



# Ark All Saints Academy

## Behaviour policy

‘You must be the change you want to see in the world’

Mahatma Gandhi

### 1 INTRODUCTION

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*ARK ALL SAINTS ACADEMY is an academy with the highest expectations of its scholars, staff and parents. Our vision is for all members of our All Saints family to be confident, responsible, and successful and to live with integrity. This will enable our scholars to be well prepared for the next phase of their journey whether that is to university or in pursuing the career of their choice.*

*We welcome scholars of all faiths and none to our Church of England academy where our guiding principles are based on Christian values.*

*We treat every scholar as an individual and we work with them and their families to develop and nurture their talents.*

### 2 RATIONALE

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The scholar that enjoys being in trouble has yet to be born. At Ark All Saints we believe that most behaviour issues come from incompetence rather than defiance.

We believe that every scholar wants to do the right thing and will do so most of the time. Our code of conduct outlines appropriate behaviours that will allow each scholar to be successful each day. The policy then goes on to look at how we will recognise scholar achievement and then what will happen if scholars do not follow the academy’s behaviour expectations.

In order to resolve most behaviour issues we believe that we need to approach each issue as one of incompetence (the scholar does not know how to behave) and teach scholars how they should behave.

We believe that good and positive behaviour is achieved through relationships, modelling, teaching and an understanding of the impact that this has on individuals. At Ark All Saints we expect all scholars to behave well, all the time. There are no excuses for poor behaviour. Behaviour rules will be applied consistently and professionally by staff who expect no learning time to be lost through having to deal with poor behaviour.

### 3 SCHOLAR BEHAVIOUR

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We expect scholars to behave 100% of the time in all parts of the academy and surrounding areas.

We must remember to focus our attention on enabling scholars to manage their behaviour, which will then support them in their learning. A change in how they act will come over time.

This is a high expectation and we know that some of our scholars might find this difficult at times.

#### **This is how we support our scholars every day at AASA:**

##### **3.1 In the morning:**

- Care for your uniform by hanging it up at the end of the day and keeping it clean and well pressed.
- Pack your bag the night before with:
  - ✓ Folder (A4 and provided by the academy)
  - ✓ Passport (academy day book)
  - ✓ Calculator (Scientific)
  - ✓ Reading book
  - ✓ Water bottle (AASA or clear)
  - ✓ Pencil case (must be clear plastic)
- In your pencil case must be:
  - ✓ Green pen
  - ✓ Ruler (30 cm)
  - ✓ Eraser
  - ✓ Sharpener
  - ✓ Highlighter pen (x 2 colours)
  - ✓ Ink pen (blue or black pen /biro or fountain)
  - ✓ Pencil (x 2)
- Have breakfast

##### **3.2 Outside the Academy:**

- Remember that you represent the academy and everyone who attends it.
- Your behaviour must allow other members to live in our community in peace. Be mindful of others who are around you – we share our community with others.
  - ✓ walk sensibly along the streets and allow others to pass on the pavements
  - ✓ allow others to use public transport easily and quietly by not being loud or drawing attention to yourself
  - ✓ offer your seat where possible to an older person/mother with young children
  - ✓ do not play music on your mobile phones without headphones
  - ✓ wait quietly by the bus stop.

- Always be safe. Walk away from trouble and find help. If dark, stick to main streets.
- Do not bring friends or family to the academy to resolve difficulties. If there are issues talk to a member of staff.
- Do not encourage friends to meet you outside of the academy.
- Have respect for the academy's neighbours and be helpful and considerate in the local community.
- Make your way to and from Ark All Saints Academy quickly and do not congregate in large groups on the streets.

### 3.3 Outside the Classrooms:

- 3.1.1 Use corridor voices and move quietly.
- 3.1.2 Walk and do not run other than in PE.
- 3.1.3 Walk with purposefulness – directly to our next session.
- 3.1.4 Walk with confidence and do not touch or hold on to others.
- 3.1.5 Walk on the left.
- 3.1.6 Lockers are to be used only at agreed times and can be searched by staff without prior notice or permission.
- 3.1.7 Allow any member of staff or adult to pass through a doorway before you.
- 3.1.8 Hold doors open for others.

### 3.4 In Classrooms:

#### 3.4.1 Preparing to enter the lesson:

- ✓ You need to enter every lesson ready to learn.
- ✓ You and your teacher are expected to greet each other on the way into lesson.

#### 3.4.2 Get to work routine:

- ✓ Sit at the place your teacher has selected for you.
- ✓ Place your passport, pencil case, AASA water bottle and homework on your desk.
- ✓ Start the Do-Now.
- ✓ Read through and correct any marked work.

#### 3.4.3 During lessons, enrichment and intervention sessions:

- ✓ Give 100% participation.
- ✓ Make 100% effort.
- ✓ Ask for help when needed.
- ✓ Always speak in full sentences.
- ✓ Be an active listener.
- ✓ Celebrate the successes of others.
- ✓ See mistakes as steps on the road to understanding.

- ✓ Help maintain a supportive culture based on respect and teamwork.
- ✓ Use academy hand signals to communicate during lessons.
- ✓ Catch up with your learning when you are absent from school or behind in your work.

### **3.5 Exit routines:**

- Pack up quickly and efficiently.
- Leave the classroom calmly and move to the next session quickly.
- Ensure you are sat down with equipment unpacked by the time the pips sound.

### **3.6 In assemblies, collective acts of worship and rewards ceremonies:**

We expect 100% attendance from all scholars and staff to all assemblies and ceremonies. You may not believe in all aspects of the collective worship but as part of our community all members of our Ark All Saints community are expected to join in with aspects that they feel comfortable with. If unable to participate in any aspect, you are expected to act in a way that allows others to participate without fear of criticism or judgement.

### **3.7 During lunchtime: Use lunch time effectively:**

- ✓ Fill your water bottle.
- ✓ Go to the lavatory.
- ✓ Meet with any member of staff to address any concerns.
- ✓ Complete any work or revision that is required.
- ✓ Say thank you to catering personnel.
- ✓ Clear tables, wipe up any spillages and maintain an orderly environment at all times.
- ✓ Only play ball games in the allocated areas.
- ✓ Follow all school rules to maintain a calm and pleasant environment for all.
- ✓ Do not gather in large groups.
- ✓ Keep hands and feet to yourselves at all times.
- ✓ If any difficulties arise you are expected to find the nearest staff member and ask for assistance.

### **3.8 Respect for yourselves, your property and your environment:**

- Help keep teaching rooms pleasant, clean and tidy areas for yourself and others to work in.
- Always be 'ECO' aware.
- Shut down PCs and any electrical items; do not leave them on standby.
- Never, ever drop litter and indeed help pick it up/remind others of their duty to keep the environment clean and tidy.
- Never, ever indulge in graffiti.
- Only eat in the dining hall, never in corridors
- Remember fizzy drinks, chewing gum and sweets are banned from the academy.
- Do not shout - we are a non- shouting academy.
- The academy accepts no responsibility for the security of personal property.

## 4 PRAISE AND REWARDS

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### 4.1 Rewards

Rewards are our way of enabling scholars to recognise when they do things well. This is our way of celebrating when our scholars show confidence, responsibility, act with integrity and are successful. We want our scholars to be model citizens and so will reward these aspects as a way of promoting our values and intentions. Rewards enable us to recognise developing talents.

Precise Praise is essential. Scholars need to know why something they have done is good.

The reward system centres on the awarding of House points.

House points will be based and awarded on the 4 core values of Ark All Saints Academy:

- Confidence
- Success
- Integrity
- Responsibility

For example they may be awarded for:

- Strong oral contributions (Confidence)
- Helping another scholar (Responsibility)
- Strong test/homework performance (Success)
- Being honest (Integrity)

House points are recorded on ePortal.

Vice/Assistant Principals and Pastoral Directors can award a house point for anything above and beyond the normal house point.

Likewise the Principal will award house points for strong support for the ethos of Ark All Saints Academy, representing the Academy in some way or to scholars sent to her for special recognition (particularly for excellent academic achievement).

### 4.2 Living the vision around the Academy (House points)

Teachers are entitled to award a scholar a House point for demonstrating any of the values of Ark All Saints Academy.

Examples of this type of behaviour might be:

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

#### 4.3 House Awards

The House system fosters a sense of belonging and healthy competition. All House points/shout outs generate House points for the relevant house. Scholar attendance 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.

#### 4.4 Shout Out

Every Friday afternoon we have a Shout Out celebration in the Sports Hall. All staff can give up to 2 certificates each. These certificates should reflect one (or more) aspect of our core values (CRIS), they should not be for behaviour. Each shout out given is 10 house points for the house of that scholar.

#### 4.5 Pastoral Director Awards

Every 2 weeks during year assemblies PDs reward total house points for individuals by giving a selection of gifts or privileges. This is at the PD's discretion, and the list of awards can change or be withdrawn at any time.

#### 4.6 Rewards assemblies

At the end of Terms 2, 4 and 6 there will be a "Rewards Assembly", which not only recognises the special achievements of scholars but also celebrates the winners of the House Competitions and overall House Winner. At this assembly four bikes are given to four scholars that achieved 100% attendance for the past two terms.

In Term 6 a special award is given to the scholar that achieved 100% the entire year in each year.

## 5 ON-GOING SUPPORT FOR SCHOLARS WHO NEED HELP DEVELOPING POSITIVE BEHAVIOUR FOR LEARNING

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Scholars have many starting points – we need to meet them where they are and support them in their development.

There are several ways we will support scholars:

- Daily reports
- Rewards

- Inclusion through smaller working groups
- Pastoral support plans
- Behaviour contracts
- Internal support through the Provision Team
- External support through agencies
- Scholar-led groups such as scholar voice
- Restorative justice

### 5.1 Sanctions:

These systems will only be effective if they are consistently applied to all scholars. What does a teacher do before sanctions? There is a great deal adults must do to get it right - non-verbal cues, anonymous corrections, fresh starts.

There are two main reasons for behaviour that prevents learning - There is a need to determine which it is.

- Incompetence/Ignorance
- Defiance

**Incompetence/Ignorance** - the scholar doesn't know how to behave or what to do. It is the job of all staff to teach them. If they get it wrong due to incompetence and they are punished as if it is due to defiance the punishment will seem unjust, the relationship is therefore damaged.

**Defiance** - the scholar refuses to comply with staff requests. This behaviour requires quick and immediate attention to ensure that they start to comply as soon as possible.

The two can look very similar but how they are dealt with must be different.

As a result instructions must be clear. Staff **must check for understanding** from the scholars and only apply sanctions after adequate opportunities for the scholar to correct their behaviour have been given. Any sanctions must be applied in a fair and consistent way, with an explanation as to why they are being given.

### 5.2 In lessons:

The expectation is 100% effort and participation 100% of the time.

Scholars should:

- Sit up
- Answer in full sentences
- Use the hand signals
- Track
- Refrain from using slang or banned words
- Be a SCHOLAR:
  - Spends time on learning

- Chooses to do the right thing  
Honours each other
- Organises themselves
- Listens to others
- Allows others to learn
- Responds to instruction

All staff are expected to catch off-task behaviour early, de-escalate, re-focus and encourage all scholars. They are the experts and our Scholars need to be handled masterfully. Staff need to be constantly on the watch for moments of lost concentration – if it is caught quickly – it won't have an opportunity to develop further.

### **5.3 In corridors:**

Everyone is responsible for behaviour. An adult must never ignore behaviour infringements – no matter how small.

At lesson changeover all staff are expected to be in their agreed positions monitoring scholar movement.

Scholars need to be taught how to behave e.g. whilst swearing is wrong some scholars swear without being conscious of it – they do it through incompetence not defiance. Staff must be clear that it is unacceptable but may handle this differently to the scholar that is confrontational in their tone.

Staff must be precise in their language when reporting incidents – there is a huge difference between being sworn at and a scholar swearing under their breath. Both are unacceptable but the way in which we teach better behaviour will be specific according to the incident.

**Sanctions at Ark All Saints Academy should enable scholars to learn and change the way they behave.**

### **5.4 Reflection Times (Corrections)**

**Old style detentions are not effective in altering poor behaviour choices.** Sitting a child in a classroom and either talking “at” them or having them sit in silence does not lead to reform unless this is an opportunity for silent reflection.

**At Ark All Saints we believe that relationships are key.** Reflection Times will be opportunities for staff to meet with scholars and explain to them how their behaviour impacts on their



community and learning. These meetings will be held after school and will involve the scholar, the staff member who set the meeting and if necessary the Pastoral Director.

*Whole class corrections will be a rare event and only sanctioned under exceptional circumstances by the SLT member who was on-call.*

If a scholar fails to alter their behaviour accordingly we will need to escalate the sanction and try alternative measures.

### 5.5 Corrections

<u>Correction</u>	<u>Behaviour</u>	<u>Sanction</u>
Correction 20	Any infringement of SCHOLAR.	- Up to 20-minute Correction. This may be served at lunch or after school.
Correction 60	A second infringement of SCHOLAR within the same day.	- Up to 60-minute Correction. This will be served after school. - Parents contacted.
Correction X	A third infringement of SCHOLAR within the same day.	- Internal exclusion. - Up to 90-minute Correction specific to the issue. - Parents contacted. - Parents invited in for a meeting on that day.
On-Call	On-Call should be used for a serious incident of misbehaviour in the classroom, for example a scholar hitting another scholar or being verbally or physically abusive to a member of staff.	If a scholar is removed by On-Call, the teacher on-call must be called for to remove the scholar. The person on-call will liaise with SLT to decide on the sanction. (Friday/Saturday correction/exclusion etc.)

Teacher actions:

- Log the event on ePortal.
- Attend the Correction.

Pastoral Direction actions:

- Contact parents for Correction 60 and Correction X.

### 5.6 On-Call

- Every member of staff has a responsibility for the management of behaviour, whether in their classroom or around the academy site. On-call is an additional support for staff

when the cycle of sanctions breaks down or in the case of severe incidents. On-call does not remove the responsibility of the classroom teacher to resolve the initial problem.

- A senior/pastoral member of staff will be on-call for every period of the day.
- The person on-call will spend the full period circulating the school and visiting lessons.
- The person on-call will always carry a radio.

#### 5.6.1 Use of on-call

- ✓ A teacher requires additional support.
- ✓ A scholar that has been sent to re-focus continues to behave inappropriately.
- ✓ A serious incident occurs.
- ✓ A teacher wants to acknowledge individual or group success.

#### 5.6.2 Use of on-call protocol

- Be mindful in your use of language
- Do not say “there is a fight”
- But if it is urgent, say it is urgent
- Moderate your tone
- State where you are
- Be precise and succinct

### 5.7 Alpha Room

Time in Alpha Room is sanctioned by SLT or PD/DPD for serious incidents of behaviour, and for scholars who received a Correction X.

5.7.1 The room is always staffed and work is provided by teachers.

5.7.2 The room is to be kept silent at all times. It is an opportunity for the scholar to reflect on their behaviour.

5.7.3 This room is managed by the Alpha Manager.

When a scholar is sent to Alpha Room, the following process will be followed:

1. Scholars arrive into Alpha and are signed into the Alpha log by the staff member on duty.
2. They are given, if appropriate, a scholar incident sheet to complete by the staff member bringing them to the room. We often see scholars needing 2 or 3 attempts to get to the truth. The first draft is usually an anger draft but will still be kept for record.
3. The staff member on duty in Alpha should radio to on-call to collect work for a scholar. If this is difficult (e.g. teacher talk lessons) then there are a number of generic worksheets. They are in 3 orange folders and a yellow folder. These are Maths and English based. This is to be given to scholars to keep them occupied until proper work arrives. Of course they can read their reading book in any gaps.
4. Scholars need to be very clear why they are in Alpha and for how long. When completing the Alpha log, be specific regarding the incident. This means anyone in the Pastoral Team can pick up the incident and deal with it rather than chasing other adults to get details.

5. If the scholar refuses to follow instructions, they are escorted to the Principal's Meeting Room by a member of the Pastoral Team.

## 5.8 Omega Room

Omega Room can only be sanctioned by SLT or PD/DPD.

Omega Room is for intensive support or as an alternative to external exclusion. This room is managed by the Provision Team.

*Further Information: Pastoral Handbook*

## 6 HOW SANCTIONS WORK AT ARK ALL SAINTS ACADEMY

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In any circumstance in which behaviour is reported and recorded a report will be issued communicating further action to be taken.

- Scholars must never be left outside a classroom. If a scholar is 'found' on the corridor they will be immediately returned to the classroom.
- Corrections must not be applied within the first ten minutes of a lesson.
- If a scholar is to be removed from your class they must be given adequate and appropriate work.

### 6.1 How poor behaviour should be dealt with outside the academy building:

- Staff will be out and about in the community monitoring and supervising.
- All incidents of poor behaviour will be dealt with as if on site.
- Whilst a scholar is wearing the Ark All Saints uniform they are bound by the rules and expectations of the academy. Any scholar 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 on the academy grounds.
- If unable to reprimand the scholar, the member of staff who witnesses any contravention of the code of conduct should go to the academy reception to identify the scholar(s) concerned and report the incident to PD/SLT. The PD and/or SLT decide on the seriousness of the incident reported and the nature of consequences necessary in line with the procedures outlined above.

### 6.2 Saturday academy 'community service' - only to be issued by SLT

On some occasions of defiance scholars need an intense session with a member of SLT and their parent. This session consists of the following:

1. Explanation of why the behaviour is unacceptable and why the punishment is needed.
2. Discussion of why the defiance occurred.
3. Apology - repentance and acceptance.

4. Restitution - putting things right.
5. Forgiveness - fresh start.

Examples of behaviour that might require a Saturday community service are: chewing gum, bringing friends to the academy, graffiti, consistently failing to bring necessary equipment, bringing the academy's name into disrepute.

Parts 1 - 3 should take around 20 minutes. Part 4 will be a physical activity that matches the original defiance such as cleaning tables of chewing gum, cleaning tables, picking up litter. We believe that through this physical activity parts 4 and 5 are achieved.

### 6.3 Behaviour Contracts

The Behaviour Contract is used to engage both the selected Scholar and parent to improve negative behaviour in the classroom, around the Academy building and after school.

The Behaviour Contract requires the scholar to read the following text:

*I..... understand that my behaviour has disrupted my learning and the learning of other scholars. I intend to improve my behaviour and follow the Behaviour Targets set out below. The Behaviour Targets have been agreed by me, my parent/carer and the academy. I understand that if my behaviour does not improve I will receive further consequences. As part of the behaviour contract I agree to complete any sanctions or consequences I am issued.*

Three targets are set that follow the AASA notion of what distinguishes a good SCHOLAR:

- **Spends time on Learning**
- **Chooses to do the right thing**
- **Honours others**
- **Organises themselves**
- **Listens to others/instructions**
- **Allows others to learn**
- **Responds to instruction**

Two targets are specific to the behaviour that has caused problems at AASA for the individual scholar. The third target focuses on progress for learning. At every meeting, CCR data of the scholar's positive and negative point totals are shared. Data regarding both punctuality to school and lessons are also shared. Parents and scholar also review target grades and the most recent assessment data.

The first stage of the Behaviour Contract must be signed and agreed by scholar, parent and a member of the Pastoral Team. The first contract review will be after four weeks, the date must be set within the contract for all to follow. During this review the Academy will decide whether the Behaviour Contract targets have been achieved using the relevant data as evidence.

If the Scholar has passed their personal targets, then the contract can be stopped. The Pastoral Team will then continue to monitor progress. If behaviour begins to rapidly deteriorate during the weeks following, a second contract will be issued.

If the scholar does not show enough evidence to suggest they have failed their contract, a second phase will be implemented. This Behaviour Contract will cover a longer period of six weeks with the same process set out above followed. As behaviour has not been sufficient after the first review, a member of SLT will join the meeting with the assigned member of the Pastoral Team and the meeting must be held in the Conference Room. At this phase both the Pastoral and Provision Team will discuss further intervention and strategies to support both scholar and parent.

Failure to perform to expected standards during this contract can lead to further sanction, including a PSP contract and possible alternatives to the scholar's regular timetable.

#### 6.4 PSP

This document is used for scholars that are experiencing serious challenges within the Academy. It is for scholars who are not making sufficient progress in managing their behaviour or other needs. It sets out a 16-week plan of the support the Academy will provide and the expected outcomes from each scholar. During the 16-week period the PSP is active there will be 2 review meetings and a final concluding meeting where parents, the Academy and the scholar can review the PSP. At the conclusion of a PSP the scholar will either 'pass' their PSP or it can be extended or amended with different support/outcomes for the scholar. If a scholar fails a PSP or an extended PSP then a decision will be made with SLT regarding the appropriate course of action.

## 7 SERIOUS INCIDENTS

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Incidents of a very serious nature (normally those that would be reported to the police) must be reported to the Principal and may result in either a fixed term or permanent exclusion. The academy works in partnership with the police through our School's Police Liaison Officer. The academy may inform the police when any offence of a criminal or anti-social nature has taken place. The academy is obliged to give the police any evidence of a criminal act discovered in the course of a search under the Violent Crime Reduction Act. This may include drugs. The academy will fully cooperate with any police investigation, on request, regarding one or more of our scholars. The Principal will always take the decision over police involvement in any incident and must be informed at the earliest opportunity of any potential police involvement relating to the academy.

And then in the next section, make sure to leave yourself some wiggle room:

### 7.1 Definition of a Serious Incident

The following list provides examples of what may constitute a serious incident. The list is neither exhaustive nor definitive. Behaviour that takes place off the school site and outside

school hours, whether or not the scholar is in school uniform, continues to impact the academy and may also be considered a breach.

- Bullying
- Fighting
- Abusive or threatening behaviour
- Damage to property or theft
- Drug taking or associating with drug taking
- Alcohol use
- Actual or threat of violence and assault
- Criminal offences
- Drug dealing or associating with drug dealing
- Offensive weapons
- Inappropriate sexual conduct
- Bringing the academy into disrepute
- Any behaviour or action that places AASA members in danger or potential danger

## **7.2 Physical Violence**

The academy will not tolerate any acts of violence or physical aggression. In any incident involving physical violence, a record will be kept in the file of the victim as well as in the file of the perpetrator. The victim's parents will be informed of the steps taken to deal with the matter. Where appropriate the Principal may refer the use of physical violence to the police. Where both parties are held to be culpable, a note of the incident and the action taken will be recorded in both files. Normally all parties involved in a physical altercation will receive the same sanction.

## **7.3 Restraint/Use of Force**

The school does not advocate the use of restraint of scholars. An underlying principle of this policy is to create an ethos where it should not be necessary.

Only in exceptional circumstances will physical intervention be used:

- To prevent scholars from committing a criminal offence
- To prevent scholars from injuring themselves or others
- To prevent scholars from causing damage to property, including their own property
- As a last resort, when all other strategies have proved ineffective, in preventing a scholar from engaging in behaviour which disrupts the good order and discipline of the academy

If required to use physical intervention, staff will:

- Use the minimum force necessary, proportionate to the circumstances
- Use it as an act of care, and not as punishment

*Further information: Use of Reasonable Force Guidance*

#### **7.4 Procedure dealing with any scholar who threatens to injure another scholar or staff member with the use of a weapon**

If a scholar threatens to ‘stab’, ‘shank’ or hurt using a weapon the following must happen:

- 1) They are to be immediately separated from all scholars.
- 2) They must be treated as a high risk.
- 3) Any witnesses must write accounts about what they saw or heard.
- 4) The scholar must be searched by a same sex member of staff with the Principal’s permission
- 5) If the scholar refuses the search – their parents must be informed and instructed to come to the school.
- 6) Once the search has taken place – they must be taken to their locker to be searched.
- 7) Parents must be contacted so that they can search their child - if the parent cannot come, they are to be informed that we will be contacting our school liaison police officer for support – this might result in arrest.
- 8) The scholar must remain isolated until the parents or police arrive. They must be asked to write an account so that they can give their view.
- 9) Once the parents have searched their child they need to be spoken with, away from their child, and asked if they would like police support or if they feel that their child does not pose a threat.
- 10) The scholar is then to be internally excluded to Omega for one day in which they meet with the police and discuss why this threat is taken so seriously.
- 11) If the scholar is found to be in possession of a dangerous weapon – the Principal or most senior teacher on site must be immediately informed.
- 12) The scholar must return home with their parents and await the Principal’s decision.
- 13) The Principal will then take 24 hours to read accounts and to arrive at a decision.

## **8 STAFF BEHAVIOUR**

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### **8.1 General**

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with scholars and their families. Children will be treated with respect and dignity and no punishment, correction, restraint, sanctions or rewards are allowed outside of those detailed in the Academy’s Behaviour Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur, which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a scholar for their own protection or others’ safety, this will be appropriately recorded and reported to the Principal and parents. Any physical restraint will comply with DCSF and LEA guidance and will follow the Academy’s Use of Reasonable Force Guidance.

Beware of the trap of the over-familiarity with scholars: do not use colloquial language and expect them to speak to you in a formal style and in full sentences – ‘yep’ or ‘nope’ is not acceptable.

## **8.2 First Aid / Intimate Care**

Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult of the same gender as the child present. If a child needs help with toileting, nappy changing or washing after soiling themselves, another adult should be present or within earshot. If a member of staff is providing any form of intimate care, it will be carried out by a member of staff who is the same gender as the scholar and another colleague will be present. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.

## **8.3 Small groups / one to one sessions**

For their own safety and protection, staff should exercise caution in situations where they are alone with scholars. Other than in formal teaching situations; musical instrument tuition for example, the door to the room in which the teaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby or the room will be easily seen into from outside and a record will be kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of scholars will have clear and unobstructed glass panels in the doors and will not be locked when scholars are inside the room.

## **8.4 Home visits**

Academy staff should also be alert to the possible risks that might arise from social contact with scholars outside of the academy. Home visits to scholars should only take place with the knowledge and approval of the Principal and with two members of staff. Visits/telephone calls by scholars to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Principal and parents/carers; any unplanned contact of this nature or suspect infatuations or ‘crushes’ will be reported to the Principal. Staff will not disclose their personal telephone numbers and email addresses to scholars or parents.

## **8.5 The Learning Environment**

All staff are responsible for creating a calm and safe learning environment in which all scholars are enthused and determined to learn.

To this effect staff must ensure that the learning environment is an inviting space which celebrates scholar success and models levels of organisation. This includes;

- 8.5.1 a tidy and well-ordered desk
- 8.5.2 displays that celebrate and model excellence
- 8.5.3 a space free from litter and mess



If a scholar does not know how to do something it is because they have not been taught. It is the responsibility of every adult in the academy to correctly model 100% of the time.

#### **8.6 Staff will:**

- Insist on calm corridors.
- Use countdowns.
- Clap and use **TRACK** in order to get silence.
- Prearrange Seating plans and admit them one by one.
- Put resources on desks or on **IWB** in advance.
- Get scholars to collect in resources.
- Insist on full sentences.
- Outline exactly what it is they have done wrong when it happens- give a rule reminder.
- Use warnings as a means to give the scholar space to reflect and review their behaviour.
- Encourage scholars to accept responsibility for their poor choices and poor behaviour.
- Insist on one person speaking at time and use body language to show listening.
- Give clear instructions and repeat them and get the scholars to repeat them back.
- Stay calm, remember you must be seen to be in control.
- Count down compliance and completion "I've got 5 left, 4 left".
- Use non-verbal signals e.g. disapproving stare, point to the floor, pointing etc.
- Stand and wait for 100% - expect nothing less.
- Repeat back instructions.
- Get involved in sanctions and reconciliations with scholars; make them see that you follow through and that it is not personal.
- Welcome scholars back into the classroom for a fresh start every lesson.
- Make lessons and activities engaging and challenging.
- Be explicit about expectations i.e. individual work in silence, paired or group talk for set time only with assigned people. If you want silence do not ask for 'quiet', ask for 'silence'.
- Give clear warnings about possible consequences as a result of choosing to act in certain ways.
- Seek to keep all scholars in their learning environment and employ techniques to support this intention e.g. move scholars to a different seat.
- Speak to all adults and scholars in a professional manner.
- Ensure that partisan political views are not promoted in any teaching of any subject in the academy

#### **8.7 Staff will not:**

- Overreact.

- Scream and shout.
- Threaten punishments which they have no intention of issuing, have no authority to issue or do not think they will be able to enforce.
- Make it personal. Talk about the behaviour not the scholars. A scholar cannot change themselves only their behaviour.
- Take it personally. It is your responsibility to manage these behaviours.
- Ignore disruption.
- Allow only 99% and allow others to opt out.
- Use sarcasm or any form of public humiliation.
- Talk about other scholars in front of scholars.
- Label scholars as stupid or incapable of making progress or use language that indicates this.
- Show frustration.
- Make contact with a parent when angry or in the presence of other scholars.
- Leave a scholar unattended outside of the classroom.
- Keep a scholar after school for longer than 20 minutes without a parent's permission.

## 9 EXPECTATIONS FOR THE CONDUCT OF PARENTS

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At Ark All Saints Academy we believe that forming strong partnerships between parents and the academy is vital in supporting scholars in demonstrating exemplary behaviour. We work closely with parents/carers, starting from the point of each child's transition from their primary school to Ark All Saints Academy. Prior to their child joining Ark All Saints Academy (during the summer term of Year 6) all parents have a one-to-one meeting with the Principal and a member of the Leadership or Pastoral Team. At this point, parents will be informed of the academy's behavioural expectations.

All parents are expected to:

- Work in partnership with the academy in maintaining high standards of behaviour.
- Sign and comply with the Home-Academy Agreement which outlines the responsibilities of the parent/carer, scholar and the academy, including those concerning behaviour.
- Support their child to develop self-discipline.
- Inform the academy if anything happens at home or in/out of school which may affect their child's behaviour.
- Work with us to find appropriate strategies and to support the academy in implementing these strategies if their child's behaviour becomes a cause for concern.
- Take responsibility for their child if s/he is excluded. This includes making sure that their child is not in a public place without good reason during school hours within the first five days of any exclusion and ensuring that the independent

learning set by the school for the duration of the exclusion is completed to a high standard. Parents are expected to attend a reintegration interview following any fixed period of exclusion from the academy and to support their child in meeting the targets on their behaviour contract.

## 10 POLICE LIAISON

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Ark All Saints Academy is part of the safer schools network and aims to work with the police in order to best support out Scholars and local community. Please refer to the ‘working agreement’ for further details.

The majority of police liaison is carried out by the Community Links Officer. Any contact with the police **MUST** be approved by the Principal in advance.

## 11 DISPLAYS

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Effective display is an essential part of a great school. It celebrates our core values and reflects scholar achievement in the broadest sense, from academic excellence and progress to our participation and active involvement in the vast array of events and enrichment activities on offer. Displays celebrate not only what we do but who we are. We are a diverse community and very proud of this fact and this is something which is celebrated in our displays.

- Notice-boards are provided for each House to enable the Academy to celebrate achievements in all spheres of school life.
- Scholar work is regularly displayed in curriculum areas.
- Sporting, musical and all other achievements are acknowledged.

## 12 POSITIONS OF RESPONSIBILITY: DEVELOPING SCHOLAR LEADERSHIP

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Giving scholars positions of responsibility is a tangible way of rewarding those who model the values held at our core.

We aim to create positions in the following areas:

- In Academic Tutor Groups - captains, Scholar Voice representatives, librarians, peer mentors.
- In Houses – house captains, house vice-captains, sports captains, charity captains and sports vice-captains, also librarians and peer mentors.

## POLICY INFORMATION

### Named personnel with designated responsibility for Behaviour Policy

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2013-2014	Lucy Frame			Peter Martin

### Policy review dates (frequency of review: every year)

Review Date	Changes made	By whom
July 2013	Policy created	Lucy Frame
July 2015	Reviewed	Lucy Frame
December 2019	Amended	Lucy Frame

### Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2013-2014	July 2013	Peter Martin

### Dates of staff training for this academic year

Dates	Course Title	Staff