



Ark Brunel  
Primary Academy

## Behaviour Policy

Academy Name	Ark Brunel Primary
Head of School	Sean Scott
Chair of Governors	Elizabeth Dawson
Academic Year	2022-23
Deadline for policy review	September 2023

## POLICY INFORMATION

### Named personnel with designated responsibility for:

Academic Year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2022-23	Sean Scott			Elizabeth Dawson

Review Date	Changes made	By whom
September 2023	Policy updated	Sean Scott

Academic year	Date of ratification	Chair of
2022/23		

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## **OUR VISION**

Developing excellent people with excellent outcomes who are always learning, through character education, unapologetically high expectations, experiences and qualifications.

### **1 INTRODUCTION**

We want ARK Brunel to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about education. If each pupil is to fulfil their potential, then high standards, discipline, hard work and respect are necessary.

### **2 ROLES AND RESPONSIBILITIES**

#### Governing Body

- The Governing body will establish in consultation with the Principal, staff and parents/ carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents/carers and the expectations are clear.
- Governors will support the academy in maintaining high standards of behaviour.
- The Governing body will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religions, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

#### Principal

- The Principal will be responsible for the implementation and day to day management of the policy and procedures.
- The Principal will ensure no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religions, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- The Principal will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

#### All Staff

- Staff will ensure no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religions, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- Staff, including teachers, support staff and student teachers will be responsible for ensuring that the policy and procedures are followed 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.

#### Parents and Carers

- Parents and carers will take responsibility for the behaviour of their child both inside and outside the academy. They will be encouraged to work in partnership with the academy in maintaining high standards of behaviour and will have the opportunity to raise will the academy any issues arising from the operation of the policy.

#### Children

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

## **THE ROLE OF ALL BRUNEL STAKEHOLDERS**

### **I will be show honesty by:**

- Being empathetic towards others and valuing their feelings and property.
- Always telling the truth.
- Owning up when I've made a mistake.
- Taking responsibility and making the right choice.
- Asking for help when I need it.

### **I will show enthusiasm by:**

- Arriving at Ark Brunel by 9am.
- Wearing our school uniform correctly and with pride.
- Greeting each other every day with a smile.
- Being an active learner and engaging with activities.
- Avoiding all distractions; putting away anything not required for the lesson.

### **I will show ambition by:**

- Setting high expectations for myself and others
- Setting goals and targets.
- Making the right choices.
- Asking challenging questions and taking risks in my learning.

### **I will show resilience by:**

- Being confident and believing in myself.
- Challenging myself in my learning and never giving up.
- Using my mistakes to help me improve.
- Being positive

### **I will show thought by:**

- Accepting sanctions if I receive them
- Considering others at all times and trying to understand other people's point of view.
- Using kind words when talking to others.
- Showing respect to others and treating everyone as an individual regardless of gender or race.
- Promoting equal opportunities and promoting good relationships based on trust and acceptance.

### 3 BEHAVIOUR POLICY

#### **‘Our Beating Heart’**

The principle behind this system is that all pupils have the opportunity to make positive choices about their behaviour and influence outcomes. The teachers integrate a system within daily teaching with our core school values at the heart of it. Pupils who consistently follow rules are noticed and rewarded and there is an opportunity for all pupils to be successful.

Each classroom has ‘Our Beating Heart’ display showing the school values Honesty, Enthusiasm, Ambition, Resilience and Thought. The Class Teacher and additional adult(s) will use this system to reward pupils showing our core school values in their learning and interactions with one another. The pupil’s names can be placed on one of the values several times. At the end of each week, five pupils are selected each one having shown the most honesty, enthusiasm, ambition, resilience or thought. These five pupils will then be rewarded with a post card sent home and activity from our Educational Rewards Menu (See appendix 7). If each child collects five postcards for each value over their time at ArkBrunel they will be awarded a values badge. The aim is for all pupils at ARK Brunel to have all five HEART badges before they leave school in Year 6.



#### EYFS

The pupils in EYFS and Year 1 will have a 5 mins time out to reflect before they fill out a reflection sheet (see appendix 3). The pupils will fill out the sheet at the time of the incident.

#### Playground

At Ark Brunel we have high expectations of behaviour at all times. While on the playground if a pupil makes the wrong choice the adults supervising will ask pupils to have a 5- 10-minute time out to reflect on the incident. Behaviour in the playground will be reported to the class teacher at the end of play times and the class teacher will record this on the class tracker.

This behaviour policy applies to all behaviour in school, on the playground, on school trips and outside the school building.

#### **Rewards and Sanctions:**

##### Rewards

The staff at Ark Brunel believe that to motivate children in their work and manage behaviour in a positive way a system for rewarding effort good behaviour and modelling of our school values is essential.

When pupils are modelling our school values Honesty, Enthusiasm, Ambition, Resilience and Thought their name is put on the ‘Our Beating Heart’ in each classroom. At the end of week 5 pupils are chosen from each value and are rewarded with a postcard to take home as well as an activity they can select from the schools Educational Reward Menu. In addition to this the class teacher can give

out a shout out once a week during our reward assembly for exceptional behaviour, work and or effort.

## Attendance

100% attendance is a vital to ensure the pupils are successful in their learning. Each week a class is rewarded with a trophy for best attendance. Individual attendance rewards are given out every half term for pupils who have 100% attendance, they are given a certificate and a badge.

## Sanctions

Each class teacher will have a clipboard with the class register to record the undesirable behaviours below, which is extensive but not exhaustive:

- Calling out/interrupting
- Defiance/Not following an adult's instruction
- Inappropriate language
- Play fighting
- Talking over a teacher
- Answering back to an adult
- Name calling
- Disrespecting property
- Wasting learning time
- Breaking class rules – e.g. class charter
- Off task behaviour
- Tantrums
- Not lining up correctly
- Out of seat

At Ark Brunel we operate a strict no shouting policy. If a pupil gains three strikes this will result in a reflection sheet (See Appendix 2) for the pupil and a restorative conversation with an adult. Pupils have an opportunity to refresh their strikes in the afternoon and start fresh each day, so no negative behaviour is carried on to a new day. If a pupil's behaviour does result in three strikes they will have to fill out their reflection sheet during their next break or lunchtime in the playground supervised by an adult. This ensures no learning time is lost and the actions are addressed.

If a pupil's make any of the choices shown below this will result in a reflection sheet straight away and is to be filled out with a member of the senior leadership team.

- Swearing
- Fighting
- Spitting
- Bullying
- Vandalism
- Leaving class without permission
- Shouting at an adult
- Throwing things across the classroom

**Unacceptable behaviour will be discussed with the pupil with the following taking place.**

- Reflection time (using restorative conversation)
- Text message home
- Parent Carer meeting (If unacceptable behaviour continues)

### **Further consequences**

- 5 Reflection sheets in a half term will trigger an individual behaviour support plan (See Appendix 4) monitored by Principal and Parent/Carer.
- Behaviour recorded and monitored on ScholarPack.

### **Fixed Term and Permanent Exclusions:**

We do not wish to exclude any child from school, but sometimes this may be necessary. The offences listed below could lead to a fixed term exclusion (or internal exclusion depending on the nature of the incident).

- 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.
- Disruptive behaviour whilst on internal exclusion in the academy.
- Racial/sexual/homophobic harassment
- Repeated Bullying
- Theft
- Drug abuse or possession of drugs or use of any illicit substances or materials (including pornography)
- Smoking on academy site or in academy uniform.
- Graffiti or property damage
- Persistent refusal to obey rules.
- Leaving the academy without permission
- Behaviour likely to bring the academy into disrepute.

The decision to exclude a pupil permanently is a serious one. It will happen where there are exceptional circumstances, and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for first or 'one off' offence.

These might include:

- Serious actual or threatened violence against another pupil or member of staff.
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying a weapon
- Arson
- Criminal offences committed on the Academy site, whilst representing the Academy or whilst on the way to and from the academy.

The Academy will consider police involvement and other agencies for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the academy and its pupils and staff.

### **Exclusion Protocol**

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

Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units (2008) <http://bit.ly/XOxQGC>.



Excluded pupils will receive a work pack to complete.

## **Uniform**

At Ark Brunel we would like all the pupils to take pride in their appearance and ensure they are dressed smartly. Therefore, all pupils must wear the correct school uniform.

- Pupils may wear any footwear as long as it is all black.
- Pupils must wear grey trousers, skirt or dress.
- Pupils must wear a white shirt, keeping it tucked in at all times.
- Pupils must wear a tie and ensure it is tied neatly
- Pupils must wear their school jumper and or cardigan with the school logo.
- Pupils in KS2 are expected to wear the school blazer.

### Nursery

- Burgundy sweatshirt with school logo
- Burgundy tracksuit bottoms
- White polo shirt with school logo
- All black footwear

### PE Kit

- Burgundy sweatshirt with school logo
- Black tracksuit bottoms/leggings/shorts
- Burgundy polo shirt with school logo
- All black footwear

## **4 ANTI-BULLYING POLICY**

At Ark Brunel we have a policy of prevention. Preventing bullying makes it easier to respond to incidents when they occur. It also enables us to create an ethos in which the whole academy community is clear that bullying is completely unacceptable and will not be tolerated.

### **Aims:**

- The aim of the Anti-Bullying Procedure is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at the Academy.
- To assist in creating an ethos in which attending Ark Brunel Primary is a positive experience for all members of our community.
- To make it clear that all forms of bullying are unacceptable at Ark Brunel Primary. To enable everyone to feel safe while at Ark Brunel Primary and encourage pupils to report incidents of bullying.
- To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
- To support and protect victims of bullying and ensure they are listened to. To help and support children displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents/carers and other appropriate members of the Academy community.
- To ensure all members of our community feel responsible for helping to reduce bullying.

## Objectives:

- To evidence that our whole community has ownership of the Academy's Anti Bullying Procedure.
- To maintain and develop effective listening systems for children and staff Ark Brunel Primary
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills and information necessary to deal with incidents of bullying.
- To involve the wider academy community (e.g. midday supervisors, part-time staff/volunteers) in dealing effectively with and, if necessary, referring bullying incidents.
- To communicate with parents/carers and the wider academy community effectively on the subject of bullying.
- To acknowledge the key role of every staff member in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded on Impero EdAware and, when necessary, Bromcom or Scholar Pack.
- To raise incidents of bullying violations from the safeguarding solution SENSO. To ensure information is gathered appropriately and shared with relevant organisations as necessary.
- To promote emotional health and wellbeing across the whole Academy/setting and for all members of our community to role-model this in all situations.

## Definition of Bullying:

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can be:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- **Physical:** pushing, kicking, hitting, punching or any use of violence. • **Racist:** racial taunts, graffiti, gestures.
- **Sexual:** unwanted physical contact or sexually abusive comments.
- **Homophobic:** because of or focussing on the issue of sexuality.
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing.
- **Cyber:** all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera & video facilities.

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Bullying is a form of abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer-on-peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the Academy. These behaviours, however, do not mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Pupils must be encouraged to report bullying at the

Academy. The Academy staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the Academy policy.

**Some warning signs that a pupil is being bullied:**

- Changes in academic performance
- Appears anxious
- Regularly feeling sick or unwell
- Wanting to visit the nurse regularly
- Reluctance to come to school
- Clothes/bags torn or damaged
- Money/possessions going missing
- Unexplained cuts and bruises
- Unexplained behaviour changes, e.g. moody, bad-tempered, tearful, unhappiness
- Loss of appetite
- Not sleeping
- Loss of weight
- Seen alone a lot
- Not very talkative

**Practice and Procedures**

**Statutory duty of academies**

The Principal has a legal duty under KCSIE 2020 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents/carers and pupils. Ark Brunel Primary will develop protocols for the reporting and dealing with the prevention of bullying.

**What we do to prevent bullying**

Everyone involved in the life of Ark Brunel Primary must take responsibility for promoting a common antibullying approach. We aim to:

- Be supportive of each other
- Provide positive role models
- Convey a clear understanding that we disapprove of unacceptable behaviour
- Be clear that we all follow the rules and shared values of Ark Brunel Primary
- Be fully involved in the development of the Anti-Bullying Procedure and support anti-bullying practice
- Support each other in the implementation of this procedure

Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents. All members of the academy community are expected to report incidents of bullying.

All staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of wellbeing. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

All Ark Brunel Primary Staff will:

- Provide children with a framework of behaviour, including rules which support the whole academy policy.
- Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone and help create a positive atmosphere.
- Raise awareness of bullying through activities, stories, role-play, discussion, peer support, academy council, PSHE etc.
- Through the Principal/DSL, keep the governing body informed.
- Record any concerns onto Impero EdAware.

## **Implementation**

Ark Brunel Primary procedures when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- If it is likely that bullying may be occurring or has occurred, a clear account of the incident will be recorded on Impero EdAware and discussed with the DSL/Safeguarding Team.
- The DSL or named representative will interview all concerned and will record the incident.
- The class teacher/Head of Year will be kept informed and if it persists he/she will advise the appropriate staff members.
- Parents/carers will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- Data protection does not prohibit communication and information sharing, especially where there is a safeguarding concern

## **Pupils - Who are ‘Bystanders’ and ‘Upstanders’?**

**Bystanders** - someone who witnesses bullying, either in person or online, is a bystander. Friends, pupils, peers, teachers, school staff, parents, coaches, and other youth-serving adults can be bystanders. People who are bullied often feel even more alone because there are witnesses who do nothing. When no one intervenes, the person being targeted may feel that bystanders do not care or they agree with what is happening. There are many reasons why a bystander may not interject, even if they believe that bullying is wrong. They may be afraid of retaliation or of becoming the target of bullying themselves. They might fear that getting involved could have negative social consequences.

**Upstanders** - An upstander is someone who sees what happens and intervenes, interrupts, or speaks up to stop the bullying.

There are many things that bystanders to bullying can do to become upstanders:

- Question the bullying behaviour e.g. changing the subject or questioning the behaviour can shift the focus.
- Inform an adult – teachers, school staff, family members.
- Reach out privately to check in with the person who was bullied to let them know you do not agree with it and that you care. It makes a difference.

## **Pupils who have been bullied will be supported by staff:**

- a) Offering an immediate opportunity to discuss the experience with a member of staff of their choice/trusted adult
- b) Reassuring the pupil

- c) Offering continuous support
- d) Restoring self-esteem and confidence.

**Pupils who have bullied will be helped by staff:**

- a) Discussing what happened
- b) Discovering why the pupil guilty of bullying became involved
- c) Establishing the wrong-doing and need to change, as well as suggesting strategies to assist change
- d) Informing parents/carers to help change the attitude of the pupil

**The following disciplinary steps can be taken:**

- a) Explanation why the inappropriate behaviour is unacceptable
- b) Reparation of damaged relationships
- c) Time away from an activity
- d) Meeting with staff, parent and child
- e) Missing another activity
- f) Time out from the classroom
- g) Pastoral support plan
- h) Official warnings to cease offending
- i) Detention
- j) Exclusion from certain areas of the academy premises
- k) Minor fixed-term exclusion
- l) Major fixed-term exclusion
- m) Permanent exclusion

Within the curriculum the Academy will raise the awareness of the nature of bullying through inclusion in PSHE, registration time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

**Support**

At Ark Brunel Primary, we will continue to support this procedure in the following ways:

- We continue to address staff training needs, by organising regular training to tackle all forms of bullying, through e-safety/online and behaviour management training, and develop increase awareness on identifying homophobic, bi-phobic, and trans-phobic incidents.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as through displays, assemblies, peer support, the school/student council, etc.
- Pupils made aware of bullying through specific forms of abuse such as radicalisation, cyberbullying, peer on peer relationship/abuse, social media, criminal exploitation, county lines, CSE, inappropriate content and use of social media.
- By including teaching about other forms of discrimination, prejudice and stereotyping in an age-appropriate way and in accordance with guidance so that pupils understand and appreciate diversity.

**Anti-bullying advice to Parents / Carers**

- A great deal of bullying is CYBER-BULLYING. Please regularly monitor your child's use of texting, Facebook, Twitter and other social media sites. Access to these is out of the school's control when your child is not in school.
- TALK to your child on a regular basis, so any problem is easier to share.
- LISTEN to what they say.
- ENCOURAGE your child to feel good about themselves, realising that we are all different and equally important.
- If you believe your child is being bullied, or is a bully, talk to other adults at home or at school and explore the options. DON'T STAY SILENT.
- If your child is a victim assure them that it is not their fault and that you are going to do something to help.
- Be realistic in your expectations, sometimes on-going problems can take time to resolve
- TRY to be co-operative with our school and not be aggressive. Without a good working relationship between parents and the school the situation could deteriorate, which won't help you or them.
- ALWAYS remember that children can't solve bullying on their own. They NEED the support of parents/carers and our school.

## **5 INVESTIGATING INCIDENTS, SEARCHING AND CONFISCATION**

The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.

### **Investigation incidents**

- Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Principal and/or Designated Person for child protection as appropriate. In situations where, other services need to be informed, the Principal or their designate will attempt to contact the family to let them know of the referral, unless it is, in their judgement inappropriate to do so.
- If a serious offence appears to have been committed, the member of staff concerned should inform the Principal as soon as possible. In the event that this is not possible then the staff member should refer it to a member of SLT. The principal or their designate will decide the nature of investigation required, usually including conducting an initial interview with the pupil/pupils concerned and by arranging for the pupil/pupils concerned to produce a statement relating to the matter.
- It is also important that disciplinary matters, particularly serious ones are investigated at a measured pace and that no premature judgements are made concerning the matter.
- Once an investigation for a serious offence begins it may be necessary for the pupil/pupils concerned to be supervised by a member of staff or in extreme cases isolated from other pupils. Any investigation should be conducted away from the public gaze.
- When a pupil is interviewed 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 pupils are expected to tell the truth and that if they do not do so they can expect to be interviewed again. Careful contemporaneous notes should be kept during all interviews. These should be signed by the member(s) of staff present afterwards. Individual written

statements should be taken wherever possible and they must be dated and signed by the pupil concerned.

## **Searches and Confiscation**

- If a member of staff suspects that a pupil is in possession of a prohibited object, the pupil may be searched. This search of a pupil must be conducted by the Principal or a member of staff authorised by the Principal (usually SENCO/SLT).
- The search should be conducted by the same gender as the pupil and with another adult (where possible of the same gender). Before any search is undertaken consent will be sought from pupils. If consent is refused, the pupil will be asked to say why they have refused. Refusal to allow a search will be taken as a refusal to follow teacher instructions and depending on the circumstances, will warrant a sanction. Where there is suspicion on knives, weapons, alcohol, illegal drugs or stolen items. (referred to in the legislation as 'prohibited items'), the pupil may be searched without their consent.
- When being searched pupils cannot be required to remove their socks or tights, shirts, trousers, skirt or dress; they may only be required to remove 'outer clothing' such as coats and jumpers. Searching the pupil's possessions includes searching a pupil's goods over which he has or appears to have control. Searches will be conducted in such 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 of 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 to seek their consent to search their child. Where objects are found and when the object found constitutes a significant breach of the academy rules, especially a 'prohibited item', the individual pupil's parent or guardians should be contacted.

## **Behaviour within the Toilets**

Aims:

- To maximise the access pupils, have to toilet facilities during the day, to promote the health, wellbeing and learning opportunities for all pupils.
- To provide good quality toilet facilities throughout the academy.

Expectations

- Pupils will only ask to use the toilet when it is essential, No pupil will access the toilet unless necessary.
- Pupils will respect the facilities at all times.
- Toilets will be open and available to all pupils throughout the academy day.

Access to toilets during lesson times

- During lesson times it is expected that pupils request permission to leave the class to go to the toilet.
- It is expected that the classroom teacher monitors how many children at all given time are allowed access to the toilets during lesson time.
- In order to maintain the safety of all children, the cleanliness and hygiene of the toilets and the usual high expectations of behaviour, this should be no more than one pupil from the class at any given time.

#### Access to toilets during playtimes

- During playtimes, a member of staff will be stationed nearby the doors of each playground. Children requesting access to the toilets should do so through the assigned member of staff.
- No more than 3 boys and 3 girls will have access to the toilet during playtimes at a given time. This restriction in the number of pupils is necessary in order to maintain the safety of all children, the cleanliness and hygiene of the toilets and the usual high expectations of behaviour.

## **6 EQUALITY IMPACT STATEMENT**

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.



## **7 APPENDICES**

### **APPENDIX 1 – NATIONAL CONTACTS FOR BULLYING SUPPORT**

#### **Childline**

Telephone Number: 0800 1111 (open 24 hours a day)

For children who are deaf or hard of hearing text phone service 0800 400 222

#### **NSPCC**

Telephone Number: 0808 800 5000

A registered charity dedicated to stopping cruelty to children

#### **Anti-Bullying Campaign**

Telephone Number: 0207 378 1446

Advice line for parents and children 9:30am – 5pm

#### **Parentline Plus**

Telephone Number: 0808 800 2222

National helpline for parents Monday- Friday 9am – 9pm Saturday 9:30am – 5pm Sunday 10am – 3pm

#### **Kidscape**

Telephone: 020 7823 5430                      WhatsApp: 07496 682785

Email: [parentsupport@kidscape.org.uk](mailto:parentsupport@kidscape.org.uk)

Parent/Carers Advice Line Monday to Tuesday 9.30am – 2.30pm

#### **National Bullying Helpline**

Telephone Number: 0300 323 0169

Monday to Friday 9am – 5pm Young Minds Telephone Number: 0808 802 5544 Parent

Helpline: Monday – Friday 9:30am – 4pm

#### **Young Minds**

Telephone: 0808 802 5544

Parent Helpline: Monday – Friday 9:30am – 4pm

**APPENDIX 2 – REFLECTION SHEET**








**Ark Brunel  
Primary Academy**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Which HEART value have you not met?

Honesty    Enthusiasm    Ambition    Resilience    Thought



What did you do?

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What do I need to do to make it right?



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Adult comment

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Parent Contacted:

Reflection sheet this half term:

**APPENDIX 3 – EYFS REFLECTION SHEET**

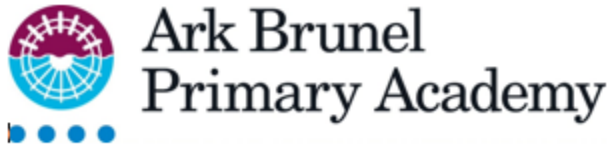


**Ark Brunel  
Primary Academy**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_



## APPENDIX 4 – INDIVIDUAL BEHAVIOUR SUPPORT PLAN



### INDIVIDUAL BEHAVIOUR SUPPORT PLAN

Name:	
Week Beginning:	

Target 1	
Target 2	

\*Targets linked to school values and to be made with child

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1					
Lesson 2					
Break					
Lesson 3					
Lunch					
Lesson 4					
Lesson 5					
Headteacher signature and comment					
Parent signature and comment					

\*Could you please tick or cross they have met the target in each lesson.

**APPENDIX 5 – BEHAVIOUR ESCALATION SHEET – This is an extensive list but there may be other behaviours that result in a strike, reflection sheet, individual support plan or an exclusion.**

Verbal Warning	Strike – if behaviour continues after verbal warning	Three strikes	Automatic Reflection Sheet – filled in with member of SLT	Individual Support Plan	Exclusions
<ul style="list-style-type: none"> <li>- Calling out/interrupting</li> <li>- Defiance/Not following an adult's instruction</li> <li>- Inappropriate language</li> <li>- Play fighting</li> <li>- Talking over a teacher</li> <li>- Answering back to an adult</li> <li>- Name calling</li> <li>- Disrespecting property</li> <li>- Wasting learning time</li> <li>- Breaking class rules – e.g. class charter</li> <li>- Off task behaviour</li> <li>- Tantrums</li> <li>- Not lining up correctly</li> <li>- Out of seat</li> </ul>	<ul style="list-style-type: none"> <li>- Calling out/interrupting</li> <li>- Defiance/Not following an adult's instruction</li> <li>- Inappropriate language</li> <li>- Play fighting</li> <li>- Talking over a teacher</li> <li>- Answering back to an adult</li> <li>- Name calling</li> <li>- Disrespecting property</li> <li>- Wasting learning time</li> <li>- Breaking class rules – e.g. class charter</li> <li>- Off task behaviour</li> <li>- Tantrums</li> <li>- Not lining up correctly</li> <li>- Out of seat</li> </ul>	<p>Reflection Sheet to be filled out during the next play or lunch break.</p> <p>Restorative conversation</p>	<ul style="list-style-type: none"> <li>- Swearing</li> <li>- Fighting</li> <li>- Spitting</li> <li>- Bullying</li> <li>- Vandalism</li> <li>- Leaving class without permission</li> <li>- Shouting at an adult</li> <li>- Throwing things across the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Principal Meeting</li> <li>- Parent Meeting</li> <li>- 2-week plan to be signed daily.</li> <li>- Targets set using school values.</li> </ul>	<ul style="list-style-type: none"> <li>- Internal</li> <li>- Fixed Term</li> <li>- Permanent</li> </ul> <p>This is the order in which exclusions take place, but this can be changed depending on the seriousness of the offence or repeated offences.</p>

## APPENDIX 6 – EDUCATIONAL REWARDS MENU



# Ark Brunel Primary Academy

### Educational Rewards Menu

#### Science

- Make a catapult
- Make a lava lamp
- Colouring Mixing eruptions
- Vinegar Rocket
- Walking Water
- Newton's Cradle
- Making circuits
- Drawing/Categorising rocks

#### Outdoors

- Nature walk (Leaf finder, Spadesful of soil, Sensory Exploration, Muddy Mates)
- Gardening
- Looking for insects

#### Music

- Creating a musical instrument (egg maracas, pan flutes, rain stick)

#### DT

- Biscuit Decorating
- Rice Crispy Cakes

#### Arts & Crafts

- Jewellery making
- Weaving
- Sewing
- Knitting
- Origami
- Drawing nature

#### Other

- Board games (Scrabble, Jenga, puzzles)
- Yoga