

**ARK WILLIAM PARKER
ACADEMY**

Behaviour & Ethos

POLICY & PROCEDURES

2016-17



Review date: November 2016
Next review: November 2017

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ARK WILLIAM PARKER ACADEMY MISSION STATEMENT

AIMS OF WHOLE SCHOOL BEHAVIOUR POLICY

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

THE OBJECTIVES OF THE WHOLE SCHOOL BEHAVIOUR POLICY

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

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

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



Home-Academy Agreement

The Academy's Responsibilities	Parents' Responsibilities	Student's Responsibilities
<p>Staff at AWPA will:</p> <ul style="list-style-type: none"> • have the highest expectations of each student in terms of attainment, progress and behaviour • ensure that students experience outstanding teaching and learning and that they are actively engaged in their learning • develop, in students, a love of learning • monitor students' progress and put interventions in place, if required • mark students' books at least once every two weeks • return your calls or e-mails, promptly, within 24 hours on school days • provide enrichment activities after school • provide regular updates on your child's progress • praise and recognise students' achievement and progress • get to know each student as an individual • enforce the Behaviour Policy fairly and consistently • support AWPA'S Equal Opportunities Policy <p>On behalf of Ark William Parker Academy</p> <p>Signed: September 2016</p>	<p>I/we will:</p> <ul style="list-style-type: none"> • ensure my/our child attends school every day and is on time • not book appointments or holidays in term time • ensure that my/our child is correctly dressed in AWPA uniform each day • check my/our child's student organiser every day and sign it once a week • talk to my/our child about their independent learning and encourage them to complete it to a high standard • discuss the book my/our child is currently reading with them • support my/our child in developing reading skills by encouraging them and reading together • ensure that my/our child attends at least one enrichment activity each week • attend parents' meetings and events • ensure that my/our child does not bring any banned items onto the site • contact AWPA to discuss any issues that may be affecting my/our child's learning or behaviour • support all the AWPA policies including the Equal Opportunities Policy and the Behaviour Policy <p>Name (please print):</p> <p>Signed:(Parent)</p>	<p>I/we will:</p> <ul style="list-style-type: none"> • attend AWPA every day and on time • wear the AWPA uniform correctly and bring the equipment I need each day • complete all learning activities and tasks to the highest standard • strive to achieve my best in all that I do and challenge myself to improve • work to achieve reward points for every Academy Value • use my student planner, recording my home learning, and get my parent/carer to sign it each week • complete my home learning on time and to the highest standard • participate actively in at least one extra-curricular activity each week • follow AWPA's Behaviour Policy at all times • respect AWPA's environment and buildings • observe all AWPA rules and treat adults and other students with respect • accept the authority of staff • not bring any banned items into school • report any bullying immediately • support AWPA's Equal Opportunities Policy • have a reading book • ensure that any mobile phone/device is not seen or heard during the Academy day <p>Name (please print):</p> <p>Signed(Student)</p>

This agreement must be completed and returned along with all other forms to the year office.

THE STUDENT CODE OF CONDUCT

- **We listen to all members of staff and follow instructions politely and calmly**
- **We are polite and respectful in all that we say and so, treating people as we would wish to be treated**
- **We come to school every day and arrive at every lesson on time**
- **We are ready to learn every lesson by bringing all the necessary equipment**
- **We work hard as we understand that there are no shortcuts to success**
- **We behave in ways that helps others learn and never cause disruption**
- **We never insult, undermine or swear at any member of staff, visitor or student**
- **We keep our hands and feet to ourselves and do nothing that intimidates or threatens others**
- **We respect other people's property, opinions and personal space**

To show that we are ambassadors for which the Academy can be proud we will...

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

ROUTINES AND EXPECTATIONS

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

1. **Before arriving at school** all students will:
 - a) Eat breakfast or leave home with enough time to eat at breakfast club.
 - b) Make sure that all homework is complete.
 - c) Pack their bag with the following items:
 1. Student planner
 2. 1 x clear pencil case with the following contents:
 - a. 2 x black or blue writing pens
 - b. 1x red writing pen
 - c. 2 x highlighter pens
 - d. 2 x sharpened pencils
 - e. 1x rubber
 - f. 1 x 12 inch ruler
 - g. 1 scientific calculator
 - h. 1 x protractor
 3. Books/folders for that day
 4. PE Kit if required
2. **Walking around school and moving to/from lessons:**
 - a. Follow instructions from any member of staff or adult first time.
 - b. Move to lessons once your teacher has dismissed you.
 - c. Allow any member of staff or adult to pass through a doorway before them.
 - d. Hold doors open for others.
 - e. Never run or shout or use inappropriate language
 - f. Walk on the left-hand side of the corridors and stairways.
 - g. Maintain a quiet and orderly atmosphere
3. All students will follow the same routines for **entering the classroom:**
 - a) Students will line up in silence outside their classroom
 - b) The teacher will greet the students at the door with a “Good morning/Good afternoon”
 - c) The student must make eye contact before entering the classroom
 - d) The students must be appropriately dressed
 - e) Stand to back of line until they comply with all
 - f) If a student fails to comply, tell them they are now choosing their warning... now choosing the detention.... you are now choosing to be parked”
 - g) All students will move silently and immediately to sit in their allocated seat and put their equipment on their desk
 - h) All students will start the DO NOW activity in silence, whilst the teacher takes the register.
4. **During a lesson** all students will:

- a) Put their hand up and wait for permission before asking or answering a question.
- b) Always speak in full sentences.
- c) Be an active listener.
- d) Celebrate the successes of others.
- e) See mistakes as steps on the road to understanding.
- f) Help maintain a supportive culture based on respect and teamwork.

5. During break and lunchtime all students will:

- a) Use their break and lunch time effectively:
 - Drink some water and eat
 - Go to the toilet.
 - Meet with any member of staff to address any concerns.
 - Complete any homework or revision that is required
- b) Say thank you to catering personnel.
- c) Clear away their own tray, plate and cutlery and maintain an orderly environment.
- d) Only play ball games in the allocated areas.
- e) Follow all school rules to maintain a calm and pleasant environment for all.
- f) Keep hands and feet to themselves at all times

6. At the end of the school day all students will:

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

REWARDS SYSTEM

The role of rewards in recognising and promoting the Academy values is a key part of developing the potential of young people by giving encouragement and praise. Praise is a key component of good teaching and good staff/student relationships. **Good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hardworking students. Praise needs to be used appropriately, sincerely and linked to tangible examples of a student's strengths.** The rewards policy operates within this guiding principle.

The reward system centres on the awarding of merits

Merits:

- Merits will be based and awarded on the 4 core values of the Academy:
 - **Faith**
 - **Perseverance**
 - **Respect**
 - **Achievement**
- Any student who earns 5 merits will be awarded a *commendation certificate*.
- Merits are recorded in the student planner in the merits section. The member of staff will sign the merit and write the relevant core value. They will then enter this merit on BROMCOM.
- Form tutors will enter commendations on BROMCOM when a student has accrued 5 merits.
- Vice Principals, Assistant Principals and Heads of Year can award a Silver award for anything above and beyond the normal merit. This will lead to a silver commendation certificate.
- Likewise the Principal will issue Gold awards for strong support for the ethos of the Academy, representing the Academy in some way or to students sent to her / him for special recognition (particularly for excellent academic achievement). This will lead to a gold commendation certificate.

Postcards

- Teachers and Heads of department who are particularly impressed with a student's approach to learning in their subject area can be issued an academy postcard. The member of staff writes a message to their child and prints their name and then gives it into the office so that the address can be added and then posted out.

Living the vision around the Academy

When teachers are issuing merits they should be clear about which of the values the student has exemplified. The following list outlines some of the many behaviours each value can be seen through. This list is not exhaustive and can include other behaviours which can be specified within departments reward displays.

Faith

- **Teamwork**
- **Listen and respond to feedback**
- **Leadership**
- **Charity work**
- **Community contribution**

Perseverance

- **Academic progress**
- **Improvement in behavior**
- **Improvement in attendance and punctuality**

Respect

- **Picking up litter**
- **Helping another student if lost or stuck.**
- **Helping a visitor**
- **Assisting staff with open evenings and school events.**

Achievement

- **Academic excellence**
- **Excellence in sports**
- **Excellence in performance**

Rewards and commendation assemblies

- At the end of each half-term there will be a commendation assembly for each year group to acknowledge the successes of our students and the commendations they have received. Attendance and punctuality certificates will also be awarded, along with perseverance awards (based on reported effort grades)
- On the end of each term there will be an awards ceremony. This will not only recognise the special achievements of students but also celebrate the winners of the House Competitions and overall House Winner.
- Every end of term awards assembly, including the end of year assembly, will have perseverance (academic progress) and achievement awards (academic attainment) for every subject. The House awards will include the following category winners: attendance; merits and commendations and House activities.

- End of Year ceremony will award nominated students with Faith and Respect badges. Staff will be asked to write nominations with reasons which will be read out by the Principal.

Rewards Trips

- The form winning the termly attendance cup will be taken on a trip out to eat dinner with the form tutor and Head of Year
- There will also be an annual trip to Chessington for students with excellent attendance and behaviour records



BEHAVIOUR MANAGEMENT TECHNIQUES

It is our belief that every child can demonstrate exemplary behavior and make outstanding progress. This is made possible by ensuring lessons and activities are engaging and challenging at the right level so that students have a reason to behave. Teachers manage student behavior in subtle and sophisticated ways using the techniques outlined here.

Classroom management techniques

You will need to make your expectations for each of these techniques clear to students and practice them carefully. When done well, these will enable minimum time to be wasted in your lesson. Watch the clips for each technique for examples. For further guidance consult “*Teach like a Champion*”, Doug Lemov.

Behavior Management Cycle

Teachers should implement the Behavior Management Cycle at all times. This includes:

1. 3-Step Directions
 - a. Mouth—Voice level at which students are working (Level 0=silently, Level 1=partner talk, Level 2=presentation or answering a question.)
 - b. Body—Where and how students are working (individually in their seat, turning their chair to work with a partner, moving across the room, etc.)
 - c. Brain—The task students must complete.
2. Narration—within two seconds after giving the 3-step directions, the teacher narrates the students as they complete the directions, “Sam is reading silently. Mark is talking at a voice level 1”, etc.
3. Warning + rule reminder —once the teacher has given 3-step directions and narrated the directions, the student receives a warning and rule reminder e.g. “**Sam, you are supposed to work at voice level 0 (zero), you have chosen to talk with a partner. You have now chosen a warning.**” Whilst monitoring, the teacher walks away and allows Sam to make his choice.
4. Sanction: If Sam chooses incorrectly, the teacher returns and says, “Sam, you have now chosen a 30 minute central detention and enter in planner. If student corrects behaviour without need for parking enter 30 minute detention on BROMCOM at the end of lesson.
5. Parking Space. Child persists in unwanted behavior so teacher says “Sam, you have now chosen to be parked, please go to the parking Space. Thank you.” Enter on BROMCOM and in planner send email to parking space duty member and group SLT.

Seating students

Prearrange seating plans and admit them one by one pointing to their seat

Use countdowns

During the countdown students can be reminded of what you expect to see/happen once you get to 1. Countdowns give students notice that you are stopping an activity so they can finish their sentence/discussion. You may wish to establish a routine of using countdowns with your class.

Count down compliance and completion

Narrate the students as comply with instructions. "Pens down/arms folded in 3, 2, 1" John has his pen down, Sam's is down"..... "I've got 5 left, 4 left.." or "I've got all but one".

Clap

Clap a rhythm for students to repeat in order to get silence or to finish an activity. You can also clap a rhythm and expect two claps back. Look for 100% clapping in the response from students, "Do It Again" *quickly and immediately* and clap a second and third time if needed. Talk about excellence and teamwork to build buy-in.

Use music to set time limits

You can use the website www.classroomtools.net to play timed music. For example in Science, students enter to the A-team music and must be ready to begin the lesson by the end of the music.

Share time limits in advance

Use timers on the board to set the time limit for an exercise. Students know how much time is left. Use irregular times to build pace and a sense of urgency e.g. 3 and a half minutes.

Use cold calling lollipops

This ensures students feel accountable in their lessons and they will attempt an answer because they have been chosen fairly and at random. The pattern is 1) state the question, 2) allow think time 3) cold call on random student using lollipop. After you've asked follow-up questions, replace the lollipop back in the tin to ensure that all students continue to feel responsible for learning. If a student requires more think time, either give them a head start on the question for which they will be called or allow extra think time. If a student can't answer, use 'No Opt Out'.

No opt out

If a student can't answer, ask the question back to the class, or ask the student to phone a friend to get the answer. In all cases the student should have to say the answer themselves once someone else has given it. It is also good practice to find another opportunity within the lesson to ask the student for the answer again.

Put resources on desks in advance or teach students to collect/give out resources in a systematic way

This saves time in your lesson and limits transition time to the next activity, particularly if students are given a time limit to do it in.

100%

Don't be afraid to stand, stare and wait for 100% compliance. At our Academy, we aim for 100% of students doing what has been asked of them. Monitor your students to ensure each one of them is participating in the way you expect.

Tackle lack of compliance by using the least invasive form of correction:

- Use non-verbal signals to show students what they should be doing (e.g. folding arms or finger to lips)
- Repeat the instruction (or point to it)
- Use non-verbal signals to indicate waiting for 100% e.g. stare, looking away
- Go over to the student and whispering so no-one else can hear
- Praise those students who have it right by narrating and describing how they are complying and meeting the expectation
- Use ***Countdown to compliance (I need mouths closed, eyes on me and pens down in 5, 4, 3, 2, 1 Thank you)***

Strong Voice

Key Principles:

Key Idea: Some teachers have 'it' – as soon as they enter a classroom, they're in command. We can't bottle it but we can copy it. Here are **five** ways that they signal their authority in their classroom.

Economy of Language: Fewer words are better when you need control. Show them you are calm and know clearly what you want. Focus their minds on nothing but the essentials.

Do Not Talk Over: Show your words matter by not talking if students are talking.

Do Not Engage: Once you set the topic, don't engage in their topic until you're satisfied.

Square Up and Stand Still: Move towards trouble. Face it with both shoulders. Bend in to show you're not afraid. Use formal body language – hands behind your back. Stand stock-still to show there's nothing else on your mind.

Quiet Power: Quieter and slower under pressure signals that you're calm, composed and in control.

Use 'the least invasive form of intervention'

- **non-verbal intervention** – avoid the death spiral e.g. arms folded
- **positive group correction** – fix the ones that you can see, and the ones that you don't see. I can see nearly everyone has their pens down.
- **anonymous individual correction** e.g. I am just one wiaing on one one pen to be put down.
- **private individual correction e.g. speak to them quietly so no one else can hear**
- **lightening quick public correction** – e.g. "John, pen down now please" - don't reward poor behaviour
- **Consequence – speed not size**

Use these because:

- To avoid breaking the thread of learning
- The more invasive the intervention, the more you reward students exhibiting poor behaviour

PIC (Private Individual Correction)

When you have used all of the least invasive interventions and a student has still failed to comply, you will need to speak to a student about how they can fix it for next time.

6 principles of PIC

- **What to do** – expectations were made clear
- **Task for the class** - waited for class to start task
- **Privacy** – close to student and whispered our of ear shot
- **Civil and polite** – speaking on her level and 'Thank you'
- **It's still circulating** – you can see the rest of the class
- **Emotionally constant** – she does not show anger

Give clear instructions and repeat them and get them to repeat them back

Instructions can be verbal and repeated and also written on prepared resources (e.g. PowerPoint) beforehand.

Use non verbal signals

e.g. disapproving stare, point to the floor, pointing etc

Be explicit about expectations

Is it individual work in silence? What does silence mean? Be explicit. Let them know the first 5 mins is silence but it will be followed by 2 minutes discussion or checking with their partners. Make it time limited. Are students clear on whom they are working with? Teach the students how you would like them to work when you set paired or group tasks. Practise how they will interact, what active listening looks like.

Techniques for dealing with challenging behaviour:

Do.....

- Repeat the instruction
- Drop your voice and slow down your speech if they refuse to follow instructions. Annunciate your words very clearly.
- Give clear warnings about forthcoming consequences
- Follow the sanctions outlined in “procedures for dealing with disciplinary problems in lessons” in this policy
- Stay calm, remember you must be seen to be in control (the class will start to enjoy themselves if you lose it)
- Deal with individual students privately not publicly in front of the class
- Encourage them to accept responsibility for their poor choices and poor behaviour-by asking and repeating, if necessary, closed questions. For example, “Was that acceptable behaviour – yes or no?”
- Outline two choices that they can make and state the possible consequences - “You now have two choices: You can choose to follow the instruction or choose not to follow my instruction. If you choose to refuse to follow the instruction, you are choosing x.”

Don't.....

- Be sarcastic
- Set tasks which are either too hard or too easy
- Label students as stupid or incapable of making progress
- Show your irritation or scream or shout
- Remove from your lesson without having used a number of stepped responses
- Over react
- Threaten punishments which you have no intention of issuing or you do not think you will be able to enforce.
- Make it personal – “stop being such a thug”. Talk about the behaviour not the student. Instead, say ‘keep your hands to yourself’
- Take it personally. It is our responsibility to manage these behaviours.
- Ignore disruption

DEALING WITH MALICIOUS ALLEGATIONS

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

ANTI-BULLYING POLICY

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

General introduction

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

Two useful and comprehensive definitions are:

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

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

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

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

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

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

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

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

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

In dealing with bullying we aim to:

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

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

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

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

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

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

Tutorial time and house meetings will be used to discuss further what is and is not bullying, and what students feel could or should be done. Work and ideas emanating from these lessons will be fed into the system to inform and add to the strategies already being used. Form tutors will be trained in **restorative justice** techniques to ensure that issues of bullying can be properly aired and addressed within the lessons. We will also focus on the positive nature of 'well-being' and of course what 'CIVITAS' means in all situations.

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

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

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

Record keeping

Incidents of bullying are recorded on BROMCOM by the member of staff investigating the incidents. This will usually be a Head of Year. Serious concerns about bullying will result in the parents of the student being invited into school to meet with the Head of Year.

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

Sanctions

The varying nature and varying degrees of bullying require a range of responses and a range of sanctions.

Anyone who bullies someone will be seen and spoken to about this by their Head of Year.

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

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

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

A fixed period exclusion might also be given even if there have not been previously recorded warnings if the seriousness of the bullying warrants it.

As a last resort, or in extremely serious cases, permanent exclusion would be considered.

SUMMARY OF SANCTIONS

Rule reminder + warning

Sanction

General points:

- Detention should be recorded on BROMCOM and written into the planner.
- A sanction without parental contact will have little effect – whenever you sanction you should contact home.
- Department detentions can only be set at break time or lunch time.

Description of behaviour	Action taken	By whom?
Negative Phone call / Department Detention (15 minutes at Break or Lunch)		
Lack of equipment or missing PE kit	Department detention	Teacher/Tutor
Unsigned planner	Negative Phone call	Form Tutor
Missing HW	Department detention	Teacher/HOD
Late to lessons	Department detention	Teacher/HOD
30 minute central detention + 1 Demerit		
No Planner	30 min detention	Teacher
Poor corridor behaviour	30 min detention	Teacher
Continued disruption/ lack of focus/ co-operation	30 min detention	Teacher
60 minute central detention + 2 Demerits		
Missing a 30 minute detention or department detention	1 hour detention	HOY or Teacher
Lateness to school	1 hour detention	Attendance officer
Phone seen or heard	1 hour detention + confiscate for 5 days	Teacher
Eating food on corridors or in classrooms or outside break and lunch	1 hour detention + items placed in bin	Teacher
Rudeness/defiance/answering back	Parking + 1 hour detention	Teacher
Inappropriate language; Physical contact, cussing other students; bullying	Parking + 1 hour detention	Teacher
Repeated or serious disruption of learning	Parking + 1 hour detention	Teacher
2 hour detention +3 Demerits		
Missing a one hour detention	2 hour detention	HOY/ KS Managers
Refusing to leave the classroom / accept a 60 minute detention/ hand over planner or phone	SLT relocation to IE and 2 hour detention	SLT
Failure to arrive at 'Parking Space'	SLT relocation to IE and 2 hour detention	SLT
Any threatening or violent behavior to your fellow	SLT relocation to IE and 2	SLT/HOY

students	hour detention	
Flat refusal to follow clear and reasonable instructions	SLT relocation to IE and 2 hour detention	SLT/HOY
Serious incidents	Serious action	
<ol style="list-style-type: none"> 1. Missing a 2 hour detention (2) 2. Persistent and continued disruption (1 – 4) 3. Continued rule breaking (1 – 4) 4. Defiance (1 -4) 5. Serious and continued Bullying (1 – 4) 6. Fighting (1 – 4) 7. Threatening or abusive behavior and language (2 – 4) 8. Violence or assault (2 - 4) 9. Sexually inappropriate behaviour (2-4) 10. Using drugs or alcohol (3 - 4) 11. Bringing weapons to the academy (4) 12. Supplying drugs (4) 	<p>Responses to these incidents should always be discussed with the Principal, or Associate Principal if unavailable. However, the response will be one of the following, once investigation is complete.</p> <ol style="list-style-type: none"> 1. Relocation to IE 2. Day in IE +2 hour detention 3. Fixed term Exclusion/Off-site Education 4. Permanent exclusion or managed move 	

PERMANENT EXCLUSION

Permanent exclusion will be considered if a pupil:

- a) 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
- b) Commits a serious 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.

A CUMULATIVE RESPONSE TO CONTINUED POOR BEHAVIOUR

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

Sanction	Demerit value
30 minute detention for disruption	1 Demerit
1 hour detention / Parking	2 Demerits
2 hour detention / SLT Relocation	3 Demerits

Number of accumulated demerits	Action taken	By whom?
20 demerits	Parental meeting and agree targets for daily report	Form Tutor
50 demerits	Parental meeting to sign and agree a Behaviour Contract and daily report	Head of Year
80 demerits	Parental meeting to set up a SBP & report possible SEN assessment	SLT Link, Head of Year, & SENCo
110 demerits	Parental meeting reviewing SBP Referral for School to School placement	Vice Principal, Head of Year & SENCo
140 demerits	3 day internal exclusion and meeting with Principal	Principal
170 demerits	15 days in onsite alternative provision (Bridge) & Governors' disciplinary hearing	Governors
200 demerits	Permanent exclusion, managed move or alternative placements	Principal and Governors

PARKING AND ON-CALL PROCEDURES

Parking and removal from the classroom is designed to ensure that learning is never disrupted and that the classroom remains a calm and orderly space. The guidelines below are designed to help staff at ARK William Parker Academy know when to use the system. There is no stigma attached to parking a student and it should be seen as an integral part of The Behaviour Policy. **However, the system is not there for every minor infraction and it is essential for teachers to 'own' their own classrooms.** Please ensure that you read the section on Behaviour management techniques for further guidance about how to secure 100% compliance in your classrooms.

Parking + 1 hour detention - when to remove to the 'parking space'?

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

- a) Given them a rule reminder + warning
- b) Issued a 30 minute central detention

However, where a student is rude or challenging when their disruption is being tackled at any stage of the steps mentioned above, staff can move straight to removal from lesson and park. A single central parking space will have a timetable of staff supervising this room. When a member of staff wishes to park a student, they should enter the sanction on BROMCOM and then send an email to the member of staff on duty in the parking space and all SLT. If the student fails to arrive, the member of staff in the parking space will contact SLT on-call to collect the student and place in IE + 2 hours.

There will be an on-call rota for SLT. When a member of SLT is on duty they will be walking the corridors and entering classrooms to support teachers and speak to students who have received a 30 minute central detention during the lesson so far. This way, they can be asked about whether they understand that they have made poor choices about their behavior and whether they are agreeing to change their behavior in order that they can learn, along with the rest of the class.

SLT relocation to IE

Reasons for doing this will be:

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

m) willful disobedience or serious disrespect to an adult.

Key stage managers will contact parents informing them of the reason for SLT relocation to IE, where appropriate Heads of Year will arrange parental meetings that night or the next day.

Where further action may be required an **incident report** (see appendix) should be completed by the class teacher and sent to the Head of Year and relevant SLT members.

SYSTEM FOR DETENTIONS IN SECONDARY

The system for issuing detentions is simple and transparent. There are 2 types of detention in ARK William Parker Academy:

1. Department detentions led by teachers for lack of equipment, lateness to lessons or incomplete HW which will be completed at break or lunch time (teacher discretion)
2. Central detentions (30, 60, 120 minutes)

Every detention should be recorded in the relevant detention page in the student planner and recorded on BROMCOM. If a student fails to attend a department detention, they should enter a 60 minute central detention.

Central detentions

- There is a daily detention from 3.15 until 5.15 in the sports hall
- Students can accumulate detentions in one day up to the length of 2 hours.

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

ARK WILLIAM PARKER ACADEMY

INCIDENT REPORT

NAME OF STUDENT(S):	FORM(S):
LOCATION, TIME AND DATE OF INCIDENT:	
DATE INCIDENT REPORT WRITTEN:	STAFF NAME:

DESCRIPTION OF INCIDENT: *(Please include details of exactly what happened, names of those involved, names of eye-witnesses. Please quote, as exactly as possible, any conversation.)*

