



ACADEMY TRUST

Arden Academy (Arden) is an academy maintained by Arden Academy Trust

Name of Policy	Student Behaviour Policy	
Lead	Dave Warwood, Associate Headteacher	
Governor Committee	Behaviour, Safety, Inclusion & Intervention Committee	
Policy Status	Draft	October 2010
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	Awaiting Governor Approval	No
	Governor Approved	November 2022
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Reviewed on	Reviewed on 14 th October 2014 - no changes	
	October 2016	
	4 th June 2018	
	September 2020 – updated to reflect behaviour in the community and online	
	October 2021 – “Power to search pupils without consent” added	

Philosophy

Arden Academy is a safe learning family which helps everyone within its community to work together to develop their full potential. Arden has high expectations for all of its students – their learning, their progress, their dress, their conduct and their behaviour. We encourage three kinds of respect:

Respect for Myself as a Learner

- Respect for my rights to learn and to the best teaching and facilities available
- Excellent attendance and punctuality with excellent uniform and full/correct equipment
- Participation and full effort in all lessons “doing our best”
- Respect for my own individuality, talents and skills

Respect for Others

- Conduct and behaviour towards staff, other students and the community that shows my respect for them and contributes positively to a safe and secure learning environment
- A clear understanding that poor and unsafe behaviour is unacceptable
- A clear understanding that poor behaviour in the community and online, that brings the school into disrepute, is unacceptable
- A clear understanding that bullying of any kind is totally unacceptable at Arden Academy
- Contributions to the life of the Academy, lessons and community activities that are positive
- A clear understanding that behaviour that disrupts learning is unacceptable
- A commitment to never disrupt the learning of others

Respect for the Environment

- Respect for the buildings and facilities
- Respect for the equipment which has to be shared and re-used
- Respect for the environment and grounds
- Respect for the safe and calm learning environment

Rights and Responsibilities

My Rights and Responsibilities

- I have a right to the best teaching and to the best facilities available
- It is my responsibility to attend Academy, be punctual with good uniform and the right equipment
- It is my responsibility to participate fully in all lessons and to do my very best in showing PRIDE in my learning by demonstrating: Participation, Respect, Independence, Determination and Energy
- It is my right to have my individuality respected - talents, skills and abilities

My Rights and Responsibilities towards Others

- It is my responsibility to show good conduct and behaviour towards staff, other students and the community – this demonstrates my respect for them
- It is my responsibility to ensure that my behaviour never compromises the calm, safe learning environment
- It is both my right and my responsibility to understand that bullying of any kind is totally unacceptable at Arden Academy
- It is my right and my responsibility to contribute positively to the life of the Academy, lessons and community activities
- It is my responsibility **never** to disrupt the learning of others

My Rights and Responsibilities towards the Environment

- It is our responsibility to look after the facilities and buildings of the Academy
- It is our responsibility to look after the property of other people and never to abuse it
- It is our responsibility to eradicate litter, graffiti and vandalism
- It is our responsibility to take an active part in protecting the local and worldwide environment
- It is our responsibility to ensure we maintain a safe and secure environment through sensible and respectful behaviours

Procedures

We hope that all students operate within our expectations and understand their rights and responsibilities. Should a student struggle to live up to the expectations we have of them there are a variety of different strategies and support systems we can implement.

Wave 1:

- Classroom management strategies by the classroom teacher, e.g., Consequences System (Appendix B)
- Intervention by Classroom teacher or Head of Department

Wave 2:

- Revised Curriculum
- Examination of grouping
- Tutor support
- HOY intervention and report systems

Wave 3:

- Access and referrals made to external agencies where appropriate.
- Restorative re-education work
- Senior staff intervention
- Inclusion Support Programme

We hope that these interventions will offer the opportunity to transform behaviour to acceptable standards. The support path which is put into place will, in the first instance and if it is lesson based, be devised by the classroom teacher as the manager of their learning environment. If the behaviour is/has not improved it may be referred to and supported by a HOD (if subject specific behaviour) or supported by the pastoral team to implement interventions (Waves of support) if behaviour is persistently breaching the student behaviour policy in order to engage learning. Persistent poor behaviour may lead to a pupil not being invited to whole school events such as Prom, sporting fixtures or trips.

Bringing the School into Disrepute

This refers specifically to how students represent themselves and the school in the community and online, including social media platforms. Unacceptable behaviour, which brings the school into disrepute, or is slanderous towards staff will not be tolerated and may result in suspension or permanent exclusion. This also includes behaviour online which brings the school into disrepute.

Teaching Appropriate Behaviour

We have agreed staff expectations about what is acceptable and what is not.

Expectations of behaviour are shared by senior staff and HOYs in assemblies and by form tutors. Each classroom teacher shares their expectations with their classes and ensures that seating plans are used to help promote an optimum learning environment.

- Our behaviour expectations are displayed around the building.
- Our expectations apply in all situations
- Our expectations are based on consultation

Our behaviour curriculum is taught to students through every facet of the school, but not inclusive to: curriculum lessons, pastoral curriculum, Character and Personal development lessons and PSHE Lessons.

Valuing Appropriate Behaviour

At Arden we encourage our pupils to value themselves. We try where possible to notice, acknowledge and reward positive behaviour.

We do this through the use of the Achievement Point System (Appendix C)

- Achievement points (On Edulink)
- Praise postcards
- Personal praise
- Letters and phone calls home

- Rewards and prizes
- Colours and commendations

Discouraging Anti-Social Behaviour

At Arden we reject the anti social behaviour of the child not the child. In conjunction with our Anti Bullying Policy, we have a zero-tolerance approach to all forms of abuse or discriminatory behaviour. Similarly, we have a zero-tolerance approach to anti-social behaviour. We have a range of support structures to help pupils to reshape their behaviour choices. However, behaviour which disrupts the learning of others is taken very seriously and a variety of sanctions may be put into use (Consequence system appendix B).

Departments can implement:

- Class teacher Detentions
- Departmental detentions/ Departmental Reports
- Pupil parking
- Lesson removal

Pastoral system can implement:

- Pastoral detentions/Pastoral Reports
- Internal refocus and time out of circulation

If a detention is issued out of school hours, i.e., after 3.30pm, staff will inform parents/guardians either via email, edulink or phone call. In all of these modifications of poor behaviour and a willingness to learn will be encouraged.

In certain circumstances students will be suspended from the Academy for a fixed period of time and in exceptional circumstances permanently.

It is our firm belief that we do not have a tariff system in the Academy because at Arden each incident is dealt with individually and takes the circumstances, surroundings and history of the individuals into consideration when deciding on sanctions.

Arden Academy is an inclusive Academy and the decision to permanently exclude are a last resort following a persistent or extreme breach of the behaviour or other school policies jeopardising the safety and learning of others. A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. - <https://www.gov.uk/government/publications/school-exclusion>

Who has responsibilities for Behaviour?

- The pupil
- Classroom teacher
- HOD
- Tutor
- HOY
- Directors of Pastoral Care
- Head of Subject
- Senior Leaders
- Headteacher/Associate Headteacher
- Parents

Working with Parents

- Working with Parents is essential as they are our partners in supporting their child's progress.
- Part of the Academy procedures for dealing with inappropriate behaviour is to involve the parents in helping our students to modify their behaviour.
- When the HOD has tried a variety of methods to support inclusion including sanctions and still the pupil is of concern contact will be made with parents.
- HOYs work closely with parents and may implement a report system to help monitor and improve behaviour.
- Involvement of external agencies maybe used to support improving behaviour
- Persistent anti-social or disruptive behaviour will result in a Pastoral Support Programme and the implementation of an ISP (Inclusive Support Plan). This is a programme of wrap around support to ensure that the Academy uses all the support agencies and strategies within its power to modify behaviour.

Use of Mobile Phone

- Use of mobile phone is prohibited in the Academy. If a mobile phone is visible or being used on the Academy premises at any time it will be confiscated and can only be collected by a parent/guardian. Persistent offenders will receive further sanctions.

Bullying and Cyber-bullying

- The Academy is clearly against any form of bullying. This is dealt with under our Anti-Bullying Policy.

Drugs Related Incidents

- The Academy has a strong anti-drug curriculum – any drug-related incidents are likely to result in a permanent exclusion.

Power to search pupils without consent

The Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- Vape Pens
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Members of the senior leadership/safeguarding team may use a handheld metal detecting device to scan students for any of these items if necessary

If Pupils refuse to be searched this may result in the Police being called to facilitate. If a pupil is caught in possession of a prohibited or dangerous item it is likely to result in permanent exclusion.

Staff have the right to confiscate articles from students e.g. hoodies, coats (if worn inside the building), mobile phones, Smart devices etc.

Staff are not responsible for any confiscated items as long as they have followed all procedures and acted lawfully. Lost or confiscated items are not the responsibility of the staff member; it is not the Academy’s responsibility to replace the item or provide compensation to the owner’s family.

Assessment of student needs and intervention to improve behaviour

As well as disciplining students who break the Academy Code of Conduct we assess the causes of poor behaviour and identify appropriate interventions to support the student in positive behaviour.

Early Help is a way of supporting children and their families to avoid problems, or to deal with them before they get worse. The assistance of external agencies will be sought where it is thought that specialist assistance may be necessary or beneficial. Such agencies include:

- EWO (Educational Welfare Officer)
- Schools Medical Service
- Malachi family support service
- SEN specialist teachers
- SEMH support through the Right Pathway
- Educational Psychologist
- Specialist Inclusion Support Service
- Governor Discipline Committee

The EWO forms an important link between home and Academy and will become involved in serious cases of lateness, truancy and unexplained absenteeism. Referrals to the EWO are made by Head of Year, Directors of Pastoral Care or Senior leaders.

Students will be referred to the Schools Medical Service or the Educational Psychologist when patterns of behaviour give some concern. In most cases, other methods of modifying behaviour will have been tried yet proved unsuccessful.

Referrals to any of these agencies is via Head of year, Directors of Pastoral Care, Director of Learning Support or Senior leaders.

Governors may meet once a term to review a case load of vulnerable students. This may involve meeting with the students and their families and reviewing their records and strategies for success.

Internal Isolation and Refocus

Internal isolation may be used as an alternative to a fixed term suspension. In this instance the student must report to their Head of Year in the morning who will then escort them to the Isolation Room. Work will be provided and an alternative supervised break time and lunchtime will be arranged.

Suspension

A suspension is to be used as a final sanction when all other strategies have failed to modify behaviour or for a serious breach of our behaviour policy if a one off incident occurs. It is used in order to allow other students and staff to work in a calm and secure environment and for the pupil to reflect on their behaviour.

Fixed term suspensions will be given either as a response to a particularly serious breach of Academy discipline or as a final sanction for persistently breaking the school rules, where other sanctions have been found to be unsuccessful.

A second suspension for a similar offence may be for a longer period of time than the first for repeated behaviours.

Students who receive three fixed term suspensions in a 12-month period could be/are at risk of permanent exclusion and alternative provision may be explored in order to avoid permanent exclusion.

Where a student is considered to be at risk of a permanent exclusion for persistent breaches of the school behaviour, an Inclusion Support Plan will be set up. This is in order to support that student and will attempt to prevent a permanent exclusion from taking place.

Permanent exclusion will only be used for particularly serious breaches of the Academy code of conduct or when all other sanctions and referrals have been unsuccessful. The education and welfare of other students and safety of staff will be of paramount importance in such cases. If any of the above conditions apply, the relevant Head of Year will assemble the following evidence:

- Student file
- Information of SEND, where relevant
- Written account of the incidents including statements from the student involved, the staff involved and witness statements where applicable

These may be dictated to the Head of Year but should be signed and dated.

The above should be discussed with the Deputy Headteacher for Behaviour, Safety, Intervention and Inclusion before completion.

If a decision is made by the Headteacher to suspend, the Parent/Carer will be telephoned by the Head of Year and informed of the decision and the reasons. The suspension letter will be sent home and copies, plus the LA form, will be sent to LA offices and the Chair of Governors.

The student will be readmitted in an interview, following a fixed term suspension, with the Head of Year (and, at times, members of the SLT). During this meeting steps will be agreed with the student and Parent/Carer which will attempt to modify the student's behaviour and prevent further poor behaviours. Parents and Carers are required to attend these meetings before the pupil returns to school.

During a suspension the Head of Year will organise work to be sent home for completion (This will be set on Edulink or google classroom).

From the 6th day of a fixed term suspension, arrangements will be made for students to attend an alternative education establishment, in some cases they may be accompanied by a Learning Support Assistant allocated by the Deputy Headteacher for Behaviour, Safety, Intervention and Inclusion.

Any student found to have made a malicious allegation against a member of staff will be suspended following this outcome of an investigation. The suspension may be for a fixed period of time or may be a permanent exclusion, dependent upon the circumstances and level of involvement. A managed move to an alternative provision may also be considered in these circumstances.

In all cases the DfE Suspensions Guidance will be consulted and adhered to.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

Parent Responsibilities

- To accept and support the Academy's Student Behaviour Policy
- To recognise the Academy's need to balance the rights of the individual pupil with the effective conduct of the Academy as a whole
- To provide practical support to ensure that the child abides by the Academy's rules, for example: ensuring correct uniform; daily punctuality; homework undertaken in line with the Academy policy
- To actively participate in Academy related procedures, for example, monitoring and engaging with Edulink, report cards (for pupils 'on report') and attending meetings with Academy staff to discuss the child
- To inform the Academy of any personal circumstances that may affect the child's behaviour at the Academy
- To follow the appropriate procedures for contacting the Academy when it is necessary
- Not to drive cars onto the Academy site

Governor Responsibilities

- To fulfil the requirements of the law in relation to governors' responsibilities regarding discipline in the Academy
- To contribute to the formulation or review of the Academy's Behaviour Policy including the expectation about pupil behaviour
- To take positive steps to attempt to understand the complexities of ensuring high standards of pupil behaviour and the challenge this presents to the Academy staff
- To support the Headteacher/Associate Headteacher and staff in the operation of all behaviour related procedures pertaining to the day-to-day running of the Academy
- To judge the Academy both by directly observed behaviour and behaviour analysis
- If appropriate, to assist in the monitoring and evaluation of standards of behaviour
- To receive any representations by parents regarding the suspension of their child
- To ensure a fair and consistent application of the policy regarding permanent exclusion

How the policy is monitored

Annually with groups of students and staff and by the Governing Body.

Appendix A

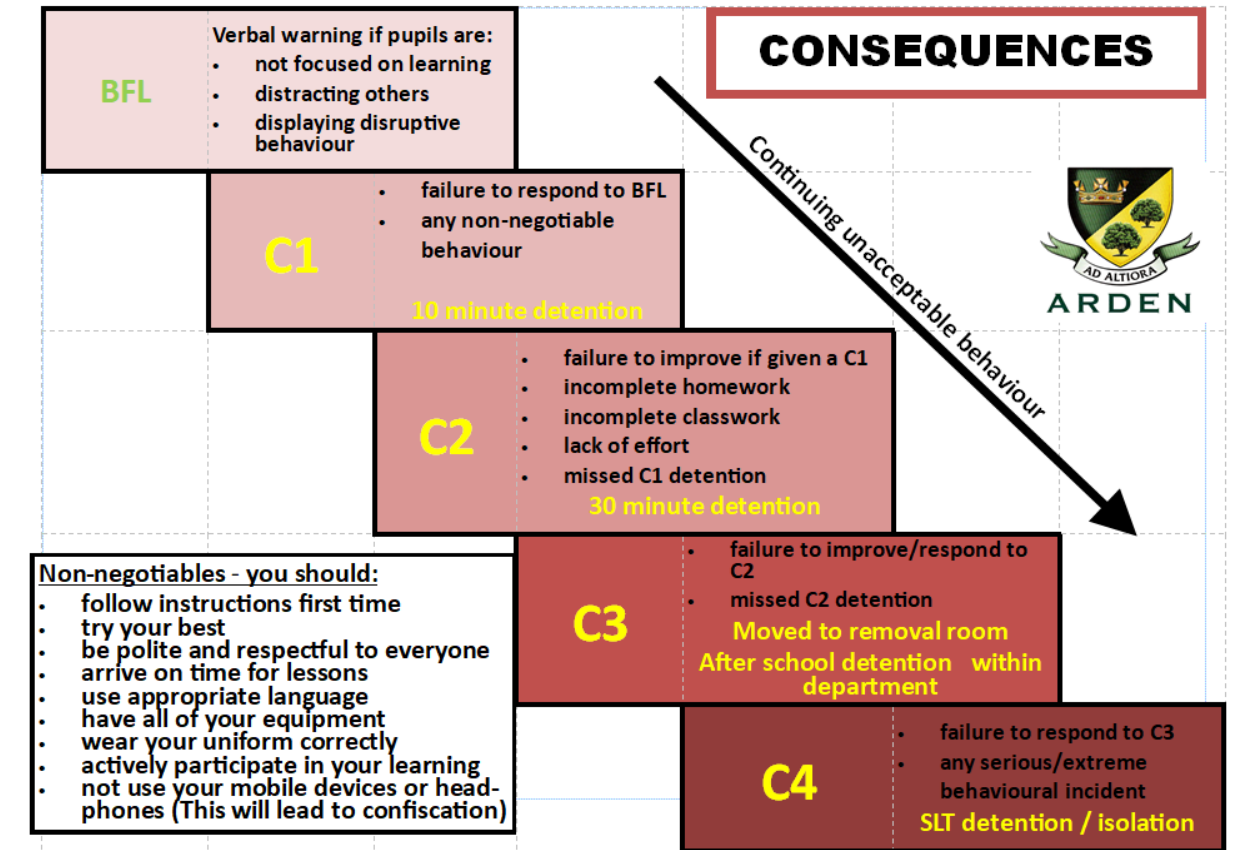
The role of Academy organisational factors in the prevention of behaviour difficulties.


We recognise the importance of organisational factors in creating a positive environment.

Interactions between what the individual brings to the situation and the situation itself. The importance of quality classroom management.


- Curriculum developments
- Pupil groupings
- Curriculum balance and variety
- Cover supervision arrangements
- Differentiation
- Systems of support
- System of support for pupils
- Letters from HOD

Appendix B










How can you earn
Achievements?



Showing **PRIDE** in your learning

				
Participation	Respect	Independence	Determination	Energy

And Displaying the
Arden Values
around school

- ✓ *10 achievements* Postcard from Head of Year
- ✓ *20 achievements* Letter home from Head of Key Stage
- ✓ *30 achievements* Letter home from the Deputy Head and an award
- ✓ *40 achievements* Letter from Mr Warwood.

Top 30 pupils at the end of the year will receive an Achievement colour.