

Ark Acton Academy Behaviour Policy 2021

At Ark Acton Academy our mission is a simple one. We want our legacy to be that:

All Ark Acton students thrived at university or a real alternative and therefore lived a life to be proud of.

To do this, we need to teach every child, regardless of background or prior education experience, a rich foundation of subject-specific and broader cultural knowledge that enables them to participate in and shape the national discourse. In order to achieve our mission, we need to have an atmosphere that is calm, scholarly and supportive. We believe that a calm and safe environment is the precursor to academic excellence.

We believe that by focussing on maintaining a calm atmosphere whilst also demonstrating our unending belief in our students we can create a school where everybody works well with happiness.

Principles of this policy

We have 7 principles that we use to create and maintain a scholarly atmosphere: (Hate Me Now, Thank Me Later: How to Raise Your Child with Love and Limits. Dr. Robin Berman)

- I. Teaching is a benevolent dictatorship. Rules make students feel safe.
- II. A child who has too much power often becomes anxious.
- III. Catering to a student's every whim can lead to a child who is self-centred and lacks resilience.
- IV. Consistent follow-through of rules is essential for a student's emotional safety.
- V. Talk less, give fewer choices, keep it simple.
- VI. When you say no, mean it.
- VII. Believe that every young person is inherently good, come at all conversations from a positive angle and dream big for our students.

Policy overview and aims

- I. Expected standards of behaviour are stated in the home-Academy agreement and this behaviour policy, and will be regularly reiterated formally, in assemblies, and informally, by all members of staff.
- II. The Academy ethos is built around a culture of high expectations, and no excuses, and this applies clearly to behaviour.
- III. The following groups of vulnerable pupils may at some point require the adults in the Academy to take account of their individual needs and circumstances when monitoring the Academy's behaviour policy:
 - a. Minority ethnic and faith groups, travellers, asylum-seekers and refugees
 - b. Pupils who need support to learn English as an additional language
 - c. Pupils with special educational needs
 - d. Children looked after by the local authority
 - e. Sick children
 - f. Young carers
 - g. Children from families under stress
 - h. Pregnant Academy pupils and teenage mothers
- IV. This policy applies in the Academy building, on Academy trips, and at all times when pupils are wearing their uniform, including travelling to and from Academy.



- V. This policy expresses how our schools values of hard work, honesty and kindness are lived everyday by our staff and students and ensures the school is a safe and supportive environment for
- VI. The policy applies to all members of the community- only by example can we teach and demand high standards of behaviour

Student expectations

- Be prepared to learn with the appropriate positive attitude
- Always wear the correct academy uniform
- Be fully equipped for all lessons including subject equipment, planner, reading book
- Complete all classwork and homework to a high standard
- Go straight home after school, no shops or parks in uniform
- Follow all teacher instructions the first time
- Attend school every day, be punctual for school and lessons
- Always be in the correct area, supervised by an adult
- Speak to an adult at an appropriate time if you have a problem
- Speak in a polite and respectful way to every adult and student at all times
- No physical contact with anyone, for any reason
- Walk on the left moving around the school building
- Take care of your environment, do not litter or damage school property
- Cross roads safely at the traffic crossing
- No bullying or harassment of any form
- Follow all rules and routines
- Walk calmly and purposefully at all times

Staff expectations

- Have high standards of behaviour and academic work in the classroom and around the academy
- Speak in a polite and respectful way to every adult and student
- Reward positive behaviour at every opportunity
- Use the behaviour policy to ensure consistency across all classrooms
- Follow all school policies
- Be visible and present around school, particularly during transition times
- Attend school every day, be punctual for school, lessons and duties
- Communicate with parents as needed

Parent expectations

- Support the school in encouraging your child to behave appropriately, in and outside of school
- Ensure your child attends school punctually, dressed in the academy uniform and properly equipped, every day, throughout the year.
- Check that your child's homework is completed to a high standard every evening
- Use the planner to communicate with staff where necessary
- Attend parents' events to support your child
- Actively support the academy's behaviour policy, including any sanctions
- Establish and maintain good relationships with staff at the academy
- Contact staff/the school to arrange meetings if needed
- Speak in a polite and respectful way to every adult and student

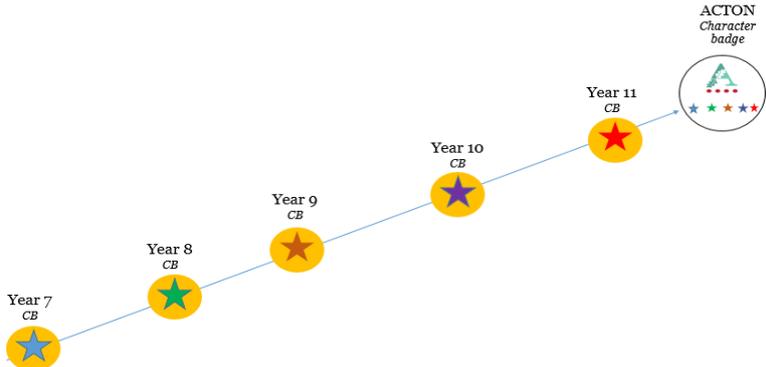


Home School Agreement	School will	Family will	Students will
Teaching and learning	<ul style="list-style-type: none"> Plan challenging lessons to support students' learning Create a safe and purposeful learning environment in the classroom Give feedback to students to help them develop their knowledge and skills 	<ul style="list-style-type: none"> Speak to my child about their learning, finding out their successes and things they are finding difficult 	<ul style="list-style-type: none"> Come to school ready to learn Complete all homework Participate fully in lessons
Behaviour	<ul style="list-style-type: none"> Have a behaviour policy which keeps everyone safe Treat everyone with respect Make sure the behaviour expectations for staff, students and family is clear Consistently implement the behaviour and rewards policy Work with the family to achieve the best outcome for the student Put appropriate support into place Liaise with external agencies where needed Check uniform and equipment daily Provide a school shop where students can buy equipment 	<ul style="list-style-type: none"> Agree to the behaviour policy Support the school in implementing the behaviour policy Discuss my child's behaviour, attitude and work at home Work with the school to achieve the best outcome for my child Make sure my child has the correct uniform and equipment every day Agree to the confiscation of banned items Agree to the confiscation of mobile phones if they are not switched off and in bags at all times Work with external agencies where necessary 	<ul style="list-style-type: none"> Have a positive attitude to learning and school Keep the school and classroom rules Attend detentions/sanction where needed Go straight home after school Work with external agencies as needed Wear the correct uniform and have the correct equipment every day Have mobile phones switched off and in backpacks
Attendance and punctuality	<ul style="list-style-type: none"> Contact family on the first day of unknown absence Contact family if students are regularly late Update family on attendance % Refer to education welfare if attendance drops 	<ul style="list-style-type: none"> Ensure my child arrives on time to school and attends every day Call the absence line if my child is not in school As far as possible, make appointments outside of school time 	<ul style="list-style-type: none"> Attend school every day and arrive on time Attend every lesson on time Be responsible for catching up on any missed work including homework as soon as possible.
Homework	<ul style="list-style-type: none"> Provide quizzing homework Provide reading material for home 	<ul style="list-style-type: none"> Ensure my child has space to study quietly Discuss the book my child is reading and complete their reading log 	<ul style="list-style-type: none"> Plan their study and revision and follow a schedule each week. Complete all homework to an excellent standard Complete all homework on time
Co-curricular	<ul style="list-style-type: none"> Provide a compulsory co-curriculum programme Provide a range of co-curricular opportunities for students to engage with and track their progress through the Acton Character Passport 	<ul style="list-style-type: none"> Ensure my child attends P7 for their co-curricular activities Discuss the Acton Character Passport with my child and ask them about the skills they have developed 	<ul style="list-style-type: none"> Attend P7 each week and participate fully in the co-curricular programme Complete all relevant sections of the Acton Character Passport on time
Communication	<ul style="list-style-type: none"> Listen to family concerns and resolve situations as needed Put curriculum and learning resources on the school website each half term Inform you if your child has detention Regularly update family about progress/behaviour 	<ul style="list-style-type: none"> Tell the Head of Year about anything that may affect my child's learning or behaviour Attend school when asked Raise concerns promptly and through the correct channels 	<ul style="list-style-type: none"> Talk with family/adults in school about any concerns Tell an adult if anything is affecting my learning or behaviour Show report cards if needed

Rewards

Reward	Description																																								
Merits	<p>Students collect merits for demonstrating our core values: Honesty, Hard-Work and Kindness.</p> <p>Merits feed into the Acton Executive Club (AEC), which rewards students and unlocks specific rewards and privileges on a weekly, half-term, and termly basis.</p>																																								
<p>Acton Executive Club (AEC): making merits count</p> <p>Students with a certain number of merits across the week, half-term, term, and year are rewarded accordingly. There are four tiers/levels in the AEC – Platinum, Gold, Silver and Bronze. To gain membership of a particular level/tier students must meet the minimum threshold amount for that level/tier.</p> <p>What are the thresholds and rewards?</p> <table border="1"> <thead> <tr> <th colspan="2">Weekly</th> <th colspan="2">Every half-term</th> <th>Termly Autumn 2, Spring 2 & Summer 2</th> <th colspan="2">Term 3 end of year privilege for Y11s only (24 WEEKS)</th> </tr> <tr> <th>Threshold</th> <th>Reward</th> <th>Threshold</th> <th>Reward</th> <th rowspan="5"> Formal celebration of achievement assemblies for KS3 and KS4 >Subject Awards >HOY Award >SLT Award >Headteacher Award >100% attendance award KS3&4 </th> <th>Threshold</th> <th>Reward</th> </tr> </thead> <tbody> <tr> <td>P= 30 merits</td> <td>SLT PCD+PC</td> <td>P=180</td> <td>AEC rewards afternoon P5 & P6</td> <td>P=600</td> <td>FREE PROM TICKET (PT)</td> </tr> <tr> <td>G=25 merits</td> <td>HOY PCD+PC</td> <td>G=150</td> <td rowspan="4"> <i>This is the privilege experience for all members of the AEC across KS3 and 4</i> <i>All members will receive a badge matching their AEC position.</i> </td> <td>G=480</td> <td>75% discount on PT</td> </tr> <tr> <td>S=20 merits</td> <td>HOY PCD+PC</td> <td>S=120</td> <td>S=360</td> <td>50% discount on PT</td> </tr> <tr> <td>B= 15 merits</td> <td>FT PCD+PC</td> <td>B=90</td> <td>B=240</td> <td>25% discount on PT</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Year 11</td> <td></td> </tr> </tbody> </table> <p>KEY</p> <p>1. (P)Platinum membership</p> <p>2. (G)Gold membership</p> <p>3. (S)Silver membership</p> <p>4. (B)Bronze membership</p> <p>KEY</p> <p>HT= Half Term AEC= Acton Executive Club PCD= Postcard PC= Phone calls FT=Form-tutor</p>	Weekly		Every half-term		Termly Autumn 2, Spring 2 & Summer 2	Term 3 end of year privilege for Y11s only (24 WEEKS)		Threshold	Reward	Threshold	Reward	Formal celebration of achievement assemblies for KS3 and KS4 >Subject Awards >HOY Award >SLT Award >Headteacher Award >100% attendance award KS3&4	Threshold	Reward	P= 30 merits	SLT PCD+PC	P=180	AEC rewards afternoon P5 & P6	P=600	FREE PROM TICKET (PT)	G=25 merits	HOY PCD+PC	G=150	<i>This is the privilege experience for all members of the AEC across KS3 and 4</i> <i>All members will receive a badge matching their AEC position.</i>	G=480	75% discount on PT	S=20 merits	HOY PCD+PC	S=120	S=360	50% discount on PT	B= 15 merits	FT PCD+PC	B=90	B=240	25% discount on PT				Year 11	
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<p>Out of school pass</p> <p>Y11 only</p>	<p>As a half-term reward, students will be allowed to leave the school site for lunch. These students will have to achieve:</p> <ul style="list-style-type: none"> >Zero unauthorized absences >Zero behavior points <p><i>Where students fail to sustain these expectations once granted the privilege of leaving the school site, it will be rescinded.</i></p>																																								
<p>Peer shout-outs: appreciating the best in others</p>	<p>A weekly reward, students have a chance to nominate other students to demonstrate our values. Students nominate peers using the following writing frame: <i>"I would like to nominate ...for a peer shout-out for demonstrating (input value). (Input name) (input how they demonstrated the value)."</i> Once students have written their shout-outs, they should drop them into their year group 'Shout-Out' box.</p>																																								
<p>100% Attendance reward</p>	<p>A weekly reward, students are recognised and celebrated for securing 100% attendance each week. Students will be asked to stand up from their seats and applauded for having 100% attendance. An attendance lottery will follow where students who achieved 100% attendance will stand the chance of winning a 'queue-jump pass' lunch ticket valid for a week.</p>																																								
<p>Subject awards</p>	<p>A termly reward, a student from each of the curriculum subjects in each year group. Teachers will nominate students to receive these rewards based on hard work in lessons. Students will also receive a certificate and a subject badge.</p> <p>Success criteria (anyone of the following or combinations)</p> <ul style="list-style-type: none"> > Students who have performed well on exams/assessments > Making noteworthy progress 																																								

	> Constantly participation in class
Tutor group with the best attendance in their Year Group	A weekly reward , the form group with the best attendance for the week receives the 'Attendance of the Week' Trophy. The trophy changes hands based on the tutor group with the highest attendance for a particular week. At the end of the term, the form who held the trophy for the longest consecutive period (e.g. 3 weeks in a row)/the most trophy wins, gets a special lunch with a member of SLT (e.g., pizza party)
Student of the Week	A weekly reward for one outstanding student decided by the HOY. Tutors submit their nominations to their HOYs. Students have their names acknowledged on their year group display boards and in assemblies. Success criteria > Demonstrating our values (merits) and meets the weekly Character Challenge > Doing something outstanding which contributes to the positive experience of others in the school. Please use your professional judgement.
Stars of the Week	A weekly reward for students (maximum of four across KS3 and KS4). Each tutor will decide a Star of the Week for their tutor group. Students have their names acknowledged on their year group display boards and in assemblies. Success criteria > Demonstrating our values (merits) and meets the weekly Character Challenge > Doing something outstanding which contributes to the positive experience of others in the school. Please use your professional judgement.
HOY Award	A termly reward for one outstanding student to be decided by the HOY. Tutors will submit nominations to HOYs. This award comes with a special prize, certificate, queue jump pass for the term and lunch with a member of SLT. Success criteria > Demonstrating our values > No more than 10 BPs in the term
SLT Award	A termly reward for one outstanding student to be decided by APs for KS3 and 4. This award comes with a special prize, a certificate, queue jump (this lasts for the term but can be rescinded if abused) and lunch with a member of SLT. Success criteria > Consistently demonstrating our school values > No more than 5 BPs in the term
Headteacher's Award (commendation)	A termly reward for one outstanding student. The student will receive a badge to commemorate this lofty recognition of excellence as well as a prize, certificate and queue jump for the term and lunch with the Headteacher. Success criteria > No BP's > Consistently demonstrating school values > Contribution to wider school community > No exclusions and RR referrals
Unsung Heroes of Acton reward	A termly reward for students who always exemplify our school values. The reward will be decided by HOY & SLT and awarded in a Parent's Celebration Evening. Success criteria > Demonstrating school values in an unassuming way > Good level of attendance/merits and low levels of BP's
Acton Character Award	An award for the final term of the academic year delivered by the Headteacher for achieving all strands of the Acton Character Passport (ACP). Students receive a certificate and a badge. The character flightpath- building and recognizing good character over time Students will have an opportunity to gain a bespoke badge signaling that they have met all strands of the ACP. The long-term idea is that each student will aim to achieve a year group character badge every year as they move up the Key Stages. Students that achieve all 5-character badges at the end of Y11 will receive the more prestigious 'Acton Character Badge' (see image below) and have their names engraved on a plaque for everyone to see when they enter the school building. Students will have a chance to literally leave their mark on Acton- their legacy.

	
<p>Summer Party</p>	<p>A reward for the final term of the academic year for the most outstanding year group.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • Least amount of behaviour points • Best attendance • Best punctuality • Highest amount of merits

Staff actions	Student actions (and what staff can reward merits for)
<ol style="list-style-type: none"> 1. Allocate merits and narrate the why. For example, “Emma that was an excellent verbal response to my question, that deserves a merit point for Hard-work. Well, done.” 2. Use language of school values when rewarding and praising students 3. All successes and rewards should be displayed on year team display board and on the monitors around the school. 	<p>*Students demonstrate any one of the following artefacts of each of the school’ s values to achieve merits</p> <p>You could: Complete all classwork to an excellent standard, produce high quality homework, perform well or improve in a quiz, put the needs of others ahead of yourself, be polite and respectful, support others. These are ideas- the list is endless!</p> <p><i>*This is not an exhaustive list, staff are expected to use their professional judgement and avoid handing out merits to students who meet basic expectations e.g. doing their classwork</i></p>

Daily	Weekly	Termly
<ol style="list-style-type: none"> 1. Teachers give merits to students in class and around the school 2. Teachers complete behaviour and merit logs accurately on Bromcom 	<ol style="list-style-type: none"> 1. HOY updates display board with weekly league tables 2. Form tutors nominate Star and Student of the Week 3. Form tutors celebrate successes with their tutor group 4. HOY leads weekly assembly- celebrations highlighting: 100% attendance; AEC (inc. highest merits of the week); best form group attendance of the week; peer shout-outs. 5. HOY to send out Progress Picture to communicate students’ performances to their parents/guardians e.g., attendance, behaviour points, merits, highlights of the week and key information. 6. APs to monitor parent feedback form and Progress Pictures 7. HOY will populate pastoral data into the weekly assembly PowerPoint. 	<ol style="list-style-type: none"> 1. Teachers complete nominations for HT and Termly Celebration Assemblies 2. HOY, with the support of SLT Link, lead Celebration Assemblies 3. SLT Link collates data for nominations for Celebration Assemblies and populates the Celebration Assembly PPT template 4. HOY and SLT Link ratify and finalise lists for students attending privileges. Y11 outside of school pass must be agreed by the VP and Principal and be data led. 5. Tutors to update the ACP tracker using attendance register for P7 and student written reflections 6. SLT review of rewards policy

Sanctions

The behaviour policy clearly sets out the expectations we have at Ark Acton Academy for behaviour in the classroom and around the school. It must be used consistently and appropriately by all staff. Our job is to prepare our students to be successful after they leave school, we need to support students in developing their ability to self-regulate and act appropriately in all situations. We need to have the highest of standards for every student and support them in being able to get there. To enable every student to be safe, happy and free to learn, the school has a responsibility to sanction students who do not meet our expectations. This helps students to understand and learn from their mistakes and reward students consistently upholding our values.

At Acton, students are expected to uphold the core routines and behaviour expectations at all times. Sanctions are issued so pupils understand and can reflect what went wrong and correct mistakes for the future. These include:

Sanction	Description
Behaviour points	Points issued that equate to detentions sat the same day
Detentions	Students staying behind after the school day as a consequence for their behaviour
Report cards	A way to target particular areas of student behaviour to improve and monitor throughout the day
Patrol	When students are removed from a classroom for not meeting expectations
Reflection Room	When a student is not in their lessons and is working independently whilst supervised by adults
Shared respite room	When a student is in the reflection room at an alternative school
Fixed Term Exclusion	A student is temporarily removed from school
Alternative Provision	When a student is educated off site in another educational facility
Permanent Exclusion	A student is expelled from the school

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 they deny.

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. Pupils' age will be taken into account as well as the context of incidents that occur.

Behaviour points

1 behaviour point		
Missing equipment Uniform infraction Eating outside designated area Inadequate classwork Inadequate homework Late to lessons Physical contact Planner/book graffiti Unprofessional Poor transition to a lesson	20 minute detention- parent text message	All staff

2 behaviour points		
Continue to disrupt after reminder/warning Dishonesty Late to school before P1 Not going home after school Physical contact annoyance Plagiarising work Poor response Prohibited items Rude to adult/student Dangerous crossing off road	40 minute detention Parent text message	All staff
3 behaviour points		
Plagiarism/cheating Defiance Damage school property/graffiti Inappropriate use of ICT Late to school after P1 Physical contact causing harm Poor behaviour in the community	60 minute detention Parent text message Phone call home	All staff HOY SLT as appropriate
Exclusion		
Missing/failing detention Incident investigation Truancy Behaviour point accumulation Bullying Cheating in formal assessments Threatening behaviour Fighting Failing Reflection Room Sexualised or sexually inappropriate behaviour Bullying/cyber bullying Criminal behaviour Persistent/severe defiance/rudeness Illegal/alcoholic substance Swearing at staff Weapons Discrimination- Racism/homophobia/transphobia/LGBTQ+ Harassment Bringing the school into disrepute Stealing Prohibited items	SLT will decide on appropriate action: Parent meeting Internal exclusion Internal exclusion off-site Alternative provision Fixed term exclusion Managed move to another school Permanent exclusion	SLT. Parental involvement essential. Pastoral Support Plans where needed Outside agency support as needed <i>Length of exclusions will be dependent on individual cases and severity and repetition of poor behaviour. The final decision will be made by the Principal on all exclusions.</i>

Number of behaviour points	Probable action	By whom?
Less than 50 behaviour points	<ul style="list-style-type: none"> Form Tutor to monitor and make contact with home as needed Form tutor report as needed 	Form Tutor
50 behaviour points	<ul style="list-style-type: none"> Parent meeting with year team HOY report given Review meeting three weeks later 	Year team
100 behaviour points	<ul style="list-style-type: none"> Parent meeting with year team and SLT link PSP option raised at SSM SLT report given Review meeting three weeks + six weeks later 	Year team +SLT link

150 behaviour points	<ul style="list-style-type: none"> • Parent meeting with Vice Principal and year team • SLT report given • PSP written • Review meeting three weeks + six weeks later 	Year team + Vice Principal
200 behaviour points	<ul style="list-style-type: none"> • Parent meeting with Principal • Principal report given • Review meeting three weeks + six weeks later P • Potential Managed Move or Alternative Provision 	Year team + Principal

Behaviour points accumulation will be discussed at the fortnightly student support meetings and a decision will be made on the support or escalation, which may differ depending on the individual needs or background.

Patrol (lesson removal)

If a pupil's behaviour is disruptive to the learning of others, the student can be removed from the lesson. Inside the classroom, teachers use the 'Reminder/Warning/Detention' system to correct poor behaviour and classroom disruption. If a student continues to disrupt after they have received a detention, the teacher should call patrol to have the student removed to the STATE room. They will remain there for the rest of the period and the following lesson before returning to lessons. There are some cases where a student will need to be removed immediately from the classroom or around the academy, for example extreme rudeness/defiance or dangerous behaviour.

Prohibited items

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.

- Mobile phones (unless switched off and in bags)
- Energy drinks
- Music or other electronic devices
- Any item deemed to be a weapon, including acid, blades, tools
- Fireworks, bangers or fire crackers or anything similar
- Laser pens
- Drugs, tobacco or alcohol, including any paraphernalia
- Metal comb
- Aerosols or sprays
- Any item which has the potential to cause injury or harm
- Smoking related items including shisha pens or e-cigarettes

Confiscated items will be returned to a parent on the final day of the half term unless they are handed to the police.

Bullying, discrimination and harassment

- I. All incidences of bullying, discrimination and harassment are taken extremely seriously at Acton, we have a 'zero tolerance' policy for any type of bullying. This is laid out in our Anti-bullying policy. Implicit in our ethos as an Academy is the fact that we believe we are all equal regardless of race, colour, culture, gender, sexual orientation or religion. The ethos of the Academy therefore

fosters the spirit of regard and respect for each other and for all. As an educational establishment we also recognise that learning and growth can only take place when students and staff have the self-confidence, well-being and security that comes from being fully valued and respected and from experiencing equality of opportunity. Harassment has no place in our community and will not be tolerated.

- II. Bullying, discrimination and harassment may present itself in the following ways:
- a. Physical assault because of race, colour, culture, gender, sexual orientation or religion
 - b. Homophobia and transphobia,
 - c. Sexual harassment
 - d. Derogatory name-calling, insults and jokes
 - e. Offensive graffiti
 - f. Provocative behaviour such as the wearing of racist badges or insignia
 - g. Bringing offensive materials such as leaflets, comics, magazines into the Academy
 - h. Verbal abuse and threats
 - i. Incitement of others to behave in an offensive way
 - j. Attempts to recruit other students to certain organisations and groups
 - k. Ridicule of an individual for cultural differences, e.g. food, music, dress, etc
 - l. Refusal to co-operate with other Students because of race, colour, culture, gender, sexual orientation or religion

All allegations will be logged and investigated. The appropriate sanction will be set and parents/guardian will be notified of the incident. Staff or students that have been the victim of any of the above will be offered appropriate support and follow up

Higher order sanctions

Excluding a Child from Ark Acton Academy

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.

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, or
- 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

The following will usually lead to permanent exclusion however there is no comprehensive list of incidents:



- 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 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.
- a) 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.

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.

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

- Acts of physical and/or verbal 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, sexuality 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 Acton 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.
- Refusal to follow instructions, complete work or causing repeated disruption in reflection

Alternative provision and managed moves

When a student persists with poor behaviour, is at risk of permanent exclusion or received a fixed term exclusion beyond five days, they may be directed to an alternative provision for a fixed period of time before they can re-join the school community. If, following a period at an alternative provision a student still cannot demonstrate expected levels of behaviour, they may be recommended for a managed move to make a fresh start at another education provision. This will usually be done on a 12 week trial period. If the student fails to integrate at another school during the managed move trial period, they will return to Ark Acton and may face further serious sanctions for the original breaches of the behaviour policy at Ark Acton and the Principal will be able to consider the behaviour at the other school.

Reflection room

Reflection is a serious sanction for those pupils whose behaviour has led them to require time in reflection, away from the rest of the school. Pupils reflect on their behaviour and complete their work in silence and will have an hour correction at the end of the day. The table above details what will lead to time spent in the reflection room. If a student is in reflection room, parents will be contacted and asked to come in for a meeting,

Incidents occurring outside 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 seriousness 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 2018 (Screening, Searching and Confiscation): The academy is allowed by common law powers to search pupils without 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 can 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 materials
- 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.

Policy Statements

a. 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.

b. 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.

c. Involvement of outside agencies

The academy works positively with external agencies (e.g. educational welfare, health services etc.). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

d. Procedures

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

- i. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and parents/carers.
- ii. 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.

Roles and responsibilities

a Governing body

- i. 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 pupils and parents/carers, is non-discriminatory and the expectations are clear.
- ii. Governors will support the academy in maintaining high standards of behaviour.
- iii. 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.

b Principal

- i. The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.



- ii. 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.
- iii. 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

- i. Staff will base their interactions with pupils on trust and the highest regard for them.
- ii. Staff will establish high standards of behaviour and consistently and effectively implement the Academy's behaviour management policy and procedures.
- iii. Staff will maintain a positive and secure learning environment.
- iv. Staff will explicitly teach pupils effective behaviour for learning and self-regulation.
- v. Staff will support pupils to develop self-discipline.
- vi. 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.
- vii. 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.
- ix. Staff will avoid at all times situations which make pupils feel uncomfortable or humiliated.
- x. Staff will use positive language and never use language which is derogatory, intimidating, abusive or sarcastic in any way.
- xi. Staff will acknowledge and praise adherence to the academy's Code of Conduct.