they may be given a **public positive redirection** where the adult will name the value they are not following, explain what they are doing and what they would like them to be doing instead.

ORANGE



After receiving a public positive redirection and the pupil has not corrected their behaviour, they will be moved down to orange.

RED



When on red this means a pupil has been issued with a ‘Red Card’. When on red, the pupil will be directed to have ‘a time of reflection’ in their classroom. ‘A time of reflection’ will be set for an age appropriate time where pupils will complete a reflection sheet.

After completing a reflection sheet, the pupil will be directed to have a restorative conversation with the relevant adult (and other pupils if necessary). The purpose of this conversation is for the pupil to take full responsibility for their choices and actions and to internalise a more positive approach in the future.

An apology (with eye contact) needs to be made (to the adult or other pupils) to show that the child has taken responsibility for their behaviour.

After all steps above have been completed the pupil will return to yellow of the traffic light system.

Reflection sheets will be given to parents/carers at the end of the day via a parent-teacher meeting (telephone call/socially distant meeting) and details logged onto Bromcom.

8. REPETITIVE BEHAVIOUR

If poor behaviour is repeated by receiving a number of red cards in a week/half-term parents will be sent a letter invitation (appendix b) by a member of the Senior Leadership Team to invite them to a 'Pupil Conduct Meeting'. The pupil, parent/carer, class teacher and SLT should be in attendance of this meeting where a discussion will take place to:

- discuss the concerning behaviours being demonstrated
- agree the support/actions that need to be implemented at home and school to enable the pupil to improve their behaviour choices
- agree on an appropriate time frame that the pupil's behaviour will be monitored.

Following this meeting, the agreed actions and review time frame should be recorded on a 'Pupil Conduct Conversation' form (appendix c).

Actions that may be discussed are:

- an individual Behaviour Support Plan
- intervention support
- SLT report – where behaviour is tracked and checked every day by the Assistant Headteacher in conjunction with the Class Teaching Team

If behaviour does not improve, parents/carers may be invited in for a meeting with the Head of Primary to discuss the next steps.

9. REWARDS

The role of rewards at Ark Burlington Danes is to promote exemplary behaviour, recognise and celebrate academic success and effort, and publicly acknowledge commitment to our values. Rewards will be given for conduct, effort and achievement beyond the norm or expected. We expect teachers to use 'Precise Praise' throughout lessons.

| Reward | What? | When? |
|---|--|--------------|
| Precise Praise | Pupils will receive precise praise where staff will be explicit about why they are receiving the praise for and will link it to the value they have shown. | Daily |
| Stickers/special jobs/ responsibilities | Pupils may receive these rewards for demonstrating positive behaviour choices. | As and when |
| Praise Pads | Teachers will send home between x3-5 praise pads every half-term which will detail a positive comment about a pupil. Comments will relate to a pupil's personal development, achievement or behaviour. | Half-termly |
| Stars of the day | Pupils climb up the class traffic light each day by modelling positive behaviour related to our values. If they reach the star they will receive a star sticker and a house point. | Daily |

| | | |
|---|--|-------------|
| House Point Award | Teachers will total the number of house points awarded for the half-term. The winning house will receive a special reward which will be decided by the Senior Leadership Team. | Half-termly |
| | The top 3 pupils in each class with the most points will receive a certificate. | |
| | The winning house will receive a special reward which will be decided by the Senior Leadership Team. | Termly |
| | The winning house will receive a special reward which will be decided by the Senior Leadership Team. | Yearly |
| Value Award certificate | Nominated each week by the class teacher for exemplary displays of the core values and given out in celebration assembly. | Weekly |
| Class Attendance and Punctuality Awards | Each classes attendance and punctuality will be calculated and the class with the highest score will be awarded in assembly. | Weekly |
| | Pupils 100% termly attendance and punctuality will be issued a prize from the prize draw by the Head of Primary. | Half-termly |

10. SANCTIONS

Sanctions are needed to respond to unsafe and poor behaviour. A range of sanctions is clearly defined in this policy and staff will be explicit with pupils about why the sanction is being applied and what change in behaviour is required. Praise and rewards will be used to motivate pupils much more frequently than negative consequences. This builds a culture of achievement and success.

Sanctions may include:

- Non-verbal correction
- Public positive correction
- Time out in class (Red Card)
- Lunch-time detention
- Loss of playtime/lunch time
- Loss of privileges and responsibilities
- Phone call home
- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion

If a pupil ignores staff instructions to follow the below safety measures consistently, a member of the SLT will assess the health risk that their behaviour poses and may require parents/carers to collect them immediately. Pupils will only be allowed to return to school if they and their parents/carers show a clear commitment to and understanding of all safety measures

Pupil shows a good understanding of safety measures, e.g. asking a staff member to wash their hands after sneezing.

Precise praise and reward for pupils who are consistently ready, respectful and safe in following COVID-19 safety measures

| | |
|---|--|
| Pupil accidentally or briefly forgets a safety measure, e.g. coughs without covering the mouth. | Public positive redirection and model the correct action , e.g. catching a cough in a tissue, binning it and washing hands. |
| Pupil continues to disregard a safety measure but without a secure understanding of it, e.g. a Y1 pupil who tries to use another pupil's equipment repeatedly. | Use the Safety Measures Pupil Poster to teach the safety rule explicitly. Use the opportunity to model and teach the pupil how equipment needs to be cleaned and how germs can spread through touch, e.g. by using an age-appropriate video. Do this as soon as possible. |
| Pupil continues to disregard a safety measure with a secure understanding of it, e.g. a Y3 pupil leaving his bubble in the playground to talk to a pupil in another bubble. | This presumes that public positive redirection and explicit teaching have already taken place. A member of the Senior Leadership Team must be informed immediately. |
| Pupil disregards a safety measure consistently in a way that places others at risk, e.g. Y4 pupil repeatedly runs away from staff to join pupils in another bubble. | Recorded as a red card. A member of the Senior Leadership Team must be informed immediately. SLT will conduct a further risk assessment. Parents may be called to collect pupil. Readmission may then be phased and will only take place if pupil and parents show understanding of all safety measures. |
| Pupil disregards a safety measure deliberately and with intent to harm, e.g. spitting at someone. | Parents may be called to collect pupil. Recorded as a serious incident. Readmission will only take place if pupil shows remorse and clear commitment to all safety measures. |

Senior staff are available on site at all times in order to provide guidance and support. However, COVID-19 safety measures mean that they are not able to enter bubbles to interact with pupils. A socially distanced conversation may take place out of the bubble.

11. EXCLUSIONS

INTERNAL EXCLUSION

An internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will either be in another classroom or with a member of the Senior Leadership team.

An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating, and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion. Typically, a pupil receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: behaviour chart to address specific behaviours etc).

FIXED TERM EXCLUSION

We believe that no one person has the right to prevent pupils from learning and teachers from teaching. If a child exhibits any of the serious behaviour on the previous page, or behaves in a way which seriously undermines others' right to learn and be safe, then they may need to be excluded from school for a short period of time. The length of the exclusion is the decision of the Principal. In these instances, parents will be called immediately to collect their child from school. Parents will be given work for the child to complete during the period of the exclusion. On the pupil's return to school there will be a re-integration meeting, with the pupil, parents and principal.

PERMANENT EXCLUSION

On some occasions, and if all other avenues of support have been exhausted and as an absolute last resort, a pupil may ultimately be excluded permanently from Ark Burlington Danes Primary.

In these instances, we will follow all local and national guidance. This guidance stipulates that a decision to exclude a pupil permanently should be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The decision to whether to exclude permanently is for the Principal to take, however there is an appeals process should parents disagree with this decision.

12. PHYSICAL RESTRAINT

In rare circumstances, staff may use reasonable force to restrain a pupil to prevent them hurting themselves or others. This might include placing others at risk by seeking physical contact with staff or peers outside their bubble. Physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents / guardians
- Be conducted whilst wearing gloves whenever possible

Key members of staff have also attended Positive Handling training in the use of de-escalation strategies to reduce risk and instances of restraint.

13. CONFISCATION

Any prohibited items (weapons or drugs) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior staff and parents/carers, if appropriate. Pupils must not bring in items (i.e toys, games) from home unless instructed to do so by a member of staff.

14. BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| Types of bullying | |
|--------------------------|---|
| Emotional | Being unfriendly, excluding others from shared activity, tormenting |
| Physical | Hitting, kicking, pushing, any use of violence; taking another's belongings |
| Racial | Racial taunts, graffiti, use of gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures or unwanted physical attention, inappropriate touching |
| Verbal | Can be direct or indirect, name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. |

Details of Ark Burlington Danes Primary Academy's approach to preventing and addressing bullying are set out in our anti-bullying policy, which is available on request from the school office or from our website: <https://burlingtondanes.org/>

15. REPORTING, RECORDING AND MONITORING UNACCEPTABLE BEHAVIOUR

Reporting, Recording and Monitoring Unacceptable Behaviour pupils are encouraged and supported to "sort out" disagreements with one another. Telling another child that they are not happy with their behaviour is a valid developmental skill. However, when a child feels this has not worked and someone else's behaviour towards them is unacceptable they should always inform an adult at school and discuss with their parents later that day. Any reports will be investigated and followed up firstly by the adult informed or when necessary by the class teacher or a Senior Teacher. (it may not be possible to do this on the same day). All incidents are investigated in a thorough and fair way. Appropriate action is taken, which may include informing parents. Class teachers inform parents of low-level disruption at an early stage. We believe that a close relationship and dialogue between class teacher and parents is vital in ensuring a positive learning environment.

Behaviour incidents and concerns are recorded in order to safeguard pupils and allow quick and easy analysis of behaviour management across the school. This is done as simply as possible in order to ensure that maintaining accurate records is sustainable and consistent across the school.

BROMCOM

Bromcom is the Management Information System (MIS) used by Ark Burlington Danes Primary Academy. All behaviours which warrant a pupil moving to orange and/or red on the traffic light system will be recorded onto Bromcom. The Assistant Headteacher reviews the

number of times pupils get onto orange and red on the traffic light system which are recorded by staff each week. This information is used to analyse trends in poor behaviour to ensure that staff are consistent in their approach and to facilitate early intervention. If it is clear that a pupil is struggling to address his or her behaviour successfully, for example by occurring 5-6 red cards in a half term period, the Assistant Headteacher will arrange a Pupil Conduct Meeting to discuss a further, more targeted approach.

IMPERO EDARE

Impero EdAware is the safeguarding monitoring system used by Ark Burlington Danes Primary Academy. All staff are trained on how to log pastoral or child protection concerns using Impero EdAware. The Designated Safeguarding Lead receives an immediate alert when a concern is logged. While Impero EdAware is not used to log behaviour incidents, it can be used to log pastoral concerns that link to challenging behaviour such as:

Bullying, Peer-on-Peer Abuse, Cyberbullying, Discrimination, Friendship Issues, Physical Aggression / Attacked Staff or Peer, Preparation / Attitude to Learning, School Refusal.

Staff understand the importance of logging such concerns consistently in order that poor behaviour caused by harm or trauma can be more easily identified.

16. STAFF TRAINING

Staff at all career stages receive continuous support and training to improve their practice in managing behaviour. This includes:

- Annual refresher training for all staff and induction training for new staff on the Behaviour Policy, our academy values and core expectations for creating a positive learning environment.
- Targeted training for staff on meeting specific additional needs such as attachment disorder or autism spectrum conditions. This might be delivered by the SENCO or by a specialist provider at an external day course, for example.
- Specialist in-school support to meet any acute behaviour needs provided by external agencies, such as Video Interactive Guidance led by the link Educational Psychologist.

A staff training log is maintained by the SENCO and is available on request.

17. MONITORING ARRANGEMENTS

This behaviour policy will be reviewed and formally approved by the Principal and Governing Body every year.

18. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies, which are all available on request from the school office or from our website.

- Anti-Bullying Policy
- Equality Statement
- Exclusions Policy

- Safeguarding Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

APPENDIX A: The BDA Way

The BDA Student Way

“I have come that you may have life, and have it in all its fullness.” John 10:10

At Ark Burlington Danes Academy, we believe that *everyone* deserves to be accepted, included and empowered to live a life that is purposeful and fulfilling. Through learning to our fullest potential and living a life filled with kindness and thankfulness, we can be the ones to make the world a better place.

| Be Kind | Aim High | Be Brave | Keep Learning |
|--|--|--|--|
| <i>We care about what we do and how we work with each other</i> | <i>We have high expectations - of ourselves and of each other</i> | <i>We take on big challenges and are prepared to say and do difficult things if that's what's needed</i> | <i>We're open to new ideas and we learn from our mistakes as well as our successes</i> |
| Love & Compassion | Faith & Leadership | Resilience & Courage | Commitment |
| <ul style="list-style-type: none"> We will have polite conversations with everyone in our community We will speak respectfully to one another even when we are upset or angry We will listen to others when they are speaking We value one another for being different and include and accept everyone in our community We show pride in our school environment by putting our rubbish in the bin and respecting our classrooms | <ul style="list-style-type: none"> We will strive for 100% attendance and will aim to be on time for everything We take pride in our appearance by wearing our uniform correctly We will follow instructions first time from all members of staff We will have high expectations of ourselves in school and outside of school by always behaving calmly and sensibly We will go into all lessons with the right mindset, attitude and desire to do our best We will follow 1,2,3 during all transitions and will line up silently. We will mirror adults when receiving the stop signal. | <ul style="list-style-type: none"> We will be brave enough to do the right thing even when our friends and peers around us may not be We will encourage our friends and peers to always behave sensibly, politely and to try their best We are confident in contributing to class discussions and asking for help when we need it by using our thinking thumbs We take responsibility when we have done something wrong and will apologise and own our mistakes so that we can learn from them We will put ourselves outside our comfort zone by taking part in extra-curricular activities and learning something new | <ul style="list-style-type: none"> We watch and listen attentively in all lessons to maximize learning whilst sat in star positions. We see our mistakes as opportunities to learn and improve We will always put 100% effort into everything that we do to reach our full potential We will speak in full sentences. We will listen and speak to our partners during partner talk. We will complete our independent work calmly and quietly when requested. |

The BDA Staff Way

“I have come that you may have life, and have it in all its fullness.” John 10:10

At Ark Burlington Danes Academy, we believe that *everyone* deserves to be accepted, included and empowered to live a life that is purposeful and fulfilling. Through learning to our fullest potential and living a life filled with kindness and thankfulness, we can be the ones to make the world a better place.

| Be Kind | Aim High | Be Brave | Keep Learning |
|--|--|--|---|
| <i>We care about what we do and how we work with each other</i> | <i>We have high expectations - of ourselves and of each other</i> | <i>We take on big challenges and are prepared to say and do difficult things if that's what's needed</i> | <i>We're open to new ideas and we learn from our mistakes as well as our successes</i> |
| Love & Compassion | Faith & Leadership | Resilience & Courage | Commitment |
| <ul style="list-style-type: none"> • We take our responsibility to safeguard staff and students seriously. • We always model whatever we ask people to do so that our expectations are clear. • When giving sanctions and rewards we do so calmly, politely and respectfully. • We greet students positively in all interactions and at the beginning of each day. • We follow school systems so that we always let the right person know when something isn't in proper working order. | <ul style="list-style-type: none"> • We are organised professionals that are smart, attentive, punctual and meet all academy deadlines. • We are invested in school routines and expect the same of students, following up where necessary. • We follow school policies and procedure always so that all classrooms are consistent. • We dress smartly and professionally and encourage students to do the same. • We expect the best of ourselves and our students inside and outside of the classroom. | <ul style="list-style-type: none"> • We challenge poor behaviour wherever we see it and never walk away from a difficult conversation. • We give constructive feedback and advice in a thoughtful and collegiate manner. • We act on feedback to continually develop our practice as teachers and leaders. • We support with extra-curricular clubs, workshops and events • We will always acknowledge when things could have been better, and own our mistakes so that we can learn from them. | <ul style="list-style-type: none"> • We set ourselves challenging targets and strive to meet them • We watch and listen attentively in all professional development sessions to maximize learning • We share our knowledge and expertise to work with our peers to develop our curriculum. • We seek out feedback on our practice as we strive for excellence. • We always thoroughly prepare our lessons in advance to support the learning of every child. • We provide students with specific praise that encourages a growth mindset |

The BDA Way – Parent Commitment

“I have come that you may have life, and have it in all its fullness.” John 10:10

At Ark Burlington Danes Academy, we believe that *everyone* deserves to be accepted, included and empowered to live a life that is purposeful and fulfilling. Through learning to our fullest potential and living a life filled with kindness and thankfulness, we can be the ones to make the world a better place.

| Be Kind | Aim High | Be Brave | Keep Learning |
|---|---|--|--|
| <i>We care about what we do and how we work with each other</i> | <i>We have high expectations - of ourselves and of each other</i> | <i>We take on big challenges and are prepared to say and do difficult things if that's what's needed</i> | <i>We're open to new ideas and we learn from our mistakes as well as our successes</i> |
| Love & Compassion | Faith & Leadership | Resilience & Courage | Commitment |
| <ul style="list-style-type: none"> • Provide a supportive environment at home, that facilitates learning, reading and completion of homework • Resolve disputes in a calm and polite manner, understanding all parties have our child's best interest at heart • Build relationships with the school and key staff • Praise my child when they receive recognition from the academy • Take an active interest in what my child is learning in each subject and find opportunities to discuss with them | <ul style="list-style-type: none"> • Support the academy's policies, including uniform, behaviour and routines • Review students' work and encourage them to take pride in their books • Support the academy's sanction policy • Take responsibility for my child's journey to and from school, including support of the academy's expectations in the local community • Support my child's aspirations | <ul style="list-style-type: none"> • Read all communication sent out by the academy and respond accordingly • Attend Parents' Evenings and meetings arranged by the academy in order to discuss progress and/or behaviour • Inform the academy if I have any concerns or information that the academy needs to be aware of • Actively communicate with my child's teaching team | <ul style="list-style-type: none"> • Ensure that my child arrives to the academy on time. • Inform the school at the earliest opportunity if my child is going to be absent • Support my child to have 100% attendance and avoid arranging holidays during term time • Prepare my child for learning each day, ensuring uniform is always worn correctly • Provide opportunities for my child to explain/teach you what they have learnt |

APPENDIX B: LETTER INVITATION TO PUPIL CONDUCT MEETING

Date: _____

Dear Parents/Carers,

I am writing to inform you that your child _____ (child's name and class) has been issued with _____ Orange/Red Cards over the period of _____.

I would like to invite you and your child to meet with myself and their class teacher on _____ at _____ via video call on Microsoft Teams.

Please sign the slip below to confirm both you and your child's attendance to the meeting.

Yours Sincerely,

Assistant Headteacher

✂.....

ARK BURLINGTON DANES PRIMARY PUPIL CONDUCT MEETING

Child's name: _____ Class: _____

Date: _____

I can confirm that my child and I are able to attend the meeting.

We are not able to attend this meeting on this date.

We are available on _____

Signed: _____

APPENDIX C: PUPIL CONDUCT CONVERSATION FORM

| Pupil Conduct Conversation Form | |
|--|---|
| Date: | Time: |
| Name of child: | Pupil year group: |
| Name of SLT member in attendance: | Pupil in attendance (y/n): |
| | Class teacher in attendance (y/n): |
| List of concerning behaviours demonstrated: | |
| Agreed actions | |
| Agreed home actions from conversation | Agreed school actions from conversation |
| | |
| Pupil targets: | |
| <ul style="list-style-type: none"> • • | |
| Agreed time period to review pupil's behaviour: | |
| Date of follow up meeting: | |

Signatures

Pupil: _____

Parent: _____

Class teacher: _____

SLT: _____