



ARK Brunel
Primary Academy

Behaviour Policy



Name	Tag
The Headteacher of the academy	Dominic Smith
Chair of Governors	Caroline Gulliver
Academic year	2017/18
The academy name	ARK Brunel
Deadline for policy review policy after 2 years	July 2019

POLICY INFORMATION

Named personnel with designated responsibility for

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2017/18				Caroline Gulliver

Policy review dates

Frequency of review: tbc

Review Date	Changes made	By whom
Sept 2017	Policy updated	ML

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2017/18	tbc	Caroline Gulliver

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1 INTRODUCTION

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of academy life is necessary. It seeks to create a caring, learning environment in the academy by:

- a Encouraging and acknowledging good behaviour and discipline.
- b Promoting self esteem by encouraging students to value and respect themselves and others.
- c Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- d Promoting early intervention.
- e Ensuring a consistency of response to both positive and negative behaviour.
- f Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the academy's policy and associated procedure.
- g Encourage children to take responsibility for their behaviour.
- h Explain unacceptable behaviour.

2 POLICY STATEMENTS

2.1 **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.

2.2 **Interrelationship with other academy policies**

In order for the Behaviour Policy to be effective, a clear relationship with other academy policies, particularly equal opportunities, inclusion, and the use of force to control or restrain pupils, has been established.

2.3 **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.

2.4 **Children making safeguarding allegations against another child**

Where a child makes a safeguarding allegation against another child the Headteacher will seek advice from the LA safeguarding lead and act accordingly. In all such cases parents will be informed and the incident recorded, whether the allegation is substantiated or not.

2.5 Procedures

The Headteacher(s) in consultation with staff will develop the procedures from this policy.

2.6 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.

2.7 The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the academy equally. Each member of the academy community has a responsibility towards the whole community in which they live.

2.8 Rewards and sanctions

2.8.1 An academy ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

2.8.2 Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor and major offences.

3 ROLES AND RESPONSIBILITIES

3.1 Governing body

3.1.1 The Governing body will establish in consultation with the Headteacher, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents/carers, is non-discriminatory and the expectations are clear.

3.1.2 Governors will support the academy in maintaining high standards of behaviour.

- 3.1.3 The governing body will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

3.2 Headteacher

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

3.3 Staff, including teachers, support staff and student teachers

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

3.4 Parents and Carers

- 3.4.1 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.

3.5 Children

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

4 ANTI-BULLYING POLICY

4.1 Statement of Intent

At ARK Brunel we have a policy of prevention. Preventing bullying makes it easier to respond to incidents when they occur. It also enables us to create an ethos in which the whole academy community is clear that bullying is completely unacceptable and will not be tolerated.

4.2 Review of the policy

4.2.1 In line with all policies, this policy will be reviewed after 2 years – deadline: July 2019. It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The Stakeholders of this policy are children, staff, parents and carers, ARK trustees and ARK Schools management board.

4.2.2 Data from the monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be seen by the governing body at governing body meetings.

4.3 Aims of the policy

4.3.1 The aim of the Anti-Bullying Policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at the academy.

4.3.2 To assist in creating an ethos in which attending ARK Brunel is a positive experience for all members of our community.

4.3.3 To make it clear that all forms of bullying are unacceptable at ARK Brunel. To enable everyone to feel safe while at ARK Brunel and encourage pupils to report incidents of bullying.

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- 4.3.4 To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
 - 4.3.5 To support and protect victims of bullying and ensure they are listened to.
 - 4.3.6 To help and support children displaying bullying behaviour to change their attitudes and understand why it needs to change.
 - 4.3.7 To liaise with parents/carers and other appropriate members of the Academy community.
 - 4.3.8 To ensure all members of our community feel responsible for helping to reduce bullying

Objectives of the policy:

- 4.3.9 Evidence that our whole community has ownership of the academy Anti-Bullying Policy
- 4.3.10 To maintain and develop effective listening systems for children and staff within ARK Brunel.
- 4.3.11 To involve all staff in dealing with incidents of bullying effectively and promptly.
- 4.3.12 To equip all staff with the skills and information necessary to deal with incidents of bullying.
- 4.3.13 To involve the wider academy community (e.g. midday supervisors, part-time staff/volunteers) in dealing effectively with, and if necessary referring, bullying incidents.
- 4.3.14 To communicate with parents/carers and the wider academy community effectively on the subject of bullying.
- 4.3.15 To acknowledge the key role of every staff member in dealing with incidents of bullying.

- 4.3.16 To ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations.
- 4.3.17 To promote emotional health and wellbeing across the whole academy/setting and for all members of our community to role-model this in all situations.

4.4 Define bullying:

- 4.4.1 Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can be:
- a **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
 - b **Physical:** pushing, kicking, hitting, punching or any use of violence.
 - c **Racist:** racial taunts, graffiti, gestures.
 - d **Sexual:** unwanted physical contact or sexually abusive comments.
 - e **Homophobic:** because of, or focussing on the issue of sexuality.
 - f **Verbal:** name-calling, sarcasm, spreading rumours, teasing.
 - g **Cyber:** all areas of internet, such as email and social media, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera & video facilities.
- 4.4.2 It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional ‘joke’ is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child’s development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.
- 4.4.3 Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the Academy. These behaviours, however, do not in and of themselves mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Students must be encouraged to report bullying at the Academy. The Academy staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the Academy policy.

4.5 Practice and procedures

4.5.1 Statutory duty of academies

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

4.5.2 What we do to prevent bullying

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

- a Be supportive of each other.
- b Provide positive role models.
- c Convey a clear understanding that we disapprove of unacceptable behaviour.
- d Be clear that we all follow the rules and shared values of ARK Brunel.
- e Be fully involved in the development of the Anti-Bullying Policy and support anti-bullying practice.
- f Support each other in the implementation of this policy.

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

4.5.4 All ARK Brunel Staff will:

- a Provide children with a framework of behaviour including rules which support the whole academy policy.
- b Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone and help create a positive atmosphere.
- c Raise awareness of bullying through activities, stories, role-play, discussion, peer support, academy council, PSHE etc.
- d Through the Headteacher/senior staff member, keep the governing body informed.
- e Provide a key staff member who is responsible for the monitoring of the policy.

4.6 Implementation

ARK Brunel procedures when dealing with incidents:

- a If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- b If it is likely that bullying may be occurring or has occurred, a clear account of the incident will be recorded and given to the principal or his/her named representative.
- c The Headteacher (s) or named representative will interview all concerned and will record the incident.
- d The form tutor/advisor will be kept informed and if it persists he/she will advise the appropriate subject teachers.
- e Parents/carers will be kept informed.
- f Punitive measures will be used as appropriate and in consultation with all parties concerned.

4.7 Students

4.7.1 Students who have been bullied will be supported by teachers:

- a Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- b Reassuring the student.
- c Offering continuous support.
- d Restoring self-esteem and confidence.

4.7.2 Students who have bullied will be helped by:

- a Discussing what happened.
- b Discovering why the student guilty of bullying became involved.
- c Establishing the wrong doing and need to change, as well as suggesting strategies to assist change.
- d Informing parents/carers to help change the attitude of the student.

- 4.7.3 The following disciplinary steps can be taken:
- a Explanation why the inappropriate behaviour is unacceptable.
 - b Reparation of damaged relationships.
 - c Time away from an activity.
 - d Meeting with staff, parent and child.
 - e Missing another activity.
 - f Time out from the classroom.
 - g Pastoral support plan.
 - h Official warnings to cease offending.
 - i Detention.
 - j Exclusion from certain areas of the academy premises.
 - k Minor fixed-term exclusion.
 - l Major fixed-term exclusion.
 - m Permanent exclusion.

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

4.8 Support

At ARK Brunel, we will continue to support this policy in the following ways:

- a We continue to address staff training needs, by organising regular training to tackle all forms of bullying, through behaviour management training, homophobia and e-safety training.
- b By providing information and support for pupils, by making age-appropriate information about services and support available to all pupils. We can refer pupils to services including Child Line for additional support.
- c We incorporate addressing bullying in curriculum planning, by trying to include teaching about homophobia as well as other forms of discrimination, prejudice and stereotyping in an age-appropriate way and in accordance with curriculum subject frameworks and guidance so that pupils understand and appreciate diversity. This is done formally in lesson times.

5 BEHAVIOUR POLICY

5.1 Approach to behaviour management

- 5.1.1 We want ARK Brunel to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about education. We want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behaviour.
- 5.1.2 It is extremely important that parents/carers understand and support the academy's Behaviour Policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the academy.
- 5.1.3 There may be rare times when parents/carers do not agree with the chosen consequence. In such cases, while the academy will be willing to discuss the matter, we hope that parents/carers will nonetheless support the academy's decision.

5.2 Code of Conduct

- 5.2.1 I will :
- a Arrive at ARK Brunel by 9am.
 - b Always be prepared for my learning.
 - c Wear the correct uniform smartly throughout the day.
 - d Enter the academy calmly, greeting the staff.
 - e Enter the classroom quietly.
 - f Avoid all distractions: putting away anything not required for the lesson.
 - g Be an active learner by engaging with the activities set by the teacher, and demonstrating that I am doing this by sitting in STAR when requested.
 - h Show respect for my own learning and that of others.
 - h Being silent when requested.
 - i Always complete my homework on time and to an excellent standard.
 - j Help a classmate if they are finding the learning difficult.
 - k Accept sanctions if I receive them.

- 5.2.2 In the academy and the local community, I will help create a safe environment which respects the rights of others by:
- a Listening to members of staff and following instructions politely and calmly.
 - b Walking in single file, not running or shouting, and maintaining silence in corridors.
 - c Going straight to my lessons and holding doors open for others when the corridors are busy.
 - d Never damaging academy property, defacing the building, dropping litter or spitting.
 - e Never insulting, undermining or swearing at anyone.
 - f Remembering I am always an ambassador for the academy. Leaving the academy and making my way home in an orderly, responsible way.
 - g When travelling on public transport, I will respect those around me, speaking to classmates, transport staff and members of the public quietly and politely respecting the local environment, by being considerate to our local community, obeying shop rules, and never dropping litter, defacing or trespassing on private property.

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

5.3 Incentives and Sanctions Overview

Praise and rewards will be used to motivate pupils much more frequently than negative consequences. This builds a culture of achievement and success. The praise and rewards will aim to constantly reinforce our core values of Honesty, Enthusiasm, Ambition, Resilience and Thought (HEART).

5.4 Incentives

It is intended that each child will get a certificate at least once every half term. A record of certificates will be provided by the Academy Administrators and be maintained by the teachers. The record is to detail date, name and reason for the certificate.

5.4.1 Teacher's own class-based rewards

Teachers are to implement their own class-based rewards systems that are appropriate and motivating for their particular students. They may include:

- Class prize box
- Online Dojo points
- Bonus computer time
- Photo frame displaying writer of the week
- Show another teacher their work
- Charts and sticker systems
- Raffle tickets

5.4.2 Shout Outs

Weekly shout outs will be handed out in assembly for children who go above and beyond in any area of school life. The class teacher will choose 3 children a week.

5.4.3 HEART certificates

For being exemplars of our school values, children will receive a HEART certificate in a weekly assembly.

5.4.4 Half termly stars

3 children per class will be selected at the end of each half term for continually displaying school HEART values.

5.4.5 Attendance & punctuality awards

Good attendance and punctuality are to be celebrated. The class with the best weekly attendance is given an Attendance trophy at the Celebration of Achievement Assembly. Each half term, the class with the best attendance will win a whole class reward. Pupils and parents/carers with 100% termly and annual attendance are awarded special certificates and prizes.

5.5 Sanctions

5.5.1 There is a clear set of escalating sanctions for poor behaviour (See behaviour processes). These include: disapproval, withdrawal of privileges/time out, detention, referral to the HeadTeacher, letters to parents/carers and, ultimately in the last resort, exclusion. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole academy procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist and other outside agencies may be necessary. This possibility should be discussed with the HeadTeacher.

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

- a It must be clear why the sanction is being applied – refer to the academy values and/or code of conduct
- b It must be made clear what changes in behaviour are required to avoid future punishment.
- c There should be clear distinction between minor and major offences.
- d It should be the behaviour rather than the person that is punished.

Behaviour Processes

Warning	Yellow card	Orange card (2 x yellow card)	Red card	In-school exclusion	Fixed-term exclusion	Permanent exclusion
Fill out Behaviour Slip.	Sent to LT member with Behaviour Slip. Sanction applied (usually to miss next lunch break).	Sent to LT member with Behaviour Slip. Sanction applied (usually to miss next lunch break).	Sent to LT member with Behaviour Slip. Sanction applied (usually to miss next lunch break).	<p>Child spends day in another class or out of class with a member of staff.</p> <p>Stage 5</p> <ul style="list-style-type: none"> After discussion with parent at end of Stage 4, child serves an internal exclusion in school, or with a member of staff. Letter 1 sent to parent. Child returns to class following the internal exclusion and will continue with a Behaviour Plan and/or Weekly Behaviour Monitoring, setting period for next review. After a 2nd in-school exclusion, an In Danger of Exclusion meeting held upon return to school with HT, classteacher, parent, child. After review, if no improvement is seen, move to Stage 6. 	<p>Child spends day at home</p> <p>Stage 6</p> <ul style="list-style-type: none"> A set period of exclusion at home or at another schools served. A Reintegration Meeting is held during which next steps are outlined. Letter 2 sent to parents, setting period for next review. Behaviour Plan remains in place. Following next review, decision is made upon individual need. Move to Stage 7. 	<p>Child is removed from school roll.</p> <p>Stage 7</p> <ul style="list-style-type: none"> Child is permanently excluded from school. Letter 3 is sent home.
Fill out Behaviour Slip. Miss 10/15 mins in partner class. Miss 10 mins of next break.	<p>Stage 1</p> <ul style="list-style-type: none"> LT member log incident on Behaviour Tracker and send referring teacher Referral Report Reminder email. On same day, teacher completes Referral Report with details of incident. LT adds sanction to Behaviour Referral Report and saves in Staffshare > Behaviour for teacher to view. LT and Behaviour Lead to monitor trends and talk to teacher(s) if concerns arise. If pupils are identified as being in need of behaviour support, Stage 2 will be implemented if appropriate. <p>Stage 2</p> <ul style="list-style-type: none"> Class teacher invites parent/carer in to meet and discuss concerns. Continue to monitor. If no improvement is evident, move to Stage 3. <p>Stage 3</p> <ul style="list-style-type: none"> Parents are invited in to discuss ongoing concerns and informed that pupil is to complete Weekly Behaviour Monitoring Sheet which will be sent home to be read and signed by the parent nightly. At the end of the agreed period, class teacher and LT member meet parent. At this stage, teacher and parent/carer need to decide on next course of action. <ul style="list-style-type: none"> Come off weekly monitoring due to improvement seen, or Repeat the period of monitoring (Stage 3) After repeating monitoring, if no improvement is seen, move to Stage 4. <p>Stage 4</p> <ul style="list-style-type: none"> In partnership with Behaviour Lead, set up a Behaviour Plan to be reviewed with parent/carer at a future date. If no improvement evident, move to Stage 5. 	<p>Swearing</p> <p>Discriminatory comments</p> <p>Fighting</p> <p>Spitting</p> <p>Bullying</p> <p>Vandalism</p> <p>Leaving class without permission</p> <p>Direct defiance to an adult</p> <p>Shouting at an adult</p>	<p>Discriminatory harassment</p> <p>Ongoing bullying</p> <p>Theft</p> <p>Possession of drugs</p> <p>Persistent refusal to obey rules</p> <p>Leaving school without permission</p>	<p>Carrying a weapon</p> <p>Serious violence against others</p> <p>Sexual abuse</p> <p>Arson</p>		
Play fighting Inappropriate language Not lining up correctly Talking over a teacher Not following instructions Name calling Tantrums	<p>Not listening</p> <p>Disrespecting property</p> <p>Wasting time during transitions</p> <p>Interrupting/calling out</p> <p>Breaking class rules</p> <p>Off task behaviour</p>	<p>Swearing</p> <p>Discriminatory comments</p> <p>Fighting</p> <p>Spitting</p> <p>Bullying</p> <p>Vandalism</p> <p>Leaving class without permission</p> <p>Direct defiance to an adult</p> <p>Shouting at an adult</p>	<p>Discriminatory harassment</p> <p>Ongoing bullying</p> <p>Theft</p> <p>Possession of drugs</p> <p>Persistent refusal to obey rules</p> <p>Leaving school without permission</p>	<p>Carrying a weapon</p> <p>Serious violence against others</p> <p>Sexual abuse</p> <p>Arson</p>		

Table 1 – Timeline of actions used to respond to bad behaviour

5.5.3 Time out

- a In the event of receiving a Yellow card, or an orange card, a child will be sent to time out. This can occur in the classroom, the neighbouring classroom, the phase leader's classroom or in a Senior member of Staff's office. Time out times will vary according to the children's ages (See table 2).

	Yellow card (time out in class)	Orange card (time out in partner class/phase leader)	Red card (time out with member of SLT)
Nursery/Reception	3 minutes	5 minutes	10 minutes
Key Stage 1	5 minutes	10 minutes	30 minutes
Key Stage 2	10 minutes	15 minutes	1 hour

Table 2 – Time out durations

5.5.4 Loss of lunchtime

Poor behaviour may result in the loss of lunchtime play. An orange card means a child will lose this time – although this may be earned back with significantly improved behaviour.

5.5.5 Academy trips

- a It is expected that all normal academy codes of dress and behaviour will be imposed on any trip. It is the responsibility of the trip organiser as well as any accompanying adults to ensure such standards are complied with. The students, parents/carers and staff should be aware that they are representing the academy at all times and are, therefore, responsible for ensuring that they do not, at any time or under any circumstances, bring the academy into disrepute. The academy does not wish to stifle the enjoyment of trips, but just wishes to ensure the good behaviour and safety of everyone participating in them. Students should be aware that inappropriate behaviour could risk their chances of taking part in further trips and/or other punishments on their return. Should a child receive a red card on a trip, they will automatically miss their next scheduled academy outing.

5.5.6 Uniform sanctions

- a Pupils will not be allowed to attend class if they are not dressed in the appropriate uniform. Parents and carers of pupils that do not wear their uniform correctly will be contacted and asked to bring the missing uniform into the academy. If this is not possible then pupils will be provided with the uniform they are missing. A date by which the child will be in full uniform will be set. Internal exclusion will occur if this deadline is missed.
- b There may be good reason why a child is not wearing academy uniform. In this case, parents and carers should share the reasons with the Headteacher either in person or by letter. The academy will always be considerate and discrete in trying to establish why a pupil is not wearing the correct uniform. Pupils will not be made to feel uncomfortable, nor discriminated against, because their parent or carer is unable to provide them with the required items of the academy uniform. In line with our culture of honest conversation with parents or carers, we encourage discussion with the academy at the earliest opportunity if there are any difficulties.
- c There will be the occasions when the academy decides that academy uniform is not appropriate, e.g. when taking part in a physical activity day or wearing different clothes as a part of a fund raising event. Parents and carers will be notified in advance of what is the revised dress code on these days.

5.6 Isolation / Fixed-term exclusion

5.6.1 Fixed-Term Exclusion

Fixed-term exclusion involves being isolated from the academy community for a set number of days. This may mean being in isolation at the academy, attending another academy or being kept at home. Excluded pupils will receive a work pack to complete. This work must be completed and returned to the academy for review. The offences listed below will likely lead to fixed-term exclusion (or isolation, depending on the nature of the incident). In exceptional circumstances, they may lead to permanent exclusion.

- a Seriously disruptive behaviour including refusal to follow instructions.
- b Threatening or confrontational behaviour towards another member of the community.
Fighting/assault towards another member of the community.
- c Aggressive derogatory and/or discriminatory insults/speech towards another member of the community.
- d Disruptive behaviour whilst on isolation in the academy.
- e Racial/sexual/homophobic harassment.
- f Bullying.
- g Theft.
- h Drug abuse or possession of drugs or the use of any illicit substances or materials (including pornography).
- i Smoking on the academy site or in academy uniform.
- j Graffiti or property damage.

- k Persistent refusal to obey rules.
- l Leaving the academy without permission.
- m Behaviour likely to bring the Academy into disrepute.

5.6.2 Permanent exclusion

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

- a The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term exclusion, which has been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which could include racist or homophobic bullying) or repeated possession and or use of an illegal drug on academy premises.
- b The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
 - i. Serious actual or threatened violence against another pupil or a member of staff.
 - ii. Sexual abuse or assault.
 - iii. Supplying an illegal drug.
 - iv. Carrying a weapon.
 - v. Arson.
 - vi. Criminal offences committed on the Academy site, whilst representing the Academy or whilst on the way to or from the Academy.
 - vii. The Academy will consider police involvement and other agencies for any of the above offences.
 - viii. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the academy and its pupils and staff.

5.6.3 Exclusion protocol

Exclusions will be conducted in accordance with the Department for education's exclusion guidelines:

- Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units (2008) <http://bit.ly/XOxQGC>.

Excluded pupils will receive a work pack to complete.

6 INVESTIGATING INCIDENTS, SEARCHING AND CONFISCATION

The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.

6.1 Investigation incidents

- a Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Headteacher and/or the Designated Person for child protection as appropriate. In situations where other services need to be informed, the Headteacher or their designate will attempt to contact the family to let them know of the referral, unless it is, in their judgement, inappropriate to do so.
- b If a serious offence appears to have been committed, the member of staff concerned should inform the Headteacher as soon as possible. In the event that this is not possible then the staff member should refer it to the head of year. The Headteacher or his designate will decide the nature of investigation required, usually including conducting an initial interview with the pupil/pupils concerned and by arranging for the pupil/pupils concerned to produce a statement relating to the matter.
- c CCTV cameras may be checked to provide evidence of the facts.
- d It is also important that disciplinary matters, particularly serious ones, are investigated at a measured pace and that no premature judgments are made concerning the matter.
- e Once an investigation for a serious offence begins it may be necessary for the pupil/pupils concerned to be supervised by a member of staff or in extreme cases isolated from other pupils. Any investigation should be conducted away from the public gaze.
- f When a pupil is interviewed he/she should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of an interview that pupils are expected to tell the truth and that if they do not do so they can expect to be interviewed again. Careful contemporaneous notes should be kept during all interviews. These should be signed by the member(s) of staff present afterwards. Individual written statements should be taken wherever possible and they must be dated and signed and dated by the pupil concerned.

6.2 Searches and confiscation

- a If a member of staff is suspects that a pupil is in possession of a prohibited object the pupil may be searched. This search of a pupil should be conducted by the Headteacher or a member of staff authorized by the Headteacher (usually SENCO/SLT). The search should be conducted by the same gender as the pupil, and with another adult (where possible of the same gender). Before any search is undertaken consent will be sought from pupils. If consent is refused, the pupil will be asked to say why s/he has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances, will warrant a sanction. Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as ‘prohibited items’), the pupil may be searched without their consent.
- b When a search is conducted where there is a suspicion of a ‘prohibited item’ this can be conducted without the consent of the pupil.
- c When being searched, pupils cannot be required to remove their socks or tights, shirts, trousers or skirt; they may only be required to remove "outer clothing" such as coats and jumpers. Searching the pupil's possessions includes searching a pupil's goods over which he has or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress.
- d When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the academy rules. Where any article is thought to be a weapon it must be passed to the police.
- e It is not necessary to inform parents/carers before or after a search takes place or to seek their consent to search their child. Where objects are found and when the object found constitutes a significant breach of the academy rules, especially a “prohibited item”, the individual pupil’s parents or guardians should be contacted.

DfE reference for section

- <http://bit.ly/XOxQGC>

6.3 Behaviour within the Toilets

6.3.1 Aims

- a To maximise the access pupils have to toilet facilities during the day, to promote the health, wellbeing and learning opportunities of all pupils.
- b To provide good quality toilet facilities throughout the academy.

6.3.2 Expectations

- a Pupils will only ask to use the toilet when it is essential. No pupil will access the toilet unless necessary.
- b Pupils will respect facilities at all times.
- c Toilets will be open and available to all pupils throughout the academy day.

6.3.3 Access to toilets during lesson times

- a During lesson times it is expected that pupils request permission to leave the class to go to the toilet. It is expected that the classroom teacher monitors how many children at any given time are allowed access to the toilets during lesson time. In order to maintain the safety of all children, the cleanliness and hygiene of the toilets, and the usual high expectations of behaviour, this should be no more than one boy or one girl from the class at any given time.

6.3.4 Access to toilets during playtimes

- a During playtimes, a member of staff will be stationed nearby the doors of each playground. Children requesting access to the toilets should do so through the assigned member of staff.
- b No more than 3 boys and 3 girls will have access to the toilet during playtimes at a given time. This restriction in the number of pupils is necessary in order to maintain the safety of all children, the cleanliness and hygiene of the toilets, and the usual high expectations of behaviour.

7 EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.