



Ark Castledown
Primary Academy

POSITIVE BEHAVIOUR
POLICY

Ark

POLICY INFORMATION

Named personnel with designated responsibility for Positive Behaviour Policy

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2015-16	Head of school	Assistant Head		Micky Sandall
2017-18	Head of school	Assistant Head		Micky Sandall
2018-19	Head of school	Assistant Head		Micky Sandall
2019-20	Head of school	Assistant Head		Micky Sandall
2020-21	Principal	Deputy Head		Micky Sandall
2021-22	Principal	Deputy Head		Micky Sandall
2022-23	Principal	AHT Inclusion		Natasha Tewesbury

Policy review dates

Review Date	Changes made	By whom
May 2013	Policy created	Headteacher
Sep 2014	Policy reviewed	Headteacher
Sep 2016	Policy reviewed	Head of school
Sep 2018	Policy reviewed	Head of school
Sep 2020	Policy reviewed	Principal
Sep 2021	Policy Reviewed	AHT Inclusion
Sept 2022	Policy Reviewed	Principal

Dates of staff training for this academic year

Dates	Course Title	Staff
01.09.20	Review of behaviour policy	All
01.09.21	Review of behaviour policy	All

1 BEHAVIOUR POLICY

Approach to behaviour management

‘Praise is the most powerful form of influencing children’s behaviour’

We want ARK Castledown 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 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.

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. We will endeavour to keep all parents/carers informed of updates and changes to the policy.

There may be rare times when parents/carers do not agree with chosen consequences. In such cases, while the academy will be willing to discuss the matter, we hope that parents/carers will nonetheless support the academy’s decisions.

Castledown Values

The behaviour of all adults and children in our academy is underpinned by our Castledown values which are:

<p style="text-align: center;"><u>Eloquence</u></p> <p>Our children will become powerful speakers, expressing their emotions and thoughts clearly to peers and audiences.</p>	<p style="text-align: center;"><u>Grit</u></p> <p>Our children will acquire the passion for a long-term goal and will develop the resilience to achieve it!</p>
<p style="text-align: center;"><u>Responsibility</u></p> <p>Our children will take ownership for their own behaviours and learning success to reach their full potential.</p>	<p style="text-align: center;"><u>Confidence</u></p> <p>Our children will feel empowered, learn to build resilience and have the confidence to overcome challenges.</p>
<p style="text-align: center;"><u>Kindness</u></p> <p>Our children will be empathetic, friendly, generous and considerate. To treat others how they would want to be treated themselves.</p>	<p style="text-align: center;"><u>Curiosity</u></p> <p>“Curiosity is the engine of achievement” – Ken Robinson. Our children will have the desire to learn, to question, to understand new things, and to know how they work</p>

Expectations

We believe **children need to know why behaviours are expected**. What Castledown Values look like will be explored with children as part of their yearly induction to new classes and through assemblies across the year.

Incentives and Sanctions Overview

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

- **Incentives**

The school operates a system of rewards based on behaviour and achievement. The system is two tiers with an incentive based certificate system to recognise positive behaviour and achievement in weekly assemblies and a dojo merit system that is cumulative over time.

- **Dojos**

For exceptional behaviour and effort, children will receive Dojos-these are computer-based merits that all academy staff have access to. Staff are responsible for adding these dojos to their computer in class. Once children have received a set number of dojos, they will be issued a ‘Merit’ badge at the Celebration of Achievement Assembly.

Level	Number of Dojo	Reward
Bronze	50	Bronze star pin badge
Silver	100	Silver star pin badge
Gold	150	Gold star pin badge
Blue	300	Blue star pin badge

1. **Principal’s Badge**

Each week every child that earns a gold card will receive a raffle ticket. These will be drawn in Friday reward assembly and a Headteacher’s badge will be awarded.

2. **Golden Tie** - awarded for children who have shown a commitment to their class work throughout the whole week and have excelled in a particular area of learning and/or the school values.

Attendance and punctuality awards

Good attendance and punctuality are to be celebrated. The class with the best weekly attendance in each Key stage is given the Attendance trophy at the weekly Celebration of Achievement Assembly. This is passed between classes each week. Pupils with 100% termly and annual attendance are entered into a raffle draw for special certificates and prizes and are recognised in the school newsletter.

Rewards are summarised in table below.

Reward	How does it work?	Frequency
Dojos	Quick and easy rewards, using class system, will be issued to praise children for meeting expectations. Badges are awarded as more dojos are collected (see previous table.) Weekly class Dojo trophy.	Daily
Gold Card	Awarded daily for children whose effort and application has been of a high standard. All recipients entered into weekly draw for headteacher award.	Daily
Certificates/Gold Tie	Weekly nomination by class teacher	Weekly
Playground/lunch time	Playground staff will reward positive behaviour frequently and consistently. Dojos are passed onto class teachers.	Daily
Attendance and punctuality	Children with 100% termly attendance and punctuality will be placed in the termly draw for the attendance prize. The class with the best weekly attendance will receive the attendance cup.	Weekly at the celebration assemblies At the Celebration of Achievement assembly at the end of each term.

Sanctions

There is a clear set of escalating sanctions for poor behaviour. This is based upon a card system both in class and on the playground. These range from minutes of playtime lost, to lunchtime detentions to isolation from the class group.

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 Principal.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to turn behaviour around.
- There should be clear distinction between minor and major offences.
- It should be the behaviour rather than the child that is sanctioned.
- Incidents will be logged in Scholar Pack. Senior team will monitor incident reports on weekly basis.

Overview of the card system

Professional judgement will be used when determining sanctions. Wherever possible, learning time missed as a result of sanctioning must be minimised.

Teachers will use the yellow / red card system to indicate severity of incident to a pupil. Children will be encouraged to 'turn their behaviour around and return to Green' If this happens then the yellow card will be changed to green. This encourages resolution behaviour and promotes positive learnt behaviour. Children who excel will be awarded the gold card.

If a child finishes a session on a red or yellow card then sanctions will be applied.

Card	Consequence	Action
Gold	Raffle ticket for assembly	Teacher records, brings ticket to assembly.
Green		
Yellow	5 minutes break missed	Teacher supervises
Red	15 minutes break or lunchtime missed. SLT called.	Teacher records on Scholar Pack. Teacher informs parent. Teacher/SLT supervises

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That pupils have the opportunity to turn their behaviour around.
- That teachers integrate a system within daily teaching to promote positive behaviour and effective behaviour management skills
- Pupils who consistently follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

In-class Consequences:

- Teachers use least intrusive methods to redirect behaviour.
- If they decide to move a child's name to the yellow or red cards, they must be clear with the pupil what they are doing, and what the pupil can do to change this decision.
- At least one warning is always provided for pupils in between each stage.
- Teachers constantly help pupils make the right choices to move their card back to green and beyond.
- If a pupil finishes a session on a red or yellow card, then a sanction should be applied by the teacher consisting of missed minutes from their break time.

TA/Class teachers should use the Scholar Pack behaviour log to record red cards issued.

Leadership Team Involvement:

If pupils continue to make the wrong choice about their behaviour and a red card is issued, they will be referred to a member of the leadership team.

Pupil behaviour will be discussed with the pupil with a view to one of three outcomes:

- A.** Reflection time with SLT (using restorative conversation)
- B.** Phone call or letter home
- C.** Parent / Carer meeting

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of 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

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 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. Students should be aware that inappropriate behaviour could risk their chances of taking part in further trips and/or lead to other sanctions on their return.

In the case of residential trips- risk assessments will be carried out for any pupils who routinely display challenging behaviour. The safety of all pupils and staff is paramount. In rare cases where children have exhibited recent extreme behaviour close to the time of a trip, meetings will be held with parents and carers to ensure that risks are appropriately assessed.

Internal exclusion

The Academy strives for **zero** exclusions and prefers whenever possible to use internal exclusion instead.

Internal exclusion involves being isolated from the academy community for a set number of days. This may mean being supervised 1:1 in a space at the academy or in specific circumstances, attending another academy/provision for several days.

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 Academy will work with children and parents to avoid fixed term exclusion whenever possible. Possible actions that might lead to exclusion:

- Causing serious injury to another person (adult or child)
- Causing deliberate damage to school property or the property of another individual
- Being abusive
- Deliberate and recurrent breaking of school rules

The above are examples and the list is not exhaustive. If an incident occurred individual circumstances of the incident would be considered.

Permanent exclusion

Permanent exclusion will be considered if a pupil:

- a) Is in persistent breach of the provisions of this policy and because of his/her actions there is a

serious detrimental impact on the welfare and education of other pupils or staff at the academy, or

b) Commits a serious breach of the behaviour policy by being involved in what may be termed an exceptional 'one-off' incident and because 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 they result in criminal prosecution. This sanction will also apply if the actions of a pupil take 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."

Exclusion protocol

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

- i. Guidance on the suspension and permanent exclusion of pupils from local-authority-maintained schools, academies and pupil referral units. (2017)
<https://www.gov.uk/government/publications/school-exclusion>

Excluded pupils will receive a work pack to complete where appropriate.

2 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.

- **Investigation incidents**

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 Principal and/or the Designated Person for child protection as appropriate. In situations where other services need to be informed, the Principal 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.

If a serious offence appears to have been committed, the member of staff concerned should inform the Principal as soon as possible. If this is not possible then the staff member should refer it to the Key Stage lead. The Principal 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.

CCTV cameras may be checked to provide evidence of the facts.

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.

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.

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 by the pupil concerned and marked with the date.

- **Searches and confiscation**

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 Principal, or a member of staff authorized by the Principal (usually INCo/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.

When a search is conducted where there is a suspicion of a 'prohibited item' this can be conducted without the consent of the pupil. 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/she has or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress.

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.

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.

- **Behaviour within the Toilets**

Aims

To maximise the access pupils have to toilet facilities during the day, to promote the health, wellbeing and learning opportunities of all pupils. Pupils should take the toilet pass from their class when they need to leave.

To provide good quality toilet facilities throughout the academy.

Expectations

Pupils will only ask to use the toilet when it is essential.

Pupils will always respect facilities.

Toilets will be open and available to all pupils throughout the academy day.

Pupils will only go to the toilets individually not in groups.

Access to toilets during lesson times

During lesson times it is expected that pupils request permission to leave the class to go to the toilet and take a “toilet pass”. It is expected that the classroom teacher monitors how many children at any given time are allowed access to the toilets during lesson time. To maintain the safety of all children, the cleanliness and hygiene of the toilets, and the usual high expectations of behaviour, there should be no more than one boy or one girl from the class at any given time.

Access to toilets during playtimes

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.

- **Behaviour At Lunchtimes**

A yellow card will mean 5 minutes time out on the playground. Red card will mean removal from the playground by a senior leader. Parents of children with a red card at lunchtimes will be contacted by a member of the Inclusion team and the class teacher informed.

3. PEER-ON-PEER ABUSE

Peer abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others. All staff should recognise that children can abuse their peers. All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Staff should never dismiss abusive behaviour as normal between young people and should not develop high thresholds before acting.

Our Response:

- Staff will investigate the incident and inform parents/carers and meetings offered.

Sanctions will be applied in line with our yellow and red card system.

- Opportunity for restorative with the Inclusion Manager, Mrs Davis.
 - Offer of interventions with anti-bullying workshops and/or friendship group workshop.
 - Record of Incident recorded on Scholar Pack/Impero Edaware
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3 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.