



Ark Dickens  
Primary Academy

# Behaviour Policy

## 2022-2023

<b>Policy Information</b>	
<b>Executive Headteacher</b>	Anne Hibberd-Chapman
<b>Head of School</b>	Laura Berry
<b>Chair of Governors</b>	Katie Oliver
<b>Academic year</b>	2022-2023
<b>The academy name</b>	ARK Dickens Primary Academy
<b>Deadline for policy review after 1 year</b>	September 2023

<b>Named personnel with designated responsibility for Behaviour Policy</b>				
<b>Academic year</b>	<b>Designated Senior person</b>	<b>Deputy Designated Senior person</b>	<b>Nominated Governor</b>	<b>Chair of Governors</b>
<b>2017/2018</b>	Headteacher	Deputy Head		P. Leonard
<b>2018/2019</b>	Headteacher	Deputy Head		M Pye
<b>2019/2020</b>	Headteacher	Deputy Head		K Oliver
<b>2020/2021</b>	Headteacher	Deputy Head		K. Oliver
<b>2021/2022</b>	Head of School	Assistant Head		K Oliver
<b>2022/2023</b>	Head of School	Assistant Head		K Oliver

<b>Policy Review Dates</b>		
<b>Review Date</b>	<b>Changes made</b>	<b>By whom</b>
<b>September 2017</b>	Policy reviewed	Deputy Head
<b>September 2018</b>	Policy reviewed	Deputy Head
<b>September 2019</b>	Policy reviewed	Deputy Head
<b>September 2020</b>	Policy reviewed	Headteacher
<b>September 2021</b>	Policy reviewed	Head of School
<b>September 2022</b>	Policy reviewed	Head of School/Exec

<b>Dates of staff training for this academic year</b>		
<b>Dates</b>	<b>Course Title</b>	<b>Staff</b>
<b>Sep 2022</b>	Behaviour Policy Relational Practice	All staff

## **Introduction**

We believe that for a happy and successful school where effective teaching and learning can take place, secure, positive relationships and good behaviour in all aspects of academy life are paramount. We seek to create a caring and relational culture and learning environment in the academy by:

- Prioritising time to develop strong relationships
- Encouraging and acknowledging good behaviour and discipline
- Promoting self-esteem by encouraging our children to value and respect themselves and others
- Encouraging children to take responsibility for their behaviour and actions through high challenge and high support
- Ensuring unacceptable behaviour and actions are dealt with
- Ensuring relationships are repaired through restorative approaches
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Promoting early identification and intervention for children whose behaviour is causing concern
- Ensuring a consistency of response to both positive and negative behaviour
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the academy's policy and procedures

## **Policy Statements**

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

This policy has a clear relationship with other academy policies, particularly equal opportunities, inclusion, and the use of positive handling.

The academy works in close partnership with external agencies (e.g. MABS, Educational Psychology, health services, etc.) to seek additional advice and intervention where needed to support our children.

The Head of School, in consultation with staff, will develop the procedures from this policy. The procedures will make clear to our children how acceptable standards of behaviour can be achieved and will have a clear rationale for all our staff, children and parents/carers.

The procedures will be consistently and fairly applied.

## **Roles and Responsibilities**

The Governing Body will establish, in consultation with the Head of School, staff and parents/carers, the policy for the promotion of good behaviour and keep it under review. It will be communicated to all children and parents/carers, be non-discriminatory and the expectations will be clear.

Governors will support the academy in maintaining standards of behaviour and ensure there is no differential application of the policy on any grounds, particularly ethnicity, culture, religion, gender, disability or sexuality. They will also ensure that any concerns of the children are listened to and addressed appropriately.

The Executive Headteacher will work closely with the Head of School and senior leaders to implement and monitor the effectiveness of the Behaviour Policy and ensure that appropriate high-quality training on all aspects of the Behaviour Policy is regularly and responsively provided for all staff.

The Head of School will be responsible for the implementation and day to day management of the policy and procedures. They will ensure there is no differential application of the policy on any grounds, particularly ethnicity, culture, religion, gender, disability or sexuality. They will also ensure that any concerns of the children are listened to and addressed appropriately.

All staff have a personal responsibility and a responsibility to support each other to ensure the policy and procedures are upheld and followed, are consistently and fairly applied and that there is no differential application of the policy on any grounds, particularly ethnicity, culture, religion, gender, disability or sexuality. They will also ensure that any concerns of the children are listened to and addressed appropriately.

Parents and carers will be expected, encouraged and supported to take responsibility for their child's behaviour both inside and outside of the academy. We will seek to work in close partnership with parents and carers including to ensure they have the opportunity to raise any issues in relation to the operation of the policy.

The children will be expected to take responsibility for their own behaviour and actions and will be taught explicitly about the policy, procedures and expectations. The children will also be taught they have a responsibility to everyone and how to ensure any incidents of disruption, bullying and any form of harassment are reported.

## **Our Approach to Behaviour Management**

We want Ark Dickens Primary Academy and Nursery to be a happy, enjoyable and successful school for every child. Children should be able to learn in a safe environment, make and have friends and be enthusiastic about their learning. We encourage and promote good behaviour and choices and discourage behaviour and actions that damage relationships between children and children, children and staff and, that affect learning.

We have adjusted our policy throughout our provision to reflect the age and stage of our children from 2-11 years, though the fundamental principles are the same.

We will reward positive behaviour, actions and choices with praise, recognition and tangible rewards. We will apply consistent and clear consequences for unacceptable behaviour and use a restorative approach to repair relationships.

It is important parents/carers understand and support the academy's Behaviour Policy and help their children understand why following this policy is important for the well-being of every member of our school community 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 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 our decisions.

Our policy reflects our vision for high expectations of behaviour and relationships and is holistic. It recognises our understanding of the needs of our children.

It is underpinned by



## **Our Principle**

Be Your Best

## **Our Values**

- Respect
- Resilience
- Kindness
- Unity
- Community
- Aspiration

## **Our Rules**

- We will be in the right place, on time and ready to learn
- We will look smart and wear the correct uniform
- We will treat each other as we want to be treated
- We will move around the school site safely and sensibly
- We will follow adult instructions in school
- We will keep ourselves and others safe
- We will take care of all property and the school environment

## **A Relational Approach**

At Ark Dickens, we recognise all adults are significant adults for our children. We prioritise the importance of developing relationships to build trust and respect and our commitment to knowing every child. We build dedicated time into our school day for our relationships to strengthen so that children feel safe, secure and happy. For example, 'threshold' at the start of each day ensures staff check in with every child and can identify if a child is not ready to learn and may need some additional emotional support so that they can engage successfully with their learning.

## **A Restorative Approach**

We believe all children should understand and exercise their rights and responsibilities. An important part of this is that our children can take increasing responsibility for their behaviour and make more informed choices as they progress.

We use a restorative approach when a child does not follow one or more of our school rules. We encourage our children to think about the rule(s) they have not followed, how their behaviour and actions impact and affect others, both children and staff and teach them strategies to resolve conflict and repair relationships that may have been harmed.

So, if a child has been negatively impacted by someone's behaviour, adults ensure that each child's right to be heard is respected and the situation is resolved fairly with the focus on repairing the relationship. This does not however, exclude the use of consequences. Consequences are used in conjunction with restoration so, for example, a child may have identified to write a letter of apology to repair the upset they have caused to another child and will then do this during a detention.

## **A Trauma Informed Approach and PACE**

We understand that behaviour is a way of communication and often is because there is an unmet need for a child. We understand the impact of trauma on child development and behaviour and know that some of our children are experiencing or have experienced significant trauma. We seek to support our children to learn how to behave well and manage their feelings effectively, particularly those for whom this is difficult due to their circumstances and additional Social, Emotional and Mental Health (SEMH) needs. We recognise that for some of our children, managing their feelings and being able to self-regulate and behave appropriately is a challenge. For example, staff are trained in the 'PACE' model to de-escalation and interaction (Hughes 2015), showing a playful, accepting, curious and empathetic approach which has been proven to shift children out of flight/fright/freeze mode.

## **Zones of Regulation**

From October, we will be working with the children to introduce a common language for describing feelings and emotions. This is based on '[Zones of Regulation](#)'. The Zones of Regulation® is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according

to their emotions and level of alertness, as well as guiding them to strategies to support regulation.

## Recognition and Rewards

At the heart of our ethos is a commitment and belief in recognising and rewarding when children uphold and follow our rules and demonstrate our values and principles. This is central to the promotion of good behaviour, good mental health and being a positive role model and citizen of our community, building a culture of achievement and success.

Recognition and Rewards	
Recognition	Rewards
Smile	Surprise postcard sent home at the end of the week from class staff
Eye contact	Star Awards awarded in Celebration Assembly weekly for depth of displaying values and principles
Thumbs up	Golden Tie awarded per class once a week for displaying 'Be Your Best' at any time and for any aspect of school life
Specific praise	Headteachers Award for exceptional work and/or effort
Positive attention and encouragement shown by moving through Going for Gold	Value Ambassador Awards – awarded with hot chocolate and muffin with the Head of School or other senior leader
Sharing of work in class and with partner class	Half termly celebration for the winning 'House'
Names in newsletter and on social media for those awarded certificates and Star of the Week	
Sticker for reaching the Going for Gold Podium	
Stickers instantly awarded to wear or to go in books on work for displaying values in attitude and/or behaviour for learning	
House Points for showing team spirit	

## Corrections and Consequences

There is a clear process and escalation for dealing with incidents of poor behaviour if and when children do not follow our rules. These range from quick corrective strategies to loss of minutes of playtime, detentions, isolation from the class group and, as a last resort and for very serious incidents, suspension.

Consequences are not applied or given in isolation. They are used to show the behaviour is not acceptable but also and, most importantly, they are a learning opportunity. We listen to the child, to others who were involved, support the child to reflect on what happened, who has been hurt (physically or emotionally) and take responsibility for their actions by helping them to identify how they can repair the relationship that has been damaged by the action and supporting them to do so.

For children whose behaviour is causing concern ie they may be displaying ongoing and frequently distressed behaviour (to include, anti-social, disruptive, or aggressive behaviour),

consequences alone are likely not to be effective. In such cases, we analyse data, evaluate and review the current curriculum on offer, consider the classroom organisation and management and whole academy procedures in considering contributory factors. Additional specialist help and advice from the Educational Psychologist or Multi Agency Behaviour Support Team, for example may be sought. In such instances, the child's views are sought, senior leaders are involved in the plans and decisions at a weekly meeting and parent/carer involvement is ensured.

The use of consequences is underpinned by the following principles:-

- Staff use the least intrusive strategies to correct and redirect
- The child will be given 2 verbal warnings before a consequence is applied to give the child the chance to correct the behaviour themselves
- It must be clear to the child why the consequence is being applied ie refer to what rule has not been followed through a private conversation
- Time is taken by staff to seek the views of all involved and help the child identify the behaviour/action that needs a consequence and which relationships need to be repaired
- The consequence (mostly loss of time) includes the restorative work and actions
- It is important that the consequence is not out of proportion to the incident
- There should be clear distinction between minor and major incidents
- It will be the behaviour, not the child that is being dealt with
- Incidents will be logged in Scholar Pack, senior leaders will monitor incident reports weekly
- Specific incidents will be logged, tracked and analysed by leaders on separate trackers ie incidents of racism, bullying including homophobic, use of derogatory language and discrimination, incidents of violence

<b>Corrections and Consequences</b>		
<b>Correction</b>	<b>Consequences</b>	
Non verbal, eye contact, proximity correction	Child moves to Pitstop, after a private individual correction and 2 warnings. Time at a separate table for reflection, followed up with a restorative conversation at play/lunchtime or after school with the adult and catch up of learning. Child returns to where they were on Going for Gold once this has happened and as long as no further incidents	All loss of minutes consequences are to give opportunity to unpick what happened, hold the restorative conversation and repair the relationship ie with a letter of apology, repairing the book that was damaged
Drawing a child back in ie 'We are going to read the first paragraph and Joe is going to start us off'	Time out in partner class. This is to refocus, reset and reflect followed by a restorative conversation and catch up of learning lost at play/lunchtime or after school with the adult teaching at the time. Nursery – 2 mins on Cool Down spot 5 mins EY, 10 mins KS1 15 mins KS2	All conversations link back to the School Rules to ensure the child can identify which of our rules they have not followed in this instance.
Positive group correction 'Well done back row, you are all tracking me'	Playtime, lunchtime or after school detention likely to be issued for offensive language, hurting another child, disruption, damage to school property – linked to school rules 10 mins KS1 15 mins KS2 This will be done with the adult who was teaching/supervising the child at the time	

I am waiting for 2 pairs of eyes....	Longer detention for 30 minutes with a senior leader, agreed with parent for repeated incidents or more severe incidents	
Private individual correction	Internal suspension for a morning/afternoon or all day	Likely to be for targeted violence towards a child or adult, severe verbal abuse and aggression, destruction of school property or significant disruption in and around the school site. All still involve restorative work and repair of relationships harmed
	Removal of Value Ambassador Badge after a warning, returned once they consistently show that value again in their behaviour and actions	
	Suspension at Ark Ayrton (partner school) staffed by a known adult from Ark Dickens	
	Fixed term suspension from school for serious incidents	

## Physical Restraint and Use of Reasonable Force

On occasion, school staff may need to use ‘reasonable force’ to safeguard children. The term ‘reasonable force’ covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. Examples of instances where members of staff have the power to use reasonable force –

- To prevent a child committing an offence
- To prevent a child from injuring themselves or others
- To prevent the damage of property
- To move a child to a safer place
- To maintain order and prevent a child behaving in such a way that seriously disrupts school activities

## Team Teach Approach

Some of our staff are trained in the team teach approach for dealing with extreme cases of behaviour and when needing to use reasonable force. This always involves de-escalation techniques first.

Only adults who have been trained will restrain a child. Incidents of restraint will:

- 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

Parents are always informed and appropriate records are kept. Adults always follow up with the child when they are calm and then continue to manage the situation through a restorative approach.

## **Academy Visits and other Off-site Opportunities**

We will always try to ensure no child is disadvantaged from taking part in a visit/educational opportunity off site or residential.

All normal academy codes of dress and behaviour will be expected on all off-site activities unless clothing requirements are different. It is the responsibility of the staff organising the visit as well as any accompanying adults to ensure such standards are upheld. Children, parents/carers and staff must 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. Lead staff will ensure expectations are made clear to all those taking part in off-site visits and opportunities. Children should be aware that inappropriate behaviour could risk their chances of taking part in further trips and/or lead to consequences on their return.

The safety of all children and staff is paramount during off-site visits and opportunities. Risk assessments will be carried out for any children who routinely display distressed and challenging behaviour and support put in place wherever possible. In rare cases where children have exhibited recent extreme behaviour close to the time of an off-site visit, meetings will be held with parents and carers to ensure that risks are appropriately assessed.

## **Behaviour within the Toilets**

To promote the health, wellbeing and learning opportunities of all children, we provide good quality toilet facilities across the Academy and ensure they are open and available to them throughout the day.

Children are expected to respect the toilets as part of their school site and use them sensibly and safely.

Children should only ask to use the toilet when essential and only go on their own not in groups. Children should take the toilet pass from their class when they need to leave. It is expected that the classroom staff monitor who is leaving a lesson to use the toilet and for how long and there should be no more than one boy or one girl from the class at any given time.

During playtimes, a member of staff will be stationed near the doors of Mr Morris's class with sight of the door to the playground and door the toilets. Children requesting access to the toilets should do so through the assigned member of staff where they will be given a toilet pass to ensure the toilets are not overcrowded.

## **Suspension**

Ark Dickens Primary Academy will only use suspension as a last resort. We will use internal suspension wherever possible, as an alternative.

Internal suspension involves a child being isolated from their class community for a set time. This may mean being supervised 1:1 in a space at the academy or in some circumstances, at our partner school, Ark Ayrton.

## Fixed-Term Suspension

Fixed-term suspension means that the child is kept at home for one or more days. If a child receives a fixed term suspension at home, they will receive a work pack to complete. This work must be completed and returned to the academy for review. We will work with children and parents to avoid fixed term exclusion whenever possible.

Possible actions that might lead to fixed term suspension:

- Causing serious injury to another person (adult or child)
- Causing deliberate damage to school property or the property of another individual including graffiti
- Being persistently abusive
- Persistent and deliberate refusal to follow school rules
- Seriously disruptive behaviour including refusal to follow instructions
- Threatening or confrontational behaviour towards another member of the community
- Fighting/assault towards another member of the community
- Aggressive derogatory and/or discriminatory insults/speech towards another member of the community
- Racial/sexual/homophobic harassment
- Bullying
- Theft
- Smoking/possession of drugs on the academy site or in academy uniform
- Leaving the academy without permission
- Behaviour likely to bring the Academy into disrepute

The above are examples and the list is not exhaustive. If an incident occurred individual circumstances of the incident would be considered. In exceptional circumstances, they may lead to permanent exclusion.

## Permanent Exclusion

The decision to permanently exclude a child is a serious one and one that is not taken lightly. There are two main types of situation in which permanent exclusion may be considered.

The first is if a child, following the use of a wide range of other strategies and intervention, including fixed-term suspension, which has been used without success, is in persistent breach of the provisions of this policy and as a result of their actions there is a serious detrimental impact on the welfare and education of other children or staff at the Academy. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

The second is if a child commits a serious breach of the behaviour policy by being involved in what may be termed an exceptional one-off incident and as a result of their 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 but they could include the following:

- Serious actual or threatened violence against another child or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying a weapon
- Arson

Children and parents should be aware that these will also cover actions which constitute unlawful acts whether or not they result in criminal prosecution. This will also apply if the actions of a child takes 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. The Academy will consider police involvement and other agencies for any of the above offences.

## **Suspension and Permanent Exclusion Protocol**

Suspensions and permanent exclusions will be conducted in accordance with the Department for Education's Statutory Guidance: School suspensions and permanent exclusions guidance, last updated 1<sup>st</sup> September 2022.

If a pupil is suspended, they will be visited at home regularly as appropriate, by a member of the Pastoral Team and provided with work.

On their return to the academy following a suspension, the child, with their parent/carer will have a reintegration meeting with the Head of School or the most senior member of staff on site in their absence. The child will then be supported as they go back into class if needed.

## **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.

### **Investigating incidents**

Internal investigations can inadvertently prejudice investigations by Social Care or the Police. If it appears that a serious disciplinary offence is a matter for Social Care or the Police, staff must stop the internal investigation immediately and refer the matter to the Head of School and/or the Designated Person for child protection as appropriate. In situations where other services need to be informed, the Head of School 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 Head of School as soon as possible. If this is not possible then the staff member should refer it to the Executive Headteacher if on site or an Assistant Headteacher. The Head of School or their designate will decide the nature of investigation required, usually including conducting an initial interview with the child/children concerned and by arranging for them 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 child/children concerned to be supervised by a member of staff or in extreme cases isolated from others. Any investigation should be

conducted away from the public gaze and kept confidential sharing only on a 'need to know' basis.

When a child is interviewed, they 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 children 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 child concerned and marked with the date.

### **Searches and confiscation**

If a member of staff suspects that a child is in possession of a prohibited object, the child may be searched. This search of a child should be conducted by the Head of School, or a member of staff authorized by the Head of School (SLT). The search should be conducted by the same gender as the child, and with another adult (where possible of the same gender).

Before any search is undertaken, consent will be sought from the child. If consent is refused, the child will be asked to say why they have refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances, will warrant a consequence. Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as 'prohibited items'), the child may be searched without their consent.

When being searched, a child 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 child's possessions includes searching a child's goods over which they have 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 child's parents or carers should be contacted.



