



# Ark Blacklands Primary Academy

## POSITIVE BEHAVIOUR POLICY

*Together, we achieve*

Updated October 2022

**Ark**  
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## I BEHAVIOUR MANAGEMENT APPROACH

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### ***'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 that they demonstrate pro-social behaviour at all times. We actively discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. Excellent attitudes to learning are the ultimate reward for good behaviour, however, we do also reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and logical consequences for unacceptable or anti-social behaviour.

### **Our approach:**

In order to enable effective teaching and learning to take place, good behaviour in all aspects of Academy life is essential. We seek to create a caring and safe Academy by:

- Encouraging and acknowledging prosocial behaviours
- Encouraging children to take responsibility for their behaviour
- Promoting self esteem
- Encouraging pupils to value and respect themselves and others
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Ensuring consistency of response to positive and unacceptable behaviour
- Seeking to develop positive relationships with parents and carers to support the development of children's behaviour and the implementation of this policy and the associated procedures
- Promoting early intervention

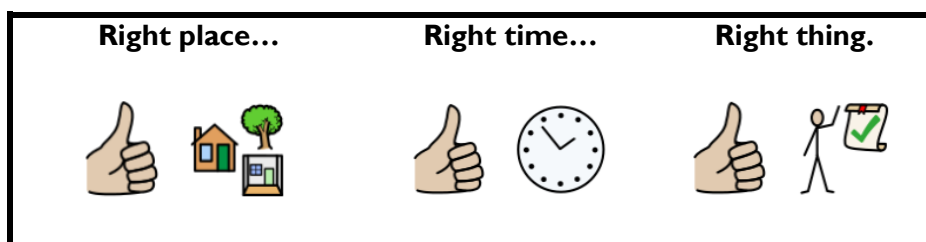
It is extremely important that parents and carers understand and support the Academy's Behaviour Policy and help their children understand why respecting this policy is important for the wellbeing of every student and the smooth running of the Academy.

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.

## 2 THE BLACKLANDS' WAY

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We have high expectations for all and expect everyone involved with the Academy to behave in keeping with 'The Blacklands' Way' in order to ensure that all children have the best Academy experience they can. In and around the Academy, we expect children to keep to this simple code: **\*\*qualify somewhere\*\***










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, in class and in assemblies.

### 3 OUR HABITS OF SUCCESS

We believe children need to know why behaviours are expected. What Ark Blacklands Values look like will be explored with children as part of their yearly induction to new classes, through assemblies and ‘Habit Afternoons’ across the year. 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 O U R A G E  
 I N D E P E N D E N C E  
 C U R I O S I T Y  
 D E T E R M I N A T I O N  
 A S P I R A T I O N  
 R E S I L I E N C E

Habit	Description
 <b>RESPONSIBILITY</b>	We are responsible for our learning and behaviour
 <b>COURAGE</b>	We are happy to take risks in our learning in order to reach our potential
 <b>INDEPENDENCE</b>	We think for ourselves, and give things ‘a go’ before asking for help
 <b>CURIOSITY</b>	We are interested and want to learn new things
 <b>DETERMINATION</b>	We will not give up even when things are tough
 <b>ASPIRATION</b>	We will have dreams for the future and work hard to achieve our targets, there is no ceiling to our ambition
 <b>RESILIENCE</b>	We will use our growth mindset to overcome barriers

## 4 WHO IS RESPONSIBLE?

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Throughout this policy, "we" refers to the whole school of teaching and non-teaching staff, volunteers and governors as well as all children and their parents and carers.

It is essential that parents and carers take responsibility for the behaviour of their child both inside and outside the school. We will seek to develop positive relationships with families so that we can work in partnership to maintain the high standards of behaviour expected in school.

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

### **A consistent culture of behaviour management**

Consistency lies in the behaviour of adults and not simply in the application of procedure.

A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where pupils feel treated as valued individuals they respect adults and accept their authority.

#### **All staff will:**

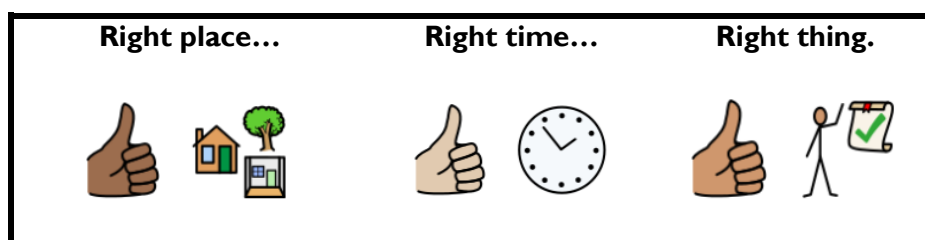
1. Create a welcoming environment
2. Refer to being in the right place, at the right time, doing the right thing.
3. Model positive behaviours and **build relationships**.
4. **Plan** lessons that engage, challenge and meet the needs of all pupils.
5. Use a **Good to Be Green** visual throughout every lesson – pegs or card chart.
6. **Be calm** and give 'take up time' when going through the steps. Prevent before consequences.
7. **Support all pupils because we all have a responsibility to manage behaviour.**

#### **Leaders**

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

#### **Leaders will:**

- Meet and greet pupils at the beginning of the day.
- Be a visible presence to encourage appropriate conduct.
- Support staff in managing behaviour and having restorative conversations.
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Regularly share good practice.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Regularly review provision for pupils who fall beyond the range of written policies



## 5 RECOGNITION AND REWARDS FOR EFFORT

We recognise and reward pupils who go ‘over and above’ our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those pupils are hardest to reach.

Expected behaviour is clearly defined and communicated to all pupils. Prosocial behaviour is valued, and the system of positive praise and rewards is used to encourage and motivate pupils. Rewards and praise will be used as much as possible to reinforce our whole school values and code, as well as class rules.

Reward	How does it work?
<b>Good to be Green</b>	Every child will start the day with a green card displayed against their name or their peg on green. They will be rewarded if they remain on a green card for the whole week by receiving a raffle ticket for the weekly draw.
<b>Bronze, Silver, Gold Stars</b>	Pupils who succeed in remaining on a Green card for a whole term will be acknowledged by receiving a 100% Good to Be Green star. There are three to collect: bronze, silver and gold.
<b>Gold Card</b>	Awarded for children whose effort and application has been of a high standard taking into account their starting point. All recipients will be given a Gold sticker to wear.
<b>Raffle Tickets &amp; prizes</b>	Pupils may receive raffle tickets from any member of the Academy Staff for being a positive member of the Academy community by showing positive attitudes or demonstrating positive behaviour. These will be entered into the weekly class draw where the winning child receives a small prize.
<b>Praise Slips?</b>	
<b>Lunchtimes</b>	Lunchtime staff will reward positive behaviour frequently and consistently either through verbal praise or by issuing a lunchtime award sticker.
<b>Golden Pupil Certificate &amp; Golden Tie</b>	Weekly, every class will award a pupil with the ‘Golden Pupil’ award. This can be awarded for any aspect of school life but is for those pupils who have shown genuine commitment to the Academy 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.
<b>Class Tokens Rewards</b>	In addition to individual rewards, we encourage children to recognise they are part of a wider community in their class, supporting our school motto: ‘Together, we achieve’. When an entire class demonstrates excellent attitudes to learning or exemplary behaviour, they may be awarded a class “token”. These can also be removed as a class consequence. When the class have earned all 30, the class can enjoy a planned treat together.
<b>Smartie Cub Smartie Bear Pride Lion</b>	Our school mascots are awarded weekly to the class with the highest standards of uniform or for the highest standards in another agreed and articulated challenge which is based on ‘The Blacklands Way’.
<b>Attendance</b>	Whole Class attendance is celebrated weekly in the Academy newsletter. Certificates for excellent attendance are awarded in termly assemblies to classes. If a class achieves 100% attendance in any week, they will be awarded a certificate from the Attendance Officer. Individuals who achieve 100% attendance in the Autumn, Spring or Summer terms will earn a sticker. Any pupil who doesn’t miss a single day of school will be awarded a 100% attendance enamel badge.

## 6 ZONES OF REGULATION

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To help children with their emotions so that they can make positive behaviour choices, we use 'The Zones of Emotional Regulation' as a whole school approach to emotional regulation. This system helps children to articulate how they are feeling and suggests ways in which they can regulate their emotions.

The zones are divided into 4 colours to describe how the children's brain and body feels:

- Blue Zone – 'Running Slow', such as when they are tired, sick, sad or bored
- Green Zone – like a green light – 'Good to Go'
- Yellow Zone – Proceed with 'Caution' and slow down
- Red Zone – 'Stop' – extreme emotional responses, which result in children having difficulty making good decisions

Children are taught about the Zones of Emotional Regulation through assemblies, class briefings, PSHE lessons and specific interventions led by our Pastoral team. All staff also model language linked to this approach on a daily basis, and there is a consistent whole school visual to reinforce language associated with the zones.

Children are taught that it is OK to be in any zone and they may be in more than one zone at a time. Through discussions, children populate a tool kit of activities that they can undertake so that they can regulate to the Green Zone so that they are ready to learn. If children feel that their emotions are not right an adult in school will remind them of what they need to do and what tools they can use to support them.

## 7 PREVENTATIVE STRATEGIES

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### **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 consequence 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 child from a distance, then go back to one of the other strategies when calmer.

## **Scripted approaches which are encouraged:**

### **30 second intervention**

- a) Gentle approach, personal, non-threatening, side on, eye level or lower.
- b) State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c) Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d) Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

*We resist endless discussions around behaviour and spend our energy returning pupils to their learning.*

## 8 MANAGING BEHAVIOUR

Engagement with learning is always the primary aim. For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of their lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. We praise the behaviour we want to see. We do not pander to attention seekers.

All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

### Steps for managing and modifying anti-social behaviour

There is a clear set of escalating consequences for anti-social or difficult 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, time spent in a partner class to isolation from the class group.

Where anti-social, disruptive, or aggressive behaviour is frequent, consequences 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 may be necessary. This possibility should be discussed with the Assistant Head for Inclusion.

<b>Gold Standard</b>
Exemplary behaviour showing a 'Gold' standard.
<b>Good to be Green</b>
Children who are meeting our expectations of pro-social behaviour.
<b>The Reminder</b>
A reminder of the expectations of The Blacklands Way: 'Right Time, Right Place, Right Thing' delivered privately to the child. The teacher makes them aware of their anti-social behaviour. The child has a choice to do the right thing.
<b>The Caution: Yellow Card</b>
Serves as a visual warning for children that they need to change an aspect of their behaviour. No consequence. Children will be encouraged to 'turn their behaviour around and return to Green'. If this happens, then the yellow card or peg can be returned to green.
<b>Time Out: Orange Card</b>
Where a child continues to demonstrate anti-social or difficult behaviour following a warning. Children will be encouraged to 'turn their behaviour around and return to Green'. If this happens, then the orange card or peg can be returned to green. Consequence of 5-minute loss of break applied by class teacher as a break-time detention if the orange card remains in place by end of session.
<b>Red Card*</b>
Used for one of two reasons: continuing to exhibit anti-social or difficult behaviour or a one-off incident considered to be a significant breach of the behaviour policy. Children who receive a red card will incur a 15-minute detention during break or lunch time with a class teacher or senior member of staff.
<b>Purple Card*</b>
Used when there is an extreme breach of the behaviour policy, where pupil welfare and safety is at risk. A member of Inclusion team or SLT will attend to the incident and remove the pupil from the dangerous situation. Purple card incidents must be recorded on Scholar Pack and parents informed by 4pm that same day. Following a purple card incident, a child may remain in isolation with a member of the inclusion team or SLT for the remainder of the session, if it is not appropriate for them to return to class immediately.

*\*All red or purple card incidents must be logged on ScholarPack by the class teacher on the day of the incident. It is important that this information is concise and detailed. Parents should be informed of a child receiving a red card by 4pm that same day.*



**The principle behind our system is:**

- That all pupils are held responsible for their behaviour and can make positive choices about their behaviour and influence outcomes.
- That pupils have the opportunity to turn their behaviour around.
- That staff are empowered to manage behaviour without delegating.
- That teachers integrate a system within daily teaching to promote positive behaviour and effective behaviour management skills.
- Pupils who consistently follow the rules are noticed and rewarded.

**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

**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 consequences 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 Blue 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.

**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 pupils, 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 bring the academy into disrepute.

Pupils should be aware that inappropriate or anti-social behaviour could risk their chances of taking part in further trips and/or lead to other consequences on their return.

In the case of residential trips – risk assessments will be carried out for any pupils who routinely display anti-social or dangerous 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 the residential trip, meetings will be held with parents and carers to ensure that risks are appropriately assessed, and necessary actions are agreed.

## **Repeated Anti-social, Difficult or Dangerous Behaviours**

***“Fairness does not mean everyone gets the same.  
Fairness means everyone gets what they need.”***

Ark Blacklands recognises its legal duty under the equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Where there are on-going concerns about a child’s behaviour, parents will be informed. It is important that home and school work together to identify the cause of the behaviour and ways to address it.

This can include:

- Involvement of Phase Leader
- Parent/carer meeting with the class teacher, Pastoral Lead or member of SLT
- Referral to the school Assistant Head for Inclusion
- Drawing up of a behaviour plan with objectives agreed by parents, school and child
- Team around the child, to include any professionals working with the child, including Learning and Engagement Mentors
- Additional provision such as nurture groups, specific therapeutic time, for example.
- Referral for assessment of underlying need which might be affecting behaviour, for example:
  - Hearing / eyesight
  - Speech and language
- Referral to behaviour outreach worker, for example ESBASS

## **Managing Racist Incidents**

No incident that is, or appears to be racially motivated, should go unchallenged and every member of staff has a responsibility for responding to the situation.

Staff should make it explicit that any racist behaviour is unacceptable and contravenes the school’s policy, culture and ethos.

All racist incidents must be logged on Impero Edaware by the adult managing the accusation. This allows for an immediate alert to be sent to the Senior Leadership Team who can offer support in managing the incident.

Parents of both the victim and perpetrator should be informed of a racist incident by 4pm that same day.

**For further information, please refer to our Racist Incident Policy**

## **Child-on-Child Abuse**

This is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others. All staff should recognise that children can abuse other children. All staff should be aware of safeguarding issues from child-on-child abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Children are vulnerable to abuse by other children. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Staff should never dismiss abusive behaviour as normal between young people and should not develop high thresholds before acting.

**Our Response:**

- Staff will investigate the incident and inform parents/carers and meetings offered.
- Consequences will be applied in line with our yellow and red card system.
- Opportunity for restorative with the Pastoral Lead, Mrs Cook.
- Offer of interventions with anti-bullying workshops and/or friendship group workshop.
- Record of Incident recorded on Scholar Pack/Impero Edaware

**For further information, please refer to the Safeguarding and Child protection Policy.**

**Physical restraint**

The safety of pupils and staff is the prime underpinning aim of the use of force/restrictive physical intervention. It is essential that the physical management of pupils:

- should, wherever possible, be avoided
- is seen as a rare occurrence and as a last resort
- seeks to ensure the safety of the pupil, other pupils and staff
- is part of a whole school behaviour policy
- must be used in ways that maintain the safety and dignity of all concerned

**Staff may use restrictive physical intervention for:**

- removal of a disruptive pupil from a classroom
- restraint of a pupil to prevent them harming themselves
- restraint of a pupil to prevent them harming others
- prevention of a pupil leaving if leaving would risk their safety

**The use of Restrictive Physical Intervention should:**

- be in the best interests of the child or young person,
- be reasonable and proportionate to the circumstances,
- use the minimum force necessary for the minimum time necessary,
- be based on a comprehensive risk assessment,
- have regard for other young people and adults present, and
- respect the safety and dignity of all concerned.

**For further information, please refer to the Restrictive Physical Intervention Policy.**

## **9 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 Principal and/or the 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 the Key stage lead. 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.

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 Principal or a member of staff authorised by the Principal (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 consequence. 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.

## 10 EXCLUSION PROTOCOL

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Exclusions will be conducted in accordance with the Department for Education's exclusion guidelines: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2022) which can be found [here](#)

Excluded pupils will receive a work pack to complete where appropriate.

**Please also see Ark Schools Exclusions Policy.**

### **Internal Exclusion**

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 supervised 1:1 in a space at the academy or in specific circumstances attending another Ark academy in the local area for a number of days.

### **Suspension (Previously known as Fixed-Term Exclusion)**

Suspension means that the pupil is kept at home for one or more days. This is to allow time for staff to plan for the pupil's return. Suspended 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 a suspension whenever possible. Possible actions that might lead to suspension:

- 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 exclusions may be in response to persistent breaches of the behaviour policy or for a one-off serious breach of the behaviour policy, and where allowing the pupil to remain in school will be detrimental to the education and welfare of the pupil and/or others at the academy. Permanent exclusion must be a last resort, and Principals must consider alternative arrangements, such as a managed move, before permanently excluding any pupil. Further guidance on Managed Moves is available on the Ark Library.

## 11 EQUALITY IMPACT STATEMENT

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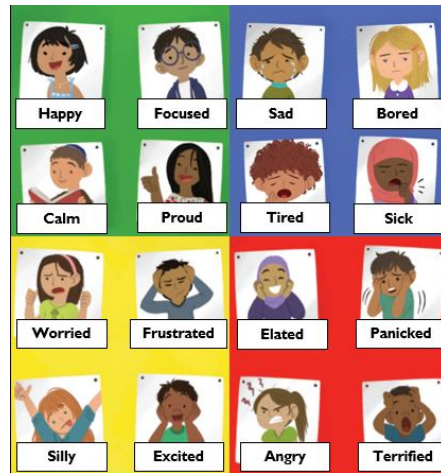
We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects 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.

## 12 APPENDIX 2 – POSITIVE BEHAVIOUR VISUALS

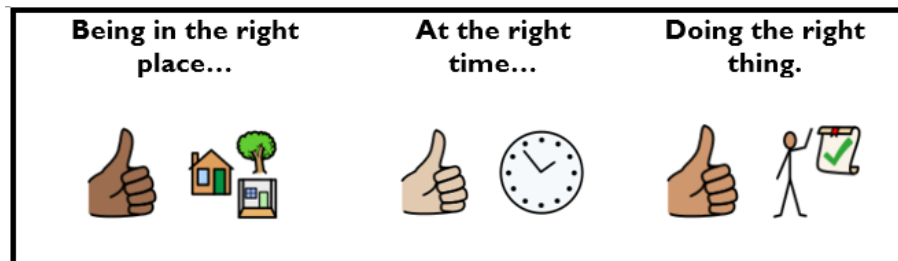
**KS1: Peg Chart**



**KS2: Good to Be Greed Card Chart**  
**Zones of Regulation**



**The Blacklands way**



## 13 APPENDIX I – KEY DEFINITIONS

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**Anti-social behaviour:** Behaviour that causes harm to an individual, a group, to the community or to the environment.

**Behaviour:** Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

**Consequence:** This could be a logical, explainable response to an anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour.

**Dangerous behaviour:** This is anti-social behaviour which could result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others; damage to property and behaviour which would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first occasion, the behaviour described as dangerous will be supported by evidence of severity and frequency of previous outcomes.

**Difficult behaviour:** This is anti-social behaviour, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

**Pro-social behaviour:** Relating to behaviour which is positive and helpful towards others.

**Reward:** A desirable object or experience given to celebrate outcomes already achieved.