



**Ark John Archer Primary Academy**  
**OUR BEHAVIOUR POLICY**

**2021 / 2022**



## Ark John Archer Primary Academy Our Behaviour Policy

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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. Whilst expectations in Ark John Archer's Behaviour Policy remain relevant, it is necessary, considering the Covid-19 pandemic and school closures over the past year, to make some adjustments for the safety of all pupils and staff. These adjustments are set out below. Our approach continues to support all pupils to uphold our vision by working *Together as One*.

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### **Our Approach**

In order 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?**

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

All staff members at Ark John Archer 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 work and behaviour, and through this we teach self-motivation. We communicate with each other in a calm and positive manner.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the academy in maintaining high standards of behaviour and will have the opportunity to raise with the academy any issues arising from the operation of the policy. It is extremely important that parents understand and support the academy's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school.

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

## **Behaviour Expectations**

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To create and build a family unit within the classroom, we must make sure that our children, as always, work within the behaviour expectations of Ark John Archer that reflect our values of

**Aspiration   Respect   Achievement   Community**  
**Resilience   Kindness**

Over the past year our school has been closed for a significant period of time due to COVID-19. The majority of the children have been learning at home and some of the children have been accessing their learning through our Community Classroom. On their return to full time education we have had to ensure our school continues to put the safety of the whole community first and some of the behaviour expectations have been different... these expectations are now habits. The safety of our children and staff is of paramount importance, therefore the adherence to the school rules 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 Principal will meet with the parents of the child. An appropriate sanction will be put in place that has been agreed by all parties.

*Together As One*

## **Continuing Our Good Habits...**

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### ***Handwashing and Hygiene***

Children will be expected to follow all handwashing and hygiene routines while in school. Children will wash hands/use antibacterial gel before entering school, before and after eating and at regular intervals during the day.

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 go and wash their hands afterwards.

These expectations will be taught, and we will expect all children to follow these routines. These are good habits not just for now but for life.

### **Incentives**

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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.

<b>Incentives</b>
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 'Star of the Week'

### **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 neither is 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 and every session 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 this 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/Excellent Day* on class behaviour charts, a Note to Say Postcard will be sent to the child's parents/carers. Children will visit the Principal and/or Vice-Principal 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. Please do make sure you share your work with your class teacher to get a mention!

### **Weekly Values Assembly**

Every Monday we all come together for our weekly Values Assembly which is presented by the 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 Shout Out Assembly**

Every Friday morning, we will come together for our weekly Celebration Assembly. This is an opportunity for everyone to share their work from the week and get a shout out for their great work. We award the 'Stars of the Week' with a certificate. These are awarded to children who have demonstrated our Value for the Half Term in their work and in their actions. We also celebrate the class who have had the best attendance for the week. They are awarded a certificate and the attendance cup. This is the highlight of our week at AJA so make sure it is the highlight of your week and keep sharing your work!

## Values Award Certificate

Children are nominated for a Values Award to acknowledge their exemplary display of our core values. The Values Awards are presented at the weekly Celebration Assembly.

## Attendance Award

Good attendance is celebrated. 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

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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. Some children may need some extra support from trusted adults and 'This Is Me' is the Ark John Archer approach to ensure these children are successful in their learning.

### 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 .../*

Together As One

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.

## Our Aims & Aspirations Stamp Charts



Some children in our school have an Aims & Aspirations Stamp Chart. This is a short-term measure and are 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 chart they check in with a member of the SLT after every session and they 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

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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 for a child, more so in Key Stage 2. It is a time to reflect on their behaviours and to re-set attitudes so that on their return they can get back to their work in a positive way. We do not view and teach the children to not view Time Out as a negative

action... sometimes, time away from a situation to re-set, is all that is needed. The following is an appropriate system that we will implement:

- 1. Verbal reminder in the classroom e.g. Can you stop swinging on your chair, thank you.**  
*If the behavior continues...*
- 2. Verbal reminder and follow up to step 1; Can you stop tapping 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 Principal, Moira Cruddas. **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 Principal 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 Principal 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).

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 Principal and staff involved.

### **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 Principal with the child's parents/carers and an appropriate sanction will be put in place that will support the continued education of the child.

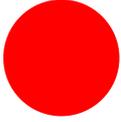
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*It is important to note that whilst the steps provide a guideline for managing behaviour, cases will be dealt with on an individual basis and consequences applied are at the discretion of the Principal and staff involved.*

***Review Date: October 2021***

## 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"> <li>As above.</li> <li>Not willing to improve behaviour.</li> <li>Continued distraction to the learning of peers.</li> </ul>	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



**2021/2022**

**Pupil's Name:** \_\_\_\_\_

**Year Group:** \_\_\_\_\_

**Parent/Carer Signature:** \_\_\_\_\_

**Pupil Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Principal:** \_\_\_\_\_

	<b>At Ark John Archer We Will...</b>	<b>As A Parent/Carer I Will...</b>	<b>As An AJA Pupil I Will...</b>
<p><b>Teaching &amp; Learning:</b> <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></p>	<ul style="list-style-type: none"> <li>Offer a broad, knowledge and vocabulary-rich curriculum with reading at its heart, which challenges and motivates all</li> <li>Regularly assess pupils to ensure continued progress and early identification of gaps in knowledge or understanding</li> <li>Ensure early intervention for those children experiencing difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Take an interest in what my child is learning</li> <li>Support Ark John Archer's philosophy of high expectations for all</li> <li>Participate, where possible, in class activities and all activities</li> </ul>	<ul style="list-style-type: none"> <li>Come to Ark John Archer ready to learn</li> <li>Put my best effort into all lessons</li> <li>Complete any home learning given</li> </ul>
<p><b>Attendance:</b> <i>Pupils have the right to an education; we will work together to ensure all children attend regularly.</i></p>	<ul style="list-style-type: none"> <li>Contact parents/carers on the first day of unknown absence</li> <li>Support parents/carers whose are experiencing difficulties in ensuring their child regularly attends Ark John Archer</li> <li>Support parents/carers who experience difficulties in getting their children to school on time</li> </ul>	<ul style="list-style-type: none"> <li>Make every effort to ensure that their child attends Ark John Archer every day, on time</li> <li>Inform the school office before 9:30 a.m. about my child's absence and the reason for it. (Office Number: (020) 7228 1710)</li> <li>Avoid taking children on holiday during term time</li> </ul>	<ul style="list-style-type: none"> <li>Attend Ark John Archer every day and arriving on time</li> </ul>
<p><b>Home Learning &amp; Homework:</b> <i>Learning at home has an important part to play in helping pupils to achieve.</i></p>	<ul style="list-style-type: none"> <li>Keep parents informed about Home Learning/Homework schedule</li> <li>Provide suitable materials and advice on home-based activities</li> <li>Support parents to engage their children in the Home Learning Experience</li> </ul>	<ul style="list-style-type: none"> <li>Encourage my child to complete their home learning</li> <li>Listen to my child read every day and sign their reading record</li> </ul>	<ul style="list-style-type: none"> <li>Complete all home learning set and return it on time</li> <li>Read every day</li> </ul>
<p><b>Communication:</b> <i>Good communication between home and Ark John Archer is essential to ensure that pupils get the support they need.</i></p>	<ul style="list-style-type: none"> <li>Be opening and welcoming at all times and offer opportunities for parents to become involved in the daily life of Ark John Archer</li> <li>Ensure that parents have information about their child's progress, behaviour and general Ark John Archer matters</li> <li>Keep parents up to date with current learning</li> <li>Listen to parent's concerns and do their best to resolve them</li> </ul>	<ul style="list-style-type: none"> <li>Tell Ark John Archer about anything that may affect my child's learning or behaviour</li> <li>Raise concerns promptly and directly with Ark John Archer staff</li> <li>Ensure that contact numbers and email addresses are up to date</li> </ul>	<ul style="list-style-type: none"> <li>Make sure I read any messages on the Website and Curriculum page from my teacher and staff</li> <li>Talk with parents and trusted members of staff about any worries I may have</li> </ul>
<p><b>Preparedness:</b> <i>Being prepared for learning is essential to learning and is a valuable life skill</i></p>	<ul style="list-style-type: none"> <li>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</li> <li>Have the materials and resources available for rich learning to take place</li> </ul>	<ul style="list-style-type: none"> <li>Ensure my child wears the correct uniform everyday</li> <li>Send my child to Ark John Archer prepared for learning</li> </ul>	<ul style="list-style-type: none"> <li>Wear the correct uniform everyday</li> <li>Come to Ark John Archer ready to learn</li> </ul>
<p><b>Behaviour &amp; Attitudes to Learning:</b> <i>Pupils learn best in a calm environment where everyone knows what is expected of them.</i></p>	<ul style="list-style-type: none"> <li>Have expectations of behaviour which create a safe and caring environment for everyone that reflect our school values</li> <li>Ensure that all staff, pupils and parents know what behaviour is expected and what it looks like in and around the school</li> <li>Consistently reinforce behaviour expectations with appropriate rewards and consequences linked to our values</li> </ul>	<ul style="list-style-type: none"> <li>Work with Ark John Archer to find solutions in cases of unacceptable behaviour</li> <li>Ensure my child comes to school ready to learn and will implement the behaviour expectations of the school</li> </ul>	<ul style="list-style-type: none"> <li>Implement the values of Ark John Archer</li> <li>Have a positive attitude to learning</li> <li>Wear Ark John Archer's uniform with pride and always remember I am an ambassador for the school and the community</li> </ul>
<p><b>Our Commitment To AJA</b></p>	<ul style="list-style-type: none"> <li>Continue to ensure there is clarity on any changes to behaviour expectations, sharing them clearly with pupils and their families</li> <li>Regularly remind pupils of expectations of behaviour around handwashing and transitions around the school</li> <li>Communicate and work with parents/carers, positively, should pupils be unable to follow the specific elements relating to our school expectations</li> </ul>	<ul style="list-style-type: none"> <li>Work with staff at Ark John Archer to ensure that all expectations are fully understood by pupils</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

## **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 Principal 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 Principal 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 Principal, 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 Principal 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.