



Ark Burlington Danes
Academy

Secondary Behaviour Policy

At Ark Burlington Danes Academy, we believe that everyone deserves to be accepted, included and empowered to live a life that is purposeful and fulfilling. Through learning to our fullest potential and living a life filled with kindness and thankfulness, we can be the ones to make the world a better place.

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INTRODUCTION

Strong Discipline and Character Development 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 academy has a positive, effective, environment for learning.

Creating an environment where our students display exemplary behavior and are explicitly taught self-discipline requires the support of all our staff. Behaviour management is the responsibility of our whole academy community; our systems work effectively because all staff fulfil their professional obligations of maintaining high expectations for behaviour through the consistent application of academy systems. Our staff are supported by our Heads of Year and Senior Leadership Team in delivering the highest standards of behaviour across the academy.

Strong discipline will be at the heart of our school, providing the calm and focused environment that allows students to learn, show and receive respect and develop the behaviours that will enable them to play a full role in society. The school must be orderly and all transitions managed carefully to maximise time for learning. The routines are to be completely consistent across every member of staff and implemented in a kind, respectful and nurturing manner. Many of our classroom routines will be communicated with non-verbal signals, meaning teacher talk can remain focused on learning. Students will be taught self-discipline. We will explain our expectations very clearly, why they are important and then we will expect 100% compliance at all times. As a result, the students will understand how the routines will help to create an excellent school and provide a safe, inclusive environment for all students, allowing them to thrive. They will also understand how the development of their self-discipline, alongside character development, Ark values and the Christian ethos will help them in the future.

The school's behaviour systems reflect the school's Christian vision and are designed to support students to reflect upon and learn from their mistakes and develop their ability to make good decisions. We believe that very clear and well-explained daily and weekly routines will enable students and staff to support this vision in a well-structured and consistent environment. Staff and students are expected to abide by these routines at all times to ensure the highest levels of consistency. Ark Burlington Danes is a Church of England community school guided by its Christian ethos. At Ark Burlington Danes Academy, we believe that *everyone* deserves to be accepted, included and empowered to live a life that is purposeful and fulfilling. Through learning to our fullest potential and living a life filled with kindness and thankfulness, we can be the ones to make the world a better place. We build positive relationships founded on respectful tolerance. At BDA we 'underpin our work through our Christian values, which are courage, resilience, faith, leadership, love, care for the community and commitment. Our students are encouraged to believe in themselves, to dream big, to persevere when faced with challenges and to achieve greatness in all that they do. We want them to live life to its fullest.

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 Student Code of Conduct and Core Routines as they set out our expectations of students. The Code of Conduct is not an aspiration but a consistent expectation of every student. Teachers will support students 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 embedding the values of the academy. The principles and techniques by which we will create a culture of strong discipline are set out throughout the policy.

We are keenly aware that our students will make mistakes and this is part of the learning process and growing up. We want the academy to be not only an exceptionally successful academic environment but also one in which students receive regular praise for making the right choices and understand the 'why' behind the high expectations within the academy. Exceptional work, conduct, effort and demonstration of good character will be formally acknowledged and rewarded and this is set out in the Rewards section. Where students 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 students 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 students. Students who need help in addressing behavioural, emotional and social difficulties will have access to a range of support as set out below.

1. STUDENT CODE OF CONDUCT

“...in everything, do to others what you would have them do to you...”

Gospel of Matthew, Chapter 7 Verse 12

1.1 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 as per behaviour policy.
- 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. Dangling or hooped earrings are not allowed. 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 inappropriate headwear such as baseball caps on the academy site
- Never bring dangerous items into the academy, such as knives, lighters, matches or imitation/any other weapons
- Follow set routines regarding line-ups, walking only, keeping to the left in corridors and acting in a calm manner, making minimal noise

1.2 Arriving on time

- Arrive in the academy no later than 08.20am ready for line-ups
- Be punctual to all your lessons, arrive before the late bell
- Aim at 100% attendance to the academy

1.3 Ready to work

- Carry your lanyard at all times
- Be properly equipped, following the *BDA Way – Prepared for Learning Document*
- 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

1.4 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
- 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

1.5 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

1.6 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 each day of your absence.
- When you return to the academy bring any evidence (where applicable) of the reasons pertaining to your absence.
- Repeated punctuality issues will lead to escalated sanction and parent contact.
- Persistent truancy may be considered defiance and/or refusal to follow instructions and may result in sanctions, as well as a referral to the Education Welfare Service for a Parenting Order.
- 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 90%) may be referred to the Education Welfare Service and their parents may be prosecuted.

2. HOME ACADEMY AGREEMENT – THE BDA WAY

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. In order to achieve this the **BDA Way** below has been devised and published across the academy, including within the student planner. It is important that this document epitomizes everything that we do as a school community and provides a set of expectations for all of Ark Burlington Danes stakeholders:

2.1 Student Commitment

The BDA Way - Student Commitment

“I have come that you may have life, and have it in all its fullness.” John 10:10

At Ark Burlington Danes Academy, we believe that *everyone* deserves to be accepted, included and empowered to live a life that is purposeful and fulfilling. Through learning to our fullest potential and living a life filled with kindness and thankfulness, we can be the ones to make the world a better place.

Be kind	Aim High	Be Brave	Keep learning
<i>We care about what we do and how we work with each other</i>	<i>We have high expectations - of ourselves and of each other</i>	<i>We take on big challenges and are prepared to say and do difficult things if that's what's needed</i>	<i>We're open to new ideas and we learn from our mistakes as well as our successes</i>
<i>Love & Compassion</i>	<i>Faith & Leadership</i>	<i>Resilience & Courage</i>	<i>Commitment</i>
<ul style="list-style-type: none"> We have polite conversations with everyone in our community We speak respectfully to one another even when we are upset or angry We listen to other when they are speaking We value one another for being different, stand up to bullying and accept everyone in our community We show pride in our school environment by putting our rubbish in the bin and respecting our classrooms 	<ul style="list-style-type: none"> We strive for 100% attendance and aim to be on time for school and lessons We take pride in our appearance by wearing our uniform correctly We follow instructions first time from all members of staff We have high expectations of ourselves in school and outside of school by always behaving calmly and sensibly We go into all lessons with the right mindset, attitude and desire to do our best 	<ul style="list-style-type: none"> We are brave enough to do the right thing even when our friends and peers around us may not be We encourage our friends and peers to always behave sensibly, politely and to try their best We are confident in contributing to class discussions and asking for help when we need it We take responsibility when we have done something wrong and will own our mistakes so that we can learn from them We put ourselves outside our comfort zone by taking part in extra-curricular activities and learning something new 	<ul style="list-style-type: none"> We watch and listen attentively in all lessons to maximize learning We see our mistakes as opportunities to learn and improve We always put 100% effort into everything that we do to reach our full potential We arrive to school every day with the equipment that we need to learn We take responsibility for our learning even when we are not in school

2.2 Staff Commitment

The BDA Way - Staff Commitment

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<i>We care about what we do and how we work with each other</i>	<i>We have high expectations - of ourselves and of each other</i>	<i>We take on big challenges and are prepared to say and do difficult things if that's what's needed</i>	<i>We're open to new ideas and we learn from our mistakes as well as our successes</i>
Love & Compassion	Faith & Leadership	Resilience & Courage	Commitment
<ul style="list-style-type: none"> We take our responsibility to safeguard students seriously and take the time to know every child so that we can support them to overcome individual obstacles We always model whatever we ask people to do so that our expectations are clear. When giving sanctions and rewards we do so calmly, politely and respectfully. We greet students positively in all interactions and at the beginning of each lesson. We communicate effectively with parents and invite, listen and respond to their views; working together to achieve success 	<ul style="list-style-type: none"> We are organised professionals that are smart, attentive, punctual and meet all academy deadlines. We are invested in school routines and expect the same of students, following up where necessary. We follow school policies and procedure always so that all classrooms are consistent. We dress smartly and professionally and encourage students to do the same. We expect the best of ourselves and our students inside and outside of the classroom. 	<ul style="list-style-type: none"> We challenge poor behaviour wherever we see it and never walk away from a difficult conversation. We give constructive feedback and advice in a thoughtful and collegiate manner. We act on feedback to continually develop our practice as teachers and leaders. We support with extra-curricular clubs and workshops. We always acknowledge when things could have been better, and own our mistakes so that we can learn from them. 	<ul style="list-style-type: none"> We set ourselves challenging targets and strive to meet them We watch and listen attentively in all professional development sessions to maximize learning We share our knowledge and expertise to work with our peers to develop our curriculum. We seek out feedback on our practice as we strive for excellence. We always thoroughly prepare our lessons in advance to support the learning of every child.

2.3 Parent Commitment

The BDA Way – Parent Commitment

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Be kind	Aim High	Be Brave	Keep learning
<i>We care about what we do and how we work with each other</i>	<i>We have high expectations - of ourselves and of each other</i>	<i>We take on big challenges and are prepared to say and do difficult things if that's what's needed</i>	<i>We're open to new ideas and we learn from our mistakes as well as our successes</i>
Love & Compassion	Faith & Leadership	Resilience & Courage	Commitment
<ul style="list-style-type: none"> Provide a supportive environment at home that facilitates learning, reading and completion of homework Resolve disputes in a calm and polite manner, understanding all parties have our child's best interest at heart Build relationships with the school and key staff, treating them with respect at all times Praise my child when they receive recognition from the academy Take an active interest in what my child is learning in each subject and find opportunities to discuss with them 	<ul style="list-style-type: none"> Support the academy's policies, including uniform, behaviour and routines Review students' work and encourage them to take pride in their books Support the academy's sanction policy, including same day After School Catch-ups Take responsibility for my child's journey to and from school, including support of the academy's expectations in the local community Support my child's aspirations and research next stages in their education 	<ul style="list-style-type: none"> Read all communication sent out by the academy and respond accordingly Attend Parents' Evenings and meetings arranged by the academy in order to discuss progress and/or behaviour Inform the academy if I have any concerns or information that the academy needs to be aware of Encourage my child to get involved in all aspect of the academy, including extra-curricular activity Actively communicate with my child's tutor/HoY when I have concerns, working as partners with school staff to find positive solutions to any problems that emerge 	<ul style="list-style-type: none"> Ensure that my child arrives to the academy on time. Inform the school at the earliest opportunity if my child is going to be absent Support my child to have 100% attendance and avoid arranging holidays during term time Prepare my child for learning each day, ensuring uniform is always worn correctly and that they have correct equipment each day Provide opportunities for my child to explain/teach what they have learnt

3. DAILY ROUTINES – THE BDA DAY

3.1 The BDA Day

The BDA Day has been developed to provide clarity regarding the expectations of each aspect of the school day. It written from a student perspective and focus on both the ‘why’ and the Ark Values that underpin specific routines that exist within the academy. **The ‘BDA Day’ can be found here.**

	Y7 (Lessons - Danes 1st)	Y8 (Lessons - Fink Ground)	Y9 (Lessons - Burlington 2nd)	Y10 (Lessons - Fink 1st)	Y11 (Lessons - Burlington 1st)	Y12 (Lessons - DP/Fink 3rd)	Y13 (Lessons - DP/Fink 3rd)
Staggered Start	Wood Lane 8.20 - Yr8 Playground	Du Cane 8.20 - Astro North	Wood Lane 8.30 - Yr9 Playground	Du Cane 8.30 - Astro South	Rose Garden 8.30 - Canteen	Wood Lane 8.30 - Straight to DP (Fink rear)	Wood Lane 8.30 - Straight to DP (Fink rear)
08:30 - 09:25	P1 - Line-up 8.20	P1 - Line-up 8.20	P1 - Line-up 8.30	P1 - Line-up 8.30	P1 - Line-up 8.30	P1 - start at 08:25	P1 - start at 08:25
09:25 - 10:20	P2	P2	P2	P2	P2	P2	P2
10:20 - 10:40	Break - Danes Playground (6th form canteen - No seating)	Break - Fink Playground (Atrium - No seating)	Break - Burlington Playground (Canteen - no seating)	Tutor Time	Tutor Time	Tutor Time	Tutor Time
10:40 - 11:00	Tutor Time	Tutor Time	Tutor Time	Break - Fink (Canteen - no seating)	Burlington - KS4 Playground (Canteen - no seating)	DP/6th Form canteen	DP/6th Form canteen
11:00 - 11:55	P3	P3	P3	P3	P3	P3	P3
11:55 - 12:50	P4	P4	P4	P4	P4	P4	P4
12:50 - 13:30	Lunch - Danes Playground (6th form canteen - seating in Sports Hall)	Lunch - Fink Playground (Atrium)	Burlington - KS4 Playground (Canteen)	NEC	NEC	NEC	NEC
13:30 - 14:10	NEC	NEC	NEC	Fink - Yr9 Playground (Canteen)	Burlington - KS4 Playground (Canteen)	DP/6th Form canteen	DP/6th Form canteen
14:10 - 15:05	P5 (finished at 3:00)	P5	P5	P5	P5	P5	P5
15:05 - 16:00				P6	P6	P6	P6
Off-site/ASCU	15:05 (Wood Lane)	15:10 (Du Cane)	15:10 (Wood Lane)	16:05 (Du Cane)	16:05 (Wood Lane)	16:00 (Du Cane)	16:00 (Du Cane)

3. 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.

4.1 Our Ark Values

Keep Learning – we are open to new ideas and learning from our mistakes as much as our successes.

- We listen to feedback and act upon it
- We research the best ways to improve what we do
- We read widely

Aim High – we have high expectations of ourselves and of each other.

- We do not accept second best, everything is done to the absolute best it possibly can be
- We do not make excuses
- We always work hard

Be Kind – we care about what we do and how we work with each other.

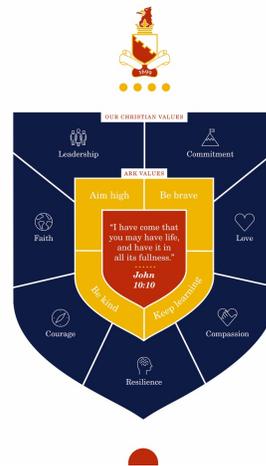
- We provide constructive and thoughtful feedback
- We respect the views of others

Be Brave – we take on big challenges and are prepared to do difficult things, if that's what's needed.

- We show resilience and perseverance
- We do not give up in the face of challenge
- We know that anything is possible
- We always act with integrity

4.2 Our Christian Values

1. Love
2. Compassion
3. Faith
4. Leadership
5. Resilience
6. Courage
7. Commitment



Our rewards policy must go beyond four Ark Values and 7 Christian Values, instead becoming the driver of the school's culture, grow the Christian ethos and ultimately move our students towards the vision that Ark Burlington Danes has set out.

4.3 Verbal Praise

Around the academy and in lessons staff use precise praise to signal to students 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.

4.4 Postcards Home

The will be awarded to students who consistently demonstrate the BDA values across the academy.

4.5 Reward Events

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

4.6 Progress Celebration Assemblies

Celebration Assemblies will take place at different points throughout the academic year and may include (but are not limited to) the following awards/recognition:

- a. Subject progress nominations
- b. Subject Merit Count
- c. Value Merit Count
- d. Attendance awards
- e. Tutor group of the term
- f. Punctuality Award
- g. House points
- h. Ambassadors

4.7 Attendance Awards

Students with 100% attendance will receive a certificate from the Head of Year at the end of year assembly.

4.8 Parents' Evenings

Our parent review meetings each year provide an opportunity for students to gain recognition for their effort and progress across all subject areas over the academic year.

4.9 Merit system

Students will be rewarded with merits when they exemplify our core academy values or work exceptionally well – Text message sent home.

“...I have come that you may have life, and have it in all its fullness...”

Gospel of John, Chapter 10 Verse 10

5. SANCTIONS

Our role as educators encompasses both academic and social realms. Our duty is to prepare our students to thrive in the world outside academy and to be successful our students need to be able to exercise a high degree of self-discipline – this is encapsulated in the Ark values and our BDA. Learning how to exercise self-discipline is a lifelong learning process and we do not assume our students enter the academy 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 and consistent 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 academy system and to allow a student to learn from it.

5.1 Overview

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

- a Checks – see student planner
- b Direct Sanctions
- c Red Line Behaviour
- d Catch-ups (loss of social time and after-school)
- e Contact with parents
- f Parent meetings
- g Exclusions (internal and external)

In deciding on a sanction, the academy will make a decision based on the evidence in relation to the balance of probability. Therefore, a student 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 consideration.

Senior staff will take into account the context of an incident before deciding on the appropriate sanction, including mitigating circumstances. Students' 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.

5.2 Catch-ups

In addition to checks received through the behavior grid (check) system found in the planner students will have catch-ups for failing to meet the expectations set out in the behavior policy.

When	Frequency	Who
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Break/Lunchtime – LoST (Students will still be provided opportunity to eat snack/lunch)	Daily	Staff rota
ASCU (After School Catch-up 15 minutes)	Daily	Staff Rota/HoY
ASCU (After School Catch-up 45 minutes) Students will only be dismissed after 45 minutes if conduct and work produced during catch-up is of a high standard.	Daily	Staff Rota/HoY
SLT Detention 1.5hrs	Various based on year group	SLT
INSET (Training Day) 8:30-12:30	Termly	SLT/HoY

Catch-ups will run as follows:

- a Students will have a check in their planner given by a member of staff to say that they have a catch-up. Checks build up over the course of a week. Students will also be given one off sanctions for more serious types of misbehavior.
- b All catch-ups will be logged on Bromcom. The HoY will have overview of this.
- c Students have a responsibility to attend all catch-ups, following procedure set out by their HoY. If students fail to attend any catch-ups their sanction will be escalated.
- d During any catch-up students are expected to complete the task/reflection sheet supplied by their HoY. This must be completed to a high standard or a further sanction may be applied. Students may not be dismissed from catch-up until the work is completed to academy standards (parents will be contacted). Once they have completed this sheet they may use the time to complete other homework or silently read. Students who fail to meet expectation during catch-up may be removed and the sanction escalated.
- e SLT Detention (1.5hrs) and INSET Catch-up – students must attend promptly and in full academy uniform. During the Catch Up they will be expected to complete a task/reflection sheet supplied by member of staff. They must also bring enough work to complete for the remainder of the time. This can be homework or silent reading.
- f Students will be dismissed from catch-ups in silence in line with usual academy routines. They will be walked to the gate and dismissed from there. Students are expected to go straight home.
- g On occasions where students receive catch-ups, the academy will endeavor to contact parents by text message prior to the student being released from the catch-up.

5.3 Positive Correction

Prior to issuing a check, staff will endeavor to support student to correct any behaviour that does not meet the expectations set out in the BDA way:

- **Non-Verbal Correction** Example - a signal for eyes on the board, turn around or pick up pen
- **Positive Group Correction** Example “Everyone tracking me, pens down”
- **Public Positive Redirection (PPR)** Example - “This is your warning for not speaking respectfully. You can be kinder by lowering your volume speaking politely”

5.4 'Checks' - Behaviour Grid

Checks may be issued when expectations set out in the BDA Way are not met and for low-level behaviour in class or around the academy (failing to uphold the academy's values). 'Checks' accumulate throughout the day, with the sanction dependent of the number of 'Checks' received that day. These result in escalating sanctions as set out below:

- Check
- Re-Check
- After School (15 minutes)
- After School (45 minutes)
- LoST (Loss of Social Time)
- Referred to Head of Year (student will be removed from lessons once 6th 'Check' is issued)

Where a case is referred to Head of Year, the HoY will make a decision on the sanction required (parent meeting, loss of social time, Wednesday Catch-up, Friday catch-up, Fixed term (external) or other appropriate sanction).

If a student's refuses to hand their planner to a member of staff when requested, they will receive a minimum of a 45 minute After School Catch-up. This may be in addition to further sanction depending on the original incident and/or manner of defiance.

Reasons you may get issued an immediate 'check' without Positive Correction

- Poor presentation of **uniform** through the day
- **Punctuality** to lessons (separate to lateness to school)
- **Missing equipment** (including specific equipment and exercise books)

Any **Homework** 'Checks' received will lead to an immediate sanction (45m ASCU)

5.5 Direct Sanction

The following behaviours are referred to as 'Direct Sanction' behaviours. If a student commits any of the following behaviours staff will inform them immediately of the respective sanction. **No 'warning' will proceed a Direct Sanction.**

Other behaviours that may result in a Catch Up are listed below, although this list is by no means exhaustive:

- Chewing gum on site (LoST)**
- Littering (LoST)**
- Eating in Class (LoST)**
- Unhealthy food on school site** (large chocolate bars/Large packets of crisps/Fizzy drinks/Energy drinks) **(LoST)**
- Failure to line-up correctly (LoST)**
- Mobile Phone** (Seen OR Heard) **(Confiscated and 45m ASCU)**
- Graffiti/Defacing of school property (45m ASCU)**
- Swearing** (not directed towards staff) **(45m ASCU)**

- i. **Defiance** (Repeated refusal to follow instruction) **(45m ASCU)**
- j. **‘Unprepared for Learning’** (Coming to school without the correct uniform/equipment **(LoST)** – See ‘BDA Way Prepared for Learning’)

5.6 Red Line Behaviours (and lesson removals)

Students conduct means that they are unable to stay in lesson/circulation. Once removed they will be taken to the Reflection Room. They will leave the Reflection Room once the lesson is completed and the student has demonstrated that they are ready to return. The student will complete a minimum of a 45 minute After School Catch-Up, however this sanction may increase depending on the severity of the behaviour.

Students will be returned to lessons where appropriate. Repeated Red Line behaviours will lead to an escalation in sanctions, including but not limited to, 1.5hr SLT catch-up, exclusion (internal/external) and parent/guardian being contacted to collect student. A series of lesson removals may lead to exclusion due to the impact on the learning of other students.

The following behaviours are considered ‘Red-Line’ behaviours and **will always result in Walkabout** being requested and the student being removed from the lesson **(minimum 45m ASCU)**. **Sanction may be escalated.**

- **Behaviour that jeopardises the safety of staff OR students** (including expectations around social distancing)
- **Receiving a 3rd ‘Check’ in the same lesson** (your teacher will call for Walkabout instead of issuing a 3rd ‘Check’)
- **Leaving a lesson without permission**
- **Threatening OR aggressive behaviour towards staff**
- **Any act OR comment of a discriminatory nature** (racist/sexist/homophobic/bullying)
- **Triggering the Fire Alarm without due cause**
- **Truancy** (failure to be in the right place at the right time in school)
- **Refusing to correct uniform** (including shoes /jewellery/mobile phone)

5.7 Prohibited Articles (which will be confiscated on sight)

The following items are banned from the academy site and will be immediately confiscated. This list is not exhaustive and any final decisions rest with the Principal. The academy has the right to search students for item identified below and request that banned items are picked up by a parent or guardian.

- Any offensive weapon, which may include:
 - Tool with a blade or shaft;
 - Stanley knife or craft knife;
 - Screwdriver of any size;
 - Blade of any size or description, including pencil sharpeners;
 - Multi tool (including pens with multiple functions);
 - Lasers of any description;

- Any article which has no function in academy and has the potential to cause injury or harm.
- Smoking related articles (possession of these items may result in a SLT Catch Up or fixed-term exclusion), which may include:
 - Cigarettes;
 - Other smoking-related items, including lighters, matches, 'shisha pens', 'E cigarettes' or similar articles.
- Jewellery (outside that specified in the Student Code of Conduct and Uniform Policy);
- Mobile phones/earphones/electronic gaming and/or personal music equipment are not allowed to be seen and/or heard whilst on academy premises – MUST always be switched off. Any items (including mobile phones) will be confiscated will be returned upon collection by parent. Parents will receive a text when phones are confiscated and due to be returned. The academy does not take any responsibility for lost or stolen equipment of this nature;
- Aerosols;
- Any food/drink items that do not support a calm and purposeful learning environment and/or are not for personal consumption (no items are to be traded/sold on the school premises). Energy drinks are not permitted on school premises.

It is likely that possession of an offensive weapon in school or possession of drugs or drug-related paraphernalia will result in permanent exclusion.

5.8 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.

5.8.1 Bullying Incidents

Incidents of bullying will usually be dealt with as follows:

- All allegations are logged and investigated. If found or suspected to be bullying, on the first occasion an informal warning is given and a record is kept of this conversation;
- Subsequent acts found to be bullying may result in a formal warning being given and a meeting with parents/guardians is held.
- Formal warnings are logged as 'bullying' on the student's academy record (Bromcom) and in student file following parent meeting.
- The above action is dependent on the severity; a further informal warning or a higher-level sanction may be given outside the above protocol.

Please refer to BDA Anti-Bullying Policy for further details.

5.8.2 Racist Incidents

All incidents of a racist nature will be logged on an Incident Form and Bromcom. The appropriate sanction will be set and parents/guardians will be notified of the incident and all parties will be invited to sign the incident sheet.

5.8.3 Homophobic Incidents

All incidents of a racist nature will be logged on an Incident Form and Bromcom. The appropriate sanction will be set and parents/guardians will be notified of the incident and all parties will be invited to sign the incident sheet.

5.9 Poor Uniform

See Ark Burlington Danes Academy website for full uniform details. All poor uniform will be sanctioned in line with the academy's behavior policy. This can be either loss of social time and/or catch-up as decided by HoY. If students continue to fail to meet the academy's expectations around presentation escalated sanctions may be implemented. We are committed to ensuring students learn how to dress appropriately for formal situations such as school and the workplace.

5.10 Higher Order Sanctions

5.10.1 Permanent Exclusion

Permanent exclusion will be considered if a student:

- 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 students or staff at the academy, or
- b. Commits a serious 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 students 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 student 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.

The following will usually lead to permanent exclusion:

- Serious actual or threatened violence against, and/or injury to a student, a member of staff, or a member of the general public (this includes arranging for a group of students 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 any BDA students 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.
- c. The academy can make arrangements for a student 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.

5.10.2 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 students);
 - Indirect physical incidents with a member of staff by a student 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.
 - Smoking:
 - i) Acts of smoking, including holding a lit cigarette, in the vicinity of the academy grounds, in or out of academy uniform on a academy day (any repetitive behaviour will lead to a fixed-term exclusion);
 - ii) Possession of cigarettes (including smoking-related equipment) and/or association with students who are smoking;
 - iii) Possession of 'e cigarettes' or shisha pens, or similar.
 - 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 students;
 - 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 BDA on social media;
- Inability to remain within the spirit and provision of the academy's published discipline policy, Home-Academy Agreement and any subsequent contracts;
- Theft from students, 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.

Where appropriate the academy may issue an Internal Exclusions as oppose to an FTE. In this instance students will be expected to attend school for the duration of the sanction, however will not participate in lessons. Students will be provided with work from their missed classes and/or work that is in line with the academy's curriculum. Any Internal Exclusion will usually take place in a the students designated Reflection Room.

Note: The academy will also utilise where appropriate (often as an escalation) other educational establishments (often within the Ark Network) as alternative locations in which Internal Exclusions can take place for BDA students.

5.10.3 1.5 Hour Catch-up (SLT Detention)

- a) The following will usually lead to a 1.5 hour catch-up;
- Acts of bullying (including cyber bullying);
 - Repeated acts of racist or homophobic abuse;
 - Acts of defiance to a member of staff, including walking out of a classroom without permission (repetitive behaviour will lead to fixed-term /permanent exclusion);
 - Acts of behaviour that prevent teachers from teaching and/or students from learning;
 - Visits to other academies at the start and end of the academy day without good reason and without permission from parents/guardians and/or staff from either academy;
 - Acts of defiance towards a member of staff;
 - Acts of inappropriate conduct towards staff, other students or members of the public;
 - Acts of encouraging fighting or being a spectator of a premeditated fight (could be a fixed-term exclusion);
 - Acts of directly swearing at, and/or using abusive language towards, other students;
 - Acts of plagiarism;
 - Failure to attend other sanction set by the academy

5.10.4 Alternative Provision

For students who are at risk of permanent exclusion, or for students 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 student needs to be educated off site, he/she will be entitled to make arrangements for alternative provision to be put in place.

5.10.5 Reflection Room

Where a student's behaviour is not in line with the academy's expectations they may lose their social time as a result. This action is often taken by the Head of Year due to persistent poor behaviour, failure to make improvements to conduct, specific issues with behaviour during social times and/or any other behaviour for which the Head of Year believes it to be the most effective action. Any students that fail to meet the academy's uniform policy will not be permitted to be part of social times throughout the school day. These students will be required to attend the Reflection Room until issue has been rectified.

Students will report to the Reflection Room at the start of break, where they will be supervised by a member of staff – students may eat their break time snack where applicable and will complete a reflection and/or Home Learning. At lunch, the member of staff on duty will ensure that all students have an opportunity to purchase lunch. Once students have finished eating they will be given time to complete further reflection and/or complete homework/revision activities. All students will be expected to be on task during this time and all BDA behaviour expectations remain the same.

See 'BDA Way' document for further details regarding expectations within the Reflection Room.

5.11 Incidents occurring outside of the academy

Subject to the academy's behaviour policy, a teacher may discipline a student 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 student at the academy.

A student 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 student 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 students 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 seriousness of the event.

5.12 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, students must remove themselves from a situation rather than being spectators.

5.13 Searching Students

The academy's policy is based on the following DfE advice and Education Act 2018 (Screening, Searching and Confiscation):

The academy is allowed to search for any item with students consent. Written consent is not required; a member of staff can ask students to turn out his/her pockets or a member of staff can look in the student's bags.

A personal (outer clothing and possessions) search may be conducted for any prohibited item which has been identified in the academies rules as a prohibited item.

The Principal and authorised staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the students may have any of the following prohibited item:

- knives or weapon;
- 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 student).

The Principal and authorised staff can also search for any item banned by the academy within its behaviour policy (see 4.4). The academy has the right to retain, confiscate and destroy items found as a result of a student search where appropriate or where identified with the academy's behaviour policy.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for the item listed above. Such force will not be used to search students for item banned by school rules but not within list above.

The school has the right to examine any data/files found on electronic devices where there is 'good reason' to do so. 'Good reason' includes data/files that have, or could be used to cause harm, to disrupt learning or break the academies rules. The academy has the right to erase data where appropriate and will pass on any information/data/files that are related to a criminal offence to the police.

5.14 Reasonable force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, or to ensure the safety of students 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.

5.15 Truancy

Truancy will usually result in a 1.5hr catch-up and/or Internal Exclusion. Please see attendance policy for further detail.

5.16 Inclusion/HoY/SLT Report

HOY/IncLink/SLT reports will track the students conduct in more detail where appropriate following repeated behaviour/'one-off incident'/completion of higher order sanction. If deemed appropriate due to repeated infractions of the policy at the lower level, these students will be put onto a report to their HOY/SLT for either 2 OR 6 weeks.

6 SUPPORT

At the academy we understand that some students will need support to enable them to meet our behaviour expectations and to make best use of the opportunities presented by the academy. Support for behaviour will be specific, intensive and within a timeframe. Whilst fully acknowledging and supporting the needs of some students we are also very mindful of the needs and aspirations of the wider student body and will not allow persistent long term disruption of learning or abuse of students and staff.

Staff will receive regular training on meeting the needs of students with behavioural, social or emotional difficulties and we aim to primarily meet needs through the adoption of consistent and effective teaching techniques in the classroom.

The following represent some examples of the support available at BDA. The Inclusion team alongside the Head of Year will decide on how this support is used to support students on a case by case basis:

- i. Additional community responsibilities e.g. supporting in primary
- ii. Commitment to Learning agreement (Behaviour Contract)
- iii. Counselling (Place2Be)
- iv. Educational psychologist referral
- v. Speech and Language support
- vi. Education Welfare Officer referral
- vii. Inclusion Mentoring
- viii. Academic Interventions
- ix. Pastoral Support Plan

7 POLICY STATEMENTS

7.1 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.

7.2 Interrelationship with other academy policies

In order for the Behaviour Policy to be effective a clear relationship with other academy policies, particularly equal opportunities, teaching and learning, uniform, inclusion and anti-bullying has been established. CCTV footage will also be reviewed in order to support the upholding of the academy's behaviour policy where required.

7.3 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 students are met by utilising the range of external support available.

7.4 Procedures

The Principal, in consultation with staff, will develop the procedures from this policy.

- 7.4.1** The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, students and parents/carers.
- 7.4.2** 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 establishment and maintenance of a purposeful and caring environment where all can thrive.

8 ROLES AND RESPONSIBILITIES

8.1 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 review. It will ensure that it is communicated to students 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 students are listened to and appropriately addressed.

8.2 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 students 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.

8.3 Staff

- Staff will base their interactions with students 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
- Staff will explicitly teach students effective behaviour for learning and self-regulation.
- Staff will support students to develop self-discipline
- Staff will model high standards of behaviour in their dealings with students and with each other by behaving courteously, respectfully, considerately and professionally at all times
- Staff will ensure fair treatment of all
- 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 students 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.