

Positive Behaviour and Relationships Policy



ARENA
ACADEMY

Academy name:	Arena Academy
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Last reviewed:	30/05/2021

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy should be read in conjunction with a range of other CORE policies and practices relating to student behaviour such as:

- Anti-Bullying Policy
- Attendance Policy
- Exclusion Policy
- E-Safety Policy
- Parent Code of Conduct (Appendix 5)
- Safeguarding and Child Protection Policy
- SEND Policy
- Uniform Expectations

All of the above-named policies are on our website at: <https://www.arena-birmingham.academy/our-academy/policies/>

3 Values

Arena Academy aims to provide an enjoyable, creative, and challenging education that inspires every child to equip themselves with the keys to open doors to a successful career and rewarding life. This rests on our CORE values:

- Collaboration – Working together to achieve our goals.
- Opportunity – Utilising every opportunity to help us develop and grow.
- Respect – Treating others as we wish to be treated.
- Excellence – Striving for 100% in everything we do, demonstrated through hard work, grit and determination.

4 Our Code of Conduct

Our Behaviour culture is underpinned by our '**code of conduct**' following 3 principles of Ready, Respectful, Safe:

Ready

1. We always wear correct and smart uniform at all times
2. We always have the right equipment for learning
3. We always attend school and all lessons on time and follow our lesson routines
4. We make the most of all opportunities for learning
5. We always give 100% towards academic achievement

Respectful

1. We speak and act respectfully **to all**, representing our school positively
2. We use good manners, listen and speak politely at all times
3. We keep the Academy tidy and litter free, only eating/drinking in certain spaces.
4. We always follow all instructions 'first time; every time.'
5. We show respect for Academy property and others' property in the school community.

Safe

1. We are always in the right place, doing the right thing at the right time
2. We always walk quietly, calmly and purposefully
3. We respect each other's personal space
4. Our mobile phones are not seen or heard on site
5. We report any concerns to an adult to resolve them together

5 Roles and Responsibilities

We will work collaboratively in our approach to behaviour and relationships with all key stakeholders (see Appendix 6). These are:

- Students
- Parents
- Form Tutors
- Heads of Department / Faculty
- Heads of Year and Year Co-ordinators
- Teachers
- Inclusion Manager
- Leadership Team
- Headteacher
- Governors

Students

Students are expected to adhere to the above Code of Conduct at all times, including when travelling to and from the academy. If students break the code of conduct, staff will deal with this using a range of strategies as shown in **Section 6**.

6 Sanctions

Where a student'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 student's age, any special educational needs or disability.

The Academy will place students in reflection for 30 minutes or 60 minutes in most cases starting at 3.10pm. Multiple reflections can be given throughout the day.

Should the student receive a reflection during the first four periods of the day, they will complete the reflection that night. Reflections given during period 5 will roll over to the next day. Students are expected to follow senior staff expectations in the designated reflection venue at all times or facing further consequences. Sanctions include:

- 30-minute reflection
- 60-minute reflection
- 120-minute reflection
- Full-day reflection
- Removal from lesson
- Break / Lunch Isolation
- Service in the School Community
- Non-representation in Arena Academy activities
- Reports with clear targets
- Reflection Room
- Shared Seclusion
- Managed Move
- Fixed-term exclusion (FTE)
- Permanent exclusion

Parental meeting

Students who demonstrate defiance and a persistent lack of respect for the academy staff trying to support them is rare. On the rare occasion this does happen, parents/carers will be expected to meet with Heads of Year, Year group Coordinators and/or senior staff.

7 Rewards and Praise

We believe it is important to encourage good conduct throughout the academy by celebrating and rewarding good behaviour. Due to our high expectations, we will never reward students for doing the expected. Our rewards recognise the 'over and beyond' qualities that exude our values.

At Arena we value and appreciate the intrinsic reward of praise. We want all students to understand the benefit of education; to want to better themselves through their learning and to strive for and achieve their very best.

Praise and positivity plays a crucial part in this and we would expect all of our teachers to create a positive classroom culture by:

- Personal acknowledgement
- Moments of sincere, private verbal praise
- More reflective comments, written and verbal
- Catching children doing the right thing
- Subtle, discreet praise

CORE points can be awarded for:

Collaboration

- Working together successfully with others to produce a high- quality outcome.
- Selflessly helping another member of the Arena Academy community
- Trying hard in your work

Opportunity:

- Outstanding effort to make the most of every minute of learning.
- Representing the academy superbly on a trip or visit

Respect:

- Pride in work – high quality presentation
- Demonstrating high-quality respect or care for others

Excellence:

- Superb classwork or homework
- Outstanding progress / performance to represent the academy.
- 100% attendance

Staff members will record CORE points on our Management Information System (SIMS) and students can purchase items to benefit their education with their CORE Points. Items that can be purchased are decided by the student leadership team and will form part of our CORE shop.

Other rewards and praise includes:

- Postcards home
- Arena Awards
- Hot Chocolate Friday with the Headteacher
- VIP (Very Important Pupil) Award
- Headteacher Award
- Termly Rewards Assemblies
- Rewards Trips

8 Use of Force, physical restraint and confiscation

All members of Arena Academy staff have a legal power to use reasonable force. Reasonable force can be used at Arena Academy to prevent students from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Staff cannot use force as a punishment – it is always unlawful to use force as a punishment. More is outlined in **Section 10** of the Trust Behaviour Policy.

Confiscation - Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

9 Mobile Phones

Mobile phones should be turned off and out of sight from the moment a student enters the academy premises until they are outside the academy premises at the end of the day. Mobile phones may not be used on site at any time of the academy day. Students whose phones are visible or are heard (playing of music/messages tones etc) can expect them to be confiscated and given to the HOY or Year Co-ordinator. This includes any mobile phone accessories including (but not restricted to) airpods, earphones, headphones etc. The student will have their phone returned to them at the end of their reflection period. For repeat offences, parents may have to come into school to attend a meeting and collect the confiscated item.

The academy is not responsible for students' mobile phones or devices, and they are brought in at students' own risk.

10 Restorative approach

A core part of our school's approach to behaviour and relationships is our restorative approach to managing conflict. Arena Academy has taken the approach that restorative practice and mediation are the best ways to go about resolving conflict between pupils and between pupils and staff.

All staff receive regular training in restorative approaches through whole school INSET. New staff are trained in restorative approaches through the school's induction process, and whole school issues training programme. There is also a 'restorative team' of staff mediators, including governors, SLT, main scale teachers and middle leaders, who have received enhanced training and lead all formal restorative interventions.

Examples of our restorative approach include:

- Impromptu conference
- Circle or classroom conference
- Formal restorative meeting
- Formal conference / Parenting conference
- Peer mediation

Appendix one – Classroom Sanctions Flowchart

Stage	Disruption type	How to deal with it	
1	Any behaviour that slows the pace of the learning without completely ruining the lesson. <i>Off task, distracting others, talking over the teacher, talking across the classroom, leaving seat without permission</i>	Simple direction – explain what they are doing wrong and what you want them to do. Positive reinforcement – praise pupils who are wellbehaved Non verbal messages – e.g. fingers to lips; move and stand next to the pupil, wait until the pupil has sat down.	1 st Verbal Warning
2	Repeated disruption	Use Microscript (in private if possible) – e.g. "I've noticed that you are not being...", "I need you to...", "Do you remember when...", "Thank you for listening" Move the pupil – Move the pupil to another seat.	2 nd verbal warning then 10-min reflection at break / lunch
3	Behaviour affecting learning significantly	Detention – Issue the pupil with a 30-minute reflection and record this on SIMS clearly explaining the reason why. Restorative – meet with the pupil during the reflection for a restorative conversation.	30 minute reflection
4	Behaviour still affecting learning significantly	Detention – Issue the pupil with a 60-minute reflection and record this on SIMS clearly explaining the reason why. Restorative – meet with the pupil during the reflection for a restorative conversation.	1 hour reflection
5	Serious disruption making it impossible for learning to take place	On-call - Press the on-call button for the pupil to be removed from the lesson and taken to reflection. This can only be used when all the strategies above have been exhausted. On-call can be used, at any stage, when the safety of pupils is compromised. Restorative – meet with the pupil for a restorative conversation.	Removal from lesson
6	Verbal abuse of staff, physical aggression to others, serious defiance	Internal Exclusion (Full Day Reflection- minimum) Parent/Carer meeting (compulsory)	

Appendix two – Classroom Rewards Flowchart

Rewards Flowchart – For behaviour over and above (1 of 2)

Reward type	How to achieve this reward	Other Information
CORE Points	Examples include: COLLABORATION Working well with others COLLABORATION Supporting the teacher throughout the lesson OPPORTUNITY Trying hard in your work OPPORTUNITY Positive attitude / enthusiasm RESPECT Respectful behaviour RESPECT Caring for others and the school environment EXCELLENCE Excellent progress made in your work EXCELLENCE Excellent presentation of work EXCELLENCE Excellent participation	CORE points will be recorded on SIMS by the classroom teacher.
Text message home	Receiving CORE points	Postcards and phone calls home will be recorded on SIMS by the form tutor or the pastoral team.
Postcards	Displaying positive behaviour and positive attitude towards learning on a consistent basis.	
Phone call home	Form tutor to call at least once every half-term	
Very Important Pupil (VIP)	Nomination from a staff member (one per staff member per week) for going above and beyond the school's expectations. Recipients will be entered into a half-termly raffle, within their year group, for a chance to win a voucher.	Winning prize (per year group) = £20 voucher Runner-Up prize (per year group) = £10 voucher Recipient with the most VIP at the end of half-term will be invited for a hot chocolate with the Headteacher.
CORE Shop	Receiving CORE points.	There will be five different items to purchase all decided by the year council. The more expensive items will cost the most CORE points. Tiers will be set at 10 points, 25 points, 50 points, 100 points, 200 points. Items purchased will not affect a student's CORE points running total.

Rewards Flowchart – For behaviour over and above (2 of 2)

Reward type	How to achieve this reward	Other Information
Arena Award	<p>Nomination from a staff member for applying any of the above consistently.</p> <p>For achieving 100 CORE Points = Bronze For achieving 150 CORE Points = Silver For achieving 200 CORE Points = Gold For achieving 250 CORE Points = Platinum</p>	<p>Positive text message sent home. Certificate – four to collect throughout year Name and picture featured in Parent newsletter.</p>
Hot Chocolate with the Headteacher	<p>Nomination from a staff member for exceptional behaviour.</p>	<p>Positive phone call made home. Name and picture displayed on screens around school. Meet with the Headteacher on Friday with a hot chocolate and treats.</p>
Headteacher Award	<p>Nomination from a staff member for exceptional behaviours that act as a role model for others.</p>	<p>Positive phone call made home from the Headteacher. Name and picture displayed on screens. Name and picture featured in Parent newsletter. Certificate with £5 voucher</p>

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Appendix three – Our Code of Conduct

Our Code of Conduct

READY	<ol style="list-style-type: none"> 1. We always wear correct and smart uniform at all times 2. We always have the right equipment for learning 3. We always attend school and all lessons on time and follow our lesson routines 4. We make the most of all opportunities for learning 5. We always give 100% towards academic achievement
RESPECTFUL	<ol style="list-style-type: none"> 1. We speak and act respectfully to all, representing our school positively 2. We use good manners, listen and speak politely at all times 3. We keep the Academy tidy and litter free, only eating/drinking in certain spaces. 4. We always follow all instructions 'first time; every time.' 5. We show respect for Academy property and others' property in the school community.
SAFE	<ol style="list-style-type: none"> 1. We are always in the right place, doing the right thing at the right time 2. We always walk quietly, calmly and purposefully 3. We respect each other's personal space 4. Our mobile phones are not seen or heard on site 5. We report any concerns to an adult to resolve them together



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Appendix four – Behaviour and Relationships Profile

Student Photo	<p><<Full Name>> <<Form>> Attendance 2020/21 = Punctuality 2020/21 = Rewards 2020/21 = Sanctions 2020/21 =</p>
<p>All About Me:</p> <p>Favourite quote: Favourite song: Favourite film: Favourite subject: Favourite colour: Favourite food: Hobbies: The famous person I would most like to hang out with and why: Myself in three words:</p>	
<p><i>My best lessons are when...</i></p>	
<p><i>I need most support with...</i></p>	 <p>ARENA ACADEMY</p>

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Appendix five – Parent Code of Conduct

Based on the pupil's code of conduct, we kindly request our parents follow a similar code of conduct in ensuring their child makes the most of their education in fulfilling their potential:

1. We will ensure our child wears the correct uniform and reiterate the importance of looking smart at all times
2. We will ensure that our child always has the right equipment for learning
3. We will ensure our child attends school and all lessons on time and support the school in maintaining high levels of attendance and excellent punctuality
4. We will support our child in making the most of all opportunities for learning
5. We will motivate our child to always give 100% towards academic achievement
6. We will speak and act respectfully **to all**.
7. We will communicate with the school using the correct channels and use our child's form tutor in the first instance.
8. We will engage in activities run by the school including performances, awards evening and parents evenings.
9. We understand that our child's mobile phones are not to be used, seen or heard during school hours and will support the school if this policy is breached.
10. We will work together with the school to resolve any concerns I, or our child, may have.

Appendix six – Roles and Responsibilities

Parents

Parents/carers are expected to adhere to the 'Parent Code of Conduct' (Appendix 5) and to support the academy's strategies and work with staff to ensure their child displays excellent behaviour at all times, signing and agreeing to responsibilities in the 'Home Academy Collaboration Agreement' in their child's planner.

All staff

There will be a working relationship between all staff and the pastoral team to ensure there is a collaborative approach to identify behaviour concerns and trends.

Form Tutors

Form tutors will establish high standards, build positive learning relationships across the form group and model good practice. The form tutor is responsible for ensuring students have a well-structured and calm start to the day. They will take the lead in monitoring the attainment and achievement of their tutees and celebrating success, primarily through the Arena Conduct Cup and academic mentoring. Form Tutors are responsible for high standards of dress, punctuality and attendance, in conjunction with the relevant Head of Year and Year Group Coordinator. Your child's Form Tutor will be your first point of contact.

Heads of Department / Faculty

Curriculum Leaders are responsible for ensuring positive and purposeful learning environments in their areas. Heads of Department should plan students' groupings to ensure best possible outcomes, identify possible areas of conflict and have contingency plans in place for when they are not available to support department members. They are expected to use behaviour data to implement strategies to ensure there is a calm, purposeful environment to learning in classrooms and support staff in their teams and students to meet our Ready, Respectful, Safe expectations.

Heads of Year and Year Group Coordinators

Heads of Year are responsible for the day-to-day operational management of their year group(s). This includes the pastoral care of the students leading to effective learning and progress, working through their Form Tutors with regard to achievement, responding to behaviour and attendance/punctuality and readiness issues.

Heads of Year communicate key messages to staff through the leadership of regular year team meetings and through assemblies with students. Heads of Year are expected to review data and lead their team strategically around pastoral priorities, monitoring and evaluating the impact of their actions.

Head of Year and Year Coordinators will be well versed in restorative processes and will model restorative skills, practices and language. They will be responsible for building, maintaining and repairing positive learning relationships across their year group. They will facilitate restorative meetings and conferences as well as practice mediation skills. They will plan effective and thought-provoking assemblies. They will build good working relationships with a range of outside agencies in order to support the social, emotional and academic needs of the students in their year group.

Teachers

Teachers are expected to adopt the academy routines and a range of strategies to ensure a positive and purposeful learning environment as outlined in our 'Rewards and Sanctions Flowchart' Appendix A.

They are expected to adhere to routines and utilise strategies to react to any behaviours that are not Ready, Respectful or Safe. Teachers will record the performance of each student giving recognition and also reward through our CORE Rewards system. Teachers are also expected to log all incidents of behaviour accurately and factually and can set 30-minute or 60-minute 'Reflections'.

Teachers can also set detentions outside of lesson for behaviours which break our code of conduct (when on duty, for example). Teachers are expected to ensure their next lesson can be a 'fresh start' with no grudges.

Inclusion Manager

The Inclusion Manager is expected to support students with any barriers to learning including this who are vulnerable to fixed term exclusion and permanent exclusion through appropriate interventions with students and families to support students to meet standards and expectations.

Leadership Team

The Deputy Headteacher – Pastoral, Assistant Headteacher – Pastoral and Assistant Headteacher - Inclusion and Deputy Assistant Headteacher – Pastoral have strategic responsibility for behaviour and attitudes and personal development at the school. They line manage the Heads of Year, Year Group Coordinators, Inclusion Manager and the SEND team. They are responsible for the training of all staff in the management of behaviour and promotion of relationships. This is done through whole school INSET, coaching, targeted interventions organised throughout the year, alongside the implementation of the bespoke Pivotal Behaviour Management Coaching Programme. The Senior Leadership Team have a shared responsibility for promoting and implementing the core principles of this policy in all areas of the school community. They are committed to inclusive learning and achievement for all.

Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the **governing board**. The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Headteacher receives regular data regarding behaviour and the Headteacher makes the decision about Fixed Term and Permanent Exclusion. The Headteacher meets with Parents/Carer when all other strategies have been unsuccessful.

Governors

The Governors hold the Headteacher to account for the behaviour in the academy. The Governors receive regular reports regarding the behaviour of students at the academy from the Headteacher through the Head of Academy Report. Governors may be convened for disciplinary panels.

Appendix seven - Sanctions

30-minute Reflection

A 30-minute after-academy reflection can be issued for students by all staff for a break of the Code of Conduct. The reflection will be held in designated year group areas, rotas will be put in place to include all members of staff attached to the year group. This provides an opportunity for coaching and reflection following our restorative approach. Each student is required to complete restorative work within the detention.

The Academy will text parents to inform them of the detention out of courtesy and, under DFE legislation (see above), parental consent is not required. The academy is legally entitled to use after school sanctions as a means of reflecting on their poor behaviour.

60-minute Reflection

A 60-minute after-academy reflection can be issued for students by all staff for a break of the Code of Conduct for persistent or more serious behaviour incidents. The reflection will be held in the designated year group areas, rotas will be put in place to include all members of staff attached to the year group. This provides an opportunity for coaching and reflection following our restorative approach. Each student is required to complete a restorative booklet within the detention.

The Academy will text parents to inform them of the detention out of courtesy and, under DFE legislation (see above), parental consent is not required. The academy is legally entitled to use detention as a means of correcting poor behaviour.

A 60-minute after-academy reflection can be issued for students by Pastoral leaders for failing to attend a 30-minute reflection.

120-minute Reflection

The reflection will be held in the Dining Hall with a member of the Pastoral team. This provides an opportunity for coaching and reflection following our restorative approach. Each student is required to complete a restorative booklet within the detention. The Academy will text parents to inform them of the detention out of courtesy and, under DFE legislation (see above), parental consent is not required. The academy is legally entitled to use detention as a means of correcting poor behaviour.

A 120-minute after-academy reflection can be issued for students by Pastoral leaders for failing to attend a 60-minute reflection. A full day reflection can be issued for students by Pastoral leaders for failing to attend a 120-minute reflection. In certain circumstances, such as part of our escalation process, students may be given a second chance to attend a 120-minute detention following a phone call home and a conversation with the student.

Full-Day Reflection:

Students can be placed into full-day reflection following serious breaches of our Code of Conduct, where the safety of themselves, or other in the school, is put in danger.

The Academy will send an official letter out to Parents/Carers to give notice out of courtesy NOT seeking permission. If Parents/carers do not wish their child to sit a full-day reflection for a particular reason, it is their responsibility to ensure their child meets our high standards and does not receive reflections for breaking our clear Code of Conduct. A post-reflection meeting with parents will be fulfilled before students are able to return to lesson.

Removal from Lesson:

Students can be removed from lessons and placed in another lesson if their behaviour has not met our high standards and the teacher has exhausted all available strategies, including issuing a 60-minute reflection.

Break/Lunch Isolation:

Students will sit/stand near to duty staff and are supervised by these staff to ensure they are abiding by our rule of being 'Safe' at social times. This is usually reserved for students who have shown boisterous behaviour at social times, or have broken the Academy Code of Conduct, in communal areas inside, outside and along corridors.

Service in the School Community:

Students can be required to clean (within reason) and tidy aspects of the site as directed and supervised. Any damage to the academy site or property can result in this sanction with parents/carers paying to repair or replace items also. This will be coordinated by our Finance/Operations Officer and based on the balance of probability.

Non-Representation:

If a student receives a reflection, they will be banned from representing the academy in an activity if it falls on that same day, as reflections will always take priority.

If a student breaks the Academy Code of Conduct whilst representing the school, they will be banned for a period of time or not permitted to take part in their next extra-curricular opportunity.

Reports with clear targets

There are four levels of report that are reviewed weekly and students are given two clear targets linked to our 'Code of Conduct' based on their behaviour data to support them to improve.

- Form Tutor – A student will be placed on report for 5 infringements of the Code of Conduct which have resulted in a reflection, for a minimum of two-weeks.
- Year Group Coordinator – If a student, whilst on Form Tutor report receives two further reflections then this report will be used. A student needs to achieve one-week without reflections to move onto Form Tutor Report.
- Head of Year - If a student, whilst on Year Coordinator report receives two further reflections then this report will be used. A student needs to achieve one-week without reflections to move onto Year Group Coordinator report.
- SLT Report - If a student, whilst on Head of Year report receives two further reflections then this report will be used. A student needs to achieve one-week without reflections to move onto Head of Year report.

Reflections Room:

When students persistently break the code of conduct or are involved in a serious incident, they may be put into our reflections room to reflect on behaviours and complete work set. This can also be used to place students in whilst incidents are fully investigated.

The work they will complete will be a core curriculum plus any behaviour modification units which are set by their Head of Year. This can be for a period of time such as a half-day, full day or two days. A student may also be sent to the reflections room when their behaviour makes it impossible to teach the class safely and effectively. All incidents of Reflections are monitored and analysed forensically by the inclusion manager and senior leaders.

Shared Seclusion: the student has arrangements made to attend another CORE trust academy for isolation. This is used in circumstances to avoid an FTE or where an FTE would not be appropriate due to safeguarding concerns.

Managed Move

To prevent a possible Fixed Term Exclusion, the academy may work with a neighbouring academy to offer a student a fresh start to academy. The move would not be viewed as an exclusion but seen as a strategy to give students an opportunity to have a fresh start.

Fixed Term Exclusion (FTE)

This strategy is used for two main reasons; a serious breach of the Behaviour policy, or for persistent disruptive behaviour where all other strategies have failed to rectify behaviour. The Headteacher is the only person who can exclude a student. All incidents are investigated by the Pastoral Team and checked by the Deputy Headteacher. The academy complies with DfE statutory guidelines on exclusions (2012).

Most FTEs are limited to 5 days, but in special circumstances, there is the facility to extend the FTE to up to 45 days. Paragraph 6.9 of the CORE Behaviour Policy outlines more about fixed term exclusions. As part of the Fixed Term Exclusion process, we expect all parents to comply with the information contained in the letter of exclusion and accompany their child at a reintegration meeting at the Academy. Students who return to the academy without a reintegration meeting without their parents/carers present will remain in 'Reflections' until such time as the meeting can take place.

Permanent Exclusion

This is the very last resort if all other strategies have failed to make an impression of the students behaviour. In such circumstances, the academy will hand deliver a letter inviting the Parents or Carers and the student to a Hearing. The Academy will share a pack of information with the Parents/Carers as part of the process. In addition to the range of strategies used internally, there are several external strategies available: Alternative Provision: This is a full-time place at an Alternative Place of Education approved by the Trust. Such placements are very expensive and are used sparingly. Students whose behaviour is likely to lead to a Permanent Exclusion are often considered for such placements. Students are visited by regularly by the Pastoral team and attendance and behaviour is regularly monitored.

Appendix seven – Rewards and Praise

Arena Awards

These are awarded for exceptional one-off displays of positive behaviour across any of the four CORE values.

Students who reach the following benchmarks will also receive bespoke certificates:

50 Core Points = Bronze Arena Award

100 Core Points = Silver Arena Award

150 Core Points = Gold Arena Award

200 Core Points = Platinum Arena Award

Hot Chocolate Friday with the Headteacher – Staff can nominate a student who has gone above and beyond in the week by sending an email to the Assistant Headteacher – Pastoral. Students have an opportunity to share a hot chocolate with the Headteacher on a Friday and are given a mug and coaster. A picture of the students is displayed on the digital screens within the academy and a phone call is made home.

VIP (Very Important Pupil) Award: All staff nominate one pupil every week who has gone above and beyond in the week with CORE values. Staff nominate pupils by completing a shared spreadsheet. Students who are awarded the VIP award will be featured in the Parental newsletter, a text message sent home and student names displayed on the digital screens within the academy. They will also be handed a VIP ticket which will be used in a half-termly draw during assembly with gift voucher awarded to the winner and runners-up.

Headteacher award: Nomination from a staff member for exceptional behaviour that acts as role model for others. A positive phone call will be made home, name and picture displayed in digital screens in school, A certificate given and a £5 voucher.

In addition to the above, the following rewards will be issued at the end of each term:

Subject Awards

Form Tutor Awards

Head of Year Awards

SLT Awards

Attendance Awards

Rewards Trip

Students who have at least 25 Core Points across all four core values will qualify for an end of term rewards trip, to be decided by the student leadership team.

Appendix 8 – Physical restraint

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Staff at Arena Academy can use reasonable force to:

- Remove a disruptive student from the classroom where he/she has refused to follow an instruction to do so;

- Prevent a student behaving in an unsafe way that disrupts an academy event or an academy trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that threatens the safety of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground;
- Restrain a student at risk of harming themselves through physical outbursts.
- Prevent damage to academy property.

Possession of any prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- High caffeine, high energy drinks such as Lucozade, LSV and Boost
- Any article 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)

Appendix 9 – Mobile Phones

Students can collect their phone, which will be stored securely in a named envelope, from reception after sitting their Reflection (s) at the end of the academy day.

Staff will record on SIMS 'Safe – Mobile Phone Confiscation' when recording the reflection which will allow Heads of Year to monitor and evaluate persistent instances of this. Students who continually flout this rule will have Parents/Carers invited into the academy to discuss this with the Deputy Headteacher and/or Headteacher. Parents/carers are expected to contact students and leave messages if necessary, during the academy day by calling academy reception.

Students have the opportunity to use a school phone during break and lunchtime only, whilst under staff supervision.

Appendix 10 – Restorative Approach

Impromptu Conference – informal conference that might not include formal preparation but should/may include a contract and a follow-up. Individual member of staff takes initiative and leads process.

Circle or Classroom Conference – formal conference that requires a formal referral, pre-conference preparation, a contract, debrief and a follow up session. Referral for support can be made to the Progress Leader for the students concerned.

Formal Restorative Meeting – these will normally take place after school and require some preparation and planning. Subject Leaders will be involved and/or Year Coordinator/Head of Year and/or the Learning Support Centre mentor.

Formal conference or Parenting Conference – requires formal pre-conference preparation, possibly a home visit, formal referral, a contact and a formal setting de-brief after the conference and a follow up session.

Peer mediation – formally trained peer mediators are available to lead formal restorative meetings between peers. Mediators are trained.

Sitting in a circle with members of one's community, most of whom share a common interest helps to build mutual respect, a willingness to listen to each other and have one's identity affirmed. It is important that all the members of the school community have the opportunity to meet regularly in a circle with their peers and to develop together the skills and ethos required to a strong, supportive school and team spirit. All pupils will participate in a weekly 'check-in' during form time that provides an opportunity to establish and maintain relationships.