

Ark Elvin Academy

Behaviour and Ethos Policy



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Introduction

This policy has been created to provide a framework for staff, pupils and parents in developing and maintaining an ethos of exemplary conduct. Such an ethos will enable pupils to work in, and have responsibility for, a calm, purposeful and orderly environment. It will enable staff to work in, and have responsibility for, an environment where learning and teaching are respected and valued. Finally, the policy will allow parents to have confidence their child is learning in an academic environment and is safe, respected and equally valued. The policy is underpinned by the Pupil Code of Conduct as this sets out our expectations of pupils. The Code of Conduct is not an aspiration but a consistent expectation of every pupil. We believe in our pupils and we believe each and every one of them wants to conduct themselves to the highest standards and that these high standards will serve them well both at academy and into adulthood. The Code of Conduct will enable pupils to develop habits of excellence and foster a sense of inner discipline, self-regulation and respect for the rights of others.

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

We believe that very clear and well-explained daily and weekly routines will enable pupils and staff to concentrate on the core business of teaching and learning in a well-structured and consistent environment. Staff and pupils are expected to abide by these routines at all times to ensure the highest levels of consistency.

We want the academy to be not only an exceptionally successful academic environment but also one in which pupils receive regular praise for making the right choices and conducting themselves well. Exceptional work, conduct, effort and demonstration of good character will be formally acknowledged and rewarded and this is set out in the Rewards section.

We are keenly aware that our pupils will make mistakes and this is part of the learning process and growing up. Where pupils act in a manner that is detrimental to their own well-being or the well-being of others they will be sanctioned. Sanctions are not there to punish but to help pupils understand they have done something wrong. Sanctions will always be carefully explained and pupils will be given an opportunity to reflect on the matter with some adult guidance. The 'Sanctions' section specifies sanctions that the academy will use to support pupils. Pupils who need help in addressing behavioural, emotional and social difficulties will have access to a range of support as set out below.

I Principles of behaviour management

I.1 At Ark Elvin Academy, we are aiming to create a place where pupils work hard, conduct themselves well, develop self-discipline and belief, model strong character and support their classmates.

I.2 Teachers and other staff will achieve this by embedding four key principles in our classrooms:

- a. Discipline
- b. Management
- c. Influence
- d. Engagement

- a. Discipline
 - i) We will teach pupils the right way to do something rather than assume they know how.
 - ii) Our teachers aim to educate pupils to conduct themselves in an exemplary manner at all times.
 - iii) We will teach the pupils step-by-step what is expected in terms of conduct, attitude and work. Too often in academies teachers have not taken the time to teach their pupils, step-by-step, what successful behaviour looks like, assuming instead the pupils have inferred it elsewhere or doubting the value of having a right way of doing things.
- b. Management
 - i) Management is the process of reinforcing behaviour by consequences and rewards. It enables staff to save their sanctions until they need them most. Management is very limited without the other three elements but is often used as an end in itself.

- ii) Teachers who are good managers replace vague and judgemental commands with specific and useful ones; they understand the power of language and relationships. They ask respectfully, firmly and confidently but also with civility. They express their faith in pupils.
 - iii) At Elvin we will teach pupils how to do things right, not just establish consequences for doing things wrong. To truly succeed we must be able to get pupils to do things regardless of consequence, and to inspire and engage them in positive work.
- c. Influence
- i) Influencing means inspiring pupils to believe in themselves to succeed and to want to work for it for intrinsic reasons.
 - ii) Management gets them to do things you suggest; influence gets them to want to internalise the things you suggest.
 - iii) Getting pupils to believe in themselves, to want to behave positively, is the biggest driver of achievement and success and is a powerful and lasting motivator.
- d. Engagement
- i) Our pupils will be consistently, positively engaged with the ethos of our academy.
 - ii) Our lessons will be planned and delivered to ensure high levels of positive engagement.
 - iii) Parents and the community will be regularly communicated with to ensure high levels of engagement, including parental correspondence, relationships with local communities and parent meetings.

2 Pupil code of conduct and staff expectations

Elvin pupil code of conduct

I will strive to achieve my academic potential by:

- a) Being punctual – arriving at the Academy and to lessons on time.
- b) Being organised – bringing the correct books and equipment every day.
- c) Being independent – completing my work on time and to the best of my ability.
- d) Being committed – following the academy's learning routines and working hard.
- e) Being calm – moving from one classroom to the next in silence.
- f) 'STARring' – sitting up straight, tracking the speaker and listening with respect.
- g) Engaging – attempting all tasks and activities to the best of my ability.
- h) Persevering – showing tenacity by trying my hardest, even when I find things difficult.
- i) Contributing – making contributions to class discussions that can be heard by everyone else.
- j) Respecting – being supportive and considerate towards other pupils and adults at all times.

I will strive to ensure Elvin is a great academy for everyone by:

- a) Wearing the full and correct academy uniform with pride.
- b) Keeping classrooms clean and tidy.
- c) Undertaking my leadership role within school on time and to the best of my ability.
- d) Eating only healthy food at break times.
- e) Keeping the playground safe, calm and friendly by walking, using the normal conversation tone, treating others with respect and eating healthy food.
- f) Volunteering for extra duties.
- g) Striving to demonstrate and develop the traits of our school pillars.
- h) Enthusiastically celebrating the success of others and accepting rewards confidently and with pride.
- i) Creating a safe environment; ensuring I do not bring prohibited items to school and immediately reporting any prohibited items that I am aware of.
- j) Acting as an ambassador for Ark Elvin Academy both in and out of academy.

Expectations of Staff: Embedding High Behaviour Expectations

The three non-negotiables that all staff at Elvin must consistently and effectively use in their classrooms and around the academy are:

- a) 100 Percent
- b) What To Do

3 Daily routines

Rationale: The Elvin Routines have been developed to create a calm, purposeful environment that enables pupils and staff to maximise learning time and feel safe and secure at school.

Time of day	Pupils	Staff
<p>Before school</p> <p><i>This routine has been devised to enable pupils to learn how to greet people formally, start the day purposefully and enable staff to set the tone of high expectations in all that we do.</i></p>	<ul style="list-style-type: none"> • Pupils greet staff by shaking the hand of their HOY, looking them in the eye and saying good morning as they enter the gate on Cecil Avenue. • In the courtyard and in the library pupils conduct themselves under the 3 courtyard rules (walking only, normal conversation and group sizes of no more than 6). • Pupils are allowed to keep their coats on in line up as well as in corridors to aid quick and sensible movement. • No hoods or hats are worn on school site at any time as they are not appropriate in a formal school environment. 	<ul style="list-style-type: none"> • Staff arrive from 7:00 onwards and not later than 8:00. • School gate opens to all other pupils at 8:00. Staff welcome all pupils with a handshake and eye contact. • Uniform is checked by HOYs on the gate and they speak to pupils about the importance of making a good start to the day and reinforcing positives from the previous day. Planners can't be checked as it would create a bottleneck and serves no purpose at his point. Planners can be checked as part of the form time equipment check.
<p>Line up</p> <p><i>This routine has been devised to promote a calm atmosphere at the start of the day. The routine enables staff to meet their reading group at the start of the day and to establish a professional working atmosphere.</i></p>	<ul style="list-style-type: none"> • At 8:27 one whistle will sound and pupils immediately stand still with their arm in the air in their form group lines. Hands stay up until the HOY lowers their arm. 	<ul style="list-style-type: none"> • VP sounds one whistle and raises his arm in the centre of the courtyard. HOYs are on the 5 HOYS spots and raise their arms. All staff stop conversations and raise their arms at the same time and are seen to be observing pupils at this point. Staff must not speak under any circumstances to pupils. • HOY and class teachers will be standing in position prior to pupils arriving at the line • Staff stand still at the front using an arm signal to get a straight line. Staff walk up one side and down the other side of the line silently checking for uniform and bags. Pupils in incorrect uniform receive a correction. This is all done without conversation. • Staff lead their class in silence into the building. They point to a spot where the line is to stop so they can observe the journey to the lesson at all times. Staff use silent signals to ensure the line is straight. Any talking or distractive behaviour is dealt with silently through poor transition corrections.
<p>Transition to form time / Assembly</p>	<ul style="list-style-type: none"> • Pupils transition in silence with their hands by their side in single file. • Rucksacks are on backs with both 	<ul style="list-style-type: none"> • Staff lead the line in silence continually checking that the line is straight and in silence.

<p><i>This routine has been devised to ensure entry to the building and transition within the building is calm and purposeful.</i></p>	<p>straps / bookbags are on shoulder. Pupils are either wearing coats or carrying them in their arm.</p> <ul style="list-style-type: none"> • The first pupil to arrive at the door leading to the building holds the door open for their class. All other pupils and staff will thank the pupil holding the door open for them. • Once in class pupils place their planner and pencil case in the top right corner of the desk. • Coats and bags are placed on the back of the chair. 	<ul style="list-style-type: none"> • At the threshold to the class room the teacher will shake the hand of every pupil and establish eye contact and welcome the pupil to the class, saying good morning/afternoon. • Pupils respond with Good Morning Ms/Good Morning Sir • The teacher does not speak to pupils once inside the class room as a Do Now will be on the board ready to engage pupils.
<p>Transition to lessons – between 1 & 2, between 3 & 4, between 5 & 6</p> <p><i>This routine has been devised to maintain a calm and orderly environment within and outside the school building.</i></p>	<ul style="list-style-type: none"> • Pupils transition to lessons on the left hand side of the corridor using the ‘normal conversation’ mode of communicating with each other. • Pupils transition one or two abreast but not in groups along the corridor. • At the end of each lesson pupils leave the lesson in silence following the 1,2,3 dismissal routine . • At the end of periods 2 and 4 pupils are led by their teacher in silent lines into the playground where pupils then make their way to break / lunch times. 	<ul style="list-style-type: none"> • Staff greet each pupil with a handshake, ‘good morning/afternoon’ and make eye contact before entering the class. • Heads of department and SLT not teaching during a lesson use this time at the beginning and end of lessons to coach and support staff in using the routines effectively. It is important that staff teaching take a lead on this in the first instance. • The teacher uses the 1, 2, 3 method of dismissing the class.
<p>Lesson time</p> <p><i>This routine has been devised to ensure that conversations in lessons are about learning.</i></p>	<ul style="list-style-type: none"> • During the register pupils respond with ‘Yes Ms/Yes Sir’. • When listening to the teacher pupils adopt the STAR position. • Pupils will place their equipment in the top corner of their desk. • Pupils should complete the Do Now in silence at the start of the lesson. • Pupils should actively participate in lessons by taking part in discussions when appropriate. 	<ul style="list-style-type: none"> • No conversation should take place with pupils for the first 5 minutes as pupils complete the Do Now. • Staff take the register as the pupils are completing the Do Now. • During form time teachers do an equipment check to reinforce school expectations. Staff will ensure that all equipment is on the desk. Staff will randomly call out a piece of equipment and ask the pupil to raise it in the air. • Teachers use hands up, star position, strong voice, 100% and teaching spot to reinforce routines and create a good climate for learning • If pupils do not follow an instruction or routine staff give a silent correction in planners. Members of support staff must also follow the routines practice within the class room. • At the end of the lesson staff will use the following technique to dismiss pupils. Silently raise one finger to indicate pupils should stand behind their desk. By silently raising two fingers pupils should pack away in silence. By silently raising three fingers pupils leave the class in silence as

		directed by the teacher.
<p>Break and Lunch times</p> <p><i>This routine has been devised to encourage a safe environment at break and lunch time and to teach pupils the importance of conducting themselves out of lessons in an adult manner.</i></p>	<ul style="list-style-type: none"> • Pupils walk around the school grounds including to and from the canteen and the courtyard. • In the courtyard pupils stand in groups of no more than six. • In the canteen pupils eat their food in the normal 'conversation tone' and dispose of their rubbish in the bin. Once they have finished their meal pupils should exit the canteen into the courtyard in 'normal conversation' tone. • When the whistle sounds at the end of break and lunch all pupils stand in silence with their hand raised in their teaching group lines. 	<ul style="list-style-type: none"> • Members of staff on duty circulate and to talk to pupils during break in order to establish a calm environment and to establish positive relationships with pupils. They are in a position to scan the playground and intervene with corrections when necessary. • Members of staff are on duty on time and are on duty until the whistle sounds for line up. • Organised activities will be run by staff which pupils can attend, as long as they are supervised at all times. All the routines apply to these activities – silent lines, hand up at end, escorted silently back to courtyard.
<p>End of the day:</p> <p><i>This routine has been devised to reinforce the importance of applying the same calm attitude and strong work ethic from school.</i></p>	<ul style="list-style-type: none"> • Pupils leave the school site in single file lines led by their class teachers. • Once out on the street pupils should quickly and quietly walk home or walk to the bus stop in order to catch their bus. Their behaviour on the street should demonstrate the highest standards and should take into account the members of the public present. Uniform must be worn. • If pupils have a correction/ intervention to attend they should make their way directly to the appropriate room at the end of period 6. 	<ul style="list-style-type: none"> • Staff lead their classes in a single file line at the end of the day to their HOY line in the courtyard. HOY will check the correction lists to ensure that all pupils are attending their corrections and will wish each pupil a nice evening. • Members of the leadership team will be on duty on the street after school has finished, patrolling the streets and encouraging pupils to make their way home.

How to deal with escalation of behaviour in the class room:

4 Home school agreement

Teaching and Learning:	School	Home	Pupil
<p>Teaching and Learning: A well-planned curriculum is taught by excellent teachers to pupils who are keen to improve, are hard working and study independently.</p>	<p>We will:</p> <ul style="list-style-type: none"> Provide a content-rich, cumulative and coherent curriculum for all children Focus on mastery of content in all curriculum areas Provide regular, meaningful and time-tabled home-learning and, for assessments, detailed revision guides Use regular assessment to track pupil progress and provide regular opportunities for pupils to act on feedback Provide progress reports to parents three times annually and arrange meetings to discuss the reports Ensure early intervention for those children experiencing difficulties Provide consistently high quality teaching 	<p>I will:</p> <ul style="list-style-type: none"> Ensure all homework is completed to a high standard and on time. I will make time and space available for my child to do homework Support the school's philosophy of high expectations for all Read revision guides and support my child to prepare for assessments Ensure my child reads widely Attend all academic reviews and actively engage in these Support my child's cultural, literary and knowledge base through extra-curricular activities both in and outside of school Support my child with decision-making on subject choices and enrichment 	<p>I will:</p> <ul style="list-style-type: none"> Arrive to lessons ready to learn: fully equipped and on time Develop a growth mindset and believe in continuous improvement Take pride in my learning, producing work to a high standard, well presented and organised Work hard in all lessons and participate fully Act on feedback given by my teachers Revise well for assessments Show my learning and progress with my parent(s)/carer(s)
<p>Attendance: Pupils have the right to education and parents have a legal responsibility to make sure children attend regularly and on time. EA's minimum attendance for a pupil is 97%</p>	<p>We will:</p> <ul style="list-style-type: none"> Contact parents / carers every day of unknown absence Rigorously follow up on going poor attendance and / or punctuality and support parents / carers in getting their child to school on time every day Not authorise holidays during term time Support families with genuine barriers to attendance, working with external agencies where appropriate Initiate statutory proceedings, including penalties, notices and court action, for an authorised holiday and persistent unauthorised absence 	<p>I will:</p> <ul style="list-style-type: none"> Make every effort to ensure my child attends school every day and on time Inform the school as soon as possible about any absence and the reason for it Not take my child on holiday or out of school during term time Make any medical appointments outside of school hours Only keep my child home for illnesses that prevent them or others from learning Limit religious holidays to a maximum of three days a year Discuss any barriers of attendance with my child's Head of Learning 	<p>I will:</p> <ul style="list-style-type: none"> Arrive to school by 8.20am every day Be punctual to all my lessons Maintain at least 97% attendance, aiming for 100% Discuss any barriers to attendance with my Form Tutor and Head of Learning Ask my teachers for any work missed if I have been absent, and catch up in my own time
<p>Behaviour and Attitudes: Pupils learn best in an orderly environment where everyone knows what is expected of them.</p>	<p>We will:</p> <ul style="list-style-type: none"> Have a behaviour policy that creates a safe and caring environment for everyone Make sure that all staff, pupils and parents know what behaviours are expected Consistently implement the behaviour policy Follow up poor behaviour, wherever it takes, rigorously, fairly and consistently Act in the interests of the wider school population in the cases of persistent disruptive or anti-social behaviour 	<p>I will:</p> <ul style="list-style-type: none"> Have the highest expectations of my child in terms of their behaviour and attitude and support them with this Support the academy's behaviour systems and policies Work positively with the academy to find solutions in cases of unacceptable behaviour Promote self-discipline and good character as important goals for my child Ensure the uniform is worn correctly and my child is organised for the day 	<p>I will:</p> <ul style="list-style-type: none"> Follow the school's routines and rules Show a willingness to learn from mistakes by attending corrections, taking responsibility for my actions, and taking steps to improve Wear the correct uniform each day Understand the importance of self-discipline and good character, and commit to developing these Uphold and demonstrate our school's values of: integrity, courage, community, mastery
<p>Communication: Good communication between home and school is essential to make sure that pupils get the support they need and issues are dealt with quickly and consistently.</p>	<p>We will:</p> <ul style="list-style-type: none"> Deal with you courteously and professionally Report your child's progress, behaviour and attendance regularly Make sure you are informed about the curriculum and other key policies via the website Keep up to date and inform active website Deal promptly with concerns raised by you and with concerns we have about your child 	<p>I will:</p> <ul style="list-style-type: none"> Keep the academy informed about anything that may affect my child's learning or behaviour Attend all parents' academic review days Raise concerns promptly and directly with the academy Treat staff and other pupils and their families courteously 	<p>I will:</p> <ul style="list-style-type: none"> Take home letters, notes and reports from the academy and give them to my parents Talk with my parents and / or staff about any worries I have Treat others courteously and respectfully at all times
<p>Homework: Learning at home is an important part to play in helping pupils to achieve.</p>	<p>We will:</p> <ul style="list-style-type: none"> Keep parents informed about the homework schedule Provide pupils with meaningful homework that contributes to their academic development Provide suitable materials and advice on home-based activities and how to help Develop our pupils' confidence and independence in leading their own learning 	<p>I will:</p> <ul style="list-style-type: none"> Encourage my child to do homework well and sign the planner every week Ensure my child has somewhere to complete homework 	<p>I will:</p> <ul style="list-style-type: none"> Complete all homework set and return it to school on time Copy up on missed work Ask teachers to clarify if I do not understand the homework Copy my homework down fully into my planner Give my planner to my parent to sign every week

5 Sanctions

At Elvin, pupils are expected to follow these core routines and behaviour expectations. If pupils are not meeting these expectations, a number of measures will be put into place in order to support pupils to do so. All sanctions will be an opportunity for pupils to understand, reflect upon and correct what went wrong.

These sanctions include:

- a) Checks – see pupil planner
- b) Corrections
- c) Contact with parents
- d) Parent meetings
- e) Exclusions

In deciding on a sanction, the academy will make a decision based on the evidence in relation to the balance of probability. Therefore, a pupil may be given a sanction for an action/involvement in an incident that he/she denies. The academy will always conduct an investigation, which can result in sanctions being decided upon several days after an incident. For a more serious incident, previous behaviour/information will be taken into consideration.

Senior staff will take into account the context of an incident before deciding on the appropriate sanction, including mitigating circumstances. Pupils' age will be taken into account as well as the context of incidents that occur during lessons such as a sporting activity. In any physical altercation, self-defence will be taken into account; self-defence cannot, however, involve any physically aggressive actions such as punching and/or kicking.

Corrections

5.2.1 In addition to checks received through the behaviour grid (check) system found in the planner pupils will have corrections for failing to meet the expectations set out in the behaviour policy.

When	Frequency	Who
Lunchtime (15minutes)	Daily	Pastoral Support Leader
After school (30 minutes)	Daily	Head of Year
After school (60 minutes)	Daily	Head of Year
After school (2 hours)	Daily	Senior Leadership Team

5.2.2 Planner behaviour grid

Checks will be issued when our expectations are not met within these areas – Lack of Self Discipline, Lack of Effort, Missing Equipment, Incorrect uniform. These result in escalating sanctions as set out below:

- Check
- 15 minute correction (15 minutes)
- After School 30 (30 minutes)
- After School 60 (60 minutes)
- After School 2hr (2 hours)
- Refer to Head of Year

Where a case is referred to Head of Year, the Head of Year will make a decision on the sanction required (parent meeting, loss of social time, 2 hour correction, fixed term or permanent exclusion or other appropriate sanction).

5.2.3 Corrections will run as follows:

- a) Pupils will have a check in their planner given by a member of staff to say that they have a correction. Checks build up over the course of a day. Pupils will also be given one off sanctions for more serious types of misbehaviour.
- b) All corrections will be logged on Bromcom. The Head of Year will have overview of this.
- c) Lunchtime - pupils have a responsibility to attend lunchtime corrections, following procedure set out by their Head of Year. If pupils fail to attend any lunch time correction their sanction will be escalated in line with the above grid.
- d) During lunchtime corrections pupils complete homework, extra work for academy or silently read. Pupils who fail to meet expectation during lunchtime corrections may be removed and the sanction escalated.
- e) After School – pupils have a responsibility to attend After School corrections, following the procedure as set

out by their Head of Year. If pupils fail to attend any After School correction their sanction will be escalated in line with the above grid.

- f) During After School corrections pupils are expected to complete the task/reflection sheet supplied by their Head of Year. This must be completed to a high standard or a further sanction may be applied. Pupils may not be dismissed from corrections until the work is completed to academy standards (parents will be contacted for corrections of 30 minutes or longer). Once they have completed this sheet they may use the time to complete other homework or silently read. Pupils who fail to meet expectation during After School correction may be removed and the sanction escalated.
- g) Pupils will be dismissed from After School corrections in silence in line with usual academy routines.
- h) On occasions where pupils receive After School corrections, parents will be contacted by text message prior to the pupil being released from corrections.

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

- a) Chewing gum
- b) Lateness (see attendance policy and/or punctuality grid in planner including escalation of sanction)
- c) Lying to a member of staff
- d) Repeated defiance (this could lead to internal exclusion or fixed term exclusion)
- e) Truancy
- f) Use of mobile phone

5.3 Lesson removal

If a pupil's behaviour is disruptive to the learning of others, the pupil will be removed from the lesson to complete work with an appropriate member of staff. A further sanction of a one hour correction will be given. In addition, a reintegration meeting between the pupil and member of staff will be held. Pupils will be returned to lessons where appropriate. A series of lesson removals will lead to exclusion due to the impact on the learning of other pupils.

5.4 Prohibited Articles (which will be confiscated on sight)

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

- Any offensive weapon, which may include:
 - Tool with a blade or shaft;
 - Stanley knife or craft knife;
 - Screwdriver of any size;
 - Blade of any size or description, including pencil sharpeners;
 - Multi tool (including pens with multiple functions);
 - Lasers of any description;
 - Any article which has no function in academy and has the potential to cause injury or harm.
- Smoking related articles (possession of these items may result in a Saturday correction or fixed term exclusion), which may include:
 - Cigarettes;
 - Other smoking-related items, including lighters, matches, 'shisha pens', 'E cigarettes' or similar articles.
- Jewellery
- Mobile phones
- Music devices, seen or heard
- Aerosols

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

5.5 Bullying, Homophobic and Racist incidents

5.5.1 Bullying Incidents

Incidents of bullying will usually be dealt with as follows:

- All allegations are logged and investigated. If found or suspected to be bullying, on the first occasion an informal warning is given and a record is kept of this conversation;
- Subsequent acts found to be bullying may result in a formal warning being given and a meeting with parents/guardians is held.
- Formal warnings are logged as 'bullying' on the pupil's academy record (Bromcom)
- The above action is dependent on the severity; a further informal warning or a higher level sanction may be given outside the above protocol. Please refer to Ark Elvin Academy Anti-Bullying Policy for further details.

5.5.2 Racist Incidents

All incidents of a racist nature will be logged on an Incident Form and Bromcom. The appropriate sanction will be set and parents/guardians will be notified of the incident and all parties will be asked to sign the incident sheet.

5.5.3 Homophobic Incidents

All incidents of a homophobic nature will be logged on an Incident Form and Bromcom. The appropriate sanction will be set and parents/guardians will be notified of the incident and all parties will be asked to sign the incident sheet.

5.6 Poor Uniform

All poor uniform will be sanctioned using the check system (see the planner behaviour grid). The warning grid system works to remind pupils of the importance of adhering to uniform rules. If pupils continue to fail to meet the academy's expectations around presentation further sanctions may be implemented. This can be either loss of social time and/or corrections as decided by the head of learning. We are committed to ensuring pupils learn how to dress appropriately for formal situations such as school and the workplace.

5.7 Higher Order Sanctions

5.7.1 Permanent Exclusion

A decision to exclude a pupil permanently will be taken when there has been a serious breach of the academy's behaviour policy and/or a pupil remaining in the academy would be seriously detrimental to the welfare and/or education of the pupil or others in the academy.

a) The following will usually lead to permanent exclusion:

- Serious actual or threatened violence against, and/or injury to a pupil, a member of staff, or a member of the general public (this includes arranging for a group of pupils from another academy to congregate outside of the academy);
- sexual abuse or assault;
- possession or supply, directly or indirectly, of an illegal drug in academy and/or to Elvin pupils out of the academy;
- carrying an offensive weapon;
- a criminal conviction;
- persistent racist, sexist and homophobic behaviour (including religious-based discrimination);
- persistent disruption of lessons and/or persistent behaviour that is detrimental to the learning of others;
- persistent defiance towards members of staff and refusal to follow legitimate instructions.

b) The academy can make arrangements for a pupil to be educated through alternative provision if he/she has been involved, or suspected of involvement, in a criminal activity, both in or out of academy.

Permanent exclusion will be considered if a pupil:

- Is in persistent breach of the provisions of this policy and as a result of his/her actions there is a serious detrimental impact on the welfare and education of other pupils or staff at the academy, or
- Commits a breach of the behaviour policy by being involved in what may be termed an exceptional "one-off"

incident and as a result of his/her actions there is a serious detrimental impact on the welfare and education of others attending the academy. There is no comprehensive list of exceptional incidents and pupils and parents should be aware that these will cover actions which constitute unlawful acts whether or not they result in criminal prosecution. This sanction will also apply if the actions of a pupil take place outside of the academy (whether or not in uniform) and are of such a nature that the reputation and good standing of the academy is brought into disrepute

5.7.2 Fixed Term Exclusions

The length of exclusion will generally increase for persistent misbehaviour. For more significant incidents, however, the length of time of the exclusion will reflect the seriousness of the situation when alternative provision will also be considered.

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

5.7.3 Alternative Provision

For pupils who are at risk of permanent exclusion, or for pupils receiving a fixed-term exclusion beyond 5 days, the academy will try to arrange alternative provision with local providers. In addition, if the Principal believes there are specific reasons such as health and safety, that a pupil needs to be educated off site, she will be entitled to make arrangements for alternative provision to be put in place.

5.8 Incidents occurring outside of the academy

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

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

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

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

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

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

5.9 Joint enterprise

The academy takes the same position as the law in terms of individuals being collectively held responsible for an incident involving group behaviour which, in the context of an academy, is deemed to be irresponsible and/or inappropriate; therefore, pupils must remove themselves from a situation rather than being spectators.

5.10 Searching Pupils

The academy's policy is based on the following DfE advice and Education Act 1996 (Screening, Searching and Confiscation): The academy is allowed by common law powers to search pupils with consent for any item. Written consent is not required; a member of staff can ask pupils to turn out his/her pockets or a member of staff can look in the pupil's bags. A personal search may be conducted for any prohibited item which has been identified in the academy's rules as a prohibited item.

The Principal and authorised staff have a statutory power to search pupils or their possessions without consent, where they have reasonable grounds for suspecting that the pupils may have any of the following prohibited items:

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

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

5.11 Reasonable force

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

5.12 Truancy

Truancy will usually result in a 2 hour correction. Please see attendance policy for further details.

6 Rewards

The role of rewards at Elvin is to promote exemplary behaviour, recognise and celebrate academic success and effort, and publicly acknowledge commitment to our values. Rewards will be given for conduct, effort and achievement beyond the norm or expected. We expect teachers to use 'Precise Praise' throughout lessons. The Behaviour and Ethos Policy, September 2017

rewards system is to formally recognise the exceptional in an easy to use system.

6.1 Verbal Praise

Around the school and in lessons staff use precise praise to signal to pupils that they are demonstrating good learning habits. Form Tutors also ring home regularly; this is an opportunity to provide parents / carers with praise about their child. During celebration assemblies staff and pupils have the opportunity to thank and praise each other for exhibiting the Academy core values of integrity, courage, community and mastery.

6.2 Postcards Home

Every half term pupils who have 100% attendance and punctuality will receive a certificate home to recognise their commitment to our values and learning habits. Teachers and staff are encouraged to send postcards home to reward achievement, progress and demonstrating school values on a daily and weekly basis.

6.3 Progress & Effort Certificates

At the end of each half term pupils from each year group receive certificates for integrity, courage, community and mastery. These certificates are presented to pupils during our celebration assemblies.

6.4 Reward Events

Throughout the year pupils are recognised for their achievements and effort via assemblies and in form time on a weekly basis. Parents and carers will be given the opportunity to attend celebration evenings.

6.5 Parent review meetings

Our three parent review meetings each year provide an opportunity for pupils to gain recognition for their effort and progress across all subject areas over the academic year. Pupils are given academic assessment report cards that inform both pupils and parents and carers of the progress they have made and what they need to do to improve.

6.6 Merit system

Pupils will be rewarded with merits when they exemplify one of the Elvin 10 and our school values of integrity, courage, community and mastery.

7 Policy Statements

a. Monitoring, evaluation and review

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

b. Interrelationship with other academy policies

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

c. Involvement of outside agencies

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

d. Procedures

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

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

8 Roles and responsibilities

a Governing body

- i. The Governing body will establish in consultation with the Principal, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents/carers, is non-discriminatory and the expectations are clear.
- ii. Governors will support the academy in maintaining high standards of behaviour.
- iii. The governing body will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

b Principal

- i. The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.
- ii. The Principal will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- iii. The Principal will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

c Staff

- i. Staff will base their interactions with pupils on trust and the highest regard for them
- ii. Staff will establish high standards of behaviour and consistently and effectively implement the Academy's behaviour management policy and procedures
- iii. Staff will maintain a positive and secure learning environment
- iv. Staff will explicitly teach pupils effective behaviour for learning and self-regulation.
- v. Staff will support pupils to develop self-discipline
- vi. Staff will model high standards of behaviour in their dealings with pupils and with each other by behaving courteously, respectfully, considerately and professionally at all times
- vii. Staff will ensure fair treatment of all
- viii. Staff will maintain a presence around the academy to ensure that the highest standards of behaviour and site usage are maintained
- viii. Staff will avoid at all times situations which make pupils feel uncomfortable or humiliated
- ix. Staff will use positive language and never use language which is derogatory, intimidating, abusive or sarcastic in any way
- x. Staff will acknowledge and praise adherence to the academy's Code of Conduct.