



## Ark Alexandra Behaviour Policy

The Behaviour policy aims to:

- ensure all students and staff are clear on their responsibilities within the policy so that all are able to access learning equally
- create a safe, harmonious, happy and high-quality environment ensuring high standards of behaviour and conduct reflect the Christian ethos and the values of the Academy.

Our rewards, repair and consequence policy exemplifies the ambition for our students to achieve excellence in all that they do. It provides a framework for staff, students and parents in developing and maintaining a praise rich culture alongside excellent academic achievement. Our ethos promotes a calm, happy and harmonious environment underpinned by excellent relationships amongst staff, students and parents based on mutual respect (respect code created and agreed upon by the students and staff) and consistent expectation from all.

Reward provides constant opportunity to celebrate the efforts and achievements of our students and this underpins our vision and values, to recognise and to celebrate all that is good. Repair and consequence are used to enable students to learn from their mistakes and to make better choices in the future. Used in partnership with repair, reflection and conference, consequence teaches students to take responsibility for their mistakes and that error can lead to positive self-development. We have faith in our students and our policy develops and supports our students' self-esteem and faith in themselves.

### Roles and Responsibilities

Staff:

- Value all positive contributions from the students and reward excellence
- Create a positive and disciplined learning environment in their classroom and around the academy
- Develop strong and effective working relationships with students and parents
- Model excellence and use language that motivates students to be the best versions of themselves
- Apply the policy fairly and consistently, ensuring that all praise and sanction is proportionate
- Contact parents to praise students or raise any concerns
- Record events of reward, sanction and consequence on the MIS (BROMCOM) system

Parents / Carers

- support the reward, repair and consequence policy, praising your child when they get it right, working through mistakes when things go wrong and supporting them in making better choices in the future
- support the school's policy and procedures
- support your child's attendance and punctuality by insisting that they come to school properly equipped and on time every day
- consistently promoting the importance of self regulation and excellent courteous behaviour
- contact the school when you have concerns about your child's behaviour
- continue to have clear systems, time lines and expectations to support your child in developing excellent habits
- take an active role and interest in your child's progress and development
- check that homework has been completed to the highest standard



## Students

- always be polite and courteous and kind to adults and students
- follow all the rules and expectations of the school
- respond to instructions the first time
- do the right thing even when no one is watching
- always consider your impact on other people before you act
- never disrupt other students' learning
- work hard and try hard
- be honest when you have made a mistake
- take responsibility for your actions
- always be calm and sensible when in and around the academy
- challenge and report any behaviours that are discriminatory or bullying

## Creating a Praise Rich Culture

- ensures staff and students have a positive mind-set; firstly, our instinct is to look for, seek out, find and praise the positive
- has a growth mind-set (the belief that our talents and abilities can develop through effort, persistence and learning from our mistakes): in the classroom staff and students are confident to attempt something that is challenging knowing that they may make a mistake
- They are clear that effort and mistakes are the pathway to excellence
- is an environment where feedback is sought, positively received and applied to all situations both inside and outside of the classroom
- delivers excellence through adult and student behaviours, the language we use, and our rewards, repair and consequences
- insists that our praise and rewards are proportionate, genuine and specific

We have a broad and diverse to celebrating and rewarding our students:

## Rewards:

How?	What is praised/rewarded?
<b>Verbal Praise</b> Universal	Every adult narrates the positive with any interaction. They look to positively narrate, using the start of sentences as an opportunity to build a trusting and positive relationship; using specific language that is kind and related to the dialogue
<b>Golden Tickets</b> Students can earn Golden Tickets for good behaviour, effort or achievement, or for displaying our school values of Faith, Excellence and Kindness. <b>Individual strand:</b> Top in Year Amazon or Love to shop voucher/2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> ALE branded merchandise (parker pens/note books/rubix cubes, books etc), pulled out of tombola – prize draws in DOP/HOY celebration assemblies every 2-3 weeks, Race to a theme park – Students in the top 5% of the year	<b>Recorded on MIS (Bromcom); triggers a push notification to parent/carer</b> Excellent focus with learning during entire lesson Excellent oral contribution to the lesson excellent Group work or presentation delivery Great display of behaviours linked to academy values Presentation of strong character traits (including self-presentation and equipment)



<p>group for Golden Tickets get their seat on the coach confirmed. They can choose a friend to accompany them. The condition is the friend of their choice is in the top 50% of rewards in the year group</p> <p><b>Collective strand:</b> awarded weekly to the tutor group with highest attendance, punctuality and the best homework submission.</p> <p>Tutor groups will have a Rewards Menu to choose from as they accrue their golden tickets. Students as a form group can decide whether to spend or save up at varying thresholds.</p> <p>The academy will operate a net based reward system where the amount of resets or negative encounters students accrue will take away from their golden ticket (reward point) total.</p>	
<p>Postcards Staff issue a minimum of 10 postcards per half term Student takes home postcard</p>	<p>Sustained effort to achieve Excellence with learning sustained excellence with Presentation sustained effort to develop character traits class star of the week; Sustained effort to achieve excellence in all lessons for the week Tutor group star of the week; Awarded for 100% attendance, All homework completed Most number of positive points sustained Attendance at extra revision sessions</p>
<p><b>Collective gratitude and Appreciations</b></p>	<p><b>Half termly</b></p>
<p>Postcards written out to staff Appreciations</p> <ul style="list-style-type: none"> <li>• Year 7</li> <li>• Year 8</li> <li>• Year 9</li> <li>• Year 10</li> <li>• Year 11</li> <li>• Sixth Form</li> </ul> <p>Postcards written out to students -Appreciations</p>	
<p><b>Celebration Assesmblies</b></p>	<p><b>Termly</b></p>
<p>Departmental rewards Head of Year rewards Director of Progress rewards Principal rewards Attendance</p>	<p>Subject excellence rewards for: Excellent piece of work Excellent sustained presentation Excellent sustained improvement Contribution to the academy Exceptional charity work Consistent display of the academy values services to the academy (e.g. supporting parents' evenings) 100% attendance for the half term Improvement in attendance</p>



<b>Trips for students with the most Golden Tickets</b>	<b>Termly</b>
Rewards Trips	Rewarded for sustained attendance, punctuality and homework efforts throughout the year
<b>Parent/carer and the community sharing in student achievement</b>	<b>Annually</b>
Awards evening	Parents are invited to the academy to celebrate the outstanding achievements of their children during the course of the year photograph placed on the Ark Alexandra honour wall and name placed in the book of excellence
<b>House System</b>	<b>Half termly</b>
House competition	All houses compete for the largest number of house points. Trophies are attached

In order for students to achieve such recognition they must:

- Produce excellent work in lessons
- Produce excellent homework
- Make brilliant contributions
- Show good team work
- Demonstrate excellent effort
- Demonstrate a growth mindset
- Work hard
- Be kind
- Believe in themselves

### **Unacceptable behaviour:**

In order to protect learning and the enjoyment of a safe and harmonious environment, students are expected to behave in an appropriate manner and, therefore, Ark Alexandra does not accept the following (table 1):

- refusal to follow instructions
- disrupting/not participating in learning
- truancy/lateness
- answering back and/or being disrespectful to others
- walking away from an adult when being spoken to
- mobile phones/electronic equipment visible (including headphones)
- being out of uniform (including makeup/jewellery/hoodies)
- swearing/abusive language- staff/each other
- smoking, vaping, drugs, weapons
- behaving in a confrontational/aggressive manner
- eating during the lesson/in the corridor
- talking over the teacher/peers-not listening
- refusal to sit where asked
- shouting out



- taking other students equipment/possessions
- touching other students, including poking/tapping
- lack of equipment
- laughing or commenting when others get it wrong
- lack of engagement/effort
- failing to follow policies
- compromising the school values
- damage to equipment or the building
- graffiti
- throwing equipment
- being disrespectful to others

## **Sanctions and Consequences**

Pupils who ignore or break the code of conduct will be subject to sanctions and consequences. These sanctions extend to students with poor punctuality. These will be applied in line with the behaviour policy and will of course depend on the circumstances.

This is not an exhaustive list:

- a. Detention ranging from 30 minutes to 2 hours
- b. Moving a student's position in class
- c. Loss of break or lunchtime
- d. Internal Exclusion
- e. Reset
- f. Alternative Provision Placement
- g. S2S
- h. Drawing up of a behaviour contract
- i. Undertaking tasks that will benefit the school, e.g. picking up litter etc.
- j. Written impositions
- k. Going on report to Tutor, Head of Year, Head of Department, Director of Progress, SLT
- l. Withdrawal of privileges, e.g. banning from trips out etc.
- m. Formal letters/meetings/calls to parents to discuss behaviour problems
- n. Formal sanctions will be applied at the discretion/judgement of the Principal of the school.  
This could mean fixed term exclusion or in the most serious cases permanent exclusion.

## **Behaviour in lessons: protecting all students' learning**

The classroom environment requires all students to achieve the behaviour policy so that students can feel safe to make mistakes, ask questions when they don't understand and maximise every minute to learn and to improve. The classroom must be free of ridicule and an environment where students can flourish and learn as much as possible. Therefore in the classroom, all students MUST:

- Arrive on time.
- Enter silently and follow the first 10 minute entry routine.



- Underline the date and title and begin the 'Do Now' activity in silence.
- Putting up your hand to ask a question -No shouting out
- No getting up out of the seat without permission
- No eating or drinking in lesson
- No going to the toilet during lesson time. Students with a known and documented medical reason are the exception.
- Sitting on the chair square on facing forwards
- Sitting up straight, no slouching or laying across the desk
- Listen carefully in silence, when the teacher or another student is talking.
- When the teacher asks you, pack up do this in silence and stand up quietly behind the desk.
- When dismissed walk quietly and calmly on the left hand side to arrive at our next lesson on time.

We will NOT tolerate any disruption to the learning and so the following strategies and sanctions will be applied:

## Teacher strategies to secure an excellent learning environment :

Consistently managing the classroom environment (table 2):		
In the classroom	Action following unacceptable behaviour in the classroom	Teaching and learning strategies
Non-verbal reminder	An informal warning	<ul style="list-style-type: none"> <li>• eye contact</li> <li>• hand to ear</li> <li>• shaking of head</li> <li>• approaching the student and standing next to him/her</li> <li>• roaming the area</li> <li>• finger on lips</li> <li>• pointing to the book for the student to start work</li> </ul>



<p><b>Verbal reminder</b></p>	<ul style="list-style-type: none"> <li>• verbal reminder, the teacher uses positive and precise language linked to the purpose of learning.</li> <li>• allows reasonable take up time (as long as it is not disrupting the learning).</li> <li>• thanks the student for making the adjustment to close the reminder.</li> </ul>	<ul style="list-style-type: none"> <li>• name the target behaviour that the student <b>should</b> be demonstrating</li> <li>• quiet and individual correction where possible</li> <li>• thank student once correction has been made</li> </ul>
<p><b>Verbal correction</b> (recorded on MIS, sends an automatic push notification to parent)</p>	<ul style="list-style-type: none"> <li>• “your behaviour choice needs to change.... you should be.....(insert positive and precise expectation).”</li> <li>• “we cannot allow this behaviour to continue to disrupt the learning of others; to support you.. (insert active intervention)...”</li> <li>• teacher allows reasonable take up time for student to adjust behaviour (as long as it is not disrupting learning) “by adjusting this behaviour you can remain part of the learning in our class”</li> </ul>	<ul style="list-style-type: none"> <li>• move seat</li> <li>• removal of distraction</li> <li>• A restorative conversation during a break with the teacher</li> <li>• name the target behaviour that the student should be demonstrating</li> <li>• thank the student for making the correction</li> <li>• subject teacher monitors the number of entries, if this reaches three, conference and telephone call with parents.</li> <li>• head of department supports a parental meeting if choices do not improve (five entries-in a half term). Head of year if whole school</li> <li>• if behaviour choices do not meet expectation, matter is referred to the line manager for the subject area</li> </ul>
<p><b>Re-set to department designated room</b> (recorded on MIS, sends an automatic push notification to parent, informing them of re-set and the detention)</p>	<ul style="list-style-type: none"> <li>• “it is important that everyone is able to learn. To support you, I’m giving you the opportunity to re-set.</li> <li>• teacher completes an on-call</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• student attends 30 minute detention at the end of the day, held centrally.</li> <li>• template is used for student to reflect on behaviour choice.</li> <li>• teacher records re-set on the MIS and calls the parent informing them of the particular behaviour choice and the next steps. MIS is updated with communication.</li> </ul>
<p><b>Receiving teacher for re-set</b></p>	<ul style="list-style-type: none"> <li>• welcomes the student “Welcome (insert name), take a seat next to (insert place), thank you. Complete the work in line with the reset timetable, thanks.”</li> <li>• at the end of the day in a 30 minute repair detention the same day</li> </ul>	
<p><b>On-Call</b></p>	<ul style="list-style-type: none"> <li>• This is not an exhasutive list:</li> <li>• swearing at teacher, refusal to re-set, serious classroom incident, serious corridor incident, refusal to follow instructions within an appropriate timeframe, students who are late to lesson</li> <li>• on-call collects the student, investigates the incident and passes it onto the head of year for decision making and intervention.</li> </ul>	
<p><b>IE</b></p>	<ul style="list-style-type: none"> <li>• This is not an exhaustive list:</li> <li>• Refusal to follow instructions, improper uniform, inordinate amount of resets in a week, persistent low-level disruption (see IE section)</li> </ul>	



- on-call collects the student, investigates the incident and passes it onto the head of year for decision making and intervention.

## **Behaviour at break and lunch time**

### **Outside**

- Eating only at designated eating zones
- No littering
- No play fighting
- No swearing
- No going into out of bounds areas
- No putting yourself or others at risk

### **Inside**

- Queue orderly, quietly and calmly – No pushing in
- Students will sit down in the dining hall when eating a meal
- Only students eating a meal should be in the dining hall
- Remove and dispose of your food or litter in the bins provided
- Leave the tables clean and tidy
- No shouting – inside, quiet voices will be used
- No running or play fighting
- No congregating in the toilets

## **Behaviour in and around the Academy.**

- Demonstrating Faith i.e Making the right choices even though I may have previously gotten it wrong
- Demonstrating Excellence i.e Being the best citizen I can be at all times, even when nobody is watching
- Demonstrating Kindness i.e Holding doors open for peers or staff, treating others with respect
- Walk on the left hand side
- No boisterous, loud or aggressive behaviour
- No running in quiet areas
- No ball games in quiet areas
- Students must be wearing full school uniform at all times
- Students will calmly and purposefully transition across the Academy
- No coats or hoodies on inside the building -Full school uniform must be displayed at all times whilst inside. In hot weather no coats should be worn whilst on site.





## **Reset**

Reset is a staffed internal isolation space. Removing a student enables all other students to continue their learning without any further disruption. The act of sending a student to reset is to allow an opportunity for the student to reflect on their behaviour, modify it, before having the opportunity to be successful in subsequent lessons. The act of a reset carries an automatic 30 min same day detention. If a student is reset from the first period of a double lesson this will constitute two resets and so the student will be referred to Internal Exclusion. If the student is placed in reset during the second lesson of a double lesson, this constitutes one reset for that student. Any two resets in a day will mean that the student is referred to IE.

### **How the Reset is used:**

Student is on called (Removed) from a lesson for persistent or high-level behaviour now a 30 min detention

Students completing statements as part of an on-going investigation

Students Reset in the first period of a double lesson counts as 2 resets

Students completing a re-education project on an issue as part of their FTE

Students who accrue an inordinate amount of reset points (4) in a week and need to reset (in a case where IE overflows)

Students who fail to meet uniform expectations (in a case where IE overflows)

Students who are ill and are waiting for their parents to collect them (see covid addendums)

See Appendix 1 for sanctions related to the escalation of Reset

### **Internal Exclusion (IE)**

Pupils spend the whole school day isolated from their peers, in addition to a 60 min detention after school. Pupils complete structured and supervised independent work. To complete the consequence and re-enter the school community, pupils must complete the allotted number of days of isolation without breaking the code of conduct or the expectations of isolation (e.g. not making silly noises, including speaking unless instructed by a member of staff; being dedicated to the work set). If students have music lessons whilst in the Internal Exclusion, they will have effectively forfeited the right to attend this lesson or any similar trip/activity as a result of being placed in Internal Exclusion. The length of time a student spends in the Internal unit will be proportionate to the infraction(s) committed and the severity of the concern the school shares.

The following behaviours are likely to lead to placement into Internal Exclusion but are not limited these: (More serious incidents of this nature will likely lead to fixed term exclusion):



- a. Severe or persistent misbehaviour/disruption when in lessons or around the school
- b. Refusal to follow instructions in an appropriate manner or timeframe
- c. Physical or verbal aggression including confrontational behaviour towards another student or member of the school community
- d. Derogatory and/or discriminatory communication towards another member of the community
- e. Students who fail to meet the school uniform expectation
- f. Students who repeatedly miss a centralised detention subject to SLT/HOY discretion
- g. Students who have been involved in an incident and are waiting for an investigation to be concluded
- h. Students who are ill & are waiting for their parents to collect them (please see covid addendum)
- i. Students truanting in the judgment of the school
- j. Students who are purposely or consistently late to lesson

(See escalation level 2 for more details)

The Internal Exclusion is a dedicated fully staffed space that is used to avoid a fixed term exclusion where the student is sent home, and it is used to help a student modify their behaviour before they return to their lessons.

Students will be sat in cubicles where they cannot interact with each other and are working in silence.

The amount of time a student is placed there will be at the discretion of SLT/HOY. Students will only be allowed to go to the toilet in line with the rest of the school which is at break and lunch time only, unless they have a proven and documented medical need.

- Students are kept in the Internal Exclusion room no longer than is necessary.
- ALL students will have an opportunity to complete reflective tasks about their behaviour whilst in IE.
- The Internal Exclusion room can be used whilst HOY's conduct investigations and collect statements regarding an incident before making their final decision.
- Internal Exclusions can be used as a short term alternative provision for some students in order that they do not impact on the learning of others. It provides a place where they can complete their work whilst away from their peers. This is not solely a provision as a punitive measure, but can be used as a supportive/inclusive provision. There may be the rare case where it will be beneficial to have students working in the Internal Exclusion over a longer term basis. SLT will use their professional judgement if such a rare case arises.
- Internal Exclusion can, in particular cases, be used to supplement FTEs where the school perceives the need to monitor further the re-education process around the incident leading to FTE. The time in internal exclusion will form part of the students' re-induction to aid in the student meeting the school's standards.

## **High level misbehaviour requiring exclusion**

This is behaviour where a student is openly challenging the authority of the teacher with sustained rudeness or other unacceptable behaviour, which makes it impossible for the teacher to continue with the lesson or which poses a threat to the safety and welfare of the students or teacher.



- A pupil displaying high level misbehaviour should be referred immediately to the Internal Exclusion room whilst the Tutor, HOY, or AP Behaviour if they are not available, investigate the incident.
- If high level misbehaviour happens in a classroom, the on call protocols should be followed and the the pupil will be escorted to IE.
- If high level misbehaviour happens outside of the classroom (for example in the corridors or playground) the first adult to see the misbehaviour should take the student to the Internal Exclusion and report this via the MIS to the HOY and AP Behavior
- If the pupil refuses to comply with the member of staff then the HOY or a member of SLT should be called using the on call system.
- The consequences of high level behaviour ranges from a prescribed time in the Internal Exclusion, Fixed Term Exclusion or Permanent exclusion.

## **Fixed Exclusion Procedure**

A Fixed Term Exclusion, FTE, is when a student's behaviour warrants their removal from the school premises for a given period of time. It will only be used when all previous measures have not improved the student's behaviour, or for serious one off incidents. This will be used where it is deemed that the IE is not appropriate or the student's behaviour in the IE was unacceptable.

A Fixed Term Exclusion means that a pupil is kept at home for one or more days. The offences listed below are likely to lead to fixed-term exclusion (or Internal Exclusion, depending on the nature of the incident). In exceptional circumstances, they may lead to a permanent exclusion. These behaviours may occur inside or outside of school when a pupil is wearing school uniform or on a school trip.

- Behaviour that disrupts the learning of others regularly
- Verbally threatening or confrontational behaviour towards another member of the school community
- Physically threatening - fighting/assault towards another member of the school community
- Aggressive derogatory and/or discriminatory insults/speech towards another member of the school community
- Persistent failure to follow instructions
- Insolence (rude and/or disrespectful) towards staff
- Disruptive behaviour whilst on location at school
- Racial/sexual/homophobic misconduct/sexual harassment, online sexual abuse/sexual violence (including sexualised language)
- Bullying (including online Bullying or harassment)
- Theft
- Failing IE by failing to meet expectations within Internal Exclusion
- Vandalism/Damage to property or any act that brings the school into disrepute
- Drug or Alcohol related incidents
- Bringing the school into disrepute



Similarly pupils will be sent home if they fail to arrive in the correct uniform or any other breach of the uniform policy in order that they have the opportunity to correct this and return appropriately dressed time permitting. If time does not permit, the student will be placed in the Internal Exclusion. Parental permission will be sought before a pupil is sent home to correct their uniform.

Ark Alexandra recognises that it is better for pupils to be in school, where they can continue learning and can undertake work designed to alter their behaviour, however, their being in school cannot be to the detriment of other students or the staff.

Ark Alexandra will use alternative measures, such as Internal Exclusion where a pupil is looked after, is subject to a Child Protection Plan, or for whom the Principal believes formal exclusion might pose a safeguarding risk.

If a pupil is excluded, Ark Alexandra commits to ensuring a purposeful and restorative reintegration .

## **Reintegration and Parent Meetings**

If a student is sent home having received a Fixed Term Exclusion, a meeting with the student's parents will always be held before the pupil returns to lessons. These meetings will last no longer than 30 minutes. Students are not to return to the school without their parents for a pre –arranged reintegration meeting. If the parent is more than 15 minutes late for reintegration, the meeting will be postponed to a time convened by the school. This meeting will be restorative and will facilitate an opportunity for the student and parents/carers to have their say before jointly working on strategies for improvement.

Whilst it is accepted that staff will not meet parents/carers or visitors for impromptu meetings, staff may use their professional discretion /judgement should they decide to meet guests without an appointment or agreement by the school.

Staff reserve the right /may decide to end meetings if they surpass this time frame.

Aggressive, loud or intimidating behaviour from parents/carers or visitors to the school will not be tolerated under any circumstances. Ark Alexandra Academy will not tolerate conduct of this nature and will act to defend its members of staff, pupils and their parents and other members of the school community as appropriate.

In such circumstances meetings will be cancelled and permission to enter or be on school premises could be withdrawn, parents/carers can be removed from the premises by a police officer and they may be prosecuted under section 547 of the Education Act 1996.

Parents/carers are expected to support all school policies and procedures as set out in the home school agreement. Parents/carers will not be able to arrange to have their child leave detention early or the Internal Exclusion room early. The school makes reasonable considerations in ensuring messaging goes out to parents and the behaviour policy is well publicised. The school will make decisions of a mitigating circumstances on a case by case basis.



## **Alternative Provision**

Alternative Provision aims to prevent a student from being permanently excluded. It is an intensive six week programme during which the students follow a separate timetable to the rest of the school community, starting and finishing the day at different times and where appropriate partaking separately in break and lunch. Each student is given access to the school Counsellor, testing where appropriate for learning and behavioural needs, referrals to external agencies for support and all identified needs and issues pertaining to the student are addressed and wherever possible resolved. Students follow a bespoke plan which allows them to devote time to addressing their behaviour, barriers to learning and what is preventing them from being successful in all aspects of school life. Time is also spent on physical and mental wellbeing and improving the student's life as a whole. In addition to this, the plan allows the student to keep up with their academic studies and re-integrate back into lessons throughout the six weeks, at a pace that enables them to put into practice all that they learn in Alternative Provision, with the aim of being successful and happy.

Alternative Provision is a robust, disciplined and challenging yet nurturing environment. Students are provided with all available support as are their parent/carers. Students leave Alternative Provision with the knowledge, skills and ability to be able to return to the school community and be a positively and self-assured student, who is set-up to endeavour to fulfil their academic potential.

## **PEX**

Where permanent exclusion is called for, the HOY will work with the Local Authority and other agencies to help ensure we find suitable alternative provision for the pupil in question as a means to avoid PEX.

A permanent exclusion will be recommended for cases where:

- a. Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- b. A pupil has engaged in criminal activity; a one-off serious breach of the behaviour policy – The school will make a professional decision on what constitutes a significant breach of this policy.
- c. A pupil has conducted themselves in a manner that brings Ark Alexandra into disrepute.
- d. A pupil has repeatedly displayed poor behaviour and made little attempt to correct this.



## **Governor Behaviour Panel**

This is to add an additional step prior to S2S/PEX where Governors meet with a student to review a child's behaviour and highlight the impact that it is having on a child.

## **School to School:**

This is a chance for a child to have fresh start in a new school. This is often chosen when the child is unable/unwilling to follow expectations or is unhappy in their current setting and wants to change schools. It can also be used as a step to avoid PEX for a child giving them the opportunity to have a fresh start following an incident or a pattern of behaviour. The child remains on roll at the school of origin and attends the agreed placement at another local school. The school of origin is liable for travel costs and uniform costs although schools between them often support each other with uniform to reduce the expense. The child will then have a PAM meeting with the S2S placement school and expectations will be set and reinforced that this is the chance for them to reinvent themselves and focus on their learning. There is a follow up meeting after 6 and 12 weeks and the placement can be extended for a further 6. If the child is successful then the placement school can agree to take the child on their roll. If this is the case then they will go off roll at the school of origin and become a part of their placement schools roll. A S2S placement can be terminated with immediate effect by the placement school if there are any issues. A S2S placement is an additional intervention.

## **RED LINES**

Ark Alexandra takes a zero tolerance approach to violence, aggression, carrying and supplying drugs, smoking/vaping, weapons, knives/offence weapons. Students who exhibit these behaviour may likely receive serious sanction such as AP/S2S/FTE/PEX.

- No swearing at staff
- No shouting or aggressive behaviour towards any member of the community
- No answering back or challenging behaviour
- No making contact with staff

## **Prohibited Items.**

- Mobile phones switched on, seen or heard by a member of staff without authorisation
- Sweets and fizzy drinks (any other high sugar foods or drinks)
- Chewing gum
- Tippex
- Headphones
- Personal stereo equipment
- Ipods/Ipads
- Chocolate/cakes/Crisps (small packet) that are not part of a packed lunch
- Any toy or item deemed by the school to cause unnecessary distraction



- Any item or implement that can be used to damage or vandalise school property
- Any Item the school considers harmful or detrimental to school discipline
- Offensive weapons: any conventional weapon or makeshift weapon brought or forged or in possession to cause harm
- Anything dangerous including Cigarettes, E-cigarettes, Vaping devices, Lighters, drugs, alcohol
- Laser pens
- Tasers

## **Confiscation of Items**

Teachers have the statutory authority to sanction students whose behaviour is unacceptable, who break the academy rules, or who fail to follow a reasonable instruction (section 90 and 91 Education and Inspections Act 2006). Teachers have the power to discipline a student at any point when they are in school, when they are on their way to and from school, in uniform and under certain circumstances outside of school. Staff have the right, when directed by the Principal to confiscate banned items and dispose of them without the consent of parents. Sanctions will be proportionate and consistent.

Students who are found to be eating or drinking outside of the designated areas will have the item confiscated and disposed of.

## **Confiscation and search for inappropriate items**

To ensure the safety and wellbeing of our students and members of staff, the academy reserves the right to conduct searches without consent as directed by the new Education Act (September 2012). This act also empowers the academy to download and record items that students have made on their mobile phones or any other electronic devices, which may be kept as evidence or deleted as required.

Under section 90 of the Education and Inspections Act 2006 and Part 2 of the 2011 Education Act, the academy has the right to confiscate, retain or dispose of students' property. The academy, at any point, can ask parents/carers to collect the confiscated item. The school reserves the right to search, without consent, for prohibited item/s. These include: cigarettes, alcohol, illegal drugs, stolen items, weapons or any other item the academy deems could be considered harmful to a student. Refusal to comply with an academy search will result in consequence level 6 sanctions being applied. Staff can search a student's clothes, possessions, desk and lockers.

The member of staff conducting the search may not require the pupil to remove any clothing other than outer clothing. Outer clothing is clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. Outer clothing includes (but is not limited to) blazers, coats, hats, shoes, boots, gloves and scarves. The member of staff conducting the search will not 'frisk' a student. Staff may use technology such as metal detectors to examine students' clothing whilst they are wearing it.

"Possessions" means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags. A student's possessions can only be searched in the presence of the student and a second member of staff.



Prohibited items for which pupils may be searched without their consent are:

- a. Knives and weapons
- b. Alcohol
- c. Illegal drugs or other intoxicating or harmful substances
- d. Stolen items
- e. Tobacco and cigarette papers
- f. Fireworks and other explosives
- g. Pornography
- h. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- j. Any item previously mentioned as prohibited in this document

The member of staff doing the searching must be the same sex as the pupil being searched, and there must be a witness (also a staff member) who, if possible, should be the same sex as the pupil being searched.

Sanctions for students found in possession of any item from the prohibited items list(s), are likely to result in consequences ranging from; but are not limited to, after school detentions to fixed term exclusions.

For certain Items such as:

offensive weapons, any conventional or makeshift weapon or article that could cause harm; anything dangerous or any item named in the list above, is likely to lead to a fixed term or permanent exclusion. The school will use its professional judgment in this circumstance.

Staff may confiscate a pupil's property as a disciplinary penalty, where reasonable to do so under section 91 of the Education and Inspections Act 2006. Confiscated items will be returned to the pupil or their parents no later than six school weeks after confiscation.

Items may not be permanently retained or disposed of without parental consent. Weapons, drugs or other illegal items must be delivered to the police as soon as reasonably practicable. The rules about searching pupils apply in school and in any situation where a member of staff has lawful control or charge of a pupil, for example on school trips or in training sessions.

## **Detentions at Ark Alexandra**

Detentions are issued on the same day of the student failing to meet expectations. At Ark Alexandra a detention comes as a result of a student being reset or issued with an automatic sanction by a member of staff. Ark Alexandra will endeavour to give parents notice. This communication is intended to inform parents of where their child is expected to be and to allow parents an opportunity to make alternative arrangements for travel for the child. Although legally, Ark Alexandra does not have to give notice, where detentions of 30 minutes or more are given, the Parents/carers will be notified via email or text. It is the parent's responsibility to ensure that they inform the school of any changes to basic pupil details such as address, phone number or email





address. Staff will seek to address the root cause of the misbehaviour whilst in detention in order to challenge the time that was lost in the lesson, support any issues that arose from the behaviour and to be clear on how the student can be successful next time around.

- Please note if a student has repeatedly failed to adhere to the school values & expectations, resulting in the student accumulating several Re-sets, referral to IE or a combination of both, this is likely prompt the HOY/DOP/SLT to assess whether or not the student is removed from lessons the next day to provide more immediate remedial action. The Academy can remove a student who persistently disrupts learning for respite and deeper analysis into the causes of poor behaviour. The student can be sent to IE until clarity on the issue is made clear.
- This will involve the student being placed in the Internal Exclusion/reset/AP for a proportionate length of time at the discretion/judgement of SLT/DOP/HOY.
- SLT/DOP/HOYs reserve the right to use their professional judgement in placing a student in an detention without any accruing of re-sets – this is outlined in the next section [automatic detentions]

## **Automatic Detentions**

Unless stated, the duration of the detention/sanction will be to the discretion of SLT/DOP/HOY. All detentions take place after school.

- A student who gets their first Re-set in a day receive a 30 min detention;
- Students who are late to school are automatically placed into a 1 hour detention;
- Students who do not have their planner are automatically placed in a 30 min detention;
- Students who directly or repeatedly contravene the school values of Faith, Excellence & Kindness;
- Students referred to the Internal Exclusion will receive a 1 hour detention;
- Students who miss a 30 min detention will receive a 60 min detention the following day;
- Students who miss a 60 min detention will be placed in IE the following day & will receive a 1 hour same day detention;
- Students who accrue 3 re-sets in a week will serve a 2 hour detention on Friday;
- Students whose uniform fail to meet the school expectations will be sent to IE/re-set
- Students who as judged by the HOY/ DOP/ SLT fail to meet expectations in their professional judgement;
- Refusal to follow instructions within an appropriate time frame;
- Students who are out of lessons without signed permission;
- Students who damage property;
- Students caught littering or vandalising the school site;
- Students who bring the school into disrepute
- Students who are late to lesson will be given a 30 min detention after school.
- Students who fail to bring in their appropriate equipment for their lesson will be given a 30 min detention after school
- Students who accumulate 8 teacher action/interventions in a week due to their poor behaviour, will receive a 30 min detention after school



## Detention Escalation System: Failing to attend detention or Failing the expectations of being in detention

It is important that students learn that everything they do can have a positive consequence or a negative consequence. Detentions will be administered when behaviour is less than expected. It is not negotiable:

Failure to attend Detention Escalation	Sanction	Who with?
Step 1 - Failed to show/Failed 30 min detention	Serve 60 min detention next day - Comms to reflect escalation of sanction	HOY
Step 2 – Failed to attend a 60 min detention/Failed 60 min detention	Placed in IE the following day + 60 min detention	HOY
Step 3 - Repeated (2+) Failure to attend detention or behave to expectation	Placement in IE or FTE - amount of time at the discretion of SLT	SLT

Therefore, student must attend their detention to avoid any further escalation that might lead to exclusion.

## Supporting students to modify their behaviour

### Inclusion Panel Meetings

Various members of the inclusion team including but not limited to the Head of Year, Director of Progress, SENDCO, Assistant Principal for Behaviour will meet on a weekly basis to discuss behavioural and academic issues or concerns within each year group. The meeting is a forum to identify these concerns or unmet needs to ensure support is provided for targeted students.

Student support officers operate on both sites in order to support students in preparing for learning and to support all students in making behaviour choices that will impact positively on themselves and others with learning.

Non-teaching heads of year lead and manage each year group, providing challenge, support and intervention to support each individual to be able to achieve their very best in all that they do. An assistant principal oversees behaviour on each site, supporting the head of year in maintaining excellent standards of behaviour and learning.

Where students are having difficulty conforming to the expected standards of behaviour, various strategies may be employed to help them to improve. The use of the Daily Report Card, although listed as a sanction, serves the dual purpose of enabling the monitoring



from various key members of staff : Form Tutor, HOY, Head of Department, Head of Lower School and SLT to keep a check on behaviour and of giving the student an instant feedback and most importantly praise on satisfactory aspects of behaviour.

This is particularly effective when it is taken home for parents/carers to sign and monitor. Many students actually enjoy being 'on report' and asked to be put on report when they feel their behaviour is slipping.

One to one sessions with specialist members of staff are also used to help students to develop strategies to improve their behaviour.

Although very rare, where appropriate and when agreed in advance in a parental meeting, 'time out' will be allowed for students to withdraw themselves from a situation they feel they may not be able to manage appropriately and take themselves to an agreed teacher/learning Mentor.

Where drugs, solvents, alcohol or smoking are the issue, counselling may be provided.

The use of the Detentions, Behaviour Support Unit, Fixed Term Exclusions although punitive to a degree, it also allows a pupil an opportunity to reflect upon their actions, whilst also facilitating a restorative action between those involved in order to be clear on ways of improving the next time.

For those students whose attitude or behaviour is seen to be deteriorating rapidly and/or who are deemed to be at risk of permanent exclusion or of dropping out of the school altogether due to disaffection, a Pastoral Support Programme (PSP) or Behaviour Support Plan/Contract (BSP) can be deployed.

## **The Additional Needs Plan**

The Pastoral Support Programme will identify precise and realistic behavioural outcomes for the student to achieve. It will be agreed with parents as a result of a meeting with them to which an external agency may be invited. This meeting will consider the causes for concern and the steps suggested improving the situation. Agencies, such as Educational Welfare, the Educational Psychological Service, Social Services, Housing and voluntary organisations may be involved as appropriate.

In drawing up the plan the school will, in discussion with others:

- Consider offering specialist support and counselling
- Review any learning difficulties and put in place a remedial programme where necessary
- Consider changes of sets or class
- Consider a placement for a period of time in the Learning Support Unit and/or
- Consider a placement for a period of time in an Alternative Provision centre

The programme should not have indefinite time limit, be monitored every 3-4 weeks and should be reviewed at least halfway through its duration. Rewards for



meeting targets and sanctions for non-compliance should be made clear at the outset.

At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- Be reduced or removed
- continued for a further period of with or without amendments or where there has been no improvement at all there may be a permanent exclusion.

### **Trips and representing Ark Alexandra Academy**

All trips and events representing the academy are a privilege and not a right. Students with excellent reward points, attendance and contribution to school life will be invited to join the end of year reward trips as well as other opportunities.

### **Mobile phones**

Students' phones (and any associated electronic equipment, including headphones) are not visible or used on site at any time. If they are seen or heard they will be confiscated immediately, handed into reception and returned at the end of the day on the first occasion. This will be logged on the MIS. On the second occasion, reception will contact the home of the student for parental/carer collection after 3 days and handed back to the student. If there is a third occasion in a half term the parent carer must come into school to collect the mobile device.

Improper use of mobile phone or technology: Filming of a lesson; student; staff member and/or sharing this on social media is a breach of this policy and could likely lead to a range of consequences Referral to IE, FTE, Reduced Timetable, Managed Move, Alternative Provision, PEX.

### **False Allegations**

The Education Act 2011 gives the academy the right to take disciplinary action against any student who, in the view of the Principal, based on the evidence provided, has made a malicious allegation against a member of staff, which is unproven. This may result in a serious sanction (FTE stage one).

### **Physical Restraint**

DFE guidelines state that: 'All school staff members have the legal power to use reasonable force to prevent students committing a criminal offence or from causing disorder, injuring themselves or others or damaging property.'

Staff would only be expected to use reasonable force at Ark Alexandra Academy in the above circumstances.

Examples of cases in which restraint might be used include (This is not exhaustive)

- a. When the safety of another pupil is threatened
- b. When self-injury is being caused, or is likely to be caused
- c. When a pupil is exposing themselves to potential danger by seeking to leave the premises or a vehicle
- d. When the safety of a member of staff or visitor is threatened
- e. When there is a risk of serious damage to property



## Complaints

Parents/carers wishing to express a concern or make a complaint about any decisions relating to the rewards, repair and consequences policy should follow the academy's Complaints Policy (see website). In essence they should seek to resolve the issue with the member of staff concerned first. If this is not successful then they should follow the complaints procedure.

If students feel that they have not been treated fairly in relation to the rewards, repair and consequence policy, they should address this with the member of staff where possible or their tutor. They will be listened to and supported to see how they can resolve the matter.

Students may, of course, talk with their parents/carers when they go home and parents may then contact the school (the student's tutor/teacher in the first instance) to resolve any misunderstanding or to repair any issue. Parents/carers should remember that children do not necessarily have the emotional maturity to manage situation where they may need to accept difficult consequences and should, therefore, communicate privately with the academy before making a judgement.

## Coronavirus Behaviour Policy Update:

During the pandemic, this addendum applies concurrently to the stated behaviour & uniform policy. The Coronavirus addendum can be found [here](#).

### 1. Overview around vulnerable pupils & expectations

The following groups of vulnerable pupils may at some point require the adults in the school to take account of their individual needs and circumstances when monitoring the school's behaviour policy.

- a. Minority ethnic and faith groups, travellers, asylum-seekers and refugees
- b. Pupils who need support to learn English as an additional language
- c. Pupils with special educational needs
- d. Children looked after by the local authority
- e. Sick children
- f. Young carers
- g. Children from families under stress
- h. Pregnant school pupils and teenage mothers
- i. Any other pupil at risk of disaffection and exclusion

However, the school does not accept these as excuses for poor behaviour. All students are expected to follow the rules of the school. Where students have a particular special circumstance, a range of support will be put in place to help them meet expectations.

This policy applies in the school building, on school trips, and at all times when pupils are wearing their uniform, including travelling to and from school. We expect our students to demonstrate Faith, Excellence and Kindness at all times.



The school ethos is built around a culture of high expectations, and no excuses, and this applies clearly to behaviour. As an Ark Alexandra community, we are all responsible for managing behaviour, be it positive or negative which means to See it, Address it, Record it.

## Appendix 1: Applying the sanctions

### Detentions: Daily & Weekly escalation of Resets. Annual Accumulation of IE

Daily Point Accumulation (Re-set)		
Point (Re-set)	Sanction	Who with?
1	Re-set room + 30 min detention after school	Reset staff
2	Internal Exclusion + detention *If a student is re-set & referred to IE after the 2:15 (Lunch) cut off - they sit the 60 min detention the following day after their full day in IE *Re-set from a double lesson is 2 re-sets to avoid students gaming the system	LMC/MGU
Weekly Point Accumulation (Re-set)		
Point (Re-set)	Sanction	Who with?
2	Behaviour letter one	Admin
3	2 hour Friday detention after school (Students in IE on Friday will sit 1 hours detention after school)	HOY/SLT
4+	Placement into Internal Exclusion *Placement in IE holds an automatic 1 hour detention after school	LMC
Annual Point Accumulation (IE)		
Point (Re-set)	Sanction	Who with?
4, 8, 12, 16 IE referrals Assess, Plan, Do, Review	Apply appropriate next steps from list after an analysis of reasons for IE placement	IE/Reset Staff/HOY



	<p><b>Actions &amp; Possible Initiatives or Interventions</b>  <b>(Not an exhaustive list nor is it a tick list; The professional discretion of HOY/DOP/SLT will be applied where necessary to ascertain the most appropriate &amp; proportionate response from the school. AP Behaviour will decide when &amp; where the intervention will take place. This is a fluid system where the Academy can freely apply any intervention it deems appropriate for the student at any stage.</b></p>
<p><b>Stage 0 – Teaching staff</b>  <b>0-5 Resets</b></p>	<p><b>Detentions</b>  <b>Phone calls Home</b>  <b>1:1 meetings with the student</b></p>
<p><b>Stage 1 – Re-set, IE staff, Intervention Team</b></p>	
<p>10 Re-sets  <b>INVESTIGATION</b></p>	<p>Letter Home &amp; Phone call Home.          Form Tutor Report for 2 weeks.            ANP recording process to start            Boxall profile to start</p>
<p><b>Stage 2- Form Tutor + Intervention Team</b></p>	<p><b>Tutor Actions &amp; Possible Initiatives &amp; Interventions to include but are not limited to:</b></p>
<p>20-30 Re-sets  <b>INVESTIGATION</b></p>	<p>Parental meeting with Tutor.          Tutor report for 2 weeks.          Internal Exclusion.          Fixed Term Exclusion.          Therapy skill sessions/programmes.          Possible referral to outside agencies.          Counselling Option Considered.          School nurse involvement.          Possible consideration of SEND Assessments/Flexible Learning Provision.          Peer Mentoring.            ESBAS involvement</p>
<p><b>Stage 3- HOY/HOD + Intervention Team</b>          30 -40 Re-sets  <b>INVESTIGATION</b></p>	<p>Parental Letter Home.          Fixed Term Exclusion.          Internal Exclusion          Counselling Option Considered.          Possible referral to outside agencies.          Coaching &amp; Mentoring from Tutor/HOYs/Peer Mentors.          HOY Report Card.          Positive Effort Report          Head of Department Report Card.            Possible SEND Assessment carried out            Student observations &amp; assessment in class</p>



	<p>Internal TAC</p> <p>SALT Referral</p> <p>MASH referral</p> <p>Attendance Advisory Referral</p> <p>CAMHs Referral</p> <p>Education Psychology Report commissioned</p>
<p><b>Stage 4 –HOY/HOD + Intervention Team</b></p> <p>40- 60Re-sets</p> <p>INVESTIGATION</p>	<p>HOY/HOD meeting with Parent.</p> <p>Warning letter with next steps &amp; timeline for improvements.</p> <p>Fixed Term Exclusion.</p> <p>Internal Exclusion.</p> <p>HOY Behaviour Report Card.</p> <p>Head of Department Report Card.</p> <p>Parenting Programme.</p> <p>Counselling.</p> <p>Coaching &amp; Mentoring from HOYs.</p> <p>Personalised Timetables.</p> <p>In class shadowing &amp; sharing best practice</p> <p>Behaviour Contract</p>
<p><b>Stage 5 – Director of Progress + Intervention Team</b></p> <p>60-70 Re-sets</p> <p>INVESTIGATION</p>	<p>Parent Letter Home.</p> <p>Personalised Timetable.</p> <p>PSP.</p> <p>Fixed Term Exclusion.</p> <p>Internal Exclusion.</p> <p>Points Target Plan.</p> <p>Report Card.</p> <p>Early Help Assessment.</p>
<p><b>Stage 6 – Director of Progress + Intervention Team</b></p>	<p><b>Actions &amp; Possible Initiatives &amp; Interventions to include but are not limited to:</b></p>
<p>70-80 Re-sets</p> <p>INVESTIGATION</p>	<p>Head of Year/DOP meeting with Parent.</p> <p>Senior Staff Disciplinary Panel.</p> <p>Warning letter with next steps &amp; timeline for improvements.</p> <p>Fixed Term Exclusion.</p> <p>Internal Exclusion.</p> <p>Coaching &amp; Mentoring from HOYs.</p>
<p><b>Stage 7 – Assistant Principal Pastoral + Intervention Team</b></p> <p>80-90 Re-sets</p> <p>INVESTIGATION</p>	<p>Assistant Principal meeting with Parent.</p> <p>Possible Alternative Provision recommended.</p> <p>SLT Report</p> <p>Senior Staff Final Warning.</p> <p>Fair Access Panel Consideration.</p>
<p><b>Stage 8 Principal/Associate Principal</b></p>	<p>Governor Panel Meeting * May happen at any stage as per SLT discretion chaired by the Principal.</p> <p>Managed Move Explored.</p>





80 Re-set INVESTIGATION	Possible Permanent Exclusion. Alternative Provision Consideration.
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## Consequence Chart: Certainty of Consequence

Incident	Resolution	Issued by whom?	Home contact
Mobile phone, music player (incl. headphones), game machine seen, used or heard.	<p><b>1<sup>st</sup> time in a half-term:</b> Phone (including battery and SIM) or electronic device confiscated and given to student reception to hold in envelope for student and returned only to the parents as soon as they are able to collect in person, at <b>the end of the day</b> it is confiscated.</p> <p><b>2<sup>nd</sup> time in a half-term:</b> The phone will be kept and handed back to the student at the end of the week.</p> <p><b>3<sup>rd</sup> time in a half-term:</b> The parent/carer comes into school in order to collect the device</p> <p>Reception Full name of student 2. Student form class</p> <p>*All other devices (music players or game machines) will be confiscated immediately and handed back at the end of the day.</p>	<ul style="list-style-type: none"> <li>Admin Staff</li> <li>Tutor</li> <li>Subject Teacher</li> <li>On call</li> <li>HOY</li> <li>DOP</li> <li>SLT</li> </ul>	<ul style="list-style-type: none"> <li>Text Home</li> </ul>
Wearing hat, coat, hoodie, jewellery (not permitted in uniform policy), scarf, coats or other non-uniform items in the building or on site.	<p>Conversation with students referring to Ark Alexandra values</p> <p>Confiscation and handed to HoY-returned at end of school day HOY office.</p>	<ul style="list-style-type: none"> <li>Any member of staff</li> <li>Form Tutor</li> <li>HOY</li> </ul>	
Equipment: Student does not have a planner	Automatic 30 min detention after school	<ul style="list-style-type: none"> <li>Any member of staff</li> <li>Form Tutor</li> <li>HOY</li> </ul>	
Make-up being worn on site Hair isn't tied back from the face Nail Varnish being worn (Infractions that can be corrected on the spot)	<p>Conversation with students referring to Ark Alexandra values.</p> <p>Aid provided to the student to remove make-up/nail varnish (Wet wipes/Hair bands/Nail Varnish remover)</p> <p>*No sanction on the school gate for students who comply in correcting the uniform infraction straight away.</p>	<ul style="list-style-type: none"> <li>Admin Staff</li> <li>HOY</li> <li>DOP</li> <li>SLT</li> </ul>	<ul style="list-style-type: none"> <li>Text Home</li> </ul>



	<p>Reset &amp; 30 min detention after school on the same day for any student caught on the school site thereafter with improper uniform.</p> <p>Internal Exclusion for any refusal to remove/ make necessary adjustment in appropriate timeframe RE: make-up/nail infraction or repeated issues with make-up/nails (see below)</p>		
<p>Food Items/ Energy or fizzy drinks/ Contraband as outlined in B.Policy. Any prohibited items as stated in the policy that are seen or consumed inside or outside the canteen space.</p>	<p>Confiscation of items &amp; binned</p> <p>*Eating in a lesson also constitutes a 1<sup>st</sup> warning</p> <p>Water in a clear bottle is permitted.</p>	<ul style="list-style-type: none"> <li>Teaching/support staff</li> <li>HOY</li> <li>DOP</li> <li>SLT</li> </ul>	
<p>Corridor or outside</p> <ul style="list-style-type: none"> <li>- Not respecting other people and their property (throwing someone's bag in the playground)</li> <li>- Running or shouting in the corridors</li> <li>- Chewing gum (and placed in bin)</li> <li>- Dropping litter (and picked up and put in bin)</li> <li>- Swearing in the Academy (accidental/mindless response to stimuli)</li> <li>- Anti-social behaviour as judged by the Academy</li> <li>- Wearing uniform incorrectly (top buttons not fastened correctly, missing items that can be corrected in the moment)</li> <li>- Behaviour not in keeping with expectations at break and lunch time or in and around the academy</li> <li>- Refusal to hand over mobile/electronic device/ jewellery'</li> </ul>	<p>In the first instance conversation with students referring to Ark Alexandra values.</p> <p>* With the Automatic sanctions policy, students can be issued a 30/60 min detention by SLT/DOPs/HOYs.</p> <p>* Students can be removed and sent to the back of the lunch queue/dining hall</p> <p>* With students refusing to hand over items that need confiscating (mobile phone, electronic device/ jewellery) the student will be placed in IE or may be subjected to FTE on the discretion of SLT for persistent failure to follow instructions.</p>	<ul style="list-style-type: none"> <li>Form Tutor</li> <li>HOY</li> <li>DOP</li> <li>Any member of staff</li> <li>SLT</li> </ul>	<ul style="list-style-type: none"> <li>Phone call home</li> <li>Email Home</li> </ul>
<p>In lessons</p> <ul style="list-style-type: none"> <li>- Failure to follow a school rule in the classroom</li> </ul> <p>i.e shouting out, getting out of seat without permission, talking over teacher/peers, lack of effort, responding poorly to seating plan/instructions, poor response to countdowns &amp; classroom routines)</p>	<p>Classroom warning one and two</p> <ul style="list-style-type: none"> <li>Teacher issues a first warning <ul style="list-style-type: none"> <li>Name the behaviour, pause, state the consequence</li> <li>e.g. "Ben you are talking during a silent activity", pause, "This is your first warning"</li> <li>Add their name to the board with one tick</li> </ul> </li> <li>Teacher issues a second warning <ul style="list-style-type: none"> <li>Name the behaviour, pause, warning</li> <li>e.g. "Ben you have gotten up out of your seat without permission this is your second warning. If you continue in this manner you will be reset." pause</li> <li>Add the second tick on the board</li> </ul> </li> <li>Teacher resets the student</li> </ul>	<ul style="list-style-type: none"> <li>Teaching/support staff</li> </ul>	<ul style="list-style-type: none"> <li>Email/Text Home</li> <li>Phone call home from class teacher</li> </ul>



	<ul style="list-style-type: none"> <li>- Name the behaviour, pause, reset</li> <li>- e.g. “Ben you are shouting out”, pause, “You will now be reset. Remain seated until On Call arrives.”</li> <li>• Restorative Conversation in detention explaining:             <ol style="list-style-type: none"> <li>1. Why the behaviours leading to on call were unacceptable</li> <li>2. How the student can be successful next time</li> <li>3. Your belief in them that they can do better &amp; your excitement in calling home to communicate the improvement to their parent/carer</li> </ol> </li> </ul>		
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Incident	Resolution	Issued by whom?	Home contact
<b>Escalation Internally</b>			
<b>Escalation Level One</b>			
<ul style="list-style-type: none"> <li>• First reset in a day</li> <li>• Play fighting</li> <li>• Refusal to follow instructions within an appropriate time frame (i.e removing or adjusting a non-compliant piece of clothing/make-up)</li> <li>• Students who damage school property</li> <li>• Students who bring the school into disrepute (see corridor or outside behaviour above being demonstrated in public arena)</li> <li>• Out of lesson without signed permission (not truancy - wasting lesson time)</li> <li>• Missed detention escalation -30&gt;60&gt;IE</li> <li>• Students who are late to school (no reset necessary)</li> <li>• Students who are referred to Internal Exclusion (before 2:15pm)</li> <li>• Students who at the discretion of DOP/SLT/HOY fail to meet expectations of the academy in their professional judgement * only SLT/DOPs/HOY may direct students straight into 60 min detention (you have previously</li> </ul>	<p>Same day detention:</p> <ol style="list-style-type: none"> <li>1. 30 minutes</li> <li>2. 60 minutes (late to school/IE referral/missed detention escalation)</li> </ol>	<ul style="list-style-type: none"> <li>• Attendance Officers</li> <li>• Classroom teacher</li> <li>• Re-set/IE staff</li> <li>• HOY</li> <li>• DOP</li> <li>• SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Standardised Email</li> <li>• Phone call from class teacher</li> </ul>



<p>warned a student about their poor conduct &amp; the behaviour continues subsequently, you may have just delivered an assembly on the issue, repeatedly fails to bring in the correct uniform)</p> <ul style="list-style-type: none"><li>• Contravention of the school values e.g. Low-Level bullying/unkindness, swearing at fellow student, Play fighting/unsafe behaviour</li></ul>			
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Escalation Level Two			
- Failure to attend 30 min detention previous (school) day - Sent out of a 30min detention for poor behaviour	Same day whole school detention the following school day – 60 minutes	<ul style="list-style-type: none"> <li>• HOY</li> <li>• DOP</li> <li>• SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Email home</li> <li>• Phone call</li> </ul>
<ul style="list-style-type: none"> <li>- Late to Lesson (without signed valid reason)</li> <li>-Truancy</li> <li>- Students completing statements as part of an on-going investigation (detention may not be necessary)</li> <li>- Students who fail to meet the expectations of Re-set</li> <li>- Students who accrue an inordinate amount of points in a week (4) &amp; need to reset</li> <li>- Students who are re-set from a double lesson (1<sup>st</sup> of 2)</li> <li>- Students who persistently abscond detentions</li> <li>- Students completing re-education on an issue as part of their FTE</li> <li>- 2 Resets in a day</li> <li>- Behaviour not in keeping with the school values &amp; ethos during unstructured times as judged by SLT/DOP/HOY</li> <li>- Students caught truanting as per the judgment of the SLT/DOP/HOY</li> <li>- Improper Uniform including Fake nails/nail varnish/unnatural hair colour for the student (cannot be or refusal to be corrected on the spot)</li> <li>- Failure to attend a 60/120min detention</li> <li>- Sent out of a 60/120 min detention</li> <li>- Refusal to follow instructions within an appropriate time frame (i.e removing or adjusting a non-compliant piece of clothing/make-up)</li> </ul>	Referral to IE + 1-hour detention	<ul style="list-style-type: none"> <li>• HOY</li> <li>• DOP</li> <li>• SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Email Home</li> <li>• Phone Home</li> </ul>
Escalation Level Three			
2 resets in a week	Behaviour Letter One	<ul style="list-style-type: none"> <li>• Re-set Staff</li> <li>• HOY</li> <li>• Admin Team</li> </ul>	<ul style="list-style-type: none"> <li>• Posted &amp; emailed home</li> </ul>
Escalation Level Four			
See Reset Escalation -See IE Escalation	Tutor Report (for 2 weeks)	<ul style="list-style-type: none"> <li>• Re-set &amp; IE Staff</li> <li>• Form tutor</li> </ul>	<ul style="list-style-type: none"> <li>• Email home</li> <li>• Phone call</li> </ul>



Escalation Level Five			
<ul style="list-style-type: none"> <li>- Truancy (including persistent Truancy)</li> <li>- Refusal to follow instructions within an appropriate time frame</li> <li>-Missing or inappropriate school uniform</li> <li>- Repeated failure to comply with uniform expectations</li> <li>-Persistent disruptive behaviour</li> <li>-Insolence towards staff</li> <li>- Turning back on or walking away from a staff</li> <li>-Failing Internal Exclusion</li> <li>- Swearing in a conversation with a teacher (swearing directly at a teacher, see level 6</li> <li>- Students who repeatedly miss a centralised detention</li> <li>- Fighting in communal space (no one is hurt</li> <li>- Any repeated incidences of low-level bullying within 12 months</li> <li>- Graffiti within the Academy</li> <li>- Throwing objects which cause injury to people or damage property</li> <li>-Persistent lateness to school</li> </ul>	<p>Consequences at this stage are likely to lead to: Referral to IE, Parental Meetings, Community Service, Reduced Timetable, Refusal to follow instructions letter &amp; or FTE</p> <p><b>Rationale:</b> Non-prescriptive to mitigate the context - how many times before has the behaviour taken place? How many times have you addressed it, when/where did it take place (in front of the whole school or community event?), Has it previously been dealt with by a lesser sanction?</p>	<ul style="list-style-type: none"> <li>• HOY</li> <li>• DOP</li> <li>• SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Emails home</li> <li>• Formal letters home</li> <li>• Phone calls</li> </ul>



Consequence Level six			
<ul style="list-style-type: none"> <li>- Conduct contrary to the expectations and ethos of the Academy in a public place</li> <li>- Racist, homophobic or any other statements which are contrary to equal opportunities policy</li> <li>- Setting off fire alarm</li> <li>- Fighting or violence in which students are hurt</li> <li>-Carrying an offensive weapon</li> <li>-In possession of or supplying an illegal drug or alcohol</li> <li>- Sexual, homophobic, racial abuse or discriminatory actions or language used</li> <li>- Serious incidence of bullying</li> <li>- Damage to property, theft</li> <li>- Not following staff members instruction to stop fighting or damaging property</li> <li>- Verbal abuse or intimidating behaviour towards a member of staff</li> <li>- Physical contact with a member of staff</li> <li>- Fight inside a classroom</li> <li>- Unprovoked attack of one student on another</li> <li>- Smoking/Vaping or being with a person who is smoking, on school site</li> <li>- Not following staff members instruction to stop fighting or damaging property</li> <li>- Bringing the school into disrepute</li> <li>-Failure to comply with a bag search or confiscation of a banned item</li> </ul>	<p>Consequences at this stage are likely to lead to: Referral to IE, Community Service, FTE, Reduced Timetable, PEX</p> <p>important not to set tariff of days in policies as it prevents SLT from adding days onto tariffs based on:</p> <ul style="list-style-type: none"> <li>a) whether the behaviour is repeated</li> <li>b) how malicious or pre-meditated it is,</li> <li>c) the effect it has on the community/passersby, d) some of these can be in a pattern of persistent breaches or considered a one-off breach of the behaviour policy]</li> </ul>	<ul style="list-style-type: none"> <li>• HOY</li> <li>• DOP</li> <li>• SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Emails home</li> <li>• Formal letters home</li> <li>• Phone calls</li> </ul>



Escalation Externally			
FTE Stage One			
<p>Persistent disruptive behaviour-</p> <ul style="list-style-type: none"> <li>- Persistent failure to follow instructions</li> <li>- Failing Internal Exclusion</li> <li>- Insolence towards staff</li> <li>- Verbally threatening or confrontational behaviour towards another member of the school community</li> <li>- Physically threatening -fighting/ assault towards another member of the school community</li> <li>- Aggressive derogatory and/or discriminatory insults/speech towards another member of the school community</li> <li>- Bringing the Academy into disrepute</li> <li>- Damage to property, theft</li> <li>- Swearing at or using threatening language towards a member of staff / adult</li> <li>- Seriously aggressive behaviour against another student</li> <li>- Serious incidence of bullying</li> <li>- Serious fight or violence against another student leading to harm</li> <li>- Sexual, homophobic or racial assault.</li> <li>- Failure to comply with bag searches</li> <li>- Malicious allegations against a member of the school community</li> <li>- Improper use of mobile phone or technology: Filming of a lesson; student; staff member and/or sharing this on social media is a breach of this policy and could likely lead to a range of consequences Referral to IE, FTE, Reduced Timetable, Managed Move, Alternative Provision, PEX.</li> <li>- Racial/sexual/homophobic misconduct/sexual harassment, online sexual abuse/sexual violence (including sexualised language)</li> </ul>	<p>Consequences at this stage are likely to lead to: Referral to IE, FTE, Reduced Timetable, Managed Move, Alternative Provision, PEX</p> <p>*FTEs can have the additional layer of IE added onto a tariff to allow for greater impact of re-education</p> <p>e.g 2 days FTE plus 2 days in IE dependent upon the case leading to the decision. IE will have 2 cubicles dedicated [re-education stations] as a further intervention. The intent is to secure deepened knowledge, awareness &amp; skills with a member of staff in order to mitigate the need for FTE happening for the same reason again.</p>		
FTE Stage Two			
<p>- Second FTE within 12 months of Stage One</p>	<p>Consequences at this stage are likely to lead to:</p> <p>Fixed Term External Exclusion of 3 days                      A combination of FTE &amp; IE                      S2S placement                      PSP                      Alternative provision placement                      PEX</p>		
FTE Stage Three			





<p>- Third FTE within 12 months of Stage Two</p>	<p>Consequences at this stage are likely to lead to:</p> <ul style="list-style-type: none"><li>Fixed Term External Exclusion of 5 days</li><li>A combination of FTE &amp; IE</li><li>PSP</li><li>S2S placement</li><li>Alternative provision placement</li><li>PEX</li></ul>		
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FTE Stage Four			
<p>- Fourth FTE within 12 months of Stage Three</p>	<p>Consequences at this stage are likely to lead to:</p> <p>Fixed Term External Exclusion of 10 days (5 of which to be spent online learning), PSP A combination of FTE &amp; IE S2S placement Alternative provision placement PEX</p>		

FTE Stage Five			
<p>- Fifth FTE within 12 months of Stage Four</p> <p>- Physically attacking or injuring member of staff</p> <p>- Fight or violence against another student leading to serious harm</p> <p>- Aggravated or pre-meditated sexual, homophobic or racial assault</p> <p>- Possessing, supplying or using an illegal drug.</p> <p>- Possessing and/or consuming alcohol.</p> <p>- Carrying an offensive weapon (Offensive Weapons are defined in the Prevention of Crime Act 1953 as ‘any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him’).</p> <p>- Arson.</p> <p>*Note on bag searches from Gov guidance</p>	<p>Permanent exclusion</p>		

FTE Stage Six			
<p>- Sixth FTE within 12 months of return to Academy following a S2S.</p>	<p>Permanent exclusion</p>		



## Reset and Internal Exclusion Timetable

<b>Work Expectations:</b>	
Students will work from Text books	
Upon Entry	Students signed in on MIS, with lesson on called from, reason, teacher noted
P1	English
P2	English
Break	no students in re-set
P3	Maths
P4	Maths
Lunch	no students in re-set
P5	Science
End of Day	Students escorted to detention



## **Appendix 2 - Dealing with knives and offensive weapons**

It is illegal to carry knives or other offensive weapons both outside of the school or on and around school premises. The Governing Body and Ark Alexandra Academy recognises that the presence of weapons or items which could potentially be offensive weapons, in the school would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the Academy.

Accordingly, it is school policy to **forbid** the possession, custody and use of weapons by unauthorised persons in, on or around the school premises and during school activities.

These rules apply at all times except where an item, which could potentially be an offensive weapon, is issued to a student by a member of staff at the school or is required by the school for the purposes of teaching and learning, as necessary, for the delivery of the curriculum. Misuse of such items will be dealt with as though possession was not authorized.

For the purpose of this policy a 'weapon' is:

- A firearm of any description, including starting pistols, air guns and any type of replica or toy gun;
- Knives, including all variations of bladed objects i.e: pocket knives, craft knives, scissors, mathematical sharp objects like a compass etc.
- Explosives, including fireworks, aerosol sprays, lighters, matches and smoke bombs (also known as pryo)
- Laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use i.e the purpose of keeping or carrying the object is for use, or threat of use, as a weapon
- This list is not exhaustive and does not include legitimate equipment brought into the school for learning. Misuse of such items will be dealt with as though possession was not authorised.

Any student found to be in breach of the policy shall be subject to action under Ark Alexandra's Rewards and Consequences Policy.

The **permanent exclusion** of any student in possession of an implement which the school believes is intended for use as a weapon, possession of a weapon or use of an implement as a weapon is most likely, though the Principal maintains the right to make the final decision. In the circumstance involving a weapon the police will be contacted.



## **Staff involvement were a weapon is suspected**

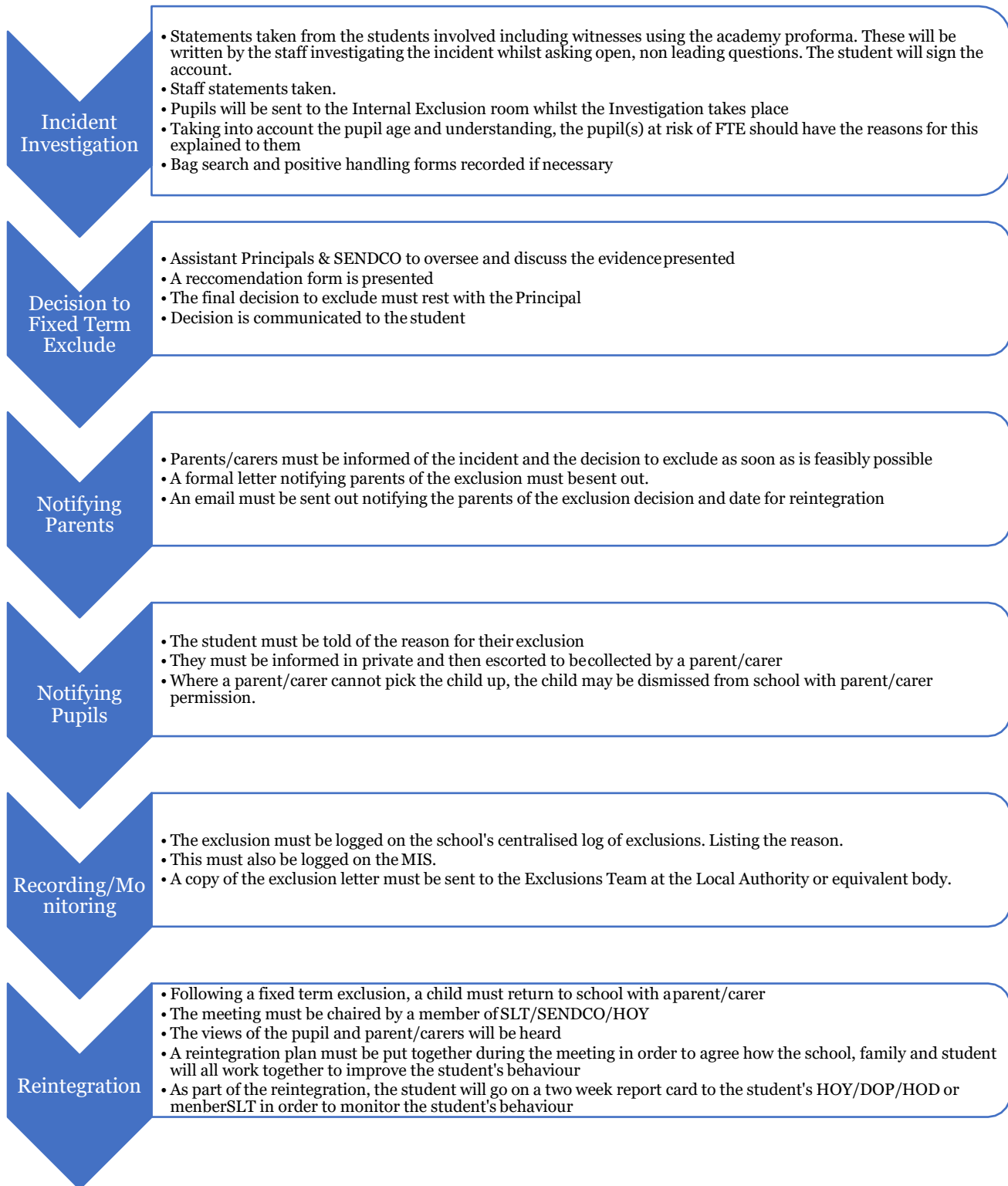
Under most circumstances, the police should be informed of any incident believed to involve a weapon. However, where, in the judgement of the staff, the circumstances are *wholly innocent* and there is *no* suggestion of the use of the article as a weapon, the matter may be dealt with internally on a disciplinary basis.

## **Right to search students**

Ark Alexandra will follow the Department for Education's guidance found [here](#), if any member of staff suspects that a student is carrying a weapon. Refusal to volunteer to that search will result in the police being called.



## Appendix 3- Procedure for a Fixed Term Exclusion





## Appendix 4 - Process of a Permanent Exclusion

