



Ark John Keats
Academy

**PRIMARY BEHAVIOUR
POLICY**

POLICY INFORMATION

Named personnel with designated responsibility:

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2013/14	J Collins	A Baird		Linsey Cole
2014/15	A Baird			Linsey Cole
2015/16	A Baird			Linsey Cole
2016/17	A Baird			Linsey Cole

Policy review dates

Frequency of review: annually

Review	Changes made	By whom
May 2013	Policy created	J Collins and A Baird
Sept 2014	Policy reviewed	A Baird
Sept 2015	Policy updated	A Baird
Sept 2016	Policy updated	A Baird

Ratification by Governing Body

Academic year	Date of ratification	Chair of
2014		Linsey Cole
2015		
2016		

Dates of staff training for this academic year

Dates	Course Title	Staff
Sept 2013	Staff Induction	All
Sept 2014	Staff Induction	All
Sept 2015	Staff Induction	All
Sept 2016	Staff Induction	All

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1 INTRODUCTION

The culture of Ark John Keats Academy is built on the premise that nothing is as important as learning and a culture of success is built by repeated practice, by both pupils and adults, of habits of excellence. The purpose of our behaviour policy is to ensure staff engrain habits that will enable our pupils to become moral and intellectual leaders. This policy also aims to ensure that every second of the school day contributes to effective moral and intellectual development and time is not wasted needlessly.

Our behaviour policy is based on the implementation of consistent procedures, expectations and consequences that are applied and modelled by every member of staff. We believe that core, consistent school-wide expectations and routines give every pupil the freedom to thrive. We do this by:

- a Expecting outstanding behaviour and attitudes at all times.
- b Encouraging and acknowledging good behaviour and discipline.
- c Promoting self esteem by encouraging pupils to value and respect themselves and others.
- d Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- e Promoting early intervention.
- f Ensuring a consistency of response to both positive and negative behaviour.
- g Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the academy's policy and associated procedure.
- h Encourage pupils to take responsibility for their behaviour.

2 POLICY STATEMENTS

2.1 **Monitoring, evaluation and review**

Ark John Keats Academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

2.2 **Interrelationship with other academy policies**

In order for the Behaviour Policy to be effective, a clear relationship with other academy policies, for example our Anti-Bullying Policy, has been established.

2.3 **Involvement of outside agencies**

The academy seeks appropriate support from outside agencies to ensure that the needs of all pupils are met by utilising the range of external support available.

2.4 **Procedures**

The Head of Primary School in consultation with staff will develop the procedures and routines from this policy.

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

2.6 The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the academy equally. Each member of the academy

community has a responsibility towards the whole community in which they live.

2.7 Rewards and sanctions

- 2.7.1 An ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.
- 2.7.2 Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor and major offences.

3 ROLES AND RESPONSIBILITIES

3.1 Governing body

- 3.1.1 The Governing body will establish in consultation with the head of Primary, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents/carers, is non-discriminatory and the expectations are clear.
- 3.1.2 Governors will support Ark John Keats Academy in maintaining high standards of behaviour.
- 3.1.3 The governing body will ensure there is no differential application of the policy on any grounds: ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

3.2 The Head of Primary School:

- 3.2.1 Will be responsible for the implementation and day-to-day management of the policy and procedures.

3.2.2 Will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

3.2.3 Will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

3.3 **Staff, including teachers, support staff and student teachers**

3.3.1 Will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

3.3.2 Will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which pupils develop self-discipline and personal responsibility.

3.4 **Parents and Carers**

3.4.1 Will take responsibility for the behaviour of their child both inside and outside Ark John Keats Academy. They will be encouraged to work in partnership with the academy in maintaining high standards of behaviour and will have the opportunity to raise with the academy any issues arising from the operation of the policy.

3.5 **Pupils**

3.5.1 Will be expected to take responsibility for their own behaviour and will be made fully aware of the academy policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

4 **ANTI-BULLYING POLICY**

4.1 **Statement of Intent**

At Ark John Keats Academy we have a policy of prevention. Preventing bullying makes it easier to respond to incidents when they occur. It also enables us to create an ethos in which the whole academy community is clear that bullying is completely unacceptable and will not be tolerated.

4.2 **Review of the policy**

4.2.1 In line with all policies, this policy will be reviewed after 2 years. It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The Stakeholders of this policy are pupils, staff, parents and carers, Ark trustees and Ark Schools management board.

4.2.2 Data from the monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be seen by the governing body at governing body meetings.

4.3 **Aims of the policy**

4.3.1 To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at the academy.

4.3.2 To assist in creating an ethos in which attending Ark John Keats Academy is a positive experience for all members of our community.

4.3.3 To make it clear that all forms of bullying are unacceptable at ARK John Keats Academy. To enable everyone to feel safe while at John Keats and encourage pupils to report incidents of bullying.

4.3.4 To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.

- 4.3.5 To support and protect victims of bullying and ensure they are listened to.
- 4.3.6 To help and support pupils displaying bullying behaviour to change their attitudes and understand why it needs to change.
- 4.3.7 To liaise with parents/carers and other appropriate members of the Ark John Keats community.
- 4.3.8 To ensure all members of our community feel responsible for helping to reduce bullying

4.4 **Objectives of the policy**

- 4.4.1 Evidence that our whole community has ownership of the academy Anti-Bullying Policy.
- 4.4.2 To maintain and develop effective listening systems for pupils and staff within Ark John Keats Academy.
- 4.4.3 To involve all staff in dealing with incidents of bullying effectively and promptly.
- 4.4.4 To equip all staff with the skills and information necessary to deal with incidents of bullying.
- 4.4.5 To involve the wider academy community (e.g. midday supervisors, part-time staff/volunteers) in dealing effectively with, and, if necessary, referring, bullying incidents.
- 4.4.6 To communicate with parents/carers and the wider academy community effectively on the subject of bullying.
- 4.4.7 To acknowledge the key role of every staff member in dealing with incidents of bullying.
- 4.4.8 To ensure all incidents of bullying are recorded and appropriate use is made of the information and, if appropriate, sharing it with relevant organisations.
- 4.4.9 To promote emotional health and wellbeing across the whole academy/setting and for all members of our community to exemplify this in all situations.

4.5 Define bullying:

- 4.5.1 Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can be:
- a **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
 - b **Physical:** pushing, kicking, hitting, punching or any use of violence.
 - c **Racist:** racial taunts, graffiti, gestures.
 - d **Sexual:** unwanted physical contact or sexually abusive comments.
 - e **Homophobic:** because of, or focussing on the issue of sexuality.
 - f **Verbal:** name-calling, sarcasm, spreading rumours, teasing.
 - g **Cyber:** all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera & video facilities.
- 4.5.2 It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Pupils do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.
- 4.5.3 Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting. These behaviours, however, do not in and of themselves mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Pupils must be encouraged to report bullying at Ark John Keats Academy. All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

4.6 Practice and procedures

4.6.1 Statutory duty of academies

The Principal has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents/carers and pupils. Each Ark Academy will develop bespoke procedures for the reporting of, dealing with and prevention of bullying.

4.6.2 What we do to prevent bullying

Everyone involved in the life of the academy must take responsibility for promoting a common anti-bullying approach. We aim to:

- a Be supportive of each other.
- b Provide positive role models.
- c Convey a clear understanding that we disapprove of unacceptable behaviour.
- d Be clear that we all follow the rules and shared values of Ark John Keats Academy.
- e Be fully involved in the development of the Anti-Bullying Policy and support anti-bullying practice.
- f Support each other in the implementation of this policy.
- g Have a zero-tolerance and no excuses approach to all instances of bullying

4.6.3 All members of the academy community are expected to report incidents of bullying. **All Staff** have a vital role to play as they are at the forefront of behaviour management and supporting pupils' sense of well-being. They have the closest knowledge of the pupils in their care, and should build up a relationship involving mutual support, trust and respect.

4.6.4 All Ark John Keats Academy staff will:

- a Provide pupils with a framework of behaviour including rules and routines which support the whole academy policy.
- b Conduct themselves in a respectful and caring manner at all times with pupils and colleagues so a positive atmosphere is always palpable.
- c Raise awareness of bullying through activities, stories, role-play, discussion, peer support, academy council, Character/PSHE etc.
- d Keep the governing body informed through the Principal/Head of Primary School/senior staff member,
- e Provide a key staff member who is responsible for the monitoring of the policy.

4.7 **Implementation**

Ark John Keats Academy procedures when dealing with incidents:

- a If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- b If it is likely that bullying may be occurring or has occurred, a clear account of the incident will be recorded and given to the Principal or Head of Primary School

- c The Principal or Head of Primary School will interview all concerned and will record the incident.
- d The class teacher/form tutor/advisor will be kept informed and if it persists he/she will advise the appropriate subject teachers/ support staff
- e Parents/carers will be kept informed.
- f Punitive measures will be used as appropriate and in consultation with all parties concerned.

4.8 Pupils

4.8.1 Pupils who have been bullied will be supported by teachers:

- a Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- b Reassuring the student.
- c Offering continuous support.
- d Restoring self-esteem and confidence.

4.8.2 Pupils who have bullied will be helped by:

- a Discussing what happened.
- b Discovering why the student guilty of bullying became involved.
- c Establishing the wrongdoing and need to change, as well as suggesting strategies to assist change..

4.8.3 The following disciplinary steps can be taken:

- a Explanation of why the inappropriate behaviour is unacceptable.
- b Reparation of damaged relationships.
- c Time away from an activity.
- d Meeting with staff, parent and child.
- e Missing another activity.
- f Time out from the classroom.
- g Pastoral support plan.
- h Official warnings to cease offending.
- i Detention.
- j Exclusion from certain areas of the academy premises.
- k Minor fixed-term exclusion.

- l Major fixed-term exclusion.
- m Permanent exclusion.

4.8.4 Within the curriculum Ark John Keats Academy will raise the awareness of the nature of bullying through inclusion in Character lessons, PSHE, registration time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

4.9 **Support**

At Ark John Keats Academy we will support this policy in the following ways:

- a Continuing to address staff training needs by organising regular training to tackle all forms of bullying, through behaviour management training, homophobia and e-safety training.
- b Providing information and support for pupils, by making age-appropriate information about services and support available to all pupils. We can refer pupils to services including Child Line for additional support.
- c Incorporating and addressing bullying in curriculum planning, by trying to include teaching about homophobia as well as other forms of discrimination, prejudice and stereotyping in an age-appropriate way and in accordance with curriculum subject frameworks and guidance so that pupils understand and appreciate diversity. This is done formally in lesson times.

5 **BEHAVIOUR POLICY**

5.1 **Approach to behaviour management**

5.1.1 We want Ark John Keats Academy to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about education. We want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and fair sanctions for unacceptable behaviour.

5.1.2 It is extremely important that parents/carers understand and support the academy's Behaviour Policy and help their child understand why respecting this policy is important for the well-being of every pupil and the smooth running of the academy.

- 5.1.3 There may be rare times when parents/carers do not agree with the chosen consequence. In such cases, while Ark John Keats Academy will be willing to discuss the matter, we expect that parents/carers will nonetheless support the academy's decision as our decisions will always be made in good faith.

5.2 Code of Conduct (Pupils):

- 5.2.1 I will do whatever it takes to make sure that I:
- a Arrive at Ark John Keats Academy by 8.30am every morning
 - b Bring the equipment I need and am fully prepared for my learning.
 - c Arrive in the proper school uniform and wear it correctly and with pride in and out of the school building.
 - d Enter the academy quietly, greeting the staff politely
 - e Enter the classroom calmly and silently, greeting the teacher and other staff.
 - f Avoid all distractions: putting away anything not required for the lesson.
 - g Only drink water from a water bottle.
 - h Be an active learner by engaging with the activities set by the teacher, and demonstrating this by SLANTing (Sitting, Listening, Articulating/Answering, Nodding, Tracking) at all times
 - i Work hard and show determination, courage and integrity both in and out of the classroom.
 - j Show respect for my learning and that of others.
 - k Be silent immediately when requested.
 - l Always complete my homework on time and to an excellent standard.
 - m Make sure that I catch up with my learning if I have been absent or have fallen behind for other reasons.
 - n Help a class mate if they are finding the learning difficult.
- 5.2.2 In the academy and the local community, I will do whatever it takes to help create a safe environment which respects the rights of others by:
- a Listening to members of staff and following instructions politely and calmly.
 - b Walking calmly in single file and maintaining silence in corridors.
 - c Going straight to my lessons and holding doors open for others when the corridors are busy.
 - d Never damaging property, defacing the building, dropping litter or spitting.
 - e Never insulting, undermining or swearing at anyone.

- f Remembering I am always an ambassador for Ark John Keats Academy: coming and leaving school in an orderly and responsible way.
- g When travelling on public transport, I will respect those around me, speaking to my fellow pupils, transport staff and members of the public quietly and politely; respecting the local environment, by being considerate to our local community, obeying shop rules, and never dropping litter, defacing or trespassing on private property.

5.2.3 I understand that there will be consequences if I do not observe the Code of Conduct.

5.3 Incentives and Sanctions Overview

Praise and rewards will be used to motivate pupils much more frequently than negative consequences (See table 1). This builds a culture of achievement and success. The praise and rewards will aim to constantly reinforce our core values.

Rewards	Sanctions
Positive Praise	Reminder/ Warning
Name moved up on class behaviour chart (N-Yr2)	Name moved down on class behaviour chart
Sticker/stamp for chart (R-Yr2) or planner (Yr3-6)	Time out in class
Star/merit badge	Time out with Head of Year
Scholar of the week certificate	Time out with Senior Leader
Attendance awards	Catch up/Detention
Golden time (Friday afternoons)	Internal exclusion
	External exclusion

Table 1 – Overview of incentives and sanctions

5.4 Rewards

It is intended that each child will get merit badge and certificate at least once an academic year. A record

of rewards will be maintained by the teachers.

5.4.1 Group rewards

Pupils will be in mixed ability groups of 6. Each group is to be named after a school KEATS value – Kindness, Effort, Aspiration, Tenacity, Success. Group charts are displayed in the classroom, and points can be awarded on a day to day basis for general good behaviour, transitions, being on task, tidiness, packing away etc.

5.4.2 Good choice certificates

For exceptional behaviour and effort, pupils will receive good certificate stamps or stickers. Once pupils have received a set number of stamps they will be issued a merit or star badge at the Celebration of Achievement Assembly (See table 2).

Early Years		Years 1 – 2 (Key stage 1)		Years 3 – 6 (Key Stage 2)	
Badge	stickers	Badge	Stickers	Badge	Stamp
Bronze	20	Blue merit	20	Blue star	35
Silver	40	Red merit	40	Red star	70
Gold	60	Yellow merit	60	Yellow star	105
Platinum	80	Green merit	80	Green star	140

Table 2 – Good choice certificate classifications

5.4.3 Scholar of the Week certificate

Pupils will be nominated for a Scholar of the Week award for an exemplary display of our core values. Pupils should work towards receiving a certificate over the course of the year.

5.4.4 Attendance & punctuality awards

Good attendance and punctuality are to be celebrated. The class with the best weekly attendance is given an Attendance trophy and Attendance Bear at the Celebration of Achievement Assembly. Pupils with 100% termly attendance (Autumn, Spring and Summer terms) are awarded special certificates .

5.5 Sanctions

5.5.1 There is a clear set of escalating sanctions for poor behaviour . These include: disapproval, withdrawal of privileges/time out, detention, referral to the Principal or Head of Primary School, letters to parents/carers and, in the last resort, exclusion. Most instances of poor behaviour can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole academy procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist may be necessary. This possibility should be discussed with the Head of Primary School.

5.5.2 The use of sanctions should be characterised by certain features:

- a It must be clear why the sanction is being applied – refer to Ark John Keats Academy Culture Rubrics.
- b It must be made clear what changes in behaviour are required to avoid future punishment.
- c There should be clear distinction between minor and major offences.
- d It should be the behaviour rather than the person that is punished.

5.5.3 Time out

- a In the event of consistently poor behaviour, a child will be sent to time out. This can occur in the classroom, the neighbouring classroom, the Head of Year's classroom or in a senior member of staff's office. Time out times will vary according to the pupils' age (See table 5).

	Time out in class	Time out in partner class/Head of Year	Time out with member of SLT
Nursery/Reception	3 minutes	5 minutes	10 minutes
Key Stage 1	5 minutes	10 minutes	20 minutes
Key Stage 2	10 minutes	15 minutes	30 minutes

Table 5 – Time out durations

5.5.4 Loss of playtime or loss of Golden time

- a Poor behaviour may result in the loss of some playtime or Golden time on Fridays. A time – out in class will mean that a child will lose 5 minutes of this time – although this can be earned back with significantly improved behaviour. Time out in another class means a 10 minute loss of this time which cannot be earned back.. The chance to participate will not be given to those who have not earned back the time.
- b Members of the Senior Leadership Team operate a detention room at lunchtimes for those pupils who have lost some of their playtime or need to catch up. Here, pupils have an opportunity to reflect on their behaviour in a quiet, controlled space and can set targets for their behaviour from then on. Close monitoring of the pupils attending detention means that persistent reoccurrence of poor behaviour will be swiftly followed up.

5.5.5 Academy trips

- a It is expected that all the usual Ark John Keats Academy expectations of dress and behaviour will be imposed on any trip and that our pupils will always conduct themselves in an exemplary manner when off site. It is the responsibility of the trip organiser as well as any accompanying adults to ensure such standards are complied with. The pupils, parents/carers and staff should be aware that they are representing the academy at all times and are, therefore, responsible for ensuring that they do not, at any time or under any circumstances, bring the academy into disrepute. The academy does not wish to stifle the enjoyment of trips, but just wishes to ensure the good behaviour and safety of everyone participating in them. Pupils should be aware that inappropriate behaviour could risk their chances of taking part in further trips and/or other punishments on their return. Should a child need to be disciplined on a trip, they will automatically miss their next scheduled Ark John Keats Academy outing.

5.5.6 Uniform sanctions

- a Pupils will not be allowed to attend class if they are not dressed in the appropriate Ark John Keats Academy uniform. Parents and carers of pupils that do not wear their uniform correctly will be contacted and asked to bring the missing uniform into the academy. If this is not possible then pupils will be provided with the uniform they are missing. The parent or carer will then be expected to collect their child from the office at the end of the academy day to discuss the issue. A date by which the child will be in full uniform will be set. There may be good reason why a child is not wearing Ark John Keats Academy uniform. In this case, parents and carers should share the reasons with the Head of Primary either in person or by letter. The academy will always be considerate and discrete in trying to establish why a pupil is not wearing the correct uniform. Pupils will not be made to feel uncomfortable, nor discriminated against, because their parent or carer is unable to provide them with the required items of the academy uniform. In line with our culture of honest conversation with parents or carers, we encourage discussion with the academy at the earliest opportunity if there are any difficulties.

5.6 **Isolation / Fixed-term exclusion**

Fixed-term exclusion involves being isolated from the Ark John Keats Academy community for a set number of days. This may mean being in isolation at the academy, attending another academy or being kept at home.

5.6.1 **Fixed-Term Exclusion**

Fixed-term exclusion means that the pupil is kept at home for one or more days. Excluded pupils will receive a work pack to complete. This work must be completed and returned to the academy for review. The offences listed below will likely lead to fixed-term exclusion (or isolation, depending on the nature of the incident). In exceptional circumstances, they may lead to permanent exclusion.

- a Seriously disruptive behaviour including refusal to follow instructions.
- b Threatening or confrontational behaviour towards another member of the community.
Fighting/assault towards another member of the community.
- c Aggressive derogatory and/or discriminatory insults/speech towards another member of the community.
- d Disruptive behaviour whilst on isolation in the academy.
- e Racial/sexual/homophobic harassment.
- f Bullying.
- g Theft.
- h Drug abuse or possession of drugs or the use of any illicit substances or materials (including pornography).
- i Smoking on the academy site or in academy uniform.
- j Graffiti or property damage.
- k Persistent refusal to obey rules.
- l Leaving the academy without permission.
- m Behaviour likely to bring the Academy into disrepute.
- n Possession of an offensive weapon

5.6.2 Permanent exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

- a The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term exclusion, which has been used without success. It is an acknowledgement that all available strategies have been exhausted, within reason, and is used as a last resort.
- b The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
 - i. Serious actual or threatened violence against another pupil or a member of staff.
 - ii. Sexual abuse or assault.
 - iii. Supplying an illegal drug.
 - iv. Carrying a weapon.
 - v. Arson.
 - vi. Criminal offences committed on the Academy site, whilst representing the Academy or whilst on the way to or from the Academy.
 - vii. The Academy will consider police involvement and other agencies for any of the above offences.
 - viii. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well being of the academy and its pupils and staff.

5.6.3 Exclusion protocol

Exclusions will be conducted in accordance with the Department for Education's exclusion guidelines.

Excluded pupils will receive a work pack to complete.

6 INVESTIGATING INCIDENTS, SEARCHING AND CONFISCATION

The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.

6.1 Investigation incidents

- a Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Principal or Head of Primary School and/or the Designated Person for child protection as appropriate. In situations where other services need to be informed, the Principal/Head of Primary School or their designate will attempt to contact the family to let them know of the referral, unless it is, in their judgement, inappropriate to do so.
- b If a serious offence appears to have been committed, the member of staff concerned should inform the Principal or Head of Primary School as soon as possible. In the event that this is not possible then the staff member should refer it to the head of year or a senior member of staff. The Principal or Head of Primary or their designate will decide the nature of investigation required, usually including conducting an initial interview with the pupil/pupils concerned and by arranging for the pupil/pupils concerned to produce a statement relating to the matter.
- c CCTV cameras may be checked to provide evidence of the facts.
- d It is also important that disciplinary matters, particularly serious ones, are investigated at a measured pace and that no premature judgments are made concerning the matter.
- e Once an investigation for a serious offence begins it may be necessary for the pupil/pupils concerned to be supervised by a member of staff or in some cases isolated from other pupils. Any investigation should be conducted away from the public gaze.
- f When a pupil is interviewed he/she should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of an interview that pupils are expected to tell the truth and that if they do not do so they can expect to be interviewed again. Careful contemporaneous notes should be kept during all interviews. These should be signed by the member(s) of staff present afterwards. Individual written statements should be taken wherever possible and they must be dated and signed by the pupil concerned.

6.2 Searches and confiscation

- a If a member of staff is suspects that a pupil is in possession of a prohibited object the pupil may be searched. This search of a pupil should be conducted by the Principal or Head of Primary or a member of staff authorized by the Principal or Head of Primary. The search should be conducted by the same gender as the pupil, and with another adult (where possible of the same gender). Before any search is undertaken consent will be sought from pupils. If consent is refused, the pupil will be asked to say why s/he has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances, will warrant a sanction. Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as ‘prohibited items’), the pupil may be searched without their consent.
- b When a search is conducted where there is a suspicion of a ‘prohibited item’ this can be conducted without the consent of the pupil.
- c When being searched, pupils cannot be required to remove their socks or tights, shirts, trousers or skirt; they may only be required to remove "outer clothing" such as coats and jumpers. Searching the pupil's possessions includes searching a pupil's goods over which he has or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress.
- d When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the academy rules. Where any article is thought to be a weapon it must be passed to the police.
- e It is not necessary to inform parents/carers before or after a search takes place or to seek their consent to search their child. Where objects are found and when the object found constitutes a significant breach of the academy rules, especially a “prohibited item”. the individual pupil’s parents or guardians should be contacted.

6.3 Behaviour within the toilets

6.3.1 Aims

- a To maximise the access pupils have to toilet facilities during the day, to promote the health, wellbeing and learning opportunities of all pupils.
- b To provide good quality toilet facilities throughout the academy.

6.3.2 Expectations

- a Pupils will only ask to use the toilet when it is essential. No pupil will access the toilet unless necessary.

- b Pupils will respect facilities at all times.
- c Toilets will be open and available to all pupils throughout the academy day.

6.3.3 Access to toilets during lesson times

- a During lesson times it is expected that pupils request permission to leave the class to go to the toilet only if it is absolutely necessary. It is expected that the classroom teacher monitors how many pupils at any given time are allowed access to the toilets during lesson time. In order to maintain the safety of all pupils, the cleanliness and hygiene of the toilets, and the usual high expectations of behaviour, this should be no more than one boy or one girl from the class at any given time.

6.3.4 Access to toilets during playtimes

- a During playtimes, a member of staff will be stationed nearby the doors of each playground. Pupils requesting access to the toilets should do so through the assigned member of staff.
- b No more than 2 boys and 2 girls will have access to the toilet during playtimes at a given time. This restriction in the number of pupils is necessary in order to maintain the safety of all pupils, the cleanliness and hygiene of the toilets, and the usual high expectations of behaviour.

- 6.3.5 In the interest of the safety, hygiene and general wellbeing of all pupils, any child found to be in the corridors or toilets during playtime without a toilet pass will be issued with a yellow card, as is standard protocol in the academy's Behaviour Policy.

7 EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.