



CORE
EDUCATION
TRUST

Arena Academy

Behaviour Policy

DELIVERING A
CORE EDUCATION

Contents

| | | |
|-----|-----------------------------------------------------------------|----|
| 1 | Introduction | 1 |
| 2 | Aims and Objectives..... | 2 |
| 3 | Application of Policy | 3 |
| 4 | Roles and Responsibilities..... | 3 |
| 5 | Rewards | 5 |
| 6 | Sanctions..... | 5 |
| 7 | Pupils with Special Educational Needs and/or Disabilities | 7 |
| 8 | Investigating Incidents | 7 |
| 9 | Search, seizure and confiscation..... | 8 |
| 10 | Use of reasonable force..... | 9 |
| 11 | Bullying | 9 |
| 12 | Complaints..... | 10 |
| 13. | Annex: Individual Academy Rules, Rewards and Sanctions | 14 |

1. Introduction

- 1.1 CORE Education Trust's ("the Trust's") mission is to provide children with a high-quality educational experience realised through a collective commitment to four CORE Values: Collaboration, Opportunity, Respect and Excellence.
- 1.2 Excellent behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond school. The Trust's Behaviour Policy seeks to promote and encourage student attitudes and behaviours which lead to the creation and maintenance of a safe and supportive climate for learning, underpinned by high quality teaching, a stimulating learning environment, and effective rewards and sanctions.
- 1.3 This policy outlines the high behavioural standards the Trust expects from all our pupils and sets out the sanctions that will follow if this policy is not adhered to. This policy will be reviewed every two years by the Board of Trustees.

2. Aims and Objectives

Excellent behaviour and attendance make effective teaching and learning possible. Poor behaviour and attendance disrupt this process. By setting high standards of expected behaviour, the Trust and its academies aim to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
- maximise the quality of the learning experience for all pupils, enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the Trust community feels valued, respected and treated fairly;

- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the academy environment is challenging or who may find friendship and co-operation difficult.

3. Application of Policy

3.1 This policy applies to all members of the Trust community. Each academy within the Trust will apply sanctions within this policy for behaviour that takes place outside of academy premises where it is reasonable to do so, for example if allegations of bullying taking place outside of academy hours are reported to the academy.

3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the academy staff will consider:

3.2.1 whether the pupil is taking part in any academy-organised or academy-related activity, travelling to or from the academy, wearing school uniform or is in some other way identifiable as a pupil at the academy at the time of the poor behaviour; and/or

3.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the academy, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the academy and/or Trust.

4. Roles and Responsibilities

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

4.1 Board of Trustees

The Board of Trustees have overall responsibility for setting the organisational culture, ethos and core values of the Trust, and this behaviour policy promotes the high standards of behaviour expected from all pupils attending our academies in line with this ethos and our core values.

The Trustees will hold the CEO, Executive Team and Headteachers to account for the implementation of this Behaviour Policy.

4.2 The Chief Executive Officer and Executive Team

The CEO and Executive Team will ensure that this Behaviour Policy is applied consistently across the academies within the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. The CEO and Executive Team will ensure that senior staff receive regular continuing professional development and receive regular training on behaviour management.

4.3 Local Governing Body

The Local Governing Body is responsible for ensuring the academy's annex to this Behaviour Policy is in line with the ethos and core values of the Trust as laid out by the Board of Trustees. The Local Governing Body in each academy will review and monitor the application and implementation of this policy by receiving regular reports from the academy Headteacher on behavioural sanctions and support put in place for pupils at the academy. Local governors will scrutinise relevant data, review relevant exclusion

decisions and act as a point of challenge for decisions taken by the Headteacher. Local governors will ensure they receive relevant training on exclusions, behaviour and discipline.

4.4 Headteacher

Each Academy Headteacher, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Headteacher and Senior Leaders will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently. The Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.5 Staff

All staff will:

- apply this policy fairly, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- record incidents of poor behaviour and any given sanctions in the pupil's behavioural log;
- provide praise, rewards and reinforce positive behaviour;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole Trust community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and consider designing an Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps with set targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.6 Parents and Carers

Parents and Carers play an important role in ensuring good behaviour from their children, and we value the relationship we have with our parents and carers. Parents and Carers are required to sign the academy's home school agreement when their child joins the academy, and subsequently at the start of each academic year. Parents and Carers are also expected to:

- support the academy in the application and enforcement of this policy;
- inform the academy of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the academy on time, appropriately dressed, fed, rested, and equipped;
- work with the academy in support of their child's learning;
- attend meetings at the academy with staff to discuss their child's behaviour and adhere to any parenting contracts put in place;
- inform the academy in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);

- attend Parents' Evenings and discussions about their child's progress, if reasonably possible
- in the case of exclusion, provide appropriate supervision for their child during the first 5 days of exclusion, ensure that their child is not present in a public place during academy hours without reasonable justification and, if invited, attend a reintegration interview at the academy with their child.

4.7 Pupils

The rights and responsibilities of pupils are set out at the Annex to this policy along with a list of the academy rules to which all pupils must adhere. Reminders of the academy rules and expected standards of behaviour are up on walls in classrooms and situated around the academy. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

5. Rewards

The academy firmly believes that it is important to encourage good conduct throughout the academy by celebrating and rewarding good behaviour. Our reward system at Arena Academy is detailed in the annex of this policy.

6. Sanctions

6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them the academy will impose sanctions. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour. The academy uses a range of sanctions in response to incidents of poor behaviour. These sanctions include:

- verbal reprimand
- requiring a written apology
- confiscation of a pupil's property
- missing break time
- extra work or repeating unsatisfactory work until it meets the required standard
- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in extra-curricular academy events such as sports day or prom
- removal from a class or groups
- internal exclusion
- seclusion/isolation rooms
- detention including during lunch-time, after school and at weekends
- regular reporting including early morning reporting or being placed "on report" for behaviour monitoring
- education off-site for a designated period
- fixed term or permanent exclusion

6.3 Our system of sanctions at Arena Academy is provided in the annex of this policy.

6.4 Academy staff aim to work in cooperation with parents and carers to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents regarding students' behaviour when necessary. When a sanction is imposed, parents and carers will be informed swiftly via letter, text message or phone call.

6.5 The academy encourages restorative justice – this is the principle of empowering students to resolve conflicts on their own and in small groups - and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.

- 6.6 The academy will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the academy's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.
- 6.7 Under no circumstances will illegal or inappropriate items be tolerated in the academy, and all pupils will respect and look after the academy premises and environment. The following is a non-exhaustive list of behaviour that is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:
- verbal abuse to staff and others
 - verbal abuse to pupils
 - physical abuse to/attack on staff
 - physical abuse to/attack on pupils
 - any form of bullying (to the extent not covered above)
 - indecent behaviour
 - damage to property
 - gambling on academy property
 - recording or taking images of pupils or staff without their express consent
 - consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including "legal highs"
 - carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason
 - theft
 - serious actual or threatened violence against another pupil or a member of staff
 - sexual abuse or assault
 - carrying an offensive weapon
 - arson
 - unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the pupil's behaviour
 - malicious allegations against staff
 - racist, sexist, homophobic or other forms of discriminatory behaviour
 - persistent truancy/lateness
 - possession of items prohibited under the academy rules (see Annex)
- 6.8 Each academy within CORE Education Trust will follow the DfE statutory guidance on exclusions when taking a decision to exclude, either on a fixed-term or permanent basis. The DfE guidance on exclusions is available at www.gov.uk/government/publications/school-exclusion
- 6.9 **Fixed Term Exclusions:** A fixed term exclusion can only be issued by the Headteacher for a breach of the school's behaviour policy. Parents will be notified of any fixed term exclusion.
- 6.10 Following a fixed term exclusion, and before the pupil returns to school, a reintegration meeting between the parents / carers and the school will be arranged. The purpose of the reintegration meeting will be to discuss strategies, and agree any actions, to try and ensure that the behaviour which led to exclusion does not occur again. A written record of any actions agreed by the parents and the school at the reintegration meeting will be produced. A copy of this record will be kept by the school and a copy will be sent to the parent / carer. For the first five days of any exclusion the school will set work for the pupil and the pupil will be expected to complete the work and return it to the school for marking. If a fixed term exclusion is for longer than 5 days, the school will arrange suitable alternative full-time education from the sixth day.
- 6.11 **Permanent exclusions:** The decision to permanently exclude a pupil is a serious one and can only be made by the Headteacher for a breach of the school's behaviour policy. Parents will be notified of any permanent exclusion. Permanent exclusion will usually be the final step in a process for dealing with

disciplinary offences, where all other possible disciplinary sanctions have failed to be successful. There will, however, be exceptional circumstances where, in the judgement of the Headteacher, it is appropriate to permanently exclude a pupil for a first or serious 'one-off' incident.

- 6.12 There is not a definitive list of serious one-off incidents that may result in permanent exclusion but serious one-off incidents may include the following types of behaviour: serious actual or threatened violence against another pupil or member of staff, bringing a weapon or banned item such as illegal drugs on to the school premises, serious damage to school property, arson, or theft. Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.
- 6.13 For the first five days of any permanent exclusion, the school will set work for the pupil and the pupil will be expected to complete the work and return it to the school for marking. The
- 6.14 local authority (LA) are responsible for providing full-time education from the sixth school day of any permanent exclusion.
- 6.15 Once a permanent exclusion has been issued by the Headteacher, a panel of three governors from CORE Education Trust will be convened to review the school's decision to permanently exclude the pupil. This meeting should be arranged within 15 school days, and parents will be notified of the date of the governors review meeting by letter. In some circumstances it may not be possible to meet the 15 school days deadline, in these cases, a meeting will be arranged as soon as it is practical to do so. In line with the DfE guidance on exclusions, the decision made by the governors at the governors review meeting will not be invalid simply on the grounds that the meeting did not take place within 15 school days.

7. Pupils with Special Educational Needs and/or Disabilities

- 7.1 In the context of this policy, a child is considered to have SEND if he or she:
- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
 - has a disability which prevents or limits them from accessing the curriculum; or
 - has behavioural, emotional or social difficulties which impact adversely on their learning and progress.
- 7.2 The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the academy will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a lesser sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability.
- 7.3 An Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Map will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Trust's SEND policy and the school's SEN Information Report for more information.

8. Investigating Incidents

- 8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences must be carried

out by two staff together. In secondary academies pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. Where a pupil is unable to write their own statement, for example due to SEND, they will be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the academy will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

8.2 The Trust uses Close Circuit Television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the Trust's CCTV policy and privacy notices for more information.

8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

8.4 In exceptional circumstances, pupils may receive a fixed term exclusion pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the academy.

9. Search, seizure and confiscation

9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.

9.2 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

9.3 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable.

9.4 Staff may confiscate or seize items in the possession of pupils that are illegal or banned by the academy rules and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items.

9.5 A teacher or someone who has lawful control of the child can search a pupil **with their consent** to look for any item banned by the academy rules. Pupils must be first asked to empty pockets and bags themselves. If the pupil refuses to give permission the academy may impose a sanction for failing to follow a reasonable instruction.

9.6 Each academy Headteacher and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"

- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images or
- articles that have been or could be used to commit an offence or cause harm

9.7 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

9.8 The academy may, from time to time, require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) regardless of whether they suspect the pupil of having a weapon and without the pupil's consent. If the pupil does not agree to undergo the screening the academy has the right to stop them from entering the premises and will treat the pupil's absence as unauthorised.

10. Use of reasonable force

10.1 The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. Any incident of reasonable force or restraint will be recorded and parents / carers informed.

10.2 This power extends to times when staff are lawfully in charge of pupils but are off the academy premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

10.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

10.4 All incidents where pupils need to be held to help them to calm down will be recorded, any Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps reviewed and parents / carers will be informed as a matter of course.

11. Bullying

11.1 The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying. Further information about the Trust's approach to preventing and addressing bullying can be found in our Anti-Bullying Policy.

11.2 The Trust wants to make sure that all pupils feel safe in the academies and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Trust practices a preventative strategy to reduce the chances of bullying, and the anti-bullying policy is instilled in the Trust's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily academy life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

11.4 If an allegation of bullying does come up, the academy will:

- take it seriously
- investigate as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider whether exclusion is appropriate in light of the circumstances.

11.5 The Trust believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the academy's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

12. Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the DfE exclusions guidance will be followed.

| CORE Behaviour Policy | | | |
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| Publication Date | | Owner: | Claire Kilroy |

Arena Academy Behaviour Policy Annex

Rights and Responsibilities of Pupils, Academy Rules, Rewards and Sanctions

| Rights | Responsibilities |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| To feel safe both in and out of the classroom | Have regard for your own safety and that of others and care for academy equipment/ resources/ environment |
| To learn, free from the disruption of others | Be prepared to engage in class and be involved with learning |
| Be valued and have good work recognised and rewarded | Accept and learn from any sanctions that you receive |
| To receive help and support where requested | Follow staff instructions and seek help when needed |
| To be listened to and respected | Respect yourself, other people and their belongings |
| To be treated fairly | Be self-disciplined and follow the academy rules set out below |
| To be treated as an individual | Inform a member of staff when this policy has been breached by yourself or another pupil |

Academy Rules

- 1 Attend the academy and classes on time.
- 2 Bring appropriate equipment such as: planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the school day.
- 3 Keep your appearance smart and tidy, and wear specified uniform as set out in the Trust's uniform policy at all times to and from the academy.
- 4 Do not use rude, derogatory, racist or defamatory language.
- 5 Do not bully, belittle, or intentionally harm other pupils or staff.
- 6 Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.

- 7 Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- 8 Complete academy work and homework on time and to the very best of your ability.
- 9 Take care of your environment, both on the academy site and outside. Do not litter or vandalise property in any way.
- 10 Take care of academy equipment.
- 11 Follow staff instructions.
- 12 Do not eat during lesson times.
- 13 Report to the academy office if you arrive late, feel unwell or need to leave for an appointment.
- 14 Stay on the academy premises at break and lunch time
- 15 Do not bring into the academy under any circumstances:
 - alcohol and drugs including “legal highs”
 - e-cigarettes, cigarettes, matches, and lighters
 - chewing gum
 - weapons of any kind or instruments/substances intended to be used as weapons
 - material that is inappropriate or illegal for children to have such as racist or pornographic material
 - mobile phones/other non-authorized electric devices
 - any article which a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Ready, Respectful, Safe

The ethos of the schools behaviour for learning is based around Ready, Respectful, Safe where students are asked to reflect on the choices they make and what they can do to be Ready, to be Respectful and to be Safe.

Academy Rewards System

Positive behaviour will be rewarded with:

- Praise
- Specific Year Group initiatives
- Presentation Assemblies
- ASK Points
- Certificates
- Headteacher’s Awards
- Arena Awards
- Rewards trips

Academy Sanctions

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

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

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

Reflection Room:

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

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

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

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

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

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

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

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

7.2 Off-site behaviour

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

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| CORE Behaviour Policy Annex: Arena Academy | | |
| Approved by LGB on | Owner: Claire Kilroy | Headteacher: Raj Mann |