

**ARK ACADEMY**

---

**Behaviour & Ethos**

---

**POLICY & PROCEDURES**

---

*A Mathematics and Citizenship Rich School*



[www.arkacademy.org](http://www.arkacademy.org)

*Work Hard Be Nice...*

## **CONTENTS**

INTRODUCTION.....	<b>3</b>
MISSION STATEMENT.....	<b>4</b>
THE OBJECTIVES OF THE WHOLE SCHOOL BEHAVIOUR POLICY.....	<b>5</b>
SECONDARY HOME SCHOOL AGREEMENT.....	<b>6</b>
PRIMARY HOME SCHOOL AGREEMENT.....	<b>7</b>
THE PUPIL CODE OF CONDUCT.....	<b>8</b>
ROUTINES AND EXPECTATIONS.....	<b>9</b>
THE ROLES OF REWARDS.....	<b>12</b>
PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS IN LESSONS SECONDARY....	<b>19</b>
SUMMARY OF SECONDARY DISCIPLINARY CONSEQUENCES.....	<b>25</b>
A CUMULATIVE RESPONSE TO CONTINUED POOR BEHAVIOUR	<b>27</b>
PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS IN THE WIDER COMMUNITY.....	<b>28</b>
BEHAVIOUR SUPPORT .....	<b>28</b>
ANTI BULLYING POLICY.....	<b>31</b>
APPENDIX 1 – RELOCATION PROCEDURES SECONDARY.....	<b>34</b>
APPENDIX 2 – RELOCATION PROCEDURES PRIMARY.....	<b>35</b>
APPENDIX 3 - SYSTEM OF DETENTION SECONDARY.....	<b>36</b>
APPENDIX 4 - THE HOUSE SYSTEM.....	<b>37</b>
APPENDIX 5 – DEFINING A SERIOUS INCIDENT AT ARK ACADEMY.....	<b>39</b>
APPENDIX 6 - WITNESS STATEMENT REPORT.....	<b>40</b>

## INTRODUCTION

*'Be kind whenever possible. It is always possible!'*

Dalai Lama

The Ark Academy Behaviour and Ethos policy creates the conditions for outstanding learning and the encouragement and development of our students into rounded citizens. With CIVITAS the cornerstone of our ethos, our students will be fully aware of their impact on society and potential to be active citizens shaping and leading their community. These aspirations are reflected through all our codes and expectations and recognised through rewards and celebrations.



## **ARK ACADEMY MISSION STATEMENT**

***Ark Academy has at its core the pursuit of highest standards possible in education. We believe in high aspirations, high motivation and high achievement for all. Through our extended curriculum and community life we seek to meet the needs of the whole person. Civitas – Citizenship – is at our core. We will build a community of civic pride and social justice in which all members are equally valued. We are committed to the service of young people and to helping them play their full part in society.***

***In light of this we aim to:***

- *Provide every student with the knowledge, skills, self belief and motivation to be successful in their learning and lives*
- *Welcome, value and respect all who come to the school*
- *Build a community based on justice and a sense of personal responsibility*
- *Provide opportunities for all to experience CIVITAS whilst developing a spirit of tolerance and understanding for all cultures, traditions and faiths*
- *Promote dialogue and co-operation with the wider community*

### ***Our Driving Principles are:***

- ***Excellence***
- ***Citizenship***
- ***Participation***
- ***Persistence***

### ***Our goal***

***Our goal is that all students should be able to access higher education and participate fully in our democratic society.***

### **AIMS OF WHOLE SCHOOL BEHAVIOUR POLICY**

- to reflect the values expressed in our mission statement
- to make clear the positive and constructive rules of conduct as agreed by governors, staff, parents and pupils
- to set the framework for rewarding positive and responsible behaviour
- to make explicit the procedures to be followed and sanctions applied should behaviour fall below these standards

### **THE OBJECTIVES OF THE WHOLE SCHOOL BEHAVIOUR POLICY**

- to ensure the school is a safe and supportive environment for all
- to ensure that all members of the school community are shown respect and show respect for others
- to encourage a positive approach to behaviour by good example and praise and reward for good behaviour
- to ensure that the environment, curriculum, and other factors within the Academy's control are monitored to ensure the promotion of good behaviour
- to ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently

As a community it is essential that we recognise that this policy must apply to the behaviour of all its members and to all adults (teachers, other staff, parents/ carers and visitors) as well as to our pupils. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.

We also recognise that the success of the policy depends on the full support of parents. To this end **The Home/ School Agreement** has been drawn up which reflects the expectations of all ARK academies.

## HOME SCHOOL AGREEMENT - SECONDARY

Ark Academy recognises that the successful development of its pupils depends on an effective partnership of Academy, students and parents. All three parties share responsibility for the development and achievement of each pupil. Together, we commit ourselves to the following:

<b>The Academy will:</b>	<b>As parent/carer, I/we will:</b>	<b>As a student, I will:</b>
<ul style="list-style-type: none"> <li>• Provide a learning environment that is stimulating, safe and caring</li> <li>• Treat everyone with respect</li> <li>• Ensure that each pupil has the opportunities, support and guidance to achieve his/her full potential</li> <li>• Report regularly on each pupil's progress</li> <li>• Expect high standards, set clear rules, promote mutual respect and develop a sense of responsibility</li> <li>• Keep parents informed about school matters, be welcoming to enquiries and responsive to concerns</li> <li>• Record and reward good progress and performance</li> <li>• Offer extra curricular activities that will develop broader skills to prepare for life and the world of work</li> <li>• Detain your child until 5.15 pm where necessary</li> <li>• Inform you if your child has detention rather than attending enrichment if he/she fails to meet the Academy's standards</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure my/our child attends school in correct uniform, arrives on time and is properly equipped for school</li> <li>• Encourage my/our child to work hard and support them in homework by checking and signing the planner each week</li> <li>• Attend consultation evenings and discussions about my/our child's progress</li> <li>• Support the academy's policies and guidelines as outlined in the Parents' Handbook</li> <li>• Allow my/our child to attend off-site visits</li> <li>• Agree to the detention policy of the academy</li> <li>• Agree to the biometrics policy of the academy</li> <li>• Make sure that time is not taken out of school unless it is urgent</li> <li>• Agree to my/our child's photograph or film/video footage being taken for the academy's use and for use by ARK</li> <li>• Encourage my/our child to participate in the extracurricular opportunities offered by the school</li> <li>• Ensure my parent pay account is always in credit and all required payments for trips /visits/lessons/clubs are made in advance</li> </ul>	<ul style="list-style-type: none"> <li>• Be an ambassador for Ark Academy</li> <li>• Work hard in class and at home, so that I can achieve my full potential</li> <li>• Treat others as I would wish to be treated</li> <li>• Put the needs of others before my own</li> <li>• Be proud of my school</li> <li>• Attend the academy in correct uniform, be on time and be properly equipped</li> <li>• Use my planner to organise my homework and record my achievements</li> <li>• Keep the academy rules, behave responsibly and be polite to others in the academy and in the wider community</li> <li>• Understand that any misbehaviour whilst wearing Academy uniform will be dealt with as if the incident occurred at school</li> <li>• Take part in extra-curricular activities offered by the school</li> <li>• Care for the environment – in and out of school</li> <li>• Complete homework on time</li> <li>• Attend detentions</li> <li>• Attain excellence</li> <li>• Be someone others can be proud of</li> </ul>
<b>Signed by SLT:</b> <b>Name:</b> <b>Date</b> .....	<b>Signed by parent/carer:</b>	<b>Signed by student</b> <b>Name (printed):</b>

## HOME SCHOOL AGREEMENT - PRIMARY

	School	Home	Pupil
<p><b>Teaching and Learning:</b> pupils deserve the highest possible standard of teaching and support to help them learn.</p>	<p>Our school will:</p> <ul style="list-style-type: none"> <li>Place an emphasis on literacy and mathematics to ensure mastery</li> <li>Provide an enriched curriculum which challenges and motivates</li> <li>Use regular assessment to track pupil progress</li> </ul>	<p>Home will:</p> <ul style="list-style-type: none"> <li>Take an interest in what their child is learning</li> <li>Support the school's philosophy of high expectations for all</li> <li>Participate, where possible, in class activities and off-site visits</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Come to school ready to learn</li> <li>Work hard in all lessons</li> <li>Complete their home learning everyday</li> </ul>
<p><b>Attendance:</b> pupils have the right to education and parents have a legal responsibility to make sure children attend regularly.</p>	<p>Our school will:</p> <ul style="list-style-type: none"> <li>Contact parents on the first day of unknown absence</li> <li>Contact parents of children who regularly arrive late for school</li> </ul>	<p>Home will:</p> <ul style="list-style-type: none"> <li>Make every effort to make sure that their child will attend school every day and on time</li> <li>Inform the school as soon as possible about any absence and the reason for it</li> <li>Avoid taking children on holiday during term time</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Attend school every day and arrive on time</li> </ul>
<p><b>Behaviour and Ethos:</b> pupils learn best in an orderly environment where everyone knows what is expected of them.</p>	<p>Our school will:</p> <ul style="list-style-type: none"> <li>Have a behaviour policy which creates a safe and caring environment for everyone</li> <li>Make sure that all staff, pupils and parents know what behaviour is expected</li> <li>Consistently implement the behaviour policy sanctions and rewards</li> </ul>	<p>Home will:</p> <ul style="list-style-type: none"> <li>Give praise at home for good behaviour and attitude at school</li> <li>Work with the school to find solutions in cases of unacceptable behaviour</li> <li>Make sure their child wears the correct uniform everyday</li> <li>Make sure their child comes to school with the necessary equipment and books</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Keep school and class rules</li> <li>Have a positive attitude to learning and school</li> <li>Wear the correct uniform everyday</li> <li>Come to school with the correct equipment and books</li> </ul>
<p><b>Home Learning:</b> learning at home has an important part to play in helping pupils to achieve.</p>	<p>Our school will:</p> <ul style="list-style-type: none"> <li>Keep parents informed about home learning</li> <li>Provide suitable materials and advice on home based activities and how to help</li> <li>Mark home learning promptly and give constructive feedback</li> </ul>	<p>Home will:</p> <ul style="list-style-type: none"> <li>Encourage their child in home learning and sign the school diary every day</li> <li>Encourage their child to read every day</li> <li>Encourage their child to practice playing their musical instrument everyday (if appropriate)</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Complete all home learning set and return it to school on time</li> <li>Read everyday</li> <li>Practice their instrument everyday (if appropriate)</li> </ul>
<p><b>Communication:</b> good communication between home and school is essential to make sure that pupils get the support they need.</p>	<p>Our school will:</p> <ul style="list-style-type: none"> <li>Make sure that parents have information about their child's progress, behaviour and general school matters</li> <li>Make sure that parents are informed about what their child is learning</li> <li>Make sure they listen to parents' concerns and do their best to help</li> </ul>	<p>Home will:</p> <ul style="list-style-type: none"> <li>Tell school about anything that may affect their child's learning or behaviour</li> <li>Attend parent evenings</li> <li>Raise concerns promptly and directly with the school</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>Take letters, notes and reports from school home and give them to their parents</li> <li>Talk with parents and teachers about any worries in school</li> </ul>

## THE PUPIL CODE OF CONDUCT

In the **community of Ark Academy**, I must:

- **Listen** to members of staff and follow instructions politely and calmly
- be **polite** to all I encounter: staff, visitors and fellow students and treat all people as I would wish to be treated
- **go straight to lessons**, holding doors open for others when corridors are busy
- **walk in silence** in a **single file** in corridors and stairs, keeping to the **left, without running or causing a disturbance**
- **respect** other people's privacy and family life so they are not offended by what I say or do
- **never insult, undermine or swear** at any member of staff, visitor or student
- **never rush, fight, play-fight** or engage in any other form of physical abuse on anyone at anytime
- **never touch** other people's property, and treat their belongings with respect

**To show that I am an ambassador for which the Academy can be proud I will...**

- **dress smartly**, in correct uniform at all times, including to and from school
- **care** for my uniform by **hanging** it up at the end of the day and keeping it clean and well pressed
- have respect for the Academy's **neighbours** and be helpful and considerate in the local community
- **be aware** of other people around me – on the streets, in shops, on buses and trains – **never shout** or behave in a way that will affect others (we **share** pavements, buses/trains)
- **speak quietly** and politely to my friends
- **offer my seat** where possible to an older person/mother with young children
- make my way to and from Ark Academy quickly and not congregate in large groups on the streets
- I understand that there will be consequences if I do not adhere to the Code of Conduct.



## ROUTINES AND EXPECTATIONS

The following routines and expectations apply to all students and will be rigorously and consistently upheld:

### 1. **Before arriving at school** all students will:

- a) Eat breakfast or leave home with enough time to eat at breakfast club.
- b) Make sure that all homework is complete.
- c) Pack their Ark Academy bag with the following items:

- Current reading book
- Student planner
- 1 x clear pencil case with the following contents:
  - 2 x black or blue writing pens
  - 1x red writing pen
  - 2 x highlighter pens
  - 2 x sharpened pencils
  - 1x rubber
  - 1 x 12 inch ruler
  - 1 scientific calculator
  - 1 x protractor
- 1 X water bottle – full
  
- Books/folders for that day
- PE Kit if required

(The last two items is all that is required for Primary pupils)

- White eraser fluid and permanent markers are banned from the academy

### 2. **On arrival at Ark Academy** all students will:

- a) Be in full uniform.
- b) Remove any chewing gum from their person and dispose of it in the bin.
- c) Line up in their year groups and tutor groups (or classes in Primary) at **0825** and have their uniform checked. Year 10 and 11 pupils go direct to study groups.
- d) Expect to be sent home if not wearing the correct uniform. If we cannot contact your parents you will spend the day in the Learning Support Unit (secondary) / reflection room (primary)
- e) Not have any fizzy drinks, sweets or chewing gum with them.

### 3. **Walking around school and moving to/from lessons:**

- a) Follow instructions from any member of staff or adult first time.
- b) Move to lessons once your teacher has dismissed you.
- c) Allow any member of staff or adult to pass through a doorway before them.
- d) Hold doors open for others.
- e) **Never run.**
- f) Walk on the left-hand side of the corridors and stairways.
- g) Stay quiet on corridors and never shout.
- h) Maintain quiet and orderly atmosphere in the library.

### 4. All students will follow the same routines for **entering the classroom:**

- a) Students will line up quietly outside their classroom and have their books and equipment out, ready to enter the class
- b) The teacher will greet the students at the door
- c) All students will move silently and immediately to stand behind their allocated seat and put their equipment on their desk
- d) The students will all say the 'Ark Academy Pledge.'
- e) All students will start the DO NOW activity in silence, whilst the teacher takes the register.

**5. During a lesson** all students will:

- a) Stand up in silence whenever a visitor enters the room (Secondary only)
- b) Put their hand up and wait for permission before asking or answering a question. (In primary they raise their thinking thumbs)
- c) Always speak in full sentences.
- d) Be an active listener.
- e) See mistakes as steps on the road to understanding.
- f) Help maintain a supportive culture based on respect and teamwork.

**6. Moving to and from assemblies/examinations:**

- a) Students will line up in their year groups and form groups (teaching groups in Primary) in alphabetical order, unless the form tutor/teacher decides to make changes. Year 11 will be escorted from the dining hall into assembly.
- b) Students will move in silence from line up/classrooms to their destination.
- c) Students will sit in silence unless directed to speak.
- d) Students will be asked to stand at the beginning of the assembly to all say the pledge
- e) Students will remain standing in silence until directed otherwise.
- f) At the end of the assembly, when the member of staff or other adult holding the assembly leaves the room, all students will remain in silence whilst they are dismissed by their Head of Year or senior member of staff, one row at a time.
- g) Form Tutors or teachers will sit either against the wall next to their form group or next to the aisle with their form group.
- h) All teaching and support staff will attend whole school assemblies and awards ceremonies
- i) Staff will go on to the corridor to ensure pupils walk quietly to their next lesson.

**7. During break and lunchtime** all students will:

- a) Use their break and lunch time effectively:
  - Drink some water
  - Go to the lavatory.
  - Meet with any member of staff to address any concerns.
  - Complete any work or revision that is required
- b) Line up quietly outside the dining hall.
- c) Say thank you to catering personnel.
- d) Clear away your own tray, plate and cutlery and maintain an orderly environment at all times.
- e) Only play ball games in the allocated areas.
- f) Follow all school rules to maintain a calm and pleasant environment for all.
- g) Do not gather in large groups
- h) Keep hands and feet to themselves at all times
- i) Do not wear any hood up. If a pupil is cold they should wear hats.

**8. At the end of the school day** all students will:

- a) Make sure they have everything they need to complete their homework.
- b) Walk quietly through the Academy exits.
- c) If getting public transport, wait quietly by the bus stop.
- d) Get onto the bus one student at a time.
- e) Give up their seat to a member of the public.
- f) Talk quietly and never shout.
- g) Remember at all times they are representing Ark Academy and should be a model of CIVITAS.

## REWARDS

The role of rewards in recognizing and promoting Ark Academy values is a key part of developing the potential of young people by giving encouragement and praise. Praise is a key component of good teaching and good staff/pupil relationships. **Good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hardworking students. Praise needs to be used appropriately, sincerely and linked to tangible examples of a student's strengths.** The rewards policy operates within this guiding principle. The system also links individual recognition and achievement to the house system and develops a healthy competitiveness at house level, fostering a tangible sense of belonging.

## REWARDS SYSTEM

The reward system centres on the awarding of merit marks.

### Merits: Secondary

### Stars:

### Primary

- Merits/Stars will be based and awarded on the 4 core values of Ark Academy:
  - Excellence
  - Civitas
  - Participation
  - Persistence
- Any pupil who earns 5 merits or stars will be awarded a *commendation certificate*.
- *Any pupil who earns 5 Civitas merits will be awarded a Civitas commendation*
- *In Secondary, Merits are recorded in the student planner in the form of a sticker. The member of staff will sign the merit and tick the relevant core value. They will then enter this merit on Eportal.*
- *In Primary, merits (stars) are recorded on a class chart weekly. These are then converted into house points and entered into Sleuth on a Thursday. The children with the most stars receive a commendation certificate in the Friday celebration assembly.*
- Merits and commendations can be cashed in to 'buy' special items from the Civitas shop such as stationary and various vouchers.
- Each department (or primary classroom) needs a display for pupils explaining how to earn merits in their department. Different subjects can create their own criteria for the 4 core values. For example awarded for:
  - strong oral contributions (**Participation**)
  - helping another student (**Civitas**)
  - strong test/homework performance (**Excellence**)
  - improvement in levels (**Persistence**)
- Vice/Assistant Principals, HOY's (secondary) and Deputy and Assistant Head teachers (primary) can award a Silver Merit for anything above and beyond the normal merit. This will lead to a silver commendation certificate.
- Likewise the Principal/Head teacher/Associate Principal will award Gold Merits for strong support for the ethos of Ark Academy, representing the Academy in some way or to pupils sent to her for special recognition (particularly for excellent academic achievement).

### Living the vision around the Academy (Civitas Merits)

- Teachers are entitled to award a student a **Civitas** merit or star for demonstrating kindness, thoughtfulness or selflessness.
- Examples of this type of behaviour might be:

- a) Picking up litter, maintaining the school environment.
- b) Helping another student if lost/stuck.
- c) Helping a visitor.
- d) Assisting staff with open evenings/school events.
- e) Contribution to local community – voluntary work, reading at local primary school etc.

### **Rewards and commendation assemblies**

- At the end of each half-term there will be a commendation assembly for each year group to acknowledge the successes of our pupils and the commendations they have received.
- In Primary there is also a weekly celebration assembly
- On the end of each term there will be an Assembly. 'The Rewards Assembly' which not only recognises the special achievements of pupils but also celebrates the winners of the House Competitions and overall House Winner for that term.

### **House Awards**

The House system fosters a sense of belonging and healthy competition.

- All merits/commendations generate house points for the relevant house.
- Pupil attendance and academic achievement generates house points for the relevant house.
- Inter house competitions also generate house points and contribute to the overall house awards at the end of the year.

### **Rewards programme and House points**

The following points system applies to all House:

1. For any House Competition:

**1st Place** 1000 points

**2nd place** 500 points

**3rd Place** 250 points

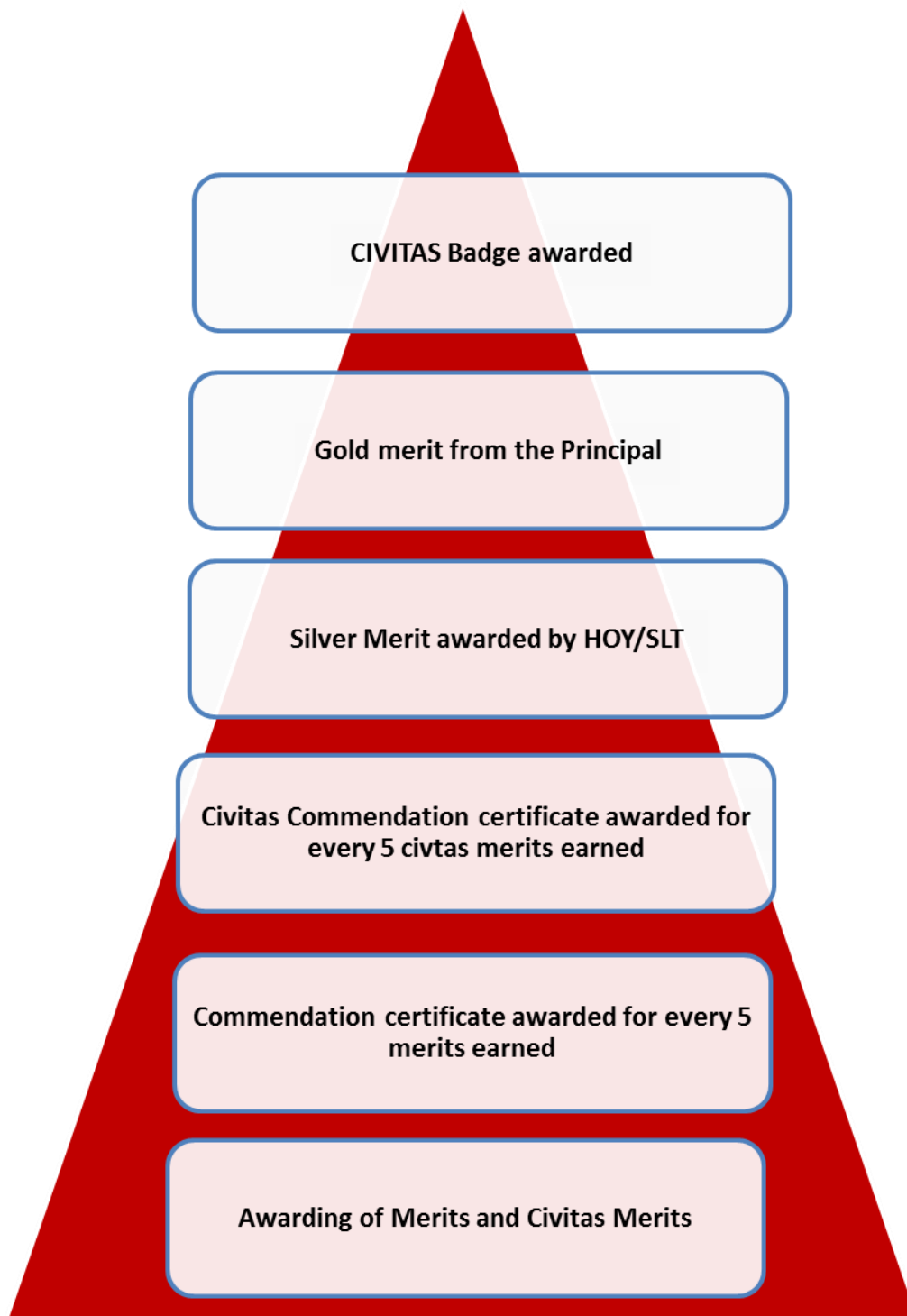
**4th place** 100 points

Should more than one House entry for a competition be fantastic, the house can only earn one rank / one set of points - in other words you can never clean up and come first, second and third.

2. Student awards can also earn their points for their house:

- Gold merit (awarded only by Principal or head teacher) 50 points
- Silver Merit (awarded by SLT, Heads of House and Head of Year) 30 points
- Commendation 20 points
- Civitas commendation 30 points

## Overview of rewards (secondary only)



	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Half-term</b>	<ul style="list-style-type: none"> <li>• Commendations</li> <li>• Silver merits:</li> <li>• Maths competitions</li> <li>• Morning reading</li> <li>• 100% attendance</li> <li>• Gold merits:</li> <li>• House Art Competition</li> <li>• House Charity</li> </ul>	<ul style="list-style-type: none"> <li>• Commendations</li> <li>• Silver merits:</li> <li>• Maths competitions</li> <li>• Morning reading</li> <li>• 100% attendance</li> <li>• Gold merits:</li> <li>• House music Competition</li> <li>• House Drama</li> </ul>	<ul style="list-style-type: none"> <li>• Commendations</li> <li>• Silver merits:</li> <li>• Maths competitions</li> <li>• Morning reading</li> <li>• 100% attendance</li> <li>• Gold merits:</li> <li>• House debating Competition</li> <li>• House Sports</li> </ul>
<b>End of term</b>	<ul style="list-style-type: none"> <li>• <b>Commendations</b></li> <li>• <b>Silver merits:</b></li> <li>• Maths competitions</li> <li>• Library competition</li> <li>• Citizens of the term</li> <li>• Morning Reading</li> <li>• Students who are on their target level in their EBAC subjects.</li> <li>• 100% attendance</li> <li>• <b>Gold Merits:</b></li> <li>• Students who are above their target levels in their EBAC subjects.</li> <li>• <b>House</b> Fundraising Competition</li> <li>• <b>Attendance</b></li> <li>• <b>Sports</b></li> <li>• <b>Music</b></li> <li>• <b>Subjects:</b> Progress and excellence. <ul style="list-style-type: none"> <li>a) English</li> <li>b) Maths</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Commendations</b></li> <li>• <b>Silver merits:</b></li> <li>• Maths competitions</li> <li>• Library competition</li> <li>• Morning Reading</li> <li>• Citizens of the term</li> <li>• Students who are on their target level in their EBAC subjects.</li> <li>• 100% attendance</li> <li>• <b>Gold Merits:</b></li> <li>• Students who are above their target levels in their EBAC subjects.</li> <li>• <b>House</b> Drama Competition</li> <li>• <b>Attendance</b></li> <li>• <b>Sports</b></li> <li>• <b>Music</b></li> <li>• <b>Subjects:</b> Progress and excellence. <ul style="list-style-type: none"> <li>c) Science</li> <li>d) History</li> <li>e) Geography</li> <li>f) Drama</li> <li>g) Music</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Commendations</b></li> <li>• <b>Silver merits:</b></li> <li>• Maths competitions</li> <li>• Morning Reading</li> <li>• Library competition</li> <li>• 100% attendance</li> <li>• <b>Gold Merits:</b></li> <li>• <b>Subjects:</b> Improvement and excellence. <ul style="list-style-type: none"> <li>h) DT</li> <li>i) Art</li> <li>j) MFL</li> <li>k) PE</li> <li>l) ICT</li> <li>m) RE</li> </ul> </li> <li>• Sports day winners</li> </ul> <p><b>See next page for detailed breakdown of the end of year ceremony.</b></p>

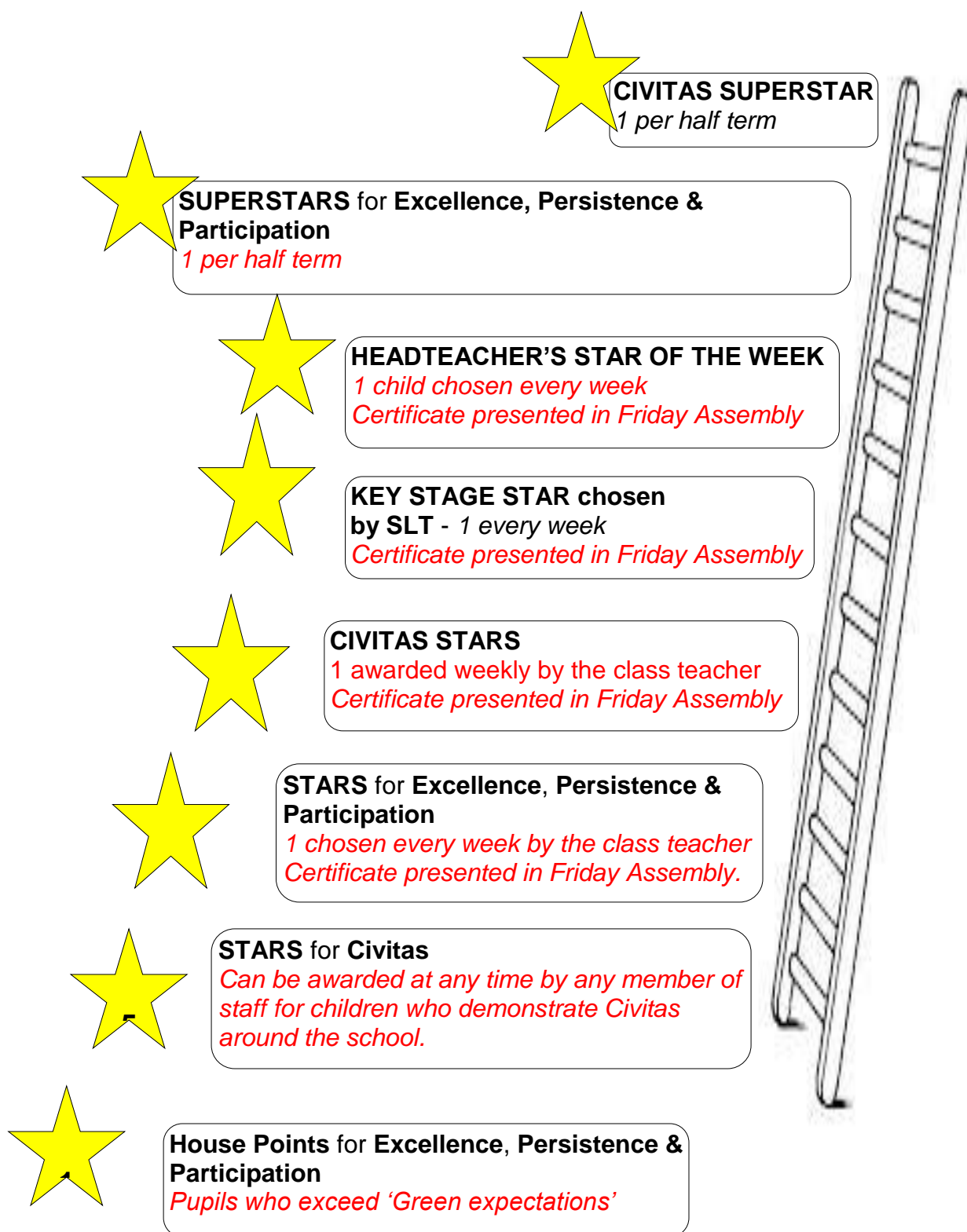
### End of Year Rewards Assembly - Secondary

Award	House points
<b>Most improvement</b> – Persistence – number of sub levels in each subject	150
<b>Academic excellence</b> in each subject – highest level.	150
<b>Most improvement in Reading</b>	150
<b>Reader of the Year</b>	150
<b>Civitas badge</b> for most contribution to Ark Academy and to the community	250
<b>Pupils with 100% attendance</b> for the year	150
<b>Sportsman/woman of the Year</b>	200
<b>Student with most commendations</b>	150
<b>House Attendance</b>	1000
<b>House Academic Achievement for whole year</b>	1000
<b>House Sports</b>	1000
<b>Overall House Cup</b>	0



## Overview of Primary rewards

The reward system centres on the awarding of stars and House points. Every star has a given number of house points. The house points are cumulative and there will be house awards every term for the house with the most points.



### End of Year Rewards Assembly – Primary

Award	House points
<b>Most improvement</b> – number of sub levels progress	100
<b>Academic excellence</b> in each class – highest level	100
<b>Most Improved Reader</b>	100
<b>Most Improved Writer</b>	100
<b>Reader of the Year</b>	100
<b>Writer of the year</b>	100
<b>Mathematician of the Year</b>	100
<b>Musician of the year</b>	100
<b>Creative artist of the year</b>	100
<b>Citizen of the year</b>	150
<b>Pupils with 100% attendance</b> for the year	150
<b>Sportsman of the Year</b>	100
<b>Sportswoman of the Year</b>	100
<b>Head teacher’s Star of the Year</b>	250
<b>Pupil with most stars</b>	250
<b>House Attendance</b>	1000
<b>House Academic Achievement for whole year</b>	1000
<b>House Sports</b>	1000
<b>Overall House Cup</b>	

## **PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS IN SECONDARY LESSONS**

The systems for managing pupil behaviour are only effective **if they are applied consistently to every pupil**. The 3 levels are designed to make it easy for any member of staff or visitor to apply the Ark Academy behaviour policy consistently and for pupils to see the transparency, fairness and speed of the system. The system below is designed so that the teacher decides on the seriousness of the incident and the appropriate response. It is not the case that a pupil **MUST** be issued with 2 verbal warnings before they are moved class. If a pupil challenges the issuing of a first verbal warning or demonstrates any type of rudeness they are immediately removed from that classroom.

### ***Learning disrupted by persistent low-level disruption and/or failure to follow code of conduct for lessons as outlined in the pupil planner:***

1. Rule reminder identifying the unwanted behaviour
2. Warning (name written down/planner taken)
3. If disruption persists enter a 15 minute detention in the planner and on Eportal
4. If disruption persists – departmental relocation to another classroom in the department for the rest of that lesson
5. Classroom teacher to give work to pupil and send them to the relocation classroom
6. 45 minute detention logged on Eportal and parents called that night
7. Restorative conversation to happen with the child at the earliest possible convenience.

### ***Defiance or rudeness to an adult or cussing another member of the class:***

Examples might be challenging the issuing of a verbal warning, talking back, being openly defiant, refusing to move when asked to change seat or cussing another member of the class:

Move straight to **departmental relocation for 45 mins** – Have a restorative conversation with the child and notify parents same day

### ***Serious incident - refusing to leave the class and go to departmental relocation, swearing at others in the class or staff, endangering the safety or threatening another member of the Ark community.***

If the pupil is not taking responsibility for their poor behaviour or refuses to leave the classroom, it should be treated as a serious incident and SLT on call (AA SLT <\_AASLT@arkacademy.org ) should be contacted to collect the pupil. The teacher should complete an incident report and send it to the head of year as soon as possible. HOY completes any necessary investigation. The length of stay in LSU could be extended or discusses with Vice Principal pupils about whether to recommend exclusion to the Principal. Contact to be made with parents.

## **. The system for managing behaviour in an Ark Primary Classroom**

The systems for managing pupil behaviour are only effective **if they are applied consistently to every pupil**. The 'Traffic Lights' are designed to make it easy for any member of staff or visitor to apply the Ark Academy behaviour policy consistently and for pupils to see the transparency, fairness and speed of the system. The system below is designed to be open and transparent, but the teacher needs to be clear in their words and actions with every pupil. For a pupil to meet expectations it must be made clear where they are getting it right and what it is they need to change.

## A CUMULATIVE RESPONSE TO CONTINUED POOR BEHAVIOUR

Description of behaviour	Action taken	By whom?
<p><u>Green</u> Pupils are ready to learn and are meeting expectations</p> <p>Pupils sit in STAR position ready to learn with their eyes on the speaker. Pupils follow teachers' instructions and observe learning conditions e.g.</p> <ul style="list-style-type: none"> <li>• silent individual work / Paired conversation / Group work / Class discussion</li> </ul>	<p>Name in Green traffic light</p> <p>Verbal Praise and 'Thank you'</p>	<p>Teacher / LSA</p>
<p><u>Amber</u> Pupils have to be asked to follow an instruction or observe the classroom code more than once</p> <p>Pupils should be given a rule reminder before moving them into Amber. Please follow PIC principles when doing this. Examples of unwanted behaviours (this is not exhaustive)</p> <p>Swinging on chair Calling out Answering back Tutting/kissing teeth/eye rolling Failing to sit still on carpet or chair Being or talking off task Ignoring reasonable instructions</p>	<p>Rule reminder</p> <p>Name in amber traffic light</p>	<p>Teacher/LSA</p>
<p><u>Red</u> <b>Persistent and continued failure to follow instructions and meet expectations</b></p> <p>Where a pupil <b>repeatedly</b> fails to meet expectations and follow instructions.</p>	<p>Name in Red Traffic light 'Time out' - Minute per year of life with paired class</p> <p>Sleuth entry &amp; Pupil is given a reflection sheet to complete</p>	<p>Teacher/LSA</p>
<p><u>Serious incident</u> Leaving classroom without permission Fighting Walking away from a teacher Spitting Inappropriate language Vandalism Racist/sexist/homophobic remarks Theft Bringing weapons to the academy Bullying Threatening and aggressive behavior Assault</p>	<p>Friday detention, Internal Exclusion for part or all of a day Or a fixed term exclusion</p>	<p>Head Teacher / Deputy Head</p>

Where a pupil persistently disrupts learning or repeats behaviours which make others feel unhappy or unsafe, a cumulative response will be brought into play. In order to encourage any pupil to not repeat these unwanted behaviours, the academy has a stepped response to poor behaviour. Running sided by side these cumulative responses, therapies, interventions and support will be continuously reviewed and agreed with parents and the Inclusion team.

Area of concern	Teacher action	Sanction
3 'Time-outs' in one week	Alerts SLT for a detention and speaks to parents	30 minute SLT Lunch detention at the next opportunity
3 Half-hour detentions	Deputy Head calls parents, sends text and enters details on Sleuth	60 Minute Lunch detention SLT
3 Full hour detentions	Parental meeting with Head letter home and details on Sleuth	1 Day in Internal exclusion. Behavior is monitored afterwards and follow-up meeting set up.
3 Internal Exclusions	Parent meeting with Head.	Fixed term exclusion

### Restorative conversations

A child's behaviour is usually the outcome of many and varied complex factors in their lives and should never be taken personally by a member of staff. The "restorative conversations" between the pupil and class teacher are of vital importance in securing success for that child. You should discuss what they did well and what were the poor decisions. These conversations should happen regularly for these children, not just in reaction to a problem. You may wish to keep them for a few minutes at lunchtime every day to discuss what went well and when you noticed that they tried to modify their behaviour.

These conversations that shape your relationship with the pupil will have far greater impact than any sanction.

### Continued disruption or persistent poor behaviour – our response.

Children whose behaviour is unsafe or persistently disruptive must have support in place in parallel with escalating sanctions. These can be chosen from the following, non-exhaustive list:

- Pastoral Support Plan (PSP – done in conjunction with Brent for children deemed at risk of exclusion)
- Mentoring support, usually accompanied with targets and a behaviour tracker with associated rewards
- SLT report – behaviour is tracked and checked every day by the phase lead or AHT.
- DH report – behaviour is tracked twice per day by the Deputy Headteacher
- HT report – the child and parent report to the headteacher at agreed intervals (usually once or twice per week) to monitor the child's behaviour.

- Following an internal exclusion, some form of behaviour monitoring is essential.
- In isolated cases and with consent from the Principle and/or Governing Body, reduced hours or off-site education can be negotiated.

Children that are progressing through sanctions should also have additional support. This could be in many forms, for example mentoring, therapeutic support, family support or support from Special Educational Needs. In all cases, the SENCO should be informed, the parents fully engaged and support that meets the needs of the child put in place.

## **Rewards**

Children that exceed behaviour expectations should move “up” the traffic light, from green to “superstar” to “megastar”.

A child can be awarded a housepoint when they are on “megastar” for continuing to exceed expectations. This can be repeated as needed.

A child can be awarded a housepoint for exceeding expectations at any time that shows progress for that pupil. Teachers should give out housepoints for persistence, participation and excellence in every lesson, where a pupil exceeds ‘green’ expectations. This can be for oral contributions or written work in a lesson or at home. All staff are expected to “catch” children demonstrating Civitas and award housepoints accordingly.

Rewards should not be given for correct answers, as correct and incorrect answers have equal value if the correct class culture is to be developed.

We do not “inflate” the value of our housepoints, eg giving 10 and 20 housepoints to reward for basic behaviour expectations. Basic behaviour expectations (sitting quietly, lining up, holding a door etc) should not be rewarded with housepoints. Verbal praise is more than enough. We award housepoints for *exceeding* expectations.

## **General points**

In addition to the above systems, class teachers can detain pupils at break and lunch. This can be for one of several reasons:

- Failure to complete home learning
- Failure to complete tasks in class in time or to an acceptable standard
- Restorative conversations where a pupil can ‘put things right’

Class teachers should be looking to catch them being good and issue a ratio of 5 rewards for every sanction. This includes verbal praise and warnings as well as recorded sanctions and rewards.

Teachers should give out housepoints for persistence, participation and excellence in every lesson, where a pupil exceeds 'green' expectations. This can be for oral contributions or written work in a lesson or at home. All staff are expected to "catch" children demonstrating Civitas and award Civitas stars accordingly.

Class teachers should make it a daily habit that they speak with parents. This should include pupils who have impressed you as well as those who have not met expectations.

A sanction, such as a 'time-out', without parental contact, will have little effect. Whenever you sanction you should communicate your concerns with parents.

## **PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS AROUND THE ACADEMY**

The systems for managing pupil behaviour only function if applied consistently to every pupil. All pupils know the Code of Conduct and if a student breaks that code they must expect to face consequences.

### **Minor infractions of the code of conduct:**

1. For example: dropping litter, chewing gum, eating in the corridor, being in the corridors or grounds after lessons have started, causing a disturbance on the corridor.
2. The member of staff who witnesses such an event will ask the pupil for their planner, and write a detention in it.
3. The member of staff will then enter the detention on eportal.

### **More serious infraction of the code of conduct:**

1. For example: not following instructions from a member of staff, using mobile phone in the Academy, refusing to give planner to a member of staff.
2. The member of staff who witnesses such an event will ask the pupil for their planner. If pupil refuses to give planner then student must be escorted to the nearest senior member of staff or their head of year.
3. The member of staff will then record the incident in the student planner and issue them with a detention for that day.
4. The member of staff must then log the detention on eportal.
5. The phone will be handed into reception with the child's name and form. The receptionist will then contact the parent to let them know the phone will be held until the end of the half term.

### **Serious incident:**

1. For example: insulting, swearing at or undermining a member of staff or adult, graffiti, rushing or fighting, verbal or physical abuse to a member of staff, any illegal activity, damaging the Academy or fellow student property, wearing or displaying any 'gang' affiliated items, any type of bullying.
2. If safe to do so the member of staff witnessing the event should intervene – following the guidelines for the use of reasonable force. A member of SLT should be called – sending a student if necessary.
3. The incident now becomes a matter for the Senior Team and Head of Year of the pupil(s) involved. This now follows the same schedule as for serious incidents in the classroom. In other words the child should be taken to the Learning Support Unit and passed to the member of staff on duty. They will be internally excluded for the rest of the day, whilst an investigation is completed. A decision about further action, such as the length of detention or possible exclusion if any is thought necessary, will then be taken.



## SUMMARY OF SECONDARY SANCTIONS



**General points:**

- Sanctions must be recorded on Eportal and written into the planner.
- A sanction without parental contact has little effect – whenever you sanction you should contact home.
- If a child is relocated you must have a restorative conversation before the next lesson and contact parents

Description of behavior	Action taken	Set By whom?
<b>Negative Phone call / Department Detention</b>		
Unsigned or unprofessional planner	Negative Phone call & Student purchases a new planner	Teacher/Form Tutor
Missing HW	Call Home Department detention	Teacher/HOD
<b>15 minute detention</b>		
Poor line-up behaviour	15 min detention <b>+1DM</b>	HOY/AHOY
Late to lessons	15 min detention	Teacher
No Planner/Equipment or PE Kit	15 min detention & Negative call home	Teacher
Continued disruption/ lack of focus/ co-operation	15 min detention <b>+1DM</b>	Teacher
<b>45 minute detention - 2 Demerits</b>		
Poor corridor behaviour	45 min detention	HOY/Teacher
Poor behaviour in Assembly	45 min detention	
Late to school	45 min detention	Attendance officer
Missing a 15 minute detention	45 min detention	Head of Year
Jewellery /Headphones	45 min detention +confiscate until half term	Teacher
Eating food outside the dining hall / chewing / dropping litter/leaving trays and food in canteen	45 min detention & Community Service	Teacher
Rudeness/defiance/answering back/rolling eyes	45 min detention	Teacher
Inappropriate language; cussing other pupils; bullying	45 min detention + department relocation	Teacher
Repeated or serious disruption of learning	45 min detention + department relocation	Teacher
<b>90 minute detention - 3 Demerits</b>		
Truancy from a lesson	90 min detention	Teacher/HOD/HOY
Possession of phone	90 min detention +confiscate until half term	Teacher/HOY
Graffiti/Vandalism of school property	SLT relocation to LSU and 90 minute	HOY/SLT

	detention. Community Service & cost of Repair	
Missing a 45 minute detention	90 minute detention	HOY
Refusing to leave the classroom or accept a 45 min detention	SLT relocation to LSU and 90 minute detention	SLT
Any threatening or violent behavior to your fellow students/staff	SLT relocation to LSU and 90 minute detention	SLT/HOY
Flat refusal to follow clear and reasonable instructions	SLT relocation to LSU and 90 minute detention	SLT/HOY
<b>LSU/Fixed Term Exclusion</b>		
An accumulation of demerits for poor behaviour	See cumulative table	Vice Principal Behaviour and Ethos
Poor Behaviour in LSU	Fixed term exclusion	SLT
A one off serious incident	Telephone call home	SLT
<b>Serious incidents</b>	<b>Serious action</b>	
<ol style="list-style-type: none"> <li>1. Missing a 90 minute detention (2)</li> <li>2. Persistent and continued disruption (1 – 4)</li> <li>3. Continued rule breaking (1 – 4)</li> <li>4. Defiance (1 -4)</li> <li>5. Serious and continued Bullying (1 – 4)</li> <li>6. Fighting (1 – 4)</li> <li>7. Threatening or abusive behaviour (2 – 4)</li> <li>8. Violence or assault (2 - 4)</li> <li>9. Sexually inappropriate behavior (2-4)</li> <li>10. Using drugs or alcohol (3 - 4)</li> <li>11. Bringing weapons to the academy (4)</li> <li>12. Supplying drugs (4)</li> </ol>	<p>Responses to these incidents should always be discussed with the Principal, or Associate Principal if unavailable. However, the response will be one of the following, once investigation is complete.</p> <ol style="list-style-type: none"> <li>1. Relocation to LSU</li> <li>2. Day in LSU +90 Minute detention</li> <li>3. Fixed term Exclusion/Off-site Education</li> <li>4. Permanent exclusion or managed move</li> </ol>	

## A CUMULATIVE RESPONSE TO CONTINUED POOR BEHAVIOUR (SECONDARY ONLY)

Where a pupil persistently disrupts learning or repeats behaviours which make others feel unhappy or unsafe, a cumulative response will be brought into play. In order to encourage any recidivist to not repeat these unwanted behaviours, the academy has a stepped response to poor behaviour. In other words, as they accrue more demerits, they will also incur increasingly serious sanctions on top of this as detailed below. Running sided by side these cumulative responses, therapies, interventions and support will be continuously reviewed and agreed with parents and the Inclusion team.

Sanction	Demerit value
15 minute detention for disruption	1 Demerit
45 minute detention / Departmental Relocation	2 Demerits
90 minute detention / SLT Relocation	3 Demerits

**To support this parents should be notified by class teacher/HOY whenever child receives a 45 minute detention/ Misses detention/spends time in LSU**

Number of accumulated demerits	Action taken	By whom?
20 demerits	Phone call	Form tutor
30 demerits	Parental meeting and agree targets for daily report	Form Tutor
50 demerits	Parental meeting to sign a behavior contract	Assistant Head of Year
70 demerits	Meeting with parents to set up a PSP	Head of Year
90 demerits	5 Days in LSU & Parental Meeting to agree action plan. Consider referrals for SEN Assessment, Ed Psych, CAMHS.	VP Behaviour
110 demerits	5-10 day exclusion or educated offsite meeting with Principal	Principal
130 demerits	15 day exclusion or educated offsite and parental meeting with governors	Governors
150 demerits	Permanent exclusion, managed move or alternative placements	Principal and Governors

## PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS IN THE WIDER COMMUNITY

Whilst a student is wearing Ark Academy uniform they are bound by the rules and expectations of Ark Academy. Any student who breaks the code of conduct whilst in school uniform will face the same consequences as if they were in school. For example, behaviour at the bus stop or on the journey to and from the Academy is bound by the same rules as if in the Academy grounds.

If unable to reprimand the student, the member of staff who witnesses any contravention of the code of conduct should go to the Academy reception to attempt to identify the pupil(s) concerned and report the incident to HOY/SLT. The HOY and/or SLT decide on the seriousness of the incident reported and the nature of consequences necessary in line with the procedures outlined above.

## DEALING WITH MALICIOUS ALLEGATIONS

All members of staff are expected to treat pupils with appropriate respect and any allegations made against a member of staff will be investigated and appropriate action taken. Any investigation will follow guidance from the Brent safeguarding teams where appropriate. Where an investigation concludes that the allegation was in the 'balance of probabilities', malicious, a decision will be taken by the Principal about what further action may be appropriate. Exclusion may be considered where it is felt appropriate and the member of staff's reputation has been tarnished or they have suffered in the process.

## BEHAVIOUR SUPPORT

In Ark Academy we will support our students who are experiencing behavioural, emotional or other difficulties that might impede self discipline and effective learning. As stated previously, we believe the most effective way of managing behaviour is to praise and reward good behaviour.

There are a variety of mechanisms available with early intervention always our aim.

Where pupils are having difficulty conforming to the expected standards of behaviour various strategies may be employed to help them improve.

The use of the **daily report form**: Although a sanction, this serves a dual purpose of enabling form tutors, year head of Year or Vice Principal to check on behaviour and give instant feedback and encouragement where improvements are evident. This report is taken home for parental signature and involves home and academy in daily monitoring and support. Parents will be informed if their child is placed on report.

**Target setting** is relevant to behavioural as well as academic issue. Students are set realistic achievable targets in their IEP or in separate 'contracts' drawn by Head of Year / Vice Principal in the light of a specific incident or persistent disruption.

Pupils who repeatedly display inappropriate behaviours and whose behaviour indicates underlying social/emotional issues will be assessed by Pupil Support and an individual programme established which might include a reduction in mainstream lessons for a fixed period of time.

Pupils who have significant emotional difficulties will be referred for therapy for individual or group therapy. The referrals are made by the Head of Year in consultation with the Associate Principal. The type

of therapy will be agreed in line with the nature of the child's needs. Parental consent will be secured before this is begun. At the end of each term, every therapist will write a summary report for each pupil and send these to the pastoral team.

**Pupil Support** operates as place of calm where students can reflect on issues and ask for support. If a pupil is upset or needs someone to talk to about an issue inside or outside of school, they should go to Pupil Support and speak to a member of staff. Some pupils will be given early lunch cards to attend pupil support lunch club, for either learning or emotional support. Some pupils will also attend pupil support HW club during enrichment, where it is felt they need extra help. In the first instance, this will be offered to those pupils on the SEN register and those who are set high numbers of HW detentions.

Many students feel initially more comfortable talking issues through with their peers. We will provide **peer mentoring schemes** where students can be appropriately trained. The use of older mentors within the house system is particularly effective.

### **Behaviour contracts**

Parents of pupils who persistently break school rules will be required to sign a behavior contract. This will identify agreed targets which are relevant to the particular pupil.

### **IEPs**

Any pupil with a statement of special educational needs will have an individual education plan. Targets will be set and reviewed by all staff who teach that pupil, twice a year. These plans will also suggest teaching strategies which will help them make progress and demonstrate the necessary behaviours for learning. Where appropriate, specialist support will be provided on a one to one basis or in small groups this could take the form of mentoring, therapy, anger management or social skills work.

### **The Pastoral Support Programme (PSP)**

This is a support programme offered to pupils who are at risk of exclusion. It will be agreed with parents as a result of a meeting with them to which a Brent exclusion officer will be invited. This meeting will consider the causes for concern and the steps suggested to improve the situation. Other agencies such as social services, housing, voluntary organisations, the careers service, could also be involved as appropriate.

In drawing up the plan the school will, in discussion with others:

- review any learning difficulties and put in place a programme of support where necessary.
- consider changes to the teaching programme.
- consider changes of sets or class.
- consider referral to a PRU for joint registration or another appropriate institution.
- consider with agreement of the pupil's parents and LA a managed move to another school.
- consider offering specialist support and therapy.
- consider a placement for a period of time in Pupil Support.

The programme will have an automatic time limit, be monitored fortnightly and be reviewed at least half way through its duration.

Rewards for meeting targets and sanctions for non-compliance will be made clear at the outset.

At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- a) be reduced or removed;
- b) be continued for a further period of with or without amendments;
- c) or where there has been no improvement at all, there may be a move to permanent exclusion.

### **Mentoring**

Some pupils who have been identified as struggling to manage their behavior may be referred to one of the three learning mentors. They will work with them for an hour a week over an agreed period of time, focusing on the particular difficulties they are having and developing strategies to avoid further problems arising. An action plan will be drawn up and parents will be contacted to discuss the relevant issues and the progress they make.

### **One to one psychotherapy (TAMHS)**

Pupils with significant social and emotional difficulties who are at risk of exclusion, social isolation or non-attendance to school may receive psychotherapy. This is led by a psychotherapist who works for Brent Targeted Adolescent Mental Health Services. She provides art based psychotherapy once a week.

### **Family group therapy (Anna Freud Centre)**

Children whose home life is impacting on their learning and well-being along with parents who need support in managing their children's behavior at home may be invited to attend a weekly family group therapy session. These sessions are facilitated by a consultant psychotherapist from the Anna Freud centre and supported by the Manager of support for families and vulnerable pupils. Children set targets for the forthcoming week and pupils are asked to review them in the group. Parents support one another to discuss the challenges faced at home and how they might best manage their children's behaviour.

### **Bright education mentoring and offsite education**

Somali pupils at risk of exclusion may be mentored by Bright education mentors on a weekly basis. Bright Education also run an offsite provision, where pupils are mentored and tutored. This is used as an alternative to exclusion.

All of the above interventions have their impact measured on a termly basis. There is a focus on the impact on exclusions, demerits, attendance and rates of progress in Mathematics and English.

### **Nurture groups**

A small number of pupils will be placed in a nurture group to support their emotional and learning needs, when they join the academy in year 7. This group of pupils will have an assigned teacher who will deliver a number of lessons in the pupil support department. This is designed to aid their transition from primary school, where they were used to just one class teacher and little movement around their school. These pupils will be working well below national averages in English and Maths and need carefully planned lessons which take account of their very low starting point. The group will also support some young people who have struggled to cope with mainstream lessons in primary school because of their behavior and

related emotional states. The philosophy behind this group is informed by attachment theory and so pupils will need careful support with their emotional needs and help to develop appropriate social skills so they can potentially fully integrate into mainstream lessons.

## **ANTI-BULLYING POLICY**

Our Mission statement makes clear the entitlement of all in the school to be equally valued and respected and the responsibility of all to show understanding and respect for others. In the light of this, bullying in any form has no place in Ark Academy and will not be tolerated.

### **General introduction**

**It is very important to be clear about what is, and is not, bullying. There are many definitions and perceptions of bullying, but all recognise that bullying is sustained and takes place where there is an imbalance of power.**

**Two useful and comprehensive definitions are:**

A bully is an individual who tends to torment others either through verbal harassment or physical assaults, or through more subtle methods of coercion.

Bullying is the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted (cyber bullying), or emotional abuse, or through attacks on the property of another. It may include, but not be limited to, actions such as verbal taunts, name-calling and put-downs, including ethnically-based or gender-based verbal put-downs, and extortion of money or possessions.

**Cyber bullying** is bullying through the use of communication technology like mobile phone text messages, e-mails or websites. This can take many forms, for example:

- Sending threatening or abusive text messages or e-mails, personally or anonymously
- Making insulting comments about someone on a website, social networking site (e.g. Facebook) or online (blog or YouTube)
- Making or sharing derogatory or embarrassing videos of someone via mobile phone or email (such as 'Happy Slapping' videos)

**'Sexting'** is the sending and receiving of sexually inappropriate images or messages, using a mobile phone or the internet. It is illegal for children under the age of 16 to do this and will be referred to both the police and social care. An investigation will be undertaken and appropriate action taken.

It is illegal for a pupil to retain a sexually inappropriate image of another pupil and show it to other pupils. Again, this will result in a referral to the police and social care. It is likely that any pupil doing this will be excluded for a fixed period.

As a new Academy we are able to establish very clear guidance and responses to bullying, and with only small numbers of students we can establish a healthy, stress-free environment with zero tolerance of poor behaviour.

**The aims and objectives of the school in relation to bullying are to:**

- Ensure all students, teachers and parents know that bullying will not be tolerated.
- Ensure clarity and agreement about what is and is not bullying.
- Ensure whole school awareness of the rights and responsibilities of all pupils with regard to bullying.
- Involve all members of the school, staff and pupils in helping to prevent bullying and to confront it when it occurs.
- Encourage pupils to report instances of bullying.
- Ensure that all pupils, parents and staff know what preventative steps the school takes and how these are implemented.
- Ensure all pupils, staff and parents know the procedure to follow when bullying occurs.

**In dealing with bullying we aim to:**

- Eliminate the bullying itself.
- Support the victim by resolving the problem and by building up his/her self esteem and where appropriate developing strategies to avoid bullying.
- Bring the perpetrator to realise the unacceptability of his/her behaviour and the consequences should it continue.
- Investigate the cause of the bullying behaviour and where appropriate work with him/her to modify his/her behaviour.
- Reconcile the perpetrator and the victim.

**The school's response to bullying is achieved in various ways:**

**Year 7 New pupils** will be given a pupil handbook on arrival which includes what to do if a student feels he/she is being bullied.

**Mid-phase transfer students** are given an induction in Pupil Support for a few days. A buddy is assigned and the pupil handbook is issued and explained.

**Peer mentors** will be established in each year group in each of the houses. This group in conjunction with the Head of House will work to raise awareness and to form support groups.

**Assemblies** will be delivered by the pupils to highlight the issues. These assemblies focus on:

- Clarifying and defining what is and is not bullying, raising awareness of the difference between disputes, endings of friendships and bullying behaviour.
- Cyber bullying as part of safety.
- encouraging zero tolerance of bullying behaviour, encouraging a sense of social responsibility and the courage to speak out when necessary, and ensuring pupils know what they can do if they or someone else is being bullied.



Tutorial time and house meetings will be used to discuss further what is and is not bullying, and what students feel could or should be done. We will also focus on the positive nature of 'well being' and of course what 'CIVITAS' means in all situations.

The Academy use a software **package** that monitors activity on the whole school network and alerts us to any violations, including cyber bullying.

**The School Council** will be consulted on anti-bullying policy and strategies.

Key pastoral staff will always mediate between the bully and the victim, where appropriate. The victim will be encouraged to tell the bully how the bully's actions made them feel. The bully will be given an opportunity to apologise.

We will hold an evening session for parents of new Year 7 pupils in their first half term which includes information on our policy and procedures on bullying. Bullying is explored during the year 7 induction week and details of what to do if someone is being bullied is detailed in the pupil and parent handbook.

### **Record keeping**

Incidents of bullying are recorded on eportal by the member of staff investigating the incidents. Serious concerns about bullying will result in the parents of the pupil being invited into school to meet with the Head of Year.

Pupils who feel they are being bullied will be asked to keep a detailed record of incidents.

### **Sanctions**

The varying nature and varying degrees of bullying require a range of responses and a range of sanctions. Anyone who bullies someone will be seen and spoken to about this by their Head of Year/ Vice Principal.

In appropriate cases, (and particularly, though not exclusively, where the perpetrators do not attend the school and the bullying occurs elsewhere), the police liaison officer is involved, to advise the victim on what steps can be taken. Where the perpetrator is part of the school he/she would stress the seriousness of the matter and the possible consequences if it were to continue.

In the cases of a first and minor incident an informal warning from a Head of Year may be sufficient. This would be recorded as a detention for bullying on eportal.

Where a pupil is found to persist in acts of bullying, despite warning, it may be necessary for the pupil to be removed from lessons and sent to the Learning Support Unit for a fixed period and sit an after school detention. In certain circumstances, it may be necessary to recommend a fixed term exclusion to the Principal.

A fixed period exclusion might also be given even if there have not been previously recorded warnings if the seriousness of the bullying warrants it. As a last resort, or in extremely serious cases, permanent exclusion would be considered.

### RELOCATION PROCEDURES IN SECONDARY

Relocation from the classroom is designed to ensure that learning is never disrupted and that the classroom remains a calm and orderly space. The guidelines below are designed to help staff at Ark Academy know when to use the system.

There is no stigma attached to relocating a pupil and it should be seen as an integral part of The Behaviour Policy. **However, the system is not there for every minor infraction and it is essential for teachers to 'own' their own classrooms.** Please ensure that you read the champion teacher techniques for further guidance about how to secure 100% compliance in your classrooms.

#### Departmental relocation - when to relocate to another classroom within your department

**1. A pupil persists in disrupting learning, after you have:**

- a) Given them a rule reminder
- b) Given them a verbal warning and written their name down
- c) Moved their seat
- d) Issued a detention

**However, where a pupil is rude or challenging when their disruption is being tackled, staff can move straight to a departmental relocation.**

**2. Rudeness to an adult or another member of the Academy (pupil).**

Examples might be:

- a) muttering something under their breath when challenged by the teacher;
- b) challenging the issuing of a verbal warning or talking back;
- c) refusing to move when relocated to another teacher within the Department or;
- d) cursing another member of the class.

#### SLT on-call, relocation to LSU.

Reasons for doing this will be:

- a) refusal to leave the classroom, following departmental relocation
- b) cursing or inappropriate gestures – particularly towards an adult
- c) verbal aggressiveness towards a peer or adult;
- d) bullying or other harmful behaviour;
- e) threatening others – physical or verbal
- f) destruction of another person's or Academy property;
- g) refusing to wear the appropriate uniform;
- h) playing with fire alarms or extinguishers;
- i) vandalism;
- j) deliberate involvement in or instigation of conflict.
- k) sexually inappropriate behaviour;
- l) willful disobedience or serious disrespect to an adult.

In the case of SLT relocation, all teachers contact the member of SLT on call via email. **The classroom teacher must log the relocation on eportal as soon as possible, but by the latest the end of the day.** Where further action may be required an incident report should be completed by the class teacher and sent to the Head of Year.

**RELOCATION PROCEDURES IN PRIMARY**

Relocation from the classroom is designed to ensure that learning is never disrupted and that the classroom remains a calm and orderly space. The guidelines below are designed to help staff at Ark Academy know when to use the system.

There is no stigma attached to relocating a pupil and it should be seen as an integral part of The Behaviour Policy. **However, the system is not there for every minor infraction and it is essential for teachers to 'own' their own classrooms.** Please ensure that you read the section on champion teacher techniques for further guidance about how to secure 100% compliance in your classrooms.

**When to relocate a child:**

**However, where a pupil is extremely rude or flat refuses to go on time out or follow any reasonable instructions staff can send a TA or a responsible pupil to call SLT on-call.**

The pupils will be detained until the end of that lesson or longer depending on the seriousness of the incident.

Every teacher must complete an incident report where SLT have removed them. This should be completed by the end of that school day. The SLT member who removed the pupil will organize a restorative conversation between the pupil and teacher and any relevant pupils.

### SYSTEM FOR DETENTIONS IN SECONDARY

The system for issuing detentions is simple and transparent. There are 3 types of detention in Ark Academy: 45/60 minute late detentions; central detentions (14/45/90 minutes) and Department Homework detentions for 15/30 minutes. Every detention should be recorded in the relevant detention page in the pupil planner.

#### 1. Late detentions

- If a pupil arrives late after 8.25 in the morning, the pupil will sign in late and a detention will be written in their planner for that day.
- Students arriving between 8.30- 9 will be signed in by the Student services Officer and a 45 minute detention recorded
- Students arriving after 9 will receive a 60 minute detention

#### 2. Central detentions

- There is a daily detention from 3.45pm until 5.15pm in the main hall (2.55- 4.25). Pupils can accumulate detentions in one day up to the length of 90 minutes.

These detentions are written in the student planner and logged on eportal at the time the detention is issued. A text message is also sent home.

**Where a pupil fails to attend detention, the consequence will escalate.**

## THE HOUSE SYSTEM

### 1. Principles:

- The House System is primarily about creating smaller communities within the school that promote diversity and create a sense of identity, competition and belonging.
- The House System should mix students of all ages and not be based upon curriculum or academic criteria. Thus each house will represent a fair cross-section of the school community.
- Students will meet as a house at least once a week and the house should be their main focus during school-wide competitions.

### 2. Structure:

- Every member of the school will be a member of a house, including staff
- There will be one adult Head of House and then student House Captain, Vice Captain, Games Captain, Music Captain etc. These posts will be nominated by Head of House and their team and voted for by the student body.
- Form groups are based around the houses so students enter the school and are assigned a house. Their form tutor is also a member of that house. Students therefore mix academically with all the other houses but meet daily in just their house.
- There will be 4 houses so that the size in each year group is equal and manageable.
- The houses allow for vertical mentoring and for students to participate in activities with other students of different ages whilst still allowing for age-group tutor groups.

### 3. Roles and responsibilities:

Head of House:

- Rewards – house colours etc.
- Organize competitions.
- Organise their house for sports day and school birthday.
- Maintain and update the house notice board.
- Deliver assemblies
- Organise house Civitas activities and active citizenship days.
- Be a figurehead.

(Secondary only) Form tutor:

It is the role of the form tutor to:

- Monitor the attendance and progress of the students in their form at enrichment and extension activities.
- Be the first port of call for any academic or pastoral issues.
- Collect merits and completing spreadsheet.

- Organise tutor group for house competitions.

#### **4. Symbols, Artifacts, Traditions and Stories:**

- Each house requires a coat of arms/crest, a motto etc.
- Each house should have its own colours, which are awarded to students for achieving high standards in 'practical' activities – sport, music, drama etc and these should be worn as badges.
- Each house should have a mascot.
- Each house needs to have a story relating to their name that students are required to know.
- Each house should come up with its own traditions or routines – for example how they start House meetings etc – that help mark them out as different.

#### **5. Activities:**

- Students should come together as a house for all school-wide and year-wide competitions.
- There should be an ongoing house competition throughout the year which all events contribute to. These should form part of each house's newsletter as well as being consistently advertised on plasma screens.
- For example a points system should include competitions in:
  - a) Academic achievement
  - b) Debating
  - c) Sport and sports day
  - d) Music and choir
  - e) Art
  - f) House plays and House concerts
  - g) House shouts
  - h) Other enrichment activities
  - i) Attendance and Punctuality
  - j) School Birthday
  - k) Drama
  - l) Civitas

#### **6. The Future:**

- Each student is assigned a 'Buddy' from an older year to mentor them and to address any issues they might have.
- Develop the positions of responsibility open to students and the responsibilities and privileges these entail.
- Links between Primary and Secondary Houses so pupils coming through stay in their House

**DEFINING A SERIOUS INCIDENT AT ARK ACADEMY**

The following list provides examples of what constitutes a serious incident. The list is neither exhaustive nor definitive and members of staff may use their discretion so long as they are following the code of conduct.

- Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or illegal substances
- Bullying or other harmful behaviour
- Bringing 'outsiders' onto Academy property in order to threaten or create conflict
- Sexually inappropriate behaviour
- Threatening others – physical or verbal
- Cursing or inappropriate gestures – particularly towards an adult
- Deliberate involvement in or instigation of conflict
- Verbal aggressiveness towards a peer or adult
- Willful disobedience or serious disrespect to an adult
- Stealing
- Possessing stolen property
- Vandalism, including if wearing academy uniform whilst outside academy grounds
- Destruction of another person's property
- Consistently disrupting learning within a single lesson
- Playing with fire alarms or extinguishers
- Smoking or drinking alcohol
- Skipping class or truanting from school
- Cheating in a test or exam
- Wearing, displaying or graffitng 'gang' affiliated items and phrases





