

All-through



Ark Kings
Academy



Rewards, Praise &
Behaviour
Policy

1.3 Named personnel with designated responsibility for behaviour and attitudes

Academic year	Designated person	Senior leader	Nominated Governor	Chair of Governors
2022/2023	Mr T. O'Brien Mrs F. Moorfield	Mr T. O'Brien Mrs F. Moorfield		Alastair Wilcox

1.4 Policy review dates

Review date	Changes made	By whom
February 2022	<p>Pupil code of conduct updated- core values</p> <p>Rewards system to reflect new e-praise app</p> <p>Adjusted the consequence system; reviewed C1and C2 categories and time given for them</p> <p>Uniform, mobile phone and truancy consequences have been revised within the secondary phase</p> <p>Isolation to be themed with courses to educate re dysregulated behaviours.</p> <p>Term corrections to be removed. Detentions used instead.</p> <p>Detention notification to be sent by SSMs.</p>	Executive Principal, Deputy Headteacher- Safeguarding and Secondary VP.
May 2022	<p>Rewards System update – added section on e-praise. Adjusted the consequence system and sanctions. C1/C2 references removed. Now referred to as 15/30 minute detentions. Added section for Sexual Harassment. Removed references to Alternative Provision as a sanction.</p>	Principal, Vice Principal (Behaviour and Attitudes).
August 2022	<p>Inclusion of DfE Policy on Screening, Searching and Confiscation and DfE Policy on Use of Reasonable Force in Schools. Behaviour Categories update. References to Pupil Support Managers update to Culture and Ethos Leaders. Removed references to Head of Year.</p>	Principal, Vice Principal (Behaviour and Attitudes).

August 2022	Amendments to primary behaviour flowchart. Amendments to primary behaviour support plan process.	Head of School (Primary)
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1.5 Ratification by Governing Body

Academic Year	Date of ratification	Chair of Governors
2019-20		Alastair Wilcox
2020-21		Alastair Wilcox
2021-22		Alastair Wilcox
2022-23		Alastair Wilcox

1.6 Dates of Staff Training

Dates	Staff	Led by	Focus
Jan 2022	All	Secondary AVP	Positive Climate for learning
February 2022	All	Primary Deputy Headteacher Secondary Vice Principal	Behaviour Policy re-launch
June 2022	All	Vice Principal	Use of Rewards Policy
September 2022	All	Vice Principals	Introduction to policy, routines and responsibilities

4. Principles of Behaviour Management ●●●●●●●●●●●●●●●●

At Ark Kings Academy, we aim to create a place where pupils work hard, conduct themselves well, develop excellent character which models the virtues of wisdom, resilience and kindness.

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

- High Quality Teaching
- Well scripted routines which are consistently applied
- Effective Rewards and Sanctions
- Clear leadership and management
- Effective staff induction with ongoing, regular training

5. Pupil Code of Conduct

Core Values

Wisdom – we will consider our actions and make good choices

- **Reason** about our decisions and think carefully before taking action
- Ensure we always act with **integrity**, being honest and do the correct thing
- Be **aware** of the impact our decisions can have on our individual progress and that of others
- Carry out everything we do with **confidence**

Resilience – we continue to try our best, even when we find things difficult

- Exhibit **self-discipline** and aim to achieve everything to the best of our own ability
- Demonstrate **courage** to do what is right, what is true and what is just
- Consider the **community** you belong to and ensure you represent them responsibly
- Demonstrate **perseverance** to continue trying, even when you find things challenging

Kindness – we consider others and try to improve the experiences of those around us

- **Reflect** on our own decisions and behaviours and how they may have an impact on others
- Have the **motivation** to listen to others and respectfully share our own thoughts and feelings
- **Volunteer** our time, help and support where these may be needed
- Exemplify **compassion** by respecting and embracing differences that exist around us

Pupil expectations

Interactions	
	1. Pupils should be encouraged to say greet staff and peers politely using phrases such as, 'good morning' or 'have a nice evening'
	2. Pupils should be encouraged to make eye contact when speaking with a peer or member of staff and not interrupt when others are speaking
	3. Pupils should not refer to other pupils using slang terms
	4. Encourage pupils to use their presentation voice when answering a question – '10% louder' or 'can you repeat that but with a loud and proud voice' or 'you have a great point, we'd like everyone to hear it'
	5. Pupils understand that sometimes teachers get it wrong, but they also realise that arguing about it in the moment never achieves a positive result. They accept the consequence and find a suitable time to discuss it
	6. Teacher decision is final. If you have a question, you ask in a polite manner at an appropriate time
	7. Pupils should use manners, demonstrate patience, and respect others. This includes listening, not talking when others are talking and being kind in what they say
	8. Pupils are expected to refer to all members of staff in a respectful way respect and using good manners, such as: using the terms 'Sir' and 'Miss' and answering in full sentences.

Classroom	1.	Pupils should be correctly dressed in the school uniform and use the correct attire for lessons which require it is required (i.e. safety glasses in Science).
	2.	Arrive on time to school and all lessons.
	3.	Pupils should respond to all staff as 'Sir' or 'Miss'
	4.	We always display the 'habits of excellence' in lessons: <ul style="list-style-type: none"> ✓ Full sentences ✓ Standard English ✓ Presentation voice
	5.	Pupils don't behave in any way that can distract others.
	6.	Should remain seated
	7.	Format our desks
	8.	Pupils follow instructions without question, first time.
	9.	Keep our classrooms clean and tidy
Transitions	1.	Pupils will transition in a calm and purposeful manner to their next lesson.
	2.	Walk on the left side in no more than two wide
	3.	Pupils should acknowledge staff and one another in a polite manner
	4.	Use the one-way system
		Take less than 3 minutes to transition
Break and Lunch	1.	Pupils should behave and interact with all in a respectful manner
	2.	Pupils should never litter or leave any item for others to clear away
	3.	Pupils should stay in designated areas at break and lunch
	4.	Pupils should eat food in the designated areas
Outside of school	1.	Pupils should engage in as many extra-curricular options as possible
	2.	Pupils know that they represent the school and their community and that the behaviour policy will be applied outside of the academy gates.
	3.	They should make sure that any are respectful and polite to everyone on their journey to school and on the way home from school
	4.	Pupils should make their way home quickly and without diversion
	5.	Pupils should not drop litter
Uniform and equipment	1.	Pupils wear the academy uniform correctly and with pride (shirts are tucked in and ties are worn covering their top button which is fastened)

6. Reasonable Adjustments

Academy expectations outlined in this document are applicable to all pupils, however, we recognise that reasonable adjustments may need to be made for pupils who have special educational needs and/or disabilities. At the heart of our behaviour policy is the opportunity for pupils to learn about and reflect upon their behaviour(s) – staff treat each breach of the behaviour policy on a case by case basis and use this policy as a framework to ensure consistency and fairness across the academy, making reasonable adjustments where necessary.

- f. Epraise points count (tutor group and individual) – certificates and shop prizes awarded
- g. Attendance and punctuality award (individual)
- h. Tutor group of the term
- i. Pupil Voice appreciation

Attendance Awards

We recognise the importance of strong attendance on pupil outcomes and promote strong attendance and punctuality knowing that this will support pupils beyond their time at Ark Kings. As such, pupils with 100% attendance and punctuality will receive a certificate from the Key Stage Lead in the end of term assembly. Furthermore, to foster a collegiate spirit, form groups with the highest attendance will be recognised and publicly praised.

conduct and disrupts the learning of others. The pupil is removed from the classroom to provide others with respite and so that learning can continue uninterrupted.

6. Parental meetings: If behaviours are serious in nature, persistent or repeated parents will be required to attend a meeting with a member of our behaviour and attitudes team the meeting will be recorded and added to Edaware
7. Discussions with the Head of Subject/ Culture and Ethos Lead/ SENCO/ Senior Leadership Team (conversation recorded on Edaware): in some instances a senior leader may intervene to secure an understanding of why a pupil is demonstrating poor and/or disruptive behaviours
8. Contact with parents - phone call home by staff member (recorded on Edaware): Ark Kings does not seek to advise parents of all interactions whereby pupil behaviour is corrected however where there are repeated poor behaviours phone calls home will be made to seek advice and support from families and to ensure that issues are communicated and expectations reaffirmed.
9. Behaviour Support Plan/Report – Class Teacher/Form Tutor (recorded with completed reports uploaded to Edaware): In response to repeated and / or persistent demonstrations of poor behaviour and in consultation with pupil and family a pupils will be placed on report to their form tutor. This will be completed over a period of two weeks
10. Behaviour Support Plan/Report – Culture and Ethos Leader (recorded with completed reports uploaded to Edaware): where a pupil fails their form teacher report they will progress to a Culture and Ethos Leader report.
11. Behaviour Support Plan/Report – SLT (recorded with completed reports uploaded to Edaware): where a pupil fails their Culture and Ethos Leader report they will progress to a Senior Leadership Team report, in the first instance this is likely to be the Key Stage Leader (Behaviour and Attitudes)
12. Bespoke Behaviour Course - completion of an educational lesson (recorded on Edaware) and delivered by our Inclusion & Intervention Leads: Ark Kings seeks to educate pupils where possible to support them with making the correct choice and will use bespoke, behaviour specific interventions.
13. Suspension: where pupils are involved in incidents that are serious in nature and where the academy requires time to ensure that a package of support can be put in place to mitigate against further incidences suspension will be used by the academy. During a pupil's period of suspension they will be expected to complete their school work using the academy's online resources and their laptop.

Other acceptable forms of sanction issued by Ark Kings staff may include:

- The setting of written tasks such as an account of their behaviour or an apology letter
- Loss of privileges and/ or responsibilities
- School based community service litter picking, canteen duties or tidying classrooms
- Scheduled and impromptu reporting checks: class visits, equipment and uniform checks

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

1. Low Level Disruption
2. Serious Behaviour Incidences

In deciding on a sanction, the academy will make a decision based on the application of 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'. Therefore, a pupil may be given a sanction for an action /involvement in an incident that he/she denies. The academy will always conduct an investigation, which can result in sanctions being decided upon several days after an incident. For a more serious incident,

previous behaviour/information will be taken into consideration. (See appendix 2 below for a full list of rewards categories)

8.2 Respect for Adults

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

We will not tolerate:

- Pupils publicly disagreeing with a member of staff's sanction (verbally or otherwise).
- Pupils failing to follow staff instructions immediately and with a sense of urgency.
- Pupils making disrespectful comments about a member of staff.
- Pupils making disrespectful comments towards a member of staff.
- Pupils using social media platforms to make disrespectful comments towards staff or school.
- Pupils being aggressive towards staff.

A pupil can ask to speak with the member of staff in private (at a time convenient for the member of staff). If a pupil feels that they have received a detention unfairly, they can speak with a member of SLT after the detention.

8.3 Low Level Disruption

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

- Off-Task Behaviour
- Disturbing Learning (Talking/Shouting out without permission etc).
- Calling out without permission.
- Being slow to start work or follow instructions.
- Showing a lack of respect for each other and staff.
- Not bringing the correct equipment.
- Late to lesson (3 minutes after the start of lesson).
- Chewing/ Eating.
- Uniform issues.
- Opting out of questioning sessions (by defaulting to 'I don't know').

Staff have an important role in developing a calm and safe environment and establishing clear boundaries. It is an expectation that staff uphold the whole-school approach to behaviour by applying the policy consistently. The teacher will use the classroom management systems in order to tackle low level disruption, they will use positive and affirmative strategies to create a positive climate for learning. In addition the staff at Ark Kings will model the good habits, expected behaviours and positive relationships that they expect from pupils.

8.4 Resilience

Pupils are expected to Self-Manage their behaviours and display resilience in meeting the Academy's expectations in and around the building, including within lesson. When behaviour displayed is clearly contrary to the Code of Conduct and established expectations staff will issue a sanction for poor self-

management (e.g., Poor Uniform, Lack of Equipment, Late to Lesson < 3 minutes, Litter, Graffiti, Chewing/ Eating, Poor Socialisation). These result in escalating sanctions as set out below:

Secondary Phase Detention Stages
Warning – Verbal – time and opportunity given to pupil to correct behaviour
Detention – After School (15 minutes)
Detention - After School (30 minutes)

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

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

- Pupil written reflection and apology
- Parental meetings.
- Report (Form Tutor/Culture and Ethos Leader/SLT)
- Community Service
- Reflection
- Suspension (1 – 5 Days)
- Re-integration meetings to re-visit the Home Academy Agreement and Code of Conduct
- Sharing Panel referrals/ managed move placements
- Alternative Provision
- Permanent Exclusion

8.5 Secondary Phase Detentions

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

Secondary Phase detentions will run as follows:

- a) If a pupil is choosing to act in way that is contrary to the academy values or disrupts the learning of others staff will issue a first warning. Behaviours that are contrary to norms such as swearing, or purposely defiant behaviour will not receive a warning.
- b) If pupils do not moderate their conduct following the formal warning then staff will issue a '15 Minute Detention' as a consequence. This 15 minute detention will be sat by the pupil with their form tutor at the end of the day.
- c) If the pupil continues to choose to behave in a way contrary to the code of conduct then the consequence will escalate. A further consequence of a '30 Minute Detention' can be issued which will escalate the original detention to a 30 minute same day detention. Equally if a pupil receives more than one '15 Minute Detention' in a day, this will escalate and become a '30 Minute Detention' to be sat after school at the end of the day.
- d) For more serious conduct infractions, teachers can issue a '30 Minute Detention/60 Minute Detention' as a consequence directly without first having issued a '15 Minute Detention'.

- e) Actions such as being late to the academy or failing to hand in homework on time or to the required standard also carry a '15 Minute Detention' as a consequence.
- f) Each week Heads of Year analyse behaviour data to identify patterns and to suggest supporting interventions. These interventions will be communicated with parents via telephone or in a parental meeting by Culture and Ethos Leads.
- g) Pupils are expected to make their way from their Period 6 lesson (period 5 on a Friday) to detention with their Form Tutor in their allocated form room.
- h) Pupils are expected to work silently and steadily on the work provided whilst in detention. The work will consist of what the pupil has missed during the lesson they received their consequence.
- i) The same behaviour steps apply whilst in detention. Pupils will be given one warning if they are off task or being disruptive in anyway. After this persistent poor behaviour will result in the detention being 'failed' and it will have to be re-issued and re-sat the following day.

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

- a) Being rude and disrespectful to a member of staff
- b) Not completing work or homework to the required standard
- c) Inappropriate language towards others
- d) Bullying (this may include verbal bullying as well as physical and could lead to reflection or a Suspension)
- e) Defiance (this could lead to a reflection or Suspension).

8.6 Further Information About Consequences

All detentions are served on the same day they are issued. Exceptions to this can only be agreed by members of the Senior Leadership Team. Pupils should sit where they are told by a member of staff on duty.

In detention pupils must complete work they have missed during the lesson.

In detention pupils should not:

- Communicate with other pupils.
- Use computers
- Listen to music

Non-attendance at a detention will be followed up the next day and appropriate sanction applied.

Informing Parents of Detention

Parents will be informed of the same day detention via text message.

8.7 Removal from Lesson

If a pupil's behaviour is disruptive to the learning of others, the pupil will be removed from the lesson to complete work in another classroom setting or with an appropriate member of staff. A further sanction will be issued following an investigation, including a minimum of a 'Time In' (Primary Phase) or '30 Minute Detention' (Secondary Phase). In addition, a reintegration meeting involving a restorative

conversation between the pupil and member of staff will be held where necessary. Pupils will be returned to lessons where appropriate. More than one lesson removal in a day may lead to a pupil being placed onto Subject report which may then result in a reflection being issued due to the impact on the learning of other pupils.

8.8 Behaviour Support Plans and Reports

In order to monitor the behaviour of individual pupils and for them to have a reminder of being monitored, they may be placed on a 'behaviour support plan' (Primary Phase) or 'on report' (Secondary Phase).

Primary Phase

For primary pupils, there are three waves of support when a pupil repeatedly breaches the behaviour policy or is involved in a serious incident.

Wave 1: Early Intervention (EI) / Behaviour Reward Chart

- Work in collaboration with the pastoral team, class teacher, parent and child to identify the area/s of need and any triggers.
- Class teacher needs to check:
 - ✓ Rewards and sanctions are being used appropriately to encourage positive behaviour
 - ✓ The classroom environment/ where the child sits/ seating plan
 - ✓ Level of work/ access to the curriculum
- The meeting will consist of an assessment of need using the three houses model. It is important at this stage to evidence the child's views and any changes which make affect their behaviour.
- Develop appropriate causes of action with all parties involved to enable the child to make reasonable adjustments to address their behaviour.
- All present at the meeting will sign the Early Intervention form.
- The review date will be set 4 weeks from the initial meeting.
- A behaviour reward chart will then be created using the information provided from the three houses model including behaviour logs (BROMCOM), pupil targets and weekly rewards.
- The behaviour reward chart will be in action for approximately 2 weeks, with the flexibility to extend for a further two weeks if weekly targets are not being met.
- Review – If targets have not been met, they need to be escalated to wave 2.

Wave 2: Behaviour Support Plan (Formal)

- For pupils at risk of fixed term exclusion.
- A meeting will be held with the Pupil support manager/ pastoral team to discuss the child's behaviour and look at the catalogue of events (Data- CCR/BROMCOM/Edaware).
- Look for patterns, for example trends in behaviour thus highlighting any areas of concern whilst also highlighting areas of good practice.
- Targets are set and agreed, these will be checked and reviewed every 3 weeks.
- The pupil's behaviour will be monitored using a home-school communication book, with interim and final reviews to decide whether the pupil is making progress, or whether they need to be escalated to wave 3 support.

Wave 3: Pastoral and additional needs plan (formal)

- For pupils who have received suspensions, and who may be at risk of permanent exclusion.
- A meeting will be held to discuss triggers and set targets, along with interventions to support the pupil to meet these targets.
- Should it be deemed appropriate, the school will access specialist child and family agencies.

These may include:

- ✓ Behaviour Support Services
 - ✓ Education Welfare Officer
 - ✓ Education Psychology Service
 - ✓ Health Service (including Mental Health)
 - ✓ Social Services
 - ✓ Youth Offending Team
 - ✓ Other agencies offering specific, targeted support
- The pupil's behaviour will be monitored using a home-school communication book, with interim and final reviews every three weeks to decide whether the pupil is making progress, or whether additional support and interventions are required.

Secondary Phase

Secondary pupils are put on report as defined by the three levels of report below:

1. **Yellow report:** Form Tutor report.
2. **Orange report:** Culture and Ethos Lead report
3. **Red report:** Senior Leadership Team report.

Prior to pupils moving to a yellow report parents will be contacted over the phone and informed of the targets, timescale and consequences. A pupil will take their report home every evening for their parent to see and will return it the next day to the member of staff monitoring their behaviour. Each level of report has additional consequences. Pupils on orange or red reports will not be able represent the academy externally.

8.9 Serious Incidences

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

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

- Cheating on a test
- Truancing lesson
- Mistreating academy property or the property of others
- Verbal aggression towards others
- Physical aggression towards others
- Vandalism/ Graffiti
- Stealing
- Sexually Inappropriate Behaviour
- Playing with fire alarms/ fire extinguishers

- Threatening behaviour
- Bullying or behaviour that is hurtful/ harmful to self or others
- Wilful disobedience or disrespect to an adult
- Bringing prohibited articles onto school site

8.10 Prohibited Articles (which will be confiscated on sight)

The following items are banned from the academy site and will be immediately confiscated. This list is not exhaustive and any final decisions rest with the Head of School, Principal or Executive Principal. The academy has the right to request that banned items are picked up by a parent or guardian.

Any offensive weapon, which may include:

- Tool with a blade or shaft;
- Stanley knife or craft knife;
- Screwdriver of any size;
- Blade of any size or description, including pencil sharpeners;
- Any bladed implement, improvised or otherwise
- Fireworks (including bangers)
- Knuckle dusters;
- Multi tool (including pens with multiple functions);
- Lasers of any description;
- Fire arms/ replica fire arms. BB guns/ catapults
- Any article that has been or is likely to be used to commit an offence, damage property or cause personal injury or harm
- Any item that has no business being within the Academy
- Smoking related articles (possession of these items will result in a Suspension), which may include: Cigarettes;
- Other smoking-related items, including lighters, matches, 'shisha pens', 'E cigarettes' or similar articles
- Alcohol
- Illegal drugs and psychoactive substances (including so-called 'legal highs')
- Caffeinated energy drinks or drinks that are of high sugar content
- Any fizzy drinks
- Jewellery (other than plain ear or nose studs, maximum one in each ear lobe, or medical bracelets);
- Mobile phones which haven't been put away or are used within the Academy day; (*See appendix 3*)
- Mobile phones that are believed to have been used inappropriately or may have evidence relating to an incident of poor behaviour (*See appendix 3*)
- Music devices, seen or heard;
- Aerosols;

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

8.11 Bullying, Homophobic, Sexual Harassment and Racist Incidents

Incidents of bullying will usually be dealt with as follows:

- All allegations are logged and investigated. If found or suspected to be bullying, on the first occasion an informal warning is given and a record is kept of this conversation;

- Subsequent acts found to be bullying may result in a formal warning being given and a meeting with parents/guardians is held.
- Formal warnings are logged as 'bullying' on the pupil's academy record.
- The above action is dependent on the severity; a further informal warning or a higher-level sanction may be given outside the above protocol.

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

Racist Incidents

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

Homophobic Incidents

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

Sexual Harassment

All incidents of a sexual harassment will be logged on the school MIS. The appropriate sanction will be set, and parents/guardians will be notified of the incident. In the event the incident requires, other external agencies such as the Police and Children's Social Care may also be contacted in order to ensure the incident is thoroughly investigated and pupils are appropriately supported during the incident. There may be a need for a risk assessment to be carried out to ensure all victims and perpetrators of sexual harassment are safeguarded appropriately whilst inside school.

8.12 Poor Uniform

In the primary phase, parents of pupils with incorrect uniform will be informed and supported to ensure pupils are dressed as per the academy's policy. When repeated incidents of poor uniform occur, a meeting will take place between the pupil, parent and a member of school staff.

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

8.13 Truancy

Truancy from a single lesson will usually result in a '30 Minute Detention'. Should a pupil truant repeatedly, then they will receive a more severe sanction as determined by their Culture and Ethos Leader or SLT. Please see attendance policy for further detail.

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

The following will usually lead to a Suspension:

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

9.3 Governor Behaviour Panel (15 days)

Behaviour warning hearings are meetings arranged by the school between parents/pupil and governors to impress upon the pupil that his or her persistent breaches of the behaviour policy are placing them at risk of permanent exclusion. The Behaviour panels will be made up of school governors and may be held if a pupil has had 15 days suspension in one term.

9.4 Managed Moves

If a pupil has received a number of Suspensions and the strategies that have been put in place to support this pupil have not been effective, then it may be appropriate to arrange a Managed Move with another school.

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

The managed move may be arranged with another school in the Ark network (e.g Ark Boulton, Ark St Albans, or Ark Victoria) or with another local school on a school-to-school basis or through the sharing panel. The need and referral for a managed move is done on a case-by-case basis and is agreed by the Vice Principal (Behaviour and Attitudes).

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

9.5 Alternative Provision (AP)

Where a student repeatedly breaches or is involved in an incident that is serious in nature the academy behaviour policy and where sanctions previously have not resulted in improved student conduct the academy may choose to use an alternative provision placement. The academy reserves the right to direct students to be educated off-site at an alternative provision setting.

Often a different setting can not only provide a ‘fresh start’ for a student, it can also provide additional vocational subjects and experiences to support learning. Like ‘Managed Moves’ Alternative Provision is arranged with the intention of the change of setting being permanent. Unlike, a managed move the pupil will remain on role at Ark Kings Academy until the end of Year 11.

Alternative Provision may also be used as an an alternative to permanent exclusion and the academy reserves the right to proceed to permanent exclusion if the pupil does not maintain the behaviour and attendance requirements of both Ark Kings and the AP provider

9.6 Permanent Exclusions

Permanent exclusion will be considered if a pupil:

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

The following will usually lead to permanent exclusion:

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

9.7 Incidents occurring outside of the academy

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

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

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

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

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

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

9.8 Joint Enterprise

The academy takes the same position as the law in terms of individuals being collectively held responsible for an incident involving group behaviour which, in the context of an academy, is deemed to

be irresponsible and/or inappropriate; therefore, pupils must remove themselves from a situation rather than being spectators.

9.9 Searching Pupils

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

The academy is allowed by common law powers to search pupils. A member of staff can ask pupils to turn out his/her pockets or a member of staff can look in the pupil's bags. The Principal and authorised staff have a statutory power to search pupils or their possessions without consent, where they have reasonable grounds for suspecting that the pupils may have any of the following prohibited items:

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

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

9.10 Reasonable Force

The academy's policy is based on the following DfE advice (DfE Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies. July 2013.)

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, or to ensure the safety of pupils or staff in the classroom. Authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

In some instances it may be a requirement of staff at Ark Kings Academy to use reasonable force:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Causing damage to the academy environment or the property of others
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

- restrain a pupil at risk of harming themselves through physical outbursts.

What is Reasonable Force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Ark Kings Academy commissions an external agency to regularly provide training for all staff on de-escalation and restraint to ensure the most up to date knowledge and practices in preventing the need for physical contact and when necessary the safest way to intervene physically with pupils to ensure a safe environment for all inside the academy.

All incidents where reasonable force or restraint have been used are logged on our school safeguarding system.

10. Support

At the academy we understand that some pupils will need support to enable them to meet our behaviour expectations and to make best use of the opportunities presented by the academy. Support for behaviour will be specific, intensive and within a timeframe. Whilst fully acknowledging and supporting the needs of some pupils we are also very mindful of the needs and aspirations of the wider pupil body and will not allow persistent long term disruption of learning or abuse of pupils and staff.

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

The following support may also be available at Ark Kings Academy and the Inclusion Lead and Culture and Ethos Leader will decide on how this support is used to support pupils on a case-by-case basis:

- Mentoring / mentor groups
- School Counsellor
- Target based inclusion work – individual and small group
- Educational psychologist referral
- Speech and Language support
- Pupil School Support
- Communication and Autism Team Support
- Hearing Impairment Team Support
- Early Help Assessment referral/ Family Support Worker Referral
- Forward Thinking Birmingham Referral
- City of Birmingham Schools Outreach Programme (COBS- Behaviour)
- School Health NHS
- Learning Interventions/ Strategies for Learning

11. Policy Statements

a. Monitoring, evaluation and review

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

b. Interrelationship with other academy policies

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

c. Involvement of outside agencies

The academy works positively with external agencies (e.g. Birmingham Children's Trust, health services etc.). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

d. Procedures

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

- i.** The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and parents/carers.
- ii.** The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the academy equally. Each member of the academy community has a responsibility towards the establishment and maintenance of a purposeful and caring environment where all can thrive.

Appendix 1: Core Routines

The following routines and expectations apply to all pupils and have been created to support the wellbeing of pupils and the maximise the chance of every pupil being successful at Ark Kings.

Primary Phase

Before School
Purpose: To ensure pupils are fully prepared to start school each day and can perform at their best
<ul style="list-style-type: none">✓ Make sure pupils have the correct equipment, and this is packed in their bag with any required items such as, reading book, PE kit and water bottle✓ Have uniform prepared ready for the morning.

Journey to School
Purpose: To ensure that we arrive at school punctually and with purpose presenting our academy positively to the wider community
<ul style="list-style-type: none">✓ Check the weather – bring appropriate items of clothing such as, coat, hat, scarf, gloves or a cap✓ Fill up your water bottle with fresh, clean water✓ Remember to only bring healthy food and drinks if you bring your own for lunch or snacks✓ Make your way directly to school via the quickest, safest route✓ Present a positive image of our academy by interacting with others in a courteous and polite manner✓ Be careful about when and how you use mobile phones on your journey so that you are safe when crossing roads and that you minimise the risk of theft (Year 6 pupils only)

Arrival at School
Purpose: Pupils have an orderly and purposeful start to the day
<ul style="list-style-type: none">✓ Primary gates open at 8.30am and close at 8.45am. Breakfast will be available in classrooms.✓ Be greeted at the gate by a member of staff. Pupils will make eye contact and respectfully respond.✓ Walk sensibly to your classrooms.✓ Be in full uniform as outlined on the parent uniform letter.✓ Pupils may bring in water bottles from home but are not permitted to bring in energy drinks, caffeinated drinks or drinks that are high in sugar.✓ When entering the classroom, pupils are to place water bottles in the designated area/tray.✓ Pupils should ensure that mobile phones are turned off and handed to a member of staff upon school arrival (Year 6 pupils only).

Transitioning around school

Purpose: To ensure that our corridors, stairwells and indoor spaces are: clean, calm, safe and a pleasant place for all.

- ✓ We use normal conversational voice when moving either in or outside the school building
- ✓ We walk on the left and do not move any more than two abreast so that space is available for others to pass, if needed
- ✓ We do not eat or drink when moving around the school building
- ✓ We walk calmly and with purpose, using the one-way system so that we get to our lessons punctually
- ✓ We only use the toilets and water fountains at break or lunch time and not between lessons
- ✓ When transitioning inside the school building, we should not wear any outdoor clothing
- ✓ We should demonstrate excellent manners by holding doors for others and by thanking those that hold the door for us

Classroom Expectations

Purpose: To ensure that lessons can begin promptly, with pupils prepared and ready to learn in order to be successful

- ✓ Pupils will enter in silence as the teacher greets them at the door. They will make eye contact during this greeting. Pupils should use a teacher's surname e.g. Mr Collins or 'Sir' or 'Miss'.
- ✓ Pupils will sit in their seating plan as directed by the member of staff and retrieve equipment when instructed to do so.
- ✓ Pupils will start the DO NOW activity in silence when instructed by the member of staff.
- ✓ Pupils present their work well by demonstrating excellence and pride in their achievements
- ✓ Pupils do not shout out or talk unless it is required by a task or if a teacher asks them a question
- ✓ Answer their name in the register using clear contribution of 'Good morning Mr Smith' or 'Good afternoon Mr Smith' (pupils should not answer for others)
- ✓ Pupils will demonstrate a good learning position by sitting up, listening carefully, and tracking the speaker.
- ✓ Participate fully in the lesson.

Mobile Phones

Purpose: Ark Kings recognises that mobile phones are useful for Year 6 pupils to communicate with families when travelling to and from school, however we also know that they can have very serious impact on the learning, privacy and safety of the user and others if used inappropriately in and outside of the academy.

- ✓ Phones must be switched off and handed to a member of staff on arrival to the school playground, which is then kept in a secure place until the end of the school day
- ✓ Phones should neither be seen nor heard
- ✓ Where phones are seen or heard they will be confiscated
- ✓ Phones that are confiscated will be returned to pupils or parents at the end of the school day
- ✓ Parents and pupils will be required to sign a mobile phone conduct to show that they understand the academy's rules and this will be placed on the pupils file (logged on Edaware)
- ✓ Pupils should demonstrate caution when using phones on their journey to and from school as this could place the pupil at risk of theft and criminality

(See appendix 3 for full details)

During assemblies/ performances

Purpose: Ark Kings recognises that regular gatherings in key stages or whole school is needed to share important key messages and expand pupils character education outside the classroom. These routines will ensure a respectful environment to maximise these opportunities and celebrate success.

- ✓ Pupils enter the hall in line order.
- ✓ Sit in silence until the assembly begins.
- ✓ Applaud all presentations and performances appreciatively, including celebrating the success of their peers.
- ✓ Track the speaker and performers to show their interest and out of respect.
- ✓ Remain in silence whilst they are dismissed by the member of staff leading the assembly.
- ✓ Dismissal - Walk quietly, with their teacher back to their classrooms.
- ✓ Class teachers and support staff will stand/sit with their classes during assembly.

During Break and Lunchtime

Purpose: Ark Kings recognises that pupils who work hard during learning time need regular breaks to enable their focus in subsequent lessons. These routines will allow a clean, calm, safe and a pleasant place for all.

- ✓ Queue quietly in pairs when entering the Dining Hall.
- ✓ Use 'please' and 'thank you' towards the catering staff when being served.
- ✓ During break and lunchtime activities staff on duty will circulate playground areas.
- ✓ Whistle is blown three times to conclude pupils break and lunchtime.
- ✓ Once the whistle has been blown, pupils stop their activity immediately and stand in silence.
- ✓ When instructed to, pupils walk and line up in silence in front of their class teacher in the designated areas on the playground.

- ✓ Wait in silence until class teachers lead them back to their classrooms.
- ✓ For wet breaktimes, pupils to remain in classrooms watching a film or programme on the screen in silence.
- ✓ For wet lunchtimes, pupils to remain in classrooms until escorted down to the Dining Hall. Upon their return to the classroom, pupils are to continue watching a film or programme on the screen in silence.

At the End of the Day

Purpose: To ensure that we leave school promptly and arrive home safely, presenting our academy positively to the wider community. To also ensure we participate in all extra-curricular opportunities available.

- ✓ EYFS and KS1 pupils are to be collected by parents or carers from their classrooms.
- ✓ EYFS and KS1 pupils are to remain seated silently in carpet places or table seats, listening to a story being read by the class teacher or support staff.
- ✓ KS2 pupils are to be collected by parents or carers from their year group lines on Upper School Playground.
- ✓ KS2 pupils are to be in line order, in silence and only walk to their parents when instructed to by their class teacher.
- ✓ Pupils will leave the academy site quietly, sensibly and calmly.
- ✓ Not be on site after school hours unless supervised and staff aware of their presence.
- ✓ Attend all After School interventions and extra-curricular clubs as directed to by staff within primary.

Secondary Phase

The Night Before School

Purpose: To ensure that we are fully prepared for the next day and can perform at our best at school

- ✓ Check and ensure that all your homework and/ or online study is completed for the next day.
- ✓ Check and make sure that you have actioned any emails or feedback that you have received from your teachers.
- ✓ Ensure that your laptop is fully charged and ready to bring into school.
- ✓ Make sure you have the correct equipment, and this is packed in your bag with any required books or items such as, art portfolios.
- ✓ Check your planner to ensure that you know of any events that are taking place the next day i.e. InUnity Conference or school trip.
- ✓ Check your timetable to see if you have PE and pack your kit into your school bag.
- ✓ Fold your uniform neatly in your room, ready for the morning.
- ✓ Ensure you have an alarm set that provides enough time for you to arrive at school before the school gates shut at 08:25.
- ✓ Empty any used PE kit from your bag for washing

Your Journey to school and before Lessons Begin

Purpose: To ensure that we arrive at school punctually and with purpose presenting our academy positively to the wider community

- ✓ Check the weather – you may need a coat. Remember: “There’s no such thing as bad weather, only poor clothing.” Sir Ranulph Fiennes
- ✓ Fill up your water bottle with fresh, clean water
- ✓ Remember to only bring healthy food and drinks if you bring your own for lunch or snacks
- ✓ Either have breakfast at home or ensure that you at school in time for breakfast club
- ✓ Make sure, if you use public transport, that you have your bus pass/ fare
- ✓ Make your way directly to school via the quickest, safest route
- ✓ Present a positive image of our academy by interacting with others in a courteous and polite manner
- ✓ Be careful about when and how you use mobile phones on your journey so that you are safe when crossing roads and that you minimise the risk of theft.
- ✓ Ensure that you make your way to your line-up area

Arrival at School

Purpose: Pupils have an orderly and purposeful start to the day

- ✓ Be in full uniform as outlined on the parent uniform letter.
- ✓ Be greeted at the gate by a member of staff. Pupils will make eye contact and respectfully respond.
- ✓ Secondary gates open at 8.10 am and close at 8.25am. Breakfast can be collected from the dining hall.
- ✓ Primary gates open at 8.30 am and close at 8.45 am. Breakfast will be ready in classrooms.
- ✓ At 8:25 am, secondary pupils will line up in form groups. Uniform and equipment checks may take place at this time or during form time.
- ✓ Pupils may bring in water bottles from home but are not permitted to bring in energy drinks, caffeinated drinks or drinks that are high in sugar.
- ✓ Pupils should ensure that mobile phones are turned off on school site. Mobiles that are seen by staff or heard will be confiscated. If pupils need to call home, they can do so from the Heads of Year Offices. Parents will receive a text or phone call when phones are confiscated. Confiscated phones will be returned at the end of the day on Friday (only), when parents listed on the school system are available to collect them from the school office.
- ✓ During Form Time, pupils will take part in an equipment check where necessary. Pupils will be expected to format their desks and have the obligatory equipment for the school day, including a school bag, pupil handbook, pens (black pen and red pen), pencil, ruler, eraser and any additional stationary required.

Transitioning around school

Purpose: To ensure that our corridors, stairwells and indoor spaces are: clean, calm, safe and a pleasant place for all.

- ✓ We use normal conversational voice when moving either in or outside the school building
- ✓ We walk on the left and do not move any more than two abreast so that space is available for others to pass , if needed
- ✓ We do not eat or drink when moving around the school building
- ✓ We walk calmly and with purpose, using the one-way system so that we get to our lessons punctually
- ✓ We only use the toilets and water fountains at break or lunch time and not between lessons
- ✓ When transitioning inside the school building, we should not wear any outdoor clothing
- ✓ We should demonstrate excellent manners by holding doors for others and by thanking those that hold the door for us
- ✓ We should arrive to our lessons within 3 minutes of the start time

Entering the classroom at Ark Kings Academy

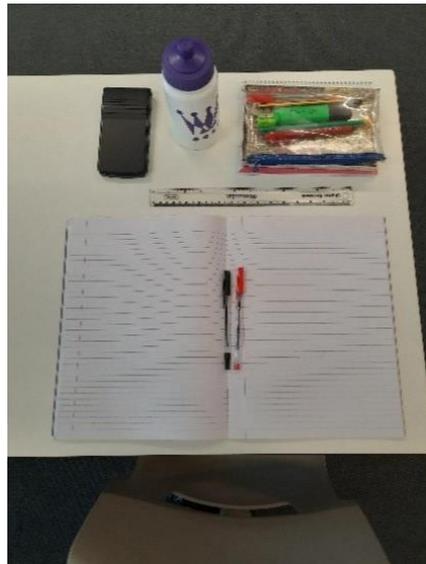
Purpose: To ensure that our corridors, stairwells and indoor spaces are: clean, calm, safe and a pleasant place for all.

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

During a Lesson

Purpose: To ensure that pupils understand what is expected of them during learning time inside the classroom. These routines enable learning to run smoothly and for the learning environment in the classroom be respectful so everyone is able to participate in learning and maximise learning opportunities.

- ✓ We organise our desks so that they are clutter free and so that our equipment is immediately to hand
- ✓ We engage with our learning straight away by completing a DNA in silence
- ✓ We present our work well demonstrating excellence and pride in our achievements
- ✓ We do not shout out or talk unless it is required by a task or if a teacher asks us a question
- ✓ Answer their name in the register using clear contribution 'Yes' or 'Here' and 'Sir' or 'Miss'. (pupils should not answer for others)
- ✓ Pupil's will demonstrate a good learning position by sitting up, listening carefully, and tracking the speaker.
- ✓ Participate fully in the lesson.



Mobile Phones

Purpose: Ark Kings recognises that phones are useful for pupils to communicate with families however we also know that they can have very serious impact on the learning, privacy and safety of the user and others if used inappropriately in and outside of the academy

- ✓ Phones must be switched off and placed in a zipped bag or clothing pocket before pupils enter the academy site
- ✓ Phones should neither be seen nor heard
- ✓ Where phones are seen or heard they will be confiscated
- ✓ Phones that are confiscated will only be returned to parents, after school, on a Friday afternoon from 14:00 to 16:00
- ✓ Parents and pupils will be required to sign a mobile phone conduct to show that they understand the academy's rules and this will be placed on the pupils file (logged on Edaware)
- ✓ Pupils should demonstrate caution when using phones on their journey to and from school as this could place the pupil at risk of theft and criminality

(See appendix 3 for full details)

During assemblies/ performances

Purpose: Ark Kings recognises that regular gatherings as a year group is needed to share important key messages and expand pupils character education outside the classroom. These routines will ensure a respectful environment to maximise these opportunities and celebrate success.

- ✓ Line up and enter in their form groups, unless the form tutor or teacher directs otherwise. Pupils should leave a space for a pupil who is absent, in case they arrive later.
- ✓ Sit in silence until the assembly begins.
- ✓ Stand, when instructed to do so.
- ✓ Applaud all presentations and performances appreciatively, including celebrating the success of their peers.
- ✓ Track the speaker and performers to show their interest and out of respect.

- ✓ Remain in silence whilst they are dismissed by the member of staff leading the assembly.
- ✓ Dismissal - Walk quietly, with their teacher to their next lesson.
- ✓ Form Tutors or teachers will stand/sit with their form group.

During Break and Lunchtime

Purpose: Ark Kings recognises that pupils who work hard during learning time need regular breaks to enable their focus in subsequent lessons. These routines will allow a clean, calm, safe and a pleasant place for all.

- ✓ Wait for food in the queue quietly, not pushing in.
- ✓ Use 'please' and 'thank you' towards the catering staff when being served.
- ✓ Read in the library, or take part in an extra-curricular activity.
- ✓ Meet with staff to address any concerns or queries. Staff on duty will circulate during break and lunchtime.
- ✓ Line up in class groups at the end of break time and lunchtime. Wait in silence to be dismissed to their next lesson.
- ✓ Ensure that a calm and purposeful atmosphere is maintained in these areas.
- ✓ For wet breaks and lunchtimes be instructed to go to designated areas.
- ✓ Should use the benches and seating when eating indoors

At the End of the Day

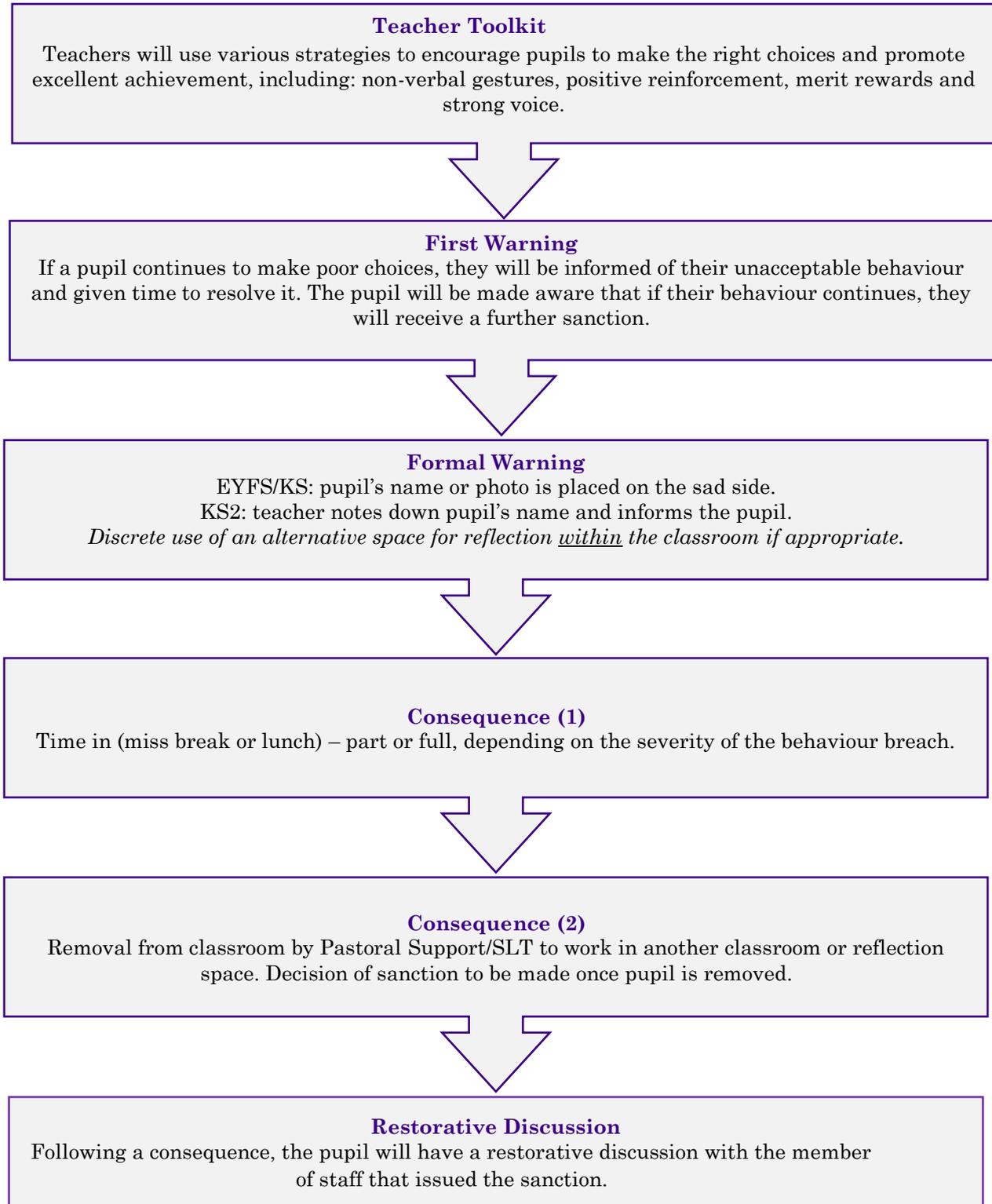
Purpose: To ensure that we leave school promptly and arrive home safely, presenting our academy positively to the wider community. To also ensure we participate in all extra-curricular opportunities available.

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

Agreements: Pupils and parents sign the Home School Agreement and the Acceptable Use Policy.

Appendix 2: Behaviour Flowcharts

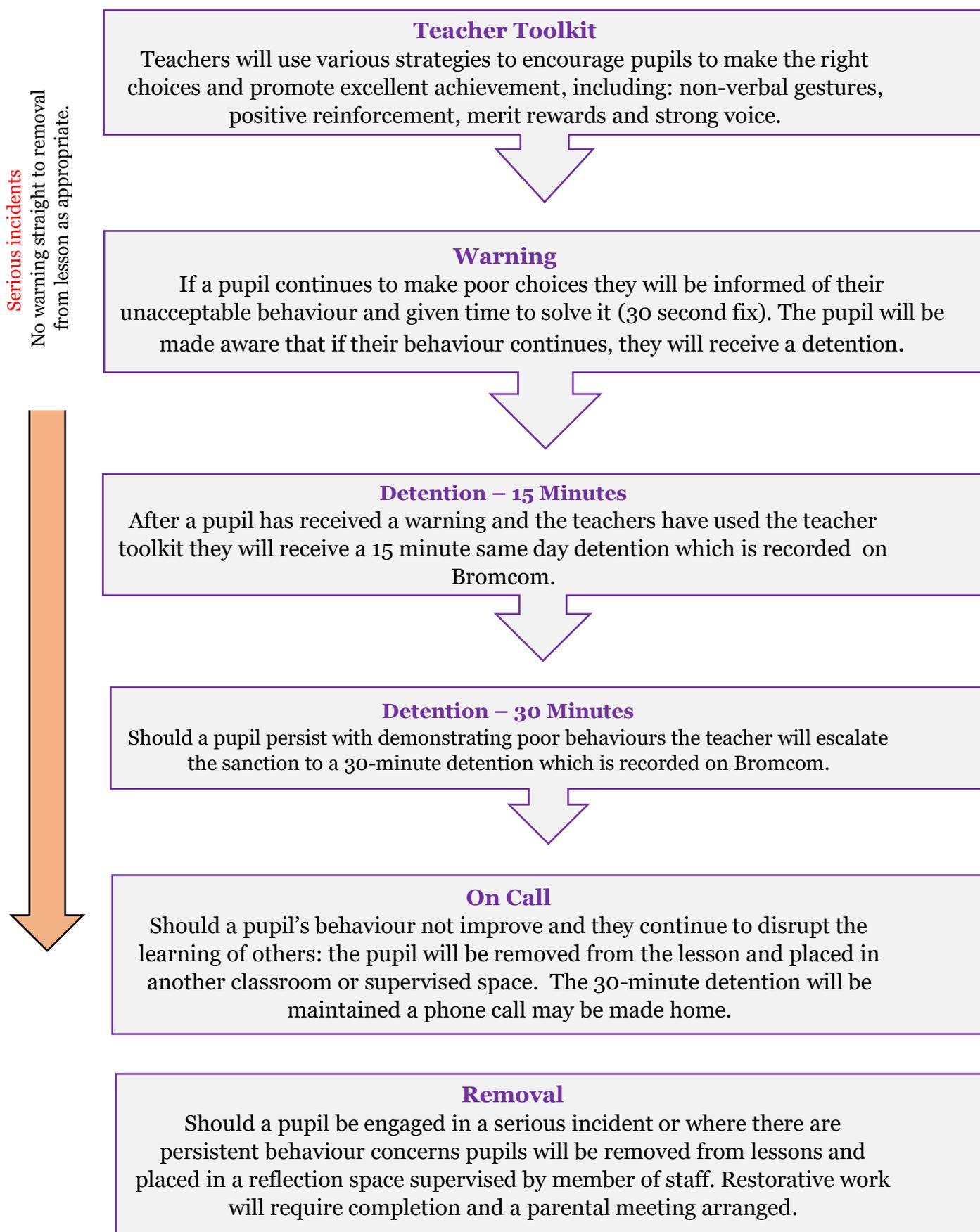
Primary Phase Behaviour Flowchart



Notes:

- Time in is (designated area outside classroom) used as consequence 1.
- All classrooms/ learning areas to visibly display school code of conduct.
- For serious breaches, no warning but straight to the pastoral team, SLT or HT as appropriate.

Secondary Phase Behaviour Flowchart



Appendix 3: Behaviour Categories (Positive) ●●●●●●●●●●

All-through Behaviour Categories (Positive) – E-Praise

Behaviour code	Description	Points	Behaviours include
P/S-ExPunc	Excellent Punctuality	1	Pupil consistently arrived on time to line up and lessons.
P/S-ExAtt	Excellent Attendance	1	Pupil attends all lessons, each day every day
P/S-ExUnif	Excellent Uniform	1	Pupil consistently appears smart and well presented and wears their uniform in line with the academy guidelines.
P/S-Partic	Participation in Lessons	1	Pupil engages in learning in the classroom and frequently offers thoughts, responses and ideas in regards to topic of learning.
P/S-Question	Answering Questions	1	Pupil frequently offers answers and responses to learning questions inside the classroom. Pupil confidently shares these ideas with the teacher and classmates.
P/S-Manners	Manners/Politeness	1	Pupil regularly demonstrates excellent manners and politeness and often holds doors open, uses excuse me, please and thank you.
P/S-ExClass	Excellent Classwork	1	Pupil works extremely hard in lesson and produces excellent classwork.
P/S-ExHome	Excellent Home Learning	1	Pupil demonstrates excellent pieces of work they have completed as part of their home learning.
P-TalkPartner	Great Talk Partners	1	Pupil has engaged with their partner in lessons discussing learning.
P/S-PosRole	Positive Role Model	2	Pupil regularly displays the attributes of the academy code of conduct and displays this behaviour for others to replicate.
P/S-Discuss	Leading Discussions	2	Pupil regularly takes on leadership positions and is able to effectively lead discussions inside the classroom and around school.
S-Motivat	Self-Motivation	2	Pupil displays a self motivated attitude towards their own learning and academic progress.
P/S-Leader	Leadership Skills	2	Pupil demonstrates they are able to take on a leadership position in school.
P/S-Event	Event Participation	3	Pupil takes parts in a school event in which they demonstrate the school in positive aspects.

P/S-Ethos	Positive Community Ethos	3	Pupil regularly displays they are able to get involved in school and community events to represent Ark Kings Academy.
S-PosPhone	Praise Phone Call Home	5	Pupil has exceeded the expectations and are demonstrating they are consistently meeting the pupil code of conduct.
S-PostCard	Praise Post Card Home	5	Pupil has exceeded the expectations and are consistently demonstrating the school values around school.
P/S-StarWeek	Star of the Week	5	Pupil has been the stand out pupil in their class/subject/year group.
P-ClassTAward	Class Teacher Award	5	Pupil has been nominated by their Class Teacher for an award for their behaviour.
S-FTAward	Form Tutor Award	5	Pupil has been nominated by their Form Tutor for an award for their behaviour.
S-HoKSAward	Head of Key Stage Award	5	Pupil has been nominated by their Head of Key Stage for an award for their behaviour.
S-CELAward	Culture and Ethos Leader Award	5	Pupil has been nominated by their Culture and Ethos Leader for an award for their behaviour.
P-SLTAward	Senior Leadership Team Award	5	Pupil has been nominated by a member of the Senior Leadership Team for an award for their behaviour.
S-PrincAward	Principal's Award	5	Pupil has been nominated by their Culture and Ethos Leader for an award for their behaviour.
P-HTAward	Headteacher Award	10	Pupil has been nominated by the Head Teacher for an award for their behaviour.
S-100Week	100% Weekly Attendance	5	Pupil has had 100% Attendance in a week.
S-100HTerm	100% Half-Term Attendance	10	Pupil has 100% attendance in a half-term.
S-StarHT	Star of Half-Term	10	Pupil is awarded Star of Half-Term for excellent learning habits, behaviour and attendance and punctuality.
S-StarTerm	Star of the Term	10	Pupil is awarded Star of Term for excellent learning habits, behaviour and attendance and punctuality.
S-StarYear	Star of the Year	10	Pupil is awarded Star of Year for excellent learning habits, behaviour and attendance and punctuality.

Reward types

Type	Format	Reason	Who	Recorded	Accumulation
E-Praise Points (All pupils)	Added electronically to E-Praise	Awarded to pupils for demonstrating school values,	All Staff	Board/ E-Praise	Awards presented in termly celebration assembly.

	and public recognition	aspire, expect achieve, together. Exemplary effort, excellent work, achievement, contribution, consistently following the code of conduct in the classroom and around the Academy.			E praise application tallies and records accumulation of merits
Praise postcard	Postcards	Postcards will be sent home to pupils for achievements and are given in recognition of noteworthy effort or success. For example, representing the school in sport or an act of outstanding citizenship, producing an exemplar piece of work or exemplifying the academy's virtues.	All staff	E-Praise	Awarded throughout the term
Work of the Week (WOW)	Work of the week photograph presented on social media	Excellent contribution within a subject area/ within the year group or an exemplary piece of work	All class teachers/ Mu Dockery	Twitter/ Electronic displays	Weekly
Star Pupil of the half term (All pupils)	Certificate/ Badge	Continuously demonstrating the academy values	Culture and Ethos Leader	E-Praise	Presented each half term as part of a rewards assembly
Attendance/ Punctuality (All pupils)	Certificates/ Rewards trip	100% attendance & punctuality over the term	Culture and Ethos Leads	E-Praise	Rewards trip at the end of each Term. Certificates in presentation assembly.

VIP/ Principal Award (All pupils)	E-Praise	Outstanding contribution/ effort/ above and beyond	All staff	E-Praise	Termly reward with Headteacher
Celebration Assemblies	Formal recognition, E- Praise, certificates and awards	Nominated by subject teachers for an award for their achievement or progress in the previous term.	All staff	E-Praise	Awards presented in termly celebration assembly.

Appendix 4: Behaviour Categories (Negative) ●●●●●●●●●●

Behaviour Categories (Negative) – Bromcom

All staff have access to Bromcom. On this system staff must:

- Identify the individual(s)
- Select the appropriate behaviour category
- Explain in detail the incident
- Conversations had with the individual(s), staff and parents
- Sanction given

Primary Behaviour Categories

Behaviour code	Description	Behaviours include	Sanction
P- objects	Aggressive behaviour towards objects	Damaging school equipment or furniture purposely/ throwing objects/ pulling, kicking, punching, ripping, smashing, defacing objects.	TI/ seclusion / isolation/FTE
P – people	Aggressive behaviour towards people	Spitting, kicking, punching, biting, pushing, swearing (intent)	TI/ seclusion/ isolation /FTE
P-LLD	Low level disruptive behaviour	Making silly noises, tapping, banging equipment, playing with equipment, talking, shouting out, failure to follow instructions, fidgeting, talking over the teacher/adult, refusing to complete work, refusing, defacing others work or their own.	Use behaviour flow chart – appendix one behaviour policy. Professional judgement – TI if necessary.
P-ISB	Inappropriate social behaviour	Threatening, calling names, isolating others, not sharing, inappropriate conversations, taking things from others, stealing, running off, inappropriate use of social media, temper tantrums, hiding, moving furniture, self-harm (head banging, pinching, biting) answering back, rolling eyes, sucking teeth, dishonesty, ridiculing.	Use behaviour flow chart – appendix one behaviour policy. Professional judgement – TI if necessary.
P- SB	Sexualised behaviour	Overly sexualised behaviour for a pupil's age touching/ actions/ language	Use behaviour flow chart – appendix one behaviour policy. Professional judgement – TI if necessary. Report to DSL

P- Bullying	Bullying of all types	Repeated behaviours intended to hurt someone either physically or emotionally. Please state type of bullying in the comment box e.g. Cyber bullying / online social media bullying Verbal bullying Physical bullying Social bullying –isolating someone purposely.	TI / seclusion / isolation/FTE / Report to DSL
P- Racial	Racial abuse	Any action which shows abusive/inappropriate attitudes or treatment of others based on their race and religious beliefs.	TI / seclusion / isolation/FTE/ Report to DSL
P-Hphobic	Homophobic	Any action, attitude, or behaviour that discriminates against or unfairly limits same-sex attracted people because of their sexuality.	TI / seclusion / isolation/FTE / Report to DSL
P-Tphobic	Transphobic	Any action which shows a dislike of or prejudice against transsexual or transgender people.	TI / seclusion / isolation/FTE / Report to DSL
P-Bphobic	Biphobic	Any action which shows a dislike of or prejudice against bisexual people	TI / seclusion / isolation/FTE / Report to DSL
P-Xphobic	Xenophobic	Any action which shows a dislike of or prejudice against people from other countries.	TI / seclusion / isolation/FTE /Report to DSL
P- GDiscrim	Gender discrimination	Any actions which demonstrate the unfavourable treatment of individuals on the basis of their gender, which denies them rights, opportunities or resources.	TI / seclusion / isolation/FTE / Report to DSL

Secondary Behaviour Categories

Behaviour code	Description	Points	Behaviours include
Late2S-L	Pupil is late to school (before the registers close)	-1	Pupils not arriving in school on time, but arrives before the registers have closed (L) code.
Late2Less	Pupil is late to their lesson	-1	Pupils arriving to lessons late (more than 3 minutes after the end of a lesson or break/ lunch time transition).
IncorrectUniform	Pupil is not adhering to the academy uniform policy	-1	Pupils not wearing their uniform appropriately, top button not fastened, shirt untucked, not wearing blazer, incorrect footwear etc.

LackEquipment	Pupil has not arrived at school or activity with the correct equipment	-1	Pupil does not have the required equipment for learning, black pen, red pen, pencil, ruler, eraser etc.
EatingChewing	Pupil is eating, chewing or drinking during lesson or has a banned food/ drink item	-1	Pupil is eating any food items or chewing gum during a lesson. Pupil is drinking a sugary/fizzy drink or something other than water. Pupil is drinking in a science lab or computer room.
Littering	Pupil is not being responsible for their own litter.	-1	Pupil is purposely dropping litter and not placing in the bin. Pupil is not clearing away litter after themselves at break or lunch time.
Late2S-U	Pupil is late to school (after the registers close)	-1	Pupils not arriving in school on time, and arrives significantly late after the close of registers (U) code.
OffTask	Pupil is not attempting to complete a teacher directed activity or task	-2	Pupil is doing something other than the task required. Drawing or doodling, playing with items, talking with others etc. Making silly noises, tapping, banging equipment, playing with equipment, talking, shouting out, failure to follow simple instructions, fidgeting, talking over the teacher/adult, refusing to complete work, refusing, defacing others work or their own.
DisturbLearning	Pupil is disturbing the learning of others	-2	Repeated talking or disturbing the teacher delivering instruction, being out of seat and walking around the room. Talking loudly or other inappropriate behaviours which disturbs other pupils in the lesson or the flow of learning.
Failure2ComplWork	Pupil has not made the necessary effort to complete the teacher set task or activity	-2	Pupil has not completed the task or work required and set by the teacher, despite being given appropriate time and support to do so. The task may have also been completed poorly with no effort within the given timescale.
Refusal2FollowInst	Pupils follow instructions without question, first time.	-2	Refusing to follow instructions given by staff to comply with the expected behaviour standards.

ArguingRudeStaff	Pupils are not polite, respectful or are abusive in their interactions with staff.	-2	Answering members of staff back, interrupting staff when they are being spoken to, being disrespectful in their responses or body language (answering back, rolling eyes, sucking teeth). Speaking to staff using inappropriate or derogatory language.
Swear	Pupils use foul language when interacting with others	-2	Swearing at other pupils, staff members or visitor to the academy. Using foul language when communicating with another stakeholder.
DiscrimPredUnaccLang	Pupils use discriminatory language	-2	Using language when is derogatory or discriminatory to another individual and is knowingly stated to cause offense.
HomeLearnIncomp	Pupils fail to complete their home learning.	-2	Pupils have failed to completed their directed home learning activities without valid or acceptable reason.
PhysAggress	Physical assault and/ or aggressive behaviour towards other pupils or staff.	-10	Spitting, kicking, hitting, slapping, punching, biting, pushing, swearing (intent), or making threatening remarks towards a staff member(s). Or any other form of intentional aggressive physical contact.
TruancyLesson	Pupils do not attend their timetabled lesson or activity	-5	Pupils do not attend their timetable lesson or session and are elsewhere in the building or grounds without written permission from their subject teacher or member of staff they are timetabled to be with.
MobileDeviceConfis	Pupils mobile phone or electronic device is confiscated.	-5	Pupils mobile or electronic device is being used during the school day on academy premises or has been seen or heard, or is providing a distraction disturbance to learning or to the smooth running of the school day.
InappSexualLangBehav	Sexualised language and/ or behaviours	-10	Inappropriate sexualised language or behaviour including touching/ actions/ gestures/communication/language.

VerbalBully	Verbal Bullying of another pupil or pupils.	-10	Including name calling, threatening language, encouraging others to isolate or unfriend a student. Any verbal communication intended to purposely emotionally hurt another pupil or pupils.
CyberBully	The use of electronic communication or online presence to bully another pupil or pupils.	-10	Behaviours intended to hurt someone physically or emotionally. Using mobile communication and online social media sites to make threats, verbally intimidate or discriminate against or arrange for others to do so. Sharing of images, text or posts which targets another pupil or group of pupils with the intention to engage in bullying behaviours.
Physical Bully	Physical Bullying or repeated aggressive contact towards a pupil or pupils.	-10	Behaviours intended to hurt someone physically. Spitting, kicking, hitting, slapping, punching, biting, pushing, swearing (intent), or making threatening remarks towards a staff member(s). Or any other form of intentional aggressive physical contact.
RacistBully	Racist Bullying	-10	Any action which shows abusive/inappropriate attitudes or treatment of others based on their nationality, race, ethnicity, cultural or religious beliefs.
HomophobicBully	Homophobic Bullying	-10	Any action, attitude, or behaviour that discriminates against or unfairly limits same-sex attracted people because of their sexual orientation..
GenderBully	Gender discrimination	-10	Any actions which demonstrate the unfavourable treatment of individuals on the basis of their gender, which denies them rights, opportunities or resources.
TransphobicBully	Transphobic Bullying	-10	Any action which shows a dislike of or prejudice against transsexual or transgender people, which denies them rights, opportunities or resources.

BiPhobicBully	Biphobic Bullying	-10	Any action which shows a dislike of or prejudice against bisexual people, which denies them rights, opportunities or resources.
XenophobicBully	Xenophobic Bullying	-10	Any action which shows a dislike of or prejudice against people from other countries, social, national, cultural or minority groups which are singled out to deny them rights, opportunities or resources.

Appendix 5: Mobile Phones/Electronic Devices ●●●●●●●●●●

Primary Mobile Phone/Electronic Devices Policy

In the primary phase, no mobile phones or electronic devices (except for school laptops) are permitted in school. If pupils bring a mobile phone to school (for example, if they walk to and from school by themselves and have a mobile phone to be contactable by parents/carers), they must hand the device in to a member of staff on the gate or their class teacher. It will then be stored securely during the day and returned to the pupil at dismissal.

Secondary Mobile Phone/Electronic Devices Policy

Ark Kings Academy expect that all pupils will have their mobile phones and all other electronic devices switched off and put away out of site (in an inside zipped pocket or their school bag) during the school day. This is because when pupil phones are away, they concentrate more on their learning. This approach also prevents pupils taking photos or videos of pupils or staff against their will or sending inappropriate messages. This is key to keeping everyone safe and happy whilst in the academy. When pupils are not worried about using their phones, they are more likely to enjoy the company of their friends in the present.

Pupils will be expected to put these items away before they enter the school site before, in the morning, and these devices must remain away, switched off and out of site until pupils leave the school site, at the end of the school day.

Confiscation

In the event mobile phones or electronic devices are being used by pupils or are visible during the school day, they will be confiscated by members of staff. Pupils will receive a 30-minute detention for using or having this mobile phone or device out during the school day.

Devices will be kept in the school safe until the end of the week and will then be able to be collected from the main school reception on Friday at the end of the school day by a parent or guardian who is recorded as a contact on the academy's management information system. We will be unable to return mobile phones or devices to pupils or adults who are not listed on the emergency contact list for pupils.

In the event a pupil refuses to hand over their mobile phone for confiscation when requested by a member of staff, pupils will be removed from the learning environment by a member of duty or on call staff until this request is carried out so that the further learning and safety of pupils is not compromised.

Emergency Contact Home

In the event parents are required to contact pupils during the school day, parents should contact the main academy reception who will advise the necessary pastoral staff member who will arrange for any urgent messages to be relayed to the pupil to talk to parents in a private office space. Parents are asked not to text or call their child during the school day as pupils phones should remain switched off and out of site whilst on the school site and doing so could lead to a child's device being confiscated.

If pupils need to contact home the school we will do it for them and we are happy to help pupils to contact families in an emergency from a school phone.

Examples of Electronic Devices:

- Mobile Phones
- Ear Phones/Headphones/AirPods
- iPod/MP4 devices
- Tablet Devices
- Gaming Devices
- Watches/Fitbits
- Any other electronic device being used for communication or distracting pupils from their learning