

Pupil Behaviour and Discipline Policy

2021/2022

PARTNERSHIPS | OPPORTUNITY | INTEGRITY | EQUITY | EXCELLENCE | PEOPLE-CENTRED

| | |
|----------------------|-------------------------------|
| Date of Approval: | 12 th October 2021 |
| Approved by: | LAB |
| Date of next Review: | Autumn Term 2022 |



Consilium
Academies

Enriching Lives, Inspiring Ambitions

Contents

| | |
|--|----|
| 1. Introduction | 3 |
| 2. Vision | 3 |
| 3. Aims and Objectives..... | 3 |
| 4. Application of Policy..... | 4 |
| 5. Roles and Responsibilities | 4 |
| 6. Students with Special Educational Needs and/or Disabilities | 6 |
| 7. Rewards..... | 6 |
| 8. Consequences | 8 |
| 9. Screening and Searching | 12 |
| 10. Banned and Prohibited Items | 13 |
| 11. Confiscation | 14 |
| 12. Investigating Incidents | 15 |
| 13. Use of Reasonable Force..... | 16 |
| 14. Bullying..... | 16 |
| 15. Discipline Beyond Academy Gate..... | 17 |
| 16. Local Academy Board Behaviour Panel | 18 |
| 17. Police | 18 |
| 18. Malicious Allegations Against Members of Staff | 19 |
| 19. Sexual Harassment..... | 19 |
| 20. Anti-Bullying and Discrimination | 19 |
| Appendix 1: Home School Agreement..... | |
| Appendix 2: Stages of Behaviour Guidance..... | 21 |
| Appendix 3: LAB members Guidance on Exclusions..... | 24 |
| Appendix 4: Provision Map..... | 25 |

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

- Exclusion from Maintained Schools, Academies and Pupil referral units in England, September 2017
- The Academy Discipline (Student Exclusions and Reviews) (England) Regulations 2012
- Preventing and Tackling Bullying. Advice for Head teachers, staff and governing bodies
- DfE and ACPO Drug Advice for Schools; September 2012
- Use of Reasonable Force in Schools; July 2013
- Behaviour and Discipline in Schools; guidance for Governing Bodies, January 2016
- Screening, Searching and Confiscation; Advice for Head teachers, staff and governing bodies January 2018

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 Stages of Behaviour 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 of each section of the Trust community 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. They should recognise, praise, and reward all students as a matter of course. Teachers must understand that they are responsible for the behaviour of all students in their class.

All staff are to:

- Ensure classrooms are positive and welcoming environments, a 'Retrieval Starter' 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.
- Apply sanctions fairly, consistently, proportionately, and reasonably.
- Notice students getting things right and reward them for everyday successes to promote positive behaviour.
- Set high standards of speech, manner, and dress.
- Build relationships with students and insist upon high standards of behaviour and respect.
- Nip incidents of poor behaviour in the bud before they become worse through use of de-escalation techniques.
- Have work ready to give to students if they need to be removed.
- Hold restorative conversations with students as necessary to ensure that the next lesson can be a fresh start.
- Follow up any poor behaviour problems to their conclusion.
- apply this policy fairly, proportionately, and without discrimination, considering 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 in the student's behavioural log
- provide praise, rewards and reinforce positive behaviour
- 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 behaviour and consider designing an Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps with set targets and support strategies embedded within
- 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 Rules

- Arrive on time, in full uniform, fully equipped and immediately engage in the 'Retrieval Starter' on the board.
- Communicate with kindness to everyone ensuring you raise your hand if you wish to speak to the teacher.
- Respect everyone's right to learn and do not disrupt the learning of others.
- Take pride in and complete all work set to a high standard, making maximum use of learning time.
- Respond instantly to staff instructions; first time, every time.
- Take responsibility for your actions.
- Stand in silence at the end of each lesson and leave the classroom in a calm and orderly manner.

Around Academy Rules

- Communicate with kindness to everyone.
- Respond instantly to staff instructions; first time, every time.
- Wear your uniform correctly at all times.
- Respect and look after your academy.
- Never look at or use your mobile phone anywhere on the academy premises.
- Eat only in the canteen, put all litter in the bins.
- Drink only in the canteen and in lessons.
- Walk around the academy sensibly and quietly following the one-way system.

Mobile Technology

The use of mobile phones is not permitted anywhere on the academy premises during the academy day. 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 for 24 hours. On the first occasion of confiscation, parents will be notified, and the student will be allowed to collect the phone from the academy office at the end of the day. See Appendix 2 for full policy.

If confiscated for a second time or thereafter, it must be collected by parents. 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 a day in Seclusion.

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 Head teachers 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) 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 Head teacher 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 Head teacher.

f) Head teacher

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 Head teacher 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 Head teacher.

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
- 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 (see the "Supporting children with medical needs" policy)
- 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
- in the case of Head teacher, provide appropriate supervision for their child during the first 5 days of expulsions/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

In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other students of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

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 Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps 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. Please read the Trust's special educational needs policy/ SEN Information Report for more information.

7. Rewards

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;

Credits

Incremental reward activities take place at the end of each half term. Student's eligibility for the rewards activities will be based on the number of credits accumulated.

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

- Students will start each lesson with 3 credits already in their planner – teachers will only sign if students do not meet the criteria to gain the credit.
- **Retrieval Starter (RS):** The first credit is maintained by students who take responsibility and immediately settle into

learning completing the RS – teachers to initial any student who doesn't complete the starter in a timely manner or needs to be reminded to put the required equipment on their desk.

- **Behaviour for Learning (C1):** The second credit is maintained by students who work hard and show respect throughout the lesson demonstrating no low-level disruption following a verbal reminder. Teachers initial the planner of any student that receives an C1 – this means learning has been disrupted twice therefore the credit is lost for not meeting our expectations.
- **Equipment:** The third credit is maintained for students who always bring the right equipment to the lesson. Teachers should initial the planner of any student failing to bring basic equipment to the lesson or asking to borrow items of equipment. Equipment will always be provided but the credit will be lost. If students forget equipment (including PE Kit) they are expected to make a positive choice by borrowing equipment provided. Failure to make this positive choice will be deemed as defiance.

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!

Attendance

Credits are also awarded each week for excellent attendance.

Extra-Curricular Credits

Credits awarded for each club attended. If a student attends an extra-curricular club/represent academy, they will be awarded extra credits. Teachers will award these credits using our Class Charts system.

SLT Stamps

Students can receive credits from the leadership team. Credits will be awarded at SLT discretion, for example students who show excellent work in lessons, students who support others in academy, students who represent the academy positively or students who achieve outstanding sporting recognition both in and out of academy.

“A Race to the Top”

At the end of every half term all students will, in some way, have made a positive contribution to academy life – we want to catch them being good! As such, all students will be able to access rewards on the rewards day although in some circumstances, students who have displayed significant amounts of poor behaviour during a half term may not be able to access the rewards.

The level of reward will however differ based on the number of credits a student has.

| Ranking | Reward |
|--------------------------------|--|
| Students with a positive total | A small reward at the end of each half term. For example, at Easter, all students with a positive points total were rewarded with a small chocolate treat. |
| Top 50% | Off timetable activities - A choice of activities will be offered to students (subject to availability) and will include things such as sports, arts and crafts, games, quizzes etc. Student voice will be used to ascertain reward choices. |
| Top 25% | In addition to the previous two rewards, the Top 25% of student in each year group will be able access a final reward. For example, a staff talent show/pantomime at the end of each term. |

Other rewards available are:

- Praise calls and postcards home
- Half termly celebration assembly
- Success badges

8. Consequences

The Stages of Behaviour sanction system is outlined in Appendix 2.

Behaviour for Learning (BfL) Reporting Codes

BfL reports are not sanctions, but a way of monitoring student behaviour more closely. Many students like using a BfL report as it helps them to keep check on their own behaviour and gives instant written feedback every lesson. BfL reports can be issued by different levels of the pastoral system as below.

- Form Tutor report: issued by the Form Tutor if there are concerns about behaviour in some classes or issues between friendship groups, or if the student requests to go on report.
- Pastoral Report: issued when problems keep occurring or when students are being issued with C1 and C2 sanctions in several lessons.
- Head of Department Report: When there is a barrier in a particular subject, the curriculum leader will work with the student and class teacher to try to eradicate problems.
- SLT report: issued by a member of SLT when previous BfL reports have not been successful, and problems with behaviour are still occurring. At this stage, members of SLT will check and monitor the student on report very closely, using coaching and mentoring techniques to improve behaviour.

In lesson sanctions

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.

The academy can confiscate students' property.

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 Head teacher. The Head teacher 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, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that 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.

Detention

Academy staff are able to issue detentions to students in accordance with the Stages of Behaviour (see Appendix 2). Parental consent is not required for detentions however students and their parents are normally given at least 24 hours' notice of this detention. Academy staff will not issue a detention where they know that doing so would compromise a child's safety.

To issue a detention, staff will place a sticker in a student's planner. The sticker shows the date of the detention, the reason for the detention and the member of staff that issued the detention. From September 2021, detentions will also be visible for parents to see on the Class Charts app. In the interim, daily text messages are also sent.

Break and lunch time detentions take place on every day of the week. Students will always be allowed to eat, but food must be ordered in advance or brought with them. After academy detentions take place every night after school from 2.50pm to 3.45pm. Even in detention, in keeping with our value of responsibility #Make Positive Choices. If students settle quickly and work independently on homework set or retention/retrieval work, the detention will be shortened to 40 minutes (3.30pm). This is to encourage students to make positive behaviour choices and will be decided upon at the discretion of staff in the detention. Detentions are staffed by teachers and the pastoral team. Upon finishing the detention, students will make their own way home.

Reflection and Responsibility (R&R)

Lessons will not be disrupted by low level disruption. If a student reaches a C3 in a lesson (3 opportunities to rectify behaviour) they will be placed in R&R for the lesson. This will provide the student with the opportunity to calm down and reflect upon their behaviour. If the student settles and accepts responsibility for their actions, they will resume their normal timetable on conclusion of the lesson. If they show gross defiance or refuse to accept responsibility (make a poor choice) when speaking to a member of the leadership team, the student will remain in R&R for the remainder of the day. Any student removed from a lesson (receiving a C3) will receive an after-school detention the following evening. R&R is staffed by the pastoral team with a member of the leadership team dropping in every lesson. This enables trends and patterns of student behaviour to be monitored.

Seclusion

Seclusion 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 Seclusion 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 Seclusion; 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 Seclusion. Seclusion runs for the duration of the academy day and is staffed by the Pastoral Team. Students will be provided with relevant work to complete for the duration of the day. Work will include reading, class work from teachers set through Microsoft Teams and also assigned work on computer programmes, for example Hegarty maths.

Where possible, students and their parents are usually given notice the day before the Seclusion through a red sticker in the student planner and a phone call home. Staff will leave messages for parents if they do not answer. However, at times to safeguard others, it will be necessary to place students immediately in seclusion, 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 Seclusion does not run beyond the duration of the academy day, immediate consultation is not required with parents prior to placing the student in Seclusion. 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 Seclusion during the day to use the toilet; they are allowed three visits. If a student leaves Seclusion for any other reason, they must be supervised by staff.

Students are given breaks in Seclusion from 10.20pm to 10.40pm and have lunch between 12.50pm and 1.20pm. They can eat food and drink during this time. Students are asked at the start of the day if they wish to buy food from the canteen for their lunch. If they wish to do this then an order form is completed and sent to the canteen. Upon finishing Seclusion, the students will make their own way home unless they have an after-school detention.

Exclusion

The decision to exclude 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 excluded for a non-disciplinary reason. The academy will consider

the fair treatment of students from groups who are vulnerable to exclusion.

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 exclusion. In this situation, we will consider whether a multi-agency assessment that goes beyond the student's educational needs is required.

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

Only the Head teacher of an academy can exclude a student, and this must be on disciplinary grounds.

Armthorpe wants to ensure a fine balance is met, between the use of fixed term exclusions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning. After 45 days of fixed term exclusion 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 Head teacher would be likely to consider a permanent exclusion or alternate provision.

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

- the reason for the exclusion.
- the period of exclusion or, for a permanent exclusion, the fact that it is permanent.
- parents' right to make representations about the exclusion to the Local Academy Board and how this should be made.
- that for the first five academy days of an exclusion (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 Head teacher will notify the Trust, Local Academy Board and the Local Authority of:

- any permanent exclusion (including where a fixed-period exclusion is followed by a decision to permanently exclude the student)
- any exclusion which would result in the student being excluded for a total of more than five academy days (or more than ten lunchtimes) in a term.
- any exclusion which would result in the student missing a public examination or national curriculum test.

Fixed Term Suspension

'Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Head teachers in using exclusion as a sanction where it is warranted.'

(Exclusion from maintained Schools, Academies and Pupil referral units in England, September 2017)

All decisions to exclude/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 an exclusion.

When establishing the facts in relation to an exclusion or suspension decision, DfE guidance states that the Head teacher 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 Head teacher will accept that something happened if it is more likely that it happened than that it did not happen.

Fixed Term Suspensions are issued if a student fails or refuses Seclusion. These will be issued in the following sequence:

| S5 Incident | Days Suspended | S5 Incident | Days Suspended | S5 Incident | Days Suspended |
|-------------|----------------|-------------|----------------|-------------|----------------|
| First | 1 | Sixth | 2 | Eleventh | 4 |
| Second | 1 | Seventh | 3 | Twelfth | 4 |
| Third | 1 | Eighth | 3 | Thirteenth | 5 |
| Fourth | 2 | Ninth | 3 | Fourteenth | 5 |
| Fifth | 2 | Tenth | 4 | Fifteenth | 5 |

Total of 45 days

If a student receives 15 Fixed Term Suspensions within an academic year, they will have reached 45 days. At that point, the Head teacher would look at permanent exclusion or alternative provision.

Permanent Exclusion

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

Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the academy's behaviour policy; and where allowing the student to remain in academy would seriously harm the education or welfare of the student or others in the academy.

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

- serious actual or threatened violence against another student or a member of staff.
- sexual abuse or assault.
- supplying an illegal drug.
- carrying an offensive weapon.

Armthorpe Academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into 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 Head teacher to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

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 academy community.

In addition, Armthorpe Academy also consider the following to be serious incidents that could result in the permanent exclusion of a student:

- Deliberate activation of the fire alarm without good intent.

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

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

Armthorpe recognises the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that exclusions 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.

9. Screening and Searching

The academy has a statutory obligation to manage the health and safety of staff, students and visitors and ensure that academy discipline is maintained. Under this authority we reserve the right to search and screen students.

Searching for banned items with consent

The academy reserves the right to search students for any item with consent from the student. Parental permission or pre-notification is not required. We do not require written formal consent in advance of a student search; it is sufficient for an appropriate member of staff to ask the student to turn out their pockets and empty their bag.

Searching for banned items without consent

If a member of staff has reasonable grounds to suspect that a student is in possession of a banned item, a student can be instructed to undergo a search without consent; parental permission or pre-notification is not required.

The Head teacher, Deputy Head teacher and any staff authorised by the Head teacher, have a statutory power to search students and their possessions with or without consent where they have reasonable grounds for suspecting that the student may have one of the banned or prohibited items – see section 8 “Banned and Prohibited Items”. The member of staff must decide in each particular case what constitutes reasonable grounds for suspicion.

This search should be witnessed by another member of staff. In normal circumstances, the person leading the search will be of the same gender as the student being searched, as will the witness.

There is a limited exception to the same gender witness rule if there are reasonable grounds to believe that there is risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff.

Parents will not be informed prior to a search or to seek parental consent and there is no legal requirement to keep records of searches carried out. Parents will be informed if search or screening uncovers items that will result in academy disciplinary action or police involvement.

The academy will normally inform the individual student’s parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Students will be treated courteously and afforded respect and a reasonable level of personal privacy during any search or screening; personal items will only be searched in the presence of the student.

A student refusing to cooperate with a search will be subject to disciplinary measure by the academy.

Complaints about screening or searching will be dealt with through the normal Trust Complaints Procedure.

If an investigation or an allegation leads to reasonable suspicion and the search of a student’s clothes, bags and lockers is deemed appropriate, a search may be carried out. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.

Staff may confiscate or seize items in the possession of students that are illegal or banned by the academy rules and may confiscate, retain or dispose of a student's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a student's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other students to be educated. Where appropriate a member of staff may retain or dispose of a student's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items.

A teacher or someone who has lawful control of the child can search a student **with their consent** to look for any item banned by the academy rules. Students must be first asked to empty pockets and bags themselves. If the student refuses to give permission the academy may impose a sanction for failing to follow a reasonable instruction.

The Head teacher **and other members of staff authorised by them** have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, tobacco, and cigarette papers
- fireworks
- pornographic images or
- articles that have been or could be used to commit an offence or cause harm

Any search without consent must be conducted by a member of staff of the same sex as the student in the presence of another member of staff. A member of staff can only carry out a search of a student of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Staff should keep a record of any searches conducted on students and inform parents that a search has been carried out as soon as reasonably practicable.

Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

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. Banned items include:

- Aerosol sprays
- Chewing Gum
- Cigarettes, matches and lighters
- Drinks in cans or glass bottles. Fizzy drinks including energy drinks such as Lucozade.
- Large Marker pens or indelible markers
- Laser Pens
- Mobile Phones must not be used on academy premises 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 Head teachers 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 Head teacher's opinion, will cause disruption to academy or be detrimental to academy practice will also be classed as a banned item.

11. Confiscation

The academy's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The law protects the academy from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The Head teacher will use their discretion to confiscate, retain and/or destroy any item found as a result.

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 support 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 to 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

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

Where the 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 Head teacher 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 although the Safer Academies Officer may work with students following incidents. 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 Head teacher 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 will be asked to provide written, signed and dated statements. In primary academies

students who have witnessed the behaviour may be asked to provide a written account 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. Please see the Trust's CCTV policy and privacy notices for more information.

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 fixed term 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 Academy will use CCTV for the purpose of maintaining discipline and managing behaviour and safety.

13. Use of Reasonable Force

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 Head teacher 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

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 the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

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.

If an allegation of bullying does come up, the academy will:

- take it seriously
- investigate as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the Head teacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider whether expulsions/suspension is appropriate in light of the circumstances.

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 Head teacher 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 fixed term exclusion, bus ban or detention particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full Stages 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 Stages system will be used.

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

16. Local Academy Board Behaviour Panel

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

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

- the exclusion is permanent
- a student has received over 15 days of suspension 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 Local Academy Board 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 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 Head teacher, 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 Review Panel convened by the Head of Governance of Consilium Trust.

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

Independent Review Panel

A parent or carers' right to appeal to an Independent Review Panel will be outlined in the letter following a permanent exclusion being upheld by the Local Academy Board. 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 also 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 allegations will be dealt with 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 Head teacher 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. Anti-Bullying and Discrimination

Armthorpe Academy believes that every member of the school community has a responsibility to respect the rights of others and treat other people with courtesy and respect. Any form of bullying – verbal, physical, emotional, direct, indirect, overt, covert – is therefore unacceptable and all students at Armthorpe Academy must follow clear expectations and procedures to ensure the security and welfare of each individual within our school community.

Please see out Anti-bullying and Discrimination Policy for further information on how:

- We aim to ensure that all members of the school community – students, subject teachers, form tutors, other pastoral staff, support staff – take active responsibility for the welfare and security of others.
- We seek to engender an atmosphere of trust, respect and openness within which students tell staff immediately about any incidents, confident that they will be supported and that the matter concerned will be dealt with promptly and sensitively.
- If instances of bullying come to light, we believe in dealing firmly with the aggressor and supporting the victim, to ensure that clear messages are understood that bullying will not be tolerated and that it is a core principle that all members of the school community treat each other with respect.

Armthorpe Academy: Home School Agreement

Respect: Communicate with Kindness

| | |
|---------|---|
| Student | <p>I will be an ambassador for academy; I will do the right thing even when no one is watching.</p> <p>I understand that staff are here to help and support me and will interact with them in a positive and respectful way.</p> <p>I know that bullying or harassment are never acceptable, including on social media, and will act to stop it.</p> |
| Family | <p>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, <u>emotional</u> or academic barriers to learning.</p> <p>I will promote and role model positive behaviour online and offline for my child.</p> <p>I will support decisions made by the school and understand that sometimes certain information cannot be shared.</p> |
| Academy | <p>We will maintain effective communication channels with parents and carers.</p> <p>We will educate families on online risks and the positives associated with technology.</p> <p>We will promote diversity and equality.</p> <p>We will do everything in our power to ensure that students are safe from bullying, <u>harassment</u> or any other danger.</p> |

Responsibility: Make Positive Choices

| | |
|---------|--|
| Student | <p>I will take responsibility for my own actions, take pride in my <u>achievements</u> and accept the consequences of poor choices.</p> <p>I will have a positive attitude to learning; arrive to lessons on time, fully equipped and always strive to do my best.</p> |
| Family | <p>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.</p> <p>I will support my child with home learning, making sure they have the right space and conditions to learn.</p> |
| Academy | <p>We will provide a broad range of experiences that allow students to develop initiative and broaden horizons.</p> <p>We will identify barriers to learning and work with families to ensure appropriate interventions are in place.</p> |

Resilience: Never Give Up

| | |
|---------|---|
| Student | <p>I will try my best when I am given challenges that are outside my comfort zone. I know this helps me learn.</p> <p>I will stay calm when things do not go to plan and try to work out a solution for myself before asking for help.</p> <p>I will join in with extracurricular activities or new experiences even if they are unfamiliar or make me nervous.</p> |
| Family | <p>I will encourage my child to keep going even in times of adversity and work constructively with academy.</p> <p>I will, in times of challenge, maintain effective and respectful communication in partnership with school.</p> <p>I will encourage my child to access enrichment activities at school including revision sessions and extra help offered.</p> |
| Academy | <p>We will work in partnership with families to ensure the best interests of our students.</p> <p>We will support students to learn from setbacks, embrace them and not be afraid to try again.</p> |

Pride: The Best of Me

| | |
|---------|---|
| Student | <p>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.</p> <p>I will make a positive contribution to our learning community and try to be the best of me 24/7!</p> |
| Family | <p>I will make every effort to attend parents' evenings and key events in school.</p> <p>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.</p> |
| Academy | <p>We will promote high expectations, good <u>behaviour</u> and positive attitudes.</p> <p>We will role model the characteristics of an effective leader and learner.</p> <p>We will create an environment that allows students to focus on learning.</p> |

Aspiration: Dream Big

| | |
|---------|---|
| Student | <p>I will strive to constantly meet aspirational targets, <u>challenges</u> and interim goals.</p> <p>I will not say "I can't" but believe with hard work and application "I can". I will dare to dream!</p> |
| Family | <p>I will support my child's aspirations and foster the belief that hard work opens doors.</p> <p>I will role model a positive attitude to school and education to foster a love of learning for my child.</p> |
| Academy | <p>We will promote life skills and career development opportunities to prepare for adult life.</p> <p>We will work in collaboration with students, <u>parents</u> 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.</p> |

Signatures: I agree to abide by the principles outlined above

| | | | | | | | |
|--------------------|--|-------------|--|-------|--|---------------|--|
| Student signature: | | Print name: | | Date: | | Form: | |
| Family signature: | | Print name: | | Date: | | Relationship: | |
| Academy signature: | | Print name: | | Date: | | Role: | |

Catching students being good!

Week Beginning: Monday 11th January 2021 Week 1

| | | | | | | | | |
|----------------------------|----|----|----|----|----|----|----|----|
| Monday 11 th | P1 | RS | EQ | C1 | P4 | RS | EQ | C1 |
| | P2 | RS | EQ | C1 | P5 | RS | EQ | C1 |
| | P3 | RS | EQ | C1 | P6 | RS | EQ | C1 |
| Tuesday 12 th | P1 | RS | EQ | C1 | P4 | RS | EQ | C1 |
| | P2 | RS | EQ | C1 | P5 | RS | EQ | C1 |
| | P3 | RS | EQ | C1 | P6 | RS | EQ | C1 |
| Wednesday 13 th | P1 | RS | EQ | C1 | P4 | RS | EQ | C1 |
| | P2 | RS | EQ | C1 | P5 | RS | EQ | C1 |
| | P3 | RS | EQ | C1 | P6 | RS | EQ | C1 |
| Thursday 14 th | P1 | RS | EQ | C1 | P4 | RS | EQ | C1 |
| | P2 | RS | EQ | C1 | P5 | RS | EQ | C1 |
| | P3 | RS | EQ | C1 | P6 | RS | EQ | C1 |
| Friday 15 th | P1 | RS | EQ | C1 | P4 | RS | EQ | C1 |
| | P2 | RS | EQ | C1 | P5 | RS | EQ | C1 |
| | P3 | RS | EQ | C1 | P6 | RS | EQ | C1 |

Week Beginning: Monday 11th January 2021 Week 1

Weekly Credit Total:

Additional recognition stamps for positive choice behaviour:

Weekly Positive Total:

Consequences for poor choice behaviour:

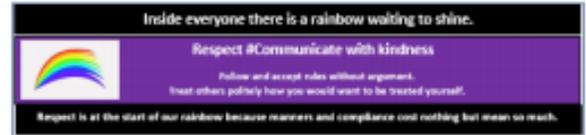
| | | | | | | | | |
|--------|---|---|---|---|---|---|---|---|
| C2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Lesson | | | | | | | | |
| Date | | | | | | | | |
| Staff | | | | | | | | |

C3 Detentions/Removals

Attendance and Behaviour:

| | | | |
|--------------------------|--|----------------------|--|
| This week's attendance % | | Net Behaviour Points | |
| Attendance this year % | | Current Reward Level | |

Form Tutor Signature: _____ Parent/Carer Signature: _____



Rewarding Students

a) Lesson Credits

- 1) Retrieval Starter
Calm, purposeful, consistent start
- 2) Equipment
Students taking responsibility
- 3) C1
Minimising low level disruption

Students who constantly get it right will be rewarded.

b) Values Stamps/Legend of the Week

c) SLT stamps

Catching students being good!

Rewarding Students

Week Beginning: Monday 11th January 2021 Week 1

| | | | | | | | | |
|----------------------------|----|----|----|----|----|----|----|----|
| Monday 11 th | P1 | RS | EQ | C1 | P4 | RS | EQ | C1 |
| | P2 | RS | EQ | C1 | P5 | RS | EQ | C1 |
| | P3 | RS | EQ | C1 | P6 | RS | EQ | C1 |
| Tuesday 12 th | P1 | RS | EQ | C1 | P4 | RS | EQ | C1 |
| | P2 | RS | EQ | C1 | P5 | RS | EQ | C1 |
| | P3 | RS | EQ | C1 | P6 | RS | EQ | C1 |
| Wednesday 13 th | P1 | RS | EQ | C1 | P4 | RS | EQ | C1 |
| | P2 | RS | EQ | C1 | P5 | RS | EQ | C1 |
| | P3 | RS | EQ | C1 | P6 | RS | EQ | C1 |
| Thursday 14 th | P1 | RS | EQ | C1 | P4 | RS | EQ | C1 |
| | P2 | RS | EQ | C1 | P5 | RS | EQ | C1 |
| | P3 | RS | EQ | C1 | P6 | RS | EQ | C1 |
| Friday 15 th | P1 | RS | EQ | C1 | P4 | RS | EQ | C1 |
| | P2 | RS | EQ | C1 | P5 | RS | EQ | C1 |
| | P3 | RS | EQ | C1 | P6 | RS | EQ | C1 |

Inside everyone there is a rainbow waiting to shine.

Respect #Communicate with kindness

Follow and accept rules without argument.
Treat others politely how you would want to be treated yourself.

Respect is at the start of our rainbow because manners and compliance cost nothing but mean so much.

Week Beginning: Monday 11th January 2021 Week 1

Weekly Credit Total:

Additional recognition stamps for positive choice behaviour:

Weekly Positive Total:

Consequences for poor choice behaviour:

| | | | | | | | | |
|--------|---|---|---|---|---|---|---|---|
| C2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Lesson | | | | | | | | |
| Date | | | | | | | | |
| Staff | | | | | | | | |

C3 Detentions/Removals

Attendance and Behaviour:

| | | | |
|--------------------------|--|----------------------|--|
| This week's attendance % | | Net Behaviour Points | |
| Attendance this year % | | Current Reward Level | |

Form Tutor Signature: _____ Parent/Carer Signature: _____

SLT Stamps



Headteacher stamp



SLT stamp

Values



Full House plus 100%



All credits in a week



1 credit lost



2-5 credits lost



6-10 lost credits

Class Teacher



Teacher - Legend of the



Ambition



Pride



Resilience



Respect



Responsibility

Consequences for Poor Choices

Consequences System

Week Beginning: Monday 11th January 2021 Week 1

| | | | | | | | | |
|----------------------------|----|----|----|----|----|----|----|----|
| Monday 11 th | P1 | RS | EQ | C1 | P5 | RS | EQ | C1 |
| | P2 | RS | EQ | C1 | P6 | RS | EQ | C1 |
| | P3 | RS | EQ | C1 | P6 | RS | EQ | C1 |
| Tuesday 12 th | P1 | RS | EQ | C1 | P4 | RS | EQ | C1 |
| | P2 | RS | EQ | C1 | P5 | RS | EQ | C1 |
| | P3 | RS | EQ | C1 | P6 | RS | EQ | C1 |
| Wednesday 13 th | P1 | RS | EQ | C1 | P4 | RS | EQ | C1 |
| | P2 | RS | EQ | C1 | P5 | RS | EQ | C1 |
| | P3 | RS | EQ | C1 | P6 | RS | EQ | C1 |
| Thursday 14 th | P1 | RS | EQ | C1 | P4 | RS | EQ | C1 |
| | P2 | RS | EQ | C1 | P5 | RS | EQ | C1 |
| | P3 | RS | EQ | C1 | P6 | RS | EQ | C1 |
| Friday 15 th | P1 | RS | EQ | C1 | P4 | RS | EQ | C1 |
| | P2 | RS | EQ | C1 | P5 | RS | EQ | C1 |
| | P3 | RS | EQ | C1 | P6 | RS | EQ | C1 |

Weekly Credit Total:

Additional recognition stamps for positive choice behaviour:

Weekly Positive Total:

Consequences for poor choice behaviour:

| | | | | | | | | |
|--------|---|---|---|---|---|---|---|---|
| C2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Lesson | | | | | | | | |
| Date | | | | | | | | |
| Staff | | | | | | | | |

C3 Detections/Removals

Attendance and Behaviour:

| | | | |
|--------------------------|--|----------------------|--|
| This week's attendance % | | Net Behaviour Points | |
| Attendance this year % | | Current Reward Level | |

Form Tutor Signature: _____ Parent/Carer Signature: _____

Inside everyone there is a rainbow waiting to shine.
 Respect #Communicate with kindness
 Follow and accept rules without argument.
 Treat others politely how you would want to be treated yourself.
 Respect is at the start of our rainbow because manners and compliance cost nothing but mean so much.

Verbal Warning

C1: Credit lost in the planner

C2: Initial in the planner and record on Class Charts

8 in a week – removal of social time

C3: Removed from the classroom

Red slip for R&R (staffed every lesson)

Record 60 min after school detention (centralised) on Class Charts

Work in R&R – Teams through laptop

Work in R&R – Teams through laptop

C4: Gross defiance in a lesson

Refusal to sit in a seating plan

Swearing directly at a member of staff

Refusal to hand over phone

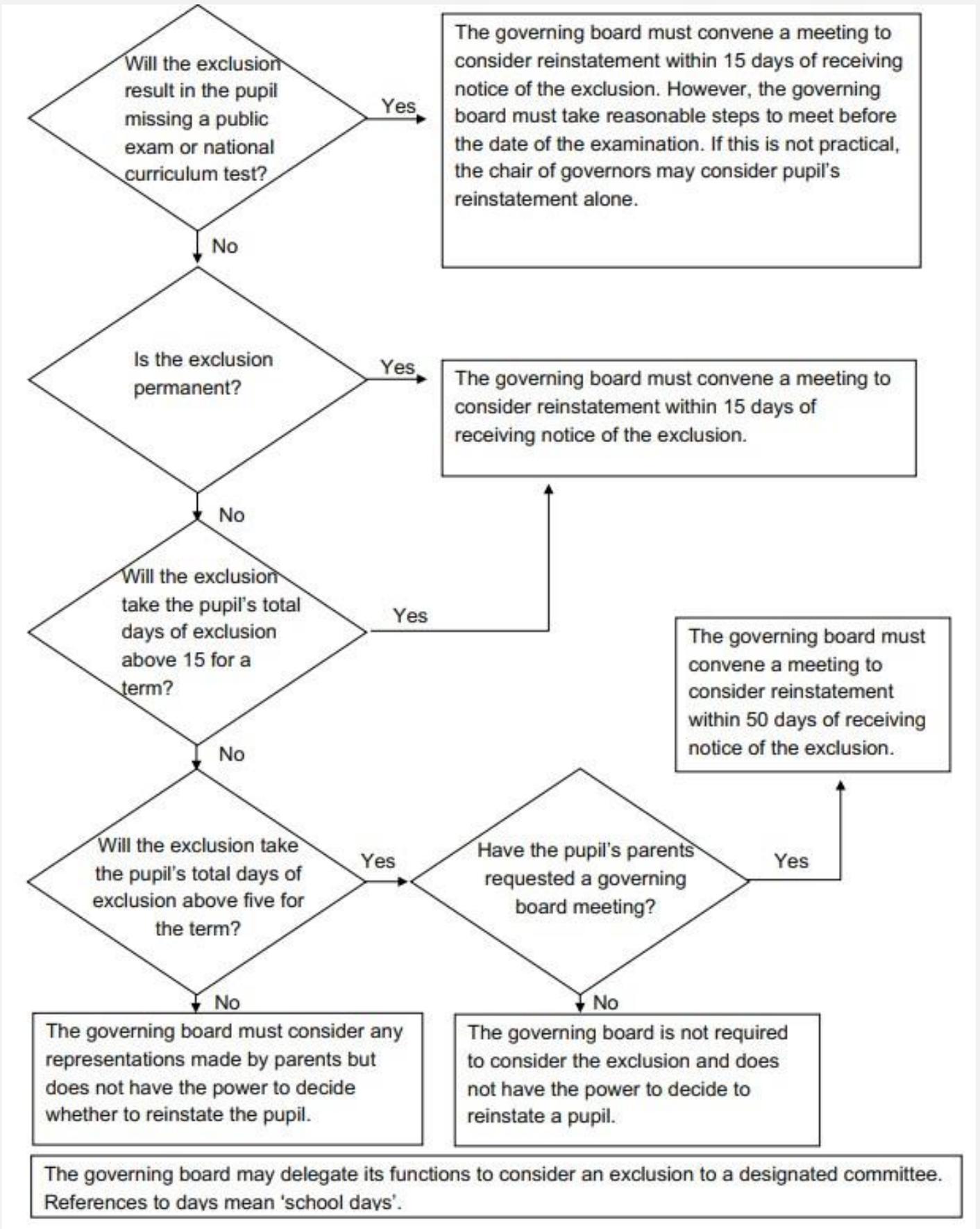
Refusal to hand over planner

Send to R&R with a green slip

Will result in either an S4 Seclusion or ...

C5: Fixed Term Exclusion

Appendix 3: LAB members Guidance on Exclusions



Appendix 4: Provision Map

All students need outstanding inclusive practice in the classroom. Where it is working effectively, the waves model will have a funnelling effect, reducing through Quality First teaching the numbers requiring Wave 2 intervention, and through Wave 2 the numbers who need more intensive and individual help. This means that Armthorpe will be able to target their resources more effectively, at fewer children.

- **Wave 1:** Quality first teaching through differentiation in class. Wave 1 is about what should be on offer for all children. They are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour
- **Wave 2:** Targeted small group support for those pupils who need intervention as they are achieving below expected levels.
- **Wave 3:** Specialist - Focused, individualised programmes for pupils working well below the levels expected for their age.