



# Ark Blacklands Primary Academy

## POSITIVE BEHAVIOUR POLICY

# Ark



## POLICY INFORMATION

### Named personnel with designated responsibility for (insert)

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2014/2015	Simon Hawthorne	Debbie Bolton		Elaine Parrish
2015/2016	Simon Hawthorne	Debbie Bolton	Fiona Lewis	Elaine Parrish
2016/2017	Head of School	Assistant Head	Fiona Lewis	Micky Sandell

### Policy review dates (frequency of review: annual)

Review Date	Changes made	By whom
May 2013	Policy created	Ark Schools
April 2014	Policy reviewed	Lorraine Clarke
November 2015	Policy reviewed	Simon Hawthorne
December 2016	Policy reviewed	Head of School
December 2017	Policy Reviewed	Rachael Saxby

# CONTENTS

1	BEHAVIOUR MANAGEMENT APPROACH	4
2	INVESTIGATING INCIDENTS, SEARCHING AND CONFISCATION	14
3	POLICY STATEMENTS	16
4	ROLES AND RESPONSIBILITIES	17
5	EQUALITY IMPACT STATEMENT	18

## 1 BEHAVIOUR MANAGEMENT APPROACH

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### **Approach to behaviour management**

#### ***'Praise is the most powerful form of influencing children's behaviour'***

We want ARK Blacklands Primary Academy to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about education. Our expectation of every pupil is exemplary behaviour and we actively discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. Excellent attitudes to learning is the ultimate reward for good behaviour, however, we do also reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behaviour.

It is extremely important that parents/carers 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 academy. We will endeavour to keep all parents/carers informed of updates and changes to the policy.

When a child's behaviour does not reflect our high expectations a child may receive a sanction. Following such an occasion, there may be rare 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 the academy's decisions.

## Our Habits of Success

The behaviour of all adults and children in our academy is underpinned by:

# Our habits of success, which are....

R E S P O N S I B I L I T Y  
C U R I O S I T Y  
I N D E P E N D E N C E  
C O U R A G E  
D E T E R M I N A T I O N  
R E S I L I E N C E  
A S P I R A T I O N

## Expectations

We believe children need to know why behaviours are expected. What HABITS OF SUCCESS look like will be explored with children as part of their yearly induction to new classes and through assemblies across the year.

The academy also introduces the simple guiding EXPECTATIONS of:

- RIGHT PLACE
- RIGHT TIME
- RIGHT THING

These principles are reinforced by all staff across the academy and form a common language for staff and pupils. The deeper meaning of each statement is explored through PSHE and assemblies.

## Incentives and Sanctions Overview

***Praise and rewards will be used to motivate pupils much more frequently than negative consequences. This builds a culture of achievement and success.***

### Incentives

The school operates a system of rewards based on behaviour and achievement. The system is two tier with an incentive based certificate system to recognise individual, positive behaviour and achievement in weekly assemblies and a class reward system that is cumulative over time.

Rewards are summarised in the table below:

Reward	How does it work?	Frequency
Good to be Green	Every child will start the day with a green card displayed against their name. They will be rewarded if they remain on a green card for the whole week by receiving a Good to be Green sticker.	Daily / weekly sticker
Gold Card	Awarded for children whose effort and application has been of a high standard. All recipients will be given a Gold sticker to wear.	Regularly
Raffle Tickets & prizes	Pupils may receive raffle tickets from any member of the Academy Staff for showing positive attitudes, demonstrating positive behaviour or being a good member of the Academy community. These will be entered into the weekly class draw where the winning child receives a small prize.	Daily with a weekly prize draw
Lunchtimes	Lunchtime staff will reward positive behaviour frequently and consistently using raffle tickets.	Daily
Star of the Week Certificate & Golden Tie	Each week every teacher will decide on a pupil to receive the 'Star of the Week' award. This can be awarded for any aspect of school life, but is for those pupils who have shown genuine commitment to the Academy Values / Habits of Success. The winner will be announced in assembly, and from the following Monday the winning pupil will wear the 'Golden Tie,' so that every member of the Academy community knows that they are the recipient of this prestigious award.	Weekly
Bronze, Silver, Gold Stars	Pupils who manage to go the whole term remaining on Green card will receive a 100% Good to Be Green badge. There are three to collect.	Termly – Aut/ Spr / Sum
Class Pebble Rewards	In addition to individual prizes, we encourage children to recognise they are part of a wider community in their class. When an entire class demonstrates excellent attitudes to learning or exemplary behaviour they may be awarded a class "pebble in the jar". When the jar is filled, the class earn a treat to enjoy together.	Ongoing – anticipate approximately a termly treat
Attendance and punctuality	Whole Class trophies are awarded weekly for the class with the best attendance and punctuality. If a class achieves 100% attendance in any week they will be awarded a certificate from the Attendance Officer.	Weekly and termly

## **Sanctions**

There is a clear set of escalating sanctions for poor behaviour. This is based upon a card system both in class and on the playground. These range from minutes of playtime lost, to lunchtime detentions to isolation from the class group.

The system allows for the following:

- A consistent approach that can be used by all staff
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines.

The use of sanctions 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 turn behaviour around.
- There should be clear distinction between minor and major offences.

It should be the behaviour rather than the child that is sanctioned.

All orange/red card incidents must be logged on ScholarPack by the class teacher. Parents should be informed of a red card having been awarded by 4pm that same day.

The leadership team will monitor incident reports on a regular basis.

## Overview of the card system

*Professional judgement will be used when determining sanctions. Wherever possible, learning time missed as a result of sanctioning must be minimised.*



**Gold Card:** Exemplary behaviour showing a 'Gold' standard



**Green Card:** Children who are meeting our expectations of good behaviour



**Yellow Card:** Serves as a visual warning for children that they need to change an aspect of their behaviour in order to return to a green card. No sanction.



**Orange Card:** Where a child continues to demonstrate unwanted behaviour following a warning. Sanction of 5 minute loss of break applied by classteacher. Recorded on ScholarPack.



**Red Card:** Used for one of two reasons: continuing to exhibit unwanted behaviour or a one-off incident considered to be a significant breach of the behaviour policy. Red cards will be recorded on ScholarPack and parents informed by 4pm that same day. Children who receive a red card may be moved to a partner class for the remainder of the session and will incur a 15 minute detention during lunchtime with a member of SLT.

Teachers will use the yellow / orange/red card system to indicate severity of incident to a pupil. Children will be encouraged to 'turn their behaviour around and return to Green' If this happens then the yellow or orange card can be changed to green. This encourages **resolution behaviour** and promotes **positive learnt behaviour**. Children who excel will be awarded the gold card.

The principle behind this system is:

That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes  
That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills

Pupils who consistently meet our high expectations for behaviour are noticed and rewarded.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management and whole academy procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist may be necessary. This possibility should be discussed with the Inclusion Team or Head of School.

## **Primary Preventative strategies**

To support children in making positive choices, teachers will use preventative strategies to ensure that behaviour does not escalate to the stage where a sanction is required.

**Non-verbal cues-** agreed signals with children so they see they are making the right choice and also to remind them of the school rules

**Verbal strategies-** positive praise given to 'catch them being good' being specific so the child can repeat the positive behaviour

**Physical resources-** visual timetables to be up in all classes and any reward charts to be used to support positive attitudes to learning

**Environmental controls-** teachers will ensure the children are seated so they can focus on their learning and provide a safe place where suitable

When these strategies are not effective, Secondary Preventative Strategies may be required.

## **Secondary Preventative Strategies**

**Directed choice-** giving the child a choice to encourage them to make a positive decision (e.g. 'you can either put the toy away in your bag or leave it on my desk')

**Distraction-** distracting a child by using topics that they enjoy

**Partner class-** the child working in their designated partner class, this strategy doesn't have to be used with a red card

To reinforce positive relationships, it is effective to have children visit their partner class when they have made a good choice.

## **De-escalation Strategies**

If the behaviour escalates further, de-escalation techniques should be used. These may take place in our outside the classroom by any adult, preferably the TA if they have left the classroom.

**Help Strategy-**finding out what is wrong, trying to then help the child resolve their issue

**Prompt Strategy-** prompting the child with a reward after they have made the right choice ('first come down off the fence, then we can go and do some colouring')

**Wait Strategy-**monitor the child from a distance, then go back to one of the other strategies when calmer

It is important that for all of these strategies to work there is a class ethos of:

**'Fair is not everyone having the same, it's everyone having what they need to learn.'**

It is important to remember that the adult should focus on the **primary behaviour** that the child has demonstrated and make that the main focus of any discussions or de-escalation, not the **secondary behaviour**. For example, if a child throws a pencil and picks it up when we ask them to but sighs as they do it, we should praise them for doing as we have asked and **tactically ignore** the secondary behaviour.

If behaviour continues to escalate, despite the preventative strategies put into place, the Managing Challenging Behaviour Flow Chart should be followed in the Positive Behaviour Policy Overview.

### **In-class Consequences:**

Teachers use least intrusive skills to redirect behaviour including a range of TLaC techniques.

- If they decide to move a child's name to the yellow, orange or red cards they must be clear with the pupil what they are doing, and **what the pupil can do to change this decision.**
- At least one warning is always provided for pupils in between each stage.
- Teachers constantly help pupils make the right choices to move their card back to green and beyond.

### **Behaviour at Lunchtimes:**

The Senior Lunchtime Play and Engagement Leader and the MDSA team are responsible for managing behaviour at lunchtimes. **Cards being issued at lunchtime are separate from classroom sanctions and are intended to help ensure children's safety during the lunch period.**

Children who do not meet our high expectations for behaviour will be given a verbal warning and asked to change their behaviour. A child who refuses to do so may be awarded a Purple Lunchtime Warning Card and be given 5 minutes timeout. During this time a pupil will have to stand with an MDSA for 5 minutes before returning to play.

A red card may be awarded: to a child who continues to misbehave after timeout or for a one-off incident considered to be a significant breach of the behaviour policy. Incidents of a red card will mean removal from the playground to the senior leader on duty that day. Red cards will be reported to class teachers and recorded on ScholarPack by the Senior Lunchtime Play and Engagement Leader, however the class teacher will be required to inform parents by 4pm that same day.

## **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 of all pupils. Pupils should seek permission from the adults in charge of the class when they need to leave.
- To provide good quality toilet facilities throughout the academy.

### **Expectations**

- Pupils will only ask to use the toilet when it is essential.
- Pupils will respect facilities at all times.
- Toilets will be open and available to all pupils throughout the academy day.
- Pupils will only go to the toilets individually not in groups.

### **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. In order to maintain the safety of all children, the cleanliness and hygiene of the toilets, and the usual high expectations of behaviour, there should be no more than one boy or one girl from the class at any given time.

### **Access to toilets during playtimes/ lunchtimes**

During playtimes, a member of staff or play leader will be stationed nearby the doors of each playground. Children requesting access to the toilets should do so through the assigned person. No more than 4 boys and 4 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.

### **Leadership Team Involvement:**

If pupils continue to make the wrong choice about their behaviour they will be referred to a member of the leadership team.

Phase leaders will become involved if 2 red cards have been given in a term. The class teacher, phase leader and pupil will meet to discuss concerns around repeated behaviours and agree the need for an improvement.

A member of the senior leadership team will become involved if 3 red cards have given in a term. Parents will be invited by letter to attend a meeting to discuss ongoing concerns around a pupil's behaviour.

At times, it may become necessary to contact parents following an isolated incident. This is to ensure the safety of all pupils and we hope to work with parents should this become necessary.

The behaviour flow chart should be referred to if a behaviour escalates, determining when leaders may get involved to support.

### **Academy trips**

It is expected that all normal academy codes of dress and behaviour will be imposed on any trip. It is the responsibility of the trip organiser as well as any accompanying adults to ensure such standards are complied with. The students, parents/carers and staff should 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. Students should be aware that inappropriate behaviour could risk their chances of taking part in further trips and/or other sanctions on their return.

In the case of residential trips- risk assessments will be carried out for any pupils who routinely display challenging behaviour. The safety of all pupils and staff is paramount. In rare cases where children have exhibited recent extreme behaviour close to the time of a trip, meetings will be held with parents and carers to ensure that risks are appropriately assessed.

### **Internal Exclusion / Isolation**

The Academy strives for zero exclusions and prefers whenever possible to use internal exclusion instead.

Internal exclusion involves being isolated from the academy community for a set number of days. This may mean being in isolation in a space at the academy or in specific circumstances or attending another Ark academy/provision in the local area for a number of days.

### **Fixed-Term Exclusion**

Fixed-term exclusion means that the pupil is kept at home for one or more days. Excluded pupils will receive a work pack to complete. This work must be completed and returned to the academy for review. The Academy will work with children and parents to avoid fixed term exclusion whenever possible. Possible actions that might lead to exclusion:

- Causing serious injury to another person (adult or child)
- Causing deliberate damage to school property or the property of another individual
- Being abusive
- Deliberate and recurrent failure to meet high expectations for behaviour

The above are examples and the list is not exhaustive. If an incident occurred individual circumstances of the incident would be taken into account.

### **Permanent exclusion**

The decision to exclude a student permanently is a serious one. Permanent exclusion will be considered if a pupil:

Is in persistent breach of the provision of this policy and as a result of his/her actions there is a serious detrimental impact on the welfare and education of other pupils or staff at the academy, or Commits a serious breach of behaviour policy by being involved in what may be termed as exceptional 'one-off' incident and as a result of his/her 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 and pupils and parents should be aware that these will cover actions which constitute unlawful acts whether or not they result in criminal prosecution. This sanction will also apply if the actions of a pupil take 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 bough into disrepute.

### **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 where appropriate.

## 2 INVESTIGATING INCIDENTS, SEARCHING AND CONFISCATION

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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 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. In the event that this is not possible then the staff member should refer it to the Key stage lead. The Head of School 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.

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 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 he/she 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 and marked with the date.

## **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 should be conducted by the Head of School or a member of staff authorized by the Head of School (usually Inclusion Manager/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 s/he has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances, will warrant a sanction. Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as ‘prohibited items’), the pupil may be searched without their consent.

When a search is conducted where there is a suspicion of a ‘prohibited item’ this can be conducted without the consent of the pupil.

When being searched, pupils 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 pupil's possessions includes searching a pupil's goods over which he/she has 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 pupil’s parents or guardians should be contacted.

## **DfE reference for section**

- <http://bit.ly/XOxQGC>

## 3 POLICY STATEMENTS

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### **Monitoring, evaluation and review**

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

### **Interrelationship with other academy policies**

In order for the Behaviour Policy to be effective, a clear relationship with other academy policies, particularly equal opportunities, inclusion, and the use of physical means to control or restrain pupils, has been established.

### **Involvement of outside agencies**

The academy works positively with external agencies (e.g. educational welfare, ESBAS, 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.

### **Procedures**

The Head of School will develop the procedures from this policy in consultation with staff.

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/carers.

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 they live.

### **Rewards and sanctions**

An academy ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on both informal and formal praise to individuals and groups. The reward system that is used has been created in consultation with both staff and pupils.

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor and major offences to provide a consequence.

## 4 ROLES AND RESPONSIBILITIES

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### **Governing body**

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 ensure that it is communicated to pupils and parents/carers, is non-discriminatory 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, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

### **Senior Leadership Team**

The Head of School and Assistant Head teacher will be responsible for the implementation and day-to-day management of the policy and procedures.

The Head of School 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 Head of School will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

### **Staff, including teachers, support staff and student teachers**

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.

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.

### **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 with 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.

## 5 EQUALITY IMPACT STATEMENT

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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.