

Behaviour policy

Arena Academy



Approved by: Claire Kilroy – Deputy Headteacher **Date:** September 2019

Last reviewed on: January 2020

Next review due by: September 2020

Contents

1. Aims.....	3
2. Legislation and statutory requirements.....	3
3. Definitions	4
4. Bullying	5
5. Roles and responsibilities	5
6. Student code of conduct	6
7. Rewards and sanctions	6
8. Behaviour management	8
9. Student transition	9
10. Training.....	9
11. Monitoring arrangements	10
12. Links with other policies	10
Appendix A: Possession of banned items.	11

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how our students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**.

Statement of intent:

Arena Academy believes that, in order to ensure all students, achieve their potential, acceptable behaviour must be demonstrated in all aspects of school life.

Our school is committed to:

- Promoting positive behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining poor behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with our students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions

Our school defines “**serious unacceptable behaviour**” as any behaviour which may cause harm to the student themselves or others (including all staff), damage the reputation of our school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items (Appendix A).
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

Our school defines “**low level unacceptable behaviour**” as any behaviour which may disrupt the education of the student themselves and/or other students, including, but not limited to, the following:

- Lateness – both to school and lessons throughout the day.
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment.
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones outside of the designated times and areas within the school. (Mobile Phone Policy).
- Damage to school property, including graffiti.

(Where there is cost implication for the damage that has been caused to the school property, families may be asked to contribute to these costs).

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy. This can be found in the school's website and available on request from the school office.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to this behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly

6. Student code of conduct

Students are expected to:

- Show respect to members of staff and each other
- Engage in their learning in all aspects of school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Uphold the CORE values in everything that they do
- Report any unacceptable behaviour to a member of staff
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Ensure they have all equipment needed for their school day, including some reading material.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Specific Year Group initiatives
- Presentation Assemblies
- ASK Points
- Certificates

- Headteacher's Awards
- Arena Awards
- Rewards trips

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Detention (30 minutes, 1 hour, 2 hours). All detentions will be held centrally in school and will be for students to attend the next day. Parents/Carers will be notified on the day the detention is issued through the schools messaging system. Parental consent is not required for detentions.
- Phone call home
- Reports (to different staff within the school)
- Instant withdrawal from lessons to Reflection Room
- Reflection Room
- Governors warning
- Headteacher's warning
- In the most serious cases, fixed term exclusion/permanent exclusion. (Only the Headteacher can issue this sanction)

In all cases there is due consideration given to students individual SEND or any disabilities they may have, this will affect the sanction issued and the way the case is dealt with. There is also due diligence in regards to discrimination to ensure this is not part of the sanctioning process.

Reflection Room:

We may use the **Reflection Room** in response to serious or persistent breaches of this policy. Students may be sent to the Reflection Room during lessons at the discretion of the Senior Leaders, and they will be expected to complete work as well as have time to reflect on the reason they are there and how this can be avoided in future, any referrals to other areas of the school that might be needed.

Students who commit a serious breach or continuous breaches of the school's behaviour policy will spend time in the Reflection Room for a longer period of time.

The Reflection Room is managed by staff within the school, there is always a delegated member of staff in the room line managed by Senior Leadership Team.

Any decision made to exclude a student will only be done so by the Headteacher in accordance with the school's Exclusion Policy.

All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying Policy.

Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the school's Managing Allegations of Abuse Against Staff.

The school will consider whether the behaviour displayed by the student gives reason to suspect that the student is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.

The school will also consider whether the displayed behaviour is an indicator that the student's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the student's behaviour would be beneficial.

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been unfounded, the headteacher will discipline the student in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged in their learning
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines and expectations
 - Highlighting and promoting good behaviour through the rewards system
 - Follow the behaviour policy in order to ensure students are treated fairly and consistently
 - Engage students using the ASK curriculum
 - Support students in KS4 to enable them to make progress in their GCSE's and Level 2 qualifications.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Hurting themselves or others
- Damaging property
- From committing an offence

The Headteacher and authorised members of staff can use reasonable force when conducting a search without consent for certain prohibited items including the following, this is only if necessary and as a last resort after an attempt to get consent has been sought:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on the schools' paperwork and reported to parents

8.3 Confiscation

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Controlled substances:

- Arena Academy has a zero tolerance policy on illegal drugs and legal highs.
- Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.
- The staff member will store the sample in the school safe.
- The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.
- The school will not hesitate to name the student from whom the drugs were taken to the police, and a full incident report will be completed.
- Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.
- Where controlled substances are found on school trips away from the school premises, the parents/carers/guardians of the student, as well as local police, will be notified.

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with additional needs from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Student transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

Transition from Primary School to our school includes visits to all Primaries to gather relevant information, SEND and vulnerable students attend extra induction sessions and all students attend Induction Day. Staff from our school visit our feeder primary schools to gain relevant transition information to support the students and personalise the support they need.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, any incident of restraint used is recorded and reported to parents/carers.

Behaviour management will form part of continuing professional development.

We recognise that early intervention can prevent escalation of incidents. As such, teachers will receive training in identifying problems before they escalate; this can be behaviour problems in the classroom or during social time.

Teachers and support staff will receive training on this policy as part of their new starter induction.

Teachers and support staff will receive regular and ongoing training as part of their development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the Local Governing Body every year. At each review, the policy will be approved by the Headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Mobile Phones Policy
- Anti-Bullying Policy

Appendix A: Possession of banned items.

Items banned from the school premises

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives (including all bladed items)
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals
- Any other item deemed to be able to be used as a weapon.

Appendix B – Reflection Room Procedures

In order to book a student in to the reflection room, all staff should follow the procedure below:

- If an investigation is necessary, please ensure you gather statements from staff and students so these can go in to the student file following the sanction (please pass on to HOYs or file in the relevant shelves in KS3/KS4 offices).
- Check the sanction with KGU / ATA / CKI.
- Call parents and book a parent meeting in order to discuss the incident, outline standards and expectations and look at any support the student may need in order to move forward.
- Inform the student that they are booked in to the reflection room.
- Email Lou Mullen and Brendon Jones, copying in relevant staff i.e. HOY, PDL, any other staff supporting the student with the reason for the sanction, the number of days in the reflection room and if a parent meeting has been arranged.
- Lou Mullen will log the sanction on to SIMS.