

Ark Federation

Behaviour Policy



This policy was adopted by the Teaching & Learning Committee of the Ark Federation Teaching and Learning Committee at the meeting on 27 January 2016 and reviewed on 14 June 2018.
It will be reviewed annually.

Signed.....
(Ms R Porter, Chair of Teaching and Learning committee, The Ark Federation)

Introduction

This document is a statement of the aims, principles and strategies for behaviour and its management and is being developed as part of the wider Personal, Social and Health Education programme at the Ark Federation. It is being developed in 2014 through a process of consultation with the staff, governors, parents and children.

Aims

- To promote a caring a co-operative ethos for effective teaching and learning;
- To ensure that discipline is maintained at all times;
- To display the federation values and regularly bring the expectations for behaviour to the children's attention;
- To ensure all adults working and helping in our school are aware of the policy, that they are good role models for pupils and consistent in following the procedures;
- To prevent and deal promptly with any bullying and inappropriate behaviour by educating and changing attitudes;
- To create a happy and safe environment for our children;
- To keep parents informed of the policy and its principles and procedures for rewards and sanctions.

2. Implementation

2.1 Staff

All staff:

- will treat all children with dignity and respect;
- will deal sensitively with children in distress, will listen to them and deal with any incident appropriately;
- play an active part in building up a sense of community and will consistently apply the agreed standards of behaviour;
- have a responsibility to model the type of behaviour felt to be acceptable;
- will be alert to signs of bullying and harassment and will deal firmly with it and will alert other staff to such problems (racially aggravated comments will be formally recorded);
- will support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.

2.2 Children

- children's achievements, academic or otherwise, will be recognised;
- rewards will be accessible to all children;
- collective worship will be used as an opportunity to acknowledge achievements and to foster a sense of community;
- children will be encouraged to share their achievement with a senior member of staff, their parents and other children;
- examples of children's work and achievements will be displayed in the classrooms and

around the school.

3. Examples of unacceptable behaviour include:

- disobedience;
- dishonesty;
- physical aggression which includes pushing, biting, spitting, hitting and kicking;
- foul language, inappropriate sign language and swearing;
- making unkind remarks;
- damaging property;
- answering back, rudeness or aggression to adult;
- stealing;
- racist or sexist comments, gangs and bullying.

We recognise that sometimes these behaviours are as a result of aggravation. Whilst we do not condone such behaviour in any situation, we will take steps to clarify the trigger. Temper tantrums and physical disputes must be dealt with and children restrained if necessary in accordance with team teach principles.

Rewards and Sanctions

Anyone who comes to our school will be told our school rules – they may like to tell a member of staff about an individual or group's helpfulness, kindness etc.

If a child does something well - work or behaviour - they will be rewarded with a Housepoint (federation system) and/or the class based system. Children's achievements will be celebrated in a weekly assembly and in the weekly newsletter.

On some occasions parents may receive a golden phone call/postcard – a child's parent will receive a special phone call/postcard from the headteacher when they have made an outstanding effort. It may be they have achieved something they found difficult (academic or behaviour).

If a child misbehaves.....

Our sanctions reflect the Christian ethos of our school and allow every pupil the opportunity to redeem themselves. Where a pupil shows true remorse and makes a positive change to their behaviour then no further action needs taking.

When an adult feels it necessary to give a sanction, the class teacher will decide on what is appropriate. The teacher will make clear to the pupil exactly why they are being punished, relating it to the school values and behaviour expectations. The class teacher will keep a personal record of frequency and type of misbehaviour in case further action is needed. A separate record will be kept for lunchtimes and monitored by the HOTL. Where there are any regular, persistent behaviour issues, class teachers will ensure that parents have been made aware. Only in rare incidents should parents hear from a member of the senior leadership team without having spoken to the teacher first.

Persistent inappropriate behaviour may result in:

- meeting with parent(s);
- letter/telephone call to parent from the HOTL or the Headteacher;
- other sanctions following discussion between parents, class teacher and Headteacher which may include devising an individual behaviour plan;
- exclusion from the right to represent the school - this sanction should only be used rarely, parents will be informed;
- involvement of appropriate external agency (Education Support Centre, Behaviour Support Team, Educational Psychologist etc);
- exclusion from school (DCC guidelines to be followed).

Every day is a new beginning

In the spirit of forgiveness, every learning session should offer the opportunity for wiping the slate clean and making a fresh start. It is important that every child understands, encouraged by their teacher and parent that each day brings new opportunities and a chance to begin

again. Staff will welcome pupils back into school expecting a positive experience and supporting improvements.

Where behaviour has been identified as an issue, the class teacher will work with the pupil, parents and other staff to develop strategies to support good behaviour patterns. External advice will be sought when required.

Parents

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. The school expects that parents will give their full support in dealing with their child's behaviour.

We ask parents:

- to keep us informed of behaviour difficulties they may be experiencing at Home;
- inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family;
- inform us about their child's ill health and any absences connected with it.

The school will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment within the school;
- giving parents regular constructive and positive comment on their child's work and Behaviour;
- encouraging parents to come into school on occasions other than parents' evenings;
- keeping parents informed of school activities by letter, newsletter etc;
- involving parents at an early stage in any disciplinary problems.

Other Agencies/support services

Full use will be made of such agencies as Education Welfare, Behaviour Support Team, Health Services, Educational Psychologist, parent support worker when appropriate

Care of school premises and sites

Everyone in the school is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment.

- staff display children's work to a high standard
- the building is expected to be kept clean and tidy
- the grounds are expected to be kept litter free and the plants well maintained.

School Council

The School Council will give pupils and staff the opportunity to discuss any issues arising from children's behaviour in school or on the playground.

Monitoring Behaviour

Time is given at every staff meeting to discuss individual children. The headteacher keeps record of any incidents that have required physical restraint (in line with the principles of team teach). In addition, incidents that fall outside the usual behaviour realms for a class are also recorded and held confidentially by the class teacher and headteacher.

The headteacher will report to the governing body on an annual basis as part of the review of the behaviour systems and policy.
