



Armthorpe
Academy
Enriching Lives, Inspiring Ambitions

Armthorpe Academy Localised Behaviour Policy'

2025-26

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Consilium
Academies

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The following policy has been written with reference to the following Department for Education (DfE) documents:

- Behaviour in Schools: Advice for headteachers and school staff
- Suspension and Permanent Exclusions, September 2023
- Searching, Screening and Confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice
- Exclusion from maintained schools, academies and pupil referral units: A guide for those with legal responsibility for exclusion, September 2017

All documents should be read in conjunction with this policy. Armthorpe Academy reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

1. Introduction

Consilium Academies Trust ("the Trust's) behaviour strategy is aimed at improving educational outcomes for all students by promoting and supporting their engagement in education across its academies. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the academy gate.

This policy outlines the high behavioural standards the Trust expects from all our students and sets out the sanctions that will follow if this policy is not adhered to. This policy will be reviewed annually by the Board of Trustees.

2. Vision

Armthorpe Academy provides a secure and safe environment. Academy life is characterised by a calm purposeful environment underpinned by relationships built upon mutual respect. Students are expected to remain on site throughout academy day and leave promptly at the end of the day unless engaged in after academy activities.

The expectation is that all students and staff will behave in appropriate and socially acceptable ways. We expect everyone to be a leader; this means doing the right thing when no-one is watching. Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning. The academy has high expectations of students both in and out of the classroom. The Behaviour Policy is set up in a manner to 'catch students being good' to encourage positive choices; the Behaviour system is a fair, consistent system which gives students the opportunity to correct their behaviour. At Armthorpe, we firmly believe behaviour is very much a choice. The academy will work with families to support students where there are behaviour issues.

All students, parents, and staff are expected to sign the home school agreement (see Appendix 1) which is built around our academy values and guides the principles upon which all three parties conduct themselves.

3. Aims and Objectives

The academy aims to provide a safe, secure, supportive environment where students can learn and teachers can teach. The academy believes that students should be encouraged to adopt behaviour that supports learning and promotes good relations. Poor behaviour and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated or threatened.

This Behaviour Policy seeks to encourage young people to make positive choices and re-enforces those choices through praise and positive reinforcement. It is recognised that even when encouraged to make the right choice, some students will occasionally make choices that threaten their own learning or that of others. Many issues with behaviour in classrooms can be addressed through high quality teaching that is well prepared, engaging, challenging and meets the needs of all students.

By setting high standards of expected behaviour, the Trust and its academies aim to:

- promote positive relationships that safeguard and promote the welfare of students, creating an effective learning environment;
- maximise the quality of the learning experience for all students enabling everyone to learn effectively;
- enable students to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the Trust community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between students and their peers, and between staff and students;
- raise awareness amongst students for the need to recognise and manage their emotions and reactions; and
- support students whose behaviour within the academy environment is challenging or who may find friendship and co-operation difficult.

4. Application of Policy

This policy applies to all members of the Trust community. Each academy within the Trust will apply sanctions within this policy for behaviour that takes place outside of academy premises where it is reasonable to do so, for example if allegations of bullying taking place outside of academy hours are reported to the academy.

When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the academy staff will consider:

- whether the student is taking part in any academy-organised or academy-related activity, travelling to or from the academy, wearing school uniform or is in some other way identifiable as a student at the academy at the time of the poor behaviour; and/or
- the severity of the misbehaviour, whether the student's behaviour could have repercussions for the orderly running of the academy, whether the behaviour poses a threat to another student or member of the public or could adversely affect the reputation of the academy and/or Trust.

5. Roles and Responsibilities

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations are set out in detail below.

a) Expectations of Staff

All teaching and non-teaching staff must use positive, assertive "Armthorpe" language at all times. Teachers must understand that they are responsible for the behaviour of all students in their class and at Armthorpe Academy, every teacher has the right to TEACH in every lesson.

They will achieve this by following the TEACH expectations (See Appendix 2):

- **T** Telling you what the learning objective is & recap it at the end
- **E** Expect the best from you, challenge you to do your best.
- **A** Allocate positive points to you when your efforts allow it.
- **C** Challenge all your poor behaviour firmly and fairly.
- **H** Help you if you're stuck by encouraging you to be more resilient.

In addition to this, all staff are expected to:

- Ensure classrooms are positive and welcoming environments, an activity for a "Sharp Start" on the board, an environment that provides all students with the opportunity to immediately succeed.
- Build positive relationships with students.
- Create and sustain a positive, supportive and secure environment.
- Set high standards of speech, manner and dress.

- Build relationships with students and insist upon high standards of behaviour and respect.
- Hold restorative conversations with students as necessary to ensure that the next lesson can be a fresh start.
- apply this policy fairly, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable students may face
- promote a teaching and learning ethos which encourages all students to attend and participate in lessons whatever their level of ability or need
- model positive behaviour
- record incidents of poor behaviour and any given sanctions using appropriate school systems
- provide praise, rewards and reinforce positive behavior using appropriate school systems
- focus on de-escalation and preventative strategies rather than being solely reactive
- consider the welfare of the whole Trust community and ensure that the majority of students' education is not jeopardised by the disruptive behaviour of a minority of students
- contribute to the development of systems which support and reinforce positive behaviour
- recognise that there may be contributory factors which affect student's behaviour and respond according to individual need
- identify students who are experiencing difficulties in developing or sustaining appropriate behavior.
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- set, mark and monitor homework and provide facilities for children to do homework in the academy if required;

b) Expectations of Students

Classroom – Every student has a right to LEARN in every lesson. We expect that all students will help us achieve this by following the LEARN expectations (see Appendix 3)

- **L** Listen to and follow all instructions immediately.
- **E** Enter the room calmly, on time, fully equipped and ready to learn
- **A** All work is attempted to the best of your ability
- **R** Respect others' rights and opinions, no shouting out
- **N** No phones, no headphones, no eating, no outdoor coats

In addition to this, all students are expected to:

- Communicate with kindness to everyone ensuring you raise your hand if you wish to speak to the teacher.
- Respond instantly to staff instructions; first time, every time.
- Stand in silence at the end of each lesson and leave the classroom in a calm and orderly manner.

Around the Academy – Corridor Culture - Our behaviour outside of lessons helps create a calm and purposeful learning inside lessons (See Appendix 4)

- 1 Walk with purpose - no running or loitering.
- 2 Respect other corridor users and stay on the left.
- 3 No shouting, remember others may be in lessons
- 4 No eating on corridors, place all litter in a bin.
- 5 Phones should always be off and out of sight.
- 6 Wait calmly outside your lesson until invited in.
- 7 No offensive language, inappropriate language or contact.

In addition to this, we expect students to walk around the academy sensibly and quietly following the one-way system as directed.

Mobile Technology

The use of mobile phones is not permitted anywhere on the academy premises between the hours of 8.30am and 2.45pm. Students who bring their mobile phones to academy must ensure that it is turned off and out of sight. If a mobile phone is seen or used anywhere on the premises it will be confiscated – phones will be returned at the end of the day.

Armthorpe Academy does not accept responsibility for mobile phones or mobile technology through either loss or theft. Students should also note that the viewing or sharing of offensive materials or verbally abusing, bullying or inciting alarm or distress towards any student or member of staff via mobile technology or other devices is liable to result in police

intervention. Refusal to hand a mobile device to a member of staff is defiance and will result in the student spending the remainder of the day spent in Supervised Learning or until the phone is handed over.

c) Board of Trustees

The Trustees will work with the CEO, Deputy CEO and the Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from students attending its academies. Trustees will monitor and evaluate the impact of the policy and will hold the CEO and Principal to account for its implementation. Trustees will ensure that they and local academy board members receive relevant training on expulsions/suspensions, behaviour and discipline at least every two years.

d) CEO and Board of Trustees

The CEO will ensure that this Behaviour Policy is applied consistently across the academies within the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for students requiring additional support. The Trustees will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

e) Local Academy Board

Local Academy Board members in each academy will review and monitor the application and implementation of this policy by receiving regular reports from the academy Principal on behavioural sanctions and support put in place for students at the respective academy. Local Academy Board members will scrutinise relevant data, review relevant expulsions/suspensions decisions and act as a point of challenge for decisions taken by the Principal.

f) Principal

Local Academy Board members in each academy will review and monitor the application and implementation of this policy by receiving regular reports from the academy Principal on behavioural sanctions and support put in place for students at the respective academy. Local Academy Board members will scrutinise relevant data, review relevant expulsions/suspensions decisions and act as a point of challenge for decisions taken by the Principal.

g) Parents

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the academy in the application and enforcement of this policy
- support the academy by signing the home school agreement
- inform the academy of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour
- ensure their child attends the academy on time, appropriately dressed, fed, rested, and equipped
- work with the academy in support of their child's learning
- attend meetings at the academy with staff to discuss their child's behaviour and adhere to any parenting contracts put in place
- inform the academy in writing of any medication their child needs to take
- support their child in homework and other opportunities for home learning; and
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible
- provide appropriate supervision for their child during the first 5 days of suspensions, ensure that their child is not present in a public place during academy hours without reasonable justification and, if invited, attend a reintegration interview at the academy with their child

6. Students with Special Educational Needs and/or Disabilities

The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the academy will do all it can to ensure that the student receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of students with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a student may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a lesser sanction for a student whose behaviour is in consequence of their disability than would be imposed for a student exhibiting the same behaviour who does not have that disability.

An SEN Support Plan and/or Reasonable Adjustment Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

7. Recognition

School staff use praise to develop a positive atmosphere in the classroom as Praise is the key to developing positive relationships. Armthorpe uses a tiered approach, from the use of a gesture, quiet word or specific personal praise graduating through to larger more public praise and recognition through assemblies and celebration events. Positive feedback should be proportionate to the effort displayed by learners.

Our system is designed to catch students being good. All students at Armthorpe will be encouraged to make positive choices about their own behaviour through encouragement and reward. The rewards system is as follows;

Positive Points

Reward activities take place at the end of each half term. Student's eligibility for the rewards activities will be based on having positive credits, 95% attendance that half term along with other specific criteria that will be communicated to staff, students and their parents.

Positive points will be awarded in line with our daily expectations and academy values. Each week students can accumulate credits in the following way:

- 100% attendance in a week
- Attending lessons and meeting out TEACH and LEARN criteria's
- Following the "Corridor Culture" for behaviour around school

Values

Additional reward points are available from teachers in lessons and staff around the academy for demonstrating our values:

- Respect - Communicate with Kindness!
- Responsibility - Make Positive Choices!
- Resilience - Never Give Up!
- Pride - The Best of Me!
- Ambition - Dream Big!
- Excellence at Armthorpe – awarded by staff each week to a student(s) who have demonstrated Excellence.

Extra-Curricular Positives

Positives are awarded for each club attended. If a student attends an extra-curricular club/represent academy, they will be awarded extra positives. Teachers will award these positives using our school systems

Examples of other rewards available are:

- Excellence at Armthorpe (weekly by all staff members)
- Half Termly and Termly "Excellence" Awards
- Bronze, Silver, Gold, Platinum and Diamond Certificates awarded on a half termly basis
- Breakfast with the Principal
- 100% attendance certificates (Half termly, termly and annually)

8. Consequences

In accordance with DfE guidance, the following principles apply:

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction. The power also applies to all paid staff.

- Teachers can discipline students at any time the student is in academy or elsewhere under the charge of a teacher, including on academy visits.
- The academy can also discipline students in certain circumstances when a student's misbehaviour occurs outside of academy.

Staff have the power to impose detention outside academy hours. At Armthorpe, detentions are:

- 20 minutes in length
- Where students have two or more 20 minute detentions on a given day, they will sit concurrently but for no longer than 40 minutes
- Upscaled to 40 minutes if students do not attend on the allocated day
- Upscaled to a full day in Supervised Learning if a student does not attend the 40 minute detention

To be lawful, the sanction (including detentions) must satisfy the following three conditions:

1. The decision to sanction a student must be made by a paid member of academy staff or a member of staff authorised by the Principal. The Principal extends the power to sanction, to adult volunteers, for example to volunteers on an academy trip.
2. The decision to sanction the student and the sanction itself must be made on the academy premises or while the student is under the charge of the member of staff.
3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A sanction must be proportionate. In determining whether a sanction is reasonable, account must be taken of the students' age, any special educational needs or disability they may have, and any religious requirements affecting them.

When assessing the level of sanction, the academy will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, the academy will follow the academy's Safeguarding and Child Protection Policy.

Consideration will also be given as to whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the academy will consider whether a multiagency assessment is necessary.

In Class Behaviour Management

Intent

The guiding principles of our consequence system are based on a student's 'Right to Learn' and the teacher's 'Right to Teach'. The displays in classrooms and corridors are there to remind students and staff about the expectations of how they should and should not behave in and around the school. They are also there to assist teachers when having conversations with students as they provide a handy reference to connect their language to.

Language of Consequences

Before any of our behaviour management stages are used it would be expected that staff remind students of our expectations and use standard behaviour management techniques to encourage students to make the right choice. If, however, students are not making the right choice and are denying other students their right to learn and/or denying a member of staff their right to teach then the following three stages will be applied in lessons:

Stage 1 = Warning. The member of staff will make the student aware that they have been given a warning, the reason for the warning will be made very clear to the student. This reason will be linked to one of the 'LEARN' criteria, as shown on the 'right to learn' displays in all learning spaces and offices. This stage of the process is not logged on class charts.

Stage 2 = Formal Warning. If a warning has not had the desired effect, then the member of staff will escalate the situation to a 'Formal Warning'. As with our standard warning, the reason will again be linked to one of our 'LEARN' criteria. It will be made clear to the student at all stages that these warnings are being issued because they are denying other students their 'Right to Learn' or denying the teacher their 'Right to Teach'. This stage of the process is logged on the school system by

the class teacher and will carry negative behaviour points.

Stage 3= Student Removal. The final stage of our process involves the student being removed from the learning space and being escorted directly to Supervised Learning (please do not send them there unsupervised). Where they will remain for the rest of that lesson. Again, this stage of the process will be logged on class charts by the class teacher and will carry an increased amount of negative behaviour points.

- If a student is referred to Supervised Learning (SL) this will immediately trigger a detention after school at the next available detention slot.
- If a student fails to follow instructions whilst in the removal room, this may result in a more serious sanction such as a fixed term suspension.
- If a student is referred to Supervised Learning (SL) twice in a day, they will remain in there for the rest of the day.
- If a student is referred to supervised Learning (SL) three times in a week, they automatically spend 5 consecutive periods in Supervised Learning (SL).
- If a student is referred to Supervised Learning (SL) four times in a week, they will receive a 1-day fixed term suspension.

Supervised Learning (SL)

Supervised Learning (SL) is used as an internal exclusion within the academy for students who demonstrate gross defiance or break academy rules. The purpose of spending time in SL is for the student to reflect on why they have been placed there and reflect on improved behaviour choices that could be made in future. Students work independently in silence in SL; this is also to make them appreciate relationships within school and the benefit of collaborating effectively with staff and peers. Students do not sit in booths, but they are expected to sit silently all day to ensure there is a deterrent not to respect the poor behaviour choice. The Senior Leadership Team and Pastoral Leaders will decide if a student is to be placed in SL. SL runs for the duration of the academy day and is staffed by the SL Lead. Students will be provided with relevant work to complete for the duration of the day. Work will include reading, written work set by staff in SL along with specific class work from teachers.

Where possible, students and their parents are usually given notice the day before the SL by Class Charts. However, at times to safeguard others, it will be necessary to place students immediately in SL, for example if there is a physical altercation or if a student swears directly at a member of staff. Again, this will be at the discretion of the leadership team, and given SL does not run beyond the duration of the academy day, immediate consultation is not required with parents prior to placing the student in SL. Subsequent contact will always be made.

If a student leaves without permission, staff can ensure that the necessary steps are taken to locate the student and inform their parents accordingly. A further consequence will apply for leaving. Students are only allowed to leave SL during the day to use the toilet and to have food at lunch time. If a student leaves SL for any other reason, they must be supervised by staff.

Students are given breaks in SL from 11.00am to 11.15am and have 30 minutes allocated for their lunch between 12.15pm and 1.45pm, students can eat food and drink during this time. Upon finishing SL the students will make their own way home unless they have an after school detention.

Suspension

All decisions to suspend are serious and only taken as a last resort or where the breach of academy rules is serious. The following are examples;

- Bullying: verbal, physical, racist or homophobic.
- Damage: vandalism, arson, graffiti.
- Drug and alcohol related, drug dealing, smoking, possession of illegal drugs.
- Persistent disruptive behaviour.
- Physical assault against an adult.

- Physical assault against a student.
- Racist abuse: harassment, swearing or comments.
- Sexual misconduct: abuse, assault, harassment or lewd behaviour.
- Theft: stealing academy property or from local shops.
- Verbal abuse/threatening behaviour against an adult: swearing, threatened violence.

The behaviour of a student outside academy can be considered grounds for a suspension.

When establishing the facts in relation to a suspension decision, DfE guidance states that the Principal must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Principal will accept that something happened if it is more likely that it happened than that it did not happen.

The decision to suspend a student must be lawful, reasonable and fair. The academy has a statutory duty not to discriminate against students on the basis of protected characteristics, such as gender, race, disability, religion or belief, sexual orientation, pregnancy/maternity or gender reassignment. Students will never be suspended for a non-disciplinary reason. The academy will give particular consideration to the fair treatment of students from groups who are vulnerable to suspension.

Disruptive behaviour can be an indication of unmet needs. Where the academy has concerns about a student's behaviour, it will try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent suspension. In this situation, we will consider whether a multi-agency assessment that goes beyond the student's educational needs is required.

Following suspension, the academy will hold reintegration meetings and/or a phone call with a student and their families to discuss the incident, causal factors, expectations and strategies for managing future behaviour.

Only the Principal can suspend a student and this must be on disciplinary grounds.

Armthorpe wants to ensure a fine balance is met, between the use of suspensions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning. After 45 days of suspension in any one academic year, the academy is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by these students. In addition, the academy recognise that the individual concerned will have lost so many days of learning it would be unlikely that academy could offer any other reasonable support. At this point the Principal would be likely to consider a permanent exclusion or alternate provision.

Parents will be notified when students are suspended. They will be provided with the following in writing:

- the reason for the suspension.
- the period of suspension or, for a permanent exclusion, the fact that it is permanent.
- parents' right to make representations about the exclusion to the governing body and how this should be made.
- that for the first five academy days of an suspension (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during academy hours without reasonable justification, and that they may be given a fixed penalty notice or prosecuted if they fail to do so.

If an alternative provision or alternate location is being arranged, then the following information will be included with this notice where it can reasonably be found out within the timescale:

- the start date for any provision of full-time education that has been arranged for the student during the exclusion.
- the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant.
- the address at which the provision will take place.
- any information required by the student to identify the person they should report to on the first day.

On excluding, the Principal will notify the Trust, Governing Body and the Local Authority of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently suspend the student)
- any suspension which would result in the student being suspended for a total of more than fifteen days in a term.
- Any suspension which would result in the student missing a public examination or national curriculum test.

Provision of Education for Students Suspended for a Period Exceeding Five days

Armthorpe recognises the need to keep suspensions short wherever possible. It is therefore anticipated that suspensions would not exceed five days fixed term. However, arrangements are in place for sixth day provision and first day provision for Children Looked After (CLA)

The academy will consider whether the behaviour under review gives cause to suspect that a student is suffering, or is likely to suffer, significant harm. Where this may be the case, academy staff will follow the Safeguarding and Child Protection Policy. Consideration will also be given as to whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the academy will consider whether a multi-agency assessment is necessary.

Innovate

Students who repeatedly show disruptive and defiant behaviors, or are involved in a single serious incident, may be placed into our Innovate provision. This is a supportive intervention where students are withdrawn from mainstream education for an initial period of 4 weeks. Behaviours will be subsequently reviewed on a regular basis allowing students opportunity to return and reintegrate back into mainstream education.

Permanent Exclusion

The Principal retains the right to permanently suspend those students who persistently cause disruption to the learning of others, at any time.

The decision to exclude a pupil permanently should only be taken: in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school." (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, July 2022)

The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- serious actual or threatened physical assault against another student or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- possession of an illegal drug with intent to supply
- carrying an offensive weapon (see below)
- making a malicious serious false allegation against a member of staff
- Placing students, staff and members of the public in significant danger or at risk of significant harm

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the academy community.

The Principal may also permanently exclude a student for:

- one of the above offences
- persistent disruption and defiance including bullying (which would include racist, sexist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises
- an offence which is not listed but is, in the opinion of the Principal, so serious that it will have a detrimental effect on the discipline and well-being of the academy community

Further legislative information with respect to the carrying of offensive weapons can be found here: <https://www.gov.uk/government/publications/the-offensive-weapons-act-2019>

The academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the academy.

In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal to be carried with the intention to inflict injury on another individual. In addition, the following would be considered to be serious incidents resulting in the permanent exclusion of a student:

- Repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the computer network
- Repeated verbal abuse of staff
- Persistent disruption and defiance that may or may not be directly linked to the Consequences system

When a student is permanently excluded, the responsibility for their provision from the 6th day of the permanent exclusion rests with the Local Authority in which the academy is located. The Clerk to the Academy Council will liaise with parents/carers and convene a Behaviour Committee to review the Permanent Exclusion on or before the 15th day of the exclusion.

9. Screening and Searching

Please refer to DfE guidance: Searching, screening and confiscation

10. Banned and Prohibited Items

If there are reasonable grounds to believe that a student has brought a banned item into academy, then students will be searched. The academy has the right to confiscate, retain or dispose of a students' property as a punishment if reasonable in the circumstances. Academy staff can seize any prohibited item found as a result of a search and can also seize any item considered harmful or detrimental to school discipline. The academy and its staff are not liable for any loss of, or damage to, any item they have confiscated in accordance with our policies and procedures.

Banned items include:

- Aerosol sprays
- Chewing Gum
- Cigarettes, e-cigarettes, matches and lighters
- Drinks in cans or glass bottles. Fizzy drinks including energy drinks such as Lucozade and Boost.
- Large Marker pens or indelible markers
- Laser Pens
- Mobile Phones must not be used on academy premises (between 8.30am and 2.45pm) and should be switched off and out of sight.
- Electronic equipment such as ipads.

The academy reserves the right to ban other items deemed inappropriate. In addition to the above list, the DfE gives Headteachers the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the academy rules which has been identified in the rules as an item which may be searched for.

In addition, any item brought in academy with the intention of being sold or passed on to other students which, in the Principals opinion, will cause disruption to academy or be detrimental to academy practice will also be classed as a banned item.

11. Confiscation

Confiscation Process

Academy staff can seize any banned or prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline.

Staff should hand the confiscated item to the relevant member of staff as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.

Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.

Returning/Disposing of Confiscated Items

The academy's general power to discipline enables it to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. Staff can use their discretion to confiscate, retain and / or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon or illegal it must be passed to the police.

Where it is appropriate to return an item to a student, they can collect items at the end of the day except for mobile phones which must be collected by parents after the second incident.

Valuable Items

If unclaimed, electronic equipment, jewellery and other expensive items will be confiscated and held by academy for a period of one year. If, at the end of the year, the item has not been reclaimed then academy reserves the right destroy the item.

Alcohol

Where alcohol has been confiscated academy will retain or dispose of it. This means that academy can dispose of alcohol as they think appropriate or return it to a parent/carer but this will not include returning it to the student.

Controlled Drugs and Other Substances

Where academy find controlled drugs, these will be delivered to the police as soon as possible but may be disposed of if the Principal thinks there is a good reason to do so.

Where academy finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include legal highs. Where staff suspect a substance may be controlled they will treat them as controlled drugs as outlined above.

Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that academy can dispose of tobacco or cigarette papers as they think appropriate but this will not include returning them to the student.

Stolen Goods

Where the find stolen items, these will be delivered to the police as soon as reasonably practicable but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Principal thinks that there is a good reason to do so.

It is not routine practice to formally involve the police in dealing with low value items. It may however be appropriate to take a more formal approach if the items are valuable or illegal.

Fireworks

Fireworks found as a result of a search may be retained or disposed of but will not be returned to the student.

Pornographic Images

If a member of staff finds a pornographic image, they will report it to a member of the Designated Safeguarding Team. The Designated Officer may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or student pornography) in which case it must be delivered to the police as soon as reasonably practicable.

Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst academy carries out its own investigation.

Other Dangerous Items

Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

Any weapons or items which are evidence of a serious offence will be passed to the police as soon as possible or retained whilst academy carries out its own investigation.

Electronic Devices or Files

Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the academy rules.

Current DfE advice clarifies that academy staff have the power to search through a young person's mobile phone without consent if it has been seized in a lawful 'without consent' search and is prohibited by the academy rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

Following an examination, if the person has decided to return the device to the owner or to retain or dispose of it, they may erase any data or files if they think there is a good reason to do so.

If an electronic device that is prohibited by the academy rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of academy discipline.

Reasonable Force in Searching and Screening

In extreme cases, DfE guidance permits the Principal and authorised academy staff to use such force as is reasonable given the circumstances when conducting a search without consent for DfE defined prohibited items. Prohibited items include 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.

Force will not be used in searching for academy defined banned items which are not on the prohibited list.

12. Investigating Incidents

Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences must be carried out by two staff together. In secondary academies students who have witnessed the behaviour may be asked to provide written, signed and dated statements or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the student, the academy will ensure that a responsible adult is present at all times and will inform the student's parents of what has happened as soon as possible.

The Trust uses Close Circuit Television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for students, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction.

When more than one student is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

In exceptional circumstances, students may receive a suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other students may be compromised by that student remaining in the academy.

Armthorpe will use CCTV for the purpose of maintaining discipline and managing behaviour and safety.

13. Use of Reasonable Force

Please refer to DfE guidance: Use of reasonable force: Advice for headteachers, staff and governing bodies.

All members of academy staff have a legal power to use reasonable force to control or restrain. Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on an Academy organised visit.

Definitions

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Control means passive contact, such as standing between students or blocking a student's path, to actively lead a student by the arm away from a classroom or difficult situation

Restraint means to hold back physically or to bring students under control; for example where two students are fighting or refusing to separate without physical intervention Reasonable force can be used to prevent students from hurting themselves, others, damaging property or causing disorder

Use of Force

Force used will be proportionate and reasonable. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The academy does not require parental consent to use reasonable force. Academy staff will always try to act in ways that will minimise chance of injury to the student but it may not always be possible. Reasonable adjustments will be made for students with disabilities and special educational needs.

Reasonable force may be used to enforce a search for knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any articles that have been or could be used to commit an offence or cause harm.

Force will never be used as a sanction.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. When a complaint is made the onus is on the person making the complaint to prove that their allegations are true, not for the member of staff to show that they have acted reasonably.

14. Bullying

Please refer to Armthorpe Academy Anti Bullying Policy.

The Trust will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. Bullying is defined as “behaviour by an individual or group, that is repeated over time and intentionally hurts another individual or group either physically or emotionally. Bullying is a type of child on child abuse”

The Trust wants to make sure that all students feel safe and are accepted into the Trust community. The Trust’s ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. The Trust practices a preventative strategy to reduce the chances of bullying, and the anti-bullying policy is instilled in the Trust’s curriculum, through the active development of students’ social, emotional and behavioural skills, assemblies and is embedded in daily academy life. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

In responding to allegations of bullying:

- We pledge to respond within 48 hours to complaints or concerns raised by pupils or parents regarding any issues of bullying.
- We investigate fully any allegations of bullying and keep parents / carers informed of progress. If allegations are confirmed, they are acted upon, with clear procedures and sanctions.
- We aim to deal fairly and consistently with acts of bullying, whilst recognising the context of each individual case.
- As part of the process for resolving issues of bullying, we encourage reparation and restoration between the two parties, led and managed by senior staff.
- We provide appropriate support for pupils who are victims of bullying, and also for pupils doing the bullying.
- We monitor each case closely, and keep parents informed of progress.
- We record all incidents of bullying and hold these on file.

The Trust believes students should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of students and staff at its academies. Where a member of staff has reasonable grounds to suspect that a student is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the academy’s Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the student gives them access to their social media account. In the event that the student refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the student.

15. Discipline Beyond Academy Gate

Teachers have a statutory power to discipline students for misbehaving outside of the academy premises. Students at Armthorpe Academy may be disciplined for any misbehaviour when the student is:

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

This also includes misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the academy.
- poses a threat to another student or member of the public.
- could adversely affect the reputation of the academy.
- impacts upon others and creates problems within academy between students, families, police, local community.

Behaviour in the Community

Parents and carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off academy premises which pose a threat to a member of the public or a student to the police as soon as possible.

If a member of the public, academy staff, parent or carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a member of staff, a member of the leadership team must be informed. If necessary, academy staff will liaise with local police. In addition, if the Principal considers that the misbehaviour is linked to student suffering or being likely to suffer significant harm, the academy's safeguarding policies will be followed.

Academy Organised Visits

For health and safety reasons, very high standards of behaviour are expected on academy residential and day trips. Academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on academy site.

Travel to and from Academy

Where bad behaviour occurs when a student is travelling to and from academy, the academy reserves the right to issue a suspension, bus ban or detention particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full consequence system will apply.

Students are encouraged to wear their academy uniform correctly when travelling to or from academy and must not be involved in behaviour that could adversely affect the reputation of academy. For example, students are discouraged from smoking on their journey to and from academy. If they are found smoking at or near academy premises the Consequences system will be used.

Misbehaviour on academy bus will result in academy behaviour policy sanctions being applied.

16. LAB Behaviour Panel

There is extensive guidance on the procedural aspects of panels in the DfE's Exclusion guidance for academy's. The academy will follow the guidance as detailed in this document.

The Governing Body has a duty to consider parents' representations about an exclusion. A meeting of the Behaviour Panel will be convened by the Governing Body when:

- the exclusion is permanent
- a student has received over 15 days of exclusion in one term;
- It would result in the student missing a public examination or national curriculum test.

The Behaviour Panel will comprise of three members of the LAB who can hear the case impartially. The Behaviour Panel can uphold an exclusion or direct the student's reinstatement, either immediately or by a particular date. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

Process

The meeting must be convened between within 15 academy days after the date of receipt of notice to consider the exclusion. The clerk will circulate the paperwork for the Behaviour Panel meeting to all parties invited to attend at least five days in advance of the meeting.

The parent or carer has the right to attend the meeting, and / or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent or carer may bring a friend or a legal representative if they wish. The Principal, a member of the Senior Leadership Team, the student's Learning Manager and the Local Authority Exclusion Team Manager may also be invited to attend the meeting.

Within one academy day of the meeting, a letter will be sent detailing the decision of the Behaviour Panel. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the Local Authority.

The parent or carer has 15 academy days after the day on which notice in writing was given of the Behaviour Panel's decision.

Independent Appeal Panel

The Local Authority will have in place an Independent Appeal Panel and a parent or carers' right to appeal to this Independent Panel will be outlined in the letter following a permanent exclusion being upheld by the Governing Body. The legal time frame for an application to appeal to the independent panel is set out in the guidance.

17. Police

Armthorpe will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, Armthorpe will inform the police of any intelligence which may support the police in preventing or tackling criminal activity.

A student and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

18. Malicious Allegations Against Members of Staff

Allegations of abuse will be taken seriously, and the Local Authority state that they will deal with allegations quickly in a fair and consistent way that provides effective protection for the student and supports the person who is the subject of the allegation.

Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

If an allegation is shown to have been deliberately invented or malicious, the Principal will consider whether any disciplinary action, including permanent exclusion, is appropriate against the student who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, even if he or she was not a student.

19. Sexual Harassment

The academy prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. The academy has introduced a behavioural approach to reinforce a culture where sexual harassment is not tolerated and will respond robustly, promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those

involved and any previous related incidents. The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

20. Uniform and Summer Uniform

Armthorpe Academy's uniform code is designed to ensure young people wear clothing that is conducive to a successful learning environment, and they take pride in their personal appearance. It is important that young people feel a sense of belonging to our school community through a smart and practical uniform.

We believe that the school uniform sets standards in terms of high expectations and a purposeful attitude towards learning, whilst promoting the school and its values. School uniform allows all young people to feel equal to their peers and confident in appearance. We also believe it is important for activities to be facilitated by specialised and appropriate clothing such as sports specific clothing for PE. Wearing the correct uniform during the school day and whilst travelling to and from school is important to us.

Armthorpe Academy students have a proud tradition of smart and attractive appearance. By accepting a place here, it means parents agree to the uniform being worn in accordance with the uniform list. It is our school policy that all students wear the school uniform when attending school, representing the school, or when participating in a school-organised event outside normal school hours. Uniform is compulsory and a condition of accepting a place at Armthorpe Academy. Parents and carers are asked to help us maintain standards and expectations by ensuring that their child is wearing the full uniform, correctly. Armthorpe Academy is committed to promoting equality and value for money and ensuring that no student is discriminated against due to their religion or belief, economic circumstances, or social and cultural background. We will always work together with families to support the wearing of correct uniform. Anything not covered in the following section should be discussed with the Deputy Principal for Behaviour and Attendance in the first instance.

Morning Uniform Checks

Students are checked daily on their arrival at school to ensure they comply with the school's uniform code. It is an expectation that students take pride in their appearance and are proud to wear the uniform of Armthorpe Academy.

The Armthorpe Academy uniform is:

- Plain white shirt/blouse with collar.
- Armthorpe Academy tie (clip on or standard).
- Black Armthorpe Academy blazer.
- Plain dark grey or black tailored trousers.
- A skirt that is between the knee and the mid-point of the student's thigh.
 - Plain black tights must be worn with skirts
- Flat, plain black outdoor shoes.
- Optional plain black jumper or cardigan, worn along with but not instead of the blazer
- Training shoes and tracksuit or hooded tops are NOT acceptable for normal school wear and should not be worn. these are not the same as Hooded coats/jackets, which are permitted.
- The only jewellery to be worn in school is a watch and a single set of stud earrings.
- All outdoor coats are not permitted to be worn inside at any time

PE Kit

- Armthorpe navy PE T-shirt.
- Plain navy shorts.
- Plain black/navy leggings.
- Optional Armthorpe PE mid-layer.

Summer Uniform

Our summer uniform rules come into effect after the 1st May Day Bank Holiday weekend and continues until the end of the summer term (July). The following amendments to our current uniform rules are in place for this period of time:

- Blazers do not need to worn.
- Tailored shorts of a black or dark grey colour are permitted to be worn.
- No other changes are permitted or allowed.

Respect: Communicate with Kindness							
Student	I will be an ambassador for academy; I will do the right thing even when no one is watching. I understand that staff are here to help and support me and will interact with them in a positive and respectful way. I know that bullying or harassment are never acceptable, including on social media, and will act to stop it.						
Family	I understand the importance of working in partnership with the academy. I will communicate appropriately and constructively, pro-actively making the academy aware of any social, emotional or academic barriers to learning. I will promote and role model positive behaviour online and offline for my child. I will support decisions made by the school and understand that sometimes certain information cannot be shared.						
Academy	We will maintain effective communication channels with parents and carers. We will educate families on online risks and the positives associated with technology. We will promote diversity and equality. We will do everything in our power to ensure that students are safe from bullying, harassment or any other danger.						
Responsibility: Make Positive Choices							
Student	I will take responsibility for my own actions, take pride in my achievements and accept the consequences of poor choices. I will have a positive attitude to learning; arrive to lessons on time, fully equipped and always strive to do my best.						
Family	I will support attendance and punctuality aspiring to achieve 100% attendance, pro-actively seeking solutions to ensure my child attends school, even if there are issues with things such as transport or friendship dilemmas. I will support my child with home learning, making sure they have the right space and conditions to learn.						
Academy	We will provide a broad range of experiences that allow students to develop initiative and broaden horizons. We will identify barriers to learning and work with families to ensure appropriate interventions are in place.						
Resilience: Never Give Up							
Student	I will try my best when I am given challenges that are outside my comfort zone. I know this helps me learn. I will stay calm when things do not go to plan and try to work out a solution for myself before asking for help. I will join in with extracurricular activities or new experiences even if they are unfamiliar or make me nervous.						
Family	I will encourage my child to keep going even in times of adversity and work constructively with academy. I will, in times of challenge, maintain effective and respectful communication in partnership with school. I will encourage my child to access enrichment activities at school including revision sessions and extra help offered.						
Academy	We will work in partnership with families to ensure the best interests of our students. We will support students to learn from setbacks, embrace them and not be afraid to try again.						
Pride: The Best of Me							
Student	I understand and accept that there is always more to learn. This is how we grow. I understand the importance of and commit to completing all independent learning tasks on time and to the best of my ability. I will make a positive contribution to our learning community and try to be the best of me 24/7!						
Family	I will make every effort to attend parents' evenings and key events in school. I will participate in activities with my child, recommended by the school, to support character development and enrichment of the school's values beyond the school day.						
Academy	We will promote high expectations, good behaviour and positive attitudes. We will role model the characteristics of an effective leader and learner. We will create an environment that allows students to focus on learning.						
Aspiration: Dream Big							
Student	I will strive to constantly meet aspirational targets, challenges and interim goals. I will not say "I can't" but believe with hard work and application "I can". I will dare to dream!						
Family	I will support my child's aspirations and foster the belief that hard work opens doors. I will role model a positive attitude to school and education to foster a love of learning for my child.						
Academy	We will promote life skills and career development opportunities to prepare for adult life. We will work in collaboration with students, parents and the wider community to constantly reflect on what we offer, and how we offer it to ensure it meets the needs of our learners and community.						
Signatures: I agree to abide by the principles outlined above							
Student:		Print:		Date:		Form:	
Family:		Print:		Date:		Relationship:	
Academy:		Print:		Date:		Role:	

The Armthorpe Academy's Staff

Right to TEACH

Every teacher has the right to TEACH in every lesson

They will achieve this by following the TEACH expectations

T Telling you what the learning objective is & recap it at the end. 

E Expect the best from you, challenge you to do your best. 

A Allocate positive points to you when your efforts allow it. 

C Challenge all your poor behaviour firmly and fairly. 

H Help you if you're stuck by encouraging you to be more resilient. 

The Armthorpe Academy's Students

Right to LEARN

Every student has the right to LEARN in every lesson

Help us achieve that by following the LEARN expectations

L Listen to and follow all instructions immediately.



E Enter the room calmly, on time, fully equipped and ready to learn.



A All work is attempted to the best of your ability.



R Respect others' rights and opinions, no shouting out.



N No phones, no headphones, no eating, no outdoor coats.



The Armthorpe Academy's

Corridor Culture

Our behaviour outside of lessons helps create calm and purposeful learning inside lessons

- 1** Walk with purpose - no running or loitering.
- 2** Respect other corridor users and stay on the left.
- 3** No shouting, remember others may be in lessons.
- 4** No eating on corridors, place all litter in a bin.
- 5** Phones should always be off and out of sight.
- 6** Wait calmly outside your lesson until invited in.
- 7** No offensive language, inappropriate language or contact.