



# Ark John Keats Academy

## Secondary Behaviour Policy

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# 1 Introduction

This policy has been created to provide a framework for staff, students and parents in developing and maintaining an ethos of exemplary conduct. Such an ethos will enable students 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 Student Code of Conduct as this sets out our expectations of students. The Code of Conduct is not an aspiration but a consistent expectation of every student. We believe in our students and we believe each and every one of them wants to conduct themselves to the highest standards and that these high standards will serve them well both at academy and into adulthood. The Code of Conduct will enable students to develop habits of excellence and foster a sense of inner discipline, self-regulation and respect for the rights of others.

Teachers will support students 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 students and staff to concentrate on the core business of teaching and learning in a well-structured and consistent environment. Staff and students 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 students 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 students will make mistakes and this is part of the learning process and growing up. Where students act in a manner that is detrimental to their own well-being or the well-being of others they will be sanctioned. Sanctions are not there to punish but to help students understand they have done something wrong. Sanctions will always be carefully explained and students 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 students. Students who need help in addressing behavioural, emotional and social difficulties will have access to a range of support as set out below.

## 2 Principals of Behaviour Management

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

**2.2** Teachers and other staff will achieve this by embedding four key principles in our classrooms:

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

### **2.3 Discipline**

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

### **2.4 Management**

- a) 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.
- b) 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 students.
- c) At Ark John Keats we will teach students how to do things right, not just establish consequences for doing things wrong. To truly succeed we must be able to get students to do things regardless of consequence, and to inspire and engage them in positive work.

### **2.5 Influence**

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

### **2.6 Engagement**

- a) Our students will be consistently, positively engaged with the ethos of our academy.
- b) Our lessons will be planned and delivered to ensure high levels of positive engagement.
- c) 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 Student code of conduct**

### **3.1** The following are expectations of all AJK students:

1. We are on time, every day
2. We follow instructions first time, every time
3. We work hard every lesson
4. We are kind, all of the time
5. We wear our uniform with pride
6. We are fully equipped for learning
7. We complete our home learning on time
8. We transition sensibly and calmly
9. We never bring banned items to school and hand our mobile phones in every day

## 4 Home School Agreement

	Academy	Home	Student
<p><b>Teaching and Learning:</b> Subject specialists plan lessons which make students work hard and think deeply about the subject, fostering their curiosity and love of learning.</p>	<p>We will:</p> <ul style="list-style-type: none"> <li>Provide a rigorous academic curriculum which is well taught</li> <li>Provide consistently high quality teaching</li> <li>Plan excellent lessons with high quality resources</li> <li>Use regular assessment to track student progress and provide regular opportunities for students to act on feedback</li> <li>Provide access to age appropriate reading materials</li> <li>Provide progress reports to parents three times a year</li> <li>Ensure children experiencing difficulties receive additional support and intervention</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Support the academy's philosophy of high expectations for all</li> <li>Read revision guides and support my child to prepare for assessments</li> <li>Ensure my child reads daily at home</li> <li>Attend academic reviews twice annually and actively engage with the recommendations and advice given by teachers</li> <li>Support my child's decision-making on subject choices and enrichment</li> <li>Check my child's book for quality and work completion</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Arrive to lessons ready to learn: fully equipped and on time</li> <li>Work hard in all lessons, participate fully and complete all tasks</li> <li>Complete home learning on time and to a high standard</li> <li>Take pride in my learning, producing work to a high standard, well presented and organised</li> <li>Act on feedback given by my teachers</li> <li>Revise well for assessments</li> <li>Share my learning and progress with my parent(s) or carer(s).</li> </ul>
<p><b>Attendance:</b> students have the right to education and parents have a legal responsibility to make sure children attend regularly and on time. AJK's minimum attendance for a student is 97%</p>	<p>We will:</p> <ul style="list-style-type: none"> <li>Contact parents/carers every day of unknown absence</li> <li>Rigorously follow up ongoing poor attendance and/or punctuality and support parents/carers in getting their child to school on time every day.</li> <li>Not authorise holidays during term time</li> <li>Support families with genuine barriers to attendance, working with external agencies where appropriate</li> <li>Initiate statutory proceedings, including penalty notices and court action, for unauthorised holidays and persistent unauthorised absence</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Make every effort to ensure my child attends school every day and on time</li> <li>Inform the school as soon as possible about any absence and the reason for it</li> <li>Not take my child on holiday or out of school during term time</li> <li>Make any medical appointments outside of school hours</li> <li>Only keep my child home for illnesses that prevent them or others from learning</li> <li>Limit religious holidays to a maximum of three days a year</li> <li>Discuss any barriers of attendance with my child's Head of Year</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Arrive to school by 8.25am everyday</li> <li>Be punctual to all my lessons</li> <li>Maintain at least 97% attendance, aiming for 100%</li> <li>Discuss any barriers to attendance with my Form Tutor and Head of Year</li> <li>Ask my teachers for any work missed if I have been absent, and catch up in my own time</li> </ul>
<p><b>Behaviour and Attitudes:</b> students learn best in an orderly environment where everyone knows what is expected of them.</p>	<p>We will:</p> <ul style="list-style-type: none"> <li>Have a behaviour policy that creates a safe and caring environment for everyone</li> <li>Coach all students on the correct behaviour expectations</li> <li>Consistently implement the behaviour policy</li> <li>Follow up poor behaviour, in whatever form it takes, rigorously, fairly and consistently</li> <li>Act in the interests of the wider school population in the cases of persistent disruptive or antisocial behaviour</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Have the highest expectations of my child in terms of their behaviour and attitude and support them with this.</li> <li>Support the academy's behaviour systems and policy</li> <li>Work positively with the academy to find solutions in cases of unacceptable behaviour</li> <li>Support the academy's Catch-Up system, even when this is a personal inconvenience</li> <li>Promote exemplary behaviour and great habits as important goals for my child</li> <li>Ensure the uniform is worn correctly and my child is organised for the day</li> <li>Support the academy's mobile phone policy</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Follow the academy's routines and rules</li> <li>Show a willingness to learn from mistakes by attending catch ups, taking responsibility for my actions, and taking steps to improve</li> <li>Wear the correct uniform each day</li> <li>Understand the importance of exemplary behaviour and great habits, and commit to developing these</li> <li>Uphold and demonstrate our school values of kindness, effort, aspiration, tenacity and success</li> </ul>
<p><b>Communication:</b> good communication between home and school is essential to make sure that students get the support they need and issues are dealt with quickly and consistently</p>	<p>We will:</p> <ul style="list-style-type: none"> <li>Deal with you courteously and professionally</li> <li>Report your child's progress, behaviour and attendance three times a year.</li> <li>Keep an up-to-date and informative website so you can access key information and policies</li> <li>Deal promptly with concerns raised by you and with concerns we have about your child</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Keep the academy informed about anything that may affect my child's learning or behaviour</li> <li>Attend all parents' academic review days</li> <li>Raise concerns promptly and directly with the academy</li> <li>Treat staff and other students and their families courteously</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Take home letters, notes and reports from academy and give them to my parents</li> <li>Talk with my parents and/or staff about any worries I have</li> <li>Treat others courteously and respectfully at all times</li> </ul>
<p><b>Home learning:</b> learning at home has an important part to play in helping students to achieve.</p>	<p>We will:</p> <ul style="list-style-type: none"> <li>Provide students with meaningful home learning that contributes to their academic development and independent learning</li> <li>Provide suitable materials and advice on home based activities and how to help</li> <li>Regularly review completion and quality of home learning, and provide additional support if needed.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Encourage my child to do their home learning well and sign the planner every week</li> <li>Ensure my child has somewhere to complete their home learning</li> <li>Support my child's attendance at Study Club if necessary.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Complete all home learning on time and to the best of my ability</li> <li>Catch up on any missed work</li> <li>Ask teachers to clarify if I do not understand the home learning</li> <li>Copy my home learning down fully into my planner</li> <li>Give my planner to my parent to sign every week</li> </ul>

## 5 Core Daily Routines

### Rationale

The Ark John Keats routines have been developed to create a calm, purposeful environment that enables students and staff to maximise learning time and feel safe and secure at school.

Summary	
<b>Before School</b>	We line up calmly in pairs by the secondary gate speaking in normal conversation voice.
<b>08:15 – 08:27</b>	We stay in our designated area. We speak in normal conversation voice. No running in the courtyard.
<b>Morning line up</b>	When our HOY is in their lead position, we go straight to our line. When the whistle is blown at <b>08.27</b> , we stand silently in our lines and track the speaker. We remain in our line in silence in perfect uniform and wait until our teacher leads our line to our classroom.
<b>Lesson Changeover</b>	We speak quietly staying on the left. We transition ‘with pace and purpose’ using the most direct route remembering to not lean on or touch the walls. We do not eat, use the toilet or the water fountains between lessons. We wear full school uniform when transitioning through the building.
<b>Break</b>	We speak in normal conversation voice. No running in the courtyard. We are in groups no bigger than six. We only use toilets on the ground floor.
<b>Break Line up</b>	When our HOY is in their line up position, we go straight to our line. We move to our line up position at <b>10.55</b> . When the whistle is blown at <b>10:58</b> , we stand silently in our lines and track the speaker and track our HOY. We remain in our line in silence in perfect uniform and wait until our teacher leads our line to our classroom.
<b>P3 &amp; 4 Lesson Changeover</b>	We speak quietly staying on the left. We transition ‘with pace and purpose’ using the most direct route remembering to not lean on or touch the walls. We do not eat, use the toilet or the water fountains between lessons. We wear full school uniform when transitioning through the building.
<b>Lunch</b>	We use the Astro and sports halls on our dedicated days. We do not eat past the red lines in the courtyards. We speak in normal conversation voice. No running in the courtyard. We are in groups no bigger than six. We only use toilets on the ground floor.
<b>Lunchtime Line up</b>	When our HOY is in their line up position we go straight to our line. We move to our line up position at <b>13.25</b> . When the whistle is blown at <b>13:28</b> , we listen. We track our HOY. We remain in our line in silence in perfect uniform and wait until our teacher leads our line to our classroom.
<b>P5&amp;6 Lesson Changeover</b>	We speak quietly staying on the left. We transition ‘with pace and purpose’ using the most direct route remembering to not lean on or touch the walls. We do not eat, use the toilet or the water fountains between lessons. We wear full school uniform when transitioning through the building.
<b>End of school day</b>	All students leave through the secondary gate by the back of A Block. We exit the building through the quickest route, transitioning in pairs using normal conversation.
<b>Study Club</b>	We will be collected before the end of period 6 and walked to the Study Club Room. In Study club, we collect a laptop if we need one and complete our homework or independent study in silence for 30 minutes before receiving support.
<b>Catch Up</b>	We will be collected before the end of period 6 and walked to after school catch up (ASCU). We must follow in silence in a single file line. We must complete our reflection sheet and complete homework or read during ASCU. We must remain in silence throughout our catch up.
<b>Enrichment</b>	We meet at the designated location. We ensure we are dressed appropriately and have the required equipment. We follow all instructions first time and leave calmly when dismissed, speaking in normal conversation voice.

## Before School

**Purpose:** To allow a safe, calm and purposeful start to our school day ensuring expectations and standards are high.

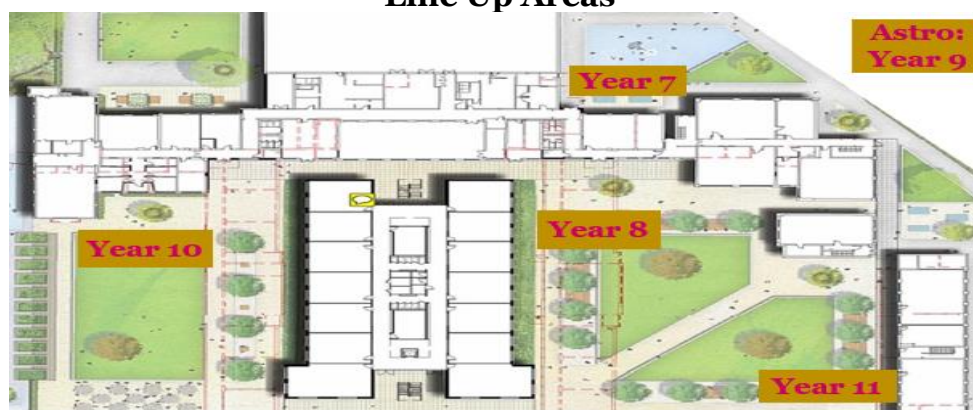
- We wait in front of the secondary school gate until the gate opens at 0815.
- On entry to school through the assembly hall, we are in full school uniform, equipped for the day and ensure our personal devices are switched off and placed in our wallets ready to be stored away for the day
- If we do not have full uniform or equipment, we walk to student services to borrow uniform and/or buy equipment
- We stay in our Line Up area and greet the member of staff on duty
- We are calm, do not run and speak in normal conversation voice

## Line up

**Purpose:** To maximise learning time and to ensure a calm and purposeful start to our learning.

- When our head of year is in position, we make our way to our line in a **straight** line.
- When the whistle is blown, we remain **silent** and **smart**, tracking our HOY.
- **Smart:** We are wearing full school uniform, including our blazer. Our top button must be done up and our tie must show 6 black stripes. We wear our bag with two straps. Our coats can remain on until we are in the classroom, but we do not wear our hoods or hats.
- **Silent:** We remain in silence between the whistle being blown until the end of our Do Now Activity. There is no speaking during transition.

### Line Up Areas



## Assembly Expectations

**Purpose:** Assemblies are an important part of our academy life which represents an opportunity for us to share key messages, reconnect with our values and celebrate in our collective success.

- We enter the assembly hall in a perfect line – our lines are ***smart and silent***. We do this to ensure our assemblies start on time and in an orderly manner.
- We sit with their tutor groups. We place our bags on the floor and coats under, or on the back of our chair. We face forward and wait in silence for the assembly to start.
- Students are expected to sit up straight and track the speaker at the front.
- There will be moments for us to participate in assembly. For example, we may be asked to raise our hands to vote, to clap, to stand and say something aloud or answer questions. we always do this with sensible enthusiasm.

### Lesson Changeover Expectations

**Purpose:** We transition ‘with pace and purpose’ to ensure your learning time is maximised.

- We speak in normal conversation voice
- We walk on the left
- We transition with purpose using the shortest route
- We do not lean on or touch the walls
- We do not eat
- We do not use the toilet or the water fountains between lessons
- We wear full school uniform when transitioning through the building

### Break & Lunch Time Expectations

**Purpose:** To ensure that our social time is a calm, safe, purposeful and productive time in the school day, where students can access our school facilities and be prepared for learning.



- We respond to a member of staff in a polite and courteous way
- We remain in designated courtyard during break
- We walk straight down to the courtyard from our lesson and stay outside unless using the toilet
- We do not eat past the red lines.
- We walk when in the courtyard.
- We gather in small groups of less than 6 and talk kindly and in a conversational volume .

### Break timings

1045	Start of break
1055	HOY moves to the line up position
1058	End of Break/Line Up Whistle

### Lunch timings

1250	Start of lunch
1315	Dining hall closes
1320	End of enrichment/Movement to designated areas
1325	HOY moves to the line up position/ Line Up 1 <sup>st</sup> whistle
1328	End of Break/Line Up 2 <sup>nd</sup> whistle

**Red Line 1**



**Red Line 2**



## Astro Expectations

**Purpose:** To ensure that our Astro is used safely and kept in perfect condition for all students, staff and wider community

- We do not eat on the Astro.
- We stop all ball games when the teacher takes the ball bag to the middle of the Astro. We have 10 seconds to return the equipment.
- Any year group that falls short of our school rules and expectations will lose the privilege to play the following day.
- Students are not allowed to bring in their own sports equipment into school.

## Dining Hall Expectations

**Purpose:** To ensure that the dining hall is a clean and nice place for all students and staff to eat.

- We line up at the designated lines for a hot lunch and a cold lunch
- We always speak in a normal conversation voice.
- We wait patiently until served and thank the catering staff.
- We remove our outdoor clothing and remain seated until we finish eating.
- We clear our table and place our plates and cutlery neatly in the wash area before we exit.

## End of Day Expectations

**Purpose:** To ensure a calm and safe end to the school day.

- We collect our phones from our Period 6 teacher. We exit the building, with pace and purpose, through the quickest route
- We leave through the secondary gate, behind A Block
- We transition in pairs using normal conversation.
- If our phone is seen, it will be confiscated for ten school days.
- When we have a catch up, we are escorted by a member of staff to the catch up location
- When we have Study Club, we are escorted by a member of staff to the Study Club Room
- When we have enrichment after school, we meet at the designated location.
- We can wait for siblings the opposite side of the secondary gate on Bell Lane.

## 6 Rewards

- 6.1** At Ark John Keats Academy, we believe that rewards are a way of informing our students that we value what they do and how they behave. This is a component that turns our vision and values into a reality and helps cement our culture of exemplary behaviour.
- 6.2** We use rewards at Ark John Keats Academy to ensure that students are praised and encouraged at every opportunity, and to ensure that kindness, effort, aspiration, tenacity and success are acknowledged, rewarded and recorded.
- 6.3 Merits:** At Ark John Keats Academy, we operate a ‘merit’ system. Students will receive a merit from staff when they display one of the school values. The merits are recorded directly on Bromcom so that parents can see their child’s successes. When enough merits are collected, students will be rewarded with certificates and prizes throughout the term and in our end of term celebration assemblies. Each lesson should close with teachers rewarding at least 6 students with merits on Bromcom.

Merits Category	Examples
Kindness	Supporting others with their work, picking up litter, charitable acts, noticing someone is upset and comforting them, helping a new student find their way.
Effort	Working hard in lessons, contributing to class discussions, excellent presentation in books, completing additional home learning, practicing for a creative endeavour or special event
Aspiration	Seeking new opportunities, taking on leadership roles, representing the school at open events, excellent attendance, clean slate of behaviour
Tenacity	Going above and beyond, showing perseverance, improving work in a subject, excellent attendance
Success	Achieving excellent grades, excelling in a sport or creative pursuit, winning awards, representing the school in performances or competitions

**6.4 Wider rewards and celebrations:** In addition to merits, students who consistently demonstrate our KEATS values will be recognised and commended on a daily, weekly and termly basis. The table below shows our mechanisms for doing so. There will also be regular prize draws and spot celebrations for students to promote our values and celebrate wherever possible.

**6.5** Teachers will give between 4-8 merits per lesson, per group. It is recommended that these are named at the end of a task or a lesson.

Daily	Weekly	Termly
<ul style="list-style-type: none"> <li>• Verbal praise/ recognition</li> <li>• Positive phone call home</li> <li>• Merits based on our values</li> <li>• Merit Texts (3, 5 and 7 achieved)</li> <li>• Shout outs (lesson)</li> </ul>	<ul style="list-style-type: none"> <li>• Stars of the week postcard and shout out in assembly (minimum of one per week given by class teacher)</li> <li>• Department postcards</li> <li>• Positive feedback emails to tutors</li> <li>• Positive Friday call</li> <li>• Personalised letters home by Pastoral SLT.</li> <li>• Tutor awards (inc. attendance, punctuality, merits individual and form competition)</li> </ul>	<p><b>Half Termly</b></p> <ul style="list-style-type: none"> <li>• Displaying great work</li> <li>• TG punctuality, attendance and merit awards</li> <li>• KEATS form league table</li> <li>• Merits certificate</li> <li>• KEATS awards</li> </ul> <p><b>Termly</b></p> <ul style="list-style-type: none"> <li>• Film and Popcorn/Pizza Party</li> <li>• Jack Petchey</li> <li>• Enrichment</li> <li>• Service</li> <li>• Top Reader</li> <li>• Sports Day*</li> <li>• Outstanding progress and attainment awards</li> <li>• Subject awards</li> <li>• 100% Attendance badges (Bronze, Silver, Gold)</li> </ul>

## 7 Sanctions

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

Sanction	Description
Check	Verbal warning
Catch Up	Students staying behind after the school day as a consequence for their behaviour
Report cards	A way to target particular areas of student behaviour to improve and monitor throughout the day
Reflection room	When a student is not in their lessons and is working independently whilst supervised by adults for part of the day
Internal exclusion	When a student is not in their lessons and is working independently whilst supervised by adults for the whole day
Shared Respite room	When a student is in the reflection room at an alternative school
Suspension	A student is temporarily removed from school
Alternative Provision	When a student is educated off site in another educational facility
Managed Move	A formal agreement between schools a child and their parent which allows a student to have a trial transfer to another school on a dual registration basis.
Permanent Exclusion	A student is expelled from the school

**7.2** In deciding on a sanction, the academy will make a decision based on the evidence in relation to the balance of probability. Therefore, a student may be given a sanction for an

action/involvement in an incident that he/she denies.

- 7.3** 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.
- 7.4** Senior staff will take into account the context of an incident before deciding on the appropriate sanction, including mitigating circumstances. Students' 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. Whilst self-defence will be taken into account, the academy is clear that there is no excuse for violence.

**7.5 Sanctions during lessons:** Whilst we expect exemplary behaviour from all our students, we are aware that children will still make mistakes. During a lesson, teaching staff will respond to incidents of poor behaviour in a tiered approach. This is laid out as follows:

Before the lesson	Teachers adapt resources to suit their classes. They plan and script WTDs, and plan for the use of the school's routines to provide consistency for students.
First instance of non-compliance	Teachers use their 'teacher radar' to scan for non-compliance and will use one of the aforementioned pre-emptive strategies to draw a child's attention to their misbehaviour. This may be as simple as catching their eye or mentioning them to sit up. On other occasions the teacher may use a child's name and tell them how to correct their behaviour.
Second instance of non-compliance	A ' <b>check</b> ' will be issued verbally to the child. The child will be expected to ' <b>reflect and correct</b> ' their behaviour. This is the opportunity for our children to reflect on their mistakes and correct them.
Third instance of non-compliance	A <b>fifteen minute catch-up</b> will be issued. The correct response for children will be to apologise or say nothing and get on with their work. Again, the expectation will be for children to 'check, reflect and correct' their behaviour. Any instance of argument will result in the student moving to the next stage of the system.
Fourth instance of non-compliance	A member of staff on tour will be called for. The student will have an immediate 30 minute catch up and parents will receive a text and they will be contacted by the teacher. Students <b>removed from lessons</b> will remain out of lesson until break, lunch or the end of the day after completing work set at a good standard. We are committed to providing disruption free classrooms in which students can learn, and teachers can teach.  An <b>instant lesson removal</b> can take place if there is a significant breach to the behaviour policy which has led to the disruption to learning and/or safety of students and staff e.g. shouting, swearing etc.

**7.6** Catch ups will escalate in the following way. They will run daily.

When	Frequency	Issued by
After School (15 minutes)	Daily	Teacher
After School (30 minutes)	Daily	Teacher
After School (45 minutes)	Daily	Teacher/Head of Year
After School (60 minutes)	Daily	Head of Year / SLT

**7.7** The academy reserves the right to run catch ups on inset days where it deems them necessary. SLT/HoY may choose to combine sanctions based on prior behaviour at their discretion.

**7.8** Heads of Year and SLT may use a range of other sanctions. These may include but are not limited to:

- a) Academy Service including litter picking, supporting our primary schools, admin team and/or site team
- b) Routines retraining
- c) Other measures in agreement with families

**7.9** Any sanction will be part of a solution. We work with families where a child's behaviour is repeatedly of a poor standard and find a solution together.

**7.10** Catch Ups will run as follows:

- a) Students will know they have a catch up, based on what they have been told in the lesson. Form tutors will support with this.
- b) All catch ups will be logged on Bromcom so that the HOY can have an oversight of this and assist with any pastoral intervention/s required.
- c) Students have a responsibility to attend after school catch ups, following the procedure as set out by their HOY. If students fail to attend any After School Catch Up their sanction will be doubled. A missed 60 minute catch up will lead to an internal exclusion.
- d) Students will be dismissed in catch up in line with the academy routines.
- e) On occasions where students receive after school catch ups, parents will be contacted by text message prior to the student being released from catch up.

### **7.11 Immediate Sanctions**

The following behaviours will result in an immediate 15 minute catch up, other catch ups may be set at the Heads of Year/SLTs discretion:

- a) Talking in the corridor
- b) Talking at line up
- c) Not being at the line-up when the whistle goes
- d) Lateness to lessons or school. Persistent poor punctuality will result in an increased sanction
- e) Lying to a member of staff
- f) Being out of lessons when they have started, without a note from a teacher in the appropriate page in their planner

### **7.12 On Tour (Lesson removal)**

- a) If a student's behaviour is disruptive to the learning of others or negatively impacts the member of staff's ability to effectively support the class, the student may be removed from the lesson to complete work with an appropriate member of staff. A member of staff on tour will be called for and the student will be removed from lessons, and they will sit a 30 minute catch up at the end of the day. Students removed from lessons will return to lessons after break or lunch after the completion of a reflection task and work set to a good standard. If a student is removed from more than one lesson, they will remain out of lessons for the rest of the school day.
- b) If a student's behaviour is disruptive to the learning of others, the student can be removed from the lesson. Inside the classroom, teachers use our behaviour escalation system to correct poor behaviour and classroom disruption. If a student continues to disrupt after they have received a detention, the teacher should email the member of staff on tour to have the student removed to the reflection room. They will remain there until break, lunch or end of the day. There are some cases where a student will need to be removed immediately from the classroom or around the academy, for example extreme rudeness/defiance or dangerous behaviour.
- c) Repeated removal from lessons will lead to an escalation in sanctions, including but not limited to, after school catch up, exclusion (internal and external), introduction or review of a pastoral support/developmental plan, and a

governor's panel. A series of lesson removals may lead to exclusion due to the impact on the learning of other students. Failure to behave appropriately in the removals space may result in a suspension.

- d) The academy reserves the right to keep students out of lessons, until they are satisfied that the student is ready to return to lessons. Where a student does not produce satisfactory work when removed from lessons, their time out of lesson may be extended, or they may serve a longer catch up.
- e) There are certain behaviours which will result in immediate removal of lessons. These include but are not limited to:
  - i. Defiance
  - ii. Swearing at students or staff
  - iii. Aggressive and/or confrontational behaviour with staff or students
  - iv. Throwing items in class

### **7.13 Prohibited Articles**

- a) 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 Principal has designated members of staff able to carry out searches on students.
- b) Any offensive or replica 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
  - Water gun
  - BB gun
  - Any article which has no function in academy and has the potential to cause injury or harm.
- c) Smoking or drug related articles which may include:
  - i. Cigarettes
  - ii. Other smoking-related items, including lighters, matches, 'shisha pens', 'E cigarettes'
  - iii. or similar articles
- d) Jewellery
- e) Unhealthy foods (sweets, fizzy drinks)
- f) Clothing which contravenes the academy expectations of uniform, for example jackets with large logos and balaclavas
- g) 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
- h) Watches that have a mobile connectivity function
- i) Music devices, seen or heard
- j) Aerosols
- k) Any other items deemed to be harmful to the academy community.

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

### **7.14 Bullying, homophobic and racist incidents**

- a) All incidences of bullying, discrimination and harassment are taken extremely seriously at Acton, we have a 'zero tolerance' policy for any type of bullying. This is laid out in our Anti-bullying policy. Implicit in our ethos as an Academy is the fact that we believe we are all equal regardless of race, colour, culture, gender,

sexual orientation, or religion. The ethos of the Academy therefore fosters the spirit of regard and respect for each other and for all. As an educational establishment we also recognise that learning and growth can only take place when students and staff have the self-confidence, well-being and security that comes from being fully valued and respected and from experiencing equality of opportunity. Harassment has no place in our community and will not be tolerated.

- b) Bullying, discrimination and harassment may present itself in the following ways:
- i. Physical assault because of race, colour, culture, gender, sexual orientation or religion
  - ii. Homophobia and transphobia,
  - iii. Harmful sexual behaviour d. Derogatory name-calling, insults and jokes
  - iv. Offensive graffiti
  - v. Provocative behaviour such as the wearing of racist badges or insignia
  - vi. Bringing offensive materials such as leaflets, comics, magazines into the Academy
  - vii. Verbal abuse and threats
  - viii. Incitement of others to behave in an offensive way
  - ix. Attempts to recruit other students to certain organisations and groups
  - x. Ridicule of an individual for cultural differences, e.g. food, music, dress, etc
  - xi. Refusal to co-operate with other Students because of race, colour, culture, gender, sexual orientation or religion
- c) All allegations will be logged and investigated. The appropriate sanction will be set and parents/guardian will be notified of the incident. Staff or students that have been the victim of any of the above will be offered appropriate support and follow up

#### **7.15 High Order Sanction: Permanent Exclusion**

- a) Permanent exclusion may be considered if a student:
- Has committed a serious ('one-off') breach or persistent breaches of the provisions of this policy; and
  - Allowing the student to remain in school would seriously harm the education or welfare of the student or others at the academy.
- b) There is no comprehensive list of exceptional incidents and students, and parents should be aware that these will cover actions which constitute unlawful acts whether or not they result in criminal prosecution. This sanction will also apply if the actions of a student 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.
- c) The following will usually lead to permanent exclusion:
- Serious actual or threatened violence against, and/or injury to a student, a member of staff, or a member of the general public
  - sexual abuse or assault
  - carrying an offensive weapon
  - the supply of an illegal drug in the academy and/or to Ark John Keats students outside of the academy
  - A criminal conviction
  - Persistent racist, sexist, and homophobic behaviour (including religious-based discrimination)

#### **7.8 High Order Sanction: Suspension**

- a) 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. Where alternative provision is considered, the academy will have carried out sufficient checks as to the quality and safeguarding of the provision. At times the academy may choose to use online providers of alternative provision.

b) The following will usually lead to a suspension, this list is not exhaustive:

- Acts of physical aggression or incitement to physical aggression (including assaults on other students)
- Indirect physical incident/s with a member of staff by a student 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:
- Illegal drugs
  - i. Chemicals, solvents
  - ii. Alcohol
  - iii. 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 students
- 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 students, 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
- 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 suspension)
  - ii. Possession of cigarettes (including smoking-related equipment) and/or association with students who are smoking
  - iii. Possession and/or use of 'e cigarettes' or shisha pens, or similar.
- c) Where appropriate the academy may issue an Internal Exclusions as opposed to a suspension. In this instance students will be expected to attend school for the duration of the sanction, however, will not participate in lessons. Students 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 internal exclusion room. On occasion students serving Internal Exclusions at the academy will attend at different times, to ensure that they are not circulating with other students in the academy.
  - 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.
- d) The academy can make arrangements for a student 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.

### **7.10 Internal Exclusion**

This takes place from 9am to 4pm. The following will usually lead to an internal exclusion, this list is not exhaustive:

- Poor uniform that cannot be fixed
- 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 a suspension /permanent exclusion);
- Acts of behaviour that prevent teachers from teaching and/or students 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 students or members of the public;
- Acts of encouraging fighting or being a spectator of a premeditated fight (could be a suspension);
- Acts of directly swearing at, and/or using abusive language towards, other students;
- Acts of plagiarism;
- Acts of physical aggression
- Failure to attend a 60 minute catch up
- Two lesson removals on the same day
- Refusal to hand over a mobile phone seen or heard in the academy
- Smoking:
  - i. Acts of smoking, including holding a lit cigarette, in the vicinity of the academy grounds, in or out of academy uniform on an academy day (any repetitive behaviour will lead to a suspension);
  - ii. Possession of cigarettes (including smoking-related equipment) and/or association with students who are smoking;
  - iii. Possession of 'e cigarettes' or shisha pens, or similar.

### **7.11 Alternative Provision**

For students who are at risk of permanent exclusion, or for students receiving a suspension beyond 5 days, the academy will try to arrange alternative provision with local or, on occasion, online providers. In addition, if the Principal believes there are specific reasons such as health and safety, that a student needs to be educated off site, he/she will be entitled to make arrangements for alternative provision to be put in place. Where the academy seeks longer term alternative provision for students whose behaviour is persistently disruptive, we will communicate this with parents or carers.

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

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

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

A student 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
- poses a threat to another student or member of the public
- 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 students are in school uniform and/or are clearly representing the academy.

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

### **7.13 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, students must remove themselves from a situation rather than being spectators.

### **7.14 Searching students**

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 students consent. Written consent is not required; a member of staff can ask students to turn out his/her pockets or a member of staff can look in the student'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 students or their possessions, without consent, where they have reasonable grounds for suspecting that the

students may have any of the following prohibited item:

- knives or weapon
- alcohol
- illegal drugs
- stolen items
- tobacco/cigarette papers
- fireworks
- pornographic images

As per the DfE guidance, Headteachers and other authorised staff are permitted to search for any items prohibited by the school's behaviour policy. 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 student).

The Principal and authorised staff can also search for any item banned by the academy within its behaviour policy. The academy has the right to retain, confiscate and destroy items found as a result of a student 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 students 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.

### **7.15 Reasonable force**

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, or to ensure the safety of students or staff in the classroom. This is in accordance with DfE guidance. 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 in a central location.

### **7.16 Truancy**

Truancy will usually result in an extended catch up, or internal exclusion **All sanctions may be adjusted at the Headteacher's discretion.**

## **8 Support**

**8.1** At the academy we understand that some students 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 students we are also very mindful of the needs and aspirations of the wider student body and will not allow persistent long-term disruption of

learning or abuse of students and staff.

- 8.2** Staff will receive regular training on meeting the needs of students 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.
- 8.3** The following support will also be available at ARK John Keats Academy and the SENCO and Head of Year will decide on how this support is used to support students on a case-by-case basis:
- a) Additional community responsibilities e.g., supporting in primary
  - b) Commitment to Learning agreement
  - c) Counselling
  - d) Head of Year Target Student and associated interventions.
  - e) Form Tutor Target Student.
  - f) SLT Target Student
  - g) Educational psychologist referral
  - h) Speech and Language support
  - i) Education Welfare Officer referral
  - j) Individual Student Support (IPS)
  - k) Behaviour Interventions
  - l) Learning Interventions
  - m) Enfield Behaviour Support Service Behaviour Panel
  - n) Behaviour Support Service Mentoring Referral.
  - o) Behaviour Panel (Governor's or Principal's)

## **9 Policy Statements**

### **9.1** Monitoring, evaluation and review

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

### **9.2** Interrelationship with other academy policies

- a) 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.

### **9.3** Involvement of outside agencies

- a) 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 students are met by utilising the range of external support available. The academy has a positive working relationship with the borough.

### **9.4** Procedures

- a) The Principal, in consultation with staff, will develop the procedures from this policy.
- b) The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, students and parents/carers.
- c) 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.

## **10 Roles & Responsibilities**

### **10.1** Governing body

- a) 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 students and parents/carers, is non-discriminatory and the expectations are clear.

- b) Governors will support the academy in maintaining high standards of behaviour.
- c) 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 students are listened to and appropriately addressed.

#### **10.2 Principal**

- a) The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.
- b) 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 students are listened to and appropriately addressed.
- c) The Principal will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

#### **10.3 Staff**

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

#### **10.4 Parents and Carers**

- a) 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.
- b) Parents are expected to:
  - a) work in partnership with the academy in maintaining high standards of behaviour
  - b) sign and comply with the Home-Academy Agreement which outlines the responsibilities of the parent, student and the Academy, including those concerning behaviour
  - c) Ensure their student attends catch ups.
  - d) Engage with the academy in a polite and respectful manner, addressing any disagreements through the correct channels, and whilst speaking frankly, respecting and supporting the academy's decisions. Where expectations of conduct are not met by parents, they will be issued with a warning letter from the Principal/Head of Secondary. Where this persists, parents will be banned from the Academy premises.
  - e) support their child to develop self-discipline
  - f) tell us if anything happens at home or out of academy which may affect their child's behaviour
  - g) 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

h) take responsibility for their child if he or she is excluded