



Ark John Keats
Academy

PRIMARY BEHAVIOUR POLICY

POLICY INFORMATION

Named personnel with designated responsibility:

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2016/17	A Baird			Linsey Cole
2019/20	A Baird			Linsey Cole

Policy review dates

Frequency of review: annually

Review Date	Changes made	By whom
Sept 2016	Policy updated	A Baird
Feb 2019	Policy updated	A Baird

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2016		Linsey Cole
2020	Autumn 2019	Linsey Cole

Dates of staff training for this academic year

Dates	Course Title	Staff
Sept 2016	Staff Induction	All
Sept 2019	Staff Induction	All

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1. INTRODUCTION

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

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

- Expecting outstanding behaviour and attitudes at all times.
- Encouraging and acknowledging good behaviour and discipline.
- Promoting self esteem by encouraging pupils to value and respect themselves and others.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention.
- Ensuring a consistency of response to both positive and negative behaviour.
- 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.
- Encourage pupils to take responsibility for their behaviour.

2. POLICY STATEMENTS

2.1 Monitoring, evaluation and review

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

2.2 Interrelationship with other academy policies

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

2.3 Involvement of outside agencies

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

2.4 Procedures

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

this policy.

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

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

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

2.7 Rewards and sanctions

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

3. ROLES AND RESPONSIBILITIES

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3.1 Governing body

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

3.2 The Head of Primary School:

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

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

3.3 Staff, including teachers, support staff and student teachers

- 3.3.1 Will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- 3.3.2 Will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which pupils develop self-discipline and personal responsibility.

3.4 Parents and Carers

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

3.5 Pupils

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

4. ANTI-BULLYING POLICY

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4.1 Statement of Intent

At Ark John Keats Academy we have a policy of prevention. Preventing bullying makes it easier to respond to incidents when they occur. It also enables us to create an ethos in which the whole academy

community is clear that bullying is completely unacceptable and will not be tolerated.

4.2 Review of the policy

- 4.2.1 In line with all policies, this policy will be reviewed after 2 years. It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The Stakeholders of this policy are pupils, staff, parents and carers, Ark trustees and Ark Schools management board.
- 4.2.2 Data from the monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be seen by the governing body at governing body meetings.

4.3 Aims of the policy

- 4.3.1 To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at the academy.
- 4.3.2 To assist in creating an ethos in which attending Ark John Keats Academy is a positive experience for all members of our community.
- 4.3.3 To make it clear that all forms of bullying are unacceptable at ARK John Keats Academy. To enable everyone to feel safe while at John Keats and encourage pupils to report incidents of bullying.
- 4.3.4 To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
- 4.3.5 To support and protect victims of bullying and ensure they are listened to.
- 4.3.6 To help and support pupils displaying bullying behaviour to change their attitudes and understand why it needs to change.
- 4.3.7 To liaise with parents/carers and other appropriate members of the Ark John Keats community.
- 4.3.8 To ensure all members of our community feel responsible for helping to reduce bullying

4.4 Objectives of the policy

- 4.4.1 Evidence that our whole community has ownership of the academy Anti-Bullying Policy.

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

4.5 Define bullying:

- 4.5.1 Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can be:
 - Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
 - Physical: pushing, kicking, hitting, punching or any use of violence.
 - Racist: racial taunts, graffiti, gestures.
 - Sexual: unwanted physical contact or sexually abusive comments.
 - Homophobic: because of, or focussing on the issue of sexuality.
 - Verbal: name-calling, sarcasm, spreading rumours, teasing.
 - Cyber: all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera & video facilities.
- 4.5.2 It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Pupils do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

- 4.5.3 Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting. These behaviours, however, do not in and of themselves mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Pupils must be encouraged to report bullying at Ark John Keats Academy. All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

4.6 Practice and procedures

4.6.1 Statutory duty of academies

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

4.6.2 What we do to prevent bullying

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

Be supportive of each other.

Provide positive role models.

Convey a clear understanding that we disapprove of unacceptable behaviour.

Be clear that we all follow the rules and shared values of Ark John Keats Academy.

Be fully involved in the development of the Anti-Bullying Policy and support anti-bullying practice.

Support each other in the implementation of this policy.

Have a zero-tolerance and no excuses approach to all instances of bullying

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

4.6.4 All Ark John Keats Academy staff will:

Provide pupils with a framework of behaviour including rules and routines which support the whole academy policy.

Conduct themselves in a respectful and caring manner at all times with pupils and colleagues so a positive atmosphere is always palpable.

Raise awareness of bullying through activities, stories, role-play, discussion, peer support, academy council, Character/PSHE etc.

Keep the governing body informed through the Principal/Head of Primary School/senior staff member,

Provide a key staff member who is responsible for the monitoring of the policy.

4.7 Implementation

Ark John Keats Academy procedures when dealing with incidents:

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.

If it is likely that bullying may be occurring or has occurred, a clear account of the incident will be recorded and given to the Principal or Head of Primary School

The Principal or Head of Primary School will interview all concerned and will record the incident.

The class teacher/form tutor/advisor will be kept informed and if it persists he/she will advise the appropriate subject teachers/ support staff

Parents/carers will be kept informed.

Punitive measures will be used as appropriate and in consultation with all parties concerned.

4.8 Pupils

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

Offering an immediate opportunity to discuss the experience with a member of staff of their choice.

Reassuring the student.

Offering continuous support.

Restoring self-esteem and confidence.

4.8.2 Pupils who have bullied will be helped by:

Discussing what happened.

Discovering why the student guilty of bullying became involved.

Establishing the wrongdoing and need to change, as well as suggesting strategies to assist change..

4.8.3 The following disciplinary steps can be taken:

Explanation of why the inappropriate behaviour is unacceptable.

Reparation of damaged relationships.

Time away from an activity.

Meeting with staff, parent and child.

Missing another activity.

Time out from the classroom.

Pastoral support plan.

Official warnings to cease offending.

Detention.

Exclusion from certain areas of the academy premises.

Minor fixed-term exclusion.

Major fixed-term exclusion.

Permanent exclusion.

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

4.9 Support

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

Continuing to address staff training needs by organising regular training to tackle all forms of bullying, through behaviour management training, homophobia and e-safety training.

Providing information and support for pupils, by making age-appropriate information about services and support available to all pupils. We can refer pupils to services including Child Line for additional support.

Incorporating and addressing bullying in curriculum planning, by trying to include teaching about homophobia as well as other forms of discrimination, prejudice and stereotyping in an age-appropriate way and in accordance with curriculum subject frameworks and guidance so that pupils understand and appreciate diversity. This is done formally in lesson times.

5. 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.

- 5.1 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.
- 5.2 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 with a handshake. Pupils will make eye contact.
 - c Not be in school before 8AM, unless attending breakfast club (which starts at 7:45AM).
 - d Follow the playground rules
 - e At 8:15am a member of staff will ring the bell. All pupils will immediately raise their arm and wait in silence for further instruction, to line up at the correct point (Year 1 at the bottom of the playground ready to walk round to their classrooms, 2, 3 and 4 at the Year 2 entrance, Year 5 and 6 at the Primary Hall entrance and Reception at the class gates). Staff on duty will check their line and ensure there is 100% compliance with the routines – STAR position, both straps of bag on shoulders, looking directly ahead and wearing the correct uniform.

- f Proceed to their classroom in silence, 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.
 - g Have only the following healthy food and drink (water, fruit, breakfast bar, cereal bar or sandwich) in bags for use at break time. Pupils are not permitted to bring any other types of food and the only drink permitted is water from a clear bottle.
 - h 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)
 - i Say the pledge at the end and will take part in any necessary equipment checks at the end of registration, with teacher conversations being issued silently where necessary. In the event that a pupil does not have their planner in KS2, a day planner will be issued. The pledge is said by staff and pupils at a loud and proud volume with the right hand placed across the chest.
- 5.3 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 and at all times in the academy building, with the exception of the dining hall at lunch times.
 - b Pupils should walk on the left, using corridors and stairwells as directed by signage. This includes outside areas during transition times.
 - c Greet others, including visitors, in a friendly and polite manner.
 - d Hold doors open for others and always say thank you when the door is opened for them. When saying thank you, always look the person in the eye.
- 5.4 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' plus a handshake, the pupils enter in silence. They will make eye contact during this greeting. Pupils should use a teacher's surname (e.g. Ms Baird) or Sir or Madam.
 - c Pupils will start the Do Now Activity within 30 seconds of entering the classroom.
- 5.5 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).

5.6 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 Head of Year 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. Head of Years will direct staff to positions to ensure pupils return silently to lessons after any assembly.

5.7 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 tone 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 the playground 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).

5.8 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 and hold their hand out when they see their adult
- c Point to the person, say who they are and shake the teacher's hand 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 whilst shaking their hand and maintaining 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 collected from their class. 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.

5.9 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 and will be asked to purchase a new planner.
- b Parents need to sign the planner at the end of every week
- c Tutors will check that parents have signed the previous week's page every Monday
- d 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.

6. BEHAVIOUR POLICY

6.1 Approach to behaviour management

- 6.1.1 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.
- 6.1.2 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.
- 6.1.3 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.

6.2 Code of Conduct (Pupils):

- 6.2.1 I will do whatever it takes to make sure that I:
- Arrive at Ark John Keats Academy by 8.30am every morning
 - Bring the equipment I need and am fully prepared for my learning.
 - Arrive in the proper school uniform and wear it correctly and with pride in and out of the school building.
 - Enter the academy quietly, greeting the staff politely
 - Enter the classroom calmly and silently, greeting the teacher and other staff.
 - Avoid all distractions: putting away anything not required for the lesson.
 - Only drink water from a water bottle.
 - Be an active learner by engaging with the activities set by the teacher, and demonstrating this by sitting in STAR (Sitting up, Tracking the speaker, Asking and answering questions, Respecting the speaker)
 - Work hard and show determination, courage and integrity both in and out of the classroom.
 - Show respect for my learning and that of others.
 - Be silent immediately when requested.
 - Always complete my homework on time and to an excellent standard.
 - Make sure that I catch up with my learning if I have been absent or have fallen behind for other reasons.

6.2.2 In the academy and the local community, I will do whatever it takes to help create a safe environment which respects the rights of others by:

Listening to members of staff and following instructions politely and calmly.

Walking calmly in single file and maintaining silence in corridors.

Going straight to my lessons and holding doors open for others when the corridors are busy.

Never damaging property, defacing the building, dropping litter or spitting.

Never insulting, undermining, swearing at or assaulting anyone.

Remembering I am always an ambassador for Ark John Keats Academy: coming and leaving school in an orderly and responsible way.

When travelling on public transport, I will respect those around me, speaking to my fellow pupils, transport staff and members of the public quietly and politely; respecting the local environment, by being considerate to our local community, obeying shop rules, and never dropping litter, defacing or trespassing on private property.

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

6.3 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	Lesson Removal
Star/merit badge (after 20 chart stickers)	Loss of Social Time
Cohort Assembly Shout Out	Internal Exclusion
Class Scholar certificate	Fixed Term Exclusion
Weekly Class Attendance Award	Permanent Exclusion
End of Term KEATS awards	
Year 1 – Year 2	
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	Lesson Removal
Golden Time	Catch Up (during Lunch Time or My Time)
Cohort Assembly Shout Out	Loss of Social Time
Star/merit badge (after 20 chart stickers)	Internal Exclusion
Class Scholar certificate	Fixed Term Exclusion
Weekly Class Attendance Award	Permanent Exclusion
Individual Attendance Award	Internal Exclusion
End of Term KEATS awards	
Year 3 – Year 4	
Rewards	Sanctions
Positive Praise	Reminder/ Warning

Merit Stamp for planner	Teacher Conversations
Scholar of the lesson merit	Lesson Removal
My Time (every afternoon)	In school Catch Up (Lunch time or My time)
Cohort Assembly Shout Out	Loss of Social Time
Merit badge (after 35 merit stamps)	Internal Exclusion
Class Scholar certificate	Fixed Term Exclusion
Weekly Class Attendance award	Permanent Exclusion
Individual Attendance award	
End of Term KEATS awards	
Year 5 – Year 6	
Rewards	Sanctions
Positive Praise	Reminder/ Warning
Merit Stamp for planner	Teacher Conversations
Scholar of the Lesson merit	Lesson Removal
My Time (every afternoon)	In school Catch Up (Lunch time or My time)
Cohort Assembly Shout Out	After School Catch Up (10 or 20 minutes)
Merit badge (after 35 merit stamps)	Loss of Social Time
Class Scholar certificate	Internal Exclusion
Weekly Class Attendance award	Fixed Term Exclusion
Individual Attendance award	Permanent Exclusion
End of Term KEATS awards	

Table 1 – Overview of incentives and sanctions

6.4 Rewards

6.4.1 Attendance & punctuality award

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

6.4.2 KS2 My Time

KS2 My Time is a time for pupils to interact with teachers and other scholars in a creative setting. Pupils achieve this time by following the behaviour rules of the school for an entire afternoon. If pupils have 1 or less teacher conversations in their planner, they are able to take part in My Time.

6.4.3 Merit Badges

For exceptional behaviour and effort, for being at the top of the Rainbow charts at the end of the day in Early Years, Year 1 or Year 2 or for 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 Celebration of Achievement Assembly.

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

Table 2 – Good choice certificate classifications

6.4.4 Scholar of the lesson

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 effort/behaviour. 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.

6.4.5 Class Scholar certificate

Pupils will be nominated for a Class Scholar for an exemplary display of our core values. 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

6.4.6 Termly KEATS Awards

Each term a special Assembly will be held in which the KEATS values are celebrated. A scholar will be picked from every year group to receive an award for outstanding: Kindness, Effort, Aspiration, Tenacity

or Success.

6.5 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 planner extracts below
- b Lesson Removals
- 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 Fixed Term Exclusions
- 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 and 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 and 6 Conversation Log

		Teacher Conversation	Catch up (5 minutes)	Catch up (5minutes)	Catch up (10 minutes)			
Home Learning / Equipment /Uniform								
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.

6.5.1 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.

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

It must be clear why the sanction is being applied – refer to Ark John Keats Academy Culture Rubrics.

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

There should be clear distinction between minor and major offences.

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

6.5.3 Lesson Removals

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 request for a Senior Leader to remove the child from the lesson. Whether the child is actually 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.

6.5.4 Loss of Social Time and Catch Up sessions

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:

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

The school operates a catch up room at lunchtimes for those pupils who have lost some of their playtime or need to catch up due to reaching a certain point on the respective behaviour systems. Here, pupils have an opportunity to reflect on their behaviour in a silent and controlled space.

6.5.5 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 and doesn't warrant an exclusion.

6.5.6 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. Should a child need to be disciplined on a trip, they will automatically miss their next scheduled Ark John Keats Academy outing.

6.5.7 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 example wearing P.E shoes if their current shoes are not within the policy or 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 Head of Year 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.

6.6 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 exclusions where pupils are kept at home, Ark John Keats will provide appropriate learning. The offences listed below will likely lead to fixed-term exclusion (or isolation, depending on the nature of the incident). In exceptional circumstances, they may lead to permanent exclusion.

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

6.6.1 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.

6.6.2 Fixed-Term Exclusion

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

6.6.3 Permanent Exclusion

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

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term exclusion, which has been used without success. It is an acknowledgement that all available strategies have been exhausted, within reason, and is used as a last resort.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

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

6.6.4 Exclusion protocol

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

Excluded pupils will receive a work pack to complete.

7. INVESTIGATING INCIDENTS, SEARCHING AND CONFISCATION

The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example

if specific staff are unavailable or if the matter requires expeditious action.

6.7 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. In the event that this is not possible then the staff member should refer it to the head of year or a senior member of staff. The Principal or Head of Primary or their designate will decide the nature of investigation required, usually including conducting an initial interview with the pupil/pupils concerned and by arranging for the pupil/pupils concerned to produce a statement relating to the matter.

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.

6.8 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.

6.9 Behaviour within the toilets

6.9.1 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.

6.9.2 Expectations

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

Pupils will respect facilities at all times.

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

6.9.3 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. In order to maintain the safety of all pupils, the cleanliness and hygiene of the toilets, and the usual high expectations of behaviour, this should be no more than one child from the class at any given time.

6.9.4 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.

During playtimes, a member of staff will be positioned outside toilet areas to help reinforce hygiene and safety measures.

No more than 2 boys and 2 girls will have access to the toilet during playtimes at a given time. This restriction in the number of pupils is necessary in order to maintain the safety of all pupils, the cleanliness and hygiene of the toilets, and the usual high expectations of behaviour.

8. 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.