



# Ark John Keats Academy

## PRIMARY BEHAVIOUR POLICY

<b>Date of last review:</b>	September 2022	<b>Review period:</b>	Every year
<b>Date of next review:</b>	September 2023	<b>Owner:</b>	Bradley David
<b>Type of policy:</b>	Statutory	<b>LGB or Board approval:</b>	LGB

## POLICY INFORMATION

Policy review dates

Frequency of review: annually

Review Date	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
Sept 2019	Policy updated	B David
Sept 2020	Policy updated	B David
Sept 2021	Policy updated	B David
Sept 2022	Policy updated	B David

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
Sept 2019	Staff Induction	All
Sept 2020	Staff Induction	All
Sept 2021	Staff Induction	All
Sept 2022	Staff Induction	All

## 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) Encouraging 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.

### 2.4P 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 incidents.

## 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. 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 Mr [Surname] and Ms [Surname]. If they do not know the teachers surname, they use the terms Sir and Madam.

4.1 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.

4.2 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 member of the teaching faculty. Pupils will make eye contact.

- c) Not be in school before 8.40 AM, unless attending breakfast club.
- d) At 8:40am enter the school, greet the teacher on gate duty and walk calmly straight to their classroom.
- e) On entering their classroom, take out any necessary equipment for lessons (e.g. planner for KS2 pupils), hand in any completed homework, sit at their desk, start the Do Now Activity on the board in silence and answer the register when their name is called.
- 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.
- g) Mobile phones are not permitted in the Primary school. Any pupil who is found with a phone will have it immediately confiscated. A parent will have to collect it at the end of the school day from the office (Year 6 are the exception but must hand in their phone during morning registration)

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

- a) Walk in silence and in scholar position (hands behind their back - except when on a stairwell) during all lesson transitions in the academy building
- b) Pupils should walk on the left, using corridors and stairwells as directed by signage.
- 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.

4.4 Entering the classroom at Ark John Keats Academy:

- a) Pupils will line up in silence outside the classroom waiting for the teacher to start the greeting process. They stand up straight and away from the wall to ensure displays are not damaged.
- b) Other than to greet the teacher with 'good morning' or 'good afternoon', the pupils enter in silence. They will make eye contact during this greeting. Pupils should use a teacher's surname (e.g. Mr. Ola-Said) or Sir or Madam.
- c) Pupils will start the Do Now Activity within 30 seconds of entering the classroom.

4.5 During a lesson all pupils will:

- a) Respond to the appropriate call and response used by the teacher to get their attention.
- b) 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.
- c) Show a talking thumb to answer questions or raise their hand if they need help
- d) Answer questions in full sentences and use the appropriate register to ensure that everyone can hear (loud and proud).
- e) Use instructed register (volume level – silence, working whisper, team talk or loud and proud) to complete tasks.
- f) Celebrate the successes of others in an appropriate way (two claps or a whoosh).

4.6 For assemblies pupils will:

- a) Enter in silence, stand in their line ensuring they have enough space to sit down and wait for further instruction.
- b) Sit down in silence when given the instruction to do so.
- c) Engage with the video clip, Do Now Activity, music or pupil performance in silence whilst they wait for the assembly to begin.
- d) Applaud all presentations, performances, and awards appreciatively, including celebrating the success of their peers.

- e) Track the speaker and performers to show their interest and respect.
- f) Stand, when instructed to do so, at the end of the assembly to say the pledge.
- g) Remain in silence whilst they are dismissed by their Phase Leader or senior member of staff.
- h) Walk in silence, with their teacher, to their next lesson.

Teachers will sit with their class. All staff will attend whole academy assemblies and award ceremonies. Depending on the assembly and location all or specific parents will be invited. Phase Leaders will direct staff to positions to ensure pupils return silently to lessons after any assembly.

#### 4.7 During break and lunchtime all pupils will:

- a) Walk to the playground or dining hall in supervised lines
- b) Be supervised by adults on the playground at all times and adhere to the rules of the playground
- c) Remain in class and take part in indoor games and activities for wet play
- d) Bring permitted healthy food and snacks to be eaten at break time (KS2 only – for KS1 and EYFS we provide healthy food for break time)
- e) Speak using a normal conversation level once they have entered the dining hall for lunch.
- f) Take a seat straight away if they have a packed lunch or join the dinner line to collect their lunch. Parents must inform the school at the beginning of the academic year whether pupils will bring in their own packed lunch or purchase a school meal. They must also contact the school office if this changes
- g) Thank catering staff as they are served
- h) Engage in polite and calm table talk with classmates
- i) Take care of their environment by clearing their table of any plates, cups, cutlery and trays and place them in the appropriate places when asked to by a teacher
- j) Pupils will then when directed exit to their designated playground area
- k) Follow the rules clearly set out by the teachers overseeing the playground or designated activities
- l) Meet with staff to address any concerns or queries
- m) Listen out for teacher whistles/bell and watch out for the hands up signal which will occur during break and lunch time by teachers in order to get the whole playground's attention. All pupils must immediately stand still, raise their arms in silence, track the member of staff and await instruction. Once an instruction has been given by the teacher, pupils must follow
- n) Attend lunchtime catch up sessions if necessary. It is the pupil's responsibility to attend any lunchtime catch-up they have been given (see section 6.5: Sanctions).

#### 4.8 At the end of the academy day all pupils will:

- a) Be taken down to their designated dismissal spot by their teacher.
- b) Wait in their line, hold their hand out when they see their adult and wait for the teacher to address them
- c) Point to the person, say who they are and wait for teacher permission before they leave the line
- d) Stay away from any playground equipment and apparatus
- e) Say goodbye to the member of staff they pass on the gate, using good eye contact
- f) Attend any extra-curricular activities or after school catch up sessions (see section 6.5: Sanctions) they have been signed up for. They will be taken to their designated afterschool session by a member of staff. Members of staff running after school activities apply all the usual routines for leaving the academy as set out above.
- g) Not be on site after school hours unless supervised by a member of staff aware of their presence.

#### 4.9 Using the planner (KS2):

- 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. Depending on the level of damage, they may be asked to purchase a new planner.
- b) If a pupil does not have a planner, they will be issued a Day Planner by their class teacher. The pupil is responsible for copying out any information into their planner.

These are our core routines. They are to be upheld at all times within the academy as well as during trips and events outside of school.

## 5. BEHAVIOUR POLICY

---

### 5.1 Behaviour approach

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 behaviour which does not meet our expectations.

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 times when parents/carers do not agree with the chosen consequence. In such cases, while Ark John Keats Academy will be happy to discuss the matter and change the decision if the circumstances require, we expect that parents/carers will still support the academy's decision if we do not, as our decisions will always be made in good faith.

### 5.2 KEATS Values & Habits

5.2.1 Our mission is to ensure our pupils lead a life of genuine choice and can drive their own destinies. To succeed in this mission, we know that developing their character is essential. To do this we have developed the Values and Habits you see below



## Values and Habits

Kindness	Effort	Aspiration	Tenacity	Success (responsibility and trust)
I will always use STEPS when I talk to adults	I will work hard every day	I will learn from my mistakes	I will keep going even when it is hard	I will own my zone: * my body * my things * my area
I will be the quickest to care	I will start straight away	I will try new things	I will try even when it is scary	I will tell the truth even when its hard
I will be happy for others when they are happy	I will always be ready	I will achieve something I think is unachievable		I will do the right thing when nobody's watching
I will think of others before I act				I will always be safe

STEPS = Sir/Madame - Thank you - Excuse me – Please – Smile

We relate all pupil actions to a habit and then a value.



Whether we are speaking to them about something great or teaching them about a mistake they have made, we use this process. It is also used every time a teacher gives a reward or a consequence.

### 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.

Early Years	
Rewards	Sanctions
Positive Praise	Reminder/ Warning
Name moved up on class behaviour chart	Name moved down on class behaviour chart
Sticker/stamp for chart	Time out in class
Scholar of the Lesson merit	Loss of Social Time
Star/merit badge (after 20 chart stickers)	Lesson removal
Cohort Assembly Shout Out	Internal Exclusion
Class Scholar certificate	Suspension
Class Attendance Award	Permanent Exclusion
Individual Attendance Party Award	
End of Term KEATS awards	
Year 1 – Year 2	
Rewards	Sanctions
Positive Praise	Reminder/ Warning
Merit	Name moved down on behaviour chart
Scholar of the Lesson merit	Time out in class
Golden Time	Loss of social time
Cohort Assembly Shout Out	Lesson removal
Merit badge (after 100 merits)	Internal Exclusion
Class Scholar certificate	Suspension
Class Attendance Award	Permanent Exclusion
Individual Attendance Party Award	
End of Term KEATS awards	
Year 3 – Year 4	
Rewards	Sanctions
Positive Praise	Reminder/ Warning
Merit	Teacher conversations
Scholar of the lesson merit	In school Catch Up (Lunch time or Pastoral time)
Cohort Assembly Shout Out	Loss of social time

Merit badge (after 100 merits)	Lesson removal
Class Scholar certificate	Internal exclusion
Class Attendance award	Suspension
Individual Attendance Party Award	Permanent exclusion
End of Term KEATS awards	
<b>Year 5 – Year 6</b>	
<b>Rewards</b>	<b>Sanctions</b>
Positive Praise	Reminder/ Warning
Merit	Teacher conversations
Scholar of the Lesson merit	In school Catch Up (Lunch time or Pastoral time)
Cohort Assembly Shout Out	After School Catch Up (10 or 20 minutes)
Merit badge (after 100 merits)	Loss of social time
Class Scholar certificate	Lesson removal
Class Attendance award	Internal Exclusion
Individual Attendance Party Award	Suspension
End of Term KEATS awards	Permanent Exclusion

*Table 1 – Overview of incentives and sanctions*

#### 5.4 Rewards

#### 5.4.1 Attendance & Punctuality award

Good attendance and punctuality are to be celebrated. Every SLT cohort assembly, the class with the best attendance to date wins a *Parade to the Park* – this includes a parade around the school in which the pupils sing about their attendance score and a trip to the local park.

Pupils with 100% termly attendance win a place at the termly *Bouncy Castle Attendance Party*.

#### 5.4.2 Merit Badges

For great behaviour and effort, for being at the top of the positive behaviour charts at the end of the day in EYFS or being named ‘Scholar of the Lesson’ pupils will receive merit stamps or stickers. Once pupils have received a set number of stamps, they will be issued a merit badge (See table 2). Their achievement will be shared at their year group’s next Cohort Assembly.

Early Years		Years 1 – 2 (Key stage 1)		Years 3 – 6 (Key Stage 2)	
Badge	stickers	Badge	Stickers	Badge	Stamp
Bronze	20	Blue	100	Blue	100
Silver	40	Red	200	Red	200
Gold	60	Yellow	300	Yellow	300
Platinum	80	Green	400	Green	400

Table 2 – Good choice certificate classifications

#### 5.4.3 ‘Scholar of the Lesson’ merit

Every lesson a scholar will be chosen to be celebrated as the ‘Scholar of the Lesson’. The title can be given for anything relating to our KEATS Values & Habits. As a result of being named ‘Scholar of the Lesson’, the pupil will receive a whoosh or two-clap appreciation from the whole class and a special merit sticker.

#### 5.4.4 Class Scholar Certificate

Pupils will be nominated a Class Scholar for an exemplary display of our KEATS Values & Habits. Pupils should work towards receiving a certificate over the course of the year. Once nominated, they will receive their certificate at their year group’s next Celebration of Achievement Assembly

#### 5.4.5 Termly KEATS Awards

Each term a school KEATS Awards Assembly is held. Six scholars from each year are celebrated and receive an award for excelling at one of our values: Kindness, Effort, Aspiration, Tenacity or Success.

### 5.5 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 are an opportunity for pupils to understand, reflect upon and correct what went wrong. These sanctions include:

- a Teacher conversation system – see pupil planner extracts below
- b Lesson removal
- c Loss of social time
- d After School Catch Up (Year 5 and 6 only)
- e Contact with parents
- f Parent meetings
- g Internal exclusions
- h Suspensions
- i Permanent exclusions

Sanctions b to I do not follow a strict order of escalation and are given on a case by case basis.

**Year 3 & 4 Conversation Log**

Day	Morning (AM) - Behaviour/Effort			Afternoon (PM) - Behaviour/Effort				
	Teacher Conversation	Catch up 1	Catch up 2	Catch up 3	Teacher Conversation	Catch up 1	Catch up 2	Catch up 3
M								
Tu								
W								
Th								
F								

**Year 5 & 6 Conversation Log**

Day	Morning (AM) - Behaviour/Effort			Afternoon (PM) - Behaviour/Effort				
	Teacher Conversation	Catch up 1	Catch up 2	After School catch up (10 minutes)	Teacher Conversation	Catch up 1	Catch up 2	After School catch up (10 minutes)
M								
Tu								
W								
Th								
F								

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.

5.5.1 There is a clear set of escalating sanctions for undesirable behaviour. Most instances of undesirable 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:

It must be clear why the sanction is being applied

It must be made clear what changes in behaviour are required to avoid future punishment.

There should be clear distinction between minor and major incidents.

It should be the behaviour rather than the person that is punished.

5.5.3 Lesson Call Out

In the event of an action or event which means that the child has significantly affected the ethos/learning of the class, the teacher may process a 'Lesson Call Out'. This will result in a Senior Leader visiting the classroom to support. Whether the child is removed from the lesson and if so for how long is decided on a case-by-case basis by the Senior Leader on call. The aim of the removal is to stop the disruption to the learning in the class, make all pupils aware of the ethos we strive for, inform the pupil in question of the undesirable behaviour and help them move past it. The ultimate aim for the pupil removed is to be back in lesson, conforming to the ethos of the class as soon as the circumstances allow. When a pupil is removed, they are instantly added to the register of the next available catch-up session.

5.5.4 Loss of Social Time and Catch Ups

Certain poor behaviour may result in the loss of social time outside of the academy's escalation systems. This includes but is not limited to:

- a) Consistently not following instructions on the playground
- b) Consistent rough play on the playground
- c) An act of physicality which does not warrant more serious intervention
- d) Any set of circumstances which lead us to question pupil safety or wellbeing on the playground

Depending on the severity of the action and length of the consequence, loss of social time can be spent on the side of the playground or outside the office of a senior leader.

5.5.5 After School Catch Ups (Year 5 and 6 Only)

After School Catch Ups are a part of the sanctions system for year 5 and 6. Scholars in year 5 and 6 will be issued an After School Catch Up for either reaching the end of the half day escalation system or for a serious act which is deemed too severe for normal catch up but

doesn't warrant an exclusion.

#### 5.5.6 Academy Trips

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.

#### 5.5.7 Uniform Sanctions

Pupils need to be dressed in the appropriate Ark John Keats Academy uniform every day. If a pupil is not dressed appropriately/missing a part of their uniform, the class teacher will act appropriately to help the pupil conform as much as possible. For lending them a tie if they have forgotten theirs. At the end of the day the parent or carer of the pupil will be notified of the missing/incorrect uniform and will decide on a date by which the child will be in full correct uniform. 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 class teacher in person or by letter. The class teacher will then forward this information on to the Phase Leader and the Senior Leadership Team. 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 Suspension & Permanent Exclusion

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. During internal exclusion or suspensions (previously known as fixed term exclusions) where pupils are kept at home, Ark John Keats will provide appropriate learning. The incidents listed below will likely lead to a suspension (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 (including online)
- 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

#### 5.6.1 Internal Exclusions

Internal exclusions involve pupils being isolated from class learning and playground areas for a fixed amount of time whilst still being allowed on the school premises.

#### 5.6.2 Suspension

Suspension means that the pupil is kept at home for one or more days. Suspended pupils will receive a work pack to complete. This work must be completed and returned to the academy for review.

#### 5.6.3 Permanent Exclusion

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



The first is a final, formal step in a concerted process for dealing with disciplinary worthy incidents following the use of a wide range of other strategies, including suspension, 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.

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:

- a) Serious actual or threatened violence against another pupil or a member of staff.
- b) Sexual abuse or assault.
- c) Supplying an illegal drug.
- d) Carrying a weapon.
- e) Arson.
- f) Criminal offences committed on the Academy site, whilst representing the Academy or whilst on the way to or from the Academy.
- g) The Academy will consider police involvement and other agencies for any of the above incidents.
- h) These instances are not exhaustive but indicate the severity of such incidents and the fact that such behaviour seriously affects the discipline and well-being of the academy and its pupils and staff.

#### 5.6.4 Exclusion protocol

Suspensions will be conducted in accordance with the Department for Education's suspension guidelines.

Suspended 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.

### Investigation incidents

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.

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. If this is not possible then the staff member should refer it to the Phase Leader 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.

CCTV cameras may be checked to provide evidence of the facts.

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.

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.

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.

## Searches and confiscation

If a member of staff 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.

When a search is conducted where there is a suspicion of a 'prohibited item' this can be conducted without the consent of the pupil.

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.

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.

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.

## 5.9 Behaviour within the toilets

#### 5.9.1 Aims

To maximise the access pupils have to toilet facilities during the day, to promote the health, wellbeing and learning opportunities of all pupils.

To provide good quality toilet facilities throughout the academy.

#### 5.9.2 Expectations

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

Pupils will always respect facilities.

Toilets will be open and available to all pupils throughout the academy day.

#### 5.9.3 Access to toilets during lesson times

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. 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 child from the class at any given time.

#### 5.9.4 Access to toilets during playtimes

During playtimes, a member of staff will be stationed near the entrance of any playground area. Pupils requesting access to the toilets should do so through the assigned member of staff.

## 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.