



# Ark Victoria Academy Behaviour Policy

## **PURPOSE**

*To set out the code of conduct, expectations, routines and approach to rewards and sanctions. All key routines are documented.*

Date of last review:	<i>Summer 2020</i>	Author:	<i>A Brown</i>
Date of next review:	<i>Summer 2021</i>	Owner:	<i>Deputy Headteacher</i>
Type of policy:	<input type="checkbox"/> <i>Network wide</i> <input type="checkbox"/> <i>School Level</i> <input checked="" type="checkbox"/> <i>School Specific</i>	Approval:	
School:	<i>Ark Victoria Academy</i>	Key Contact Name:	<i>Principal</i>
Key Contact Email:	<a href="mailto:e.mcsorley@arkvictoria.org">e.mcsorley@arkvictoria.org</a> <a href="mailto:v.twort@arkvictoria.org">v.twort@arkvictoria.org</a>	Key Contact Phone:	<i>N/A</i>

## **POSITIONING WITHIN ARK OPERATIONAL MODEL**

Component	Element
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- Strategic Leadership & Planning*
- Monitoring, Reporting & Data*
- Governance & Accountabilities*
- Teaching & Learning*
- Curriculum & Assessment*
- Culture, Ethos & Wellbeing*
- Pathways & Enrichment*
- Parents & Community*
- Finance, IT & Estates*
- Our People*

*Climate for Learning  
Behaviour Model  
Rituals & Routines*

Updated: September 2018

# Behaviour Policy

## POLICY INFORMATION

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

Academic year	Designated person	Senior Nominated Governor	Chair of Governors
2020/2021	Andrew Brown Kim Banks		David Gould

### Policy review dates

Review Date	Changes made	By whom
July 2019	Removal of Breakfast Club Desk formatting referenced Rewards gained for being Ambitious, resilient and Kind Adjusted the consequence system and detention structure for the secondary phase to include same day detentions Added in Self – Management sanctions for pupils in the secondary phase- this supersedes previous C2 Poor Conduct Slips Uniform and truancy consequences have been revised within the secondary phase Seclusion renamed as Reflection Reflection timings have been altered for the end of the academy day Reflection notification altered to include text messages	Deputy Headteacher Pastoral and Assistant Headteacher Secondary SENDCo

### Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2018- 2019		David Gould
2019- 2020		David Gould

### Dates of staff training

Dates	Staff	Led by	Focus
Sept 2018	All	Deputy Headteacher Pastoral	Introducing the policy
Sept 2019	All Secondary Primary	Deputy Headteacher Pastoral Assistant Headteacher Behaviour Assistant Headteacher Inclusion	

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## INTRODUCTION

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

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

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

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

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

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

## 1. PRINCIPLES OF BEHAVIOUR MANAGEMENT

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

Teachers and other staff will achieve this by aiming to create and maintain a safe and supportive climate for learning, underpinned by:

- High Quality Teaching
- A stimulating learning environment
- Effective Rewards and Sanctions

Inherent in this policy are the following principles of good management of the teaching space:

- a) Learning is structured and organised in such a way that high expectations of behaviour and attitude are set and are made clear.
- b) A positive climate for learning is established through the use of routines, rules, sanctions and rewards.
- c) Students are engaged in learning through the use of a range of techniques and strategies.
- d) Teachers display the high value in which they hold education through their own professional and positive attributes to students. This can be clearly seen in the way that they model the language of mutual respect, their avoidance of over reaction and confrontation and their capacity to adopt a problem solving attitude to issues in the classroom.

## 2. PUPIL CODE OF CONDUCT

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### Ark Victoria Pupil Code of Conduct

Core Values
<p><b>Kind – be kind to everyone; every time</b></p> <ul style="list-style-type: none"> <li>• Treat everyone with respect</li> <li>• Be polite</li> <li>• Help to create a positive place to learn</li> </ul> <p><b>Resilient – put in 100% effort in all aspects of school life</b></p> <ul style="list-style-type: none"> <li>• Follow instructions first time</li> <li>• Fully apply yourself to every task, even when you find the task difficult. Learning is not easy; you need to be persistent</li> <li>• Remain 100% focused so others can learn without interruption</li> </ul> <p><b>Ambitious – to have high standards of behaviour, work and equipment</b></p> <ul style="list-style-type: none"> <li>• Have pride in your behaviour and attendance so you have the best chance to succeed</li> <li>• Present your best self to achieve your potential</li> <li>• Give yourself the opportunity to make a difference in later life</li> </ul>

Student expectations	
Interactions	<ol style="list-style-type: none"> <li>1. Students should be encouraged to say ‘good morning’ or ‘have a nice evening’</li> <li>2. Students should be encouraged to make eye contact and smile at the person they are greeting</li> <li>3. Students should not refer to other students using slang terms</li> <li>4. Encourage students to use their presentation voice when answering a question – ‘10% louder’ or ‘can you repeat that but with a loud and proud voice’ or ‘you have a great point, want everyone to hear it’</li> <li>5. Students understand that sometimes teachers get it wrong, but they also realise that arguing about it in the moment never achieves a positive result. They accept the correction and find a suitable time to discuss it</li> <li>6. Teacher decision is final. If you have a question, you ask in a polite manner at an appropriate time</li> <li>7. Students should use manners, demonstrate patience and respect others. This includes listening, not talking when others are talking and being kind in what they say</li> </ol>
Classroom	<ol style="list-style-type: none"> <li>1. Students should be correctly dressed in the school uniform.</li> <li>2. Arrive on time to school and all lessons.</li> <li>3. Students should respond to all staff as Sir or Miss</li> <li>4. We always display the ‘habits of excellence’ in lessons: <ul style="list-style-type: none"> <li>- Full sentences</li> <li>- Standard English</li> <li>- Presentation voice</li> </ul> </li> <li>5. Students don’t behave in any way that can distract others. For example, turn around, click their pens, and stare out of the window. These are disrespectful</li> </ol>

	<ol style="list-style-type: none"> <li>6. Students follow instructions first time</li> <li>7. Students SLANT when prompted</li> </ol>
Transitions	<ol style="list-style-type: none"> <li>1. Students will transition quietly and efficiently to the next lesson. They will arrive within 3 minutes of the bell</li> <li>2. Use the one-way system</li> <li>3. Use the correct stairs when moving between lessons</li> <li>4. Walk on the left side in no more than two wide</li> <li>5. Students should acknowledge staff and students in a polite way</li> </ol>
Break and Lunch	<ol style="list-style-type: none"> <li>1. Student should behave and interact with all in a respectful manner</li> <li>2. Students should never litter or leave any item for others to clear way</li> <li>3. Students should ask any member of staff about their day, weekend, holiday</li> <li>4. Students should stay in their designated areas at break and lunch</li> <li>5. Students should eat food in the designated areas</li> </ol>
Outside of school	<ol style="list-style-type: none"> <li>1. Student should engage in as many extra-curricular options as possible</li> <li>2. Students know that they represent the school and their community. They should make sure that any are respectful and polite to everyone on their journey home</li> <li>3. Students should actively seek teachers for support if they feel they are falling behind. This is what success students do</li> </ol>
Uniform and equipment	<ol style="list-style-type: none"> <li>1. Students always have the correct equipment</li> <li>2. Students are proud of their uniform and it is always correct</li> </ol>

The code is shared with pupils as:

## Our Values

### **Aim high**

I am always prepared and ready to learn  
I wear my academy uniform with pride  
I am always on time and aim for 100% attendance  
I follow all instructions given and give 100% effort  
I am an excellent ambassador for the academy

### **Be brave**

I am willing to try new things  
I have the courage and confidence to contribute positively in lessons  
I make the right choices for me and for my school  
I treat others as I would like to be treated

### **Be kind**

I am supportive of others and my school and I build positive relationships  
I speak with a kind and respectful tone, showing my tolerance and compassion for others  
I am honest and considerate; I appreciate my teachers, school and peers

### **Keep learning**

I persevere even when I find the learning difficult  
I learn from my mistakes  
I use the feedback I am given to make improvements and make progress  
I always try to be the best version of myself, using feedback to help me get there

### 3. CORE ROUTINES

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The following routines and expectations apply to all pupils. Pupils are expected to refer to all members of staff with respect, using the terms Sir and Miss and answering in full sentences.

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

- a Eat breakfast.
- b Make sure that all homework is complete to the expected standard
- c Pack their bag with the correct books and equipment for the day.

#### **On arrival at Ark Victoria Academy all pupils will:**

- a Be in full uniform as outlined on the parent uniform letter.
- b Be greeted at the gate by a member of staff. Pupils will make eye contact and respectfully respond.
- c Secondary pupils will not be in school before 8.15 AM.
- d Primary gates open at 8.20 AM and close at 8.40 AM
- e At 8:25 AM, secondary pupils will line up in form groups. A uniform and equipment check will take place at this time or during form time.
- f Pupils may bring in water bottles from home but are not permitted to bring in energy drinks, caffeinated drinks or drinks that are high in sugar.
- g Pupils should ensure that mobile phones are turned off on school site. Mobiles that are seen by staff or heard will be confiscated. If pupils need to call home they can do so from the Heads of Year Offices. Parents will receive a text or phone call when phones are confiscated. Confiscated phones will be returned when parents are available to collect them.
- h During Form Time, pupils will take part in an equipment check silently where necessary. In the event that a pupil does not have their planner, a daily planner will be issued. Pupils will be expected to format their desks and have the obligatory stationery for the school day.

#### **Walking around Ark Victoria Academy and moving to and from lessons pupils will:**

- a Walk quietly around the building at all times. Pupils should walk calmly and sensibly to their next location, avoiding gathering outside entrances and exits. They should be in single file.
- b Pupils should walk on the left, using corridors and stairwells as directed by signage and in no more than two's.
- c Greet others, including visitors, in a friendly and polite manner.
- d Hold doors open for others and always say thank you when the door is opened for them. When saying thank you, always look the person in the eye.
- e Take no longer than three minutes to get to their next class

#### **Entering the classroom at Ark Victoria Academy:**

- a Pupils will enter in silence as the teacher greets them at the door. They will make eye contact during this greeting. Pupils should use a teacher's surname e.g. Mr Collins or Sir or Miss.
- b Pupils will sit in their seating plan as directed by the member of staff and will format their desks. Pupils will then start the DO NOW activity whilst the teacher greets and takes the register.

**During a lesson all pupils will:**

- a Answer their name in the register using clear contribution and Sir or Miss.
- b Secondary pupils will open their planners on the red page if help is needed.
- c Answer questions using the habits of excellence framework.
- d Pupils will respond to the “Silent signal” and raise their arm in the air.
- e Pupils will demonstrate the “SLANT” position by sitting up tall, listening carefully, asking and answering questions, nodding and smiling and tracking the speaker.
- f Participate fully in the lesson “No Excuses”.

**During assemblies/ performances**

- a Line up and enter in their form groups in register order, unless the form tutor or teacher directs otherwise. Pupils should leave a space for a pupil who is absent, in case they arrive later.
- b Sit in silence until the assembly begins.
- c Stand, when instructed to do so.
- d Applaud all presentations and performances appreciatively, including celebrating the success of their peers.
- e Track the speaker and performers to show their interest and out of respect.
- f Remain in silence whilst they are dismissed by their Head of Year or senior member of staff.
- g Walk in silence, with their teacher if practical, to their next lesson.

Form Tutors or teachers will stand/sit with their form group.

**During break and lunchtime all pupils will:**

- a For wet breaks and lunchtimes be instructed to go to designated areas.
- b Wait for food in the queue quietly, not pushing in.
- c Thank catering staff as they are served.
- d Read in the library, or take part in an extra-curricular activity.  
Ensure that a calm and purposeful atmosphere is maintained in these areas.
- e Meet with staff to address any concerns or queries. Staff on duty will circulate during break and lunchtime.
- f Line up in class groups at the end of break time and lunchtime. Wait in silence to be dismissed to their next lesson.
- o Attend lunchtime intervention if directed. It is the pupil’s responsibility to attend any lunchtime intervention. This applies to some secondary pupils as primary intervention will take place throughout the school day.

**At the end of the academy day all pupils will:**

- a Pupils will be leave the academy site quietly, sensibly and calmly.
- b Pupils are to use local facilities in a polite, orderly manner, being mindful that they are still ambassadors of Ark Victoria Academy whilst in the community.
- c Attend extra-curricular activities, following arrangements made by members of staff. Members of staff running after school activities apply all the usual routines for leaving the academy as set out above.
- d Not be on site After School hours unless supervised and staff aware of their presence.
- e Attend all After School interventions and extra- curricular and super curricular opportunities as directed within secondary.

**Using the planner:**

Pupils are to keep neat and well-presented planners. If they fail to look after their planner in the correct way they will receive a sanction and will be asked to purchase a new planner.

- a Pupils will ensure that they, parents and their Form Tutor, sign the “Home School Agreement” in the planner or on the agreement provided to them in addition to the “Acceptable Use Policy”
- b Class teacher and Form tutors check that parents sign the planner every week in both EYFS and secondary.

## 4. REWARDS

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The role of rewards at ARK Victoria Academy is to promote exemplary behaviour, recognise and celebrate academic success and effort, and publicly acknowledge commitment to our values. Rewards will be given for conduct, effort and achievement beyond the norm or expected. We expect teachers to use 'Precise Praise' throughout lessons. The rewards system is to formally recognise the exceptional in an easy to use system.

### Reward types

Type	Format	Reason	Who	Recorded	Accumulation
House Points (All pupils)	Stamps in planner/ Written on the board/ Stickers on wall chart	Awarded to pupils for Aiming High, Being Brave, Being Kind, Keeping Learning. Exemplary effort, work, achievement, contribution, following the code of conduct in the classroom and around the Academy.	Teacher Tutor/ HOY Staff	Planner/ Chart/ MIS	In line with pupil planner. Awards presented in termly celebration assembly. House Point Shop.
Golden ticket/praise post card	Postcards/ golden ticket	Excellent contribution within a subject area/ within the year group 100% and Gold attendance	All staff	Teacher/ HOS/ MIS  Attendance Team	Awarded throughout the term
Blue Slip (Primary pupils)	Well Done Reward Slip	For positive behaviour outside the classroom that matches Ambitious, Resilient, Kind	All Staff	Behaviour Team/ MIS	Weekly afternoon reward within class
Star Pupil of the week (All pupils)	Certificate/ Badge	Exuding exemplary behaviour amongst the form group/ year group for the week and following the code of conduct	Teacher/ Tutor/ HOY	HOY/ MIS	Presented each week during assembly

Attendance/ Punctuality (All pupils)	Certificates/ Rewards trip	100% attendance, 100% attendance & punctuality over the term	HOY	Attendance Team/ MIS	Rewards trip at the end of each Term. Certificates in presentation assembly.
VIP/ Headteacher Tea (All pupils)	Signatures in planner/ Teacher nominations	Outstanding contribution/ effort/ above and beyond	All staff	HOY/ MIS	Termly reward with Headteacher

### **Celebration Assemblies**

These are to take place in Half Term 2, 4, and 6 and will include the following:

- a. Form tutor awards
- b. Head of Year awards
- c. SLT awards
- d. Subject nominations
- e. Progress award
- f. Star of the Term
- g. Outside of school shout outs/ Sports team recognition
- h. House point count – certificates and House point Shop prizes awarded
- i. Attendance award (tutor group)
- j. Attendance and punctuality award (individual)
- k. Tutor group of the term
- l. Pupil Voice appreciation

### **Attendance Awards**

Pupils with 100% attendance will receive a certificate from the Head of Year at the end of year assembly. Pupils with 100% attendance and punctuality will receive a certificate in assembly and will be eligible for the end of term treat.

## 5. CONSEQUENCES OF POOR BEHAVIOUR

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At Ark Victoria Academy, pupils are expected to follow our core behaviour expectations. Poor behaviour is a choice made by a pupil. If pupils are not meeting these expectations, a number of measures will be put into place in order to support pupils to do so. All sanctions will be an opportunity for pupils to understand, reflect upon and correct what went wrong. These sanctions include but are not limited to:

- Verbal Warning
- Detentions- Recorded onto the school MIS
- Reflection time within class
- Removal from class- Recorded onto the school MIS
- Discussions with the Head of Subject/ Head of Year/ Senior Leadership Team
- Contact with parents
- Parent meetings
- Reflection
- Exclusions

Our policy is based around two main aspects of poor behaviour:

1. Low Level Disruption
2. Serious Behaviour Incidences

### Behaviour Thresholds (appendix 1)

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

Senior staff will take into account the context of an incident before deciding on the appropriate sanction, including mitigating circumstances. Pupils' age will be taken into account as well as the context of incidents that occur during lessons such as a sporting activity. In any physical altercation, self-defence will be taken into account; self-defence cannot, however, involve any physically aggressive actions such as punching and/or kicking.

### Behaviour Stages (appendix 2)

#### Respect for Adults

Respect for adults at Ark Victoria Academy we believe that all adults working within the academy deserve a high level of respect from pupils at all times.

We will not tolerate:

- Pupils publicly disagreeing with a member of staff's sanction (verbally or otherwise).
- Pupils failing to follow staff instructions immediately and with a sense of urgency.
- Pupils making disrespectful comments about a member of staff.
- Pupils making disrespectful comments towards a member of staff.
- Pupils being aggressive towards staff. A pupil can ask to speak with the member of staff in private (at

a time convenient for the member of staff). If a pupil feels that they have received a detention unfairly, they can speak with SLT after detention.

## Low Level Disruption

Low Level Disruption can have a detrimental impact on the life chances of students as the time for learning is affected and the climate for learning is compromised. The typical features of low level disruption include:

- Talking unnecessarily.
- Calling out without permission.
- Being slow to start work or follow instructions.
- Showing a lack of respect for each other and staff.
- Not bringing the correct equipment.
- Late to lesson.
- Poor transition around the building Chewing/ Eating
- Uniform issues.
- Packing up before the end of lesson.
- Opting out of questioning sessions (by defaulting to 'I don't know').

The teacher will use the classroom management system in order to tackle low level disruption, they will use positive and affirmative discipline to create a positive climate for learning. If this is not effective in re-engaging pupils with learning, then the teacher will assign the appropriate sanction as necessary.

## Written Warning in Lessons

Within lessons a C2 will be issued when our expectations are not met. This is when poor behaviour is persistent and not corrected following a verbal warning (e.g. talking, unfocussed in lesson).

## Self- Management

In the secondary phase, pupils are expected to Self-Manage their behaviours and meet the Academy's expectations in and around the building, including within lesson. When behaviour displayed is clearly contrary to the Code of Conduct and established expectations staff will issue a sanction for poor self-management (e.g. Poor Uniform, Poor Transition, Lack of Equipment, Late to Lesson < 5 minutes, Litter, Graffiti, Chewing/ Eating, Poor Socialisation).

These result in escalating sanctions as set out below:

<b>In Primary:</b>	<b>In Secondary:</b>
Verbal Warning	Warning
Formal Warning	
Reflection time in class	C1- subject teacher (15 minutes)
Removal from class	C2- After School (30 minutes)
Removal from break/ lunch time privileges	C3 - Removal from lesson (which will include a 60 minute detention)
	C4 – SLT. Extended Friday Detention for students who have received three or more detentions in the week (90 minutes after school)

Throughout the escalation process, parental contact will be made through the planner, by text message and through phone calls and face to face parental meetings. Where a case is referred to Senior staff, a sanction will be issued as is deemed appropriate (e.g. Exclusion)

In the tracking of behaviour over time, those pupils who regularly disrupt lesson and the learning of others may also have additional consequences:

- Parental meetings.
- Pupil written reflection and apology
- Report
- Community Service
- Extended detentions
- Training Day “Catch Up” detentions
- Reflection
- Re-integration meetings to re-visit the Home Academy Agreement and Code of Conduct
- Fixed Term Exclusion
- Isolation Placements
- Sharing Panel referrals/ managed move placements
- Alternative Provision
- Permanent Exclusion

### **Detentions- applicable only in Secondary**

In addition to warnings and poor self-management sanctions, pupils will have Detentions for failing to meet the expectations set out in the behaviour policy.

### **Detentions will run as follows:**

- a If a student is choosing to act in way that is contrary to the academy values or disrupts the learning of others staff will issue a first warning. Behaviours that are contrary to norms such as swearing, being defiant or purposely defiant behaviour will not receive a warning.
- b If students do not moderate their conduct following the formal warning then staff will issue a C1 consequence. A C1 will result in the student sitting a 15 minute detention at break or lunch.
- c If the student continues to choose to behave in a way contrary to the code of conduct then the consequence will escalate. A further consequence of C2 can be issued which will escalate the detention to a 30 minute same day detention. Equally if a student receives more than one C1 in a day this then becomes a C2 detention.
- d For more serious conduct infractions, teachers can issue a C2/C3 consequence directly without first having issued a C1.
- e Actions such as being late to the academy or failing to hand in homework on time or to the required standard also carry C1 consequences and corresponding detentions.
- f Each week Heads of Year analyse behaviour data to identify patterns and to suggest supporting interventions. If a student has been issued with a serious breach in behaviour or three or more detentions in the same week then they will serve an additional 90 minute detention on a Friday evening with a member of SLT.
- g Students are collected from registration in the afternoon and are escorted to the detention hall.
- h Students are expected to work silently and steadily on the work provided whilst in detention.
- i The same behaviour steps apply whilst in detention. Students will be given one warning if they are off task or being disruptive in anyway. After this persistent poor behaviour will result in the detention being ‘failed’ and it will have to be re-issued and re-sat the following day.

Other behaviours that may result in a detention are listed below, although this list is by no means exhaustive:

- a) Being rude and disrespectful to a member of staff
- b) No completing work or homework to the required standard
- c) Inappropriate language towards others
- d) Bullying (this may include verbal bullying as well as physical and could lead to reflection, isolation placement or a fixed term exclusion)
- e) Defiance (this could lead to a Reflection or fixed term exclusion).

### **Lesson removal**

If a pupil's behaviour is disruptive to the learning of others, the pupil will be removed from the lesson to complete work with an appropriate member of staff, such as the Head of Subject. A further sanction will be issued following the Head of Subject's investigation, including a minimum of a 1 hour Detention (C2). In addition, a reintegration meeting involving a restorative conversation between the pupil and member of staff will be held where necessary. Pupils will be returned to lessons where appropriate. More than one lesson removal in a day will lead to a pupil being placed onto Subject report which may then result in a Reflection placement due to the impact on the learning of other pupils.

### **Serious Incidences**

When a serious incident has occurred at the academy, a full investigation will be undertaken. This will involve taking accounts from pupils and staff where needed. Parents will be informed where appropriate. At times we may need to isolate a pupil during an investigation, meaning that they may be removed from planned activities. On completion of the investigation, parents will be invited to attend a meeting to discuss the incident, any appropriate sanction and how to resolve the situation.

Examples of serious incidences may include but are not limited to:

- Cheating on a test
- Truancing lesson
- Mistreating academy property or the property of others
- Verbal aggression towards others
- Physical aggression towards others
- Vandalism/ Graffiti
- Stealing
- Sexually Inappropriate Behaviour
- Playing with fire alarms/ fire extinguishers
- Threatening behaviour
- Bullying or behaviour that is hurtful/ harmful to self or others
- Wilful disobedience or disrespect to an adult
- Bringing prohibited articles onto school site

### **Prohibited Articles (which will be confiscated on sight)**

The following items are banned from the academy site and will be immediately confiscated. This list is

not exhaustive and any final decisions rest with the Principal. The academy has the right to request that banned items are picked up by a parent or guardian.

- Any offensive weapon, which may include:
  - Tool with a blade or shaft;
  - Stanley knife or craft knife;
  - Screwdriver of any size;
  - Blade of any size or description, including pencil sharpeners;
  - Any bladed implement, improvised or otherwise
  - Fireworks (including bangers)
  - Knuckle dusters;
  - Multi tool (including pens with multiple functions);
  - Lasers of any description;
  - Fire arms/ replica fire arms. BB guns/ catapults
  - Any article that has been or is likely to be used to commit an offence, damage property or cause personal injury or harm
  - Any item that has no business being within the Academy
  - Smoking related articles (possession of these items will result in a fixed- term exclusion), which may include:
    - Cigarettes;
    - Other smoking-related items, including lighters, matches, ‘shisha pens’, ‘E cigarettes’ or similar articles
  - Alcohol
  - Illegal drugs and psychoactive substances (including so-called ‘legal highs’)
  - Caffeinated energy drinks or drinks that are of high sugar content
  - Any fizzy drinks
  - Jewellery (other than plain ear studs, maximum one in each ear lobe, or medical bracelets);
  - Mobile phones which haven’t been put away or are used within the Academy day;
  - Music devices, seen or heard;
  - Aerosols;

Possession of an offensive weapon in school or possession of drugs or drug- related paraphernalia will result in permanent exclusion.

### **Bullying, Homophobic and Racist incidents Bullying Incidents**

Incidents of bullying will usually be dealt with as follows:

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

Please refer to Ark Victoria Academy Anti-Bullying Policy for further details.

### **Racist Incidents**

All incidents of a racist nature will be logged on the school MIS. The appropriate sanction will be set and parents/guardians will be notified of the incident.

### **Homophobic Incidents**

All incidents of a homophobic nature will be logged on the school MIS. The appropriate sanction will be set and parents/guardians will be notified of the incident.

### **Poor Uniform**

All poor uniform will be sanctioned using the behaviour system in the first instance. The warning system works to remind pupils of the importance of adhering to uniform rules. If pupils continue to fail to meet the academy's expectations around presentation further sanctions may be implemented. This can be either loss of social time and/or detentions and/or time spent within the Reflection room as decided by HoY. We are committed to ensuring pupils learn how to dress appropriately for formal situations such as school and the workplace and expect parents/ carers to work together and support us with this.

### **Higher Order Sanctions**

#### **Permanent Exclusion**

Permanent exclusion will be considered if a pupil:

- a. Is in persistent breach of the provisions of this policy and as a result of his/her actions there is a serious detrimental impact on the welfare and education of other pupils or staff at the academy, or
- b. Commits a serious breach of the behaviour policy by being involved in what may be termed an exceptional 'one-off' incident and as a result of his/her actions there is a serious detrimental impact on the welfare and education of others attending the academy. There is no comprehensive list of exceptional incidents and pupils and parents should be aware that these will cover actions which constitute unlawful acts whether or not they result in criminal prosecution. This sanction will also apply if the actions of a pupil take place outside of the academy (whether or not in uniform) and are of such a nature that the reputation and good standing of the academy is brought into disrepute.

The following will usually lead to permanent exclusion:

- Serious actual or threatened violence against, and/or injury to a pupil, a member of staff, or a member of the general public (this includes arranging for a group of pupils from another academy to congregate outside of the academy);
  - sexual abuse or assault;
  - possession or supply, directly or indirectly, of an illegal drug in academy and/or to Ark Victoria pupils out of the academy;
  - carrying an offensive weapon including replica weapons;
  - A criminal conviction;
  - Persistent racist, sexist and homophobic behaviour (including religious-based discrimination);
  - Persistent disruption of lessons and/or persistent behaviour that is detrimental to the learning of others;
  - Persistent defiance towards members of staff and refusal to follow legitimate instructions.
  - Bringing the academy into disrepute.
- c. The academy can make arrangements for a pupil to be educated through alternative provision if he/she has been involved, or suspected of involvement, in a criminal activity, both in or out of

academy.

### **Governor's behaviour Warning Meeting**

Behaviour warning hearings are meetings arranged by the school between parents/pupil and governors to impress upon the pupil that his or her persistent breaches of the behaviour policy are placing them at risk of permanent exclusion

### **Managed Moves**

If a student has received a number of fixed term exclusions and the strategies that have been put in place to support this pupil have not been effective, then it may be appropriate to arrange a Managed Move with another school. The referral procedure is by Deputy Head Pastoral to the Pastoral Lead at the receiving school.

The purpose of a managed move is to give a student a "fresh start" in a new school. This placement is then closely monitored by the home and the host school. The aim is for the pupil to be successful with the managed move and to go on the roll of the new school.

The managed move may be arranged with another school in the Ark network (e.g Ark Boulton or Ark Kings) or with another local school either informally on a school to school basis or through the sharing panel. The need and referral for a managed move is done on a case by case basis and is agreed by SLT.

Managed moves are an alternative to permanent exclusion and the academy reserves the right to proceed to permanent exclusion if the pupil fails the managed move by not fulfilling the behaviour requirements set out as part of the initial managed move meeting.

### **Alternative Provision**

For pupils who are at risk of permanent exclusion, or for pupils receiving a fixed-term exclusion beyond 5 days, the academy will try to arrange alternative provision with local providers. The academy will work with Birmingham City Council as necessary to arrange this provision. In addition, if the Principal believes there are specific reasons such as health and safety, that a pupil needs to be educated off site, he/she will be entitled to make arrangements for alternative provision to be put in place.

### **Fixed Term Exclusions**

The length of exclusion will generally increase for persistent misbehaviour. For more significant

incidents, however, the length of time of the exclusion will reflect the seriousness of the situation when alternative provision will also be considered.

In addition the academy may choose to issue a fixed term exclusion while an investigation of serious behaviour incident is on-going.

The following will usually lead to a fixed-term exclusion:

- Acts of physical aggression or incitement to physical aggression (including assaults on other pupils);
- Indirect physical incidents with a member of staff by a pupil due to his/her irresponsible behaviour;
- Persistent and/or malicious refusal to follow staff instructions or to adhere to the expectations of the academy as stated above;
- Persistent and/or malicious refusal to follow the academy behaviour policy, other academy rules, discipline and uniform code;
- Possession and/or use/consumption of any of the following:
  - i) Illegal drugs
  - ii) Chemicals, solvents
  - iii) Alcohol
  - iv) Stolen Items
  - v) Possession and/or use of any of the following:
    - Pornographic materials (including misuse or attempted misuse of ICT equipment);
- Replica weapons;
  - Any articles deemed offensive.
- Acts of abuse of any nature including incitement to abuse on religious, racial, age or gender related grounds;
- Acts of persistent and/or malicious bullying (including cyber bullying);
- Malicious accusations against academy staff;
- Acts of behaviour that are dangerous or deemed to endanger the health, safety and wellbeing of any person associated with the academy and/or academy property;
- Acts of contaminating food or drink which is likely to be consumed by staff or pupils;
- Acts of using any sharp object inappropriately;
- Acts of defiance to member of staff (repetitive behaviour could lead to a permanent exclusion);
- Acts of swearing directly at a member of staff;
- Acts of vandalism or damage;
- Any act, either by word or deed which brings the academy into disrepute (could be internal depending on the incident); this includes any mention of Ark Victoria Academy on social media;
- Inability to remain within the spirit and provision of the academy's published discipline policy, Home-Academy Agreement and any subsequent contracts;
- Theft from pupils, staff, visitors, academy property, the academy's canteen and/or shoplifting;
- Burglary of the academy at any time;
- Recording anti-social behaviour, including fighting, bullying, homophobic or racist comments or incidents and assaults of any description;
- Acts of inappropriate use of technology (see ICT Acceptable Use Policy);
- Acts of fraudulent behaviour, including forgery and plagiarism, for any examination work;
- Setting off the academy fire alarm without good reason.

## Reflection

Reflection is the most severe, internal consequence within the academy. Pupils are secluded from lessons and spend their day, supervised in the Reflection room. Pupils complete curriculum work, spending their break and lunch time in the room. Their lunch is brought to them.

The day starts at 08.25 and finishes 60 minutes after the end of the normal school day.

Parents are informed of Reflection and the reasons for it by phone call from a Head of Subject, Head of Year or member of the senior leadership team. They will also receive a letter outlining the reason for the Reflection and the date of the Reflection. The exception to this is when a pupil has missed a detention and it has escalated the sanction to time spent in the Reflection room. Parents will be informed of this via text message.

There may be some situations within the academy day where pupils are removed from lesson and placed within the Reflection room. This may include but is not limited to when they have truanted or have been removed from lesson.

Following the time spent in Reflection, before the pupil returns into lessons within the academy, the pupil and parents will need to attend a re-integration meeting to ensure that the pupil has reflected upon the choices that they have made and that they are able to comply with the academy rules and the Code of Conduct.

The following will usually lead to Reflection from lessons:

- Persistent or repetitive acts of bullying (including cyberbullying);
- Repeated acts of racist or homophobic abuse;
- Acts of defiance to a member of staff, including walking out of a classroom without permission (repetitive behaviour will lead to fixed-term /permanent exclusion);
- Acts of behaviour that prevent teachers from teaching and/or pupils from learning;
- Visits to other academies at the start and end of the academy day without good reason and without permission from parents/guardians and/or staff from either academy;
- Acts of defiance towards a member of staff;
- Acts of inappropriate conduct towards staff, other pupils or members of the public;
- Acts of encouraging fighting or being a spectator of a premeditated fight (could be a fixed-term exclusion);
- Acts of directly swearing at, and/or using abusive language towards, other pupils;
- Acts of plagiarism;
- Repeated failure to attend a detention;
- Smoking:
  - i) Acts of smoking, including holding a lit cigarette, in the vicinity of the academy grounds, in or out of academy uniform on an academy day (any repetitive behaviour will lead to a fixed-term exclusion);
  - ii) Possession of cigarettes (including smoking-related equipment) and/or association with pupils who are smoking;
  - iii) Possession of 'e cigarettes' or shisha pens, or similar.

## Incidents occurring outside of the academy

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

- taking part in any academy-organised or academy-related activity or;
- travelling to or from academy or;

- wearing the school uniform or;
- in some other way identifiable as a pupil at the academy.

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

- could have repercussions for the orderly running of the school or;
- poses a threat to another pupil or member of the public or;
- could adversely affect the reputation of the academy.

The law supports schools taking action for incidents that occur outside of school. The academy will apply sanctions for any incident that occurs when pupils are in school uniform and/or are clearly representing the academy.

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

### **Joint enterprise**

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

### **Searching Pupils**

The academy's policy is based on the following DfE advice and Education Act 1996 (DfE Searching, Screening and Confiscation- Advice for Schools January 2018):

The academy is allowed by common law powers to search pupils. A member of staff can ask pupils to turn out his/her pockets or a member of staff can look in the pupil's bags.

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

- knives or weapon;
- alcohol
- illegal drugs
- stolen items
- tobacco/cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for the item listed above

### **Reasonable force**

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

classroom. Authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

All incidents where reasonable force or restraint have been used are logged.

## **Truancy**

Truancy from a single lesson will usually result in a Detention (C2). Should a pupil truant repeatedly, then they will receive a more severe sanction as determined by their Head of Year or SLT. Please see attendance policy for further detail.

## **5 STUDENT LEADERSHIP OPPORTUNITIES**

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We believe assuming responsibility for different aspects of the academy environment and academy operations is essential in the development of good character in our pupils. Pupils will have responsibility opportunities throughout their time at Ark Victoria Academy.

### **Responsibilities may include:**

Pupils will be selected within each lesson (by class teachers/ subject teacher/form tutors) to support giving out books; putting home learning on the board; handing out equipment/resources.

### **Pupil Leadership**

- Year council/ Class Council
- School council
- Water bottle monitor
- Lunch box monitor
- Head of Year Pas
- House Point Monitor
- House Captain
- Vice House Captain
- Form Group Monitors
- Play Leaders
- Library Monitors
- Buddies
- Primary Liaison Team

## **6 SUPPORT**

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At the academy we understand that some pupils will need support to enable them to meet our behaviour expectations and to make best use of the opportunities presented by the academy. Support for behaviour will be specific, intensive and within a timeframe. Whilst fully acknowledging and supporting

the needs of some pupils we are also very mindful of the needs and aspirations of the wider pupil body and will not allow persistent long term disruption of learning or abuse of pupils and staff.

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

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

- Additional community responsibilities e.g. supporting in primary
- Mentoring
- Educational psychologist referral
- Speech and Language support
- Pupil School Support
- Communication and Autism Team Support
- Hearing Impairment Team Support
- Early Help Assessment referral/ Family Support Worker Referral
- Forward Thinking Birmingham Referral
- City of Birmingham Schools Outreach Programme (COBS- Behaviour)
- School Health NHS
- Learning Interventions/ Strategies for Learning

## 7 POLICY STATEMENTS

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### **a. Monitoring, evaluation and review**

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

### **b. Interrelationship with other academy policies**

In order for the Behaviour Policy to be effective a clear relationship with other academy policies, particularly equal opportunities, teaching and learning, uniform, inclusion and anti-bullying has been established.

### **c. Involvement of outside agencies**

The academy works positively with external agencies (e.g. Birmingham Children's Trust, 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.

### **d. Procedures**

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

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

- ii. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the academy equally. Each member of the academy community has a responsibility towards the establishment and maintenance of a purposeful and caring environment where all can thrive.

## 8 ROLES AND RESPONSIBILITIES

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### a. Governing body

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

- i. Governors will support the academy in maintaining high standards of behaviour.
- ii. The governing body will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

### b. Principal

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

### c. Staff

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

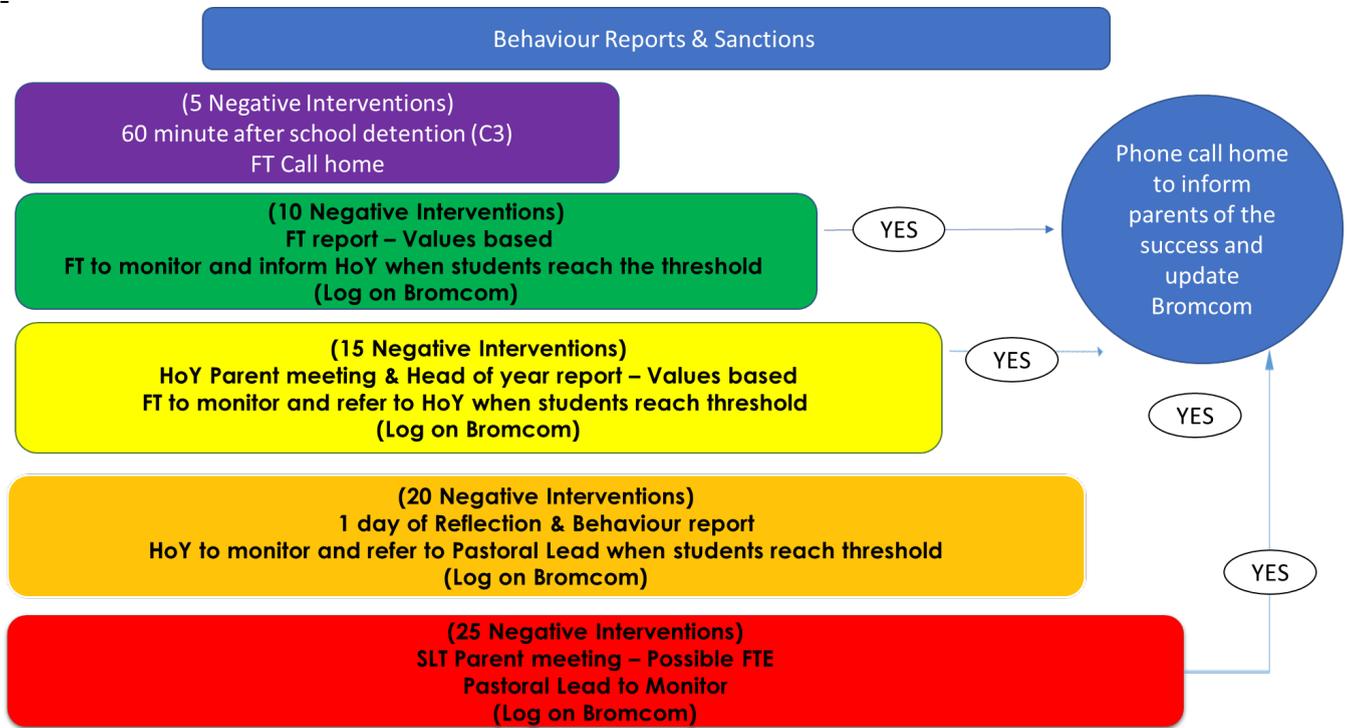
### d. Parents and Carers

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

from the operation of the policy. Parents are expected to:

- i. work in partnership with the academy in maintaining high standards of behaviour sign and comply with the Home-Academy Agreement which outlines the responsibilities of the parent, pupil and the Academy, including those concerning behaviour
- ii. support their child to develop self-discipline
- iii. tell us if anything happens at home or out of academy which may affect their child's behaviour
- iv. work with us to find appropriate strategies and to support the academy in implementing these strategies if their child's behaviour becomes a cause for concern
- v. take responsibility for their child if he or she is excluded.

Appendix 1



## Appendix 2

Stage	Example of incident	Consequences
<b>Warning (only 1 of these)</b>	<ul style="list-style-type: none"> <li>• Lateness</li> <li>• Forgotten equipment</li> <li>• Talking over the teacher</li> <li>• Disturbing others</li> <li>• Calling out</li> </ul>	<b>(Verbal Warning)</b>
<b>STAGE 1 (C1)</b>	<ul style="list-style-type: none"> <li>• Second failure to meet learning expectations at Stage 1</li> <li>• No homework</li> <li>• Not adhering to seating plan</li> </ul>	<b>Subject Teacher 15-minute detention</b> (Recorded on Bromcom by subject teacher)
<b>STAGE 2 (C2)</b>	<ul style="list-style-type: none"> <li>• Ignoring staff instructions</li> <li>• Refusal to work</li> <li>• Refusal to follow requests</li> <li>• Incessant chatter</li> <li>• Chewing Gum</li> <li>• Second homework failure</li> </ul>	<b>Central Detention 30-minute lunch</b> (Recorded on Bromcom by subject teacher)
<b>STAGE 3 (C3)</b>	<ul style="list-style-type: none"> <li>• Failure to attend 2<sup>nd</sup> teacher detention/reflection</li> <li>• Accrued more than 2 teacher detention/reflections for same issue</li> <li>• Persistent attitude/behaviour problems</li> <li>• Constant lack of work</li> <li>• Truanting Lesson</li> </ul>	<b>Central Detention 60-minute After School</b> (Recorded on Bromcom by subject teacher)
<b>STAGE 4 (C4)</b>	<ul style="list-style-type: none"> <li>• Abusive language (peers/staff)</li> <li>• Racist remarks</li> <li>• Vandalism</li> <li>• Physical aggression (peers/staff)</li> <li>• Severe disruption to the lesson</li> <li>• Persistent truancy</li> </ul>	<b>Central Detention 90-minute After School</b> (Recorded on Bromcom Pastoral & SLT)  (Recorded on SIMS by HoY/SLT) <ul style="list-style-type: none"> <li>• Monitoring Report</li> <li>• 90 minute SLT detention</li> <li>• Internal Isolation</li> <li>• Meeting with parents</li> <li>• Exclusion</li> </ul>

Appendix 3**Ark Victoria Student Code of Conduct (COVID - 19)**

Please see the contract below which has been put in place to ensure the school remains a calm and productive environment for learning, as well as helping you, your peers and teachers to minimise Covid-19 transmission:

While on the school site I will ensure that I follow the rules and expectations below:

- I will model the school's values of being **ambitious, resilient** and **kind**
- I will follow staff instructions at all times, remembering that the adult is in charge
- I will ensure that I am focused and attentive in all lessons and meetings with my teachers
- I will complete all work set to the best of my ability
- I will follow the routes set out on my map to my lessons and follow the one way system
- I will ensure I am always 1 metres away from the nearest student or and 2 metres away from the nearest teacher in lessons and social time
- I will only go to the toilets which have been designated to my group
- I will ensure I stay in the area designated to my group at break and lunchtimes
- I will ensure I arrive to school at the time allocated to minimise interaction with other students
- I will wash my hands when I arrive at school at the designated handwashing station
- I will wash my hands throughout the day, following the government guidelines
- I will only use the equipment given to me and not use equipment from others
- Have manners, patience and respect others. This includes listening, not talking when others are talking and being kind in what they say.

I am aware that if I breach the guidelines above, the steps below will be used:

- The class teacher will use on-call to contact a member of SLT to remove the student
- The student will be asked to work from home for the rest of the day
- The class teacher will follow up with a phone call home to explain the issue and the expectations
- The class teacher will explain that the student can come back to school but any more breaches will result in the student working at home for the remainder of the term
- If a student re-offends, the on-call procedure will be used with the student being sent home
- This will be followed up with a phone call home to explain to parents that the student has breached the code of conduct and will have to work at home for the rest of the term

Student Name

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Student Signature

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Date signed

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