



Ark Boulton
Academy

“Growing together, reaching higher”

BEHAVIOUR FOR LEARNING POLICY

2018 - 2019

Date of last review:	October 2018	Review period:	1 Year
Date of next review:	October 2019	Owner:	Patrick Horner

POLICY INFORMATION

Named personnel with designated responsibility for

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2016/17	Patrick Horner		Julie Griffiths	Julie Griffiths

Policy Review Dates

Review Date	Changes Made	By Whom
November 2016	Policy created	Julie Griffiths
October 2017	Reviewed – specific mention of nitrous oxide in banned items	Patrick Horner

Ratification by LGB

Academic Year	Date of Ratification	Chair of Governors
December 2016	Policy ratified by LGB	Julie Griffiths

Dates of staff training for this academic year (if applicable)

Academic Year 2016/17		
Date	Course Title	Staff
31 st October 2016	Culture and Ethos: Line up and entry routines	All
3-5 th January 2017	‘Structure Liberates’ Behaviour for Learning Policy and practice training for staff and students	All
September 2017	Culture and Ethos: routines and rubrics	All

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1. INTRODUCTION

Ark Boulton Academy is committed to ensuring that all students make excellent progress and develop outstanding character. We believe that anyone who is successful must develop self-discipline and be given autonomy to make the right choices. We also want our students to understand their role in developing a common purpose in our Academy, our community and the wider world.

This policy has been created to provide a framework for staff, pupils and parents in developing and maintaining an ethos of exemplary conduct. Such an ethos will enable pupils to learn in, and have responsibility for, a calm, purposeful and orderly environment. It will enable staff to work in, and have responsibility for, an environment where learning and teaching are respected and valued. Finally, the policy will allow parents to have confidence their child is learning in an academic environment and is safe, respected and valued.

The policy is underpinned by the Student Code of Conduct as this sets out our expectations of students. **The Code of Conduct is not an aspiration but a consistent expectation of every student.** We believe in our students and we believe each and every one of them wants to conduct themselves to the highest standards and that these high standards will serve them well both at school and into adulthood. The Code of Conduct will enable pupils to develop habits of excellence and foster a sense of inner discipline, self-regulation and respect for the rights of others.

We will establish and maintain high standards of behaviour by ensuring our teachers are being consistent about routines and detail. It means addressing a student's actions when they do not meet expectations, whether this concerns the way uniform is worn, equipment, promptness to class, or actions and language to one another. This firm approach to behaviour will be supported by the strong nurturing relationships between teachers and students.

Teachers will support students in working within the Code of Conduct by maintaining high academic expectations, structuring and delivering high quality lessons, creating a strong classroom and school climate for learning, setting and maintaining high expectations of conduct, leading by example, modelling standards and by building character and trust. The principles and techniques by which we will create a strong academy culture and ethos are set out within this policy.

2. THE EXPECTED BEHAVIOUR EACH DAY BY ALL STUDENTS

2.1 Our Code of Conduct

I will strive to ensure that Ark Boulton is a great school for everyone by:	I will strive to achieve my academic potential by:
<ul style="list-style-type: none">- Wearing my full uniform with pride- Following staff instructions immediately without question- Going quickly, safely and directly from one lesson to the next- Speaking calmly and quietly - Ark Boulton is a 'no shouting' academy- Taking pride in the environment by helping to keep the academy clean and tidy- Being a great ambassador for Ark Boulton, both in and out of the academy	<ul style="list-style-type: none">- Being punctual: arriving on time to school and to my lessons - Arriving in the right frame of mind to work hard- Being organised: making sure I am equipped for learning and have my pencil case, reading book and key to success every day- Being calm: speaking clearly and listening to others carefully and respectfully- Being purposeful: focused engagement during lessons and moving between lessons quickly- Being resilient: trying my best at all times and always giving 100%

2.2 Core Routines

Routines are familiar actions or approaches that a teacher or a student uses on a regular basis in order to set the right climate for learning and to aid efficiency. When they operate at their best they are non-intrusive, but effective in their execution.

Not every recurring event or situation is covered by a routine and there may be differences in how routines are carried out from department to department. The reasons for this may be pedagogical or practical (e.g. areas of the academy where classroom doors are closer together make line-ups in the corridor impractical).

In all cases it is important to define the behaviour and responses we expect for each routine with students. It is only through clearly expressing, demonstrating and practicing routines with students that they will become fully competent and as a result the purpose of the routine is realised.

“Your instincts will tell you that you are wasting time (teaching routines), but the opposite is true. Look at it as making an investment.” - Doug Lemov, “Teach Like a Champion”

2.3 Principles behind routines from ‘Teach Like a Champion’

- **Efficiency is everything:** Teachers like the illusion of control, and sometimes want to slow down so they can enjoy it for longer, basking in its warm glow. Actually, the goal is doing it 100% right, as *fast* as possible.
- **Low narration:** Once they are fully taught (though they must be explicitly taught to begin with), a good routine needs only short prompts and reminders. These are often non-verbal. This lets teachers watch for non-compliance, or prepare other elements in the classroom.
- **Least invasive intervention:** When students have slipped and are not behaving as you want them to. Use non-verbal cues and/or correct them anonymously.
- **Plan what you want:** You have to pay attention to detail, here. Students have to be told exactly what to do, when, how and with whom.
- **Tight transitions:** Interruptions are not part of the procedure. Plan for, and practise routines until the transition is tight and interruption free.
- **Procedure is culture:** Shared routines must feel like they belong to everyone in your classroom. Teachers can change the culture by creating and teaching routines for the elements of that culture that they want to see more of.

Specific information on each routine can be found in the supporting routine rubric.

3. STUDENT ACKNOWLEDGEMENT AND PRAISE

We want students to be motivated by the intrinsic value of achievement; however, we are committed to acknowledging students for developing good learning habits. Students will be told individually and collectively (as a teaching group, form group or year group) when they have met the academy standards for good behaviour. We want them and their parents to know how they are doing what is expected of them. Good behaviour will be recognised both informally and formally.

- 2.1 Precise Praise
- 2.2 Attitude to Learning – ‘Leading the Way’
- 2.3 Postcards
- 2.4 Student Appreciation Weeks
- 2.5 Weekly Year Assemblies
- 2.6 Half termly Year Assemblies
- 2.7 Termly Achievement Assemblies
- 2.8 Annual Awards
- 2.9 Student Leadership

3.1 Precise Praise

Staff will reinforce behaviour as specifically as possible and focus on actions that students can choose to do. A student can’t decide to be a natural in a subject, or decide to be high ability, but a student can decide to work hard and persevere.

Key Idea: Differentiate Acknowledgement from Praise:

- **Acknowledge** when expectations have been met (“Thank you for being ready on time” and “I see that we’re ready on time”).
- **Praise** when expectations have been exceeded (“I love that some people going back and revising even though I didn’t ask you to.”).

Praising when expectations have simply been met only serves to undermine those same expectations.

Modulate and Vary Your Delivery:

Generally, privacy is beneficial with critical feedback (as private as possible, as public as necessary). With positives, unpredictability of form can make the feedback memorable and provide cover for critical private interactions. Staff should pay attention to volume and degree of privacy and vary delivery.

Use Objective Driven Praise:

Staff can, and should, reinforce not only behavioural and social actions but academic ones as well. (“I see people carefully lining up the decimal place as they work”).

Note: This implies that positive reinforcement is something you can strategically plan into your lessons and your culture more broadly.

Genuine Positives:

Students discount insincere praise and often read it as an indication that their work is inferior. Balance positive reinforcement with constructive criticism. Be honest and candid. Introduce variation of delivery (see above) to keep from sounding canned. Talk to students directly.

3.2 Attitude to Learning – ‘Leading the Way’

At the end of each half term all teachers will be required to submit an ‘Attitude to Learning’ score for all students. Students’ scores will be added together and an average grade will be allocated and reported to parents.

ATTITUDE TO LEARNING SCORES				
Every half term your teacher will grade your attitude to learning and give you an average score as below				
<p>1. OUTSTANDING</p> <p>BEHAVIOURS FOR LEARNING</p> <ul style="list-style-type: none"> - Shows exemplary behaviour at all times - Helps other students with their learning - Always has a positive attitude to learning and wants to learn more <p>CLASSWORK</p> <ul style="list-style-type: none"> - All classwork is completed to the highest standard - Presentation is excellent and consistent with academy expectations - Is determined to achieve 	<p>2. GOOD</p> <p>BEHAVIOURS FOR LEARNING</p> <ul style="list-style-type: none"> - Always well behaved - Earns some merits for going above and beyond - Has a good attitude to learning <p>CLASSWORK</p> <ul style="list-style-type: none"> - All classwork is always completed - Presentation is always good 	<p>3. REQUIRES IMPROVEMENT</p> <p>BEHAVIOURS FOR LEARNING</p> <ul style="list-style-type: none"> - Some instances of low level disruption - Not always focused <p>CLASSWORK</p> <ul style="list-style-type: none"> - Completes the minimum amount of work - Presentation is not good enough 	<p>4. INADEQUATE</p> <p>BEHAVIOURS FOR LEARNING</p> <ul style="list-style-type: none"> - Poor behaviour during lessons and distracts others from learning - Poor attitude to learning <p>CLASSWORK</p> <ul style="list-style-type: none"> - Little or no work completed - Poor presentation 	
<p>1.00 - 1.50</p> <p>This student has an outstanding attitude to learning in all or the vast majority of their lessons!</p> <p>Excellent, well done!</p> <p>You're leading the way!</p>	<p>1.51 - 2.00</p> <p>This student has a good attitude in most of their lessons, with an ‘outstanding’ attitude in some!</p> <p>Good, keep it up!</p> <p>You're leading the way!</p>	<p>2.01 - 2.50</p> <p>This student has a good attitude in most of their lessons but their attitude to learning ‘requires improvement’ or is ‘inadequate’ in some other lessons.</p> <p>You need to have a good attitude to learning in all your lessons!</p>	<p>2.50 - 3.00</p> <p>This student has a good attitude in a few of their lessons but their attitude to learning ‘requires improvement’ or is ‘inadequate’ in most of their lessons.</p> <p>You are not reaching your full potential!</p>	<p>3.01 - 4.00</p> <p>This student’s attitude to learning ‘requires improvement’ or is ‘inadequate’ in most of their lessons.</p> <p>This is unacceptable!</p> <p>Behaviour is a choice, you must choose to improve.</p>

Students with a score between 1.00 and 2.00 will be deemed to be ‘Leading the Way’. This means that they are consistently demonstrating a positive attitude towards their learning and are exemplifying, not only the conduct we expect, but going further by supporting others within their lessons.

Students who are ‘leading the way’ will be recognised at the end of each half-term and will be highlighted on our Leading the Way Honour Roll. Students’ attitude to learning, and rank within their year group, will be reported to students and parents each term.

a. Postcards

Postcards will be sent home to students for particular achievements and are given in recognition of noteworthy effort or success. For example, representing the school in sport or an act of outstanding citizenship or exemplifying the academy’s virtues.

- **Postcards** (All staff - issued in class).
- **Bronze Postcards** (Head of Subject/Director of Faculty/Achievement Leaders/Student Support Leaders - issued in year group assemblies).
- **Praise Letters** (Vice Principals and Assistant Principals - issued in whole school assemblies).
- **Commendations** (Principal - issued in whole school assemblies).

b. Discipline, Attendance and Service Merits

On a weekly basis attendance and behaviour data is reviewed by form tutors alongside the form class.

- Students who have received no negative behaviour logs in the preceding week are awarded as **discipline merit** for demonstrating that they have exercised self-discipline in their attitude to learning.
- Students who have not missed any attendance marks for the preceding week are awarded with the **attendance merit** for that period.
- The form tutor ensures these are noted and signed in the Key to Success, the excellent habits are publicly celebrated in the form group and the relevant merits are logged on the system.
- Service merits are given when students voluntarily undertake service for the good of the academy community. Students are encouraged to ask for **service merits** from staff when they have carried out an act of service and the member of staff signs their Key to Success to verify this. Form tutors log service merits for members of their form on the system.
- Logging of all merits is carried out under the behaviour module of the MIS.
- An aggregation of discipline, attendance and service merits is used to inform the awarding of the 'Form of the Term' trophy.

c. Student Appreciation Week

Each half term we will have a 'Student Appreciation Week'. During our Student Appreciation Week, each member of staff will recognise three students who have demonstrated outstanding progress, excellent standards of presentation and great work ethic. The names, and the reasons for the recognition, will be displayed on the member of staff's door for the duration of the week.

d. Half Termly Year Group Achievement Assemblies

Each half term we will formally recognise students through an extended weekly year assembly in the following areas:

- Outstanding attendance.
- Academic excellence.
- Exceptional contribution to the academy (going above and beyond).
- Performance related achievement (sport, music, drama, art).
- Progress made (improvement).

e. Form of the Term

In the termly awards assembly, each Achievement Leader will award a Form of the Term award. The Achievement Leader will keep students and form tutors up to date on weekly progress during year group assemblies.

As a reward for receiving the form of the term award, the winning form from each year group will be provided with a buffet lunch in week two of the following term, along with their form tutor.

Together with their trophy, the form of the term will also be provided with a certificate to display on their form board in recognition of their achievements.

f. Termly Whole School Achievement Assemblies

- Subject awards for academic excellence (high standards).
- Performance related achievement (sport, music, drama, art).
- Progress made (improvement).
- Exceptional contribution to the academy (going above and beyond).
- Consistency (following academy expectations every day).
- Leadership (taking responsibility and initiative).
- Exemplifying the academy's virtues.
- Full attendance.
- Form of the term.

g. Annual Awards

Name	What is the Award for?	When is the Award given?
The Principal's Award	Awarded to a student who is making excellent progress in their lessons and determined to do well.	Autumn Achievement Assembly
The Commitment Cup	Awarded to a student to recognise outstanding attendance.	Spring Achievement Assembly
The Service Award	Awarded to a student who puts others first, demonstrates active citizenship and exemplifies the academy's 'service' virtue.	Summer Achievement Assembly
The Malala Yousafzai Shield	Awarded to a student who has consistently adhered to the academy virtues potentially in the face of adversity and who has demonstrated sustained excellence in academic achievement, progress and is a great exponent of the academy's values.	Summer Achievement Assembly

4. CONSEQUENCES OF POOR BEHAVIOUR

Poor behaviour is a choice made by a student. We will be intolerant of poor behaviour and will not accept any excuses for it, no matter how small. We expect that all students meet the expectations of our Code of Conduct, the consequences of poor behaviour stem from not following the academy's code of conduct.

A student can choose to behave appropriately or inappropriately. When a student decides not to follow the academy's expectations and a lesson or activity cannot continue as planned there will be a swift consequence to ensure that a teacher's planned lesson and the learning of other students is not disrupted or compromised.

In Ark Boulton Academy we aim to develop an aspirational culture where pupils are engaged in all aspects of academy life and learn the importance of choosing to behave in an appropriate manner. These behaviours are modelled by all adults at all times.

Young people thrive best where there are respectful, trusting, appropriate and professional interactions between staff and pupils. As adults and professionals, we all have a responsibility to ensure our interactions with pupils are measured, controlled and appropriate.

However, there will be occasions when, because they have not yet developed the skills and habits of self-regulation, students demonstrate behaviours that are contrary to the good order and positive climate for learning we value as an academy. When this occurs it is important that as professionals we continue to try to engage them, rather than quickly use the structure to remove them from the classroom.

Teachers must not race through and issue consequences too quickly. The fundamental aim of our approach is to ensure students' learning is uninterrupted. All staff need to make sure students are clear on what will happen if they choose not to meet academy expectations and to ensure that as adults we deal with poor behaviour fairly and consistently.

What do we mean by poor behaviour?

Our policy is based around two main aspects of poor behaviour:

1. Low level disruption.
2. Serious behaviour instances (Those which 'cross the line').

Low level disruption

At Ark Boulton we ensure that there is no low level disruption in lessons because it can have a detrimental impact on the life chances of students as the time for learning is affected and the climate for learning is compromised.

The *typical* features of low level disruption include:

- Talking unnecessarily.
- Calling out without permission.
- Being slow to start work or follow instructions.
- Showing a lack of respect for each other and staff.
- Not bringing the correct equipment.
- Late to lesson.
- Uniform issues.
- Using mobile phones, personal devices or other items which constitute inappropriate distractions.
- Packing up before the end of lesson.
- Opting out of cold call/questioning sessions (by defaulting to 'I don't know').

- Choosing to meet the established classroom routines for demonstrating visual engagement (e.g. slouching, not tracking the speaker).

If a student engages in low level disruption the teacher will use the classroom management system and assign the appropriate sanction.

Dealing with low level disruption:

- ‘Teacher’s Toolkit’/Positive and affirmative discipline/positive climate for learning.
- Consequences for poor behaviour.
- Consequences for recidivists.

4.1 ‘Teachers Toolkit’/Positive climate for learning

Teaching and support staff will create a classroom environment and establish a climate for learning which empowers students to meet the expectations of the Code of Conduct.

This climate for learning will be created through the implementation of the routines/techniques below. All staff will have training in the key routines and they will be an integral part of our induction process and ongoing personal development. The objective for this will be to establish the norm that all staff are expert practitioners in terms of managing classroom behaviour and establishing a positive climate for learning.

Lesson routines are familiar actions or approaches that a teacher or a student uses on a regular basis in order to set the right climate for learning and to aid efficiency. The best are non-intrusive, but effective in their execution. Please see ‘Core Routines’ for more information.

- Uniform expectations:** If we set our standards high with our expectations around academy uniform, students will understand that we be intolerant of other forms of poor behaviour.
- Least invasive intervention:** We never want to let students get to a stage where they are poorly behaved. We want to narrate the positives and when appropriate to do so and quietly correct the negatives. When students have slipped and are not behaving as staff expect then the use of non-verbal cues and/or anonymous corrections should be employed skillfully by staff. For example, a student swinging on his or her chair can be corrected by a non-verbal signal or a gentle tap on the back of the chair as you walk past.
- No opt-out/bounce back:** It is important that all students are expected to answer questions and actively take part in lessons. If a student cannot answer a question, ensure that they do not have the opportunity of opting out. Staff must establish and communicate the expectation that is perfectly acceptable and indeed valuable, to offer an incorrect response to a question intended to check for understanding, however; it is unacceptable not to try.
- Right is right:** Staff will set a high standard of correctness and not accept partially right answers, even if the students have tried hard. Staff will be positive and supportive but always hold out for the correct answer. “We’re almost there. Can you find the last piece?” “That’s such a good answer, I wonder if you can re-phrase the last part to make it an excellent answer?”
- Format matters:** Similar to ‘uniform expectations’, if we ensure that students take pride in the format of their written work and the standards, students will want to do better and will be less likely to be the cause of low level disruption.
- Seating plans:** Seating plans can be an effective way of managing classroom space. Staff will use seating plans as a means of supporting students and also a way to

ensure that the most concerning students are sat apart and in a place where staff can be proactive in challenging their behaviour before it effects the learning in the lesson.

- g) **Silent DNA:** The first few minutes of the lesson are very important. Silent DNA ensures that lessons begin promptly, students are focused, and enable staff to complete the register and check student understanding.
- h) **The J-Factor:** Students are less likely to misbehave if they are engaged and enjoying the lesson. Using different forms of stimuli and activities can help to engage the students into their learning by creating curiosity and enthusiasm. The activities must always meet the learning objectives.
- i) **Strong voice/body posture:** By varying tone, pace and/or posture, staff can help to indicate disapproval of certain behaviour without unduly interrupting the learning during the lesson.
- j) **Tidy room:** There are reasons why it is important to have a tidy classroom. A tidy classroom sets a good example for students and implies that staff care about the student, their learning and the work they complete.

4.2 Consequences for poor behaviour

At Ark Boulton we have a clear consequence system for dealing with students who are poorly behaved within lessons. We are keenly aware that our students will make mistakes and this is part of the learning process and growing up. Where students act in a manner that is detrimental to their own well-being or the well-being of others they will be sanctioned.

"It takes a whole community, to bring up a child"



Ark Boulton Classroom Management System

Teacher's Toolkit	Verbal Correction	Consequence 1	Consequence 2
Teacher's Toolkit	A warning that persisting with poor behaviours will result in a consequence.	Persistent poor behaviour following warning or a non-negotiable behaviour	Continual disruption
	Providing the student moderates their behaviour – no further consequence. Logged on Bromcom	<u>30 minute</u> same day detention. Logged on Bromcom	Refusal to follow instructions
			Removed from lesson <u>60 minute</u> same day detention Logged on Bromcom

Typical behaviours constituting consequence 1 response	Typical behaviours constituting consequence 2 response
<p>Persistent (i.e. after teacher toolkit intervention and explicit verbal correction) disruption e.g. talking, not demonstrating best effort, poor standards of presentation etc.</p> <p>Behaviour that is clearly contrary to the Code of Conduct and established expectations and doesn't require further warning or correction: e.g. arriving late to lessons without authorisation, failing to meet line up expectations etc.</p>	<p>Persistent disruptive behaviour following issue of a consequence 1 sanction (either continuing the original poor behaviour or engaging in further disruptive behaviour.</p> <p>If a member of staff feels that a consequence 2 sanction is enough to encourage the student to moderate their behaviour and they can remain in the lesson then the intervention can stop at this point.</p> <p>Proceed to 'On Call' (removal from lesson) when: any behaviour that cannot be tolerated a second time within the lesson e.g. direct and open defiance, swearing behaviour that is unsafe – particularly in practical subjects, use of racist, anti-social or homophobic language or behaviours. See 'On Call' procedures.</p>

4.3 Consequences for recidivists

At Ark Boulton we carefully track the behaviour of students over time. For those students who regularly disrupt lessons through low level disruption there will be additional consequences:

- Parental meetings.
- Reports.
- Community service.
- Additional detentions.
- Extended Friday detentions.
- Training day 'catch-up' detentions.
- Internal/Fixed term exclusion.
- Sharing panel referrals/managed move placements.
- Permanent exclusion.

5. SERIOUS BEHAVIOUR INCIDENTS

Poor behaviour will not be tolerated at Ark Boulton and any instances of poor behaviour will be dealt with swiftly. The academy applies the processes and procedures for internal exclusions consistently. It follows Ark policy on fixed term and permanent exclusions as laid out in "Pupil exclusions: a best practice guide for Ark Academy governors, principals and staff".

5.1 Serious incident protocol

When a serious incident has occurred at the Academy, a full investigation will be undertaken. This will involve taking statements from students and staff where needed. Parents will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation, this may mean that students are removed from planned activities. When we have completed our investigation parents will be

asked to attend the Academy to discuss the incident and possible ways of resolving the situation.

5.2 Respect for adults

At Ark Boulton we believe that all adults working within the academy deserve a high level of respect from students at all times. We will not tolerate:

- Students publicly disagreeing with a member of staff's sanction (verbally or otherwise).
- Students failing to follow staff instructions immediately and with a sense of urgency.
- Students making disrespectful comments about a member of staff.
- Students making disrespectful comments towards a member of staff.
- Students being aggressive towards staff.

A student can ask to speak with the member of staff in private (at a time convenient for the member of staff). If a student feels that they have received a detention unfairly, they can speak with the Pastoral Vice Principal after detention.

5.3 Sanctions for serious behaviour incidents

All incidents are considered individually however the table below indicates a typical corresponding sanction.

Types of misbehaviour (any one)	Typical corresponding sanctions
Persistent minor infractions or verbal corrections (as a result of data analysis).	Meeting with member of pastoral team.
Cheating on a test or project.	Phone call home.
Missing a class.	Extended Friday detention.
Disrupting another class.	Student written reflection and apology.
Cursing or inappropriate gestures.	Student put on FT report.
Mistreating academy property or the environment.*	*To include community service following the main sanction.

Types of misbehaviour (any one)	Typical corresponding sanctions
Verbal aggression towards a peer.	Meeting with pupil, teacher, parent & pastoral leader.
Bullying or behaviour that is hurtful/harmful to self or others.	Pupil written reflection and written apology.
Threatening others (physical or verbal).	One day seclusion room placement.
Not giving a teacher one's name when asked.	Pupil put on FT report.

Types of misbehaviour (any one)	Typical corresponding sanctions
Destruction of another's property.	Meeting with pupil, teacher, parent & pastoral leader.
Smoking while in school uniform on route to or from school.	Pupil written reflection and written apology.
Threatening others (physical or verbal).	1-2 day internal exclusion.
Verbal aggressiveness towards staff.	Pupil put on SSL report.
Bullying or behaviour that is hurtful/harmful to self or others.	

Types of misbehaviour (any one)	Typical corresponding sanctions
Smoking or drinking alcoholic beverages on academy property or while taking part in an academy activity.	Meeting with pupil, teacher, parent & senior leadership.
Playing with fire alarms or fire extinguisher *	Student written reflection and apology.
Vandalism. *	1-5 day Internal Exclusion or Fixed Term Exclusion (letter on file).
Bullying or behaviour that is hurtful/harmful to self or others (including racism or homophobic behaviours).	Student put on SLT report.
Threatening others (physical or verbal).	Reintegration meeting including revisiting home academy agreement.
Deliberate involvement or instigation of conflict.	*Community service requirement following the main sanction.
Sexually inappropriate behaviour.	
Stealing or possessing stolen property.	
Fighting or physical aggression - no form of fighting or aggressive behaviour will be tolerated.	More serious response if recidivist behaviour or the scale and impact of the behaviour has an adverse impact on other students, staff or the academy's reputation.
Wilful disobedience or serious disrespect to an adult	

Types of misbehaviour (any one)	Typical corresponding sanctions
Bringing onto school premises or being found in possession of dangerous or illegal items.	Meeting with student, teacher, parent & senior leadership.
Serious physical assault (either inside or outside of school).	Pupil written reflection. 3+ Day External Exclusion/Sharing Panel/Permanent exclusion (letter on file). (Where reintegration to the academy is deemed appropriate). Apology. Pupil put on report with senior leader.
Bringing onto school premises or being found in possession of illegal substances such as weapons or controlled substances (drugs) or psychoactive substances (e.g. Nitrous Oxide)	Sharing panel/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 others attending the academy.

Or

- b) Commits a serious breach of the behaviour policy by being involved in what may be termed an exceptional incident. There is not a 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 takes place outside of the academy and are of such a nature that the reputation and good standing of the academy is brought into disrepute.

6. FURTHER INFORMATION ABOUT CONSEQUENCES

6.1 Detention

All detentions (with the exception of extended Thursday or Training Day detentions) are served on the same day they are issued. Exceptions to this can only be agreed by members of the Senior Leadership Team.

Students are brought to their detention by their form tutor as part of the daily structured dismissal. Students should sit where they are told by a member of staff on duty.

In detention students must complete written work. If a student does not complete enough work, they will be told to repeat the detention the following evening. In detention students should not:

- Talk to another student.
- Use computers.
- Listen to music.

If a student is disruptive in detention it is likely that the student will be internally excluded the next day and a letter sent home to parents outlining the action taken and the related reasons.

Non-attendance at a detention will automatically result in an automatic doubling of the detention. See detention procedures.

Parents will be informed of the same day detention by text or phone call.

6.2 On Call

If a pupil is removed from a lesson by on call they are then placed within the department with a "buddy". This happens with the minimum of fuss, so that learning can continue for all students. If there is further poor behaviour, on call is called for a second time and the pupil is taken to the seclusion room for a set period of time.

Students who are removed from their lessons will have a 60 minute same night correction. See on call procedures.

6.3 Reports

In order to monitor the behaviour of individual students and for them to have a reminder of being monitored, they may be placed 'on report'. Students are put on report as defined by the three levels of report below:

1. **Orange report:** Form Tutor or Head of Subject report.
2. **Red report:** Student Support Leader or Achievement Leader report.
3. **Blue report:** Senior Leadership Team report.

Being on report is framed with students as an opportunity for the student to evidence their ability to demonstrate personal responsibility and the ability to meet academy expectations. The emphasis on personal responsibility is important and the expectations for picking up reporting sheets, ensuring they are completed and are reviewed and signed daily by both staff and parents sits with the student. The period of being on report should not typically exceed two school weeks as this is long enough to demonstrate the required level of personal responsibility consistently.

Prior to going on report parents will be invited to a meeting and informed of the targets, timescale and consequences. A pupil will take their report home every evening for their parent to sign and will return it the next day to the member of staff monitoring their behaviour.

Each level of report has additional consequences. Students on red or blue reports will not be able represent the academy externally and will not be able to participate in with their peers at break and lunch time.

Students on blue report will sign a behaviour contract and also will also have an extended school day (1 hour) for the duration of their report. See Student Report procedures.

6.4 Seclusion room

The seclusion room is staffed by one member of staff. The purpose of the seclusion room (in the event of an on call placement) is to re-focus the student as quickly as possible and return him/her to their next lesson following the minimum seclusion room placement period (see on call procedure).

The only staff that can refer students to the reflection room are the On Call member of staff, Student Support Leaders/Achievement Leaders as a result of failing detention or as a result of pattern behaviour detected through data analysis or members of SLT.

Students are not allowed to self-refer to the seclusion room.

If a student is placed into seclusion they will also serve a one hour, same day detention.

While students are in seclusion they are expected to work steadily, in silence and to the same minimum standards of presentation as would be expected in any other lesson. Students will not be allowed to raise their hands and make requests from staff, instead staff will approach students regularly to check on work and to see if they require further resources.

The only exception to this is when a student needs to request to leave seclusion for a comfort break. Staff will sign the student movement page in the Key to Success and make clear that the student needs to return to seclusion within a reasonable time (no more than five

minutes). Each time a student leaves seclusion the member of staff will record this on a daily record to discourage students from requesting excessive comfort breaks.

Students will be graded for each lesson spent in Seclusion and those students who fail to meet the expectations of conduct required will receive a further placement in seclusion and detention. *See Seclusion procedures.*

6.5 Extended Thursday detention

An extended Thursday detention will be used for instances when a 30 minute or 60 minute detention would not be an appropriate sanction, e.g. a student has accumulated a high number of detentions, either in one day or over the week. It could also be used for a one off behaviour incident where the academy needs to take a stronger line on poor behaviour. The same expectations and procedures for detention apply for extended detentions but the detention period is extended up to 120 minutes.

6.6 Training Day detention (9am-3pm)

Each half-term there will be a Training Day detention for serious one off incidents or persistent low level disruption. Students will attend in their full school uniform and will complete work for the duration of the detention period.

Training Day Corrections are put into place as an alternative to exclusions and are regarded as a very serious consequence.

6.7 Internal exclusion

Where it is deemed that a student needs a period of time away from timetabled lessons in order to re-focus. The decision to place a student in internal exclusion is discretionary.

- Internal exclusion can only be decided by a member of the Senior Leadership Team.
- Students will continue to follow their studies whilst placed in internal exclusion.
- Length of time in the internal exclusion room will vary according to the judgement made in relation to the incident that prompted removal from mainstream classes as well as the risk that reintegration into lessons would cause disruption to other student's learning.
- The incident will be logged onto the management information system and an IE letter will be drafted, sent to parents and placed onto the students' file.
- Students will not be allowed to talk to each other unless it is a structured part of a teaching session in the internal exclusion room.
- Subject teachers will provide and mark work for students.
- If a pupil misbehaves whilst in internal exclusion the VP Pastoral will be called to take appropriate action. An incident report should be completed. A decision will then be made about whether they should be removed and further action taken.
- The behaviour policy continues to apply to students in internal exclusion.
- Internal exclusion will begin at 8:30am and finish one hour after the school day.

6.8 Fixed term exclusion

Where a student is in severe breach of the academy's code of conduct or where an internal exclusion would be deemed as ineffective or inappropriate in addressing poor behaviour the academy will place the student on an external fixed term exclusion ranging from one to five days depending on the nature of the offence.

Where a student is excluded for a fixed period of time:

- The student and their parents will be informed on the day of the incident of the decision to issue a fixed term exclusion.
- A formal letter will be sent to parents confirming the reasons for the fixed term exclusion. This will be placed in the student's personal file.
- Return to school will be agreed through a reintegration meeting on the first day of return. A student will not be allowed back in lessons unless this meeting has taken place.
- On return to school, the student will be placed on a behaviour contract and on report for at least one week. The behaviour contract has to be agreed by the school, student and parent.

6.9 Managed move to another school

- If a student has received a number of fixed term exclusions and the strategies put in place to support this pupil have not been effective, then it may be appropriate to arrange a 'managed move' with another school. The referral procedure is by Vice Principal to the pastoral lead of the receiving school.
- The purpose of a managed move is to give a student a 'fresh start' in a new school. This placement is then closely monitored by the home and host school. The aim is for the pupil to be successful with the managed move and to go on the roll of the new school.
- The managed move may be arranged with another school in the Ark network (e.g. Ark Kings or St Albans) or with another local school either informally on a school to school basis or through the sharing panel. The need and referral for a managed move is done on a case by case basis and is agreed by SLT.

Managed Move placements are alternative to permanent exclusion and the academy reserves the right to proceed to permanent exclusion if the student fails the managed move by not fulfilling the behaviour requirements set out as part of the initial managed move meeting.

6.10 Sharing panel

- The Sharing Panel is a group of head teachers and Central Area Network Inclusion Co-ordinator that represent a number of schools in the central Birmingham network of schools.
- The Sharing Panel meet monthly to consider the placement of those pupils that may be at risk of permanent exclusion. The sharing panel discuss each referral case by case and decides the most appropriate provision/ support.
- For Key Stage 3 it may be a managed move to a new school within the network, placement at City of Birmingham School (COBS), or a short term intervention programme that could be at COBS.
- For Key Stage 4 pupils the sharing panel may arrange a managed move, college or other alternative provision setting.
- The decision and referral to the sharing panel is made on a case by case basis and would follow a number of fixed term exclusions or a serious one off incident that would mean the pupil could not return to Ark Boulton Academy. Referrals are made through access

meetings with the Vice Principal, Pastoral Lead reporting to SLT and Principal. The referral to the sharing panel is to avoid the need for a permanent exclusion.

- The Academy reserves the right to proceed with permanent exclusion procedures in the event that the student fails to fulfil the behaviour requirements of any sharing panel arranged placement at another school or setting.

6.11 Use of reasonable force

Good personal and professional relationships between staff and students are vital to ensure good order in our academy. It is recognised that the majority of students in our academy respond positively to the discipline and control practised by staff.

This ensures the well-being and safety of all students and staff. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a student from doing, or continuing to do any of the following:

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).
- Self-injuring.
- Causing injury to others.
- Committing a criminal offence.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when students, staff or property are at risk.

Positive handling uses the minimum degree of force necessary for the shortest period of time to prevent a student harming himself, herself, others or property. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.