



Ark Burlington Danes  
Academy

# Secondary Behaviour Policy

Updated September 2018

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## INTRODUCTION

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High Expectations and Exemplary Behaviour are two of our core pillars at Ark BDA. As a community we aspire to giving our students the best possible start in life, preparing them academically and socially to access and thrive in the most competitive professional careers. In order to do this, we expect our students to demonstrate behaviours that ensure that the school has a positive, effective, environment for learning.

Creating an environment where our students display exemplary behaviour requires the support of all our staff. Behaviour management is the responsibility of our whole school community; our systems work effectively because all staff fulfil their professional obligations of maintaining high expectations for behaviour through the consistent application of school systems. Our staff are supported by our Heads of Year and Senior Leadership Team in delivering the highest standards of behaviour across the school. The professional obligations of staff are detailed below, as are key processes and roles in Ark BDA's behaviour system.

Such an ethos will enable pupils to work in, and have responsibility for, a calm, purposeful and orderly environment. It will enable staff to work in, and have responsibility for, an environment where learning and teaching are respected and valued.

The policy will allow parents to have confidence their child is learning in an academic environment and is safe, respected and equally valued. The policy is underpinned by the Pupil Code of Conduct as this sets out our expectations of pupils. The Code of Conduct is not an aspiration but a consistent expectation of every pupil. We believe in our pupils and we believe each and every one of them wants to conduct themselves to the highest standards and that these high standards will serve them well both at academy and into adulthood. The Code of Conduct will enable pupils to develop habits of excellence and foster a sense of inner discipline, self-regulation and respect for the rights of others.

Teachers will support pupils in working within the Code of Conduct by setting high academic expectations, structuring and delivering high quality lessons, creating a strong classroom and academy culture, setting and maintaining high behavioural expectations, leading by example and by building character and trust. The principles and techniques by which we will create a strong classroom culture are set out throughout the policy.

We want the academy to be not only an exceptionally successful academic environment but also one in which pupils receive regular praise for making the right choices and conducting themselves well. Exceptional work, conduct, effort and demonstration of good character will be formally acknowledged and rewarded and this is set out in the Rewards section.

We are keenly aware that our pupils will make mistakes and this is part of the learning process and growing up. Where pupils act in a manner that is detrimental to their own well-being or the well-being of others they will be sanctioned. Sanctions will always be carefully explained and pupils will be given an opportunity to reflect on the matter with some adult guidance. The 'Sanctions' section specifies sanctions that the academy will use to support pupils. Pupils who need help in addressing behavioural, emotional and social difficulties will have access to a range of support as set out below.

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# 1. STUDENT CODE OF CONDUCT

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*"...in everything, do to others what you would have them do to you..."*

## **Gospel of Matthew, Chapter 7 Verse 12**

### **Safe and Calm**

- Wear the correct uniform at all times
- Not be seen with electronic equipment/phones/MP3s/earphones in the academy and ensure such items are switched off at all times. If seen they will be confiscated and returned only to parents
- Do not bring valuable or expensive items or large sums of money into the academy: the academy does not accept an responsibility for the loss or replacement of any items which ought not be seen in the academy
- Excessive jewellery is not permitted. One pair of stud, gold or silver, earrings are allowed if smaller than 3 mm in diameter. 'Rocks', dangling or hooped earrings are not allowed. Boys cannot wear earrings. Facial/nose/tongue piercings are forbidden. Make up, nail polish, acrylic nails and hair dye are not allowed. Hairstyles must not have designs shaved into them or be shorter than a no.3 cut and no beards or moustaches for boys save for religious reasons
- Remain silent and listen carefully when the teacher is talking to the class
- Sit in lessons according to the teacher's seating plan
- In lesson time, remember that the bell is the teacher's signal to end the lesson
- Never wear hoods or caps on the academy site
- Never bring dangerous items into the academy, such as knives, lighters, matches or imitation/any other weapons
- Always walk, keeping to the left, in corridors calmly and with a minimum of noise

### **Arriving on time**

- Arrive in the academy no later than 0820
- Be punctual to all your lessons, arrive before the late bell
- Aim at 100% attendance to the academy

### **Ready to work**

- Carry your planner at all times
- Be properly equipped: a BDA bag, books, pens, pencils, ruler, eraser, calculator, PE kit on the relevant day
- Never eat or chew in lessons, drink only water in lessons when permitted
- Have your planner open on your desk at the start of every lesson
- Always listen carefully, always do your best
- Put your hand up if you wish to contribute to the lesson
- Go to the toilet in break/lunch time and never during valuable lesson time

### **Taking Pride in Your Work**

- Look after your workbooks and ensure they are free from graffiti and doodles. Remember they have a wide audience: your teacher, parent(s) , subject leaders, the Operational and Strategic Leadership teams, Governors, Inspectors
- Underline titles with a ruler, set out your work neatly and date it
- Record your homework in your planner

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- Record all that you have learnt in your planner
- Meet all your deadlines for work, homework and coursework
- Know your most recent levels/grades, your target levels/grades and how to reach them
- Act on teachers' advice when your work is marked and commented upon

### **Being Thoughtful of Others**

- Encourage good relationships with one another
- Remember that the classroom is always a place of learning
- Do not call out in class; raise your hand to make a contribution
- Never encourage anyone who is stopping the learning of others
- Report any abusive language, aggression, homophobic, racist or sexist comments
- Respect and be proud of the environment, keep it litter-free
- Show good manners and respect to all staff and visitors in the academy, as well as to one another
- Work together to ensure that everyone connected with the academy is free from prejudice and bullying, including inappropriate and hurtful use of the internet/mobile technologies

### **Attendance Matters**

- Students should aim at 100% attendance.
- Missing days at the academy are costly: 6 lessons a day is over 5 hours of your learning gone and it is very difficult to get this back.
- If you are absent from the academy please ask your parent/carer to phone the Attendance Officer on 020 8735 4950 before 0830 on the first day of your absence.
- When you return to the academy bring a note which explains your absence and hand it to your advisor.
- If you are late in the morning without a note from home that has a valid reason more than 5 times you may be sent home until your parent can come into the academy to have a punctuality review meeting.
- Persistent truancy may result in exclusion.
- The academy actively discourages holidays being taken during the term. Learning time is too valuable. Any application for authorisation of a holiday in term time for any length of time must be made in writing at least two weeks before departure.
- Students who have a low attendance rate (i.e. below 84%) will be referred to the Education Welfare Service and their parents may be prosecuted

## 2. HOME SCHOOL AGREEMENT

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We expect high standards of effort, learning and achievement from all our students at Burlington Danes Academy. We strongly believe that support is essential for effective learning: support from home, support from the academy and support from students.

### **Burlington Danes will**

- Pursue excellence for and from all and encourage your child to give their best effort to everything undertaken, be it academic or extra-curricular, and so fulfil their potential.
- Value and celebrate the pride taken by your child when completing work.
- Be appropriately formal in tone and ethos, emphasising the importance of strict adherence to academy rules on discipline, homework and uniform.
- Care for your child's safety and happiness within a supportive, Christian community and environment; one in which indifference, impoliteness, discrimination and bullying have no place and where sensitivity to others is valued highly.
- Communicate with parents on a regular basis; keeping you well informed about general academy matters and more specifically about the academic progress of your son/daughter.
- Invite, listen and respond to your views as quickly and effectively as possible, providing an open and welcoming culture for parents and students within which we can work together to achieve success.
- Provide a balanced, stimulating and challenging curriculum with clear lesson objectives alongside enrichment opportunities that will prepare your child not only for further academic success, but also for the world of work and participation as a decent citizen within society. Homework will be set regularly throughout the year following the published homework timetable.
- Inform your child about how to improve through regular assessment, formative marking, reports, examples of good work, display and clarity of communication; fulfilling and aiming to surpass your child's potential.

### **Parents will**

- Ensure that their child arrives to the academy on time; that any absences are notified by telephone on the day of absence and a note accompanies the student on their return.
- Provide a supportive environment at home that encourages learning, reading and application to homework. Parents will take an interest in their child's work at the academy, encouraging their child to take pride in their work and always do their best.
- Support the academy's policies, especially on uniform, jewellery, nail and hair colouring, attendance and behaviour.
- Review the Student Planner regularly; signing it weekly to indicate homework is being monitored and responding to notes from staff.
- Read all communication from the academy and respond accordingly.

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- Remain in close contact with the academy.
- Attend Parents' Evenings and meetings arranged at a mutually convenient time regarding any concerns over their child's progress or behaviour.
- Grant permission for the academy to take their child offsite locally (ie the near vicinity of the academy) for academic or other purposes in groups of no more than ten students per adult.
- Agree to your child's image being used (on a non-commercial basis) for academy prospectuses, marketing, corridor display, publications and the website unless you have written in and requested that it is not.
- Support any detention given out on the same day for 20 minutes in length for inappropriate behaviour, trusting that the academy is working to support their child's learning.

### **Students will**

- Complete all the work set to the best of their ability taking pride in their work and its presentation.
- Attend the academy on time, carrying the academy bag (unless Year 11, 12 or 13) containing the Learning Journal, correct texts and student workbooks.
- Be properly equipped to learn: black and green pens, pencils, rulers, erasers, scientific calculator, mathematics set, English dictionary, foreign language dictionary etc.
- Be ready to learn at the start of every lesson: punctual, equipped, planner out on desk, listen carefully throughout the lesson and always be respectful of staff's authority.
- Wear the academy uniform correctly and take pride in their appearance. The uniform policy must always be observed.
- Not be seen with inappropriate equipment. Mobile phones/earphones/electronic gaming and/or personal music equipment are not allowed to be seen in the academy. They MUST be switched off at all times and kept hidden away. If seen, such equipment may be confiscated and returned only to parents. The academy does not take any responsibility for lost or stolen equipment of this nature.
- Discourage bullying, including hurtful cyber bullying. Students are not to use photographic or video images of staff and students or pass them to a third party unless permission has been obtained.
- Recognise that they are ambassadors for Burlington Danes Academy in the wider community whenever the uniform is worn.
- Comply with sanctions when applied for inappropriate behaviour.
- Support the academy rules and respect the universal values in the academy's Christian ethos, demonstrating politeness, care and concern for all other members of the school. Students should always be sensitive to the needs of others.
- Respect the environment and keep the academy free from litter and graffiti.
- Consent to their photograph being used for non-commercial purposes (e.g. in academy publications, on the corridor walls, magazines, the website and the prospectus) unless their parents have written to the academy expressly forbidding the academy to do so.
- Play a positive part in enhancing the success and reputation of the academy.

### 3. DAILY ROUTINES

<p>Rationale: The routines at Ark Burlington Danes have been developed to create a calm, purposeful environment which enables pupils and staff to maximise learning time and feel safe and secure at school.</p>		
Time of Day	Pupils	Staff
<p><b>Before school</b> This routine has been devised to enable pupils to learn how to greet people formally, start the day purposefully and enable staff to set the tone of high expectations in all that we do.</p>	<ul style="list-style-type: none"> <li>• Pupils greet staff by shaking the hand of their HOY, looking them in the eye and saying good morning as they enter the gate on Wood Lane.</li> <li>• In the playground and in the library pupils conduct themselves under the 3 playground rules</li> </ul>	<ul style="list-style-type: none"> <li>• Staff arrive no later than 8.10 am.</li> <li>• Staff welcome all pupils with a handshake and eye contact.</li> <li>• Uniform is checked by HOYs and SLT on the gate and they speak to pupils about the importance of making a good start to the day and reinforcing positives from the previous day.</li> </ul>
<p><b>Line up</b> This routine has been devised to promote a calm atmosphere at the start of the day. The routine enables staff to meet their tutor group at the start of the day and to establish a professional working atmosphere.</p>	<ul style="list-style-type: none"> <li>• At 8:25 one whistle will sound and pupils immediately stand still with their arm in the air in their form group lines. Hands stay up until the HOY lowers their arm.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT sound a whistle. HOYs are on the 5 HOYS spots and raise their arms. All staff stop conversations and raise their arms at the same time and are seen to be observing pupils at this point. Staff must not speak under any circumstances to pupils.</li> <li>• HOY and class teachers will be standing in position prior to pupils arriving at the line</li> <li>• Staff stand still at the front using an arm signal to get a straight line. Staff walk up one side and down the other side of the line silently checking for uniform and bags. Pupils in incorrect uniform</li> </ul>

		<p>receive a lunchtime detention. This is all done without conversation.</p> <ul style="list-style-type: none"> <li>• Staff lead their class in silence into the building. They point to a spot where the line is to stop so they can observe the journey to the lesson at all times. Staff use silent signals to ensure the line is straight. Any talking or distractive behaviour is dealt with silently through poor conduct detentions.</li> </ul>
<p>Transition to form time / Assembly</p> <p><i>This routine has been devised to ensure entry to the building and transition within the building is calm and purposeful.</i></p>	<ul style="list-style-type: none"> <li>• Pupils transition in silence with their hands by their side in single file.</li> <li>• Rucksacks are on backs with both straps / bookbags are on shoulder. Pupils are either wearing coats or carrying them in their arm.</li> <li>• The first pupil to arrive at the door leading to the building holds the door open for their class. All other pupils and staff will thank the pupil holding the door open for them.</li> <li>• Once in class pupils place their planner and pencil case in the top right corner of the desk.</li> <li>• Coats and bags are placed on the back of the chair.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff lead the line in silence continually checking that the line is straight and in silence.</li> <li>• At the threshold to the class room the teacher will shake the hand of every pupil and establish eye contact and welcome the pupil to the class, saying good morning/afternoon.</li> <li>• Pupils respond with Good Morning Madam/Good Morning Sir</li> <li>• The teacher does not speak to pupils once inside the class room as a 5 minute silent starter activity will be on the board ready to engage pupils.</li> </ul>
<p><b>Transition to lessons – between 1 &amp; 2, between 3 &amp; 4,</b></p>	<ul style="list-style-type: none"> <li>• Pupils transition to lessons on the left hand side of the corridor using the</li> </ul>	<ul style="list-style-type: none"> <li>• Staff greet each pupil at the door</li> </ul>

<p><b>between 5 &amp; 6</b></p> <p><b><i>This routine has been devised to maintain a calm and orderly environment within and outside the school building.</i></b></p>	<p>'normal conversation' mode of communicating with each other.</p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Pupils transition one or two abreast but not in groups along the corridor.</li> <li>• <input type="checkbox"/> At the end of each lesson pupils leave the lesson in silence following the dismissal routine .</li> <li>• <input type="checkbox"/> At the end of periods 3 5 and 7 pupils are led by their teacher in silent lines into the playground where pupils then make their way to break / lunch times.</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of department and SLT not teaching during a lesson use this time at the beginning and end of lessons to coach and support staff in using the routines effectively. It is important that staff teaching take a lead on this in the first instance.</li> </ul>
<p>Lesson time</p> <p><i>This routine has been devised to ensure that conversations in lessons are about learning.</i></p>	<ul style="list-style-type: none"> <li>• During the register pupils respond with 'Yes Madam/Yes Sir'.</li> <li>• <input type="checkbox"/> Pupils will place their equipment in the top corner of their desk.</li> <li>• <input type="checkbox"/> Pupils should complete the 5 minute starter in silence at the start of the lesson. <input type="checkbox"/></li> <li>• Pupils should actively participate in lessons by taking part in discussions when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• No conversation should take place with pupils for the first 5 minutes as pupils complete the Do Now.</li> <li>• Staff take the register as the pupils are completing the Do Now.</li> <li>• During form time teachers do an equipment check to reinforce school expectations. Staff will ensure that all equipment is on the desk. Staff will randomly call out a piece of equipment and ask the pupil to raise it in the air.</li> <li>• Teachers use hands up, star position, strong voice, 100% and teaching spot to reinforce routines and create a good climate for learning</li> </ul>

		<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Break and Lunch times</b></p> <p><i><b>This routine has been devised to encourage a safe environment at break and lunch time and to teach pupils the importance of conducting themselves out of lessons in an adult manner.</b></i></p>	<ul style="list-style-type: none"> <li>• Pupils walk around the school grounds including to and from the canteen and the playground.</li> <li>• In the playground pupils stand in groups of no more than six.</li> <li>• In the canteen pupils eat their food in the normal 'conversation tone' and dispose of their rubbish in the bin. Once they have finished their meal pupils should exit the canteen into the playground in 'normal conversation' tone.</li> <li>• When the whistle sounds at the end of break and lunch all pupils stand in silence in their teaching group lines.</li> </ul>	<ul style="list-style-type: none"> <li>• Members of staff on duty circulate and to talk to pupils during break in order to establish a calm environment and to establish positive relationships with pupils. They are in a position to scan the playground and intervene when necessary.</li> <li>• Members of staff are on duty on time and are on duty until the whistle sounds for line up.</li> <li>• Organised activities will be run by staff which pupils can attend, as long as they are supervised at all times.</li> </ul>

<p>End of the day:</p> <p><i>This routine has been devised to reinforce the importance of applying the same calm attitude and strong work ethic from school.</i></p>	<ul style="list-style-type: none"> <li>• Pupils line up with their class teacher□</li> <li>• Pupils leave the school site in single file lines led by their class teachers.</li> <li>• Once out on the street pupils should quickly and quietly walk home or walk to the bus stop in order to catch their bus. Their behaviour on the street should demonstrate the highest standards and should take into account the members of the public present. Uniform must be worn.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff lead their classes in a single file line at the end of the day to their HOY line in the courtyard. HOY will check the correction lists to ensure that all pupils are attending their corrections and will wish each pupil a nice evening.</li> <li>• Members of the leadership team will be on duty on the street after school has finished, patrolling the streets and encouraging pupils to make their way home.</li> </ul>
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## 4. REWARDS

The role of rewards at Ark Burlington Danes is to promote exemplary behaviour, recognise and celebrate academic success and effort, and publicly acknowledge commitment to our values. Rewards will be given for conduct, effort and achievement beyond the norm or expected. We expect teachers to use 'Precise Praise' throughout lessons. The rewards system is to formally recognise the exceptional in an easy to use system.

### **Verbal Praise**

Around the school and in lessons staff use precise praise to signal to pupils that they are demonstrating good learning habits. Form Tutors also ring home regularly; this is an opportunity to provide parents / carers with praise about their child.

### **Postcards Home**

Every half term pupils who have 100% attendance and punctuality will receive a certificate home to recognise their commitment to our values and learning habits. Teachers and staff are encouraged to send postcards home to reward achievement, progress and demonstrating school values on a daily and weekly basis.

## Reward Events

Throughout the year pupils are recognised for their achievements and effort via assemblies and in form time on a weekly basis.

## Parents' Evenings

Our parent review meetings each year provide an opportunity for pupils to gain recognition for their effort and progress across all subject areas over the academic year. Pupils are given academic assessment report cards that inform both pupils and parents and carers of the progress they have made and what they need to do to improve.

**Merit system** Pupils will be rewarded with merits when they exemplify our core school values or work exceptionally well.

## 5. SANCTIONS

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Our role as educators encompasses both academic and social realms. Our duty is to prepare our students to thrive in the world outside school and to be successful our students need to be able to exercise a high degree of self-discipline – this is encapsulated in our key pillars of High Expectations and Exemplary Behaviour. Learning how to exercise self-discipline is a lifelong learning process and we do not assume our students enter the school with their social skills fully formed; rather, we take it upon ourselves as educators to develop this skill set in them. We approach behaviour management with a growth mindset: a child may struggle with their behaviour for a time, but with the correct support they will improve and develop mastery of themselves. For our children to be successful, we must adhere to the highest standards of behaviour, confident that our students have the ability to rise to the challenge. Thus, a behavioural sanction should always be made with a view to upholding the school system and to allow a student to learn from it.

At Burlington Danes, pupils are expected to follow these core routines and behaviour expectations. If pupils are not meeting these expectations, a number of measures will be put into place in order to support pupils to do so. All sanctions will be an opportunity for pupils to understand, reflect upon and correct what went wrong. These sanctions include:

- a. Lunchtime detentions
- b. After-school detentions
- c. Contact with parents
- d. Parent meetings
- e. Exclusions

In deciding on a sanction, the academy will make a decision based on the evidence in relation to the balance of probability. Therefore, a pupil may be given a sanction for an action /involvement in an incident that he/she denies. The academy will always conduct an investigation, which can result in sanctions being decided upon several days after an incident. For a more serious incident, previous behaviour/information will be taken into

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consideration. Senior staff will take into account the context of an incident before deciding on the appropriate sanction, including mitigating circumstances. Pupils' age will be taken into account as well as the context of incidents that occur during lessons such as a sporting activity. In any physical altercation, self-defence will be taken into account; self-defence cannot, however, involve any physically aggressive actions such as punching and/or kicking.

**Lesson removal** If a pupil's behaviour is disruptive to the learning of others, the pupil will be removed from the lesson to complete work with an appropriate member of staff via a departmental parking rota. A further sanction of a one hour detention will be given. Pupils will return to their next lesson where appropriate. A series of lesson removals will lead to exclusion due to the impact on the learning of other pupils.

If a pupil's behavior or effort does not improve or worsens in the 'parking' room they will be removed by Walkabout to the Inclusion Room. Here they will work with members of the inclusion team to ensure they are ready to return to lessons as soon as possible. Any referral to the inclusion room will invoke a parent meeting with the head of year.

#### **Same Day Detentions – lunchtime – 20 minutes**

1. Late on the gate in the morning
2. Uniform/equipment referral
3. Poor conduct at am line up

#### **Same Day Detentions – afterschool – 30 mins**

1. Failure to complete homework

#### **Same Day Detentions – afterschool – one hour**

1. Repeated infringement of uniform policy
2. Persistent homework concerns
3. Removal from lesson
4. Poor conduct around school site

### **Higher Order Sanctions**

#### **Reports**

HOY will track the behaviour both positive and negative, of all students in their year group. If deemed appropriate due to repeated infractions of the policy at the lower level, these students will be put onto a report tot their HOY for two weeks. These will

#### **Permanent Exclusion**

A decision to exclude a pupil permanently will be taken when there has been a serious breach of the academy's behaviour policy and/or a pupil remaining in the academy would be seriously detrimental to the welfare and/or education of the pupil or others in the academy.

a) The following will usually lead to permanent exclusion:

- *Serious actual or threatened violence against, and/or injury to a pupil, a member of staff, or a member of the general public (this includes arranging for a group of pupils from another academy to congregate outside of the academy);*
- *sexual abuse or assault;*
- *possession or supply, directly or indirectly, of an illegal drug in academy and/or to Burlington Danes pupils out of the academy;*
- *carrying an offensive weapon;*
- *a criminal conviction;*
- *persistent racist, sexist and homophobic behaviour (including religious-based discrimination);*
- *persistent disruption of lessons and/or persistent behaviour that is detrimental to the learning of others;*
- *persistent defiance towards members of staff and refusal to follow legitimate instructions.*

b) The academy can make arrangements for a pupil to be educated through alternative provision if he/she has been involved, or suspected of involvement, in a criminal activity, both in or out of academy.

Permanent exclusion will be considered if a pupil:

- a) Is in persistent breach of the provisions of this policy and as a result of his/her actions there is a serious detrimental impact on the welfare and education of other pupils or staff at the academy,
- b) Commits a breach of the behaviour policy by being involved in what may be termed an exceptional "one-off" incident and as a result of his/her actions there is a serious detrimental impact on the welfare and education of others attending the academy. There is no comprehensive list of exceptional incidents and pupils and parents should be aware that these will cover actions which constitute unlawful acts whether or not they result in criminal prosecution. This sanction will also apply if the actions of a pupil take place outside of the academy (whether or not in uniform) and are of such a nature that the reputation and good standing of the academy is brought into disrepute

### **Fixed Term Exclusions**

The length of exclusion will generally increase for persistent misbehaviour. For more significant incidents, however, the length of time of the exclusion will reflect the seriousness of the situation when alternative provision will also be considered.

a) The following will usually lead to a fixed-term exclusion:

- *Acts of physical aggression or incitement to physical aggression (including assaults on other pupils);*
- *Indirect physical incidents with a member of staff by a pupil due to his/her irresponsible behaviour;*
- *Persistent and/or malicious refusal to follow staff instructions or to adhere to the expectations of the academy as stated above;*

- *Persistent and/or malicious refusal to follow the academy behaviour policy, other academy rules, discipline and uniform code;*
- *Possession and/or use/consumption of any of the following:*
  - i) *Illegal drugs*
  - ii) *Chemicals, solvents*
  - iii) *Alcohol*
  - iv) *Possession and/or use of any of the following:* □
    - *Pornographic materials (including misuse or attempted misuse of ICT equipment)*
    - *Replica weapons* □
    - *Any articles deemed offensive.*
- *Acts of abuse of any nature including incitement to abuse on religious, racial, age or gender related grounds;*
- *Acts of persistent and/or malicious bullying (including cyber bullying);*
- *Malicious accusations against academy staff;*
- *Acts of behaviour that are dangerous or deemed to endanger the health, safety and wellbeing of any person associated with the academy and/or academy property;*
- *Acts of contaminating food or drink which is likely to be consumed by staff or pupils;*
- *Acts of using any sharp object inappropriately;*
- *Acts of defiance to member of staff (repetitive behaviour could lead to a permanent exclusion);*
- *Acts of swearing directly at a member of staff;*
- *Acts of vandalism or damage;*
- *Any act, either by word or deed which brings the academy into disrepute (could be internal depending on the incident); this includes any mention of Ark Elvin on social media;*
- *Inability to remain within the spirit and provision of the academy's published discipline policy, Home School Agreement and any subsequent contracts;*
- *Theft from pupils, staff, visitors, academy property, the academy's canteen and/or shoplifting;*
- *Burglary of the academy at any time;*
- *Recording anti-social behaviour, including fighting, bullying, homophobic or racist comments or incidents and assaults of any description;*
- *Acts of inappropriate use of technology (see ICT Acceptable Use Policy);*
- *Acts of fraudulent behaviour, including forgery and plagiarism, for any examination work;*
- *Setting off the academy fire alarm without good reason.*

### **Peer on peer abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Peer on peer abuse will usually lead to a fixed-term exclusion and a full investigation being undertaken.

### **Alternative Provision**

For pupils who are at risk of permanent exclusion, or for pupils receiving a fixed-term exclusion beyond 5 days, the academy will try to arrange alternative provision with local providers. In addition, if the Principal believes there are specific reasons such as health and safety, that a pupil needs to be educated off site, she will be entitled to make arrangements for alternative provision to be put in place.

### **Incidents occurring outside of the academy**

Subject to the academy's behaviour policy, a teacher may discipline a pupil for any misbehaviour when:

- *taking part in any academy-organised or academy-related activity or;*
- *travelling to or from academy or;*
- *wearing the school uniform or;*
- *in some other way identifiable as a pupil at the academy.*

A pupil may also be disciplined for misbehaviour at any time, whether or not the conditions above apply, that:

- *could have repercussions for the orderly running of the school or;*
- *poses a threat to another pupil or member of the public or;*
- *could adversely affect the reputation of the academy.*

The law supports schools taking action for incidents that occur outside of school. The academy will apply sanctions for any incident that occurs when pupils are in school uniform and/or are clearly representing the academy. For incidents that occur clearly outside of academy hours, eg. at the weekend or during school holidays, the academy will deal with each one on an individual basis, depending on the nature and gravity of the event.

### **Joint enterprise**

The academy takes the same position as the law in terms of individuals being collectively held responsible for an incident involving group behaviour which, in the context of an

academy, is deemed to be irresponsible and/or inappropriate; therefore, pupils must remove themselves from a situation rather than being spectators.

### Searching Pupils

The academy's policy is based on the following DfE advice and Education Act 1996 (Screening, Searching and Confiscation): The academy is allowed by common law powers to search pupils with consent for any item. Written consent is not required; a member of staff can ask pupils to turn out his/her pockets or a member of staff can look in the pupil's bags. A personal search may be conducted for any prohibited item which has been identified in the academy's rules as a prohibited item. The Principal and authorised staff have a statutory power to search pupils or their possessions without consent, where they have reasonable grounds for suspecting that the pupils may have any of the following prohibited items:

- knives or weapons;
- alcohol
- illegal drugs
- stolen items
- tobacco/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, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for the item listed above.

**Reasonable force** Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, or to ensure the safety of pupils or staff in the classroom. Authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. All incidents where reasonable force or restraint have been used are logged.

### Truancy

Truancy will usually result in a 1 hour detention. Please see attendance policy for further details.

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## 6 ROLES AND RESPONSIBILITIES

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### Governing body

- The Governing body will establish in consultation with the Principal, staff and parents/carers the policy for the promotion of good behaviour and keep it under

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review. It will ensure that it is communicated to pupils and parents/carers, is non-discriminatory and the expectations are clear.

- Governors will support the academy in maintaining high standards of behaviour.
- The governing body will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

### **Principal**

- The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.
- The Principal 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 Principal will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

### **Staff**

- Staff will base their interactions with pupils on trust and the highest regard for them
- Staff will establish high standards of behaviour and consistently and effectively implement the Academy's behaviour management policy and procedures
- Staff will maintain a positive and secure learning environment
- iv Staff will explicitly teach pupils effective behaviour for learning and self-regulation.
  
- Staff will support pupils to develop self-discipline
- Staff will model high standards of behaviour in their dealings with pupils and with each other by behaving courteously, respectfully, considerately and professionally at all times
- Staff will ensure fair treatment of all viii Staff will maintain a presence around the academy to ensure that the highest standards of behaviour and site usage are maintained
- Staff will avoid at all times situations which make pupils feel uncomfortable or humiliated
- Staff will use positive language and never use language which is derogatory, intimidating, abusive or sarcastic in any way
- Staff will acknowledge and praise adherence to the academy's Code of Conduct.