



# Ark Kings Academy

*Aspire. Expect. Achieve. Together.*

## **BEHAVIOUR FOR LEARNING POLICY Secondary Phase**

<b>Date of last review:</b>	March 2021	<b>Review period:</b>	1 year
<b>Date of next review:</b>	March 2022	<b>Owner:</b>	Sean McCay

# TABLE OF CONTENTS

1. THE EXPECTED BEHAVIOUR EACH DAY .....	4
1.1 Our code of Conduct/Code of Excellence .....	4
1.2 Core Routines .....	4
Principles behind routines .....	5
1.3 Covid 19 amendments... ..	5
2. STUDENT ACKNOWLEDGEMENT AND PRAISE .....	7
2.1 Precise Praise.....	7
2.2 Excellence for learning – ‘Leading the Way’ .....	7
2.4 Student Appreciation Week.....	9
2.5 Half Termly Year Group Achievement Assemblies.....	9
2.6 Form/class of the Term.....	10
2.7 Termly Whole School Achievement Assemblies .....	10
2.8 Annual Awards .....	10
3. CONSEQUENCES OF POOR BEHAVIOUR .....	11
3.1 Low level disruption .....	12
3.1.1 Consequences for poor behaviour.....	13
3.1.3 Consequences for repeated poor behaviour .....	14
3.2 Serious behaviour incidents.....	14
3.3 Further information about consequences .....	17
3.3.1 Correction.....	17
3.3.2 On Call .....	17
3.3.3 Reports .....	17
3.3.4 Extended Friday Correction .....	18
3.3.5 Training Day Correction (9am-3pm).....	18
3.3.6 Internal exclusion .....	18
3.3.7 Fixed term exclusion .....	19
3.3.9 Managed move to another school .....	20
3.3.10 Sharing panel.....	20
3.3.10 Use of reasonable force.....	20
Pastoral support .....	21

## INTRODUCTION

Ark Kings Academy is committed to ensuring that all students make excellent progress, develop outstanding character and, as a result, they are successful in life, education and employment.

We believe that anyone who is successful (in the broadest sense of the word) must develop self-discipline and be given autonomy to make the right choices. We also want our students to understand their role in developing a common purpose across our Academy community and beyond.

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

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

We maintain high standards of behaviour by "**sweating the small stuff**". This means teachers being consistent about routines and detail. It means addressing pupils' actions when they do not meet expectations, whether this concerns the way uniform is worn, equipment, promptness to class, or actions or language to one another. This firm approach to behaviour will be supported by the strong nurturing relationships between teachers and pupils, made easier by the school's small size.

*"That the trajectory that children's lives follow can sometimes be redirected by things that might at first seem, to the adults in their lives, to be small and insignificant." - Paul Tough*

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

## 1. THE EXPECTED BEHAVIOUR EACH DAY

### 1.1 Our code of Conduct/Code of Excellence

1. We follow staff instructions the first time, every time.
2. We take pride in our work.
3. We wear our uniform with pride at all times.
4. We walk around the academy calmly, quietly and on the left.
5. We are always equipped.
6. We line-up promptly and in silence.
7. We enter and leave every lesson in silence.
8. We use STAR position to show that we are listening and focused on learning.
9. We look after our school environment.
10. We act as an ambassador at all times.

*Further information, including the purpose behind each aspect, can be found the student planner.*

### 1.2 Core Routines

Routines are familiar actions or approaches that a teacher or a student uses on a regular basis in order to set the right climate for learning and to aid efficiency. When they operate at their best, they are non-intrusive, but slick in their execution.

Not every recurring event or situation is covered by a routine and there may be differences in how routines are carried out from department to department. The reasons for this may be pedagogical or practical (e.g. areas of the academy where classroom doors are closer together make line-ups in the corridor impractical – so don't try it!).

In all cases it is important to define the **behaviour** and **responses** we expect for each routine with students. It is only through clearly expressing, demonstrating and practicing routines with students that they will become fully competent and as a result the purpose of the routine is realised.

*"Your instincts will tell you that you are wasting time [teaching routines], but the opposite is true. Look at it as making an investment."*

**- Doug Lemov, 'Teach Like a Champion'**

## Principles Behind Routines

- ◆ **Efficiency is everything:** Teachers like the illusion of control, and sometimes want to slow down so they can enjoy it for longer, basking in its warm glow. Actually, the goal is doing it 100% right, as *fast* as possible.
- ◆ **Low narration:** Once they are fully taught (though they must be explicitly taught to begin with), a good routine needs only short prompts and reminders. These are often non-verbal. This lets teachers watch for non-compliance or prepare other stuff in the classroom.
- ◆ **Least invasive intervention:** When students have slipped and are **n** behaving as you want them to. Use non-verbal cues and/or correct them anonymously.
- ◆ **Plan what you want:** You have to pay attention to the detail, here. Students have to be told exactly what to do, when, how and with whom.
- ◆ **Tight transitions:** Interruptions are not part of the procedure: plan for **n** practise routines until the transition is tight and interruption-free.
- ◆ **Procedure is culture:** Shared routines must feel like they belong to everyone in your classroom. Teachers can change the culture by creating and teaching routines for the elements of that culture that they want to see more of.

**Specific information on each routine can be found inside the Student Planner and the Staff Handbook.**

## Covid 19 amendments

In line with the government recommendations on pupil's safe return to school we have had to adapt some of our daily routines and behaviour expectations. These changes have been outlined below.

### Bubbles

We will operate in year group bubbles. The school has been sectioned off into different areas to ensure that students from different year groups do not mix with each other. To ensure this happens the following changes have taken place:

- Entry/exit to the school and line up

Each year group will have a designated entry and exit gate to the school at the start and end of each day. They will need to go directly to their line up area and remain there until the start of the school day.

- Year group zones

Students will have the majority of their lessons in their base classroom within

their year group zone. The exception to this is when students need to use the specialist equipment and facilities of specific subjects. Students will transition to art, music and PE.

#### - Transitions

All lessons that students need to transition to will finish in the 'base' classroom. The teacher teaching the lesson will collect and drop off the students at the start and finish of the lesson. Year groups will use their designated staircase when transitioning.

#### - Lunch and break time

There will be a separate break and lunchtime for individual year group bubbles.

#### Masks

All students and staff need to wear masks when in the indoor communal areas of the school. The communal areas of the school are those that are used by all year groups at different times across the day. They include the dining hall, the staircases, the corridors and the PE changing rooms. We wear masks in service of the whole school community to ensure any germs we are carrying are not spread around the school. Students will put on their masks in line-up prior to entering the school building. When in lessons students/outside students can either remove their masks or continue to wear them. This is up to them. Masks can also be removed in the dining hall when sitting down to eat.

Some students will be exempt from wearing face coverings.

This includes (but is not limited to):

- people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability
- where putting on, wearing or removing a face covering will cause severe distress
- When speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate
- to avoid harm or injury, or the risk of harm or injury, to oneself or others - including if it would negatively impact on your ability to exercise or participate in a strenuous activity

#### Hand sanitisers

Students and staff will need to sanitise their hands every time they enter the building. Hand sanitise stations are placed at every entry point into the building.

## 2. STUDENT ACKNOWLEDGEMENT AND PRAISE

We want students to be motivated by the intrinsic value of achievement; however, we are committed to acknowledging students for developing good learning habits. Students will be told individually and collectively (as a teaching group, form group or year group) when they have met the academy standards for good behaviour. We want them and their parents to know how they are doing what is expected of them. Good behaviour will be recognised both informally and formally.

- 2.1 Precise Praise
- 2.2 Attitude to Learning – ‘Leading the Way’
- 2.3 Postcards
- 2.4 Student Appreciation Weeks
- 2.5 Weekly Year Assemblies
- 2.6 Half termly Year Assemblies
- 2.7 Termly Achievement Assemblies
- 2.8 Annual Awards
- 2.9 Student Leadership

### 2.1 Precise Praise

Staff will reinforce behaviours as specifically as possible and focus on actions that students can choose to do. A child can’t decide to be “smart” but a child can decide to “work hard and persevere.”

**Staff will differentiate acknowledgement from praise:**

- **Acknowledge** when expectations have been met (“Thank you for being ready on time”; “I see that we’re ready on time.”)
- **Praise** when expectations have been exceeded (“I love that some people going back and revising even though I didn’t ask you to.”)

**Praising when expectations have simply been met undercuts those expectations.**

### 2.2 Excellence for learning – ‘Leading the Way’

At the end of each term all teachers will be required to submit an ‘Attitude to Learning’ score for all students. Student’s scores will be added together and an average grade will be allocated and reported to parents.

# Excellence for Learning

Each half term, each of your teachers will give you *Excellence for Learning* score to assess how focused, engaged and well-behaved you are in class. These scores will be combined to give you an overall Excellence for Learning score each half term.



1	<b>Outstanding</b>	Always follows our Code of Excellence and regularly demonstrates other elements of our Character Compass such as leadership and empathy.
2	<b>Good</b>	Always meets the expectations within our Code of Excellence, showing good conduct, effort and attitude towards their learning.
3	<b>Requires Improvement</b>	Not yet consistently meeting the expectations set out in our Code of Excellence. Receives verbal warnings in lessons.
4	<b>Inadequate</b>	Poor conduct and a failure to follow out Code of Excellence. Receives corrections within lessons (either C1 or C2).

1.00-1.50	1.51-2.00	2.01-2.50	2.51-3.00	3.01-4.00
You have an outstanding Attitude to learning in the vast majority of your lessons.  Excellent! Keep leading the way!	You have a good attitude in most of your lessons, with an outstanding attitude in some classes.  Keep it up!	You have a good attitude in most lessons but your Attitude to Learning requires improvement in some classes.  Are you reaching your full potential?	You have a good attitude in a few of your lessons, but your attitude mostly requires improvement or may be inadequate in some lessons.  You must improve!	Your attitude to learning requires improvement or is inadequate in most lessons.  This is unacceptable and must be improved!

Students with a score between 1.00 and 2.00 will be deemed to be **‘Leading the Way’**. This means that they consistently demonstrating a positive attitude towards their learning and are exemplifying, not only the conduct we expect, but going further by supporting others within their lessons.

Students who are Leading the Way will be recognised at the end of each half-term and will be highlighted on our Leading the Way display. Students’ attitude to learning, and rank within their year group, will be report to students and parents each term.



## The consequences of good behaviour

We are committed to acknowledging students for developing good learning habits and good character. We want you and your parents to know when you are going above and beyond what is expected of you. Excellent conduct will be recognised in the following ways:

**Shout-outs:** We give shout-outs everyday to students who demonstrate our schools values, e.g. leadership. Shout-outs can occur anywhere and at anytime but they are most commonly found during line-ups.

**Student of the Week:** You will have opportunities to be recognised for excellent academic conduct on a weekly basis, with **Subject Star of the Week** given out in each subject.

**Character Merits:** Any conduct (either in class or around the academy) that exemplifies the Ark Kings Character Compass will be rewarded with a character merit stamped in your planner.

**Student appreciation week:** Each half term we will have a Student Appreciation Week, where each teacher will recognise three students who have demonstrated outstanding progress, prefect standards of presentation and great work ethic.

**Achievement Assemblies:** Each term we will have an Achievement Assembly in order to celebrate student achievement both academically and for examples of outstanding character.

### 2.3 Postcards – Student of the week:

Each week a postcard is given out the student of the week for each class in each subject.

This is a recognition of the student’s hard work and determination.

### 2.4 Student Appreciation Week

Each half term we will have a ‘Student Appreciation Week’. During our Student Appreciation Week, each member of staff will recognise three students who have demonstrated outstanding progress, prefect standards of presentation and great work ethic. The names, and the reasons for the recognition, will be displayed on the member of staff’s door for the duration of the week.

### 2.5 Half Termly Year Group Achievement Assemblies

Each half term we will formally recognise students through a weekly year assembly in the following areas:

- Outstanding attendance
- Academic excellence
- Exceptional contribution to the academy (going above and beyond)
- Performance related achievement (sport, music, drama, art)
- Progress made (improvement)

## 2.6 Form/class of the Term

In the termly Awards Assembly, each Head of Year Learning will award a Form of the Term award. The Head of Year Learning will keep students and form tutors up to date on weekly progress during year group assemblies.

As a reward for receiving the form of the term award, the winning form from each year group will be provided with a buffet lunch in week 2 of the following term which will be staged in the Conference or Training Room along with their form tutor.

Together with their trophy, the form of the term will also be provided with a certificate to display on their form board in recognition of their achievements.

## 2.7 Termly Whole School Achievement Assemblies

- Subject awards for academic excellence (high standards)
- Performance related achievement (sport, music, drama, art)
- Progress made (improvement)
- Exceptional contribution to the academy (going above and beyond)
- Consistency (following academy expectations every day)
- Leadership (taking responsibility and initiative)
- Full attendance
- Form of the term

## 2.8 Annual Awards

<b>Name</b>	<b>What is the Award for?</b>	<b>When is the Award given?</b>
<b>The Stellar Award</b>	Awarded to a student who has consistently adhered to the academy values potentially in the face of adversity and who has demonstrated sustained excellence in academic achievement, progress and extra-curricular activities.	Autumn Achievement Assembly
<b>The Principal's Award</b>	Awarded to a student who is making excellent progress in their lessons and determined to do well.	Spring Achievement Assembly
<b>The Waterhouse Cup</b>	Awarded to a student to recognise outstanding attendance.	Summer Achievement Assembly
<b>The McEvoy Shield</b>	Awarded to a student for showing great bravery and determination.	Summer Achievement Assembly

### **3. CONSEQUENCES OF POOR BEHAVIOUR**

Poor behaviour is a choice made by a student. We will be intolerant of poor behaviour and will not accept any excuses for it, no matter how small. The consequences of poor behaviour stem from not following the academy's code of conduct.

A student can choose to behave appropriately or inappropriately. When a student decides not to follow the school's expectations and a lesson or activity cannot continue as planned there will be a swift consequence to ensure that a teacher's planned lesson and the learning of other students is not disrupted or compromised.

In Ark Kings Academy we aim to develop an aspirational culture where pupils are engaged in all aspects of school life and choose to behave in an appropriate manner. These behaviours are modelled by all adults at all times.

Pupils thrive best where there are respectful, trusting, appropriate and professional interactions between staff and pupils. As adults and professionals, we all have a responsibility to ensure our interactions with pupils are measured, controlled and appropriate.

However, there will be occasions when pupils will be particularly difficult to engage with their learning. When this occurs it is important that we still try to engage them, rather than quickly use the structure to remove them from the classroom.

Teachers must not race through and issue consequences too quickly: the principal aim is to ensure students' learning is uninterrupted. Teachers need to make sure students are clear on what will happen if they choose not to follow academy expectations and to ensure that as adults we deal with poor behaviour fairly and consistently.

#### **Students not following amended Covid 19 rules.**

It is essential that all staff and students adhere to the new school rules in response to Covid 19 (as outlined in the amendments section above). We must ensure we maintain the integrity of our year group bubbles and follow the guidance for the wearing of face masks and sanitising hands. We have a graduated behaviour management process from first teacher intervention right the way through to permanent exclusion. Should a student not adhere to our new guidelines they will be challenged explaining the purpose and reason why we need to do certain things. Should their behaviour continue to not meet the rules they will receive an appropriate sanction as outlined in the following paragraphs.

#### **What do we mean by poor behaviour?**

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

1. Low level disruption

2. Serious behaviour instances ('Cross the line')

### **3.1 Low level disruption**

#### **Definition:**

At Ark Kings we ensure that there is no low level disruption in lessons because it can have a detrimental impact on the life chances of students because time for learning is affected.

If a student engages in low level disruption the teacher will follow the behaviour policy and assign the appropriate sanction.

#### **Dealing with low level disruption:**

- 3.1.1** Consequences for poor behaviour
- 3.1.2** Consequences for repeated poor behaviour

### 3.1.1 Consequences for poor behaviour

At Ark Kings we have a clear consequence system for dealing with students who are poorly behaved within lessons. We are keenly aware that our pupils will make mistakes and this is part of the learning process and growing up. Where pupils act in a manner that is detrimental to their own well-being or the well-being of others they will be sanctioned.

<b>Behaviour Consequences</b>					
<b>Teacher toolkit</b>	<b>Warning</b>	<b>C1</b>	<b>C2</b>	<b>Friday correction</b>	<b>Further consequence</b>
<b>Secondary Phase</b>					
<b>Teacher Action</b>					
A pupil's behaviour is corrected by using the least invasive action – they may not even realise they have been corrected, e.g. a tap on the shoulder to sit up straight.	The pupil is informed that their behaviour is not acceptable and that they have a warning.	The pupil is informed that they now have a C1	The pupil is informed that they now have a C2	2 x C2 corrections in a week	<ol style="list-style-type: none"> <li>1. Do not attend correction</li> <li>2. 2 Friday corrections in 1 half term</li> </ol>

Consequence					
	No consequence	<b>30 minute same night correction</b>	<b>1 hour same night correction</b>	<b>2 hour same night correction.</b>  Stay in school until 4 p.m.	<ol style="list-style-type: none"> <li>1. Correction is doubled and repeated the following evening</li> <li>2. Placed on report</li> </ol>

### 3.1.3 Consequences for repeated poor behaviour

At Ark Kings we carefully track the behaviour of students over time. Those students who regularly disrupt lessons through low level disruption will have additional consequences:

- Parental meetings
- Reports
- Community service
- Additional Corrections
- Extended Friday Corrections - Training day 'catch-up'.
- Internal/Fixed Term Exclusion
- Sharing Panel
- Permanent Exclusion.

### 3.2 Serious behaviour incidents

Poor behaviour will not be tolerated at Ark Kings and any instances of poor behaviour will be dealt with swiftly. The academy applies its processes and procedures for internal exclusions consistently. It follows Ark policy on fixed term and permanent exclusions as laid out in "Pupil exclusions: a best practice guide for Ark Academy governors, principals and staff".

#### 3.2.1 Serious incident protocol

When a serious incident has occurred at the Academy, a full investigation will be undertaken. This will involve taking statements from students and staff where needed. Parents will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation, this may mean that students are removed from planned activities. When we have completed our investigation

parents will be asked to attend the Academy to discuss the incident and possible ways of resolving the situation.

### 3.2.3 Sanctions for serious behaviour incidents:

All incidents are considered on their own merit, however the table below indicates a typical corresponding sanction.

Types of misbehaviour (any one)	Typical Corresponding sanctions
Consistent minor infraction	Meeting with member of pastoral team Phone call home Extended Friday Correction Pupil written reflection and apology Pupil put on orange report
Cheating on a test or project	
Missing a class	
Disrupting another class	
Cursing or inappropriate gestures	Meeting with pupil, teacher, parent & pastoral manager Pupil written reflection and written apology 1 day isolation (letter on file) Pupil put on red report
Verbal aggressiveness towards a peer	
Bullying or behaviour that is hurtful/harmful to self or others	
Bullying or other inappropriate behaviour beyond the school gates.	
Threatening others (physical or verbal)	
Not giving a teacher one's name when asked	
Destruction of another's property	
Smoking while in school uniform on route to or from school	Meeting with pupil, teacher, parent & pastoral manager Pupil written reflection and written apology 1 day Internal exclusion (letter on file) Pupil put on red report
Threatening others (physical or verbal)	
Verbal aggressiveness towards staff	
Bullying or other inappropriate behaviour beyond the school gates.	
Bullying or behaviour that is hurtful/harmful to self or others	
Smoking or drinking alcoholic beverages on academy property or while taking part in an academy activity	Meeting with pupil, teacher, parent & senior leadership Pupil written reflection and apology 2-3 day Internal Exclusion/Fixed Term Exclusion (letter on file)
Playing with fire alarms or fire extinguisher	
Vandalism	
Bullying or behaviour that is hurtful/harmful to self or others (including racism or homophobic behaviours)	
Threatening others (physical or verbal)	Pupil put on red report
Deliberate involvement or instigation of conflict.	
Sexually inappropriate behaviour	

Stealing or possessing stolen property	
Fighting or physical aggression - no form of fighting or aggressive behaviour will be tolerated.	
Wilful disobedience or serious disrespect to an adult	
Bullying or other inappropriate behaviour beyond the school gates.	
<b>Types of misbehaviour (any one)</b>	<b>Typical Corresponding sanctions</b>
Bringing onto school premises or being found in possession of Nitrous Oxide.	Meeting with pupil, teacher, parent & senior leadership Pupil Written reflection
Bringing onto school premises or being found in possession of illegal substances.	3+ Day External Exclusion/Sharing Panel/Permanent exclusion (letter on file) Apology
Physical assault (either inside or outside of school)	Pupil put on report with senior leader
Bringing onto school premises or being found in possession of an offensive weapon.	Sharing Panel/Permanent Exclusion

Permanent exclusion will be considered if a student:

- 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 others attending the academy, or
- b) Commits a serious breach of the behaviour policy by being involved in what may be termed an exceptional incident. There is not a comprehensive list of exceptional incidents and students 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 student takes place outside of the academy and are of such a nature that the reputation and good standing of the academy is brought into disrepute.

## 3.3 Further information about consequences

### 3.3.1 Correction

All Corrections 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 Correction students must complete reflection task.

In Correction students should not:

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

If a pupil is disruptive in Correction it is likely that the student will be internally excluded the next day and a letter sent home to parents outlining the action taken and the related reasons.

Non-attendance at a Correction will automatically result in an automatic doubling of the Correction.

#### Informing Parents of Correction

Parents will be informed of the same day Correction by text or phone call.

### 3.3.2 On Call

If a pupil is removed from a lesson by “on call” they are then placed within the department with a “buddy”. This happens with the minimum of fuss, so that learning can continue for all students. If there is further poor behaviour, “on call” is called for a second time and the pupil is kept with the relevant student support manager

Students who are removed from their lessons will have a 60 minute same night Correction.

### 3.3.3 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 report’. Pupils are put on report as defined by the three levels of report below:

1. **Yellow report:** Form Tutor report.
2. **Orange report:** Student Support Manager or Head of Year report
3. **Red report:** Senior Leadership Team report.

Prior to going on 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 sign and will return it the next day to the member of staff monitoring their behaviour.

Each level of report has additional consequences.

Students on orange or red reports will not be able represent the academy externally a

Students on red report will sign a behaviour contract and will not be able to socialise with their friends or peers during break or lunch

### **3.3.4 Extended Friday Correction**

An extended Friday Correction will be used for instances when a student has picked up two C2s on two different days in one week. It could also be used for a one off behaviour incident.

### **3.3.5 Training Day Correction (9am-3pm)**

Each half-term there will be a Training Day Correction for serious one off incidents or persistent low level disruption.

Students will attend in their full school uniform and will complete work for the entire day.

**Training Day Corrections are put into place as an alternative to exclusions and must be seen as a very serious consequence.**

### **3.3.6 Internal exclusion**

Where it is deemed that a pupil needs a period of time away from timetabled lessons in order to re focus. **The decision to place a student in internal exclusion is discretionary.**

- Internal exclusion can only be decided by a member of the Senior Leadership Team or Head of Year.
- Students will continue to follow their studies whilst placed in internal exclusion.

- Length of time in the internal exclusion unit will vary according to the judgement made in relation to the incident that prompted removal from mainstream classes as well as the risk that reintegration into lessons would cause disruption to other student's learning.
- The incident will be logged onto ePortal and an IE letter will be drafted, sent to parents and placed onto the student's file
- Students will be supervised at all times of the day by the member of staff on duty, including for toilet and break times.
- Students will not be allowed to talk to each other unless it is a structured part of a teaching session in the internal exclusion unit.
- Staff will be made aware through daily briefing which students are internally excluded.
- Subject teachers will provide and mark work for students.
- If a pupil misbehaves whilst in internal exclusion a member of the Leadership Team will be called to take appropriate action.
- An incident report should be completed. A decision will then be made about whether they should be removed and further action taken.
- The behaviour policy continues to apply to students in the internal exclusion.
- Internal exclusion will begin at 8:30 and finish 1 hour after the school day.

### **3.3.7 Fixed term exclusion:**

- where a student is in severe breach of the school's code of conduct. Where a student is excluded for a fixed period of time:
- the student and their parents will be informed on the day of the incident of the decision to issue a fixed term exclusion.
- a formal letter will be sent to parents confirming the reasons for the fixed term exclusion – this will be placed in the student's personal file.
- return to school will be agreed through a reintegration meeting on the first day of return. A student will not be allowed back in lessons unless this meeting has taken place.
- on return to school, the student will be placed on a behaviour contract and 'on report' for at least one week. The behaviour contract has to be agreed by the school, student and parent.

### **3.3.8 Managed move to another school**

- If a pupil has received a number of fixed term exclusions and the strategies put in place to support this pupil have not been effective, then it may be appropriate to arrange a 'managed move' with another school. The referral procedure is by Vice Principal to SLT/ Principal.
- 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 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. St Albans) or with another local school. The need and referral for a managed move is done on a case by case basis and is agreed by SLT.

### **3.3.9 Sharing panel**

- The Sharing Panel is a group of head teachers and South Area Network Inclusion Co-ordinator that represent 15 schools in the South of Birmingham (South Area Network).
- The Sharing Panel meet monthly to consider the placement of those pupils that may be at risk of permanent exclusion. The Sharing Panel discuss each referral case by case and decides the most appropriate provision/ support.
- For Key Stage 3 it may be a managed move to a new school within the network, placement at Oakdale or Wake Green, or a short term intervention programme that could be at REACH School.
- For Key Stage 4 pupils the Sharing Panel may arrange a managed move, college or REACH School.
- The decision and referral to the Sharing Panel is made on a case by case basis and would follow a number of fixed term exclusions or a serious one off incident that would mean the pupil could not return to Ark Kings Academy. Referrals are made through the Access Meetings with the Vice Principal reporting to SLT and Principal. The referral to the Sharing Panel is to avoid the need for a permanent exclusion.

### **3.3.10 Use of reasonable force**

Good personal and professional relationships between staff and students are vital to ensure good order in our academy. It is recognised that the majority of students in

our academy respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all students and staff in. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a student from doing, or continuing to do any of the following:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).
  - self-injuring ○ causing injury to others
  - committing a criminal offence
- Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when students, staff or property are at risk ○ positive handling uses the minimum degree of force necessary for the shortest period of time to prevent a student harming himself, herself, others or property. ○ the scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

## Pastoral 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 will also be available at Ark Kings Academy and the Head of Year Learning will decide on how this support is used to support pupils on a case by case basis;

i Daily reports ii Reflection Room iii

Additional community responsibilities iv

Parent Contract v Counselling vi  
Educational psychologist referral vii  
Speech and Language support viii In-  
class support ix Off-site provision



