



# Ark Burlington Danes Primary Academy

## Behaviour Policy

Date of last review:	September 2016	Review period:	Annual
Date of next review:	September 2017	Owner:	Headteacher
Type of Policy:	School	LGB/ Board approval:	LGB

Every pupil matters: Every lesson counts



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## INTRODUCTION

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of academy life is necessary. It seeks to create a caring learning environment in the academy by:

- Encouraging and acknowledging good behaviour and discipline.
- Promoting self esteem by encouraging students to value and respect themselves and others.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention.
- Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the academy's policy and associated procedure.
- Fostering positive relationships with the whole academy community based on trust and mutual respect.
- All adults acting as good role models for pupils, including the way they speak, dress, behave etc. thus modelling the behaviour they expect from the pupils.
- Encouraging children to take responsibility for their behaviour.
- Explaining unacceptable behaviour.

## REVIEW OF THE POLICY

This policy will be reviewed annually. It may also be reviewed and amended in consultation with all stakeholders in the light of events or experience. The stakeholders of this policy are pupils, staff, parents/ carers and the Local Governing Body (LGB).

Data from the monitoring and recording of incidents will also inform policy review and will be seen by the governing body at governing body meetings.



## HOW THE ACADEMY'S AIMS & VALUES INFORM THE POLICY

At Ark Burlington Danes Primary Academy we know that positive, exemplary behaviour does not happen by accident. It has to be taught, expected and rewarded. Positive behaviour must be an ongoing teaching focus throughout pupils' time at school. The key to the success of our behaviour policy and procedure is consistency and fairness, therefore 'we' refers to all stakeholders.

In order to achieve this we will:-

- Create a positive learning environment which promotes the development of pupils in their fullest sense and of their learning and success in school.
- Empower pupils to develop enthusiastic, enquiring minds, the ability to question and present rational arguments and an independent, positive and engaged approach to working.
- Help pupils realise their full potential through the highest quality of learning, teaching and experiences across a broad and balanced curriculum (social, moral, spiritual and cultural)
- Prepare pupils for the future, including secondary school, further education and the world of work. To help pupils make good use of recreational time and become valued members of society.

The core values which contribute to behaviour at our academy are:-

- **Independence:** We are independent learners and thinkers and are responsible for our actions
- **Community:** We work together as a team, to support each other and our local community.
- **Trust:** We are transparent, open and honest, therefore people trust us.
- **Helpfulness:** We volunteer in a variety of situations and display good manners at all times.
- **Unity:** We value diversity and difference within our community.
- **Scholarship:** We focus on excellence. Hard work and achievement are at the heart of our academy.

## POLICY STATEMENTS

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

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

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

In order for the Behaviour Policy to be effective, a clear relationship with other academy policies has been established.

### **Involvement of outside agencies**

- The academy works positively with external agencies (e.g. educational welfare, health services etc.). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.
- The school will request multi-agency assessment if a pupil's behaviour is continuously disruptive and is not improving.

### **Procedures**

- The Headteacher in consultation with staff will develop the procedures from this policy.
- The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and parents/carers.
- The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the academy equally. Each member of the academy community has a responsibility towards the whole community in which they live.

### **Rewards and sanctions**

- An academy ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.
- Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor and major offences.

## ROLES AND RESPONSIBILITIES

All stakeholders will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

### **The governing body will:-**

- Establish in consultation with the Headteacher, staff and parents/carers the policy for the promotion of good behaviour and keep it under review.
- Ensure that the policy is communicated to pupils and parents/carers, is non-discriminatory and the expectations are clear.
- Support the academy in maintaining high standards of behaviour.

### **The Headteacher will:-**

- Be responsible for the implementation and day-to-day management of the policy and procedures.
- Ensure that appropriate high quality training on all aspects of behaviour management is provided for all members of the academy community to support the implementation of the policy.
- Ensure the health, safety and welfare of all the pupils in the academy.
- Ensure exemplary behaviour by forging good working relationships with everyone involved in the academy.
- Be highly visible to noticeably reinforce exemplary behaviour and swiftly manage poor conduct.
- Ensure all school personnel and stakeholders are aware of and comply with policy and procedure
- Monitor the effectiveness of the policy and keep it under review.

### **Staff, including teachers, support staff and student teachers will:-**

- Be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.
- Provide a learning environment conducive to exemplary behaviour where children are encouraged to be independent learners and to take responsibility for their environment.
- Make sure the curriculum is well matched to needs, has good pace and pupils are challenged.

- Have high, appropriate expectations of behaviour in all parts of the academy and of all pupils.
- Make reasons for rewards and sanctions explicit.
- Intervene early.
- Proactively ensure home and the academy are working effectively together to manage and eradicate unacceptable behaviour, making it clear it is the behaviour that is not acceptable NOT the pupil.

**Parents and Carers will:-**

- Take responsibility for the behaviour of their child both inside and outside of the academy.
- Work in partnership with the academy in maintaining high standards of behaviour.
- Raise with the academy any issues arising from the operation of the policy.
- Provide support for discipline within the academy by supporting the academy's approach in front of their child(ren).
- Support their child's learning
- Co-operate with the academy through supportive dialogue.
- Ensure their child(ren) attend school in good health, punctually and regularly.

**Pupils will:-**

- Take responsibility for their own behaviour
- Be made fully aware of the academy policy, procedures and expectations.
- Ensure that any incidents of disruption, bullying and any form of harassment are reported.
- Show exemplary behaviour at all times and in all places, both in and outside of the academy.
- Treat others, their work and equipment with respect.

To ensure good home/ school links are maintained all members of the academy community must deal with each other in a polite manner, acting as good role models for pupils. The needs of working parents must be considered to ensure good communication.

Should Ark Burlington Danes Primary Academy receive report of, or complaint regarding bad behaviour of pupils that has taken place outside of school, the Headteacher will investigate the incident. Where there is significant evidence that the behaviour took place, the Headteacher will employ sanctions that are proportionate



to the severity of the behaviour.

### **Tracking Pupils' Behaviour**

It is the responsibility of teachers, teaching assistants and admin staff to track pupils' behaviour using 'eportal' (an internet based pupil database). This includes positive and negative actions.

#### **Positive behaviour includes:**

- Good effort and positive behaviour
- Good weekly attendance and punctuality
- Exemplary uniform
- Certificate of Achieving Success
- Act of kindness

#### **Negative behaviour includes:**

- Failure to complete work
- Persistent lateness
- Disrespect of property or belongings
- Incorrect uniform
- Disruption to learning
- Fighting
- Unauthorised absence



## ANTI-BULLYING POLICY

(See separate policy)

*(The Anti-Bullying Policy is available on request from the Primary Academy office)*

## BEHAVIOUR POLICY

### Approach to behaviour management

- We want Ark Burlington Danes Primary Academy to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about education.
- We want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff.
- We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behaviour.
- It is extremely important that parents/carers understand and support the academy's Behaviour Policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the academy.
- There may be rare times when parents/carers do not agree with the chosen consequence. In such cases, while the academy will be willing to discuss the matter, we hope that parents/carers will nonetheless support the academy's decision.

### Code of Conduct

I will do whatever it takes to make sure that I:

- Arrive at school on time
- Come to school every day
- Enter the academy quietly, greeting the Headteacher
- Wear the correct uniform smartly throughout the day
- Walk in single file around the school, not running or shouting but quietly, and keep to the left
- Hold open doors for others
- Bring the equipment I need and am prepared for my learning
- Look after property, including the academy building by not dropping litter or spitting
- Keep the academy neat and tidy
- Show respect and listen to everyone at our academy and those who are visiting
- Am silent when requested
- Ignore behaviour that distracts me
- Always complete my homework on time and to an excellent standard
- Make sure that I catch up with my learning if I have been absent from the academy or have fallen behind for other reasons
- Help another pupil if they are finding the learning difficult



- Listen to members of staff, following instructions politely and calmly
- Always be polite and kind to others
- Remember I am always an ambassador for the academy.
- Will leave the academy at the end of the day in an orderly, responsible way
- Understand that there will be consequences if I do not observe the Code of Conduct

In lessons I will:

- Enter the classroom calmly, greeting the teacher
- Avoid all distractions: putting away anything not required for the lesson
- Be an active learner by engaging with the activities set by the teacher, and demonstrating that I am doing this by SLANTing (Sitting, Listening, Articulating/Answering, Nodding, Tracking) at all times
- Show respect for my own learning and that of others

In the playground I will:

- Play sensibly and safely
- Stay in agreed areas
- Look after all the equipment
- Follow the rules of any game
- Play with a range of people and help everyone to feel welcome
- Be polite and helpful to all adults
- Put all litter in the bin
- Line up straight away when the bell goes
- Stay out of the school building unless given permission
- Use the correct exits and entrances at the beginning and end of all break times
- 

In the lunch hall I will:

- Eat the healthy meal provided by the academy
- Show good table manners
- Sit sensibly until an adult tells me I can leave my seat
- Follow the etiquette of family dining
- Keep the lunch hall neat and tidy

### **Incentives and Sanctions Overview**

Our emphasis is on rewards to reinforce exemplary behaviour, achievement and effort. At Ark Burlington Danes Primary Academy we believe that rewards have a

motivational role, helping pupils to see that good behaviour is valued.

### **Incentives**

All pupils will gain an individual reward for showing examples of the schools values in the form of house points. Each child will have a card that records these points. Certificates will be awarded to pupils in the Achievement Assembly on Friday morning to which all parents/ carers are invited.

The certificates book is to be completed by the teachers/ teaching assistants, detailing date, name and reason for the certificate. The Academy Administrator will update CMIS (schools data system) using this information.

<b>Certificate</b>	<b>House Points</b>
Bronze	40
Silver	80
Gold	120
Platinum	160
House Point Medal	200

Pupils will also receive:

- Verbal recognition
- Positive notes and phone calls home
- Special privileges e.g. monitor roles
- Stickers/ stamps/ House points



### **Headteacher's certificate**

Children will be nominated for a Headteacher's award for an exemplary display of our core values. The awards are made at the weekly Achievement Assembly. Children should work towards receiving a certificate for each of the core values over the course of the year. Should children achieve this, they will receive a special award at the end of the academy year.

### **Headteacher's lunch**

Pupils will be rewarded for demonstrating improved/ good table manners and etiquette. Two children from each year group will be identified by their class teaching assistants and issued invitations to lunch with the Headteacher during the weekly Achievement Assembly. Headteacher's lunches will take place on Mondays. If the Headteacher is unable to attend the lunch, a senior member of staff will stand in.

### **Attendance and punctuality awards**

Good attendance and punctuality are to be celebrated. The class with the best weekly attendance is given an Attendance trophy at the Achievement Assembly. Pupils and parents/carers with 100% termly and annual attendance are awarded special certificates and prizes.

Rewards are summarised below:

Reward	How does it work?	Frequency
Stickers/Stamps/ House points	Quick and easy rewards, using stickers, will be issued to praise pupils for meeting expectations.	Daily
House point certificates	Issued according to amount of house points awarded	Weekly at the Achievement Assembly
Headteacher's certificate	Nominated each week by the Headteacher for exemplary displays of core values	Weekly at the Achievement Assembly
Playground	Playground staff will reward positive behaviour frequently and consistently. The reward will be a token i.e. good choice	Daily  At the end of each half term the class with the most tokens will earn an extra playtime
Lunchtime	Pupils will be rewarded for demonstrating improved/ good manners and etiquette. 2 pupils from each year group will be identified and issued an invitation to dine with the Headteacher	Weekly at the Achievement Assembly  Headteacher's lunch weekly on Monday
Attendance and punctuality	Children with 100% weekly attendance and punctuality will be issued special stickers.  Children and parents/carers with 100% termly attendance and punctuality will be issued a Headteacher prize.	Weekly at the Achievement Assembly  At the Achievement Assembly at the end of each term.

## Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is also a need for sanctions which highlight that there are consequences for unacceptable behaviour.

There is a clear set of escalating sanctions for poor behaviour. These include; disapproval, withdrawal of privileges/ time out, missing playtime, detention (Key Stage 2 only), referral to the Headteacher, letters to parents/ carers and, ultimately in the last



resort, exclusion. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

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

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied and which of the core values has been broken
- It must be made clear what changes in behaviour are required to avoid future punishment
- There should be a clear distinction between minor and major offences
- It should be the behaviour not the person that is punished

### **Playground Sanctions**

The playground has a designated 'time out' area. Pupils will be encouraged to choose 'time out' as a way of managing their own behaviour. Staff on playground duty may also issue pupils with a warning (yellow card). If the behaviour persists a second yellow card (double yellow card) warning will be issued and the pupil will be given a period of 5 minutes 'time out' for reflection. At the end of this time staff will discuss with the pupil ways of improving their playground behaviour. If a further warning is issued (red card) the pupil will spend the rest of the playtime reflecting on their poor choices in the Headteacher's office.

All incidents involving the issuing of double yellow cards and red cards will be recorded on a behaviour tracking sheet specifically for the playground.

Any serious infringements of anyone's rights or threats to the health and safety of children will result in immediate intervention by the Headteacher and sanctions put in



place.

## **Behaviour within the Toilets**

### **Aims**

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

### **Expectations**

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

### **Access to toilets during lesson times**

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

### **Access to toilets during playtimes**

During playtimes, a member of staff will be stationed nearby the doors of the playground. Children requesting access to the toilets should do so through the assigned member of staff. This member of staff will allocate a toilet pass to the child. No more than 2 boys and 2 girls will have access to the toilet during playtimes at a given time. This restriction in the number of pupils is necessary in order to maintain the safety of all children, the cleanliness and hygiene of the toilets, and the usual high expectations of behaviour.

In the interest of the safety, hygiene and general wellbeing of all children, any child found to be in the corridors or toilets during playtime without a toilet pass will be issued with a yellow card.

## DIAGRAM OF BEHAVIOUR SANCTIONS\*

Play fighting Talking when a teacher or another child is talking Interrupting/ calling out Distracting others from their learning Refusing to do work/ doing the extreme minimum Not following instructions / not listening Inappropriate language/ name calling Disrespecting property Not being in the correct place/ being in the school building without permission Not lining up correctly/ wasting time during transitions Off-task behaviour Getting out of seat without permission Tantrums	Swearing Discriminatory comments Fighting/ aggression Spitting Isolated incidents of bullying Isolated act of vandalism Leaving class without permission Arguing/ deliberate and intentional talking back to an adult Defacing property Mobile phone in class	Physical violence towards an adult or child Verbal violence towards an adult or child Discriminatory harassment Persistent bullying/ intimidating behaviour Theft Intentional vandalism Possession of any illicit substances or materials Persistent refusal to obey academy rules	Carrying an offensive weapon Arson Extortion Supply of drugs			
			1 <sup>st</sup> INSTANCE			
		1 <sup>ST</sup> INSTANCE→	PERSISTENT INSTANCES			
		1 <sup>ST</sup> INSTANCE→	PERSISTENT INSTANCES			
1 <sup>ST</sup> INSTANCE→	PERSISTENT INSTANCES					
REMINDER→	WARNING→	YELLOW CARD→	DOUBLE YELLOW CARD→	RED CARD→	FIXED TERM EXCLUSION – INTERNAL OR EXTERNAL→	PERMANENT EXCLUSION
<b>*Professional judgement will be used when determining behaviour sanctions</b>  <b>(Behaviours other than those specified may occur – sanctions will be decided in relation to the severity of the behaviour on an individual basis)</b>		'time out' in class  Playground warning	'time out' in buddy class  'time out' in playground  CMIS (schools data system)	Report to SLT  Playtime/ lunchtime detention  After school detention  Parents informed  Report card  CMIS	A set number of days at school in isolation or at another school OR  Fixed term external exclusion  Reintegration meeting  Behaviour support plan	Permanently excluded from school

## Time out

In the event of receiving a yellow card, or a double yellow card, a pupil will be sent to time out. This can occur in the classroom, the neighbouring classroom, or in a senior member of staff's office. Time out times will vary according to the pupil's ages.

	<b>Yellow card (time out in class)</b>	<b>Double yellow card (time out in partner class)</b>	<b>Red card (time out with member of SLT)</b>
Nursery/Reception	3 minutes	5 minutes	10 minutes
Key Stage 1	5 minutes	10 minutes	20 minutes
Key Stage 2	10 minutes	15 minutes	30 minutes

## Academy trips & visits

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, at any time or under any circumstances, bring the academy into disrepute.

The academy does not wish to stifle the enjoyment of trips, but just wishes to ensure the good behaviour and safety of everyone participating in them. Pupils should be aware that inappropriate behaviour could risk their chances of taking part in further trips and/or other punishments on their return.

## Uniform sanctions

Pupils will not be allowed to attend class if they are not dressed in the appropriate uniform. Parents and carers of pupils that do not wear their uniform correctly will be contacted and asked to bring the missing uniform into the academy. If this is not possible then pupils will be provided with the uniform they are missing. The parent or carer will then be expected to collect their child from the academy office at the end of the academy day to discuss the issue. A date by which the child will be in full uniform will be set.

There may be good reason why a pupil is not wearing academy uniform. In this case, parents and carers should share the reasons with the Headteacher either in person or by letter. The academy will always be considerate and discreet in trying to establish why a pupil is not wearing the correct uniform. Pupils will not be made to feel uncomfortable, nor discriminated against, because their parent or carer is unable to provide them with the required items of the academy uniform. In line with our culture of honest conversation with parents or carers, we encourage discussion with the academy at the earliest opportunity if there are any difficulties.



There will be occasions when the academy decides that academy uniform is not appropriate, e.g. when taking part in a physical activity day or wearing different clothes as part of a fund raising event. Parents and carers will be notified in advance of what the revised dress code is on these days.

### **Isolation / Fixed-term exclusion**

Fixed-term exclusion involves being isolated from the academy community for a set number of days. This may mean being in isolation at the academy, attending another academy or being kept at home.

#### **Fixed-Term Exclusion**

Fixed-term exclusion means that the pupil is kept at home for one or more days. Excluded pupils will receive a work pack to complete. This work must be completed and returned to the academy for review. The offences listed below will likely lead to a fixed-term exclusion (or isolation, depending on the nature of the incident). In exceptional circumstances, they may lead to permanent exclusion.

- Seriously disruptive behaviour including refusal to follow instructions.
- Threatening or confrontational behaviour towards another member of the academy. Fighting/assault towards another member of the academy.
- Aggressive derogatory and/or discriminatory insults/speech towards another member of the academy.
- Disruptive behaviour whilst on isolation in the academy.
- Bullying.
- Theft.
- Graffiti or property damage.
- Persistent refusal to obey rules.
- Leaving the academy without permission.
- Behaviour likely to bring the Academy into disrepute.

#### **Permanent exclusion**

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term exclusion, which has been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff.
- These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the academy and its pupils and staff.

### **Exclusion protocol**

Exclusions will be conducted in accordance with the Department for education's exclusion guidelines:

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

Excluded pupils will receive a work pack to complete.

*(Further details of the exclusions process are outlined in the full exclusions policy which is available on request from the Primary Academy office)*



## INVESTIGATING INCIDENTS, SEARCHING AND CONFISCATION

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

requires expeditious action.

### **Investigation incidents**

Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Headteacher and/or the designated person for child protection as appropriate. In situations where other services need to be informed, the Headteacher 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 Headteacher as soon as possible. In the event that this is not possible then the staff member should refer it to another senior member of staff. The Headteacher or 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 and dated by the pupil concerned (only where the pupils is able to sign their name).

## **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 Headteacher or a member of staff authorised by the Headteacher. The search should be conducted by the same gender as the pupil, and with another adult (where possible of the same gender). Before any search is undertaken consent will be sought from pupils. If consent is refused, the pupil will be asked to say why s/he has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances, will warrant a sanction. 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 has or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress.

When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the academy rules. Where any article is thought to be a weapon it must be passed to the police.

It is not necessary to inform parents/carers before or after a search takes place or to seek their consent to search their child. Where objects are found and when the object found constitutes a significant breach of the academy rules, especially a "prohibited item". The individual pupil's parents or guardians should be contacted.

## **DfE reference for section**

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



## EQUALITY IMPACT STATEMENT

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



# Ark Burlington Danes Primary Academy

## Behaviour Incident Report Form



<b>Name(s) of children displaying inappropriate behaviour:</b>		
<b>Year Group:</b>	<b>Date:</b>	<b>Location:</b>
<b>Description of the incident:</b>		
<b>Who was affected?</b>		
<b>Actions taken:</b>	<b>By Whom:</b>	<b>Date:</b>
<b>Conclusion:</b>		<b>Date:</b>
<b>Signed:</b> <b>(staff member)</b>		
<b>Signed:</b> <b>(pupil)</b>		
<b>Signed:</b> <b>(parent – if necessary)</b>		



# Ark Burlington Danes Primary Academy

## Pupil Behaviour Support Plan

Date of meeting:	Initial/ Review/ Final (circle appropriate)	
Name:	Class teacher:	
Year group:	Class:	
<b>Agencies involved:</b>	<b>Attended by:</b>	
<b>Main points arising:</b>	<b>Positive points:</b>	
<b>Targets agreed with pupil:</b>		
Target 1:		
Target 2:		
Target 3:		
<b>Action to be taken:</b>	<b>When:</b>	<b>By whom:</b>
Review/ Final date:		
<b>Signed:</b>		
Signed:		Headteacher
Signed:		Class teacher
Signed:		Pupil



Signed:	Parent
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