



Ark John Keats  
Academy

# Secondary Behaviour Policy

## POLICY INFORMATION

### Named personnel with designated responsibility for teaching and learning

Academic year	Designated Senior person	Nominated Governor	Chair of Governors
2019-2020	Victoria Henderson		Linsey Cole
2020-2021	Jo Facer		Linsey Cole

### Policy review dates

Review Date	Changes made	By whom
June 2016	Policy Amended	Jerry Collins/Danny Bryant
Oct 2016	Policy Amended	Danny Bryant
Jan 2017	Policy Amended	Danny Bryant/Jane Witheford
June 2019	Policy Amended	Nat Nabarro/Victoria Henderson
Jan 2020	Policy Amended	Nat Nabarro/Victoria Henderson
Sept 2020	Policy Amended	Nat Nabarro/Jo Facer

### Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2016-17	June 2014	Linsey Cole
2019/20	September 2019	Linsey Cole
2020/21	September 2020	Linsey Cole

### Dates of staff training

Dates	Staff	Led by	Focus
Sept 2016	All	Jerry Collins	Introducing the policy
Sept 2018	All	Danny Bryant	Implementing the policy
Sept 2019	All	Nat Nabarro & Emma Dickson	Implementing the policy
Jan 2020	All	Nat Nabarro	Implementing the policy.
Sept 2020	All	Nat Nabarro	Implementing the policy



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## 1. INTRODUCTION

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This policy has been created to provide a framework for staff, pupils and parents in developing and maintaining an ethos of exemplary conduct. Such an ethos will enable pupils to work in, and have responsibility for, a calm, purposeful and orderly environment. It will enable staff to work in, and have responsibility for, an environment where learning and teaching are respected and valued. Finally, the policy will allow parents to have confidence their child is learning in an academic environment and is safe, respected and equally valued.

The policy is underpinned by the Pupil Code of Conduct as this sets out our expectations of pupils. The Code of Conduct is not an aspiration but a consistent expectation of every pupil. We believe in our pupils and we believe each and every one of them wants to conduct themselves to the highest standards and that these high standards will serve them well both at academy and into adulthood. The Code of Conduct will enable pupils to develop habits of excellence and foster a sense of inner discipline, self-regulation and respect for the rights of others.

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

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

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

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

## 2. PRINCIPLES OF BEHAVIOUR MANAGEMENT

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

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

### a Discipline

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

### b Management

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

### c Influence

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

#### d Engagement

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

### **3. PUPIL CODE OF CONDUCT AND STAFF EXPECTATIONS**

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#### **3.1 Ark John Keats Pupil Code of Conduct**

##### **I will strive to achieve my academic potential by:**

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

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

- a Wearing the full and correct academy uniform with pride.
- b Keeping classrooms clean and tidy.
- c Undertaking my service on time and to the best of my ability.
- d Eating healthy food only at break and lunch times.
- e Keeping the courtyards safe, calm and friendly by walking, using a calm and polite conversation tone and treating others with respect.
- f Volunteering for extra duties.
- g Striving to demonstrate and develop the traits of our Character programme.
- h Enthusiastically celebrating the success of others and accepting rewards confidently and with pride.
- i Creating a safe environment: ensuring I do not bring prohibited items to school and immediately reporting any prohibited items that I am aware of.
- j Acting as an ambassador for Ark John Keats Academy both in and out of academy.

### 3.2 Expectations of Staff: Embedding High Behaviour Expectations

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

- a Radar
- b What To Do
- c Strong Voice

### 3.3 Pre-emptive strategies

Teachers at AJK will use a range of pre-emptive strategies to tackle non-compliance prior to issuing a sanction for a lack of discipline. These strategies are essential components of a strong teacher toolkit, enabling a teacher to cultivate and maintain an excellent climate for learning without relying on sanctions. Sanctions play an important role in maintaining strong discipline at AJK, but should be seen as a last resort and used only when pre-emptive strategies have not been effective. All teachers are trained in the strategies below, and it is an expectation that every member of teaching staff in the academy uses them to proactively and positively manage classroom climate, with the aim of keeping all students in lessons and learning.

Effective pre-emptive strategies consist of, but are not limited to:

- Positive framing
- Positive whole group correction
- Lightning quick public correction
- Anonymous correction
- Non-verbal reminder

## 4. REWARDS

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

### 4.1 Reward types

Type	Format	Reason	Who	Recorded	Accumulation
Merits	Issued by teacher and	Exemplary effort, work,	Teacher Tutor HoY	By teachers on BromCom	Awards presented in termly

	logged online	achievement, contribution	Staff		celebration assembly. Postcard home for any pupils who receive 7 merits in a week.
Subject Award – Outstanding effort	Certificate	Nominated by subject teacher for outstanding effort.	Subject teacher	HOY	Awarded in HT 2, 4, 6
Outstanding Progress Certificate	Head of Data	Highest average progress across subjects in one AP.	Head of Data.	HOY	Over year – presented at end of year assembly
Exceptional Achievement Certificate	Head of Data	Most blues on report card at one AP.	Head of Data	HOY	Presented at HT 2, 4, 6

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

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

The academy will run reward trips on an annual basis for pupils who consistently go over and above expectations.

#### 4.2 Progress Celebration Assemblies

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

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

#### Attendance Awards

Pupils with 100% attendance will receive a certificate from the Head of Year at the end of year assembly. Pupils with 100% attendance across two terms will be entered into a prize draw to

win a prize. There will also be reward trips for pupils with excellent attendance. Each half term pupils with 100% attendance will be issued with a 100% badge. Regardless of pupils attendance the prior term, they will have the opportunity win these badges each half term.

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

## **5. SERVICE PROGRAMME**

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

### **Responsibilities include:**

#### **Strand 1 – Academy Service**

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

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

Academy service may include:

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

#### **Strand 2 – Classroom Leadership**

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

#### **Strand 3 – Pupil Leadership**

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

- Year council
- School council

- Enrichment council
- Pupil mentors
- Pupil Tour Guides
- Pupil Open Event Guides

Pupil Discussions/Panel Discussions for Visitors. The following opportunities are available at Key Stage 4:

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

## 6. CORE ROUTINES

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

### 6.1 Before arriving at academy all pupils will:

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

### 6.2 On arrival at Ark John Keats Academy all pupils will:

- Be in full uniform as outlined on the parent uniform letter.
- Be greeted at the gate by a member of staff. Pupils will make eye contact, and say good morning.
- Sanitise their hands on entry to the building.
- Not be in school before 8:20am if starting at 8:30, 8:31 if starting at 8:45. Gate opening times will vary due to COVID 19, as a precautionary measure to reduce transmission.
- Follow the courtyard rules (normal conversation, groups of less than 6, healthy food, remaining socially distant where possible. Pupils should aim to be 1m apart.)
- Be at their line ups for 8:28am. At 8:25am a member of staff will move into position, and pupils will have three minutes to be at their line up. At 8:28am a member of staff will blow a whistle. All pupils will immediately raise their arm and wait in silence for further instruction, as will all staff in the courtyards. Pupils will line up an adequate space from the pupil in front of them, so they cannot touch them with arms outstretched. A uniform and equipment check will take place at this time. Staff will

check their line and ensure there is 100% compliance with the routines – STAR position, both straps of bag on shoulders, looking directly ahead and wearing the correct uniform. The second line ups will take place at 8:42 with an 8:45 whistle.

- 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 will be placed in a class box at the P1 line up. Staff will walk up and down the line and pupils will place phones in the box. Staff will not handle pupil mobile phones. Boxes will be closed, collected by office staff and locked away for the day. Phones will be returned at the end of the day, and pupils will sanitise their hands as soon as they pick their phone up. Any phones seen or heard, whether in use or not, in the school day, will be confiscated for ten working days. The academy will not take any responsibility for damage or loss of mobile phones.
- i Say the pledge during period 1 and will take part in an equipment check. The pledge is said by staff and pupils in a clear contribution with the right hand placed across the body. Any missing equipment will result in a catch up.

### 6.3 **Walking around Ark John Keats Academy and moving to and from lessons pupils will:**

- a Walk in silence in the building, and walk quietly, sensibly, and directly when moving outside the building. Where pupils do not meet these expectations, catch ups will be issued.
- b B block works on a one way system. There is a clearly marked up staircase, and down staircase. When inside the B block pupils must keep the line on the floor on their right hand side. They should be walking on the side of the corridor furthest away from the classroom doors. This means that pupils walk anti-clockwise, on the left hand side. The white line on the floor in the corridor must remain on the right hand side of the pupils.
- c C Block also works on a one way system in order to safely manage the flow of pupils and staff. Deliberately moving against the one way system, without a teacher, will constitute unhygienic behaviour.
- d Pupils should walk on the left, using corridors and stairwells as directed by signs. This includes outside areas during transition times.
- e Greet others, including visitors, in a friendly and polite manner.
- f 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.

### 6.4 **Entering the classroom at Ark John Keats Academy:**

- a Pupils will enter in silence as the teacher greets them at the door. Pupils should use a teacher's surname e.g. Mr Collins or Sir or Madam. Teachers will stand at a safe distance from pupils
- b Pupils will hand phones in to the phone box, at the threshold of the room.
- c Pupils will start the Do Now activity in silence whilst the teacher greets and takes the register.. Pupils start the DNA within 30 seconds of entering the classroom. Where pupils are already in the classroom, pupils will start the Do Now within 15 seconds of the slide being on the board.

- d Pupils will all say the Ark John Keats Academy pledge when asked to do so by their teacher at the start of period 1. An equipment check will also take place at this time, with checks being issued as necessary.

### 6.5 **During a lesson all pupils will:**

- a Answer their name in the register using clear contribution and Sir or Madam.
- b Raise their arm straight in the air immediately after a member of staff does this so attention can be immediately focused on the teacher. Pupils should be in silence and the member of staff tracked.
- c Adopt the STAR position when instructed to do so – (Sit up, Track the speaker, Ask and answer questions, Respect others). All equipment should be put down, with hands clasped on the desk.
- d Open planners on the red page if help is needed.
- e Answer questions in full sentences and use the appropriate register to ensure that everyone can hear (clear contribution).
- f Use instructed register (volume level – silence, working whisper, normal conversation, clear contribution, performance projection).
- g Celebrate the successes of others in an appropriate way (two taps).
- h Staff will use the 1, 2, 3 non-verbal (1 stand in silence, 2, pack away in silence, 3 leave the room/area or line up in silence).

### 6.6 **Moving to and from assemblies/examinations/lunch pupils will:**

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

Form Tutors or teachers will sit with their form group, where social distancing allows, otherwise they will stand and monitor from a safe distance. All staff will attend whole academy assemblies and awards ceremonies and all or selected parents will be invited on occasion. HoYs will direct staff to positions to ensure pupils return silently to lessons after any assembly or exams.

## 6.7 During break and lunchtime all pupils will:

- a At break be walked to the external door of the block in STAR lines, before being dismissed to break by their teacher.
- b Use their year groups designated toilets, maintaining social distancing while queuing.
- c Remain in their designated courtyard space to ensure social distancing measures are followed.
- d For wet breaks be instructed to go to designated areas.
- e Where, for hygiene reasons, break and lunch take place in classrooms, pupils will be able to eat sitting down, and then converse with those around them.
- f At all times pupils will endeavor to maintain 1m distance from others.
- g At lunch to be walked in STAR lines either to the dining hall, or to the courtyard.
- h Sit at their tutor group where social distancing and school hygiene measures allow table, in allocated seats to ensure a family dining type of atmosphere.
- i Go, speaking in paired conversation tone, for food when directed by the tutor or teacher.
- j Thank catering staff as they are served.
- k Engage in polite table talk with classmates.
- l Take turns to have responsibility for cleaning up as part of their tutor group service, which will be directed by the tutor. Pupils leave the table silently as a group and are escorted to the relevant outside area by their tutor. This will be done where social distancing and school hygiene measures allow.
- m Meet friends to talk in the internal courtyard areas. Group sizes are to be a maximum of 6. A warning and then catch ups will be given if numbers exceed this. At all times attempt to maintain a 1m distance from others in their year group.
- n Bring permitted healthy food and snacks to be eaten at break time.
- o Walk calmly and use the paired conversation tone in the courtyards. Catch ups will be given immediately for infringements of this.
- p Read or revise in the library or take part in an extra-curricular activity. Ensure that a calm and purposeful atmosphere is maintained in these areas.
- q Meet with staff to address any concerns or queries. Staff on duty will circulate during break and lunchtime.
- r The line up routine, including the whistle will be followed at the end of lunch. The line ups will be led by a Head of Year, or a member of the senior team.

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

- a Say the pledge, led by their teacher or tutor, before being dismissed.
- b Be walked out in silence, via the appropriate exit. Phones will be given out prior to pupils leaving site. Pupils must sanitise their hands after taking their phone back.
- c Pupils will be taken down to the gate in silent lines by their tutor or teacher and will leave the academy site silently.
- d Year groups will leave via allocated gates.

- e Talk in paired conversation tone to each other and the general public.
- f Pupils are to use local facilities in a polite, orderly manner, demonstrating good character at all times.
- g Attend extra-curricular activities if desired, following arrangements made by members of staff. Members of staff running after school activities apply all the usual routines for leaving the academy as set out above.
- h Not be on site After School hours unless supervised and staff aware of their presence.
- i Attend all After School catch ups (see sanctions policy). These will take place in designated areas.

**These are our core Routines. They are to be upheld at all times within the academy, but also during trips and events outside of school.**

## 7. SANCTIONS

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

- a Checks
- b Catch-ups
- c Contact with parents
- d Parent meetings
- e Exclusions

In deciding on a sanction, the academy will make a decision based on the evidence in relation to the balance of probability. Therefore, a pupil may be given a sanction for an action /involvement in an incident that he/she denies. The academy will always conduct an investigation, which can result in sanctions being decided upon several days after an incident. For a more serious incident, previous behaviour/information will be taken into consideration.

Senior staff will take into account the context of an incident before deciding on the appropriate sanction, including mitigating circumstances. Pupils' age will be taken into account as well as the context of incidents that occur during lessons such as a sporting activity. In any physical altercation, self-defence will be taken into account; self-defence cannot, however, involve any physically aggressive actions such as punching and/or kicking. Whilst self -defence will be taken into account, the academy is clear that there is no excuse for violence.

### **7.2 Sanctions during lessons:**

Whilst we expect exemplary self-discipline from all our pupils, we are aware that children will still make mistakes. During a lesson, teaching staff will respond to incidents of poor self-discipline in a tiered approach. This is laid out as follows:

Before the lesson	Teachers adapt resources to suit their classes. They plan and scrip WTDs, and plan for the use of the school's routines to provide consistency for pupils.
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First instance of non-compliance	Teachers use their 'teacher radar' to scan for non-compliance and will use one of the aforementioned strategies to draw a child's attention to their misbehavior. This may as simple as catching their eye, or motioning 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>check, 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 fifteen minute catch-up 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 pupil moving to the next stage of the system.
Fourth instance of non-compliance	Lesson support will be called for. The class teacher may have a conversation with the pupil outside of the room, and then make a decision about whether or not they can return. If they are removed from the lesson, they will have an immediate 60 minute catch up, and parents will be contacted. Pupils removed from lessons before break will stay out of lessons for the remainder of the day, pupils removed from lessons between break and lunch will stay out of lessons until lunch the following day. Pupils removed from lessons after lunch, will stay out of lessons until after lunch the following day.. We are committed to providing disruption free classrooms in which pupils can learn, and teachers can teach.

### 7.3 Catch ups will escalate in the following way. They will run daily.

When	Frequency	Who
After School (15 minutes)	Daily	HoY
After School (30 minutes)	Daily	HoY
After School (45 minutes)	Daily	HoY
After School (60 minutes). Pupils will only be dismissed after 60 minutes if conduct and work produced during Catch Up is of a high standard.	Daily	HoY
After School (90 Minutes)	Daily	SLT and HoYs
After School (120 Minutes)	Fridays	SLT and HoYs
Saturday 8:25 – 10:25	At the discretion of the Principal	SLT

We may vary when and how we do catch ups in order to limit transmission during the pandemic. This may mean that different members of staff run catch ups in different spaces. 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. Sanctions are not only issued due to checks: they may be issued at SLT/HoY discretion.

Key Stage 3 catch ups will run in the dining hall, and Key Stage 4 catch ups will run in rooms as part of their zone of the school.

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

- Community service including litter picking

- Work with the primary school
- Work with the admin team
- Work with the site team
- Other measures in agreement with families

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

#### **7.4 Checks**

Checks will be issued when our expectations are not met. They will be issued after the above pre-emptive strategies have been used. Checks will be issued verbally. The correct response for this is either to carry on working, or to apologise. Any form of argument will result in teachers moving to the next stage of our sanction system.

The check grid resets on a daily basis. This means that the academy has a culture of 'recurring forgiveness.' Pupils sit catch ups on the same day, and then return the following day with a fresh start.

#### **7.5 Catch Ups will run as follows:**

- a Pupils will know they have checks, 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 15 minute catch ups: Pupils will attend their 15 minute catch up and complete a catch up sheet. They will leave when their sheet is completed to a satisfactory standard, whether this is in 5 minutes or 55 minutes.
- d Pupils have a responsibility to attend after school catch ups, following the procedure as set out by their HOY. If pupils fail to attend any After School Catch Up their sanction will be doubled.
- e Pupils will be dismissed catch up in line with the academy routines.
- f On occasions where pupils receive after school catch ups, parents will be contacted by text message prior to the pupil being released from catch up.

#### **7.6 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:

- Talking in the corridor
- Talking at line up
- Not being at the line up when the whistle goes
- Poor uniform of any sort, for example hair down/top button undone
- No home learning
- Missing equipment including planner
- Lateness to lessons or school. Persistent poor punctuality will result in an increased sanction

- Being out of lessons when they have started, without a note from a teacher in the appropriate page in their planner

## 7.7 Unhygienic Behaviour

Given the recent Coronavirus pandemic, it is essential that schools take a clear approach to unhygienic behaviors which would deliberately increase the risk of transmission will be treated with the utmost seriousness. As with all behaviour incidents, the academy will make a decision based on the 'balance of probability.' This means that a child may deny an action, but the academy will decide, based on the evidence available, that they did it.

Unhygienic behaviours may include but are not limited to:

- Spitting
- Fake coughing
- Throwing tissues on the floor
- Purposefully going against social distancing guidelines
- Chewing gum
- Deliberately touching other people's belongings
- Deliberately touching other people or moving uncomfortably close to them
- Any act which may increase the chances of transmission of the virus

## 7.8 Lesson removal

If a pupil's behaviour is disruptive to the learning of others or negatively impacts the member of staff's ability to effectively support the class, the pupil may be removed from the lesson to complete work with an appropriate member of staff. Lesson support will be called for, and the teacher may speak to the pupil outside the room. If the teacher is not satisfied that the pupil's behaviour will improve, and they haven't taken responsibility for their actions, the pupil will be removed from lessons. A further sanction may be issued following the Head of Year's investigation, including a minimum of a 1 hour Catch-Up on the day of the removal. In addition, a reintegration meeting between the pupil and member of staff will be held. Pupils removed from lessons prior to lunch will remain out of lessons for the remainder of the day. Pupils removed from lessons after lunch will return to lessons at lunch the following day. Repeated removal from lessons will lead to an escalation in sanctions, including but not limited to, after school catch up, exclusion (internal and external), and a governor's panel. A series of lesson removals may lead to exclusion due to the impact on the learning of other pupils. Failure to behave appropriately in the removals space may result in a fixed term exclusion.

The academy reserves the right to keep pupils out of lessons, until they are satisfied that the pupil is ready to return to lessons. Where a pupils 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.

There are certain behaviours which will result in immediate removal of lessons. These include but are not limited to:

- Defiance
- Swearing at pupils or staff
- Aggressive and/or confrontational behaviour with staff or pupils
- Throwing items in class
- Unhygienic behaviour

When a teacher requests lesson support due to a pupil's behaviour, the member of SLT attending the call out will teach the class whilst the teacher speaks to the pupil outside. The teacher will then decide whether or not the child can return to class. If a pupil refuses to leave a lesson when asked by a member of staff, the minimum sanction will be two days internal exclusion.

## 7.9 Prohibited Articles

The following items are banned from the academy site and will be immediately confiscated. This list is not exhaustive and any final decisions rest with the Principal. The academy has the right to search pupils for item identified below and request that banned items are picked up by a parent or guardian. The Principal has designated members of staff able to carry out searches on pupils.

- Any offensive weapon, which may include:
  - Tool with a blade or shaft
  - Stanley knife or craft knife
  - Screwdriver of any size
  - Blade of any size or description, including pencil sharpeners
  - Multi tool (including pens with multiple functions)
  - Lasers of any description
  - Any article which has no function in academy and has the potential to cause injury or harm.
- Smoking related articles (possession of these items may result in an internal exclusion or fixed-term exclusion), which may include:
  - Cigarettes
  - Other smoking-related items, including lighters, matches, 'shisha pens', 'E cigarettes' or similar articles
- Jewellery (other than plain ear studs, maximum one in each ear lobe for KS3, and two for KS4, or medical bracelets, a wristwatch)
- Unhealthy foods (sweets, chocolate, crisps, any drink that is not water)
- Clothing which contravenes the academy expectations of uniform, for example jackets with large logos;
- 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;
- Watches that have a mobile connectivity function

- Music devices, seen or heard
- Aerosols
- Any other items deemed to be harmful to the academy community.

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

## **8. BULLYING, HOMOPHOBIC AND RACIST INCIDENTS**

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### **8.1 Bullying Incidents**

Incidents of bullying will usually be dealt with as follows:

- All allegations are logged and investigated. If found or suspected to be bullying, on the first occasion an informal warning is given and a record is kept of this conversation;
- Subsequent acts found to be bullying may result in a formal warning being given and a meeting with parents/guardians is held.
- During these meetings parents will be asked to sign the academy's bullying log.
- Formal warnings are logged as 'bullying' on the pupil's academy record (Bromcom).
- The above action is dependent on the severity; a further informal warning or a higher level sanction may be given outside the above protocol.

Please refer to Ark John Keats Anti-Bullying Policy for further details.

### **8.2 Racist Incidents**

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

### **8.3 Homophobic Incidents**

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

## **9. POOR UNIFORM**

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We are committed to ensuring pupils learn how to dress appropriately for formal situations such as school and the workplace. Where pupils attend the academy in incorrect uniform, we will endeavour to contact families to bring in the correct uniform, thus ensuring that pupils don't miss lesson or social time.

All incorrect uniform will be sanctioned. Any incorrect uniform will result in a minimum of a 15 minute catch up. If pupils continue to fail to meet the academy's expectations around presentation further sanctions may be implemented. This can be either loss of social time

and/or catch-ups as decided by the Head of Year. The academy may decide that pupils cannot attend lessons due to their poor uniform.

## 10. HIGHER ORDER SANCTIONS

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### 10.1 Fixed Term Exclusions

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

- a) The following will usually lead to a fixed-term exclusion, this list is not exhaustive:
- Acts of physical aggression or incitement to physical aggression (including assaults on other pupils)
  - Indirect physical incidents with a member of staff by a pupil due to his/her irresponsible behaviour
  - Persistent and/or malicious refusal to follow staff instructions or to adhere to the expectations of the academy as stated above
  - Persistent and/or malicious refusal to follow the academy behaviour policy, other academy rules, discipline and uniform code
  - Possession and/or use/consumption of any of the following:
    - i) Illegal drugs
    - ii) Chemicals, solvents
    - iii) Alcohol
    - iv) Possession and/or use of any of the following:
      - Pornographic materials (including misuse or attempted misuse of ICT equipment)
      - Replica weapons
      - Any articles deemed offensive.
  - Acts of abuse of any nature including incitement to abuse on religious, racial, age or gender related grounds
  - Acts of persistent and/or malicious bullying (including cyber bullying)
  - Malicious accusations against academy staff
  - Acts of behaviour that are dangerous or deemed to endanger the health, safety and wellbeing of any person associated with the academy and/or academy property;
  - Acts of contaminating food or drink which is likely to be consumed by staff or pupils
  - Acts of using any sharp object inappropriately
  - Acts of defiance to member of staff (repetitive behaviour could lead to a permanent exclusion)
  - Acts of swearing directly at a member of staff
  - Acts of vandalism or damage
  - Any act, either by word or deed which brings the academy into disrepute (could be internal depending on the incident); this includes any mention of Ark John Keats on social media
  - Inability to remain within the spirit and provision of the academy's published discipline policy, Home-Academy Agreement and any subsequent contracts

- Theft from pupils, staff, visitors, academy property, the academy's canteen and/or shoplifting
- Burglary of the academy at any time
- Recording anti-social behaviour, including fighting, bullying, homophobic or racist comments or incidents and assaults of any description
- Acts of inappropriate use of technology (see ICT Acceptable Use Policy)
- Acts of fraudulent behaviour, including forgery and plagiarism, for any examination work
- Deliberate unhygienic behaviour
- 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 fixed-term exclusion)
  - ii) Possession of cigarettes (including smoking-related equipment) and/or association with pupils who are smoking
  - iii) Possession and/or use of 'e cigarettes' or shisha pens, or similar.

Where appropriate the academy may issue an Internal Exclusions as opposed to a Fixed Term Exclusion. In this instance pupils will be expected to attend school for the duration of the sanction, however will not participate in lessons. Pupils will be provided with work from their missed classes and/or work that is in line with the academy's curriculum. Any Internal Exclusion will usually take place in A9. During social times pupils will instructed to attend Seclusion Room (see 4.7.5) On occasion pupils serving Internal Exclusions at the academy will attend at different times, to ensure that they are not circulating with other pupils in the academy.

## 10.2 Permanent Exclusion

Permanent exclusion may be considered if a pupil:

- a. Has committed a serious ('one-off') breach or persistent breaches of the provisions of this policy; and
- b. Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others at the academy.

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

The following will usually lead to permanent exclusion:

- Serious actual or threatened violence against, and/or injury to a pupil, a member of staff, or a member of the general public (this includes arranging for a group of pupils from another academy to congregate outside of the academy)
- sexual abuse or assault
- carrying an offensive weapon
- the supply of an illegal drug in the academy and/or to Ark John Keats pupils out of the academy
- A criminal conviction
- Persistent racist, sexist and homophobic behaviour (including religious-based discrimination)

- Persistent disruption of lessons and/or persistent behaviour that is detrimental to the learning of others
- Persistent defiance towards members of staff and refusal to follow legitimate instructions.

The academy can make arrangements for a pupil to be educated through alternative provision if he/she has been involved, or suspected of involvement, in a criminal activity, both in or out of academy.

### **10.3 Alternative Provision**

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

### **10.4 Seclusion Room**

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

Pupils will report to the Seclusion Room at the start of break, where they will be supervised by a member of staff. Pupils may eat their break time snack where applicable and will complete a reflection and/or Home Learning. At lunch pupils will report to seclusion. The member of staff on duty will ensure that all pupils receive a school lunch, which will then be taken down and eaten in the Seclusion Room. Once pupils have finished eating they will be given time to complete further reflection and/or complete Home Learning/revision activities. All pupils will be expected to be on task during this time and all AJK behaviour expectations remain the same.

Given the recent COVID 19 pandemic, the academy must take any form of unhygienic behaviour very seriously. We will not tolerate any deliberate unhygienic behaviour and will treat any actions that may increase the risk of transmission with the utmost severity.

Failure to behave appropriately in the seclusion room will result in an increased sanction, or an increased length of time spent in seclusion. This will be at the Principal's discretion.

The Academy may decide that the behaviour of a pupil warrants them being in the seclusion room instead of lessons. Parents will be notified of this.

## **11. INCIDENTS OCCURRING OUTSIDE OF THE ACADEMY**

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

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

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

- could have repercussions for the orderly running of the school
- poses a threat to another pupil 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 pupils 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.

### **11.1 Joint enterprise**

The academy takes the same position as the law in terms of individuals being collectively held responsible for an incident involving group behaviour which, in the context of an academy, is deemed to be irresponsible and/or inappropriate; therefore, pupils must remove themselves from a situation rather than being spectators.

## **12. SEARCHING PUPILS**

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

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

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

The Principal and authorised staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupils may have any of the following prohibited item:

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

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 pupil).

The Principal and authorised staff can also search for any item banned by the academy within its behaviour policy (see 4.5). The academy has the right to retain, confiscate and destroy items found as a result of a pupil search where appropriate or where identified with the academy's behaviour policy.

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

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

### **12.1 Reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, or to ensure the safety of pupils or staff in the classroom. 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.

### **12.2 Truancy**

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

### 13. PUPIL MOVEMENT AND ZONES IN THE SCHOOL

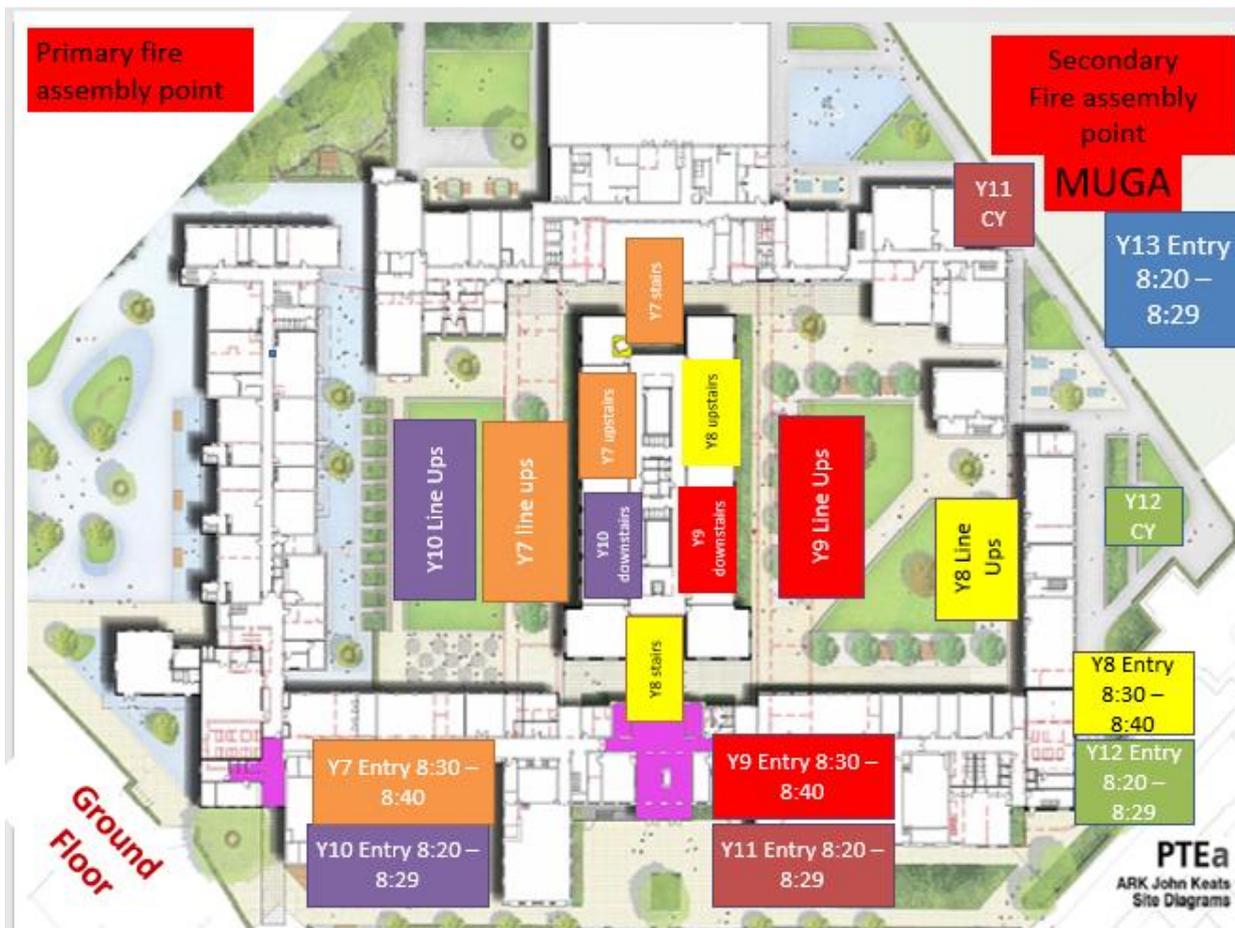
In order to limit the risk of transmission of viruses, the academy buildings have been ‘zoned’ into areas for each year group. These include toilet and water fountain use as well. Please see the table below for details. Any deliberate moving into alternative zones will be classed as deliberate unhygienic behaviour.

Pupils will be zoned in the following way, and will enter and exit through the below entries and exits. All secondary pupils will enter through the secondary gate.

Year Group	Classrooms	Outside Space	Entry	Exit	Toilets
7	B1 – 13	Small CY	Library Passageway	Library Passageway	Music
8	B2 – 14	Large CY	Behind A Block	Behind A Block	B Block Downstairs
9	B15 – 25	Large CY	Assembly Hall	Assembly Hall	B Block downstairs
10	B16 – 26	Small CY	Library Passageway	Library Passageway	B Block upstairs
11	C Block	Y11 CY	Assembly Hall	Assembly Hall	PE
12	A Block	Y12 CY	Behind A Block	Behind A Block	Art
13	Temporary Accommodation	Astro Turf	Albany Park	Albany Park	Art

Any pupil in the wrong ‘zone’ at the wrong time, will be considered to have acted in a wilful unhygienic fashion and will be sanctioned as such.

## School Map



## 14. SUPPORT

At the academy we understand that some pupils will need support to enable them to meet our behaviour expectations and to make best use of the opportunities presented by the academy. Support for behaviour will be specific, intensive and within a timeframe. Whilst fully acknowledging and supporting the needs of some pupils we are also very mindful of the needs and aspirations of the wider pupil body and will not allow persistent long term disruption of learning or abuse of pupils and staff.

Staff will receive regular training on meeting the needs of pupils with behavioural, social or emotional difficulties and we aim to primarily meet needs through the adoption of consistent and effective teaching techniques in the classroom.

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

- i. Additional community responsibilities e.g. supporting in primary
- ii. Commitment to Learning agreement
- iii. Counselling

- iv. Head of Year Target Pupil and associated interventions.
- v. Form Tutor Target Pupil.
- vi. SLT Target Pupil
- vii. Educational psychologist referral
- viii. Speech and Language support
- ix. Education Welfare Officer referral
- x. Individual Pupil Support (IPS)
- xi. Learning Interventions
- xii. Enfield Behaviour Support Service Behaviour Panel
- xiii. Behaviour Support Service Mentoring Referral.
- xiv. Governor's Behaviour Panel.

## 15. POLICY STATEMENTS

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### a. Monitoring, evaluation and review

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

### b. Interrelationship with other academy policies

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

### c. Involvement of outside agencies

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

### d. Procedures

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

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

## 16. ROLES AND RESPONSIBILITIES

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### a. Governing body

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

#### **b. Principal**

- i. The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.
- ii. The Principal will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- iii. The Principal will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

#### **c. Staff**

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

#### **d. Parents and Carers**

Parents and carers will take responsibility for the behaviour of their child both inside and outside the academy. They will be encouraged to work in partnership with the academy in maintaining high standards of behaviour and will have the opportunity to raise with the academy any issues arising from the operation of the policy. Parents are expected to:

- i. work in partnership with the academy in maintaining high standards of behaviour

- ii. sign and comply with the Home-Academy Agreement (appendix 4) which outlines the responsibilities of the parent, pupil and the Academy, including those concerning behaviour
- iii. Ensure their pupil attends catch ups.
- iv. 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.
- v. support their child to develop self-discipline
- vi. tell us if anything happens at home or out of academy which may affect their child's behaviour
- vii. 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
- viii. take responsibility for their child if he or she is excluded.
- ix. Keep their child at home if displaying coronavirus symptoms.