



Ark Boulton  
Academy

*“Growing together, reaching higher.”*

# BEHAVIOUR FOR LEARNING POLICY

2022-2023

Date of last review:	July 2022	Review period:	1 Year
Date of next review:	July 2023	Owner:	Abbas Rashid

## 1. POLICY INFORMATION

Named personnel with designated responsibility for

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2020/21	Daniel Richards	Asif Patel	Vanessa Williams	Vanessa Williams
2021/22	Daniel Richards	Asif Patel	Mark Gregory	Mark Gregory
2022/23	Abbas Rashid	Victoria Savage & Naseem Mughal	Elizabeth Dawson	Elizabeth Dawson
2022/2023	Victoria Hudson	Nagina Munawar	Elizabeth Dawson	Elizabeth Dawson

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
January 2020	Adapted to incorporate new ‘Parent in School’ model	Daniel Richards
January 2020	5.3 Searching, screening and confiscation	Daniel Richards
July 2021	Explicit referral to harmful sexual behaviour. Minor editing and format changes. Charges where misbehaviour results in damage to school property	Daniel Richards
July 2022	Adjustments made to reflect new pastoral system as well as changes indicated by July 2022 ‘Searching, Screening and Confiscation; and ‘Behaviour in Schools’	Abbas Rashid
September 2022	Updated to include detentions on the day, pupil code of conduct	Abbas Rashid
April 2023	Updated to remove ‘You Can Do Better’	Victoria Hudson

Ratification by LGB

Academic Year	Date of Ratification	Chair of Governors
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December 2016	Policy ratified by LGB	Julie Griffiths
February 2020	Policy ratified by LGB	Vanessa Williams
September 2022	Policy shared with LGB	Elizabeth Dawson

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

Date	Course Title	Staff
31 <sup>st</sup> October 2016	Culture and Ethos: Line up and entry routines	All
3-5 <sup>th</sup> 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
September 2019	Language of de-escalation	Teaching
January 2020	Using Bromcom to log events and detentions	Teaching and classroom based support
September 2022	How to implement the Behaviour for Learning Policy	All
October 2022	Signature Strategies and Teacher Toolkit refresh	Teaching and classroom based support
April 2022	Behaviour for Learning Policy in Practice	All

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### 3. 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 pupils, parents and staff 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.

At the heart of this policy are the high expectations we have of each and every pupil so that they make the most of their talents. As a community we will teach them to have the character, knowledge and skills to allow them to thrive. In turn, our pupils will become role-models positively influencing our community and beyond: they will be proud of Ark Boulton and speak affectionately of its people and influence.

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/Expectations for Learning 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.

## 4. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)

## 5. PUPIL CODE OF CONDUCT/EXPECTATIONS FOR LEARNING

The policy is underpinned by the Student Code of Conduct also known as ‘The Expectations for Learning’ as this sets out our expectations of students. **The Expectations for Learning are not aspirations but rather 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. 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.

These expectations are broken down into key areas that students must adhere to whilst in and around the academy:

### Pupil Expectations

<b>Interactions with others</b>	<b>1</b>	Pupils will greet staff and peers politely using phrases such as, ‘good morning’ or ‘have a nice evening’
	<b>2</b>	Pupils will make eye contact when speaking with a peer or member of staff and not interrupt when others are speaking
	<b>3</b>	Pupils will not refer to other pupils or staff using slang terms
	<b>4</b>	Pupils will use manners, demonstrate patience, and respect others. This includes listening, not talking when others are talking and being kind in what they say
	<b>5</b>	Pupils are expected to refer to all members of staff in a respectful way, using good manners, such as: using the terms ‘Sir’ and ‘Miss’ and answering in full sentences.
	<b>6</b>	Pupils understand that the staff decision is final. If you have a question, you ask in a polite manner at an appropriate time
	<b>7</b>	Pupils understand that sometimes staff get it wrong, but they also realise that arguing about it in the moment never achieves a positive result. They accept the consequence and find a suitable time to discuss it
<b>In the classroom</b>	<b>1</b>	Pupils will be correctly dressed in the school uniform and use the correct attire required for lessons (i.e. safety glasses in Science and full school PE kit for Physical Education).
	<b>2</b>	Pupils will arrive on time to all lessons.
	<b>3</b>	Pupils will respond to all staff as ‘Sir’ or ‘Miss’
	<b>4</b>	Pupils sit in the correct seat and place their coat on the back of the chair and bag underneath the desk
	<b>5</b>	Pupils will format their desks with their planner and pencil case immediately when entering the classroom



	<b>6</b>	Pupils will always display the 'habits of excellence' in lessons: <ul style="list-style-type: none"> <li>• Full sentences</li> <li>• Standard English</li> <li>• Exemplary presentation</li> </ul>
	<b>7</b>	Pupils won't behave in any way that can distract others
	<b>8</b>	Pupils will remain seated in lessons unless otherwise instructed by the teacher
	<b>9</b>	Pupils will follow instructions without question, first time
	<b>10</b>	Pupils will use their presentation voice when answering a question, reading or during class discussion
	<b>11</b>	Pupils will engage in class, group and paired discussion when instructed.
	<b>12</b>	Pupils will keep classrooms clean and tidy, leaving the classroom in the same way it was found
<b>Transitioning around the academy</b>	<b>1</b>	Pupils will attend tutor group line up promptly at the start of the day.
	<b>2</b>	Pupils will attend line up at the end of break and lunch promptly when the whistle is blown
	<b>3</b>	Pupils will transition in a calm and purposeful manner to their next lesson
	<b>4</b>	Pupils will walk on the left-hand side, in single file
	<b>5</b>	Pupils will acknowledge staff and one another in a polite manner
	<b>6</b>	Pupils will use the one-way system in each block
	<b>7</b>	Pupils will take no more than 4 minutes to transition
	<b>8</b>	Pupils will sit down, in the correct seat, with their desk formatted by the second bell
<b>Break and Lunch</b>	<b>1</b>	Pupils will behave and interact with all in a respectful manner
	<b>2</b>	Pupils will not litter or leave any item for others to clear away
	<b>3</b>	Pupils will stay in designated areas including split playgrounds at break and lunch
	<b>4</b>	Pupils will eat food in the designated areas
	<b>5</b>	Pupils will not congregate in groups larger than 6
	<b>6</b>	Pupils will not incite unsafe behaviour through actions and noises

	<b>7</b>	Pupils will listen to and follow all instructions given by both staff and pupil leaders.
	<b>8</b>	Pupils will walk directly to their line when the whistle is blown at the end of break and lunch
<b>Outside of School</b>	<b>1</b>	Pupils will engage in as many extra-curricular options as possible, in school and in the wider community
	<b>2</b>	Pupils know that they represent the school and their community, and that the behaviour policy will be applied outside of the academy gates
	<b>3</b>	Pupils will make sure that are respectful and polite to everyone on their journey to and from school
	<b>4</b>	Pupils will make their way home quickly and without diversion
	<b>5</b>	Pupils will not drop litter
	<b>6</b>	Pupils will not bring the academy into disrepute
<b>Uniform and equipment expectations</b>	<b>1</b>	Pupils will wear the academy uniform correctly and with pride (shirts are tucked in and ties are worn covering their top button which is fastened)
	<b>2</b>	Pupils will not wear hoodies or tracksuit jackets on site, including in the playground.
	<b>3</b>	Pupils will bring the correct equipment into school every day, including their PE kit, on the correct days
	<b>4</b>	Pupils will remove all outdoor coats when entering the building
<b>Food and drink expectations</b>	<b>1</b>	Pupils will not chew chewing gum or bring it onto site
	<b>2</b>	Pupils will not bring or drink energy drinks, fizzy drinks or any other drinks such as milkshakes which are high in sugar whilst on site.  All drinks will be in a plastic bottle.
	<b>3</b>	Pupils will not eat or bring sweets, chocolate or lollypops onto site
	<b>4</b>	Pupils will consume all food or drink in the designated spaces
	<b>5</b>	Pupils will clear all litter and used tableware away. Pupils will not leave any for others to collect

## **6. REASONABLE ADJUSTMENTS**

Academy expectations outlined in this document are applicable to all pupils, however, we recognise that reasonable adjustments may need to be made for pupils who have special educational needs and/or disabilities.

We are committed to preparing our pupils for the wider world, therefore, at the heart of our behaviour policy is the opportunity for pupils to learn about and reflect upon their behaviour(s) – staff treat each breach of the behaviour policy on a case by case basis and use this policy as a framework to ensure consistency and fairness across the academy, making reasonable adjustments where necessary.

## **7. PUPIL ACKNOWLEDGEMENT AND PRAISE**

We want pupils to be motivated by the intrinsic value of achievement and we are committed to acknowledging pupils for developing and role modelling good learning habits and the academy's values. Rewards are used at Ark Boulton Academy to recognise exemplary behaviours, promote and celebrate academic success and effort and publicly acknowledge commitment to our vision. Rewards will be given for conduct, effort and achievement beyond the norm or expected. We expect teachers and educational support to use 'Precise Praise' throughout lessons and subject commendations stamps when all expectations of the lesson have been met. The rewards system is to formally recognise pupils for meeting the academy's Expectations for Learning in an easy-to-use system.

### **Rewards Shop**

To promote high expectations, the academy's values and excellent conduct, Ark Boulton uses a stamp and point system:

1. When pupils meet academy expectations for a full week, they will receive a sticker which can be redeemed through the online rewards shop.
2. The rewards shop will contain items which pupils have expressed, through pupil voice, that they would like to see displayed. Pupils and parents will be able to download the application and access this rewards system through an online log in.

### **Celebration assemblies**

Each term we will formally recognise pupils through an extended year assembly celebrating success in the following areas:

- Form tutor awards
- Subject Awards
- Progress awards
- Outside of school shout outs e.g. sports team or community group recognition
- Reward points count (tutor group and individual) – certificates and shop prizes awarded
- Attendance and punctuality award (individual)
- Form of the term

### **Attendance awards**

We recognise the importance of strong attendance on pupil outcomes and promote strong attendance and punctuality knowing that this will support pupils beyond their time at Ark Boulton. As such, pupils with 100% attendance and punctuality will be recognised. Furthermore, to foster a collegiate spirit, form groups with the highest attendance will be recognised and publicly praised.

## **8. CONSEQUENCES FOR POOR BEHAVIOUR**

At Ark Boulton, we believe it is important that pupils recognise that poor decisions have consequences, preparing our pupils for a future beyond Ark Boulton Academy. We use a structured system that is a graduated response to situations where pupils need more personalised help and support. The graduated response provides regular opportunities for pupils to reflect on and correct their behaviour. In addition, the policy has been designed to have high expectations of all pupils and to support pupils with SEND to achieve these. Schools with excellent behaviour cultures will create calm environments which, in turn, benefits pupils with SEND. Ark Boulton further supports pupils with SEND by making reasonable adjustments in line with its duties under the Equality Act 2010, including adjusting seating plans for those with impairments or adjusting uniform requirements for pupils with sensory or medical issues.

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

1. Low Level Disruption
2. Serious Behaviour Incidences

In deciding on a sanction, the academy will make a decision based on the application of the civil standard of proof i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. Therefore, a pupil may be given a sanction for an action /involvement in an incident that he/she denies. The academy will always conduct an investigation, which can result in sanctions being decided upon several days after an incident. For a more serious incident, previous behaviour/information will be taken into consideration.

### **Low Level Disruption**

Low Level Disruption can have a detrimental impact on the life chances of pupils as the time for learning is affected and the climate for learning is compromised. The typical features of low-level disruption include:

- Off-Task Behaviour
- Disturbing Learning (Talking/Shouting out without permission etc)
- Calling out without permission
- Being slow to start work or follow instructions
- Showing a lack of respect for each other and staff
- Chewing/ Eating
- Opting out of questioning sessions (by defaulting to 'I don't know')
- Using mobile phones, personal devices
- Graffiti
- Littering

Truancy, being late and uniform issues, including no PE kit, will lead to students not being able to engage with their learning as per the Expectations for Learning. Therefore, a same day detention will be issued for these.

## Teacher Toolkit

Staff members will use a variety of techniques to provide pupils with an opportunity to correct their behaviours and engage in learning. Pupils are given the opportunity to correct their conduct before staff proceed to verbal warnings and issue pupils with consequences.

Staff will use praise and positive reinforcement as their initial response to pupil conduct, inside the classroom and around school, to foster a positive learning environment and demonstrate the expected standard of learning inside the classroom or around school. This serves to ensure pupils who are upholding the correct standards are acknowledged. This will provide others with the opportunity to correct their behaviour with concrete examples of how they should be conducting themselves.

Staff may use non-verbal gestures to encourage pupils to make quick corrections of their behaviour when they aren't getting it right. These may include non-verbal gestures to remind pupils to stop talking, sit up straight, continue writing or complete their activity. These techniques are designed to enable pupils to correct their behaviour without drawing attention to it publicly and preventing the need for a warning or a sanction to be issued. In some circumstances staff may use strong voice to indicate that there needs to be a more immediate change to the learning environment or conduct of pupils, which will be indicated in the volume and tone of their instructions.

### Progression of Low-Level Disruption:

This progression route may not be used in this order as we take a pupil centered approach when supporting our pupils to meet our Expectations for Learning.

1. **Teacher Toolkit** – positive reinforcement, points, rewards, non-verbal gestures, strong teacher voice.
2. **Reminder** – Pupils are reminded of the Expectations for Learning and how they can fix their current behaviour
3. **Warning** - Pupils are told that they are not meeting the Expectations for Learning and are now at risk of an unacceptable. They are told how they can fix their current behaviour.
4. **Unacceptable** - Pupils have had four opportunities to fix their behaviour. A detention is issued, on the same day (45 minutes).
5. **Removal from classroom** – If a pupils poor behaviour persists, they are removed to a buddy classroom. If poor behaviour continues, on call will be requested and the pupil will be removed to work in a new environment for the remainder of the lesson. This is because the pupils behaviour persistently breaches the code of conduct and disrupts the learning of others. The pupil is removed from the classroom to provide others with respite and so that learning can continue uninterrupted. A phone call home is made to inform parents/carers. At the end of the lesson, the pupil will return to their normal lessons.
6. **Contact with parents** - phone call home by staff member (recorded on Bromcom): Ark Boulton does not seek to advise parents of all interactions whereby pupil behaviour is corrected, however, where there are repeated poor behaviours, phone calls home will be made to seek advice and support from families and to ensure that issues are communicated and expectations reaffirmed.
7. **Parental meetings:** If behaviours are serious in nature, persistent or repeated, parents will be required to attend a meeting with a member of our Subject team, Pastoral Team or Senior Leadership Team. The meeting will be recorded and added to Edaware/Bromcom.
8. **Behaviour Report (Tier 1)** –Subject report/Form Tutor : In response to repeated and /or persistent demonstrations of poor behaviour and in consultation with pupil and family a pupils will be placed on

report to their form tutor or subject lead. This will be completed over a period of six weeks. There is an expectation that reports will be signed daily by parents.

9. **Behaviour Report (Tier 2)** – Head of Year: where a pupil fails their form teacher or subject class teacher report they will progress to a Tier 2 report. This will be completed over a period of six weeks. There is an expectation that reports will be signed daily by parents.
10. **Behaviour Report (Tier 3)**– SLT: where a pupil fails their Tier 2 report, they will progress to a tier 3 report. This will be completed over a period of six weeks. There is an expectation that reports will be signed daily by parents.
11. **Bespoke Intervention** - completion of a bespoke intervention programme based on the pupil's needs. Ark Boulton seeks to use bespoke, behaviour specific interventions to educate pupils where possible and support them with making the correct choices.
12. **Suspension:** where pupils are involved in incidents that are serious in nature and where the academy requires time to ensure that a package of support can be put in place to mitigate against further incidences, suspension will be used by the academy. During a pupil's period of suspension they will be expected to complete allocated work.
13. **Behaviour Risk Assessment** – where pupils behaviour is unsafe and put the welfare of themselves and others at risk, a risk assessment will be put in place. This will be shared and signed by parents. This will be reviewed every six weeks, or earlier if required.

Other acceptable forms of sanction issued by Ark Boulton staff may include:

- The setting of written tasks such as an account of their behaviour or an apology letter
- Loss of privileges and/ or responsibilities
- School based community service litter picking, canteen duties or tidying classrooms

## **Respect for Adults**

We believe that all adults working within the academy deserve a high level of respect from pupils at all times.

We will not tolerate:

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

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

Other behaviours that may result in an **automatic detention** are listed below, although this list is by no means exhaustive:

- Late to School (automatic 30 minute detention, on the day)
- Being rude and disrespectful to a member of staff

- Not completing work or homework to the required standard
- Inappropriate language towards others
- Bullying (this may include verbal bullying, cyber bullying as well as physical and could lead to a suspension, isolation placement or Suspension)
- Defiance (this could lead to a detention or Suspension).

### **Further Information About Consequences**

All detentions are served on the same day they are issued. Exceptions to this can only be agreed by members of the Senior Leadership Team. Pupils should sit where they are told by a member of staff on duty.

In detention pupils should not:

- Communicate with other pupils
- Use computers
- Listen to music

Non-attendance at a detention will be followed up the next day and appropriate sanction applied.

### **Informing Parents of Detention**

Parents will be informed of the same day detention via text message.

### **Serious Incidences**

When a serious incident has occurred at the academy, a full investigation will be undertaken. This will involve taking accounts from pupils, staff and reviewing CCTV footage, where needed. Parents will be informed, where appropriate. At times we may need to isolate a pupil during an investigation, meaning that they may be removed from planned activities.

Examples of serious incidences may include but are not limited to:

- Cheating on a test
- Truancing lesson
- Mistreating academy property or the property of others
- Verbal aggression towards others
- Physical aggression towards others
- Vandalism/ Graffiti
- Stealing
- Sexually Inappropriate Behaviour
- Playing/tampering with fire alarms/ fire extinguishers
- Threatening behaviour
- Bullying or behaviour that is hurtful/ harmful to self or others
- Wilful disobedience or disrespect to an adult
- Bringing prohibited articles onto school site
- Behaviour which puts the welfare and safety of themselves or others at risk



## **Prohibited Articles (which will be confiscated on sight)**

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

Any offensive weapon, which may include:

- Tool with a blade or shaft
- Stanley knife or craft knife
- Screwdriver of any size
- Blade of any size or description, including pencil sharpeners
- Any bladed implement, improvised or otherwise
- Fireworks (including bangers)
- Knuckle dusters
- Multi tool (including pens with multiple functions)
- Lasers of any description
- Fire arms/ replica fire arms
- BB guns/ catapults
- Any article that has been or is likely to be used to commit an offence, damage property or cause personal injury or harm
- Any item that has no business being within the Academy
- Smoking related articles (possession of these items will result in a Suspension), which may include: Cigarettes
- Other smoking-related items, including lighters, matches, 'shisha pens', 'E cigarettes', 'vapes' or similar articles
- Alcohol
- Possession, use of or being the influence of illegal drugs and psychoactive substances (including so-called 'legal highs')
- Caffeinated energy drinks or drinks that are of high sugar content
- Any fizzy drinks
- Sweets, lollypops or chocolate
- Mobile phones which haven't been put away or are used within the Academy day
- Mobile phones that are believed to have been used inappropriately or may have evidence relating to an incident of poor behaviour
- Music devices, seen or heard
- Aerosols
- Muscle trainers/hand grip exercisers or strengtheners

**Possession of an offensive weapon (including an improvised weapon) in school or possession of drugs or drug-related paraphernalia (or under the influence of) may result in permanent exclusion.**

## **Bullying, Homophobic, Sexual Harassment and Racist Incidents**

Incidents of bullying will usually be dealt with as follows:

All allegations are logged and investigated. If found or suspected to be bullying, on the first occasion an informal warning is given and a record is kept of this conversation (on Edaware).

Subsequent acts found to be bullying may result in a formal warning being given and a meeting with parents/guardians is held.

Formal warnings are logged as 'bullying' on the pupil's academy record.

The above action is dependent on the severity; a further informal warning or a higher-level sanction may be given outside the above protocol. Please refer to Ark Boulton Academy Anti-Bullying Policy for further details.

### Racist Incidents

All incidents of a racist nature will be logged on the Edaware and Bromcom. The appropriate sanction will be set, and parents/guardians will be notified of the incident.

### Homophobic Incidents

All incidents of a homophobic nature will be logged on Edaware and Bromcom. The appropriate sanction will be set, and parents/guardians will be notified of the incident.

### Sexual Harassment

All incidents of a sexual harassment will be logged on Edaware and Bromcom. The appropriate sanction will be set, and parents/guardians will be notified of the incident. In the event the incident requires, other external agencies such as the Police and Children's Social Care may also be contacted in order to ensure the incident is thoroughly investigated and pupils are appropriately supported during the incident. There may be a need for a risk assessment to be carried out to ensure all victims and perpetrators of sexual harassment are safeguarded appropriately whilst inside school.

## **Truancy**

Truancy from a single lesson will result in a '45 Minute Detention'. Should a pupil truant repeatedly, then they will receive a more severe sanction as determined by their Head of Year or SLT. Please see attendance policy for further detail.

## **9. HIGH ORDER SANCTIONS**

### **Internal Suspension**

Internal Suspension is the most severe, internal consequence within the academy. Pupils are removed from lessons and spend time in a supervised space of the school building. Pupils will complete curriculum work and may receive teaching regarding a specific behaviour that they have demonstrated.

Parents are informed of the internal suspension and the reasons for it by phone call from a Head of Year, or member of the Senior Leadership Team.

The following will usually lead to internal suspension from lessons:

- Persistent or repetitive acts of bullying (including cyber bullying)
- Repeated acts of racist or homophobic abuse
- Acts of defiance to a member of staff, including walking out of a classroom without permission (repetitive behaviour will lead to an external suspension /permanent exclusion)
- Acts of behaviour that prevent teachers from teaching and/or pupils from learning
- Acts of defiance towards a member of staff
- Acts of inappropriate conduct towards staff, other pupils or members of the public
- Acts of encouraging fighting or being a spectator of a premeditated fight (could be an external suspension)

- Acts of directly swearing at, and/or using abusive language towards other pupils or staff
- Acts of plagiarism
- Repeated failure to attend a detention
- Smoking, vaping, use of e-cigarettes or similar. This includes:
  - Being in possession of any smoking related equipment
  - The act of smoking, including holding a lit cigarette
  - Association with pupils who are smoking
  - Inside the academy grounds or externally whilst in school uniform

### **Suspensions (external)**

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.

In addition, the academy may choose to issue a Suspension while an investigation of serious behaviour incident is on-going.

The following will usually lead to a Suspension:

- Acts of physical aggression or incitement to physical aggression (including assaults on other pupils)
- Direct or 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. Stolen Items
- Possession and/or use of any of the following:
  - i. Pornographic materials (including misuse or attempted misuse of ICT equipment)
  - ii. Replica weapons
  - iii. Any articles deemed offensive
- Acts of abuse of any nature including incitement to abuse on religious, racial, age or gender related grounds
- Acts of persistent and/or malicious bullying (including cyber bullying)
- Malicious accusations against academy staff
- Acts of behaviour that are dangerous or deemed to endanger the health, safety and wellbeing of any person associated with the academy and/or academy property
- Acts of contaminating food or drink which is likely to be consumed by staff or pupils
- Acts of using any sharp object inappropriately
- Acts of defiance to member of staff (repetitive behaviour could lead to a permanent exclusion)

- Acts of swearing directly at a member of staff
- Acts of vandalism or damage
- Persistent Truancy
- 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 Boulton Academy on social media
- Inability to remain within the spirit and provision of the academy's published discipline policy, Home-Academy Agreement and any subsequent contracts
- Theft from 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, extortion and plagiarism
- Setting off the academy fire alarm without good reason.

Whilst on a suspension, pupils are expected to complete the work set. On re-integration, pupils and parents are required to attend a meeting with a relevant member of staff where this work will be checked. If the work is not brought to the meeting/completed to an adequate standard, it will be set again to be completed as homework.

### **Governor Behaviour Panel**

Behaviour warning hearings are meetings arranged by the school between parents/pupil and governors to impress upon the pupil that his or her persistent breaches of the behaviour policy are placing them at risk of permanent exclusion. The behaviour panels will be made up of school governors and may be held if a pupil has had 15 days suspension in one term or is persistently in breach of the academy behaviour policy.

### **Managed Moves**

If a pupil has received a number of Suspensions and the strategies that have been put in place to support this pupil have not been effective, then it may be appropriate to arrange a Managed Move with another school. A Managed Move will not be considered if we cannot guarantee the safety and welfare of staff and pupils at the host school.

The purpose of a managed move is to give a pupil a "fresh start" in a new school. This placement is then closely monitored by the home and the 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 Victoria, Ark St Albans, or Ark Kings) or with another local school 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 the Senior Leadership Team.

The academy can make arrangements for a pupil to be educated through alternative provision as an alternative to a Managed Move.

Managed moves or alternative provision are an alternative to permanent exclusion and the academy reserves the right to proceed to permanent exclusion if the pupil fails the managed move by not fulfilling the behaviour requirements set out as part of the initial placement meeting.

## **Permanent Exclusions**

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 serious breach of the behaviour policy by being involved in what may be termed an exceptional 'one-off' incident and as a result of his/her actions there is a serious detrimental impact on the welfare and education of others attending the academy or puts the academy into disrepute. There is no comprehensive list of exceptional incidents and pupils and parents should be aware that these may 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:

- 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 or young adults to congregate outside of the academy)
- sexual abuse or assault
- possession, under the influence or supply, directly or indirectly, of an illegal drug in the academy and/or to Ark Boulton pupils out of the academy
- carrying an offensive weapon including replica or improvised weapons
- A criminal conviction
- Persistent racist, sexist and homophobic (or other discriminative) 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
- Bringing the academy into disrepute

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

Subject to the academy's behaviour policy, a teacher may discipline a pupil for any misbehaviour which brings the academy into disrepute or puts the welfare of themselves or others at risk, for example 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, e.g. 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 1996 (DfE Searching, Screening and Confiscation- Advice for Schools January 2018):

The academy is allowed by common law powers to search pupils. 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. The Principal and authorised staff have a statutory power to search pupils or their possessions without consent, where they have reasonable grounds for suspecting that the pupils may have any of the following prohibited items:

- knives or weapons (including improvised)
- alcohol
- illegal drugs
- stolen items
- tobacco/cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury, or damage to the property of, any person (including the pupil).

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

## **Screening**

From time-to-time and to safeguard the safety of staff and students at the academy there may be incidences of the use of screening devices. This may be in conjunction with the local police authority and involve both walk-through or hand-held metal detectors.

### **Note:**

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way, which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.

## **Reasonable Force**

The academy's policy is based on the following DfE advice (DfE Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies. July 2013.)

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.

In some instances, it may be a requirement of staff at Ark Boulton Academy to use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit
- Causing damage to the academy environment or the property of others
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts.

### What is Reasonable Force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Ark Boulton Academy commissions an external agency to regularly provide training for all staff on de-escalation and restraint to ensure the most up to date knowledge and practices in preventing the need for physical contact and when necessary the safest way to intervene physically with pupils to ensure a safe environment for all inside the academy.

All incidents where reasonable force or restraint have been used are logged on our school safeguarding system.

## 10. SUPPORT

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

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

The following support may also be available at Ark Boulton Academy and the Head of Year and/or Director of Enhanced Provision will decide on how this support is used to support pupils on a case-by-case basis:

- Learning Interventions/ Strategies for Learning
- Mentoring / mentor groups such as the City of Birmingham Schools Outreach Programme
- School Counsellor
- Target based intervention– individual and small group
- Educational psychologist referral
- Speech and Language support
- Pupil School Support assessment
- Communication and Autism Team Support
- Hearing Impairment Team Support
- Early Help Assessment referral/ Family Support Worker Referral
- Forward Thinking Birmingham Referral
- School Health NHS referral

### Parental Support

As a parent/carer of a child at Ark Boulton Academy, you are expected to:

- Support your child in adhering to the pupil code of conduct
- Ensure that you child leaves home every morning in the correct school uniform, with their PE Kits if needed
- Ensure that you child has the correct equipment needed for school each day
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Respond to any correspondence from the academy (answering phone calls/returning calls/returning forms and letters)
- Ensuring that your contact information is up to date with the Academy
- Periodically check that the academy contact numbers have not been 'blocked' on your mobile or landline.
- Attend any meetings that have been scheduled (at the correct time).
- Read and sign your child's report every evening, if they are placed on one.
- Monitor your child's use of social media
- Co-operate with academy when external referrals are recommended, E.g., Early Help and SEND referrals



- Ensuring that your child has an online device to access learning from home and the academy rewards system (ensure that you have collected your child's free Chromebook, which is part of your child's equipment)
- Informing the academy promptly when technical issues occur with your child's (school provided) Chromebook
- Engage with your child's learning by checking that they have completed all their homework listen to them read regularly and by asking how their day has been when they come back home

## 11. APPENDIX 1: CORE ROUTINES

The following routines and expectations apply to all pupils and have been created to support the wellbeing of pupils and the maximise the chance of every pupil being successful at Ark Boulton.

### The Night Before School

**Purpose:** To ensure that we are fully prepared for the next day and can perform at our best at school

- ✓ Check and ensure that all your homework and/ or online study is completed for the next day.
- ✓ Check and make sure that you have actioned any emails or feedback that you have received from your teachers.
- ✓ Make sure you have the correct equipment, and this is packed in your bag with any required books or items such as, art portfolios.
- ✓ Check your planner to ensure that you know of any events that are taking place the next day i.e. Envision session or school trip.
- ✓ Check your timetable to see what lessons you have the next day and put the correct books in your bag. If you have PE and pack your kit into you school bag
- ✓ Fold your uniform neatly in your room, ready for the morning.
- ✓ Ensure you have an alarm set that provides enough time for you to arrive at school before the school gates shut at 08:25.
- ✓ Empty any used PE kit from your bag for washing

### Your journey to school and before lessons begin

**Purpose:** To ensure that we arrive at school punctually and with purpose presenting our academy positively to the wider community

- ✓ Check the weather – you may need a coat.
- ✓ Fill up your water bottle with fresh, clean water
- ✓ Remember to only bring healthy food and drinks if you bring your own for lunch or snacks
- ✓ Either have breakfast at home or ensure that you at school in time for breakfast club
- ✓ Make sure, if you use public transport, that you have your bus pass/ fare
- ✓ Make your way directly to school via the quickest, safest route
- ✓ Present a positive image of our academy by interacting with others in a courteous and polite manner
- ✓ Be careful about when and how you use mobile phones on your journey so that you are safe when crossing roads and that you minimise the risk of theft

### Arrival at School

**Purpose:** Pupils have an orderly and purposeful start to the day

- ✓ Be in full uniform as outlined in the uniform policy
- ✓ Be greeted at the gate by a member of staff
- ✓ Pupils will make eye contact and respectfully respond.
- ✓ Gates open at 8.10 am and close at 8.25am.
- ✓ Breakfast club opens at 8am in the canteen.
- ✓ By 8.25, pupils should be in line within two minutes of the whistle sounding.
- ✓ Uniform and equipment checks will take place before reading begins
- ✓ Pupils may bring in water bottles from home but are not permitted to bring in energy drinks, caffeinated drinks or drinks that are high in sugar

- ✓ Pupils should ensure that mobile phones are turned off on school site. Mobiles that are seen or heard by staff will be confiscated. If pupils need to call home, they can do so through their Welfare Leader. Parents will receive a text or phone call when phones are confiscated. Confiscated phones will be returned at the end of the day on Friday (only), when parents listed on the school system are available to collect them from the school office.
- ✓ During Form Time, pupils will take part in an equipment check where necessary. Pupils will be expected to format their desks and have the obligatory equipment for the school day, including a school bag, pupil planner, pencil case which includes pens (2 black pen and 2 green pen), pencil, ruler, eraser, sharpener, compass, protractor, calculator, whiteboard pen and any additional stationary required.

### Transitioning around school

**Purpose:** To ensure that our corridors, stairwells and indoor spaces are: clean, calm, safe and a pleasant place for all.

- ✓ We use normal conversational voice when moving either in or outside the school building. We walk on the left, in single file so that space is available for others to pass , if needed
- ✓ We do not eat or drink when moving around the school building
- ✓ We walk calmly and with purpose, using the one-way system so that we get to our lessons punctually
- ✓ We only use the toilets and water fountains at break or lunch time and not between lessons
- ✓ When transitioning inside the school building, we should not wear any outdoor clothing
- ✓ We should demonstrate excellent manners by holding doors for others and by thanking those that hold the door for us
- ✓ We should arrive to our lessons within 4 minutes of the start time and before the second bell

### Entering the Classroom

**Purpose:** To ensure that our corridors, stairwells and indoor spaces are: clean, calm, safe and a pleasant place for all.

- ✓ Pupils will enter in silence as the teacher greets them at the door. They will make eye contact during this greeting. Pupils should use a teacher's surname e.g. Mr Collins or 'Sir' or 'Miss'
- ✓ Pupils will sit in their seating plan as directed by the member of staff and will format their desks with their equipment
- ✓ Pupils will place coats on the back of chairs and bags under the desk
- ✓ Pupils will immediately start the DO NOW activity whilst the teacher greets the class and takes the register

### During a Lesson

**Purpose:** To ensure that pupils understand what is expected of them during learning time inside the classroom. These routines enable learning to run smoothly and for the learning environment in the classroom be respectful so everyone is able to participate in learning and maximise learning opportunities.

- ✓ We organise our desks so that they are clutter free and so that our equipment is immediately to hand. Our pencil case and pupil planner will be in the top right hand corner of the desk
- ✓ We engage with our learning straight away by completing a DNA in silence
- ✓ We present our work well demonstrating excellence and pride in our achievements

- ✓ We do not shout out or talk unless it is required by a task or if a teacher asks us a question
- ✓ Answer their name in the register using clear contribution 'Yes' or 'Here' and 'Sir' or 'Miss'. Pupils should not answer for others
- ✓ Pupil's will demonstrate a good learning position by sitting up, listening carefully, and tracking the speaker
- ✓ Participate fully in the lesson.

### Mobile Phones

**Purpose:** Ark Boulton recognises that phones are useful for pupils to communicate with families however we also know that they can have very serious impact on the learning, privacy and safety of the user and others if used inappropriately in and outside of the academy

- ✓ Phones must be switched off and placed in a zipped bag or clothing pocket before pupils enter the academy site
- ✓ Phones should neither be seen nor heard
- ✓ Where phones are seen or heard they will be confiscated
- ✓ Phones that are confiscated will only be returned to parents, after school, on a Friday afternoon from 14:00 to 16:00
- ✓ Pupils should demonstrate caution when using phones on their journey to and from school as this could place the pupil at risk of theft and criminality

### Assemblies and Year Group Events

**Purpose:** Ark Boulton recognises that regular gatherings as a year group is needed to share important key messages and expand pupils character education outside the classroom. These routines will ensure a respectful environment to maximise these opportunities and celebrate success.

- ✓ Line up and enter in their form groups, unless the form tutor or teacher directs otherwise. Pupils should leave a space for a pupil who is absent, in case they arrive later
- ✓ Bags will be placed under the chair and coats on the back of the chair
- ✓ Sit in silence until the assembly begins
- ✓ Stand, when instructed to do so
- ✓ Applaud all presentations and performances appreciatively, including celebrating the success of their peers
- ✓ Track the speaker and performers to show their interest and out of respect
- ✓ Remain in silence whilst they are dismissed by the member of staff leading the assembly. Dismissal - Walk quietly, to exit the hall and walk to next lesson
- ✓ Form Tutors or teachers will stand/sit with their form group.

### During Break and Lunchtime

**Purpose:** Ark Boulton recognises that pupils who work hard during learning time need regular breaks to enable their focus in subsequent lessons. These routines will allow a clean, calm, safe and a pleasant place for all.

- ✓ Wait for food in the queue, single file and quietly. No pushing in
- ✓ Use 'please' and 'thank you' towards the catering staff when being served
- ✓ Read in the library, or take part in an extra-curricular activities
- ✓ Meet with staff to address any concerns or queries. Staff on duty will circulate during break and lunchtime
- ✓ Hand equipment back swiftly when directed by a member of staff
- ✓ Start moving to your next lesson, swiftly, as soon as the first bell goes
- ✓ Ensure that a calm and purposeful atmosphere is maintained as you move to lesson
- ✓ For wet breaks and lunchtimes be instructed to go to designated areas

- ✓ Consume all food and drink in the designated areas indoors
- ✓ Use the benches and seating when eating indoors
- ✓ Walk to lines and be ready within two minutes of the whistle sounding

### **At the End of the Day**

**Purpose:** To ensure that we leave school promptly and arrive home safely, presenting our academy positively to the wider community. To also ensure we participate in all extra-curricular opportunities available.

- ✓ Pupils will leave the academy site quietly, sensibly and calmly with their class teacher
- ✓ Pupils will walk home without delay and will not congregate on the Golden Hillock Road
- ✓ Pupils will use designated crossing facilities when walking home
- ✓ Pupils are to use local facilities in a polite, orderly manner, being mindful that they are still ambassadors of Ark Boulton Academy whilst in the community
- ✓ Attend extra-curricular activities, following arrangements made by members of staff. Members of staff running after school activities apply all the usual routines for leaving the academy as set out above
- ✓ Not be on site after school hours unless supervised and staff aware of their presence
- ✓ Attend all After School interventions and extra-curricular and curricular opportunities as directed within the academy.

## 12. APPENDIX 2: LOW LEVEL BEHAVIOUR FLOW CHART

