



Ark Blake  
Academy

# Behaviour Policy

**2022-2023**

## PURPOSE

The purpose of the Behaviour Policy is to provide a framework for staff, pupils and parents in developing and maintaining an ethos of exemplary behaviour in keeping with Ark Blake Academy's 'Blake values' and high expectations.

Date of last review:	August 2022	Author:	Lydia Pérez-McMillan
Date of next review:	September 2023	Owner:	Lydia Pérez-McMillan
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Project Board
School:	Ark Blake Academy	Key Contact Name:	Lydia Pérez-McMillan
Key Contact Email:	l.perez-mcmillan@arkblake.org	Key Contact Phone:	

## ARK MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Behaviour Model

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**Ark Blake Academy**

**“No bird soars too high, if they soar with their own wings.”**

**William Blake 1789**

**‘Empowering our pupils to take responsibility and seize greatness.’**

**Our Beliefs:**

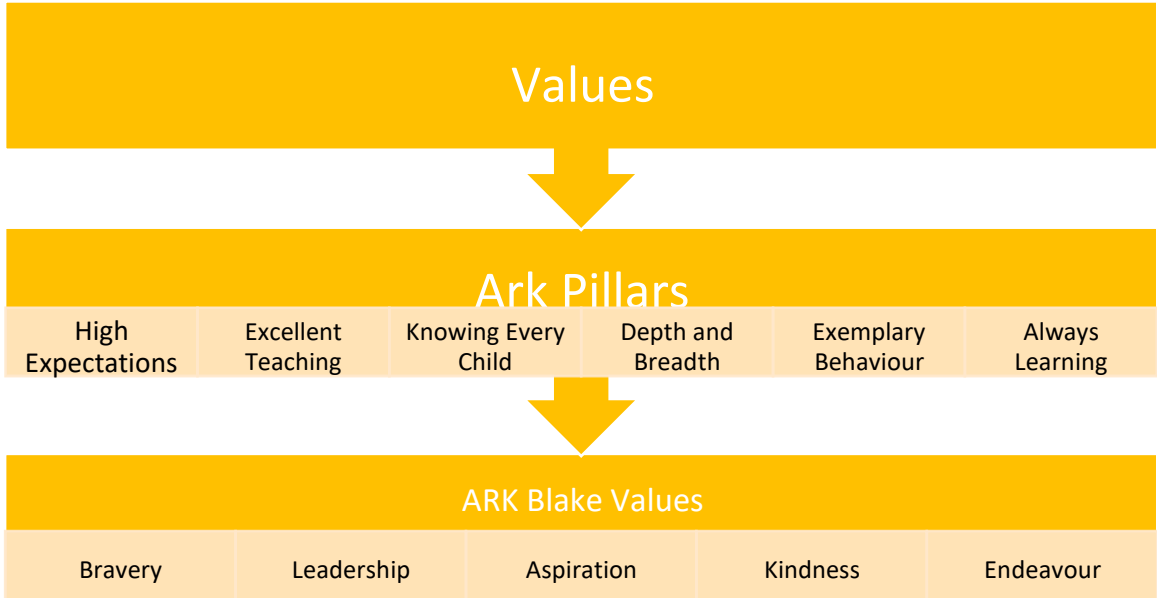
At Ark Blake Academy, we believe that each of our pupils is born with unique potential for greatness which they can take responsibility to achieve. We believe that by working hard and living according to Ark Blake’s values, our pupils can seize greatness, lead lives that bring fulfilment and strengthen their communities.

**Our Vision:**

Ark Blake will provide an excellent academic education, built on foundations of our strongly held values. We will empower our pupils to take responsibility to ‘seize greatness’, achieve academic excellence and flourish as knowledgeable, confident, articulate, responsible citizens, who live according to Ark Blake’s values.

**Our Mission:**

All our pupils will fulfil their unique academic and personal potential. Every pupil will live according to Ark Blake’s values and go on to attend university or follow the rewarding career of their choice.



**Ark BLAKE Values**

At Ark Blake Academy, we live out our values in everything we do. Our Ark Blake values are:

**Bravery** – Seize greatness, even if you feel fear

**Leadership** – Positively influence others to seize greatness

**Aspiration** – Aim high and don't accept less than greatness

**Kindness** – Greatness does not come without humility, empathy and generosity

**Endeavour** - Seizing greatness takes time, effort and determination. Underpinning each of our values is **Responsibility**: We celebrate that each of us is in control of our lives and therefore can seize greatness. We don't make excuses.

## Mission Statement

**Ark Blake will provide a positive, calm, respectful, focused and purposeful learning environment. High standards of behaviour will be established through consistency of expectations, clear routines, effective relationships and teaching of expected behaviour and key learning dispositions.**

Good behaviour allows pupils to learn, act according to our values and develop the character and behaviours that will enable them to fulfil their potential and play a full role in society. The school will be calm and well ordered. All transitions will be managed carefully to ensure that pupils arrive calmly, focused and ready to learn. The routines will be consistent across all members of staff and implemented in a clear and kind, respectful and nurturing manner.

Pupils will be taught self-regulation of behaviour. We will explain our expectations very clearly, why they are important and then we will expect all pupils to meet expectations. Pupils will understand how the routines will help to create an excellent school and provide a safe, inclusive environment for all pupils, allowing them to thrive. They will also understand how the development of their self-regulation, alongside living according to values and character development will help them in the future. The school's behaviour systems reflect the school's values and are designed to positively reinforce good conduct through praise and reward as well as to support pupils to reflect upon and learn from their mistakes and develop their ability to make good decisions.

Alongside these attributes, pupils will develop Lead Learner Characteristics. These are learning habits that allow pupils to make the most of the excellent teaching they will receive at Ark Blake Academy and will enable them to engage in study at the highest level. They will be able to organise themselves, take notes, listen, discuss and debate, conduct research, give presentations, manage extended projects and write at length. We will equip them with the knowledge, skills, self-awareness, high expectations, confidence and other personal qualities to thrive in their studies, careers and lives. Our pupils will take responsibility to shape their own futures.

## Aims of our Behaviour Policy

The primary aim of our Behaviour Policy is to maintain a positive, calm, safe, respectful and purposeful school environment characterised by our Blake values of Aspiration and Kindness. The approaches set out in the policy will promote an environment where all pupils will feel valued and are able to learn without interruption and therefore can fulfil their academic and personal potential.

Further, at Ark Blake, our vision is that we empower our pupils to '*Take Responsibility*'. Our approach to behaviour is therefore intended to develop pupils' strategies to cope with their emotions and regulate their behaviour. Our approach will also enable pupils to build skills to establish positive and secure relationships with staff and their peers.

- Pupils will become self-regulated learners and able to identify why behaving in a particular way will be advantageous to their learning and outcomes.
- Ensure Ark Blake will be a calm and orderly environment for staff, pupils and visitors.
- Ark Blake pupils will display respect for their community as well as staff and peers.

- To encourage a positive approach to behaviour by demonstrating the behaviours we desire from our pupils and using praise and reward for good behaviour.
- To ensure that where behaviour falls short of accepted standards, procedures are followed, and sanctions are applied fairly and consistently, so that pupils can learn and improve behaviour.
- Ensure Ark Blake values and ethos are fostered through our rewards and house system.
- To ensure our systems and routines will be developed with parents, carers and pupil voice.
- To encourage pupils to accept responsibility for their actions whilst being confident to re-build relationships where needed.
- To encourage all pupils to have positive relationships with their teachers to ensure a positive learning environment.

## Ark Blake Pupil Code of Conduct

### All Ark Blake pupils will...

- Wear their uniform with pride
- Be prepared for learning and have all their equipment, every lesson and every day
- Communicate politely and respectfully to each other, staff, members of the local community and visitors to the Academy
- Make sensible choices and avoid risky behaviour, including appropriate use of social media
- Make learning the focus of their day
- Build positive relationships with staff that encourage learning
- Live out the Academy values of Bravery, Leadership, Aspiration, Kindness and Endeavour

Our **Pupil Code of Conduct** outlines our expectations for our pupils:

- In the community of Ark Blake
- In lessons
- In the local and wider community

### In the community of Ark Blake, I will...

- Listen to members of staff and follow instructions politely and calmly, the first time I am asked
- Be courteous and polite to all staff, visitors and fellow pupils I encounter and treat all people as I would wish to be treated myself
- Go straight to lessons, holding doors open for others on the way
- Walk sensibly, keeping to the left, without running or causing a disturbance

- Respect other people's privacy and family life so they are not offended by what I say or do
- Never insult, undermine or use abusive language towards a member of staff, visitor or other pupil, be it in person or via social media
- Never engage in physical contact (Do not rush, fight, play-fight or engage in any other form of physically inappropriate behaviour at any time)
- Keep my hands to myself to respect others space
- Represent the Academy with pride
- Be mindful of my presence on the pavements and around local shops

#### In lessons to help me achieve, I will...

- Stay focused and on-task at all times
- Try my hardest, and not look for shortcuts
- Arrive within 3 minutes (pips will sound) and be ready to learn
- Greet the teacher at the door. As you enter say "Good Morning/ Afternoon Sir / Ms/ Madam." Smile and make eye contact
- Enter the classroom in silence and take your seat
- Place my books, pencil case and planner on the desk
- Write and underline the title, date (left hand side)
- Write homework into my planner
- Complete the 'Do Now'
- Be silent during the 'Do Now' and register
- Follow all instructions from my teacher first time and without question
- Be an active learner and participate fully in all activities
- Respect other people's responses and questions and learn from them by active listening
- Drink water when necessary, from a filled water bottle
- Make sure I catch up with my learning when I am absent from school or behind in my work
- Be a curious learner, putting my hand up and pushing myself.

#### To take pride in the Academy's surroundings I will...

- Help keep teaching rooms pleasant, clean and tidy for myself and others to work in
- Shut down PCs and any electrical items and not leave them on standby
- Never, ever drop litter and always pick up litter when I see it
- Never graffiti
- Only eat in the dining hall; food is not allowed in other internal/external areas
- Remember that fizzy drinks, energy drinks, crisps, sweets, chewing gum and all other confectionaries are banned from ARK Blake Academy
- Keep the canteen clean and respect the space for those around me.

#### Because I am an ambassador for Ark Blake both inside and outside the Academy, I will...

- Dress smartly in the correct school uniform at all times (including to and from school) wearing my blazer and then my coat.
- Ensure I am in a supervised area if staying on site after the Academy day, e.g., library or club
- Leave the Academy site by 3:45 and go straight home to change from my uniform – not entering a shop or food establishment in uniform



- Be away from the immediate area of the Academy and either home or on my way home within 20 minutes of the academy day finishing
- Never congregate in a large group (no more than 6 pupils)
- Display common courtesy to all in our local community e.g. making space on the pavement, stepping aside for the elderly, pushchairs etc.
- Be sensitive to members of the public we share our community with – on local streets, in shops, on buses, trains etc. – and never shout or behave in a way that is anti-social to others
- Always offer my seat on the bus/tube/ tram etc. to a priority passenger
- Always wait my turn when in a queue for transport

***The Academy may reprimand a pupil as they see appropriate for incidents which occur off site and after Academy hours whether in uniform or not.***

As an Ark Blake pupil I understand that there will be rewards if I follow the code of conduct and consequences if I do not. I understand that all my actions should reinforce my commitment to our values of Bravery, Leadership, Aspiration, Kindness and Endeavour. At Ark Blake our aim is to ultimately:

**‘Empower our pupils to take responsibility and seize greatness’**

## **Routines and Expectations**

The following routines and expectations apply to all pupils and will be rigorously and consistently upheld:

### **1. Before arriving at school all pupils will:**

- Eat breakfast
- Make sure that all homework is complete
- Pack their Ark Blake Academy bag with the following items:
  - Current reading book and pupil planner
  - Ark Blake pupil lanyard, 1 x pencil case, to include: 2 x black or blue pens, 2 x red pens, 2x purple pens, 2 x highlighter pens, 2 x sharpened pencils, 1 x rubber, 1 x 12-inch ruler, 1 x calculator, 1 x glue stick, 1 x whiteboard pen (no white eraser fluid)
  - 1 x transparent water bottle – full
  - Books/folders and PE kit for required days.
- Be in full uniform and smartly presented including no jewellery (see uniform section)
- Have an appropriate haircut (no lines or patterns in hair or eyebrows) no extreme designs
- Expect to be sent home or sanctioned if not wearing the correct uniform or not equipped for lessons
- Only bring water into the Academy.

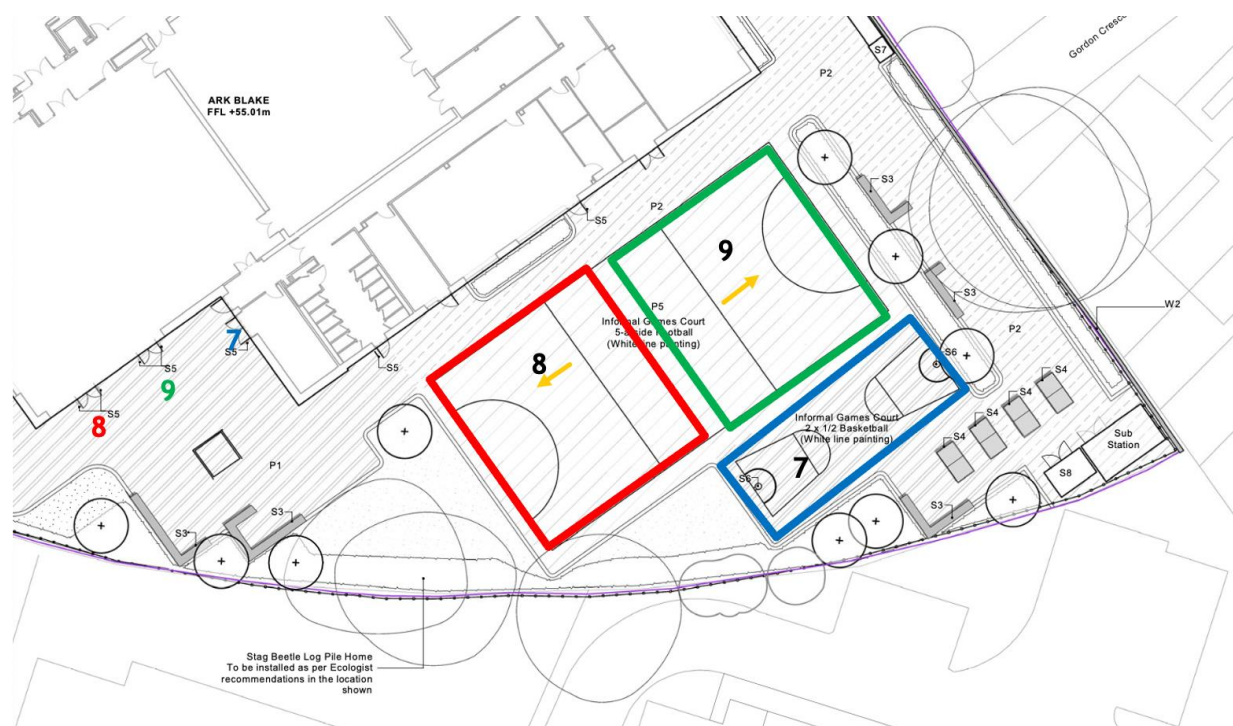
### **2. On arrival at Ark Blake all pupils will:**

- Arrive from 8am
- Have Ark Blake Academy breakfast to ensure a healthy start to the day.

- c) Smile and greet each other on the gate and in corridors
- d) Turn off and put away headphones/mobile phones before entering
- e) Be in the playground, library or dining hall before the first bell at 8.22am, head to line up and assemble in register order on second bell at 8.25am, fall silent and listen
- f) Have positive interactions with my peers to start the day,

### 3. Line-up

- a) Arrive at line-up by second bell at 8.25am
- b) Assemble (as per the diagram) in register order in your tutor group with impeccable uniform
- c) Lanyard around shirt collar (tucked into jumper)
- d) Equipment and planners in left hand ready for inspection
- e) Be in position and silent after the countdown.
- f) Remain silent and await instructions.
- g) Listen to notices
- h) Walk silently with their teacher to registration, lesson or assembly
- i) Ensure all outdoor clothing is removed before entering the building.
- j) Line-up is also held at the end of lunch and break. Pupils will make their way to their line on the bell at 13.20 and 10:50am.
- k) Pupils need to assemble in register order in their tutor group with impeccable uniform for 13:20



### 4. Walking around school and moving to/from lessons:

- a) When walking from line up to registration or lesson 5 after lunch, walk in single file on the left-hand side, in silence
- b) For lesson changeover, walk calmly and in yellow dot on the left in single file
- c) Bags may be carried, but PE bags can be stored in lockers with books carried d) Go straight to lessons
- e) Pupils may get water or go to the toilet during lesson transition however if pupils arrive late to their lesson, they will be issued a late mark.

- f) Always hold doors open for others
- g) If you arrive after the 3 minutes pips, you will be recorded as late and have a (30 minutes) detention

#### **5. All pupils will follow the same routines for entering the classroom:**

- a) Ensure you reach your next class before the 3-minute pips
- b) Greet the teacher at the door. As you enter say “Good Morning/Afternoon Sir/ Ms/ Madam.”
- c) Enter the classroom in silence and take your seat
- d) Place your books, pencil case and planner on the desk
- e) Write and underline the title, date (left hand side)
- f) Write homework into your planner
- g) Complete the ‘Do Now’.
- h) There must be silence during the ‘Do Now’ and register

#### **6. During a lesson all pupils will:**

- a) Put their hand up and wait for permission before asking or answering a question
- b) Always speak in full sentences (no slang terms to be used)
- c) Be an active listener
- d) Celebrate the successes of others
- e) Take risks and try my very best so I can make progress
- f) See mistakes as steps on the road to understanding
- g) Help maintain a supportive culture based on respect and teamwork
- h) Not be permitted to leave the lesson during the lesson. In an emergency, Lesson patrol will be called to collect you
- i) Buy in to the “Ark Blake Way”

#### **7. End of a less all pupils will:**

- a) Pack away, stand behind their chair in silence and wait to be dismissed when asked
- b) Say “Good Morning/Afternoon...” with their teacher’s name after the teacher addresses the class with “Good Morning/Afternoon...”
- c) Be dismissed one row at a time, in silence
- d) Go directly, on the left in single file to their next destination.

#### **8. Moving to and from assemblies:**

- a) Pupils will move in silence from line up to enter the Hall in silence and maintain register order
- b) Pupils will remain silent unless directed to speak
- c) When the Principal or member of staff prompts pupils to stand up, pupils will do so in silence
- d) In response to staff members “Good Morning” pupils respond with “Good Morning/Afternoon” and the member of staff’s name. Copy the tone of the greeting you are given
- e) Pupils will be prompted to say the pledge with pride
- f) Pupils will remain standing until they are directed to sit down
- g) Listen to the assembly in silence and participate fully in any activity
- h) Form Tutors and/or teachers will sit amongst their form group

- i) At the end of the assembly, all pupils will remain in silence whilst they are dismissed by a member of staff, one group at a time
- j) All teaching and support staff will attend whole school assemblies and awards ceremonies
- k) Staff will be on the corridor to ensure pupils walk quietly to their next lesson

#### 9. During break and lunchtime all pupils will:

- a) Use their break and lunch time effectively:
  - Drink some water
  - Eat purchased food and snacks in the dining hall (drink cartons can't be removed from the dining hall)
  - Go to the toilet
  - Meet with any member of staff to address any concerns (note in planner)
  - Complete any work or revision that is required
- b) Say thank you to catering staff
- c) Ensure no litter in the playground or in the canteen.
- d) Only play authorised ball games in the allocated areas (football only permitted on the MUGA)
- e) Follow all school rules to maintain a calm and pleasant environment for all
- f) Do not gather in large groups (maximum 6 pupils)
- g) Never engage in any physical contact (this includes violent or aggressive behaviour, including play-fighting)
- h) Spaces will be allocated during wet weather

#### Lunch Hall Etiquette

- Line up when your year group is called to queue for lunch.
- Queue respectfully and patiently.
- Sit with your house family whilst eating.
- As you enter the Dining Hall, those with packed lunches stay with the line and collect a tray
- Make your way to line up at 1.18, Move to lines at 13:20 and fall silent after the countdown.

#### 10. At the end of the school day all pupils will:

- Walk in single file on the left-hand side to the playground and pupil exit, in silence
- Pupils will be escorted to detention by their form tutor. - Form tutors will be sent the detention list and the positive points for the day and will line up their pupils for detention and escort them there.
- Make their way directly to any club
- Be escorted by their tutor if they have a detention.
- Attend detention with humility, waiting for a staff to have a restorative with them or to be taken for homework.
- Collect any items they need from their lockers before leaving
- Ensure phones and earphones (any electronics) remain switched off and out of site until out of the building. Phones seen or heard will be confiscated
- Make their way directly home by 3:45 in full school uniform, remembering that they are an ambassador for Ark Blake Academy

Pupils are expected to leave site at the end of the school day once dismissed. They are not permitted to stay for unsupervised activities and will be sanctioned should this occur. Pupils are permitted to stay for the following;

- Enrichment clubs
- Detention
- At the request of a teacher
- To use the supervised library and study areas

## Uniform

Pupils are expected to be in full and correct uniform every day. This includes:

- **Blazer:** Black with gold/mustard trim and embroidered school badge.
- **Trousers:** Black school trousers with pleated front. *And/or*
- **Skirt:** Black pleated front skirt. Must be worn knee length, with black tights as listed below.
- **Shirt:** Plain white with collar. Long or short sleeved and tucked in at all times, with the top button done up.
- **Tie:** Ark Blake branded, worn at an appropriate length down to the navel.
- **Jumper:** Grey knitted V-neck with gold/mustard trim and school logo.
- **Plain black shoes:** No trainers or boots. Laces must be black.
- **Plain black tights**
- **Black or dark grey socks** to be worn with the school trousers.
- **Dark coloured jacket:** navy blue, dark grey or black. No branding or pictures. All jackets must be zipped – no hooded jackets that have to be removed over the head are permitted. No fur line trim on hood.
- **School rucksack:** Black rucksack with school logo.
- **Umbrella (optional):** navy blue, dark grey or black
- **Water bottle**
- **Plain hijab (optional):** in school colours: navy blue, dark grey or black. Pins: navy blue, dark grey or black.
- **Wrist watch:** That cannot communicate (text/ call)
- **Hair accessories:** navy blue, dark grey or black only. No bows or ornate clips
- **Jewellery:** No jewellery may be worn, with the exception of a plain silver or gold stud in the lower ear lobe. No facial piercings allowed i.e., nose studs or septum piercings
- **Belts, if worn:** unbranded black leather/leather-look only with a small plain buckle
- **Make-up:** No make-up is to be worn this includes fake nails, eye-lashes, coloured nails etc

## Footwear

Pupils must wear closed-toe, hard-soled, all black, plain shoes with a flat sole. All laces need to be black. Footwear with flashing lights are not appropriate for school. Boots are not allowed. Logos are not permitted. Trainers are prohibited from ARK Blake unless pupils have a medical note (stamped).

## Hair

Our school wants to ensure that all children are equal, but we want to acknowledge that Afro-textured hair is an important part of our Black staff and pupils' racial, ethnic, cultural, and religious identities, and requires specific styling for hair health and maintenance.

We welcome Afro-textured hair worn in all styles including, but not limited to, afros, locs, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals, weaves and wigs.

As a community we are mindful of equality and ask that the colour of hair remains within the following remit; Red heads, Brown, black, blonde (if natural).

### PE Kit

- **Tracksuit:** Ark Blake branded black top with gold yellow detail (optional).
- **Sports T-shirt:** White Ark Blake branded t-shirt with gold/yellow detail.
- **Shorts:** Ark Blake branded black PE shorts.
- **Tracksuit bottoms:** Black tracksuit bottoms
- **Black football socks:** Knee length.
- **Trainers:** Must be appropriate for sports. No converse trainers.
- **PE bag:** Black PE bag with school logo.

Ensure you are wearing your uniform appropriately at all times:

*Shirts tucked in*

*Top button done up*

*Tie neat – 5 stripes showing down*

*Trousers pulled up to waist – with a belt if needed*

*Skirts worn below the knee and not rolled*

*Blazers worn around the school. Never wear coat instead of blazer*

*Jumpers untucked from skirts or trousers*

*Laces done up*

*You may take off your blazer in lessons, if the teacher gives permission. Hang this on the back of your chair*

Should a pupil have a specific item of uniform missing, they will be expected to borrow the item from the school and return it at the end of the day. No sanction is imposed for this. However, should a pupil not meet the uniform expectations and refuse to use the item provided, they will be placed in Isolation (internal suspension) until this is rectified. We ask all parents/ guardians to support us in maintaining these standards.

### Rewards

We are a school which celebrates and rewards pupil achievement at every opportunity. Rewards play a central role in communicating our values to pupils, and they underpin our positive ethos.

Meaningful praise is a key component of good teaching and strong relationships. As professionals we know good behaviour is best promoted by drawing attention to and rewarding well-behaved and hardworking pupils, and not singling out poor behaviour and escalating issues unnecessarily. Praise needs to be used appropriately, sincerely and linked to tangible examples of a pupil's strengths. The rewards policy operates within these guiding principles.

The system also links individual recognition and achievement to the Academy House System and develops a healthy competitiveness at house level, fostering pupils' sense of belonging and identity. For more details on the House System, please see the relevant policy.

## Rewards System

The reward system centres on the awarding and accumulating positive points.

### Positive Points

Positive points will be based and awarded on the 5 core values of Ark Blake Academy:

- Bravery
- Leadership
- Aspiration
- Kindness
- Endeavour

Positive points are recorded on bromcom and will therefore show on the MCAS app.

- At the end of each Half term, we will reward out highest point scorers with vouchers and rewards trips.
- Staff can nominate pupils for Silver Merits for an outstanding achievement above what is expected for a merit, which are then approved by the Assistant Principal. T

The rewards diagram (below) outlines the different methods staff can communicate/issue rewards to pupils. Select groups of pupils will also be selected for external reward trips in relation to consistent positive behaviour, excellent attendance, progress and academic achievement in specific subjects, participation in house competitions and whole school productions.

# Rewards

<p><b><u>Verbal</u></b></p> <p>Verbal recognition of pupil work or attitude in lessons; pupil work could be shared amongst peers</p>	<p><b><u>Shout out</u></b></p> <p>Pupils who have displayed Blake values will receive a shout-out at line-up and their name displayed on academy screens</p>	<p><b><u>Attendance</u></b></p> <p>Receive a certificate for achieving 100% attendance in half-term award assemblies</p>	<p><b><u>Postcard/ Phone call home</u></b></p> <p>Outstanding work/ effort may prompt a teacher to notify parents directly of pupil's success</p>
<p><b><u>Awards Draw</u></b></p> <p>Pupil entered into half termly awards draw for embodying the academy values.</p>	<p><b><u>Silver Merit</u></b></p> <p>Behaviour/ work that is noteworthy beyond a regular merit issued by SLT on teachers' recommendation</p>	<p><b><u>Gold Merit</u></b></p> <p>Exceptional work/ behaviour: issued by the Principal on teachers' recommendation</p>	<p><b><u>Form Tutor Recognition Award</u></b></p> <p>A pupil will be selected by their tutor to receive a certificate and prize each half-term for their efforts</p>
<p><b><u>Values Badge</u></b></p> <p>Pupil awarded Blake Values Bronze, Silver or Gold badge for achieving 40 merits for a given value</p>	<p><b><u>Blake Badge</u></b></p> <p>Highest Accolade in the academy; issued to one boy and one girl from each year group at the End of Year Rewards Assembly</p>		<p><b><u>House Colours</u></b></p> <p>Pupils who have consistently demonstrated excellence in sport or the creative arts</p>

## Rewards and Commendation Assemblies

At the end of each half-term there is a rewards assembly to acknowledge the successes of our pupils and the accumulation of positive points they have received. A pupil from each tutor group will also be selected by their tutor to receive the Form Tutor Recognition Award and receive a certificate and prize for their efforts.

At the end of each term there will be a full rewards assembly. This is similar to the end of half term assembly except that it also includes musical and drama performances, additional individual awards, readings and reflections from pupils and staff, and may be attended by external visitors (e.g., members of the Ark regional team).



## House Awards

The House system helps develop a sense of belonging and healthy competition.

- All positive points generate house points for the relevant house
- Pupil attendance generates house points for the relevant house
- Interim house competitions also generate house points and contribute to the overall house awards at the end of the year. More regarding the house system can be found in the House System Policy.

## Positions of Responsibility

Giving pupils positions of responsibility is an important way of rewarding hard work and good effort and developing leadership. It is also an important way for the academy to gather pupil views and contribution to the leadership of the Academy.

At Ark Blake, there is a six-person 'Pupil Council' that is made up of each House's 'House Captain' and 'Vice House Captain'. This is an elected role with pupils completing a paper application, before four are taken through to interview for each 'House Captain' position. On the interview panel will sit the Head of House, a Head of Year, and a SLT Member. Of the four individuals, one is elected 'House Captain' while another elected 'Vice House Captain'. These positions are the most senior in the school.

In conjunction with this, each form will have an elected 'Form Captain' and 'Vice Form Captain'. Again, these will be completed by paper application, but then decided by a combination of form voting, and Form Tutor selection. One pupil will be elected 'Form Captain', and another 'Vice Form Captain'. Each of the above positions will have clearly defined roles.

In addition to the pupil positions of responsibility stated above, the following roles will support the smooth running of the Academy and specific events, including:

- Pupil librarians- rota 'ed running of the equipment shop, ensuring the culture and ethos of the library is observed.
- Sports Ambassadors – for each year group in each house who will wear distinctive house colour PE kit

*Adjustments to our reward system and the timing and nature of awards will emerge and develop. We will always be responsive to the achievements and efforts of our pupils and recognise the positive reinforcement of praise. At Ark Blake it is our firm belief that we can **'empower our pupils to take responsibility and seize greatness'***

## Sanctions and the Consequence System

### Overview

Our behaviour system is based on respect and safety for all. If we allow this culture to be breached, then we will undermine the civil liberties of our pupils and staff: they are all entitled to feel safe and respected at school. The protection, comfort and security of all members of our community is paramount. We will, through careful transition, extensive SEN support and consistently excellent teaching do our very best to support pupils who find it hard to behave. We will also have fair and transparent systems for dealing with disruptive behaviour that interferes with the efficient education of our wider pupil body. We keep all

behaviour systems under review and from time to time will make refinements, which will be communicated to all staff, parents and pupils.

Detention is one of the sanctions schools can use in cases of misbehaviour. Section 5 of the Education Act 1997 gives school’s authority to detain pupils after the end of a school session on disciplinary grounds.<sup>1</sup> This section of the policy details the legal position for schools as laid down in the 2011 Education Act: The Education Act 2011 repeals the legal requirement to give parents 24 hours’ notice before detaining pupils after school.<sup>2</sup> The Act confirms school’s powers to use detentions by making it lawful for schools to put pupils aged under 18 in detention without parental consent at a variety of times outside school hours. Other legal requirements as regards detentions remain unchanged.<sup>3</sup>

Whilst no longer statutory, the Academy will endeavour to give parents notice in most cases. This is intended to inform parents of where their child is expected to be, and to allow parents an opportunity to make alternative arrangements regarding the child. Although legally the Academy does not have to give notice, where long detentions after school are given, the Academy will endeavour to notify parents/guardians via Bromcom, pupil planner, email, text message or a telephone call home. It is the pupil's responsibility to ensure that his/her parents are made aware of the reason for detention. In addition, parents can use MCAS (My Child at School) to identify the reason as to why a detention was issued.

### **Behaviour Points System**

The principal system we have for tackling low-level behaviour at the academy is the use of the Ark Blake ‘Behaviour Points System’. This system is used consistently by every teacher in every classroom and space where the academy is represented. It sets out for pupils and parents in a transparent way the consequences for poor behaviour. One behaviour point is issued for any behaviour which breaches our behaviour policy and values, inside and outside of the classroom. Staff will endeavour to tell the child that they have received the behaviour point and it will be logged onto Bromcom. An accumulation of 4 behaviour points over 5 school days will have a consequence to a 1.5-hour SLT detention on a Friday. Parents will be notified of their child’s detention on Thursday before 5pm.

This differs from behaviour which requires immediate 1- or 1.5-hour sanction (see immediate sanction section)

The points are designed to allow pupils to be reminded of their breach of the code of conduct and to give them the opportunity to rectify their behaviour over a period of time. It is clearly communicated to pupils that actions have consequences and sanctions will be an inevitable result of poor behaviour. A final advantage of the steps is that they help teachers give pupils the opportunity to correct poor behaviour before being issued with a detention. Pupils should be able to self-manage and make positive behaviour choices.

Please see list of incidents leading to one negative point. (subject to adaptation)

<b>(One Behaviour Point)</b>			
Banned Item	Playground behaviour	Corridor Behaviour	
	<ul style="list-style-type: none"> <li>Physical contact</li> </ul>	<ul style="list-style-type: none"> <li>Physical contact</li> </ul>	

<sup>1</sup> <http://www.legislation.gov.uk/ukpga/1997/44/section/5/enacted>

<sup>2</sup> [http://www.legislation.gov.uk/ukpga/2011/21/pdfs/ukpga\\_20110021\\_en.pdf](http://www.legislation.gov.uk/ukpga/2011/21/pdfs/ukpga_20110021_en.pdf)

<sup>3</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

	<ul style="list-style-type: none"> <li>Unkind behaviour</li> <li>Unsafe behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Inappropriate volume</li> <li>Inappropriate language</li> <li>Running</li> </ul>	
Physical contact- following a reminder and being mindful of nature of touching	Assembly infringement <ul style="list-style-type: none"> <li>Talking</li> <li>Refusal to say the pledge</li> </ul>	Community Behaviour (all anti-social behaviours)	
Eating (outside dining hall)	Unsatisfactory effort in class	C2 for disruption in class	
Uniform infringement- following a reminder <ul style="list-style-type: none"> <li>Shirt untucked</li> <li>Blazer missing</li> <li>Tie too short</li> <li>Top button undone</li> </ul>	C2 Accumulation	Breaching walk in yellow dot	
Late to lesson/ Assembly or line up	Homework incomplete	Missing Equipment- to be issued by tutor	
Routine infringement <ul style="list-style-type: none"> <li>Talking at line up</li> <li>Turning around at line up</li> <li>Late for line up</li> <li>Pushing in the lunch queue</li> </ul>	Planner infringement <ul style="list-style-type: none"> <li>Graffiti</li> <li>Unsigned</li> <li>Lost</li> </ul>		
Littering	Lack of PE Kit		

### 60 Minute detention

In the case of an hour detention being given we will ensure pupils are aware of the nature of the incident and any restoration work will also be completed. We ask our parents to be mindful of the academy's duty to hold children to account for their behaviour. Although the list is prescriptive it is not exhaustive of all possibilities. This list is subject to amendment over time.

Relocation from a lesson- C3
Challenging a sanction
Physical contact (aggressive)
Late to school past close of register
Inappropriate language (swearing)
Defiance
Rudeness
Graffiti
Homework
Dishonesty
PE Kit (x2)
Gambling
Missing compulsory club
Mobile Phone
Inappropriate use of Social Media

### Red Line Incident- SLT 90 Minute Detention

We ask our parents to be mindful of the academy's duty to hold children to account for their behaviour. Although the list is prescriptive it is not exhaustive of all possibilities. This list is

subject to amendment over time. Parents will be given 24 hours' notice of the 90-minute detention.

In the rarer occasion a Red Line Incident is identified as a situation in which a pupil may need to be removed from the classroom with immediate effect. This is irrespective of whether any previous steps have been issued. Any pupil under investigation for an incident, will be taken to the Internal suspension Room. Upon investigation some incidents may also result in a Fixed Term Suspension.

In the case of a Red Line Incident in lessons, teachers will email 'lesson patrol' and a member of SLT will attend immediately. The Inclusion Manager will enter the incident on Bromcom. Where further action may be required an incident report should be completed by the class teacher and sent to the Assistant Principal, copying in the HOY & PSO. Parents will be informed of the incident via phone or email at a convenient time, following the sanction being applied.

Missing a 60-minute detention
Extreme defiance
Fighting
Truancy
Leaving a classroom without permission
Damage to school property
Late to school x3
Swearing directly at member of staff/peer
Range of inappropriate behaviour
Theft
Selling items without academy permission
Bullying
Aggressive conduct
Smoking
Bringing academy into disrepute
Vandalism

### Missed Detentions

Any pupil who misses detention, without a valid reason, will have their sanction escalated to show there are consequences for not buying in to our behaviour policy. For example, missing a 60-minute detention will result in a 90-minute detention being issued. Failing to attend 90-minute detention will result in IE (see below). The Academy is under no obligation to rearrange detentions out of convenience to a parent or child. The exception to this will be a medical appointment (evidence provided) or a preestablished reason authorised in advance by the Assistant Principal. Pupils will also accrue additional behaviour points for failing to complete their sanction.

### C1, C2 and C3 within the classroom (60-minute detention, Escalating Steps)

A pupil who demonstrates off-task behaviour, despite the teacher implementing non-invasive behaviour strategies and providing clear instructions, will be issued with a behaviour step (C1). A second step (C2) will be issued, and a point issued should the pupil demonstrate further off-task behaviour. This C2 sanction is recorded on the pupils' behaviour record as

C2. A C3 (60-minute detention) will be applied, should they continue to demonstrate off-task behaviour following the C2 and the pupil will be removed from the lesson. All behaviour steps will be recorded on the whiteboard. This means any judgement related to behaviour is transparent to both the teacher and pupil. Any step or sanction issued will be communicated to the pupil. This can be discreetly or openly depending on what the teacher feels is appropriate. If a pupil is given a C3 (60-minute detention), a text message will be sent to the parent/guardian. A member of staff will endeavour to inform the parent/carer of the reason for the detention. Alternatively, parents/ guardians should consult MCAS.

Examples of off-task behaviour include, *not applicable where stated on a pupil passport* (this list is neither exhaustive nor definitive);

- *Turning around to distract others*
- *Talking when the teacher is talking*
- *Not starting work despite prompts and instructions*
- *Making noises to distract others, including repeated tapping and calling out*
- *Asking inappropriate questions to disrupt the pace of the lesson*
- *Throwing objects in the class, e.g., throwing stationary*
- *Swinging on your chair, despite warnings*
- *Getting out of your seat without permission*
- *Refusing to sit in the allocated seat or to work with specific pupils or support workers*
- *Refusing to follow a simple instruction given by teaching staff at the first time of asking, but adhering afterwards*

### Relocation C3 (Escalating Steps)

A relocation occurs when a pupil demonstrates persistently disruptive classroom behaviour. In this instance the pupil will be removed from the classroom and relocated to another learning space to ensure no other pupils learning is affected by the behaviour.

Relocation from the classroom is designed to ensure the lesson can continue uninterrupted and pupils are all made to feel safe and secure with classrooms remaining calm and orderly. The pupil will be expected to be escorted to the relevant room. The teacher will email 'lesson patrol' for reference and information purposes.

### Defining a Serious Incident at Ark Blake that may result in Suspensions: Internal Suspension (IE) and Fixed Term Suspension (FTE)

Suspensions can be internal exclusion (IE), or external, now known as Fixed Term Suspensions, or a combination of both. IE is a behaviour intervention strategy which can be used as an alternative to fixed term suspension, at the discretion of the Principal and on recommendation from senior staff. A pupil will face suspension following a serious breach of the Academy behaviour policy or evidence of repeatedly failing to comply with expectations. Only the leadership team and HOY can sanction IE via a referral system and any fixed term suspensions will be sanctioned by the Principal only. The number of days will be determined by the severity of the incident. A pupil's previous behaviour will also be taken into account when determining the severity of the sanction imposed. Parents will be notified by phone and a letter will be sent via email.

As part of their suspension, pupils will be expected to complete work set. This may be in isolation in IE, or alternatively pupils on fixed term suspensions will be sent home with appropriate work. This work should be returned to the Pastoral Support Officer upon return to the Academy. Failure to complete the work set is likely to result in further sanctions.

### IE Pupil Expectations

- Pupils will follow instructions in IE.
- Pupils will take themselves to IE when the AM line up bell rings.
- Pupils will follow the IE timetable.
- Pupils will respect IE as a silent working environment allowing themselves and others to reflect.
- Pupils must attend IE willing to take responsibility for their behaviour and to make a positive change.
- Toilet breaks cannot occur during changeover periods and cannot be excessive.
- Pupils must complete the work set in line with their curriculum– which will be checked by the staff on duty.
- Pupils will not be allowed to leave the IE room to collect work or give work to a teacher
- Pupils must be open to working with staff around the reason why they are there. Refusal to take responsibility will result in a repeated day.
- Pupils must complete a full day (6 lessons) starting from time of entry to the IE
- A supported restorative conversation will be held between relevant persons where appropriate.
- Pupils must see IE as a reflective space where pupils are able to reflect on choices made and move forward the following day.

#### The IE operates a pass/fail system:

**Pass:** Pupil meets all expectations and returns to mainstream lessons on completion of a full day. Parents will be notified of progress made in IE following by letter and e-mail. A copy of this paperwork will go onto the child's school record.

**Fail:** Pupil failed to meet expectations on more than one occasion. The pupil will repeat the sanction.

#### Fixed Term Suspension Expectations

- Parents will be notified by phone and by letter. If they are not contactable by phone after repeated attempts, parents will be notified via the pupil and letter.
- Work will be sent with the pupil or posted home.
- The pupil is not permitted on the Academy site or immediate area around the Academy.
- The pupil must complete all work set and bring to the reintegration meeting.
- The pupil must have a reintegration meeting with their parent/guardian and member of relevant SLT. If a guardian/parent fails to attend meeting the pupil will be placed in IE until this can occur.
- Parents will be sent home a letter following their child's day in IE outlining their successes.
- Following suspension, a child will immediately staff a pastoral report to either HOY or a member of SLT.
  - Pastoral report will be agreed with both school, parent and pupil.
  - Pupils will be set 3 SMART targets which will be closely monitored.
  - Parents will be sent a copy the agreed targets.

Examples of a serious incident:

- *Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or illegal substances, including products which imitate such items*
- *Concealing of information that could put others at risk.*
- *Misuse of social media*
- *Bringing 'outsiders' onto Academy property or the immediate area in order to threaten or create conflict*

- *Sexually inappropriate behaviour – including gestures, inference and social media misuse*
- *Threatening others – physical or verbal*
- *Cursing or inappropriate gestures – particularly towards an adult*
- *Use of racist / homophobic / sexist / religiously intolerant language*
- *Deliberate involvement in or instigation of conflict*
- *Verbal or physical aggressiveness towards a peer or adult*
- *Wilful disobedience or serious disrespect to an adult*
- *Theft - stealing on school premises or in the community*
- *Bringing the Academy's reputation into disrepute by actions outside the Academy, which includes verbal/physical abuse to members of the community*
- *Possessing stolen property*
- *Destruction of a person's property or vandalism on Academy grounds or in the community*
- *Consistently disrupting learning within a single lesson*
- *Playing with fire alarms or extinguishers*
- *Smoking or drinking alcohol*
- *Wearing, displaying or graffiti which acknowledges 'gang' affiliated items and phrases, including online references to postcodes, gang names or gang members*

### **Incident Investigation**

It is the academies responsibility to determine on the balance of probability and based on witness testimony, which pupil(s) should be held accountable for the incident which occurred.

Those alleged to have been a part of an incident, victim and alleged perpetrator(s), will be asked to complete a formal written statement. Following these statements, witnesses will be identified who will be required to complete witness statements. Failure to complete a written statement and give their version of events, may hinder the outcome for that specific pupil. The use of CCTV will be used where possible to support the investigation process.

Pupils are likely to be held in IE or alternative isolated spaces, until the incident investigation has been concluded if we feel there would be a risk in the community. Parents will be notified at the earliest convenience once the staff member dealing with the incident is satisfied, they have a sound understanding of what transpired. This contact will also be used to inform the parents of any sanctions being imposed. Any incident which would be considered breaking the law is likely to be referred to our Police School Liaison Officer. Following presentation of the findings, they may deem it necessary to speak to both the parents and pupils. This will be communicated to the parent prior to any interview and an appropriate adult will be present.

### **Restorative Meetings Following Incidents**

It is not the Academy's practice to invite parents to restorative meetings between pupils and teachers following behaviour incidents or concerns in school. However, parents may be consulted before these take place and updated on the outcomes.

### **Mobile Phones**

**Mobile phones can be a form of distraction and are not allowed to be used onsite in the academy to ensure full transparency.**

Mobile phones are not permitted at Ark Blake; should a pupil choose to bring a mobile phone to school they must have it switched off and stored in their locker during tutor time. At the end of the day pupils may get their phone from their locker but it must remain switched off until pupils leave the school site. Should a mobile phone be seen or heard within the Academy it will be immediately confiscated by a member of staff. The phone will be placed in

the Ark Blake safe for one week and a parent or guardian will be expected to collect the phone at a prearranged time. A 60-minute detention will be issued by the teacher. If a pupil fails to hand over the phone, the pupil will be placed in IE until this occurs and the confiscation process can begin.

### **Punctuality**

Pupil punctuality will be tracked weekly by form tutors. Pupils should arrive to school promptly every day before 8.25am; the first bell will sound at 8.20am. The following escalating sanctions apply for punctuality each week:

If you are late, you will sit a 20-minute detention at lunchtime. The latest you can arrive to the late detention is 12:45 and you will be able to get your lunch at 1:10.

Tutors will be monitoring punctuality and pupils will be placed on punctuality reports and parent meetings will be held.

### **Movement around the Academy**

The movement of pupils around the Academy is monitored extensively by members of staff on duty, as well as via the extensive CCTV system. All of which is in place to support the safety of all pupils. All Ark Blake pupils should have the independence to move between their lessons in a sensible and purposeful manner. The immediate sanctions process outlined in this policy will be applied to those pupils not conducting themselves appropriately. Any defiance towards staff implementing the behaviour system outside of the classroom will also be dealt with in accordance with this policy. Pupils who have permission to leave a classroom during learning time must have a note in their possession or be subject to the immediate sanctions process.

### **Staircases and Corridors**

During the transition between lessons, pupils should make their way directly to their next lesson via the quickest route. Pupils will have 3 minutes to get to their next lesson, and should walk on the left-hand side of the corridor in yellow dot conditions.

- Any inappropriate corridor behaviour will be logged as a negative point.

### **Social Spaces**

It is important that pupils have dedicated time to relax and socialise with their peers at break and lunch times. It is also paramount that all pupils are able to enjoy the facilities and feel safe and secure in these environments. The Academy has dedicated spaces for use during these times, including playground, dining hall, sports hall, MUGA pitch, assembly hall and library. It is essential that use of these areas are sensible and staff supervising these areas will issue the appropriate sanction should pupil behaviour fall below expectations. This includes queuing sensibly for access to the dining hall.

### **Physical Contact**

The Academy operates a no physical contact rule; this includes aggressive (play-fighting) and non-aggressive (greetings and other signs of affection) physical contact. Both of these types of contact can lead to more serious incidents and therefore we encourage pupils to make no contact at all. Pupils must be mindful of their peers' personal space, and they must consider that not all members of our community communicate in the same way. This rule must be managed and enforced in a measured way. It is made clear to all pupils that physical contact of any nature will not be tolerated. Incidents of physical contact will be dealt with by an immediate behaviour point, logged on Bromcom and parents will be informed, if the academy deem it necessary.



Ark Blake will not tolerate the use of physical violence to resolve any situation or conflict and provocation is not seen as justification for resorting to violent behaviour. It is highly likely that any pupil involved in an incident of physical aggression, whether provoked or otherwise, will spend the day in IE.

We recognise that 'play-fighting' during social times is often the catalyst for more serious incidents. Physical aggression, even towards friends, can result in injury and cause harm and distress to others. As stated in our mission statement, we aim to create a culture of safety in which no pupil is in fear of harm. Incidents of 'play-fighting' contradict our no physical contact rule and is sanctioned accordingly by a 60-minute detention.

### **Pupil Planners**

The pupil planner is the most important school item a Blake pupil owns. It is the communication link between school and home and ensures the pupil is able to organise their work and commitments. Every pupil should have their planner every day. If a pupil does not have their planner, they will be issued with a behaviour point and will be required to use a temporary planner. Therefore, a replacement planner can be bought via reception if lost. Planners are expected to be on the desk during every lesson and will be checked during morning line-up daily. Parents should check and sign their child's planner weekly. Pupil planners should be treated with respect and failure to do so will result in a negative point.

### **Social Media**

The academy does not permit pupils to represent the academy on social media without its permission; this includes posting content of other pupils or themselves in ABA school uniform. Pupils should not engage in group chats/pages online that could bring the academy into disrepute. Any pupil who creates an account representing Ark Blake Academy or its partners without academy permission, or who through use of social media causes harm to the community or brings the academy into disrepute, will receive a sanction including internal or fixed term suspension.

We ask parents are vigilant in their monitoring of the use of their child's social media in the home. We endeavour to keep social media out of the Academy in line with our mobile phone policy, but we ask that parents play a part in this from the home.

### **Behaviour in the Wider Community**

Ark Blake serves a vibrant, diverse and ambitious community of pupils and parents in East Croydon. It is also a very close community. In any secondary school it is true that the behaviour of pupils towards each other and members of the wider community outside of school is as relevant to the welfare and safety of pupils inside the building. In a community school such as Ark Blake, the behaviour and interaction of pupils outside of school is particularly relevant to the day-to-day management of the Academy.

As such, any pupil who breaks the code of conduct outside of school will face the same consequences as if they were in school, irrespective of whether they are wearing school uniform. Also, any defiance or rudeness towards staff outside of school will be treated the same. This may also include actions which take place over the weekend or during the school holidays.

For instances outside school, internal or fixed term suspension can be considered if the Academy considers the incident to be damaging to the Academy reputation or of an extreme or dangerous nature that risks the safety and welfare of pupils and staff. In event of a fixed-term suspension of longer than five days or permanent exclusion the family can, if they consider the decision unfair, make representations to the governing body. This is consistent with the DfE 2014 statutory and non-statutory guidance for schools which states that incidents outside

school (including those where a pupil is not in uniform) can be considered grounds for suspension when safety/welfare is put at risk, or the Academy is brought into serious disrepute.

### **Dealing with Malicious Allegations**

All members of staff are expected to treat pupils with appropriate respect, as outlined in the Ark Blake Staff Handbook, and any allegations made against a member of staff will be investigated and appropriate action taken. Any investigation will follow guidance from the Croydon and Ark Schools safeguarding teams where appropriate.

### **Persistent Poor Behaviour**

We expect that our strong school culture, consistently excellent teaching and clear behaviour systems will ensure that the overwhelming majority of pupils behave well and achieve great things at Ark Blake. Where poor behaviour is exhibited, we expect it to be dealt with effectively and improvement to occur. Our transition programme, mentoring provision and SEND arrangements will allow us to pre-empt behaviour issues by putting in place careful support in advance.

However, we must prepare for the eventuality that an Ark Blake pupil repeatedly misbehaves despite extensive support and intervention or demonstrates behaviour that jeopardises the safety of others.

Where instances of persistent and repeated poor behaviour occur, a cumulative response will be used by the Academy. In order to discourage persistent re-offence, we operate a system of escalated responses to poor behaviour over time. The more negative behaviour reports logged on a pupil's file the more serious the sanction / intervention.

Running in parallel to the day-to-day systems and to the escalated responses and there are a range of therapies, interventions and personalised support services to help a pupil who is persistently breaking the rules to improve their behaviour.

These could include:

- *Pupil Support lunch-time club and Pupil Support HW Club*
- *Dedicated Learning Support Centre*
- *One-to-one behaviour mentoring*
- *A Pastoral Improvement Plan (PSP)/ Formal Warnings Process co-created by the Academy, the pupil and their parents*
- *Pastoral Report*
  - o *Tutor*
  - o *HOY*
  - o *SLT*
- *Reports: Homework*
- *Reports: Punctuality*
- *Referrals to Early Help (Part of Croydon Children Services)*
- *In class support through learning support assistants, keyworkers or co-teachers*
- *Referrals to CAMHS*
- *Reduced timetable and time-out cards*
- *External mentoring through external agencies*

These strategies are continuously reviewed and improved as we learn what works best for our pupils.

### External Support: Alternative Provisions

Pupils who have received a high number of behaviour points, continue to disrupt the learning of others and/or received a formal Principal's or Governors' warning will be considered for a temporary alternative provision placement for a fixed period (typically 4-6 weeks). The Academy may also decide it is necessary for a pupil to attend the alternative provision following an isolated serious incident or where an extended investigation period is foreseen. Attendance at an alternative provision will entail a number of steps: interview with the alternative provision centre; agreed targets worked upon to resolve issues raised; work sent weekly and regularly marked; weekly contact with allocated member of staff; weekly contact made with parents by the centre; final report reviewed, and reintegration plan put in place to either fully reintegrate into the Academy or full time alternative provision to be considered.

### Behaviour Points Explained

The system of stepped sanctions is of course not applied blindly; both the individual needs of pupils and 'mitigating factors' surrounding each incident will be considered by the Principal and Governing Body. At all times strategies to avoid suspension will be used and every effort will be made to **'include'** the pupil and support them to improve their behaviour.

It is however important that all pupils and parents understand there are limits and boundaries which they cannot go beyond, and they do not have endless chances to improve. In using the behaviour points system, if they find themselves in trouble, they must make significant efforts to modify their behaviour and take advantage of the support they are being given.

If a pupil is removed from more than 2 lessons in one day for an incident or persistent disruption to a lesson, it will result in IE. Pupils should be purposefully tracking their personal conduct during the day to self-regulate their behaviour to avoid high level sanctions.

### Formal Warnings Process

The behaviour of all pupils is kept under constant review by Assistant Principal, FTs and Heads of Year. If a pupil begins to accrue a significant number of behaviour points they will be provided with additional behavioural support, meetings will take place with their parents and the school, and other strategies will be used. The table below defines only the most serious levels of escalation that can take place in the event of this support not having the desired effect, and we expect the actions in this table to apply to only a minority of pupils in a given year group.

The thresholds below are used as a guideline as a scaled response to consistently poor behaviour. The implementation of any formal warning is at the discretion of SLT. Warnings do not need to be applied sequentially, as they are directly linked to the individual circumstances of the pupil and their behaviour history. It is vital as an academy that we mark this behaviour formally so we can clearly see and respond to steps taken to support. If a pupil has already been subject to a formal warning, it is not a requirement for the pupil to reach any specified threshold within the same or following academic year before a higher-level sanction may be applied.

Action

<b>Tutor</b>	Meeting with parents and Tutor. Pupil to be placed on behaviour report to monitor behaviour. Identify pupil's strengths and weaknesses to agree targets that pupil can work towards.
<b>Head of Year</b>	Formal letter home, meeting with parents and Head of Year. Pastoral support to be reviewed/introduced by the Academy.
<b>Assistant Principal</b>	Formal letter home, meeting with parents and Assistant Principal. Pupil profile to be reviewed with Pastoral support introduced by the Academy. Alternative provision placements may be suggested at this point.
<b>Principal's Warning</b>	A formal meeting between the parents, pupil and Principal to discuss the pupil's future at the Academy. The pastoral support will be reviewed, and temporary alternative provision placement may be advisable at this point.
<b>Governor's Warning</b>	A formal meeting between the parents, pupil, Principal and at least one Governor to discuss the pupil's future at the Academy. The pupil and their parents will be issued with a written Governor's warning outlining the severity. A place at the alternative education provision will be recommended.

If a pupil's behaviour fails to improve following a Governor's warning it is likely they will be permanently excluded from the Academy for persistent/excessive poor behaviour over an extended period of time, however the final decision will rest with the Principal.

At each stage of the formal warning process the personal circumstances of the pupil and family will be considered which include:

- a. Minority ethnic and faith groups, travellers, asylum-seekers and refugees
- b. Pupils who need support with English as an additional language
- c. Pupils with special educational needs
- d. Children looked after by the local authority
- e. Sick children
- f. Young carers
- g. Children from families under stress
- h. Pregnant Academy pupils and teenage mothers

SLT will use their discretion where they deem appropriate, however it is important to note that the behaviour policy applies to all pupils

### **Anti-Bullying Policy**

Our mission statement makes clear the entitlement of all in the Academy to be equally valued and respected and the responsibility of all to show understanding and respect for others. In light of this, bullying in any form has no place in Ark Blake and will not be tolerated.

The Academy takes active measures to ensure bullying does not occur and deals with such incidents in line with the behaviour policy. Further details can be found in the Anti-Bullying Policy.

### **Drugs Education Policy**

The Academy understands the importance of providing pupils with a clear understanding of the dangers of drugs and the implications of drugs misuse.

Our drugs education programme is mainly delivered via our compulsory PSHCE and character curriculum. Both academically and socially it is our duty to enable pupils to make informed choices and receive support where appropriate. Further details around drugs education can be found in the PSHCE Policy.

### **Dealing with Knives and Offensive Weapons**

It is illegal to carry knives or other offensive weapons both outside of the Academy or in and around Academy premises. The Governing Body at Ark Blake Academy recognises that the presence of weapons, or items which could potentially be used as offensive weapons, would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the Academy. Accordingly, it is Academy policy to forbid the possession, custody and use of weapons by unauthorised persons in the Academy or wider community and during school activities.

These rules apply at all times except where an item, which could potentially be an offensive weapon, is issued to a pupil by a member of staff at the Academy or is required by the Academy for the purposes of teaching and learning, as necessary, for the delivery of the curriculum (for example in design technology). Misuse of such items will be dealt with as though possession was not authorised.

For the purpose of this policy a “weapon” is:

- A firearm of any description, including starting pistols, air guns and any type of replica or toy gun.
- Knives, including all variations of bladed object, i.e., pocket knives, craft knives, scissors etc.
- Explosives, including fireworks, aerosol sprays, lighters, matches, and Laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use (i.e., the purpose of keeping or carrying the object is for use, or threat of use, as a weapon)

Any pupil found to be in breach of the policy shall be subject to action under Ark Blake’s Behaviour Policy.

The permanent exclusion of any pupil in possession of an instrument which the Academy believes is intended for use as a weapon is most likely, although the Principal maintains the right to make the final decision. This will include incidents taking place outside of the Academy where the safety and welfare of pupils is directly put at risk, or the reputation of the school called into disrepute.

Under most circumstances, both the Police and the School’s Safeguarding Officer should be informed of any incident believed to involve a weapon. However, where, in the judgement of the staff, the circumstances are *wholly innocent* and there is *no* suggestion of the use of the article as a weapon, the matter may be dealt with internally on a disciplinary basis.

When contacting the Police, the Academy should give their evaluation of the seriousness of the incident, (i.e., in progress, threat to life, or down to weapon, secure for collection only) to help the police to make their own judgement on the nature and immediacy of the response required.

There may also be some exceptional circumstances where members of staff who have been made aware that a weapon may be on Academy premises decide that they need to take action before the Police arrive. If this is the case:

- Designated staff should always be called to assess and manage any situation where an offensive weapon is suspected.
- Where there are reasonable grounds to suspect that a pupil might have in their possession an offensive weapon, knife or blade, it might be appropriate for the Principal, or an authorised member of staff, to conduct a search of that pupil or his/her possessions with or without the pupil's consent.
- In making that decision, a risk assessment approach should be adopted, and it should be noted that such immediate preventive action could either prevent a potentially dangerous situation escalating or could, conversely, inflame the situation, and;
- Such a search may only be carried out where the member of staff and pupil are on school premises or are elsewhere and the member of staff has lawful control or charge of the pupil.

### Searching Pupils

School staff can search a pupil for item which is banned from the Academy with the safeguarding of the child in mind. The Principal, senior leaders and staff authorised by them have a statutory power to search pupils or their possessions, with consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Staff must complete a search form to be filed on the pupil file. All searches must be logged on Edaware and parents must be notified.<sup>4</sup> Prohibited items are:

- knives or weapons
- alcohol and illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for, including mobile phones, chewing gum, sweets and confectionary.

A member of staff who is trained in carrying out a search:

- Explain how the search is going to work to the pupil and be mindful of why a child might refuse a search.

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

- May not require a pupil to remove any clothing other than outer clothing, i.e.: any item of clothing not being worn next to the skin or immediately over a garment being worn as underwear
- Must be of the same sex as the pupil
- May carry out the search only in the presence of another member of staff who is also of the same sex as the pupil
- A pupil's possessions (including any goods over which he/she appears to have control) may not be searched except in his/her presence and another member of staff and
- If in the course of a search, the member of staff finds anything he/she suspects of falling within the knives and offensive weapon category or any other thing he/she suspects is evidence in relation to an offence, they may seize and retain it
- Must contact the parent informing them of the search and the outcome
- Must complete the search form and place a copy on file

Members of staff may, on occasion, take possession of a knife or other weapon brought to the Academy by a person in circumstances which contravene the Offensive Weapons Act 1996. Possession of the weapon in such circumstances by a member of staff is likely to be with good reason or lawful authority, and thus not an offence under the Act. But a member of staff in possession of a weapon in such circumstances should secure it,

Pass immediately to the Principal or in the Principal's absence the Assistant-Principal and arrange without delay to surrender it to the Police or Safeguarding Officer, or

- Where satisfied that it is reasonable to do so, arrange for it to be taken away by the parent or carer of the person from whom it was taken.

In the case of a strip search conducted by the police *“While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.”*

## Appendix A

### Ark Blake Academy – Home / School Agreement

*At Ark Blake we know that parents, teachers and pupils themselves must work in partnership. We all share responsibility for the academic and personal growth of our young people. Together, we commit ourselves to the following:*

### Home School Agreement 2022-23

<b><i>The Academy will:</i></b>	<b><i>As parent/carer, I/we will:</i></b>	<b><i>As a pupil, I will:</i></b>
<ul style="list-style-type: none"> <li>• Teach consistently excellent lessons to all pupils in all subjects</li> <li>• Ensure that each pupil has the opportunities, support and guidance to achieve their full potential</li> <li>• Set ambitious targets and regularly report on each pupil's progress</li> <li>• Ask that all pupils answer questions in full sentences and use formal, academic English (not slang) when at school</li> <li>• Expect high standards, set clear rules, promote mutual respect and develop a sense of responsibility</li> <li>• Promote and reward our values: Bravery, Leadership, Aspiration, Kindness and Endeavour</li> <li>• Offer exciting enrichment activities</li> <li>• Keep parents informed about school matters, and respond to concerns promptly</li> <li>• Set sanctions / detentions for pupils where they have not met expectations (typically on the same day) and keep parents informed (through Bromcom, text message pupil planner or phone call)</li> <li>• Be polite and respectful to towards all other members of the Blake community</li> <li>• Work in partnership with Ark Blake parents / carers and pupils in a spirit of mutual respect</li> </ul> <p><b>‘Empowering our pupils to take responsibility and seize greatness’</b></p>	<ul style="list-style-type: none"> <li>• Make sure our child attends school in correct uniform, on time and properly equipped for school</li> <li>• Reinforce the academy’s expectations for outstanding attendance (<b>minimum</b> 96%)</li> <li>• Never take our child out of school during term time</li> <li>• Encourage our child to work hard, consistently meet the high expectations in the behaviour code, take responsibility and fully participate in school life</li> <li>• Encourage our child to aspire to demonstrate the BLAKE values each day</li> <li>• Encourage our child to read every day</li> <li>• Check and sign our child’s planner each week</li> <li>• Attend all parents’ evenings and formal meetings about our child’s progress</li> <li>• Allow our child to attend off-site visits</li> <li>• Encourage our child to participate fully in the extracurricular opportunities</li> <li>• Agree to Ark Blake’s Behaviour policy, including the detention policy</li> <li>• Understand that the behaviour expectations of Ark Blake apply outside of school</li> <li>• Monitor my child’s use of social media to ensure their safety and appropriate behaviour online</li> <li>• Inform the academy about any incidents which occur outside of school, particularly those involving external agencies, such as the police or social services</li> <li>• Work in partnership with Ark Blake staff in a spirit of mutual respect</li> </ul>	<ul style="list-style-type: none"> <li>• Be an ambassador for Ark Blake at all times</li> <li>• Attend the academy every day in correct uniform, on time and properly equipped</li> <li>• Complete all classwork and homework to the best of my ability</li> <li>• Take pride in my written work</li> <li>• Read widely and often</li> <li>• Keep my planner neat and well organised</li> <li>• Take part in enrichment</li> <li>• Demonstrate the BLAKE values each day</li> <li>• Follow the Pupil Code of Conduct and school rules at all times</li> <li>• Treat others as I would wish to be treated</li> <li>• Be polite and respectful to towards all other members of the Blake community, both in person and over social media</li> <li>• Observe the physical contact rule for the safety of all pupils</li> <li>• Care for the school environment</li> <li>• Never use a mobile phone in school</li> <li>• Store my mobile in my locker and ensure it is switched off</li> <li>• Understand that the behaviour expectations for pupils apply outside as well as inside school, even if I am not in school uniform.</li> <li>• Never have possession of banned items including illegal substances or offensive weapons inside or outside the academy</li> <li>• Attend detentions whenever they are issued</li> <li>• Do my best and make my parents, teachers and friends proud</li> </ul>
<p><b>Signed by:</b> <b>Name:</b> <b>Date:</b></p>	<p><b>Signed by parent(s):</b> <b>Name:</b> <b>Date:</b></p>	<p><b>Signed by pupil:</b> <b>Name:</b> <b>Date:</b></p>



‘Empowering our pupils to take responsibility and seize greatness’

**Appendix B**

	<b>Behaviours and Attributes</b>			
<b>Definition of Greatness</b>	<b>Behaviours / Attributes</b>	<b>In Classrooms</b>	<b>In School</b>	<b>Out of School</b>
<p><b>Bravery</b></p> <p>Seizing our greatness, even when we feel fear</p>	<ul style="list-style-type: none"> <li>• Courage</li> <li>• Strength</li> <li>• Fortitude</li> <li>• Integrity</li> </ul>	<ul style="list-style-type: none"> <li>• Attempt an answer</li> <li>• Contribute to debate</li> <li>• Tries new things in work</li> <li>• Prepared to make mistakes</li> <li>• Read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Standing for a position</li> <li>• Lead a learning journey for visitors and guests</li> </ul>	<ul style="list-style-type: none"> <li>• Do the right thing even when no-one's looking</li> <li>• Stand out from the crowd</li> <li>• Be honest</li> </ul>
<p><b>Leadership</b></p> <p>Positively influencing others to achieve their greatness</p>	<ul style="list-style-type: none"> <li>• Influence others positively</li> <li>• Role model</li> <li>• Responsibility</li> <li>• Service</li> </ul>	<ul style="list-style-type: none"> <li>• Model exemplary behaviour</li> <li>• Model how it's done to others</li> <li>• Be first</li> <li>• Lead a group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Model exemplary behaviour</li> <li>• Encourage others to do their best</li> <li>• Seek out positions of responsibility</li> <li>• Take the initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplary behaviour Strive to be an avid reader</li> <li>• Positively influence others</li> <li>• Represent Ark Blake</li> </ul>
<p><b>Aspiration</b></p> <p>Aiming high and not settling for less than greatness</p>	<ul style="list-style-type: none"> <li>• Ambition</li> <li>• High expectations</li> <li>• Drive</li> <li>• Confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Drive for more knowledge</li> <li>• Push to raise a grade / level</li> <li>• Choose challenge</li> <li>• Always give 100%</li> </ul>	<ul style="list-style-type: none"> <li>• Go above and beyond</li> <li>• Seek improvement. 1% every day</li> <li>• Complete the 'Ark Blake Passport' extra- curricular</li> <li>• Wear awards with pride</li> </ul>	<ul style="list-style-type: none"> <li>• Read so you can lead</li> <li>• Choose good role models</li> <li>• Join a Club</li> <li>• Achieve outside school</li> <li>• Career focused and aware</li> </ul>
<p><b>Kindness</b></p> <p>Knowing that greatness does not come without humility, empathy and generosity</p>	<ul style="list-style-type: none"> <li>• Generous</li> <li>• Polite</li> <li>• Empathy</li> <li>• Integrity</li> </ul>	<ul style="list-style-type: none"> <li>• Supports others in lesson</li> <li>• Complimenting another's work</li> <li>• Thank your teacher</li> <li>• Give your time to help out</li> </ul>	<ul style="list-style-type: none"> <li>• Start a conversation to make new friends</li> <li>• Say: 'Good Morning', 'Good Afternoon', 'Please' and 'Thank you' and hold open doors in the school</li> <li>• Altruism challenge – a good deed that benefits others</li> </ul>	<ul style="list-style-type: none"> <li>• Be polite and considerate</li> <li>• Volunteer</li> <li>• Respect nature and the environment</li> </ul>

<p><b>Endeavour</b></p> <p>Recognising that greatness will take time and effort</p>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Teamwork</li> <li>• Determination</li> <li>• Creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Complete all work to an excellent standard</li> <li>• Reflect carefully on feedback</li> <li>• If needed, do it again</li> <li>• Go 'above and beyond'</li> </ul>	<ul style="list-style-type: none"> <li>• Keep competing after loss</li> <li>• Try hard in all subjects, not just favourites</li> <li>• 100% attendance</li> <li>• Go 'above and beyond'</li> </ul>	<ul style="list-style-type: none"> <li>• • • 100% Punctuality</li> <li>• 100% Homework</li> <li>• Have goals for the future</li> <li>• Take responsibility</li> </ul>
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