



Ark John Archer Primary Academy
OUR BEHAVIOUR POLICY

2022 / 2023



Ark John Archer Primary Academy Our Behaviour Policy

Ark John Archer offers a safe and enjoyable environment in which all pupils should demonstrate confidence and pride in their learning. Pupils come to school *ready to learn* and are provided every opportunity to make good choices in order to access new learning and benefit from an engaging curriculum. We encourage and reward exemplary behaviour and discourage behaviour that could cause barriers to their learning or for pupils and staff to feel unsafe. Our approach will always be to support all pupils to uphold our vision and values of the school by working *Together as One*.

Our Approach

For effective teaching and learning to take place, good behaviour in all aspects of school life is a necessity. At Ark John Archer Primary Academy, we seek to:

- Encourage and acknowledge good behaviour and positive choices.
- Promote good self-esteem and encourage students to value and respect themselves and others.
- Provide a safe and positive environment free from disruption, violence, bullying and any form of harassment.
- Promote early intervention and de-escalation.
- Ensure a consistency of response to both positive and negative behaviour.
- Encourage a positive relationship with parents and carers, developing a shared approach in the implementation of the school's policy.
- Encourage children to take responsibility for their behaviour.
- Support pupils to reflect on, and manage, their own behaviour.
- Provide additional support and personalised plans for pupils where needed.

Who Is Responsible?

***Together As One* refers to all members of the school community.
Our staff, our pupils, our parents, carers and our governors.**

All members of the Ark John Archer community take responsibility for the behaviour of all pupils and the culture of the school. Our values guide us in treating all members of the school community with respect, kindness, sensitivity and fairness. We value the positive contribution that each individual brings to our school and the invaluable role each person plays in upholding our vision. We offer support, encouragement and enthusiasm. We have high expectations of children's

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learning and behaviour, and through this we teach self-motivation. We communicate with each other in a calm and positive manner.

Parents and carers are encouraged to work in partnership with the academy in maintaining high standards of behaviour. 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. Parents have frequent opportunities to raise with the academy any issues arising from the operation of the policy and to work collaboratively to support their child.

Pupils are 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.

Behaviour Expectations

To create and build a safe and nurturing learning environment within the classroom and school community, we must make sure that our children work within the behaviour expectations of Ark John Archer that reflect our values of:

Aspiration Respect Achievement Community
Resilience Kindness

Even during periods of uncertainty and change that we have experienced over the past two years as a school we have been committed to ensuring our children have kept learning at home and continue to uphold our values. On any return to full time education after periods of holiday or absence we have had to ensure our school continues to put the safety of the whole community first and our behaviour expectations are now habits. The safety of our children and staff is of paramount importance, therefore the adherence to the school expectations is essential. Children will always be expected to respect the school rules and continue to model exemplary and respectful behaviours. If a child cannot follow the rules in a safe and respectful way the Executive Principal and/or the Head of School will meet with the parents/carers of the child. An appropriate sanction will be put in place that has been agreed by all parties.

Continuing Our Good Habits...

Handwashing & Hygiene

Children will be expected and encouraged to continue to follow good handwashing and hygiene routines while in school. We ask children to follow the 'Catch it, Bin it, Kill it', mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm and then wash their hands afterwards. These expectations will continue to be taught, and we will expect all children to follow these routines. These are good habits not just for now but for life.

Incentives

We aim to inspire all pupils to achieve their best both academically and in demonstrating good behaviours for learning. Pupils are taught to have high expectations of themselves and others, often drawing motivation from an intrinsic desire to achieve their potential.

We recognise and acknowledge behaviours that meet and exceed our expectations, providing pupils with praise that is precise and supports them, and their peers, to understand how to succeed in the same way next time. Praise and rewards are used to motivate pupils much more frequently than negative consequences, building a culture of achievement and success. Pupils learn to recognise the impact of both positive and negative behaviour on their learning.

Incentives
Precise verbal praise
Movement to <i>Excellent Day</i> or <i>Outstanding Day</i>
A Note to Say Postcard to Parents...
Shout Outs during Reflection Time
Weekly Values Assembly
Friday Celebration Assembly 'Values Award'

Precise Verbal Praise

We encourage our children to make the right choices at all times and will praise our children when they make the right choices, complete their work or do something that reflects the culture, the ethos and the values of our school. Verbal praise is most effective not only for children but also adults as well. Verbal praise is always real and not perfunctory, not is it inflated in order to ensure our children continue to be grounded.

Movement to Excellent / Outstanding Day

In each classroom a behaviour ladder is displayed. The children will always start the day on 'Ready to Learn'. During the lesson children can move up and down the ladder; the aim is to move to Excellent/Outstanding Day. If they achieve Outstanding, they will receive a Note to Say to recognise their achievement. By the time the children reach Upper Key Stage 2 we aim to move away from the behaviour ladder. We expect children to be more intrinsically motivated to make the right choices regarding their behaviour. Notes to Say are presented to children on a daily basis after reflection time.

A Note to Say

Communicating pupils' exemplary behaviour and achievements is fundamental to how we uphold our school values as a community. Where pupils are awarded *Outstanding Day* on class behaviour charts, a Note to Say Postcard will be sent to the child's parents/carers. Children will visit the Executive Principal and/or Head of School at 3:00 p.m. with their Note to Say and will be rewarded and praised. It gives the opportunity for children to share their successes of the day and celebrate their achievements.

Reflection Time

Children will be given a Shout Out from their class teacher or member of staff during Reflection Time, this is to recognise and to celebrate their work or accomplishments during the day.

Weekly Values Assembly

Every Monday we all come together for our weekly Values Assembly which is presented by the Head of School and at times the Executive Principal. These assemblies focus on the value for the half term. Some weeks a challenge may be set, and children are invited to share their responses to the challenge; children will receive a shout out to recognise their great work. In other weeks children may be asked to share something they have done to show they are implementing the value of the half term; these again will be celebrated during the assembly. Our assemblies are a great way for us to come together and to demonstrate what a wonderful community of learners and children as well as the staff that we have at AJA.

Friday Celebration Assembly

Every Friday morning, we will come together for our weekly Celebration Assembly. This is an opportunity for everyone to share their learning and any key events from across the week. Children are nominated for a Values Award to acknowledge their exemplary display of our core values and are presented with this. The class with the best weekly attendance receives an Attendance Trophy at the Celebration Assembly on a Friday. Pupils with 100% weekly and annual attendance are awarded special certificates and prizes.

How We Support

This Is Me... Name of Child

Picture of the child

Examples of what the child doesn't like and things that may be a trigger to them making a negative behaviour choice

I don't like being told off in front of friends
I get upset if I don't understand the task
I don't like loud noises
If I'm upset, I need ...

What the child needs from adults in order for them to succeed in their learning

I need the teacher to check in with me regularly
My top target is to have a go even if I think I can't do it
Tell me you will come back to me if you can't help me straight away

The child's likes...

I like talking to my big sister in Y6
My friends are ...
I love Pokémon
My favourite football team is ...!

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This Is Me

Some children may find it difficult to manage some of the choices they make in relation to their behaviour and may need some extra support from trusted adults. 'This Is Me' is the Ark John Archer approach to ensuring these children are successful in their learning.

The child works with a trusted adult to bring together their portrait. It is their voice. Once these have been completed with the child, the child will present their portrait to the class and to the adults in the class – this is to encourage a supportive mechanism around them. These pen portraits are reviewed every two weeks; this is a time to reflect and make any changes/amendments.

Aims & Aspirations Stamp Charts



Name: _____
Class: _____
Aim: _____

Monday	●	●	●	●	●
Tuesday	●	●	●	●	●
Wednesday	●	●	●	●	●
Thursday	●	●	●	●	●
Friday	●	●	●	●	●

Some children in our school have an Aims & Aspirations Stamp Chart. This is a short-term measure and is used to help maintain their focus. Behaviour charts' benefits include immediate feedback, clear expectations, increased motivation and focusing on the positive. If a child has a stamp chart, they check in with a member of the SLT after every session and work towards an agreed group reward at the end of the week.

We are a highly inclusive school and will support all of our children and encourage them to make the right choices independently.

Consequences

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.
- Pupils should be able to refer to the behaviour steps to self-reflect.
- It should be the behaviour rather than the person that is challenged.

To ensure consistency and most importantly to keep children safe, time out of class is sometimes needed. It is a time to reflect on their behaviours and to reset attitudes so that on their return they can get back to their work in a positive way. Time out is viewed as an opportunity, rather than a negative action.

The following is an appropriate system that we will implement:

- 1. Verbal reminder in the classroom of the expected behaviour, e.g. Sit properly on your chair.**
If the behaviour continues...
- 2. Verbal reminder and follow up to step 1; e.g. Put your pencil down and track the speaker or you are choosing to lose some of your break time.**
If the behaviour continues...
- 3. Loss of some playtime**

If a child's behaviour does not change after the above has been put in place or if the behaviours presented may put the class or adults at risk, the following procedures will be used:

- 4. Referral to the Key Stage designated member of SLT**
 - i. EYFS – Mrs. Magill**
 - ii. Key Stage 1 – Mr. Prior**
 - iii. Key Stage 2 – Mr. Prior**

If the child's behaviour has put the staff or other children in their class at risk, for example spitting or deliberately coughing at people; being physically / verbally aggressive towards another member of the community; racist / homophobic / sexist / discriminative the child will be referred to the Executive Principal, Moira Cruddas or Head of School, Glenn Prior. **This is Stage 5.**

The child's place in the classroom may be at risk due to their behaviour and the decision may be made by the Executive Principal/Head of School that it would be safer for the child, for the staff and the children to continue learning away from their peers for an agreed period of time. This learning will take place with the Executive Principal/Head of School and will be agreed with the child's parents.

It must be noted that all behaviours will be treated individually, and the decision made based on their age and stage of development especially relating to children in our Early Years.

Fixed Term & 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 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).

Positive Handling & Restraint

There can be times when a pupil's behaviour requires staff physical support to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical interventions and positive handling techniques.





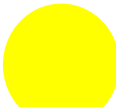


In the case of a child being at risk, putting others at risk or damaging property the child's parents or carers will be called and asked to pick up their child immediately. The situation will then be reviewed by the Executive Principal and/or Head of School with the child's parents/carers and an appropriate sanction will be put in place that will support the continued education of the child.

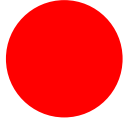
It is important to note that whilst the steps provide a guideline for managing behaviour, cases will be dealt with on an individual basis and consequences applied are at the discretion of the Executive Principal, Head of School and staff involved.

Review Date: September 2023

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Ark John Archer Behaviour Steps

	Step	Behaviour	Action
	Outstanding day	Demonstrating <i>resilience</i> and <i>perseverance</i> when faced with a challenge or difficulty. <i>Supporting</i> and <i>encouraging</i> peers to be ready to learn, to be safe and to be happy. A <i>consistently</i> excellent effort in all lessons throughout the day. Exemplifying the school values. Solving problems and approaching tasks with <i>independence</i> . Goes above and beyond!	Written postcard home. *Verbal feedback to parents.
	Excellent day	Completing <u>all</u> learning to the best of your ability – trying hard to achieve goals. Demonstrating <i>respect</i> for <u>all</u> members of the academy community. Demonstrating impeccable manners. Demonstrating kindness and acting in a caring manner towards others.	*Verbal feedback to parents.
	Ready to learn	Kind words, kind hands. Wearing correct uniform and keeping this neat and tidy throughout the day. Following instructions. Completing learning with good effort. Good manners to all members of the school. Transitioning in silence, moving calmly and safely within the academy building. Good listening, demonstrating a focus on learning. Respecting other pupils' right to learn.	*Verbal acknowledgement of expected learning behaviours.
	Reminder	Least invasive verbal reminder of expected behaviours. Prompt to support/teach ways to comply. Recognition, using non-verbal/eye-contact/*verbal prompt when improved.	
	Stop and think	Talking over others / not listening to peers or the teacher / calling out. Walking around the class without purpose. Deliberately distracting other pupils. Playing with resources. Refusal to follow instructions. Refusal to complete learning tasks. <i>Ignoring the reminder given by the teacher.</i>	Child's name is moved to 'Stop and think' step on chart. Time out in class if necessary. Pupil should make attempts to improve behaviour. Recognition, using non-verbal/eye-contact, *verbal prompt when improved. Pupil may move back up to 'Ready to learn' if maintaining improvement for over 10mins.
	Time out	Time out in buddy class with timer (5mins). Teacher acknowledges pupil on return to class – pupil acknowledges their non-compliance. Teacher supports/ teaches ways to improve behaviour on return. Pupil may move back up to 'Ready to learn' if maintained improvement for 10mins.	
	I need to make better choices	<ul style="list-style-type: none"> As above. Not willing to improve behaviour. Continued distraction to the learning of peers. 	Card sent to SLT member for behaviour support. Removal from class and time spent with SLT member before returning to class (10mins). SLT member to support reintegration, remaining with pupil until settled.



Physically / verbally aggressive towards another member of the community.
Verbal / physical bullying.
Racist / homophobic / sexist / discriminative language towards other members of the academy.
Deliberate damage / graffiti to school property.
Putting others in danger.
Swearing / deliberate use of insulting language.
Theft.
Repeatedly refusing to follow an adult's instruction.
Repeated refusal to complete learning tasks.
Leaving the classroom without permission.

Card sent to SLT member for behaviour support. Removal from class for period (dependent on severity of behaviour).

Phone call to parent. Incident form completed. Parent meeting arranged, where possible on the same day (Pupil, parent, teacher, SLT). Behaviour logged.

SLT discretion: internal / external exclusion.

Ark John Archer Home School Agreement



2022/2023

Pupil's Name: _____

Year Group: _____

Parent/Carer Signature: _____

Pupil Signature: _____

Date: _____

Principal: _____

	At Ark John Archer we will...	As a Parent/Carer I will...	As an AJA Pupil I will...
Teaching & Learning: <i>Pupils deserve the highest standard of quality first inclusive teaching and the support to achieve their potential; as such, we view an attainment gap as a provision gap.</i>	<ul style="list-style-type: none"> Offer a broad, knowledge and vocabulary-rich curriculum with reading at its heart, which challenges and motivates all. Regularly assess pupils to ensure continued progress and early identification of gaps in knowledge or understanding. Ensure early intervention for those children experiencing difficulties. 	<ul style="list-style-type: none"> Take an interest in what my child is learning. Support Ark John Archer's philosophy of high expectations for all. Participate, where possible, in school community events and activities. 	<ul style="list-style-type: none"> Come to Ark John Archer ready to learn. Put my best effort into all lessons. Respect everyone's right to learn and encourage my peers to do well.
Attendance: <i>Pupils have the right to an education; we will work together to ensure all children attend regularly.</i>	<ul style="list-style-type: none"> Contact parents/carers on the first day of unknown absence. Support parents/carers whose are experiencing difficulties in ensuring their child regularly attends Ark John Archer. Support parents/carers who experience difficulties in getting their children to school on time. 	<ul style="list-style-type: none"> Make every effort to ensure that my child attends Ark John Archer every day, on time. Inform the school office before 9:30 a.m. about my child's absence and the reason for it. (Office Number: (020) 7228 1710. Avoid taking children on holiday during term time. 	<ul style="list-style-type: none"> Attend Ark John Archer every day and arrive on time ready for the start of lessons.
Home Learning: <i>Learning at home has an important part to play in helping pupils to achieve.</i>	<ul style="list-style-type: none"> Keep parents informed about Home Learning/Homework schedule. Provide suitable materials and advice on home-based activities. Support parents to engage their children in the Home Learning experience. 	<ul style="list-style-type: none"> Encourage my child to complete their home learning. Listen to my child read every day and sign their reading record. 	<ul style="list-style-type: none"> Complete all home learning set to the best of my ability and return it on time. Read every day and bring my reading record to school daily.
Communication: <i>Good communication between home and Ark John Archer is essential to ensure that pupils get the support they need.</i>	<ul style="list-style-type: none"> Be open and welcoming at all times and offer opportunities for parents to become involved in the daily life of Ark John Archer. Ensure that parents have information about their child's progress, behaviour and general Ark John Archer matters. Keep parents up to date with current learning. Listen to parents' concerns and do our best to resolve them. 	<ul style="list-style-type: none"> Tell Ark John Archer about anything that may affect my child's learning or behaviour. Raise concerns promptly and directly with Ark John Archer staff. Ensure that contact numbers and email addresses are up to date. Attend scheduled parent meetings. 	<ul style="list-style-type: none"> Make sure I read any messages on the website, Seesaw and letters from my teacher and staff. Talk with parents and trusted members of staff about any worries I may have.
Preparedness: <i>Being prepared for learning is essential to learning and is a valuable life skill</i>	<ul style="list-style-type: none"> Ensure that our teachers are prepared for all lessons they teach and have ongoing training and support to keep up to date with the best research-informed practice. Create an exciting and stimulating environment to inspire learning. Have the materials and resources available for rich learning to take place. 	<ul style="list-style-type: none"> Ensure my child wears the correct uniform every day, including correct footwear. Send my child to Ark John Archer prepared for learning. 	<ul style="list-style-type: none"> Wear the correct uniform every day. Come to Ark John Archer ready to learn. Line up promptly after breaks and lunchtime ready for the next lesson. Bring my laptop (Years 3-6) and reading record on the correct days.
Behaviour & Attitudes to Learning: <i>Pupils learn best in a calm environment where everyone knows what is expected of them.</i>	<ul style="list-style-type: none"> Have expectations of behaviour which create a safe and caring environment for everyone that reflect our school values. Ensure that all staff, pupils and parents know what behaviour is expected and what it looks like in and around the school. Consistently reinforce behaviour expectations with appropriate rewards and consequences linked to our values. 	<ul style="list-style-type: none"> Work with Ark John Archer to find solutions in cases of unacceptable behaviour. Ensure my child comes to school ready to learn and support the behaviour expectations of the school. 	<ul style="list-style-type: none"> Implement the values of Ark John Archer. Have a positive attitude to learning and ask if I am stuck. Wear Ark John Archer's uniform with pride and always remember I am an ambassador for the school and the community.
Our Commitment To AJA	<ul style="list-style-type: none"> Continue to ensure there is clarity on any changes to behaviour expectations, sharing them clearly with pupils and their families. Regularly remind pupils of expectations of behaviour around handwashing and transitions around the school. Communicate and work with parents/carers, positively, should pupils be unable to follow the specific elements relating to our school expectations. 	<ul style="list-style-type: none"> Work with staff at Ark John Archer to ensure that all expectations are fully understood by pupils. Recognise that the safety of staff and pupils is of paramount importance and work with the school to ensure equitable outcomes if any negative behaviours arise. 	<ul style="list-style-type: none"> Follow the expectations of our school at all times whilst at Ark John Archer so that we can all be safe; be ready to ask for help or ask for any rules or expectations to be explained if I don't understand.

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 Executive Principal and Head of School 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 Executive Principal and Head of School 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 Executive Principal and Head of School, 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 Executive Principal and Head of School 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.