



# Ark Acton Academy

## **Behaviour & Rewards policy**

### **2022 - 2023**

**Date effective from:** 01/09/2022

**Date of next review:** 1/07/2023

## **September 2022**

## **Ark Acton Academy Behaviour and Rewards Policy 2022**

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 demonstrates our school values of Hard Work, Honesty and Kindness.

### **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
- 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

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

## Rewards

Reward	Description
<b>House Points</b>	<p>Students collect House Points for demonstrating our school values: Hard-Work, Honesty and Kindness. This will be logged on Bromcom as 'School Values – 1HP'.</p> <p>House points will be awarded to individual students and automatically contribute towards the house system the student is part of.</p> <p>Students who reach the below thresholds will receive a <b>certificate of commendation</b> and <b>badge</b> to recognise their individual achievements. This will be awarded in their weekly year group assembly.</p> <p style="text-align: center;"><b>75 House Points</b> - Bronze Badge and Certificate of commendation</p> <p style="text-align: center;"><b>150 House Points</b> – Silver Badge and Certificate of commendation</p> <p style="text-align: center;"><b>250 House Points</b> – Gold Badge and Certificate of commendation</p>
<b>Acton Executive Club (AEC)</b>	<p>Each Half term, the <b>top three scoring students in each Tutor group will access the AEC:</b></p> <p style="text-align: center;"><b>House Points - Behaviour Points + 100% attendance</b></p> <p>Students who access the AEC will be invited to an onsite reward event during P5 and P6 (last week of half term) in recognition of their achievements</p>
<b>Certificates of Commendation</b>	<p><b>HOY student of the half term</b> = receives <b>Bronze Commendation (25 house points)</b> + Bronze badge and certificate of commendation</p> <p><b>SLT student of the half term</b> = receives <b>Silver Commendation (50 house points)</b> + Silver badge and certificate of commendation</p> <p><b>Headteacher student of the half term</b> = receives <b>Gold Commendation (100 house points)</b> + Headteacher award badge and certificate of commendation</p> <p>Please note: the Headteacher (Oli Knight) can use his discretion to award <b>Gold Commendations (100 house points)</b> throughout the academic year for students who show strong support for the mission of Ark Acton Academy, representing the Academy in some way or to pupils sent to him for special recognition (particularly for excellent academic achievement).</p>
<b>Out of school pass</b>  Y11 only	<p><b>As a half-term reward</b>, students will be allowed to leave the school site for lunch. These students will have to achieve:</p> <ul style="list-style-type: none"> <li>&gt;Zero unauthorized absences</li> <li>&gt;Zero behaviour points</li> </ul> <p><i>Where students fail to sustain these expectations once granted the privilege of leaving the school site, it will be rescinded.</i></p>
<b>Peer shout-outs:</b> appreciating the best in others	<p><b>A weekly reward</b>, 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></p> <p>Once students have written their shout-outs, they should drop them into their year group 'Shout-Out' box.</p>
<b>100% Attendance reward</b>	<p><b>A weekly reward</b>, 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>
<b>Subject awards (25 house points)</b>	<p><b>A termly reward</b>, a student from each of the curriculum subjects in each year group. Teachers will nominate students to receive these rewards based on <b>hard work</b> in lessons. Students will also receive a certificate and a subject badge.</p> <p><b>Success criteria (anyone of the following or combinations)</b></p>

	<ul style="list-style-type: none"> <li>&gt; Students who have performed well on exams/assessments</li> <li>&gt; Making noteworthy progress</li> <li>&gt; Constant participation in class</li> </ul>
<b>Tutor group with the best attendance in their Year Group</b>	<p>A <b>weekly reward</b>, 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)</p>
<b>Student of the Week (25 House Points)</b>	<p>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.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>&gt; Demonstrating our values (merits) and meets the weekly Character Challenge</li> <li>&gt; Doing something outstanding which contributes to the positive experience of others in the school.</li> </ul> <p><b>Please use your professional judgement.</b></p>
<b>HOY student of the half term (25 house points)</b>	<p>A half 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.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>&gt; Demonstrating our values</li> <li>&gt; No more than 10 BPs in the term</li> </ul>
<b>SLT student of the half term</b>	<p>A half termly reward for one outstanding student to be decided by SLT links for YG. 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.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>&gt; Consistently demonstrating our school values</li> <li>&gt; No more than 5 BPs in the term</li> </ul>
<b>Headteacher’s Award (commendation) (100 House Points)</b>	<p>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.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>&gt; No BP’s</li> <li>&gt; Consistently demonstrating school values</li> <li>&gt; Contribution to wider school community</li> <li>&gt; No suspensions and RR referrals</li> </ul>
<b>Acton Character Award (100 House Points)</b>	<p>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.</p> <p><b>The character flightpath- building and recognizing good character over time</b></p> <p>Students will have an opportunity to gain a bespoke badge signalling that they have met all strands of the ACP.</p>
<b>Summer Party on the front lawn</b>	<p>A reward for the summer term of the academic year for the House who win the house cup.</p>

<b>Staff actions</b>	<b>Student actions (and what staff can reward house points for)</b>
<ol style="list-style-type: none"> <li>1. Allocate house points and narrate the why. For example, “Emma that was an excellent verbal response to my question, that deserves a house point. Well, done.”</li> <li>2. Use language of school values when rewarding and praising students</li> <li>3. All successes and rewards should be displayed on year team display</li> </ol>	<p>*Students demonstrate any one of the following artefacts of each of the school’ s values to achieve merits</p> <p><b>You could:</b> 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>

board and on the monitors around the school.	
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<b>Daily</b>	<b>Weekly</b>	<b>Termly</b>
<ol style="list-style-type: none"> <li>1. Teachers give house points to students in class and around the school</li> <li>2. Teachers complete behaviour and house point logs accurately on Bromcom</li> </ol>	<ol style="list-style-type: none"> <li>1. HOY updates display board with weekly league tables</li> <li>2. Form tutors nominate Student of the Week</li> <li>3. Form tutors celebrate successes with their tutor group</li> <li>4. HOY leads weekly assembly-celebrations highlighting: 100% attendance; AEC (inc. highest house points of the week); best form group attendance of the week; peer shout-outs.</li> <li>5. HOY will populate pastoral data into the weekly assembly PowerPoint.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers complete nominations for HT and Termly Celebration Assemblies</li> <li>2. HOY, with the support of SLT Link, lead Celebration Assemblies</li> <li>3. SLT Link collates data for nominations for Celebration Assemblies and populates the Celebration Assembly PPT template</li> <li>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.</li> <li>5. Tutors to update the ACP tracker using attendance register for P7 and student written reflections</li> <li>6. SLT review of rewards policy</li> </ol>

## 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:

<b>Sanction</b>	<b>Description</b>
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 failing R/W/D or for breaking the Academy behaviour policy
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
Suspension	A student is temporarily removed from school
Alternative Provision	When a student is educated off site in another educational facility
Managed Move	When a student receives a fresh start at a new mainstream school
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. If appropriate, previous behaviour/contextual 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

<b>1 behaviour point</b>		
Unsatisfactory/missing equipment Dangerous crossing of road Eating outside designated area/littering Uniform infraction Late to lessons Physical contact Planner/book graffiti Unprofessional Unkind behaviour Poor transition	20 minute lunch time detention- parent text message	All staff
<b>2 behaviour points</b>		
Inadequate classwork Inadequate homework Continue to disrupt after reminder/warning Dishonesty Using chromebook in lesson without permission Late to school before P1 Physical contact annoyance Poor response Prohibited items Rude to adult/student	40 minute detention Parent text message	All staff
<b>3 behaviour points</b>		
Head on desk during lesson Patrol Cheating/talking in assessment/work Defiance Missed line-up Damage school property/graffiti Inappropriate use of ICT Late to school after P1 Physical contact causing harm Poor behaviour in the community Swearing	60 minute detention Parent text message Phone call home	All staff HOY SLT as appropriate
<b>Reflection room</b>		
Missed 40/60 minute detention Failing detention Two patrols in a day Incident investigation Truancy Bullying Fighting Verbal abuse/threatening behaviour towards student Rudeness/defiance to staff		

Possession of vape		
<b>Escalated sanctions</b>		
Repeated missing/failing detention Repeated truancy Repeated or severe bullying Cheating in formal assessments Threatening behaviour Fighting Verbal abuse/threatening behaviour towards adult Verbal abuse/threatening behaviour towards student Failing Reflection Room Harmful sexual behaviour Criminal behaviour Persistent/severe defiance/rudeness Illegal substance Swearing at staff Weapons/imitation weapons Discrimination- Racism/homophobia/transphobia/LGBTQ+ Bringing the school into disrepute Stealing Prohibited items Vaping	Principal will decide on appropriate action:  Shared respite room Alternative provision Suspension Managed move Permanent exclusion  <i><b>Length of suspensions will be dependent on individual cases and severity and repetition of poor behaviour. The final decision will be made by the Principal on all suspensions or permanent exclusions.</b></i>	SLT  Parental involvement essential. Pastoral Support Plans where needed Outside agency support as needed

### 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.

- Chewing gum
- 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.

If phones are not in school bag or are switched on, they will be confiscated by a member of staff. The phone will be stored in the school safe and family contacted to update them. The phone will be confiscated for three weeks and then must be picked up by a family member. If the phone is confiscated for a second time, it will be for six weeks. The school has temporary phones that can be loaned if required.

### **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. All incidences will be dealt with in line with the Academy behaviour policy.
- II. 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.
- III. 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. Harmful sexual behaviour
  - 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

### **Harmful sexual behaviour**

Ark Acton Academy has a zero-tolerance approach to sexual violence and sexual harassment. Harmful sexual behaviour can happen on or off-site, in person or online. It is never acceptable and will not be tolerated. All incidences will be dealt with in line with the Academy behaviour policy.

DFE guidance will be followed for sexual violence.

The following is not an exhaustive list but Sexual harassment could include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;

- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment which may include: consensual and non-consensual sharing of nude and semi-nude images and/or videos, sharing of unwanted explicit content; o upskirting, sexualised online bullying, unwanted sexual comments and messages, including, on social media; sexual exploitation; coercion and threats.

## **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);
  - Harmful sexual behaviour
  - 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.

## **Suspension**

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

The following will usually lead to a suspension:

- 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;
- Harmful sexual behaviour
- 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 suspension 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.



# Ark Acton Academy

- 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.

### Behaviour escalation process

	<b>Stage 1</b> First occurrence over specified time	<b>Stage 2</b> Second occurrence over specified time	<b>Stage 3</b> Third occurrence over specified time	<b>Escalation if no improvement</b> Continued occurrence over specified time
<b>Patrol</b>	<p><b>One patrol in a day</b></p> <ul style="list-style-type: none"> <li>• Removal from lesson, return to next period (unless double)</li> <li>• 60 min detention</li> <li>• Restorative conversation after school</li> <li>• Teacher phones home</li> </ul>	<p><b>In a day</b></p> <ul style="list-style-type: none"> <li>• Two patrols- remain in RR for the rest of the day or next day if second patrol after lunch</li> <li>• RR escalation system- meeting + report card</li> </ul>	<p><b>In a week</b></p> <ul style="list-style-type: none"> <li>• Three patrols</li> <li>• Day in RR</li> <li>• HOY meeting with family</li> <li>• Report card</li> <li>• Reviewed at behaviour meetings = support allocated</li> </ul>	<p><b>2+ patrols in a day or 3+ patrols in a week</b></p> <ul style="list-style-type: none"> <li>• Respite at another school for five days</li> <li>• OR suspension</li> <li>• SLT report</li> <li>• Reintegration meeting with SLT</li> </ul>
<b>Reflection room</b>	<p><b>In a half term</b></p> <ul style="list-style-type: none"> <li>• Form tutor report</li> <li>• Parent meeting with tutor</li> </ul>	<p><b>In a half term</b></p> <ul style="list-style-type: none"> <li>• HOY parent meeting</li> <li>• HOY report</li> <li>• Reviewed at behaviour meetings</li> </ul>	<p><b>In a half term</b></p> <ul style="list-style-type: none"> <li>• Parent meeting with SLT link</li> <li>• SLT report</li> <li>• Reviewed at Behaviour meetings + support allocated</li> </ul>	<p><b>In a half term</b></p> <ul style="list-style-type: none"> <li>• PSP</li> <li>• Meeting with Vice Principal</li> <li>• Meeting with Principal</li> <li>• Report to VP/ Principal</li> <li>• Respite at another school for five days</li> <li>• OR Suspension</li> </ul>

<p><b>Respite</b></p>	<ul style="list-style-type: none"> <li>• Report to HOY</li> <li>• Reintegration meeting with parent and HOY</li> <li>• Reviewed at Behaviour meetings OR added to SSM agenda</li> <li>• Behaviour contract or PSP</li> </ul>	<ul style="list-style-type: none"> <li>• Report to SLT link</li> <li>• Reintegration meeting with parent and SLT link</li> <li>• Reviewed at Behaviour meetings OR added to SSM agenda</li> <li>• Behaviour contract or PSP</li> </ul>	<ul style="list-style-type: none"> <li>• Report to VP</li> <li>• Reintegration meeting with parent and VP</li> <li>• Reviewed at Behaviour meetings OR added to SSM agenda</li> <li>• Behaviour contract or PSP</li> </ul>	<ul style="list-style-type: none"> <li>• Report to Principal</li> <li>• Reintegration meeting with parent and Principal</li> <li>• Reviewed at Behaviour meetings OR added to SSM agenda</li> <li>• Behaviour contract or PSP</li> </ul>
<p><b>Suspension</b></p>	<ul style="list-style-type: none"> <li>• Report to HOY</li> <li>• Reintegration meeting with parent and HOY</li> <li>• Reviewed at Behaviour meetings OR added to SSM agenda</li> <li>• Behaviour contract or PSP</li> <li>• Two week review meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Report to SLT link</li> <li>• Reintegration meeting with parent and SLT link</li> <li>• Reviewed at behaviour meetings OR added to SSM agenda</li> <li>• Behaviour contract or PSP</li> <li>• SEN screening</li> </ul>	<ul style="list-style-type: none"> <li>• Report to VP</li> <li>• Reintegration meeting with parent and VP</li> <li>• Reviewed at behaviour meetings OR added to SSM agenda</li> <li>• Behaviour contract or PSP</li> <li>• Further SEN screening</li> </ul>	<ul style="list-style-type: none"> <li>• Report to Principal</li> <li>• Reintegration meeting with parent and Principal</li> <li>• Reviewed at Behaviour meetings OR added to SSM agenda</li> <li>• EP assessment</li> <li>• Behaviour contract or PSP</li> <li>• Governors panel</li> <li>• Alternative provision</li> <li>• Permanent exclusion</li> </ul>