



Ark John Keats
Academy

Secondary Behaviour Policy

POLICY INFORMATION

Named personnel with designated responsibility for teaching and learning

Academic year	Designated person	Senior Nominated Governor	Chair of Governors
2016-17	Jerry Collins		Linsey Cole

Policy review dates

Review Date	Changes made	By whom
June 2016	Policy Amended	Jerry Collins/Danny Bryant
Oct 2016	Policy Amended	Danny Bryant
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Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2016-17	June 2014	Linsey Cole

Dates of staff training

Dates	Staff	Led by	Focus
Sept 2016	All	Jerry Collins	Introducing the policy

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INTRODUCTION

This policy has been created to provide a framework for staff, pupils and parents in developing and maintaining an ethos of exemplary conduct. Such an ethos will enable pupils to work 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 equally valued.

The policy is underpinned by the Pupil Code of Conduct as this sets out our expectations of pupils. The Code of Conduct is not an aspiration but a consistent expectation of every pupil. We believe in our pupils and we believe each and every one of them wants to conduct themselves to the highest standards and that these high standards will serve them well both at academy 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.

Teachers will support pupils in working within the Code of Conduct by setting high academic expectations, structuring and delivering high quality lessons, creating a strong classroom and academy culture, setting and maintaining high behavioural expectations, leading by example and by building character and trust. The principles and techniques by which we will create a strong classroom culture are set out throughout the policy.

We believe that very clear and well-explained daily and weekly routines will enable pupils and staff to concentrate on the core business of teaching and learning in a well-structured and consistent environment. Staff and pupils are expected to abide by these routines at all times to ensure the highest levels of consistency.

We want the academy to be not only an exceptionally successful academic environment but also one in which pupils receive regular praise for making the right choices and conducting themselves well. Exceptional work, conduct, effort and demonstration of good character will be formally acknowledged and rewarded and this is set out in the Rewards section.

We are keenly aware that our pupils will make mistakes and this is part of the learning process and growing up. Where pupils act in a manner that is detrimental to their own well-being or the well-being of others they will be sanctioned. Sanctions are not there to punish but to help pupils understand they have done something wrong. Sanctions will always be carefully explained and pupils will be given an opportunity to reflect on the matter with some adult guidance. The 'Sanctions' section specifies sanctions that the academy will use to support pupils. Pupils who need help in addressing behavioural, emotional and social difficulties will have access to a range of support as set out below.

1. PRINCIPLES OF BEHAVIOUR MANAGEMENT

1.1 At Ark John Keats Academy, we are aiming to create a place where pupils work hard, conduct themselves well, develop self-discipline and belief, model strong character and support their classmates.

1.2 Teachers and other staff will achieve this by embedding five key principles in our classrooms:

- a Discipline
- b Management
- c Influence
- d Engagement

a Discipline

- i We will teach pupils the right way to do something rather than assume they know how.
- ii Our teachers aim to educate pupils to conduct themselves in an exemplary manner at all times.
- iii We will teach the pupils step-by-step what is expected in terms of conduct, attitude and work. Too often in academies teachers have not taken the time to teach their pupils, step-by-step, what successful behaviour looks like, assuming instead the pupils have inferred it elsewhere or doubting the value of having a right way of doing things.

b Management

- i Management is the process of reinforcing behaviour by consequences and rewards. It enables staff to save their sanctions until they need them most. Management is very limited without the other four elements but is often used as an end in itself.
- ii Teachers who are good managers replace vague and judgemental commands with specific and useful ones; they understand the power of language and relationships. They ask respectfully, firmly and confidently but also with civility. They express their faith in pupils.
- iii At Ark John Keats we will teach pupils how to do things right, not just establish consequences for doing things wrong. To truly succeed we must be able to get pupils to do things regardless of consequence, and to inspire and engage them in positive work.

c Influence

- i Influencing means inspiring pupils to believe in themselves want to succeed and want to work for it for intrinsic reasons.
- ii Management gets them to do things you suggest; influence gets them to want to internalise the things you suggest.
- iii Getting pupils to believe in themselves, to want to behave positively, is the biggest driver of achievement and success and is a powerful and lasting motivator.

d Engagement

- i Our pupils will be consistently, positively engaged with the ethos of our academy.
- ii Our lessons will be planned and delivered to ensure high levels of positive engagement.
- iii Parents and the community will be regularly communicated with to ensure high levels of engagement, including parental correspondence, relationships with local communities and AIM (our parent association).

3 2. PUPIL CODE OF CONDUCT AND STAFF EXPECTATIONS

2.1 Ark John Keats Pupil Code of Conduct

I will strive to achieve my academic potential by:

- a Being punctual – arriving at the Academy and to lessons on time.
- b Being organised – bringing the correct books and equipment every day.
- c Being independent – completing my work on time and to the best of my ability.
- d Being committed – following the academy’s learning routines and working hard.
- e Being calm – moving from one classroom to the next in silence.
- f ‘STARring’ – sitting up straight, tracking the speaker and listening with respect.
- g Engaging – attempting all tasks and activities to the best of my ability.
- h Persevering – showing tenacity by trying my hardest, even when I find things difficult.
- i Contributing – making contributions to class discussions that can be heard by everyone else.
- j Respecting – being supportive and considerate towards other pupils and adults at all times.

I will strive to ensure Ark John Keats is a great academy for everyone by:

- a Wearing the full and correct academy uniform with pride.
- b Keeping classrooms clean and tidy.
- c Undertaking my SERVICE on time and to the best of my ability.
- d Eating healthy food only at break times.
- e Keeping the courtyards safe, calm and friendly by walking, using the normal conversation tone, treating others with respect and eating healthy food.
- f Volunteering for extra duties.
- g Striving to demonstrate and develop the traits of our CHARACTER programme.
- h Enthusiastically celebrating the success of others and accepting rewards confidently and with pride.
- i Creating a safe environment; ensuring I do not bring prohibited items to school and immediately reporting any prohibited items that I am aware of. .

- j Acting as an ambassador for Ark John Keats Academy both in and out of academy.

2.2 Expectations of Staff: Embedding High Behaviour Expectations

The three non-negotiables that all staff at Ark John Keats must consistently and effectively use in their classrooms and around the academy are:

- a 100 Percent
- b What To Do
- c Strong Voice

See the Teaching and Learning Handbook for a detailed explanation of these techniques.

3. CORE ROUTINES

The following routines and expectations apply to all pupils and will be rigorously and consistently applied by all staff. Pupils are expected to refer to all members of staff with respect, using the terms Sir and Madam.

3.1 Before arriving at academy all pupils will:

- a Eat breakfast (or leave home with enough time to eat at breakfast club).
- b Make sure that all homework is complete.
- c Pack their Ark John Keats Academy bag with the correct books and equipment for the day.

3.2 On arrival at Ark John Keats Academy all pupils will:

- a Be in full uniform as outlined on the parent uniform letter.
- b Be greeted at the gate by a HOY or a member of SLT with a handshake. Pupils will make eye contact.
- c Not be in school before 8AM, unless attending breakfast club (which starts at 7:45AM).
- d Follow the courtyard rules (normal conversation, groups of less than 6, healthy food)
- e At 8:25am a member of staff will raise their arm. All pupils will immediately raise their arm and wait in silence for further instruction, to line up in tutor or class groups. A uniform and equipment check will take place at this time or at the start of lesson 1. Staff will check their line and ensure there is 100% compliance with the routines – STAR position, both straps of bag on shoulders, looking directly ahead and wearing the correct uniform.
- f Have only the following healthy food and drink (water, fruit, breakfast bar, cereal bar or sandwich) in bags for use at break time. Pupils are not permitted to bring any other types of food and the only drink permitted is water from a clear bottle.
- g Hand mobile phones in at the allocated area by 8:20AM. Mobiles that are seen by staff, in use or not, will be confiscated. If pupils need to call home they can do so from

the office. Confiscated phones will be returned ten working days after confiscation. Parents will receive a text when phones are confiscated and due to be returned.

- h Say the pledge during period 1 and will take part in an equipment check, with checks being issued silently where necessary. In the event that a pupil does not have their planner, a day planner will be issued with an equipment check given by the period 1 teacher. The pledge is said by staff and pupils at a loud and proud volume with the right hand placed across the chest.

3.3 Walking around Ark John Keats Academy and moving to and from lessons pupils will:

- a Walk in silence and in STAR position (except on stair cases) at all times in the academy building, with the exception of the dining hall at lunch times. In outside areas pupils should walk calmly and sensibly to their next location, avoiding gathering outside entrances and exits. They should not be heard in conversation.
- b Pupils should walk on the left, using corridors and stairwells as directed by signage. . This includes outside areas during transition times.
- c Greet others, including visitors, in a friendly and polite manner.
- d Hold doors open for others and always say thank you when the door is opened for them. When saying thank you, always look the person in the eye.

3.4 Entering the classroom at Ark John Keats Academy:

- a Pupils will enter in silence as the teacher greets them at the door with a handshake. They will make eye contact during this greeting. Pupils should use a teacher's surname e.g. Mr Collins or Sir or Madam.
- b Pupils will start the DO NOW activity in silence whilst the teacher greets and takes the register. Pupils should be unpacked, with their planner open to the correct page on their desk. Pupils start the DNA within 30 seconds of entering the classroom.
- c Pupils will all say the Ark John Keats Academy pledge when asked to do so by their teacher at the start of period 1. An equipment check will also take place at this time, with missing equipment checks being issued as necessary.

3.5 During a lesson all pupils will:

- a Answer their name in the register using clear contribution and Sir or Madam.
- b Raise their arm straight in the air immediately after a member of staff does this so attention can be immediately focused on the teacher. Pupils should be in silence and the member of staff tracked.
- c Adopt the STAR position when instructed to do so – (Sit up, Track the speaker, Ask and answer questions, Respect others). All equipment should be put down.
- d Open planners on the red page if help is needed.
- e Answer questions in full sentences and use the appropriate register to ensure that everyone can hear (clear contribution).

- f Use instructed register (volume level – silence, working whisper, paired conversation, clear contribution, performance projection).
- g Celebrate the successes of others in an appropriate way (two taps).
- h Staff will use the 1, 2, 3 non-verbal (1 stand in silence, 2, pack away in silence, 3 leave the room/area or line up in silence).

3.6 Moving to and from assemblies/examinations pupils will;

- a Walk in silent STAR lines to and from each area.
- b Line up and enter in their form groups in assembly order, unless the form tutor or teacher directs otherwise.
- c Sit in silence until the assembly begins. There will be a video clip, DNA, music or pupil performance to engage pupils as they wait.
- d Stand, when instructed to do so, at the beginning of the assembly to say the pledge.
- e Applaud all presentations and performances appreciatively, including celebrating the success of their peers.
- f Track the speaker and performers to show their interest and out of respect.
- g Remain in silence whilst they are dismissed by their Head of Year or senior member of staff.
- h Walk in silence, with their teacher if practical, to their next lesson.

Form Tutors or teachers will sit with their form group. All staff will attend whole academy assemblies and awards ceremonies and all or selected parents will be invited on occasion. HoYs will direct staff to positions to ensure pupils return silently to lessons after any assembly or exams.

3.7 During break and lunchtime all pupils will:

- a At break be walked to the external door of the block in STAR lines, before being dismissed to break by their teacher.
- b For wet breaks be instructed to go to designated areas.
- c At lunch to be walked in STAR lines either to the dining hall, or to the courtyard.
- d Sit at their tutor group or enrichment table, in allocated seats to ensure a family dining type of atmosphere.
- e Go, speaking in paired conversation tone, for food when directed by the tutor or teacher. School meals are compulsory for all pupils at the academy at KS3. KS4 pupils will be able to opt for packed lunch on a term by term basis. Parental consent will be required.
- f Thank catering staff as they are served.
- g Engage in polite table talk/discuss the thought for the day with classmates.

- h Take turns to have responsibility for cleaning up as part of their tutor group service, which will be directed by the tutor. Pupils leave the table silently as a group and are escorted to the relevant outside area by their tutor.
- i Meet friends to talk in the internal courtyard areas. Group sizes are to be a maximum of 6. A warning and then checks will be given if numbers exceed this.
- j Bring permitted healthy food and snacks to be eaten at break time
- k Walk calmly and use the paired conversation tone in the courtyards. Checks will be given immediately for infringements of this.
- l Read or revise in the library, or take part in an indoor extra-curricular activity. Ensure that a calm and purposeful atmosphere is maintained in these areas.
- m Meet with staff to address any concerns or queries. Staff on duty will circulate during break and lunchtime.
- n The Head of Year or another member of staff will raise an arm at the end of break and lunch. All pupils must immediately raise their arms in silence, track the member of staff and await instruction. Once instruction has been given by HoY pupils should walk in silence directly to tutor/lesson/enrichment line.
- o Attend lunchtime Catch Ups. It is the pupil's responsibility to attend any lunchtime catch-up (see sanctions policy).

3.8 **At the end of the academy day all pupils will:**

- a Say the pledge, led by their teacher or tutor, before being dismissed.
- b Pupils will be taken down to the gate in STAR lines by their tutor or teacher and will leave the academy site silently.
- c Talk in paired conversation tone to each other and the general public.
- d Pupils are to use local facilities in a polite, orderly manner, demonstrating good CHARACTER at all times.
- e Attend extra-curricular activities if desired, 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.
- f See Catch Up What to Do regarding Catch Up routines.
- g Not be on site After School hours unless supervised and staff aware of their presence.
- h Attend all After School catch ups (see sanctions policy). These will take place in designated areas.

3.9 **Using the planner:**

- a Pupils are to keep neat and well-presented planners, following the Planner What to Do. If they fail to look after their planner in the correct way they will receive a sanction and will be asked to purchase a new planner.
- b Tutors check that parents sign the planner every week.
- c If a pupil does not have a planner they will be issued a Day Planner by their P1 teacher. The pupil is responsible for copying out any information into their planner that evening. The pupil then must ensure that they report to the member of staff on duty in the secondary office the following day. This member of staff will ensure

that everything has been transferred into the pupil's planner. Failure to report to the member of staff on duty and/or failure to bring Day Planner used the previous day will usually lead to an immediate ASCU (length dependent on frequency of issue).

These are our core Routines. They are to be upheld at all times within the academy, but also during trips and events outside of school. Additional routines are codified in the following What to Do documents:

- **Planner What to Do**
- **Catch Up What to Do**

4 SANCTIONS

At AJK, pupils are expected to follow these core routines and behaviour expectations. If pupils are not meeting these expectations, a number of measures will be put into place in order to support pupils to do so. All sanctions will be an opportunity for pupils to understand, reflect upon and correct what went wrong. These sanctions include:

- a Checks – see pupil planner
- b Catch-ups
- c Contact with parents
- d Parent meetings
- e Exclusions

In deciding on a sanction, the academy will make a decision based on the evidence in relation to the balance of probability. Therefore, a pupil may be given a sanction for an action /involvement in an incident that 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.

Senior staff will take into account the context of an incident before deciding on the appropriate sanction, including mitigating circumstances. Pupils' age will be taken into account as well as the context of incidents that occur during lessons such as a sporting activity. In any physical altercation, self-defence will be taken into account; self-defence cannot, however, involve any physically aggressive actions such as punching and/or kicking.

4.2 Catch Ups

4.2.1 In addition to checks received through the behavior grid (check) system found in the planner pupils will have Catch Ups for failing to meet the expectations set out in the behavior policy.

When	Frequency	Who
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Lunchtime (Pupils will still take part in family dining)	Daily	Staff rota
After School (30 minutes)	Daily	Staff Rota
After School (45 minutes)	Daily	Staff Rota
After School (60 minutes). Pupils will only be dismissed after 60 minutes if conduct and work produced during Catch Up is of a high standard.	Friday	Staff Rota/HOY
Wednesday 2hrs (5pm finish)	Wednesday	SLT
Saturday (8:15 to 10:15)	Saturday	Principal/SLT
Training Day 8:30-12:30	Termly	HoY

4.2.2 Planner behavior grid

Checks will be issued when our expectations are not met within six areas – Homework, Lack of Self Discipline, Lack of Effort, Missing Equipment, Late to Lesson, Poor Presentation (see AJK Uniform Policy). These result in escalating sanctions as set out below:

- Check
- Lunchtime
- After School (30 minutes)
- After School (45 minutes)
- After School Friday (60 minutes). *Please note this sanction may be issued any day of the week and is not exclusive to Friday.*
- Referred to Head of Year

Where a case is referred to Head of Year, the HOY will make a decision on the sanction required (parent meeting, loss of social time, Wednesday Detention, Saturday detention, Fixed term (external) or other appropriate sanction).

4.2.3 Catch Ups will run as follows:

- a Pupils will have a check in their planner given by a member of staff to say that they have a Catch Up. Checks build up over the course of a week. Pupils will also be given one off sanctions for more serious types of misbehavior.
- b All Catch Ups will be logged on eportal. The HOY will have overview of this.
- c Lunchtime - pupils have a responsibility to attend lunchtime Catch Ups, following procedure set out by their HOY. If pupils fail to attend any lunch time Catch Up their sanction will be escalated in line with the above grid.
- d During lunchtime Catch Ups pupils complete homework, extra work for academy or silently read. Pupils who fail to meet expectation during lunchtime Catch Up may be removed and the sanction escalated.
- e After School (including Friday) – pupils have a responsibility to attend After School Catch Ups, following the procedure as set out by their HOY. If pupils fail to attend any After School Catch Up their sanction will be escalated in line with the above grid.
- f During After School Catch Ups pupils are expected to complete the task/reflection sheet supplied by their HOY. This must be completed to a high standard or a further sanction may be applied. Pupils may not be dismissed from Catch Up until the work is completed to academy standards (parents will be contacted). Once they have completed this sheet they

may use the time to complete other homework or silently read. Pupils who fail to meet expectation during After School Catch Up may be removed and the sanction escalated.

- g Saturday Catch Ups – pupils must attend Saturday Catch Ups promptly and in full academy uniform. During the Catch Up they will be expected to complete a task/reflection sheet supplied by member of staff. They must also bring enough work to complete for the remainder of the time. This can be homework or silent reading.
- h Pupils will be dismissed from After School and Saturday Catch Ups in silence in line with usual academy routines. They will be walked to the gate and dismissed from there.
- i On occasions where pupils receive After School Catch Ups, parents will be contacted by text message prior to the pupil being released from Catch Up.

4.2.4 Other behaviours that may result in a Catch Up are listed below, although this list is by no means exhaustive:

- a) Chewing gum
- b) Lateness (see attendance policy and/or punctuality grid in planner including escalation of sanction)
- c) Failure to attend any sanction and/or complete in the correct manner
- d) Failure to report following use of Day Planner
- e) Dishonest/Insolent behaviour towards a member of staff
- f) Defiance (this could lead to a Saturday detention or fixed term exclusion).

4.3 Lesson removal

If a pupil's behaviour is disruptive to the learning of others or negatively impacts the member of staff ability to effectively support the class, the pupil will be removed from the lesson to complete work with an appropriate member of staff. A further sanction will be issued following the Head of Year's investigation, including a minimum of a 1 hour Catch-Up on the day of the removal. In addition, a reintegration meeting between the pupil and member of staff will be held where necessary. Pupils will be returned to lessons where appropriate. Repeated removal from lessons will lead to an escalation in sanctions, including but not limited to, Saturday catch-up, exclusion (internal) and parent/guardian being contacted to collect pupil. A series of lesson removals will lead to exclusion due to the impact on the learning of other pupils.

4.4 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 search pupils for item identified below and 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;
 - Multi tool (including pens with multiple functions);
 - Lasers of any description;

- Any article which has no function in academy and has the potential to cause injury or harm.
- Smoking related articles (possession of these items may result in a Saturday Catch Up or fixed-term exclusion), which may include:
 - Cigarettes;
 - Other smoking-related items, including lighters, matches, 'shisha pens', 'E cigarettes' or similar articles.
- Jewellery (other than plain ear studs, maximum one in each ear lobe, or medical bracelets);
- Mobile phones which haven't been handed in at the beginning of the academy day. Any mobile phone confiscated will be returned ten working days after confiscation. Parents will receive a text when phones are confiscated and due to be returned;
- Music devices, seen or heard;
- Aerosols;

It is likely that possession of an offensive weapon in school or possession of drugs or drug-related paraphernalia will result in permanent exclusion.

4.5 Bullying, Homophobic and Racist incidents

4.5.1 Bullying 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;
- 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 (e-portal).
- 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 John Keats Anti-Bullying Policy for further details.

4.5.2 Racist Incidents

All incidents of a racist nature will be logged on an Incident Form and e-portal. The appropriate sanction will be set and parents/guardians will be notified of the incident and all parties will be asked to sign the incident sheet.

4.5.3 Homophobic Incidents

All incidents of a racist nature will be logged on an Incident Form and e-portal. The appropriate sanction will be set and parents/guardians will be notified of the incident and all parties will be asked to sign the incident sheet.

4.6 Poor Uniform

See letter to parents in the parent section of the website. All poor uniform will be sanctioned using the check system (Presentation on the behaviour grid). The warning grid system works to remind pupils of the importance of adhering to uniform rules. If pupils continue to fail to meet the academies expectations around presentation further sanctions may be implemented. This can be either loss of social time and/or catch-ups as decided by HoY. We are committed to ensuring pupils learn how to dress appropriately for formal situations such as school and the workplace.

4.7 Higher Order Sanctions

4.7.1 Permanent Exclusion

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. There is no comprehensive list of exceptional incidents and pupils and parents should be aware that these will cover actions which constitute unlawful acts whether or not they result in criminal prosecution. This sanction will also apply if the actions of a pupil take place outside of the academy (whether or not in uniform) and are of such a nature that the reputation and good standing of the academy is brought into disrepute.

The following will usually lead to permanent exclusion:

- Serious actual or threatened violence against, and/or injury to a pupil, a member of staff, or a member of the general public (this includes arranging for a group of pupils from another academy to congregate outside of the academy);
 - sexual abuse or assault;
 - possession or supply, directly or indirectly, of an illegal drug in academy and/or to Ark John Keats pupils out of the academy;
 - carrying an offensive weapon;
 - A criminal conviction;
 - Persistent racist, sexist and homophobic behaviour (including religious-based discrimination);
 - Persistent disruption of lessons and/or persistent behaviour that is detrimental to the learning of others;
 - Persistent defiance towards members of staff and refusal to follow legitimate instructions.
- c. The academy can make arrangements for a pupil to be educated through alternative provision if he/she has been involved, or suspected of involvement, in a criminal activity, both in or out of academy.

4.7.2 Fixed Term Exclusions

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

- a) The following will usually lead to a fixed-term exclusion:
- Acts of physical aggression or incitement to physical aggression (including assaults on other pupils);
 - Indirect physical incidents with a member of staff by a pupil due to his/her irresponsible behaviour;
 - Persistent and/or malicious refusal to follow staff instructions or to adhere to the expectations of the academy as stated above;
 - Persistent and/or malicious refusal to follow the academy behaviour policy, other academy rules, discipline and uniform code;
 - Possession and/or use/consumption of any of the following:
 - i) Illegal drugs
 - ii) Chemicals, solvents
 - iii) Alcohol
 - iv) Possession and/or use of any of the following:
 - Pornographic materials (including misuse or attempted misuse of ICT equipment);
 - Replica weapons;
 - Any articles deemed offensive.
- Acts of abuse of any nature including incitement to abuse on religious, racial, age or gender related grounds;
 - Acts of persistent and/or malicious bullying (including cyber bullying);
 - Malicious accusations against academy staff;
 - Acts of behaviour that are dangerous or deemed to endanger the health, safety and wellbeing of any person associated with the academy and/or academy property;
 - Acts of contaminating food or drink which is likely to be consumed by staff or pupils;
 - Acts of using any sharp object inappropriately;
 - Acts of defiance to member of staff (repetitive behaviour could lead to a permanent exclusion);
 - Acts of swearing directly at a member of staff;
 - Acts of vandalism or damage;
 - Any act, either by word or deed which brings the academy into disrepute (could be internal depending on the incident); this includes any mention of Ark John Keats 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 and plagiarism, for any examination work;
 - Setting off the academy fire alarm without good reason.

Where appropriate the academy may issue an Internal Exclusions as oppose to a FTE. In this instance pupils will be expected to attend school for the duration of the sanction, however will not participate in lessons. Pupils will be provided with work from their missed classes and/or work that is in line with the academy's curriculum. Any Internal Exclusion will usually take place in the Library. During social times pupils will instructed to attend Seclusion Room (see 4.7.5)

4.7.3 Saturday Catch Up

a) The following will usually lead to a Saturday Catch Up:

- 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 fixed-term /permanent exclusion);
- Acts of behaviour that prevent teachers from teaching and/or pupils from learning;
- Visits to other academies at the start and end of the academy day without good reason and without permission from parents/guardians and/or staff from either academy;
- 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 a fixed-term exclusion);
- Acts of directly swearing at, and/or using abusive language towards, other pupils;
- Acts of plagiarism;
- Failure to attend an After School Friday Catch Up;
- Smoking:
 - i) Acts of smoking, including holding a lit cigarette, in the vicinity of the academy grounds, in or out of academy uniform on a academy day (any repetitive behaviour will lead to a fixed-term exclusion);
 - ii) Possession of cigarettes (including smoking-related equipment) and/or association with pupils who are smoking;
 - iii) Possession of 'e cigarettes' or shisha pens, or similar.

4.7.4 Alternative Provision

For pupils who are at risk of permanent exclusion, or for pupils receiving a fixed-term exclusion beyond 5 days, the academy will try to arrange alternative provision with local providers. In addition, if the Principal believes there are specific reasons such as health and safety, that a pupil needs to be educated off site, he/she will be entitled to make arrangements for alternative provision to be put in place.

4.7.5 Seclusion Room

Where a pupils behaviour is not in line with the academy's expectations they may lose their social time as a result. This action is often taken by the Head of Year due to persistent poor behaviour, failure to make improvements to conduct, specific issues with behaviour during social times and/or any other behaviour for which the Head of Year believes it to be the most effective action. Any pupils that fail to meet the academy's uniform policy will not be permitted to be part of social times throughout the school day. These pupils will be required to attend the Seclusion Room until issue has been rectified.

Pupils will report to the Seclusion Room at the start of break, where they will be supervised by a member of staff – pupils may eat their break time snack where applicable and will complete a reflection and/or Home Learning. At lunch pupils will report straight to the dining room (all years). The member of staff on duty will ensure that all pupils receive a school lunch, which will then be taken down and eaten in the Seclusion Room. Once pupils have finished eating they will be given time to complete further reflection and/or complete Home

Learning/revision activities. All pupils will be expected to be on task during this time and all AJK behaviour expectations remain the same (pupils will have planner out on their desks).

4.8 Incidents occurring outside of the academy

Subject to the academy's behaviour policy, a teacher may discipline a pupil for any misbehaviour when:

- taking part in any academy-organised or academy-related activity or;
- travelling to or from academy or;
- wearing the school uniform or;
- in some other way identifiable as a pupil at the academy.

A pupil may also be disciplined for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or;
- poses a threat to another pupil or member of the public or;
- could adversely affect the reputation of the academy.

The law supports schools taking action for incidents that occur outside of school. The academy will apply sanctions for any incident that occurs when pupils are in school uniform and/or are clearly representing the academy.

For incidents that occur clearly outside of academy hours, eg. at the weekend or during school holidays, the academy will deal with each one on an individual basis, depending on the nature and seriousness of the event.

4.9 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.

4.10 Searching Pupils

The academy's policy is based on the following DfE advice and Education Act 2018 (Screening, Searching and Confiscation):

The academy is allowed to search for any item with pupils consent. Written consent is not required; a member of staff can ask pupils to turn out his/her pockets or a member of staff can look in the pupil's bags.

A personal (outer clothing and possessions) search may be conducted for any prohibited item which has been identified in the academies rules as a prohibited item.

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 item:

- knives or weapon;
- 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).

The Principal and authorised staff can also search for any item banned by the academy within its behaviour policy (see 4.4). The academy has the right to retain, confiscate and destroy items found as a result of a pupil search where appropriate or where identified with the academy's behaviour policy.

Members' of staff can use such force as is reasonable given the circumstances when conducting a search for the item listed above. Such force will not be used to search pupils for item banned by school rules but not within list above.

The school has the right to examine any data/files found on electronic devices where there is 'good reason' to do so. 'Good reason' includes data/files that have, or could be used to cause harm, to disrupt learning or break the academy's rules. The academy has the right to erase data where appropriate and will pass on any information/data/files that are related to a criminal offence to the police.

4.11 Reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, or to ensure the safety of pupils or staff in the classroom. Authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm

All incidents where reasonable force or restraint have been used are logged.

4.12 Truancy

Truancy will usually result in a Saturday Catch Up and/or Internal Exclusion. Please see attendance policy for further detail

5 REWARDS

The role of rewards at ARK John Keats Academy is to promote exemplary behaviour, recognise and celebrate academic success and effort, and publicly acknowledge commitment to our values. Rewards will be given for conduct, effort and achievement beyond the norm or expected. **In Key Stage 4 we will recognize the increased need for independence in the pupils through a rewards system based around their demonstration of the Key Learning Dispositions. We expect teachers to use 'Precise Praise' throughout lessons. Staff will receive regular training in this.** The rewards system is to formally recognise the exceptional in an easy to use system.

5.1 Reward types

Type	Format	Reason	Who	Recorded	Accumulation
Merits	Stamps in planner	Exemplary effort, work, achievement, contribution	Teacher Tutor HoY Staff	Planner	In line with pupil planner. Awards presented in termly celebration assembly.
Subject Award – Outstanding effort	Certificate	Nominated by subject teacher for outstanding effort.	Subject teacher	By HOY	Awarded in HT 2, 4, 6
Outstanding Progress Certificate	Head of Data	Highest average progress across subjects in one AP.	Head of Data.	HOY	Over year – presented at end of year assembly
Exceptional Achievement Certificate	Head of Data	Most blues on report card at one AP.	Head of Data	HOY	Presented at HT 2, 4, 6
CHARACTER Merit Certificate	HOY	10 merits in a CHARACTER area	HoY	Planner	Certificate by HoY 1, 3, 5

On a weekly basis tutors will nominate a pupil for a ‘shout – out’ in assembly. This shout – out will be linked to the characteristics of the school. The pupil will stand receive a round of applause, they will also be featured on the school website.

In addition to this, Key Stage 4 pupils will receive merits and prizes related to their demonstration of Key Learning Dispositions.

5.2 Progress Celebration Assemblies

These are to take place in HT 2, 4 and 6 (Graduation ceremony – including ‘Band’ moves) and will include the following:

- a. Subject progress nominations (prizes awarded)
- b. Outstanding Progress across all subjects
- c. Progress awards
- d. Subject Merit Count – pins (KS3)
- e. Independent Learner Merits – KS4
- f. Character Merit Count – Certificate and badges awarded
- g. Attendance award (tutor group)
- h. Tutor group of the term
- i. Punctuality Award
- j. Planner of the Term Award.

k. Ambassador

Attendance Awards

Pupils with 100% attendance will receive a certificate from the Head of Year at the end of year assembly.

In addition to this form tutors will nominate three pupils as ‘tutee of the term’ in a prep session. The pupil whom they feel has best demonstrated the academy values over the course of the term will be awarded ‘tutee of the term’

6 SERVICE PROGRAMME

We believe assuming responsibility for different aspects of the academy environment and academy operations is essential in the development of good character in our pupils. All pupils will have responsibilities from Year 7, with selected positions available in the older year groups.

Responsibilities include:

Strand 1 – Academy Service

This is an altruistic service to the school community in order to make our academy better for everyone. Pupils will be allocated a service each half term. The rotation of service areas will be based on Family Dining grouping and led by that table’s allocated member of staff. The member of staff allocated to that table will support both pupils understanding of the service, ensuring all involved follow the Service ‘What to Do’ and an appropriate timetable/rota to ensure each pupil is involved. Pupils will record service details in their planner. This will be reviewed by their Family Dining teacher and checked and signed by their tutor.

These will be rotated around the tutor groups and allocated by the relevant HOY.

Academy service may include:

- Assembly Monitors
- HOY Support
- Dining Room Service
- Mobile Phone Support.

Strand 2 – Classroom Leadership

Pupils will be selected within each lesson (by subject teacher/tutors) to support giving out books; putting home learning on the classroom door; handing out equipment/resources. Two pupils minimum will be selected, which will be rotated each half term.

Strand 3 – Pupil Leadership

As pupils progress through the academy there will be increasing opportunities for them to develop as leaders. We are committed to all pupils developing self – confidence through participation in genuine opportunities to develop leadership skills. The following opportunities are available across both Key Stages:

- Year council
- School council
- Enrichment council
- Pupil mentors
- Pupil Tour Guides
- Pupil Open Event Guides
- Pupil Discussions/Panel Discussions for Visito

The following opportunities are available at Key Stage 4:

- **Prefects. In Year 10 Pupils will be able to apply to be Prefects. The Prefects will serve from January to January and will be given leadership responsibility for a certain area of the school.**
- **Character Panel Discussions. During Key Stage 4 Pupils will hold character panel discussions comprising of up to 40 pupils. This will provide the chair of the discussion a genuine opportunity to lead in front of their peers.**

7 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 will also be available at ARK John Keats Academy and the Head of Inclusion and Head of Year will decide on how this support is used to support pupils on a case by case basis:

- i. Additional community responsibilities e.g. supporting in primary
- ii. Commitment to Learning agreement
- iii. Counselling
- iv. Educational psychologist referral
- v. Speech and Language support
- vi. Education Welfare Officer referral
- vii. Individual Pupil Support (IPS)
- viii. Learning Interventions

8 POLICY STATEMENTS

a. Monitoring, evaluation and review

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

b. Interrelationship with other academy policies

In order for the Behaviour Policy to be effective a clear relationship with other academy policies, particularly equal opportunities, teaching and learning, uniform, inclusion and anti-bullying has been established. CCTV footage will also be reviewed in order to support the upholding of the academy's behaviour policy where required.

c. Involvement of outside agencies

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

d. Procedures

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

- i. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and parents/carers.
- ii. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the academy equally. Each member of the academy community has a responsibility towards the establishment and maintenance of a purposeful and caring environment where all can thrive.

9 ROLES AND RESPONSIBILITIES

a. Governing body

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

b. Principal

- i. The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.
- ii. The Principal will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or

sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

- iii. The Principal will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

c. Staff

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

d. Parents and Carers

Parents and carers will take responsibility for the behaviour of their child both inside and outside the 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. Parents are expected to:

- i. work in partnership with the academy in maintaining high standards of behaviour
- ii. sign and comply with the Home-Academy Agreement (appendix 4) which outlines the responsibilities of the parent, pupil and the Academy, including those concerning behaviour
- iii. support their child to develop self-discipline
- iv. tell us if anything happens at home or out of academy which may affect their child's behaviour
- v. work with us to find appropriate strategies and to support the academy in implementing these strategies if their child's behaviour becomes a cause for concern
- vi. take responsibility for their child if he or she is excluded.

