



Ark Soane Academy

Behaviour Policy

2022-23

“Ensuring our students have the education and character to go on to live happy, fulfilled lives as the drivers of their own destinies.”

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ARK MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Behaviour

Aims

High expectations of students and exemplary standards of behaviour are at the heart of Ark Soane Academy. This is because they are fundamental to us '*ensuring our students have the education and character to go on to live happy, fulfilled lives as the drivers of their own destinies*'. Therefore,

Ark Soane Academy aims to provide a positive, orderly, calm, focused and purposeful learning environment where all students, staff and visitors feel safe, happy and are able to succeed.

Our approach allows students to learn more, act according to our values of work hard, be kind, aim high, and develop the habits and character that will enable them to fulfil their potential and play a positive role in society.

Every moment of the day is considered to ensure the school runs efficiently and a positive culture exists where everybody understands what their responsibilities are and why. Routines and messages are consistent across every member of staff and implemented in a clear, kind, respectful and nurturing manner.

All staff receive regular training and support in behaviour management, fully understand the rationale for our approach and consistently narrate the reasoning behind our expectations and routines to students.

During Year 7 student induction and throughout students' time at Soane, we take the time to explicitly teach students step-by-step what is expected in terms of conduct, attitude and work and why. We do not assume students will know how we expect them to behave and do not sanction them for something we have not taught them.

Students understand how high expectations and routines help to create an excellent school and provide a safe, inclusive environment for all students, allowing them to thrive. They also understand how the development of their self-discipline, alongside living our values and character-traits will help them in the future.

The school's behaviour systems reflect the school's values and are designed to positively reinforce good conduct through praise and reward as well as to support students to reflect upon and learn from their mistakes and develop their ability to make good choices. Systems are designed to support students to meet high expectations and ensure a warm, joyful and nurturing environment.

Through our behaviour policy we aim to ensure that:

- Students do not lose learning time in lessons due to disruptive behaviour
- Students leave Ark Soane with the character to graduate as confident, considerate, good mannered, generous, articulate, organised, inquisitive, resilient alumni with a strong civic identity.
- The school is a calm and orderly professional learning environment for staff, students and visitors;
- All students and staff are safe, and feel safe, at school and in the wider community so that they can enjoy coming to school;
- Movement around the building is swift, efficient and without distractions so that we can maximise the time for learning;
- Students demonstrate respect for their community as well as staff and peers;
- The reputation of the community is upheld;
- We praise and reward the values, character-traits and habits we desire from our students; and
- We apply sanctions fairly and consistently when behaviour falls short of our expectations.

Ark Soane Student Code of Conduct

I will always ensure that I demonstrate exemplary behaviour and make sure that Ark Soane Academy is a calm and purposeful environment for all students to learn.

I will always work hard by:

- Trying my hardest, even when I find things difficult and attempting all tasks and activities to the best of my ability.

I will always be kind by:

- Keeping outside areas safe, calm and friendly by walking, using conversation voice, treating others with respect and only gathering in small groups (up to 6).
- Enthusiastically celebrating the success of others and accepting rewards confidently and with pride.
- Creating a safe environment; ensuring I do not bring prohibited items to school and immediately reporting any prohibited items that I am aware of.
- Never insulting, undermining or using abusive language towards any member of the community either in person or via social media.
- Using STEPS when communicating with an adult (Sir/Miss, Thank You, Excuse me, Please and Smile).

I will always aim high by:

- Being punctual – arriving at the Academy and to lessons on time and moving from one classroom to the next quickly and silently.
- Being organised – bringing the correct books and equipment every day.
- Being committed – following the academy's learning routines and putting in 100%.
- Wearing the full and correct academy uniform with pride.
- Being attentive – using SLANT in lessons and assemblies (sitting up straight, listening, asking and answering questions, never interrupting and tracking the speaker).
- Contributing clearly – always using SHAPE when making a contribution (full sentences, hands away from face, articulate, project, eye contact).
- Keeping the school clean and tidy.

Routines and Expectations

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

At all times around school, and on the way to and from school, students are expected to demonstrate our values:

<p>Work hard</p>	<ul style="list-style-type: none"> • We take pride in our work. • We give 100% focus to what we are learning in class. • We always try our hardest, even when finding things difficult. • We always complete lesson activities to the best of our ability. • We take responsibility for seeing our teachers if we have missed or do not understand something. • We are always prepared for assessments. • We complete all homework to the best of our abilities. • We SLANT and SHAPE in lessons. • We push ourselves to learn more. • We seek feedback on our work and improve it. • We know that mistakes are learning opportunities – we never give up.
<p>Be Kind</p>	<ul style="list-style-type: none"> • We take pride in how we treat others. • We greet people and ask how they are. • We look for opportunities to help others. • We use STEPs. • We respect staff by quickly following instructions the first time of asking. • We celebrate the successes of others. • We keep outside areas safe, calm and friendly by walking, using our conversation voice, treating others with respect and only gathering in small groups (up to 6). • We hold doors open for others. • We thank and give appreciations to those who help us. • We show good manners. • We are considerate of others • We are generous • We offer seats to adults when travelling on public transport. • We are compassionate towards challenges others face.
<p>Aim high</p>	<ul style="list-style-type: none"> • We take responsibility for our choices. • We pack our bags the night before. • We are always on time. • We are organised, bringing the correct equipment every day. • We take pride in our appearance so wear our uniform fully and correctly. • We move quickly and silently between lessons. • We keep the school clean and tidy. • We accept rewards confidently and with pride. • We take pride in representing the school. • We take every opportunity to involve ourselves in additional activities. • We give 100% commitment in all we do. • We are a positive influence to peers and younger students. • We are positive ambassadors of Soane on our way to and from school.

1. Before arriving at school

Preparation is key to success. We believe that all students have extraordinary potential and will succeed in a purposeful learning environment, provided that they are prepared for the day ahead.

All students will:

- a) Eat breakfast
- b) Make sure that all homework is complete

- c) Pack their Ark Soane Academy bag with the following items:
 - Current reading book
 - 100% book
 - Transparent pencil case including: 2 x black or blue pens, 2 x green pens, 2 x sharpened pencils, 1 x rubber, 1 x 30cm transparent ruler (bendy and foldable rulers are not permitted), 1 x scientific calculator, 1 x protractor, 1x compass
 - A filled school water bottle
 - Books/folders and PE kit for required days.
- d) Be in full uniform and smartly presented (see uniform section).
- e) Have a professional haircut (no lines or patterns in hair or eyebrows) no extreme designs (including unnatural colours) or short length haircuts (skin to zero). Hair past the collar must be tied up in the interests of health and safety and to maintain a smart appearance.

2. On arrival at Ark Soane

All students should:

- a) Arrive from 8.00am and enter through the side gate.
- b) Greet the member of staff on the gate and other staff and students in the playground.
- c) Turn off mobile phones and hand them in to staff on entering the site.
- d) Be in the playground by 8.25am.

3. Line-up

- a) Move to tutor group lines as soon as the bell goes (before school, end of break, end of lunch)
- b) Ensure that uniform is perfect and backpack is on both shoulders.
- c) Raise hand and SLANT in register order when requested.
- d) Walk quickly and silently with teacher to registration, lesson or assembly.
- e) Ensure all outdoor clothing is removed before entering the building.

4. Walking around school and moving to/from lessons:

- a) All transitions to and between lessons are silent. Students walk on the left-hand side of the corridor in single file.
- b) Using the one-way system, students go straight to lessons via the quickest route.
- c) Students may only get water or go to the toilet during break and lunch time. Toilets are out of bounds at all other times.
- d) Students always hold doors open for others.
- e) On arrival at lessons, students greet their teacher, move to their designated seat and stand in SLANT.

5. During a lesson

All students are expected to always demonstrate our values in class:

Work hard	<ul style="list-style-type: none"> • We take pride in our work. • We give 100% focus to what we are learning in class. • We always try our hardest, even when finding things difficult. • We always complete lesson activities to the best of our ability. • We SLANT and SHAPE in lessons. • We push ourselves to learn more. • We seek feedback on our work and improve it. • We know that mistakes are learning opportunities – we never give up.
Be kind	<ul style="list-style-type: none"> • We use STEPs when we address staff. • We respect staff by quickly following instructions the first time of asking. • We celebrate the successes of others. • We thank and give appreciations to those who help us. • We show good manners.
Aim high	<ul style="list-style-type: none"> • We willingly contribute and project in full sentences. • We know that mistakes are learning opportunities. We never give up. • We accept rewards confidently and with pride. • We take every opportunity to involve ourselves in additional activities. • We give 100% commitment in all we do.

At Soane we believe that every moment in class is precious. We teach students our lesson routines and support them to meet our expectations so that we can maximise time for learning. Students follow Soane classroom routines:

- Answer their name in the register using projection and Sir or Miss.
- Adopt the SLANT position when instructed to do so – (Sit up, Listen, Arms folded, Nothing in hands, Track the teacher).
- Answer questions using SHAPE (Full sentences where appropriate, Hands away from face, Articulate, Project, Eye Contact)
- Use conversation voice in ‘turn and talk’ and work silently in independent work.

6. At the end of a lesson

All students follow the lesson exit routine:

- a) Students pack away quickly and silently and leave the classroom punctually and ready for the next class to come in.
- b) Go directly, on the left in single file, via the quickest route without speaking

7. Moving to and from assemblies:

Assemblies are integral to raising motivation, sharing our values with our students and developing their character and resilience.

- a) Students move in silence from line up to enter the hall in silence and maintain register order.
- b) Students remain standing and silent unless directed to sit down or speak.
- c) Students remain standing until they are directed to sit down.
- d) Students listen to the assembly in SLANT and participate fully in any activity.
- e) Form Tutors and/or teachers sit amongst their form group.
- f) At the end of the assembly, all students remain in silence whilst they are dismissed one row at a time.
- g) All teaching and support staff attend whole school assemblies and awards ceremonies.
- h) Staff are on the corridor to ensure students walk silently to their next lesson.

8. During break and lunchtime

All students use their break and lunch time effectively by:

- Drinking, and refilling, their water bottles
- Eating purchased food and snacks in the dining hall/playground (food may not be consumed in any other area)
- Going to the toilet.
- Meeting with any member of staff to address any concerns
- Completing any work or revision that is required

All students are expected to:

- Follow all school rules to maintain a calm and pleasant environment for all
- Not gather in large groups (maximum 6 students)
- Never engage in any physical contact (this includes violent or aggressive behaviour, including play-fighting)

Spaces are allocated during wet weather

9. Dining Hall Etiquette

At lunchtime all students and staff eat together. Lunch is an important time to teach our students how to be kind and helpful towards each other. Students serve, and clean up after, each other. They demonstrate kindness and a sense of responsibility.

- Students are brought to the dining hall at 12.50 by their period 4 teacher. They make their way to their designated family dining seat and SLANT.
- All students have a role to play at lunch. Nobody (apart from the designated role when called) should be out of their seat in the dining hall at any time.

- Students speak in conversation voice.
- Students are dismissed a tutor group at a time.

10. At the end of the school day

- Students collect their mobile phones at the end of the school day. Electronics must remain switched off and out of sight until off the school site. Phones seen or heard are confiscated for one week from the day of confiscation and must be collected from reception by a parent/carer.
- All students are brought to the playground for dismissal to ensure that they leave the site quickly and calmly.
- Students make their way directly to any after-school club or to the library
- Students must make their way directly home, in full school uniform, remembering that they are an ambassador for Ark Soane Academy.
- Students are expected to leave site at the end of the school day once dismissed. They are not permitted to stay for unsupervised activities and will be sanctioned should this occur. Students are permitted to stay for the following;
 - Enrichment clubs
 - At the request of a teacher
 - To use the supervised library and study areas
- Students may be required to stay for academic intervention or reflection after school.

Uniform

Our approach to school uniform is designed to reinforce the message that coming to school is attending a professional learning environment: by putting on their uniform in the morning students are preparing to act in a scholarly and professional way. Students are expected to be in full and correct uniform every day. This includes:

Blazer: Navy with a blue trim and embroidered school logo

Trousers: Navy school trousers

Skirt: Navy pleated skirt. Must be worn knee length, with black or navy tights as listed below

Shirt: Plain white with collar. Long or short sleeved and tucked in at all times, with the top button done up

Tie: Ark Soane branded, worn at an appropriate length down to the navel. Logo to be completely visible when worn at the correct length

Jumper: Navy knitted V neck

Plain black shoes: No trainers or boots. Leather or leather-look shoes only. Laces must be black
Socks or tights: Black or navy only

Navy or black coat: No branding or pictures. No hooded jackets that have to be removed over the head are permitted. No hoodies. The coat may have a protective hood.

School rucksack: Ark Soane branded navy rucksack

Water bottle: Ark Soane branded only

Hair: professional haircuts only. No extreme hairstyles. Hair past the collar must be tied up at all times in the interests of health and safety and to maintain a smart appearance.

Belts: if worn, unbranded black leather appearance only

Headscarves: navy blue or black only if worn. No patterns. Pins must be navy blue or black
Hair accessories: navy blue or black only. No bows or ornate clips

Jewellery: no jewellery may be worn, with the exception of a simple (not “smart”) watch and one small, simple stud in each ear

Make-up: Pupils are not allowed to wear make-up and will be asked to remove any make-up identified. This includes nail varnish, fake eyelashes/eyelash extensions, eye make-up, foundation, lip-gloss, lipstick, glitter, etc.

Students should wear uniform appropriately at all times:

- Shirts tucked in
- Top button done up
- Tie neat – logo completely visible – down to navel
- Trousers pulled up to waist – with a plain belt if needed
- Skirts worn to the knee and not rolled
- Blazers worn around the school. Never wear coat instead of blazer
- No jumpers tucked into skirts or trousers
- Laces done up

Should a student have a specific item of uniform missing, they will be expected to borrow the item from the school and return it at the end of the day where possible or parents will be contacted to bring the item to school. However, should a student not meet the uniform expectations or refuse to use the item provided, they will be placed in Internal Referral until this is rectified.

We count on the support of all parents/ guardians in maintaining these standards.

PE Kit:

Tracksuit: Navy top and navy jersey bottoms or navy tracksuit bottoms

Polo shirt: Ark Soane branded plain navy collared airtex shirt with 4 buttons

Fleece: Navy fleece

Shorts: PE shorts

Navy football socks: Knee length

Trainers: Must be appropriate for sports. No converse trainers

PE bag: Navy PE bag with school logo

Rewards

We are a school which celebrates and rewards student achievement at every opportunity. Rewards play a central role in communicating our values to students, and they underpin our positive ethos. Meaningful praise is a key component of good teaching and strong relationships.. Praise needs to be used appropriately, sincerely and linked to tangible examples of a student's strengths. The rewards policy operates within these guiding principles.

The system also links individual recognition and achievement to the Tutor Group system and develops a healthy competitiveness at Tutor level, fostering students' sense of belonging and identity.

Rewards System

A. : The reward system centres on the awarding of merits. Students receive merits if they demonstrate one of our three core values – working hard, being kind, aiming high. Merits are logged on bromcom and are visible to parents through the parent portal (MCAS). Below is a non-exhaustive list of what might lead to a merit:

- Speed in routines
- Oral contributions in class
- Good written work
- Good use of SHAPE
- Good whole-class reading
- Responding well to teachers' feedback
- Giving 100% effort, even when finding things difficult
- Good effort in reciting poetry
- Giving a good appreciation/showing gratitude
- Completing additional work above and beyond expectations
- Taking opportunities to be a positive influence to peers and younger students
- Acting as a positive ambassador on the way to and from school
- Demonstrating resilience or commitment
- Acting in a way that is considerate or generous
- Helping other students or members of staff
- Undertaking service/student leadership roles in the school

B. Golden Tickets: Students achieving 20+ merits in a week receive a 'golden ticket' meaning they are entered into the end of term prize draw. Parents are notified by text message and names are read out in the weekly Head of Year awards assembly. Six students are drawn in the end of term awards assembly and win a £30 Amazon voucher.

C. Postcards: All teachers select one student from each class they teach, including their form group, to celebrate with a weekly postcard home. This postcard is given to the student to take home. Tutees of the week are given a shout out by their tutor in the weekly Head of Year awards assembly and names are displayed on House notice boards.

D. Certificates: Students excelling each week in Hegarty Maths receive certificates in the weekly Head of Year assembly.

E. Badges are given each term to:

- Students with the most merits (as a ratio to demerits)
- Students with 100% attendance
- Students who have best demonstrated Soane values in each subject and in each tutor group
- Students who have excelled on exploration days
- Student councillors
- Student ambassadors

All badges are collected in the week before the end of term and students are reminded that excellence is not a prize to be won once: it is continually earned.

F. Principal's Award: Students whose actions display an outstanding demonstration of our values receive the Principal's Award. This might include outstanding individual contributions or demonstrations of values within the school, or representing the school positively e.g. in a regional or national competition. Students receive a letter and certificate from the Principal.

G. Trips, Events and Privileges: The rewards system links individual achievement to tutor groups thereby developing a healthy competitiveness and fostering students' sense of belonging and identity as part of a team.

- The tutor group of the week has access to the table tennis area the following week.
- The tutor group of the term wins a trophy and has a lunchtime pizza and film party at the end of term.
- Students in the top 10% of the year for merits go on a rewards trip in the final week of each term.

Positions of Responsibility

Giving students positions of responsibility is an important way of rewarding hard work and good effort. Our student leadership positions will evolve organically, as the needs of the Academy change.

Student Ambassadors – Students apply to volunteer as visitor guides, librarians and friendly faces welcoming new students.

The **Year Council** is overseen by the respective Head of Year and consists of a student councillor representative from each tutor group. The Year Council will elect two of its members as co-chairs who will run meetings and represent the year on the School Council.

The **School Council** will be overseen by the Vice Principal (Pastoral) and consists of the co-chairs of the Year Council. Two Head Students will be selected by the Principal to lead the School Council.

Sanctions and the Consequence System

Overview

Reflection (detention) is one of the sanctions schools can use in cases of misbehaviour.

Section 5 of the Education Act 1997 gives schools authority to keep students after the end of a school session on disciplinary grounds.

Under the 2011 Education Act there is no legal requirement to seek parents' agreement or to give parents notice before keeping students after school. Whilst not statutory, the Academy will endeavour to give parents notice where a student is required to be in school after 4pm. This is intended to inform parents of where their child is expected to be, and to allow parents an opportunity to make alternative arrangements regarding the child.

Our behaviour system is based on respect and safety for all. If we allow this culture to be breached, then we undermine the wellbeing and the right to an excellent education for our students and undermine the wellbeing of our students and staff. Both students and staff are entitled to feel safe and respected at school. The wellbeing, safety and provision of a high-quality learning environment for all members of our community is paramount.

Through careful transition, extensive SEN support, and consistently excellent teaching and training do our very best to support students who find it hard to behave. We will also have fair and transparent systems for dealing with disruptive behaviour that interferes with the effective education of our wider student body.

We keep all behaviour systems under review and from time to time will make refinements, which will be communicated to all staff, parents and students.

Off-task behaviour

A key system we have for tackling low-level misbehaviour in the classroom is the use of consequences. This system is used consistently by every teacher in every classroom. It sets out for students and parents in a transparent way the consequences for poor behaviour. A consequence is issued for any behaviour which is off-task and interferes with teaching of subject content or interferes or distracts others from learning. This differs from behaviour which requires an immediate sanction (see *Incidents of Gross Misconduct* section)

The consequences are designed to depersonalise behaviour management by communicating clearly to all students that actions have consequences and that sanctions are the inevitable result of poor behaviour. A final advantage of the steps is that they help teachers give students the opportunity to correct poor behaviour before being issued with a reflection.

Examples of off-task behaviour include (this list is neither exhaustive nor definitive):

1. Refusing to follow a simple instruction given by teaching staff at the first time of asking
2. Disrupting learning of others through verbal/non-verbal communication
3. Turning around
4. Getting out of seat without permission
5. Not concentrating
6. Talking when the teacher is talking or during silent work
7. Calling out
8. Making noises to distract others
9. Asking inappropriate questions
10. Insufficient, or poor presentation of, classwork

Consequences

- **Demerit:** A student who demonstrates off-task behaviour, despite the teacher implementing behaviour strategies and providing clear instructions, will be issued with a demerit. This will be added to the student's record as a demerit and will be visible to parents through 'My Child At School'
- **Reflection:** Should the student demonstrate further off-task behaviour a 15-minute reflection will be issued. The reflection will be sat after school on the day of issue.
- **Referral:** A referral occurs when a student has been issued with a reflection and their off-task behaviour persists. In this instance the student will be removed from the classroom by a Senior Teacher and referred to a member of staff in another learning space, this may include the Internal Referral room. Referral from the classroom is designed to ensure the lesson can continue uninterrupted and students are all made to feel safe and secure with classrooms remaining calm and orderly. Any student who is referred will be required to complete a 45-minute reflection. Where a student is referred twice in one day they will remain in referral for the remainder of the day.
- **SLT Reflection:** Where a student persistently misbehaves through the week, they will be required to attend a Friday afternoon SLT reflection (from 3pm-5pm).

Reconciliation meetings:

In the event of a student being required to be removed from a classroom, a reconciliation meeting will be held between the student and the teacher at the earliest possible opportunity. The aim of the reconciliation meeting is to restore a professional relationship between teacher and student. If a student is unable to effectively reconcile with their teacher, they will remain in referral until a successful reconciliation has taken place.

Behaviour around the site

15-minute reflections are issued for not meeting expectations around the academy:

- Late to school, lessons or line up after am or pm break
- Missing equipment
- Inappropriate noise or talking in corridors, line up, after hands up, or any time a teacher is addressing students e.g. family lunch or assembly
- Out of bounds (inc. toilets outside specified times)
- Unkindness e.g., calling another child a name
- Physical contact causing annoyance/any other means of causing annoyance e.g. standing on someone's shoes in a corridor
- Dishonesty
- Deliberate littering
- Swearing
- Missing uniform
- Having prohibited items in the academy (food/drink including food wrappers, chewing gum, mobile phone, smart watch, earphones, makeup, metal comb, spray deodorants and perfumes).
- Not going straight home after school
- Insufficient homework (30 minutes)

45 minute reflections are given for more serious infringement of rules around the academy including:

Anti-social behaviour - damage to school property or the property of others, playing with fire alarms or extinguishers, theft, bringing the school into disrepute, inappropriate use of ICT, inappropriate language, instigation of or involvement in conflict, dangerous behaviour, fighting including playfighting, sexually inappropriate behaviour, bullying including disrespect or serious or repeated unkindness towards another student, inappropriate language/gestures at a member of staff.

Defiance - rudeness or disrespect to a member of staff including attempting to argue with a member of staff, answer back or challenge a member of staff, deliberately ignore a member of staff's instructions,

intentionally rude facial expressions or body language e.g. eye rolling, kissing teeth at staff, tutting at staff, muttering, walking away.

Incidents of gross misconduct

An incident of gross misconduct is a situation in which a student needs to be removed from the classroom with immediate effect. This is irrespective of whether any previous steps have been issued. Any student involved in an incident of gross misconduct or under investigation for such an incident, will be taken to the Internal Referral Room. Examples of such incidents include;

- Refusal to leave the classroom, following relocation
- Leaving a classroom without permission
- Swearing or inappropriate gestures at a member of staff or student
- Verbal aggression towards a peer or adult;
- Bullying or other harmful behaviour; including behaviour which poses a health and safety risk
- Threatening behaviour – e.g. having to be restrained by a peer/staff
- Vandalism; destruction of another person's or Academy property;
- Playing with fire alarms or extinguishers;
- Deliberate involvement in or instigation of conflict;
- Sexually inappropriate behaviour (as outlined in *Keeping Children Safe in Education 2022*);
- Extreme rudeness or defiance
- Fighting
- Truancy
- Refusal to wear appropriate uniform
- Discriminatory, inappropriate or offensive language
- Theft
- Selling items without academy permission
- Smoking and vaping

All of the above examples may also be subject to suspension.

In the case of an incident of gross misconduct teachers will message 'on call' and a senior member of staff will attend immediately. The teacher will enter the incident on Bromcom. Parents will be informed of the incident via phone or email at a convenient time, following the sanction being applied. Refusal to attend the Internal Referral room will lead to a Suspension, which will be issued by the Principal. The student will do their sanction in the Internal Referral room (additional days could be applied) on their return from their Suspension.

Incidents occurring outside of the academy

Subject to the academy's behaviour policy, a teacher may sanction a student 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 student at the academy.

A student may also be sanctioned 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 student 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 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, students must remove themselves from a situation rather than being spectators.

Missed Reflections

Any student who misses reflection, without a valid reason, will be issued with the next level sanction.

- Missing a short reflection will result in a full 60-minute school reflection being issued.
- Missing a full 60-minute school reflection will result in a 2 hour Friday SLT reflection.
- Failing to attend SLT reflection will result in Internal Referral and re-sitting the reflection (see below).

The Academy is under no obligation to rearrange reflections out of convenience to a parent or child. The exception to this will be a medical appointment (evidence provided) or a pre-established reason authorised in advance by the Vice Principal.

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 search students for items identified below and request that banned items are picked up by a parent or guardian.

- Smoking related articles (possession of these items may result in a fixed-term exclusion), which may include cigarettes or other smoking-related items, including lighters, matches, 'E cigarettes' or similar articles
- Jewellery (other than small, plain ear studs, maximum one in each ear lobe, or medical bracelets);
- Clothing which contravenes the academy expectations of uniform, for example jackets with large logos.
- Mobile phones which are seen or heard in the academy will be confiscated and must be collected from reception by parents from seven days after the day of confiscation.
- Spray deodorants and perfumes
- Metal combs
- Earphones and smart watches
- Food and drink including food wrappers and chewing gum.

Searching Students

The academy's policy is based on the following DfE advice and Education Act 2018 (Searching, Screening and Confiscation):

- The academy is allowed to search for any item with students' consent. Written consent is not required; a member of staff can ask students to turn out his/her pockets or a member of staff can look in the student's bags.
- A personal (outer clothing and possessions) 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 students or their possessions, without consent, where they have reasonable grounds for suspecting that the students may have any of the following prohibited items:

- knives or weapon;
- 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 student).

The Principal and authorised staff can also search for any item banned by the academy within its behaviour policy. The academy has the right to retain, confiscate and destroy items found as a result of a student search where appropriate or where identified within the academy's behaviour policy.

The school has the right to examine any data/files found on electronic devices where there is 'good reason' to do so. 'Good reason' includes data/files that have, or could be used to cause harm, to disrupt learning or break the academy's rules. The academy has the right to erase data where appropriate and will pass on any information/data/files that are related to a criminal offence to the police.

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, or to ensure the safety of students or staff in the classroom. This is in accordance with DfE guidance. 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 in a central location.

Bullying, Homophobic, Transphobic and Racist incidents, and Sexual Harassment and Violence.

Bullying Incidents

- We make it easy for students to report bullying, including bullying which may have occurred outside of school, by being clear that students can report bullying to any member of staff without fear of further bullying or discrimination.
- We take any reported bullying seriously and investigate it thoroughly (including, as far as possible, tracing the source of any instances of cyber-bullying). We ensure that a record is kept of any investigations and that parents/carers are informed,
- We implement sanctions for any student found to have bullied another student. This might include loss of privileges, reflections, internal referral, external exclusion or permanent exclusion, depending on the nature, severity and context of the bullying.
- We take all reports of sexist, racist, homophobic and transphobic incidents, abuse and victimisation exceptionally seriously. All incidents of a racist/homophobic/transphobic nature will be investigated thoroughly. A record is maintained of all investigations and parents/carers will be informed if bullying/victimisation are identified.
- We will implement sanctions for any student found to have victimised another student. This might include loss of privileges, reflections, internal referral, external exclusion or permanent exclusion, depending on the nature, severity and context of the bullying.
- We take all reports of sexual harassment and violence exceptionally seriously. All incidents will be investigated thoroughly. A record is maintained of all investigations and parents/carers will be informed.
- We will implement sanctions for any student found to have victimised another student. This might include loss of privileges, reflections, internal referral, external exclusion or permanent exclusion, depending on the nature, severity and context of the incident.
- Please refer to Ark Soane Anti-Bullying Policy for further details.

Exclusions: Suspension and Internal Referral

Suspensions

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. Where alternative provision is considered, the academy will have carried out sufficient checks as to the quality and safeguarding of the provision. At times the academy may choose to use online providers of alternative provision.

The following will usually lead to a fixed-term exclusion, this list is not exhaustive:

- Acts of physical aggression or incitement to physical aggression (including assaults on other students);
- 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 or use/consumption of any of the following:
 - Illegal drugs
 - Chemicals, solvents
 - Alcohol
 - Pornographic materials (including misuse or attempted misuse of ICT equipment)
 - Any articles deemed offensive including replica weapons
 - Smoking related equipment including e-cigarettes
- 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 students;
- Acts of using any sharp object inappropriately;
- 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 mention of Ark Soane on social media;
- Inability to remain within the spirit and provision of the academy's published discipline policy, Home-Academy Agreement and any subsequent contracts;
- Theft from students, 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.

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, students must remove themselves from a situation rather than being spectators.

Where appropriate the academy may issue an Internal Referral as an alternative to a suspension. In this instance students will be expected to attend school for the duration of the sanction, however will not participate in lessons.

Internal Referrals will be used with authorisation from the Assistant/Vice Principals or the Principal. Suspensions require the authorisation of the Principal. The number of days will be determined by the severity of the incident. A student's previous behaviour will also be taken into account when determining the severity of the sanction imposed. Parents will be notified by phone and a letter will be sent via email.

As part of their exclusion, students will be expected to complete work set. This may be in Internal Referral, or alternatively students on suspension will be sent home with appropriate work.

Internal Referral Student Expectations

- Students do not talk in Internal Referral, unless addressed by a member of staff.
- A staggered break time will be given to students in Internal Referral where students can get food or go to the toilet. At all other times they are completing work in silence.

- Students must complete the work set – which will be checked by the staff on duty.
- Students will not be allowed to leave the Internal Referral room to collect work or give work to a teacher
- Students, must never argue with the staff on duty about the reasons for their relocation – as this will lead to more severe consequences, such as extended referral or suspension.
- Students must complete a full day (6 lessons) starting from time of entry to Internal Referral.
- Students that spend a day in Internal Referral will be dismissed at 5pm (4pm on Fridays).

The Internal Referral system operates a pass/fail system:

Pass: Student meets all expectations and returns to mainstream lessons on completion of a full day.

Fail: Student failed to meet expectations on one or more occasions. The student will repeat the day in Internal Referral or will be escalated to Fixed Term External exclusion.

Suspension:

- Parents will be notified by phone and by letter. If they are not contactable by phone after repeated attempts, parents will be notified via the student and letter.
- Work will be sent with the student or posted home.
- The student is not permitted on the Academy site or immediate area around the Academy.
- The student must complete all work set and bring it to the reintegration meeting.
- The student must have a reintegration meeting with their parent/guardian and the Vice Principal or Principal. If a guardian/parent fails to attend the meeting the student will be placed in Internal Referral until this can occur.
- The student may be put on a behaviour report following their reintegration meeting.