

# Armthorpe Academy Localised Behaviour Policy 2026-27

|                                            |    |
|--------------------------------------------|----|
| Introduction.....                          | 3  |
| Academy Culture and values.....            | 3  |
| Academy expectations.....                  | 4  |
| Classroom expectations.....                | 4  |
| Around the academy expectations.....       | 6  |
| Uniform.....                               | 6  |
| Punctuality and lateness .....             | 6  |
| Student planner.....                       | 8  |
| CCTV .....                                 | 9  |
| Mobile phones and electronic devices.....  | 9  |
| Food and Drink.....                        | 9  |
| Vandalism and damage to property .....     | 10 |
| Bullying and anti-social behaviour .....   | 10 |
| Behaviour beyond the school gate.....      | 10 |
| Weapons and banned items.....              | 11 |
| Screening, searching and confiscation..... | 11 |
| Modified timetables.....                   | 12 |
| Promoting positive behaviour.....          | 14 |
| Responding to poor behaviour.....          | 14 |
| Reasonable adjustments and SEND.....       | 23 |
| Academy contacts for behaviour .....       | 23 |

## Introduction

As part of Consilium Academies, this school follows the Trust's overarching behaviour policy, which is in line with the Department for Education (DfE) guidelines on behaviour in schools.

These local arrangements provide further clarity on how the school will implement the Trust-wide policy, outlining the school's core values, behavioural expectations, praise systems, responses to poor behaviour, and strategies to address contributing factors such as Special Educational Needs and Disabilities (SEND).

## Academy Culture and values

At Consilium Academies, we are fully committed to maintaining the highest standards of behaviour across all our schools. We are resolute in ensuring that no student's learning is ever hindered by the behaviour of others.

We strive for every student, regardless of their background, to become courageous, curious, and independent thinkers. Through an academically rigorous curriculum that balances a broad range of knowledge and skills with deeper understanding, we provide a rich educational experience that helps students grow, explore new interests, and develop their character. Ultimately, we aim to help them discover their unique potential and "find their remarkable."

Every student deserves the right to study in an environment that is calm, focused, and productive.

When students do not meet these expectations, we believe in applying both sanctions and support. Sanctions are an important way for students to understand when their behaviour has fallen short, and with our guidance, they can use these moments to make better decisions in the future.

At Armthorpe Academy, we believe the key principle to our behaviour policy in school has to be to create excellent, mutually positive relationships between teacher and child. Good behaviour for learning is the responsibility of all including students, staff, parents and the Local Academy Board.

All students can be confident that no obstacles will prevent them from attaining their goals whether that be on the basis of their gender, ethnicity, beliefs, sexual or gender orientation, personal circumstance or social background. All students have the right to expect that they can reach the very highest levels of achievement at Armthorpe Academy and that no barriers exist that can prevent that success. Individuals will be recognised, respected, celebrated and valued for their individual achievements by all students, staff, parents, carers and the wider community.

This policy aims to create a safe, secure, orderly environment free from disruption so that students can achieve the most effective learning. To achieve this, we have four simple overarching expectations: ***We have high expectations; We learn from our mistakes; We treat each other with respect; We care about every child.***

## Academy expectations

### Expectations of Staff

All teaching and non-teaching staff must use positive, clear and assertive language at all times. Teachers must understand that they are responsible for the behaviour of all students in their class.

In addition to this, all staff are expected to:

- Ensure classrooms are positive and welcoming environments, with a retrieval starter activity on the board and 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 and other vulnerable students.
- 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 behaviour using appropriate school systems.
- Embed a proactive approach to behaviour management that emphasises prevention, early intervention and effective de-escalation, reducing the need for reactive responses.
- Contribute to the development of systems which support and reinforce positive behaviour.
- 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.

### Expectations of Students

Every student has a right to learn in every lesson. All students are expected to:

- Arrive at every lesson calmly, on time, fully equipped (black pen, green pen, pencil and ruler) and ready to learn in their lesson seating plan;
- Listen carefully and follow all instructions immediately, completing all work to the best of their ability;
- Respect the rights, opinions and learning of others by contributing appropriately and avoiding calling out;
- Maintain a calm, purposeful and distraction-free learning environment, mobile phones, headphones, eating and outdoor coats are not permitted in lessons;
- Communicate with kindness, courtesy and respect at all times, ensuring they raise their hand and wait to be invited to speak when they wish to contribute;

- Respond to staff instructions immediately and without hesitation, following directions first time, every time;
- Stand silently at the end of a lesson, remaining attentive until dismissed and leaving the classroom calmly, respectfully and in an orderly manner

**Around the Academy, all students are expected to:**

- Move around the academy with purpose, walking calmly at all times without running or loitering, following the one-way system as directed;
- Show consideration for others by keeping to the left in corridors, respecting personal space and recognising that lessons may be taking place nearby by using quiet voices and avoiding shouting;
- Keep the academy environment clean by eating only in designated areas and placing all litter in the appropriate bins;
- Ensure that mobile phones and other digital technology devices must remain switched off and out of sight throughout the academy day;
- Communicate appropriately, using respectful language and behaviour, with offensive or inappropriate language and physical contact not being tolerated.

**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

## Classroom expectations

All students must arrive to lessons on time. Students who arrive to the lesson after 5 minutes will be marked late.

On arrival to lessons all students will be met by staff at the door. Students must complete the planned starter activity set by the classroom teacher.

Students will follow the school's "solar" model of teaching and learning in lessons.

At the end of the lesson all students will pack away equipment and tidy away their area or the classroom based on the subject and activity. Students will stand behind their chairs and ensure uniform is correct. Students will wait in silence to be dismissed in an orderly fashion by the classroom teacher.

## Around the academy expectations

- Be polite and show respect for other people.
- Follow staff instructions – first time, every time.
- Wear the school uniform correctly at all times. If a shirt is not tucked in the student will be asked to correct their behaviour. Blazer's should be worn at all times unless directed by staff.
- Outside coats must be removed inside the building.
- All litter and rubbish must be put in the bins provided.
- Eat and drink in the right place at the right time. All food must only be eaten in designated areas such as the Canteen.
- Walk around the site sensibly & quietly and keep to the left. Running on the corridor will result in a detention.
- Arrive for lessons on time, truancy will not be tolerated.

## Uniform

At Armthorpe Academy we believe that the academy uniform:

- Gives students a pride in and a sense of belonging to the academy
- Identifies students as belonging to Armthorpe Academy thereby deterring truanting
- Heightens the reputation of the academy in the community
- Gives students an equality of appearance thereby discouraging competition

- Encourages discipline and a work ethic amongst students.

The wearing of academy uniform:

It is expected that the full academy uniform will be worn appropriately at all times in the academy and on the way to and from the academy as an expression of belonging to Armthorpe Academy. In particular where students are representing the academy at events, on visits and in public places, it is expected that the uniform be worn in such a manner as to reflect the pride and sense of identity of the students. It is expected that shirts will be tucked in, badges clearly displayed on blazers and jumpers. Items of non-academy uniform should not be worn as they may obscure or detract from the smart presentation and recognition of students in their uniform.

In order to achieve our collective vision for the academy and subscribe to the rationale outlined above, no other items of clothing should be worn in conjunction with the academy uniform as stated above.

Those students who for any reason contravene these expectations will be challenged to rectify the issue and may be sent home to change into uniform to return to the academy immediately. This element of policy is in line with Department for Education (DFE) guidelines and does not constitute exclusion, rather an authorised absence. Students who do not present for school, meeting our expectations may be isolated until full uniform expectations are met. There are forms of dress which are unacceptable in the academy, including in physical education classes, on the grounds of, or for reasons related to, the maintenance of good order and discipline and/or Health and Safety, and are therefore not allowed.

These are items of clothing which:

- could cause offence (such as anti-religious symbolism or slogans which might be regarded as political or carrying a message at odds with the values of the academy)
- could cause health and safety concerns, such as loose fitting clothing, extended nails (nail art), painted nails, shell suits and jackets of flammable material
- could cause damage to flooring
- carry advertising particularly for alcohol or tobacco or other drug use
- could inflict injury on other students or be used by others to do so

Valuable items and unnecessarily expensive articles of clothing or jewellery should not be brought to the academy.

Our uniform requirements are as follows:

|                            |                                                                                                                                                                                                                       |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COMPULSORY<br>Black blazer | Blazer must be worn when travelling to and from school and at all times throughout the school day. Students can remove their blazer once in the classroom. Sleeves must be worn at full length. Sleeves should not be |
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|                                                                    | pushed back or folded. Blazers must not be replaced with an alternative jacket, hoody or tracksuit top. Outdoor garments should be worn over the blazer to school and removed before entering the school building.                                                                                                                        |
| COMPULSORY<br>Formal Plain White Collared School Shirt (tucked in) | Collared Shirts need to have sufficient length to enable them to be easily tucked into the students' trousers or skirt. Long or short sleeve shirts are allowed. Students must ensure that the top collar button is fastened at all times. Students are not to wear coloured vests beneath shirts. No fashion shirts/blouses are allowed. |
| COMPULSORY<br>School Tie                                           | All year group students wear an Armthorpe school tie, it may be clip on or a usual formal tie                                                                                                                                                                                                                                             |
| COMPULSORY<br>100% Plain Black Polishable Shoes                    | All shoes must be flat, 100% plain black formal polishable shoes with closed toe and not backless. Trainers or trainer style shoes will not be accepted as a substitute formal school shoes.                                                                                                                                              |
| COMPULSORY<br>Formal Black Trousers OR Black pleated Formal Skirt  | Approved black or grey school trousers must be smart fitting. Jeans or jean style trousers are not allowed. Chinos and leggings are not acceptable. Skirts must be 100% black and sit just above the knee. Elasticated tube skirts are not allowed                                                                                        |
| OPTIONAL<br>black jumper or tank top                               | A black jumper or tank top is an optional item. Students can choose whether to wear the jumper or tank top under their blazer. The wearing of the jumper or tank top does not replace the wearing of the blazer.                                                                                                                          |
| Socks, Tights & Belts                                              | All skirts must be worn with tights. No patterned tights. Plain, thick black tights (40 denier or above) only. No knee length socks or socks with bows or other decorations are allowed. Socks worn with trousers must be plain black. Belts must not be used as a fashion statement; they must be plain and black.                       |
| Hairstyles                                                         | Hairstyles are expected to be conservative in their style and if coloured, it must be a natural shade. No extreme two tone or outlandish colours.                                                                                                                                                                                         |
| Make Up                                                            | Make up should be natural/ neutral. Coloured nail varnish and/or false nails are not allowed.<br>False eye lashes are not natural and therefore not permitted in school.                                                                                                                                                                  |
| Jewellery                                                          | The only items of jewellery permitted is a wrist watch. Earrings are not allowed. Facial piercings are not allowed. Tongue piercings are not allowed.                                                                                                                                                                                     |
| Hats/ Caps, Scarves & Gloves                                       | Baseball caps, other hats, scarves and gloves are not permitted to be worn inside the building; however, we do accept that students may want to travel to and from school wearing these items. Religious adjustments will be made upon discussion with a senior member of staff.                                                          |

**Equipment** All students at Armthorpe Academy must carry a school bag capable of carrying reading books and a pencil case. The pencil case must include a minimum of two black pens, a pencils, rubber, ruler. Bags and equipment will be checked daily. Students who do not have the necessary equipment may receive a sanction in line with this behaviour policy

## Punctuality and lateness

Students must be in school by 8.25am.

To support all students being prompt to school, the academy offers a free breakfast club from 8.10am and all pupils have access to pastoral staff (Head of Year and SLT link) from this point. Students late to school twice in a week will be issued with a 20-minute after school detention.

All students must arrive to lessons on time. Students who arrive to the lesson after 5 minutes will be marked late. Students with two late marks in one day will be issued with a 20 minute detention after school.

If a student arrives after school registration has legally closed, they will be given a U code in their register meaning although they are now present, they missed the roll call and will class as a session absence.

Repeated lateness to school will trigger a parental meeting to discuss any concerns and to work together; pupil, parent and school decide any interventions and/or external support required. A 6-week monitoring period will begin. After this, if there is no improvement to a student's punctuality to school, this could result in a fixed penalty notice.

Repeated lateness to lessons will also trigger a parental meeting and consequences for the student.

## CCTV

Consilium Academies at Armthorpe Academy may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. The Principal will direct Senior leaders to review CCTV footage when this is required for dealing with breaches to the behaviour policy

## Mobile phones and electronic devices

At Armthorpe Academy, we follow a "if its seen or heard, you lose it" policy regarding mobile phones and electronic devices. Students are not allowed to use any electronic devices, including mobile phones and smartwatches, while on academy premises. If a student brings a device to school, it must be switched off before entering the school gates. Phones should remain off until the student has left the school grounds.

If a student fails to follow this policy, their device (including earphones) will be confiscated. In the first two instances of any term, the item will be returned at the end of the school day. However, if there are further incidents of misuse, parents or carers will be required to collect the device in person.

Students who cooperate with staff when their devices are confiscated will receive their phone or device back at the end of the day. If a student does not comply with staff instructions, they will be sent to the Reflection Room for the remainder of the day.

Students who repeatedly break the school rules on electronic devices face having device bans put into place where they sign their device into the main school office daily.

## Food and Drink

Students are not allowed to bring into school any items such as fizzy drinks, energy drinks, cans or glass bottles. Students are welcome to bring in a refillable water bottle to fill at one of the water fountains located around the school.

## Vandalism and damage to property

At Armthorpe we expect all students to respect the school premises. Any incidences of vandalism or malicious damage to school building and property will be met with a sanction in line with the school's behaviour policy. This can include and not be restricted to potential suspension and permanent exclusion.

## Bullying and anti-social behaviour

At Armthorpe Academy we will always deal with incidents of anti-social behaviour and bullying swiftly. Anti-social behaviour and bullying may include verbal, physical, sexual or cyber bullying. Appropriate staff will deal with all incidents in a swift and robust manner. We will regularly promote students speaking out and create a culture where students are encouraged to talk to a member of staff if they are concerned or worried about such incidents.

We promote and instil the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs in all its forms through our curriculum. We make use of our curriculum and assemblies to reiterate clear anti-bullying messages. Direct sanctions can range from a formal warning to detentions or exclusions. Suspension and restorative approaches are used to serve as a clear message that we will not tolerate any form of bullying.

As appropriate, we will encourage students to:

- tell an adult whenever they have concerns
- walk confidently away from confrontation
- surround themselves with supportive friends
- be vigilant, keep watch and be supportive of one another
- report any incidents of bullying
- delete or block any unwanted messages or friends who leave inappropriate comments on social media
- never respond to harassing or rude texts, emails, blogs

- use privacy settings properly.

## Behaviour beyond the school gate

Students within Consilium Academies are expected to represent our values and uphold the high standards of behaviour both on their way to and from school, and while wearing our school uniform. We believe that our expectations extend beyond the school gates, and we expect students to conduct themselves with the same respect and responsibility in the wider community as they do within the school.

If a student's behaviour falls short of these expectations, the same behaviour procedures outlined in our policy will be followed

## Weapons and banned items

Armthorpe Academy has a zero-tolerance policy towards weapons or banned items. 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, catapults, slings, 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 to be carried with the intention to inflict injury on another individual, for instance blades removed from pencil sharpeners.

Banned items include but are not restricted to:

- Aerosol or other 'atomising' sprays
- Chewing Gum
- Cigarettes, e-cigarettes, vapes, matches and lighters
- Energy drinks
- Large bottles of fizzy drink
- Marker pens or indelible markers
- Laser pens
- Mobile phones if seen, heard or used on academy premises (during academy hours) and should be switched off and out of sight
- Electronic equipment
- Any device or media that is reasonably suspected of being used to access pornographic images
- Any item brought into the academy with the intention of being sold or passed on to other students which, in the principal's opinion, will cause disruption or be detrimental

to students' safety, wellbeing, the learning environment or the running and operating of the academy.

This list is not exhaustive, and the academy reserves the right to ban other items over time.

In addition to the above list, the DfE gives Principals 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. "Prohibited items", which may also be searched for and confiscated, may include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images (also see Child Protection Safeguarding policy here)
- 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 (i.e. 'banned items' above).

## Screening, searching and confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation: Advice for Headteachers, staff and governing bodies.'

In addition to the practice identified in the DfE guidance, identified staff at Armthorpe Academy can search students with their consent for any item which is banned by the school rules. Identified staff will follow good practice guidance and searches will be performed in the presence of two members of identified staff one of whom will be the same sex as the person being searched. Parents will be notified of the child being searched where appropriate.

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the student has a prohibited item.

Armthorpe Academy has banned the following items and as a result is able to search students for:

- Any item brought into the academy with the intention of the item being sold or passed on to other students which in the academy staff's opinion will cause disruption to the academy or be detrimental to academy practice.

- Food and drink brought into the academy must be for the consumption of one student only e.g. multiple bottles of drink or packets of crisps are not permitted.
- Energy drinks are not permitted in the academy and they will be confiscated if seen. These will be put in the bin and not returned.
- Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to learning.
- Any confiscated food or drink will not be returned to the students and will be destroyed or asked to be collected by parents.
- Items confiscated by the academy such as jewellery and mobile phones will be securely locked away in the safe and can be collected by students at the end of the day in the first instance in a half term. In the second instance, parents/carers will be expected to collect them except where the academy has chosen to dispose of the confiscated items for example, cigarettes, vapes, alcohol or lighters.

If at the end of the academic year items have not been reclaimed, the academy reserves the right to destroy the item.

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

Where a member of staff finds tobacco, cigarette papers, vapes or alcohol they will dispose of them.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item that they have confiscated, provided they acted lawfully. A minimum of two staff will be present for any screening and searching incidents.

The designated safeguard lead or deputy is informed and involved in any searches where there are reasonable grounds to suspect a pupil is in possession of prohibited items.

## Modified timetables

In exceptional cases, where it is in the best interest of a student, a temporary part-time timetable may be implemented to address their specific needs. This might be necessary, for instance, if a medical condition prevents a student from attending full-time education, and a part-time timetable is part of their reintegration plan.

Any modified timetable will be reviewed every two weeks or in line with any reintegration package to ensure it remains appropriate. The aim is for these arrangements to be in place only for the shortest time possible, and they should not be considered a long-term solution.

## Promoting positive behaviour

The existence of a rewards system in schools serves several important purposes that contribute to students' academic, social, and emotional development:

- Encouraging Positive Behaviour:
- Promoting Effort and Achievement:
- Building Self-Esteem and Confidence:
- Fostering a Sense of Belonging:
- Reinforcing Desired Values and Behaviours:
- Improving Attendance and Participation:

Overall, a well-designed rewards system can serve as a powerful tool for promoting positive behaviour, academic achievement, and social-emotional development among students, ultimately contributing to a positive and supportive learning environment conducive to student success.

### **Positive Points: students will collect individual points that will:**

- add up for their own personal achievements and link to rewards and certificates in school
- Students will be awarded a single positive point for every lesson they attend (added by FT's every Monday based on previous weeks attendance)
- Class teachers (as a guide x3 per lesson) will award Positive Points for "Excellence" on a lesson by lesson basis
- Excellence could be anything and covers everything - weekly themes as required throughout the year are recommended centred around a particular aspect of Excellence, such as class work, presentation

Students are issued points as rewards – these points lead to certificates and participation in reward activities.

Participation in rewards is based on positive behaviour choices and 95% attendance – medical exemptions will be considered. An example of proposed rewards are:

- |                               |                                           |
|-------------------------------|-------------------------------------------|
| • <b>HT1: Movie Days</b>      | • <b>HT4: Armthorpe Easter Egg Raffle</b> |
| • <b>HT2: Christmas Bingo</b> | • <b>HT5: Movie Days</b>                  |
| • <b>HT3: Silent Disco</b>    | • <b>HT6: Colour Run</b>                  |

## Responding to poor behaviour

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 and take place every night
- 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 an SLT Friday detention if failure to attend
- Upscaled to time in Reflections if a student does not attend the 40-minute detention and /or SLT 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**

The academy aims to provide a safe, secure, supportive environment where students can learn and teachers can teach. 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, however when students make the wrong choices, our Standard Operating Procedure for dealing with behaviour can be applied. Examples of poor choices that could lead to application of the system could be:

| <b>Incidents that could result in a warning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Incidents that could cause immediate removal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Talking while the teacher is speaking</li> <li>• Chatting with another student when asked to work quietly</li> <li>• Distracting other students</li> <li>• Not paying attention to instructions</li> <li>• Daydreaming or being off task</li> <li>• Making unnecessary noises</li> <li>• Taking a long time to begin work</li> <li>• Ignoring a first instruction (before complying after a reminder)</li> <li>• Not completing classwork due to lack of effort</li> <li>• Leaving a seat without permission</li> <li>• Talking over others</li> <li>• Rolling eyes or displaying minor disrespectful body language</li> <li>• Interrupting classmates during discussions</li> </ul> | <ul style="list-style-type: none"> <li>• Refusing to follow reasonable instructions from staff.</li> <li>• Using inappropriate or abusive language.</li> <li>• Threatening, intimidating, or bullying another student.</li> <li>• Physical aggression towards another student.</li> <li>• Physical aggression towards a member of staff.</li> <li>• Fighting or attempting to start a fight.</li> <li>• Throwing objects in a way that could cause harm.</li> <li>• Deliberately damaging school property.</li> <li>• Vandalism of classroom equipment or displays.</li> <li>• Leaving the classroom without permission..</li> <li>• Making discriminatory, racist, sexist, homophobic, transphobic, or other prejudicial comments.</li> <li>• Bringing prohibited items into the classroom.</li> <li>• Behaviour that puts the safety of others at risk.</li> <li>• Deliberately preventing others from learning.</li> <li>• Serious defiance or confrontation with staff.</li> </ul> |

### **Staff language in Lessons**

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:

**C1 - 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.

**C2 - 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 made clear to the student at all stages that these warnings are being issued because they are denying other students Right to Learn. This stage of the process is logged on the school system by the class teacher and will carry negative behaviour points.

**No removals during first ten minutes of a lesson, nor going to a straight removal unless it is a serious incident.**

**C3 - Student Removal.** The final stage of our process involves the student being removed from the learning space and being escorted/sent directly to the Department Matrix removal room 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

If a student fails to follow instructions whilst in the removal room, they will be sent to the Reflection Room until the end of the next session

### Other Behaviours in school

|                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Walkout</b>                                                                                           | If a student walks out of lesson the alert button is pressed on Arbor and the on call member of staff is alerted. The student is returned to lesson if student refuses they will be placed in Reflections                                                                                                                                                                                                                                                                                                  |
| <b>Serious Incident Callout</b>                                                                          | A pupil can be removed immediately without warning following the warning procedures following a dangerous behaviour. This is requested via Arbor Alert button which triggers an alert to the member of staff on call who co-ordinates immediate response via walkie talkies.                                                                                                                                                                                                                               |
| <b>Internal Truancy</b>                                                                                  | If a student who has been present for previous lessons does not arrive to a lesson it is the responsibility of the class teacher to log that the student has not arrived to lesson on Arbor Emergency Alert to enable the HOY or on call member of staff to investigate.<br>The student can be taken to the lesson in the first instance, however if the lesson is well underway or the student has been disrupting/disturbing lessons then they will be taken to reflections until the end of the session |
| <b>Out of Lesson Behaviour</b>                                                                           | Staff may issue a detention for their conduct outside of lessons which fails to meet academy expectations.                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Defiance and failure to follow expected standards of behaviour or Significant Reportable Incident</b> | If a student refuses to follow basic instructions throughout the course of the day a 20 minute detention may be issued by pastoral staff. If a student fails to respond with the expectations as set out in the behaviour policy further sanctions such as time in Reflections or suspensions may be considered.                                                                                                                                                                                           |

## **Behaviour Support Pathway**

Armthorpe Academy is committed to supporting students to improve their behaviour and achieve success. Whilst students are responsible for their behaviour choices, the academy recognises that persistent or serious behavioural difficulties can sometimes be linked to unmet needs, barriers to learning, social, emotional or mental health difficulties, attendance concerns or wider safeguarding issues.

Where concerns about a student's behaviour arise, the academy will adopt a graduated approach, providing support and intervention alongside consequences in order to promote positive behaviour and improve outcomes.

### **Behaviour support strategies may include:**

- Restorative conversations with staff following incidents of inappropriate behaviour.
- Monitoring reports, behaviour targets or mentoring programmes.
- Support and intervention from Form Tutors, Heads of Year or members of the Senior Leadership Team.
- Parental meetings to agree strategies and expectations.
- Behaviour contracts or individual behaviour support plans.
- Referral to the SEND Department where behaviour may be linked to additional needs.
- Reasonable adjustments and targeted support for students with SEND.
- Support from the academy's pastoral team.
- Access to the Learning Support Hub
- Early Help assessments or referrals to external agencies where appropriate.
- Multi-agency working involving educational, safeguarding, health or social care professionals where necessary.

The academy will regularly review the progress of students receiving behaviour support and will work closely with parents and carers to ensure a consistent approach between home and school.

Where behaviour does not improve despite appropriate intervention and support, more serious sanctions, including suspension or permanent exclusion, may be considered in line with this policy and statutory guidance.

### **Reintegration Following Removal, Reflection Room or Suspension**

Students returning from a classroom removal, placement in the Reflection Room, suspension or other significant sanction will be supported through an appropriate reintegration process.

This may include:

- A restorative conversation with the member of staff involved.
- Completion of a reflection or behaviour review form.
- Review of behaviour expectations and any support strategies.
- Parent or carer contact where appropriate.
- Updated behaviour targets or support plans.

- A phased return to lessons or additional pastoral support where necessary.

The purpose of reintegration is to ensure that every student is given the opportunity to learn from previous behaviour, repair relationships and make a successful fresh start.

#### **C4 - Reflection Room**

The Reflection Room is used as an internal exclusion within the academy. The purpose of spending time in the Reflection Room 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 The Reflection Room; 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 work independently in a calm environment free from distraction. The Reflection Room provides students with an opportunity to regulate, reflect and reset before returning to lessons."

The Senior Leadership Team and Pastoral Leaders will decide if a student is to be placed in The Reflection Room. The Reflection Room runs for the duration of the academy day and is staffed by the The Reflection Room 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 The Reflection Room along with specific class work from teachers.

Where possible, students and their parents are usually given notice the day before the sanction by Class Charts. However, at times to safeguard others, it will be necessary to place students immediately in The Reflection Room, 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 The Reflection Room does not run beyond the duration of the academy day, immediate consultation is not required with parents prior to placing the student in The Reflection Room. 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 The Reflection Room during the day to use the toilet, however food must be ordered. If a student leaves The Reflection Room for any other reason, they must be supervised by staff.

Students are given a break in The Reflection Room from 10.50am to 11.10am and have 40 minutes allocated for their lunch between 13.10pm and 13.50pm, students can eat food and drink during this time. Upon finishing their time in The Reflection Room 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.

### **Learning Support Hub**

Students who repeatedly show disruptive and defiant behaviours, or are involved in a single serious incident, may be placed into our Learning Support Hub. This is a supportive intervention where students are either fully or partially withdrawn from mainstream education. 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.

## Reasonable adjustments and SEND

At Consilium Academies, we recognise that some students with Special Educational Needs and Disabilities (SEND) may face unique challenges that can impact their behaviour.

In line with our commitment to inclusivity and equality, we are dedicated to making reasonable adjustments to support these students in managing their behaviour effectively. This may include tailored strategies, additional support, or modifications to the environment that help students overcome barriers and engage more positively with the school community.

We work closely with SEND teams, parents, and external professionals to ensure that adjustments are appropriate and that every student is given the opportunity to succeed and thrive within the school setting.

## Academy contacts for behaviour

|                                                |                      |                                                                                                                   |
|------------------------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------|
| <i>Principal</i>                               | <i>Gill Mills</i>    | <i>Send to</i><br><br><i>FAO:</i><br>arm-enquiries@consilium-at.com<br><br><u>01302 831582</u> (main switchboard) |
| <i>Senior leader responsible for behaviour</i> | <i>Colin Abraham</i> |                                                                                                                   |
| <i>Designated Safeguarding Lead</i>            | <i>Colin Abraham</i> |                                                                                                                   |
| <i>SENDCo</i>                                  | <i>Beth Donkin</i>   |                                                                                                                   |

|                                      |                            |
|--------------------------------------|----------------------------|
| <i>Designated Mental Health Lead</i> | <i>Beth Donkin</i>         |
| <i>Head of Year 7</i>                | <i>Matt Bubb</i>           |
| <i>Head of Year 8</i>                | <i>Shauna Dainty</i>       |
| <i>Head of Year 9</i>                | <i>Linzi Dawson Uttley</i> |
| <i>Head of Year 10</i>               | <i>Andy Walshaw</i>        |
| <i>Head of Year 11</i>               | <i>Julie Owen</i>          |