

Arena Academy

Behaviour Policy

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1. Introduction

- 1.1 Positive behaviours and self-regulation support effective learning. CORE Education 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 consistently applied rewards and sanctions.
- 1.2 This policy outlines the high behavioural standards the Trust expects from all its students. This policy is reviewed every year by the Board of Trustees.

2. Aims and Objectives

By setting high standards of expected behaviour, the Trust and its academies aim to:

- promote positive relationships that safeguard and promote the welfare of students, creating a safe and effective learning environment;
- maximise the quality of the learning experience for all students, enabling everyone to learn effectively;
- enable students to understand the implications of their behaviour, to regulate 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 mutual respect between students and their peers, and between staff and students;
- raise awareness amongst students for the need to recognise and manage their emotions and reactions; and
- support students who may find adult interaction, 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 additionally apply sanctions for behaviour that takes place outside of academy premises where it is reasonable to do so.
- 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 student 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 student at the academy at the time of the poor behaviour; and/or
- 3.2.2 the severity of the misbehaviour, whether the student's behaviour could have repercussions for the orderly running of the academy, whether the behaviour poses a threat to another student 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 has 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 in line with this ethos.

The Trustees will hold the CEO, Executive Team and Headteachers / Heads of School 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 students 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 in each academy will review and monitor the application and implementation of this policy by receiving regular standardised reports from the academy Headteacher. Local governors will scrutinise relevant data, review relevant suspension and permanent exclusion decisions and act as a point of challenge for decisions taken by the Headteacher. Local governors will ensure they receive relevant training on suspensions and permanent exclusions and information about positive behaviour strategies.

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 taught, 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, consistently and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable students may face;
- promote a teaching and learning ethos which encourages all students to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- record incidents of any given sanctions in line with the schools "Behaviour Procedures";
- 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 students' education is not jeopardised by the disruptive behaviour of a minority of students;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect student's behaviour and respond according to individual need;
- identify students who are experiencing difficulties in developing or sustaining appropriate behaviour;
- contact parents / carers if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- 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. Parents and Carers are required to sign an 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);
- in the case of a suspension, provide appropriate supervision for their child during the first 5 days of suspension, 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.
- to take responsibility for their children's activity out of school. In particular, we expect that parents will monitor internet activity so that students are not enabled easily to engage in bullying or harassment of other members of the school community through social networking sites.

4.7 Students

Reminders of the academy's "Behaviour Procedures" and expected standards of behaviour for learning in lessons should be made clear to all students. Students are expected to have a positive attitude and maintain high expectations for themselves.

Academies should place an emphasis on self-regulation to develop a culture in which students understand that they are ultimately responsible for their behaviour choices.

5. Rewards

It is important to encourage good conduct by celebrating and rewarding good behaviour. Each academy adopts its own reward system which should be based on the four CORE Values. The approach to rewards will be clearly set out in the Behaviour Procedures information for each academy.

6. Sanctions

6.1 Where a student's conduct falls below the standard which could reasonably be expected of them the academy will consider imposing 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, any religious requirements and any concerns around safeguarding. The approach to sanctions will be set out in the Behaviour Procedures information for each academy.

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 may include:

- verbal reprimand
- confiscation of a student's property
- extra work or repeating unsatisfactory work until it meets the required standard
- short term, temporary removal from a class or groups
- detention including during breaks, lunchtime or after school
- education off-site for a designated period
- suspension or permanent exclusion

6.3 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.

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

6.5 Each 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.

6.6 Under no circumstances will illegal or inappropriate items be tolerated in any of the academies, and all students 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 suspension, depending on the circumstances:

- physical abuse to/attack on staff
- physical abuse to/attack on students

- any form of bullying (to the extent not covered above)
- child on child abuse
- indecent behaviour
- damage to property
- gambling on academy property
- recording or taking images of students 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 student or a member of staff
- sexual violence, such as rape, assault by penetration, or sexual assault
- sexual harassment, meaning unwanted conduct of a sexual nature
- carrying an offensive weapon
- arson
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour
- persistent truancy

6.7 Each academy within CORE Education Trust will follow the DfE statutory guidance when taking a decision to suspend or permanently exclude a student. The DfE guidance on suspensions and permanent exclusions is available at www.gov.uk/government/publications/school-exclusion

6.8 **Suspensions:** A suspension can only be issued by the Headteacher. Parents/carers will be notified of any suspension.

6.9 If a student with a social worker is at risk of suspension or permanent exclusion, the headteacher will inform the social worker as early as possible.

6.10 If a student who is a looked-after child (LAC) is at risk of suspension or permanent exclusion, the headteacher will inform the VSH (Virtual School Headteacher) as early as possible.

6.11 Following a suspension, and before the student 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 suspension 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 suspension the school will set work (which may be online) for the student and the student will be expected to complete the work and return it to the school for marking. If a suspension is for longer than 5 days, the school will arrange suitable alternative full-time education from the sixth day.

6.12 **Permanent exclusions:** The decision to permanently exclude a student is a serious one and can only be made by the Headteacher. 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 student for a first or serious ‘one-off’ incident.

- 6.13 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 student 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 student to remain in the academy would seriously harm the education or welfare of the student or others in the academy.
- 6.14 For the first five days of any permanent exclusion, the school will set work for the student and the student will be expected to complete the work and return it to the school for marking.
- 6.15 The local authority (LA) is responsible for providing full-time education from the sixth school day of any permanent exclusion.
- 6.16 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 student. 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 suspensions and permanent 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.
- 6.17 The social worker / VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the student's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the student's welfare are taken into account.

7. Students 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 students 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 student receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of students with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a student 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 student whose behaviour is in consequence of their disability than would be imposed for a student exhibiting the same behaviour who does not have that disability.

- 7.3 A personalised behaviour plan 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 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. Students may be asked to provide written, signed and dated statements. Where a student is unable to write their own statement, for example due to SEND, they will be asked to describe to staff what they saw or heard, 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 student, the academy will ensure that a responsible adult is present at all times and will inform the student's parents of what has happened as soon as possible.
- 8.2 The Trust uses Close Circuit Television ("CCTV") within its premises. The main reason for this is to provide a safe and secure environment for students, 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 student 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, students may receive a suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other students may be compromised by that student remaining in the academy.

9. Search, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9.1 Confiscation

Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student. Prohibited items 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

9.2 Any item that is deemed to be harmful or detrimental to school discipline will also be confiscated. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

9.3 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.

9.4 **Searching a student**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

9.5 When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

9.6 If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

9.7 A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

9.8 An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip. Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

9.9 If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact a senior leader or designated safeguarding lead to try and determine why the student is refusing to comply.

9.10 The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

9.11 The authorised member of staff can use reasonable force to search for any prohibited items listed in section 9.2, but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a student's outer clothing, pockets, possessions, desk or locker. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt),
- Hats, scarves, gloves, shoes, boots

9.12 A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 9.2) and items identified in the school rules.

9.13 The member of staff who carried out the search should inform the DSL without delay and record details of the search onto CPOMs and inform parents that a search has been carried out as soon as reasonably practicable.

9.14 Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the DSL. The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

9.15 Strip searches

The authorised member of staff's power to search outlined above **does not** enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

9.16 Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

- 9.17 Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.
- 9.18 Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.
- 9.19 Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).
- 9.20 The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.
- 9.21 For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if the student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search **and** the appropriate adult agrees. If this is the case, a record will be made of the student's decision, and it will be signed by the appropriate adult.

- 9.22 No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances. The appropriate adult will:
- Act to safeguard the rights, entitlement and welfare of the student
 - Not be a police officer or otherwise associated with the police
 - Not be the headteacher
 - Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

- 9.23 After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.
- 9.24 As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

9.25 Staff will follow the school's safeguarding policy and speak to the DSL. The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

9.26 Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

9.27 **Screening**

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

10. Use of reasonable force

10.1 The Trust strives to provide a safe learning environment for all students. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the students) are lawfully permitted to use reasonable force to prevent students 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 students 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, students may get anxious or agitated and strategies used to help students 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 student's own safety, the safety of other students and staff, or to ensure that property is not seriously damaged.

10.4 All incidents where students need to be held to help them to calm down will be recorded 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 students 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 school's approach to preventing and addressing bullying can be found in the school's Anti-Bullying Policy.

11.2 The Trust wants to make sure that all students 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 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 students. 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 students' social, emotional and behavioural skills, assemblies and is embedded in daily academy life. It is made very clear to students 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 suspension is appropriate in light of the circumstances
- ensure parents/carers are informed

11.5 The Trust believes students 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 students and staff at its academies. Where a member of staff has reasonable grounds to suspect that a student 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 student gives them access to their social media account. In the event that the student 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 student.

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 a suspension, the statutory procedure set out in the DfE suspension and permanent exclusion guidance will be followed.

CORE Behaviour Policy			
Publication Date	September 2022	Owner	RSM

Positive Behaviour and Relationships Strategy



ARENA
ACADEMY

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Last reviewed:	September 2022

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1. Aims

This strategy 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 strategy 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 strategy 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 Mission and Values

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

- Collaboration –we succeed by working as a team
- Opportunity –we develop by taking on new challenges
- Respect –we care by respecting and looking after each other
- Excellence –we achieve by giving 100%in everything we do



4 Our Code of Conduct

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

Ready

- We always wear correct and smart uniform at all times and always have the right equipment for learning
- We always attend school and all lessons on time and follow our lesson routines
- We make the most of all opportunities for learning
- We always give 100% towards academic achievement by completing work and homework on time.

Respectful

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

Safe

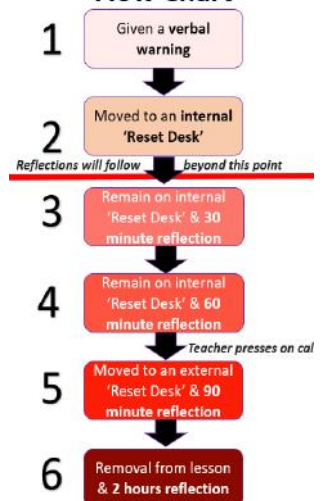
- We always walk quietly, calmly and purposefully
- We are always in the right place, doing the right thing at the right time
- We keep our hands and feet to ourselves, respecting others' space
- Our mobile phones are not seen or heard on site
- We report any concerns to an adult to resolve them together

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

Classroom Sanctions Flow Chart



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.

Reflections (detentions) are issued to students to allow them to reflect on their behaviour or conduct. Staff members who have issued the reflection or a member of the pastoral team will take the time to have a restorative conversation or complete a restorative activity with the student. 30 or 60 minute reflections issued before 2pm will be sat on the same day. Parents/carers will be informed via the class charts app. Reflections issued after 2pm will be for the next school day. 1 hour 30 minute and 2 hour reflections take place on Tuesdays and Thursdays. All reflections will commence at 3:10pm in the hall. 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
- 90-minute reflection
- 120-minute reflection
- Break / Lunch time reflection
- Service in the School Community
- Non-representation in Arena Academy activities
- Reports with clear targets
- Managed Move
- Fixed-term exclusion (FTE)
- Off Site Direction – Alternative Provision
- Permanent exclusion

Classroom sanctions flowchart

All Teaching staff follow the sanctions flowcharts below within classrooms. All classrooms have a 'reset desk' that allows students to reflect and correct their behaviour.

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 Classcharts 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:

- Formal restorative meeting
- Formal conference / Parenting conference
- Peer mediation

Appendix 1 – 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. Off task, distracting others, talking over the teacher, talking across the classroom, leaving seat without permission	<ul style="list-style-type: none"> - Simple direction – explain what they are doing wrong and what you want them to do. - Positive reinforcement – praise pupils who are well-behaved - Nonverbal messages – e.g. fingers to lips; move and stand next to the pupil, be seen looking.. - 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” 	Verbal Warning
2	Repeated Disruption	Internal Reset Desk - Move the student to the reset desk to give them an opportunity to reflect on their behaviour and correct it. Inform the student, that they could be given a 30 minute reflection if disruption continues. (<i>Key Tip: Share desire to have the student moved back to their seat and off the reset desk.</i>)	Internal Reset Desk
3	Behaviour affecting learning significantly	30 minute reflection – Issue the student 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 continuing to affect learning significantly	60 minute reflection – Issue the student 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.	60 minute reflection
4	Serious disruption making it impossible for learning to take place	<p>External Reset Desk - Press the oncall button for the student to be removed from the lesson and placed in another classroom on the reset desk. (the student must take work with them and be escorted by the Year Coordinator).</p> <p>90 minute reflection - Issue the student with a 1 hour 30 minute reflection and record this on SIMS clearly explaining the reason why. Restorative – meet with the student during the reflection for a restorative conversation or activity. (<i>Key Tip: Share desire to have the student back in lesson</i>)</p>	External Reset Desk & 90 minute reflection
5	Continued disruptive behaviour on external reset desk	<p>Press the on call button for the student to be removed from the lesson by the Year Group Coordinator. 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.</p> <p>- Year Coordinator to issue 2 hour reflection and record on SIMS clearly explaining the reason why.</p>	Removal and 2 hour reflection

Appendix 2 – Classroom Rewards Flowchart

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

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

Rewards Flowchart – For behaviour **above and beyond** (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 CORE points 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>	<ul style="list-style-type: none"> - Positive text message sent home. - Certificate – four to collect throughout year - Name and picture featured in Parent newsletter.
Hot Chocolate with the Headteacher	<p>Nomination from a staff member for exceptional behaviour.</p>	<ul style="list-style-type: none"> - 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.
Headteacher Award	<p>Nomination from a staff member for exceptional behaviours that act as a role model for others.</p>	<ul style="list-style-type: none"> - 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
CEO Award	<p>Collaboration- for completing a project or event with students from other CORE Schools Opportunity- for contributing positively to society on a community project outside school Respect- for exemplary acts/work of caring, sensitivity and kindness Excellence- for exceptional work in any context</p>	<ul style="list-style-type: none"> - Certificate signed by CEO – Mr Packer. - Name and picture displayed on screens. - Name and picture featured in Parent newsletter.

Our Pupil Code of Conduct

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



Appendix 4 – Behaviour Support Plan

<p>Student Photo</p>	<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:</p> <p>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>

Appendix 5 – Home School Agreement

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. A copy of this Home School Agreement can be found in the student planners:

Home School Agreement – Behaviour for Learning

I will wear the correct school uniform when I come to school. I realise that the uniform states I belong to Arena and I will uphold high standards when I wear the uniform.

I will come to school punctually and regularly and attend all lessons on time. I recognise that this is the first step to success at school.

I will do my best in all lessons and complete homework to the best of my ability. I will have the right equipment for all lessons.

I will treat both staff and students with respect and courtesy. I will not fight or use violence to solve problems. I recognise that if I bring a weapon into school I will be permanently excluded.

I will avoid using swear words and offensive language and understand this will result in a sanction.

I will do my utmost to look after the school buildings and school property and help maintain them for future generations.

I will never leave the school site during the school day without permission from a member of staff.

I will behave responsibly during break and lunch time. I will show respect to others by not jumping a queue and I will act in a courteous manner towards lunchtime supervisors.

I will ensure that I know what to do and where to go in the event of an emergency such as a fire evacuation.

I will strive for excellence in all I do and I will uphold the Student Code of Conduct.

Signatures

Student:

Parent:

Form Tutor:

Date:

Appendix 6 – Roles and Responsibilities

Parents

Parents/carers are expected to adhere to the 'Home School Agreement' (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 School 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.

Leadership Team

The Deputy Headteacher – Pastoral, Assistant Headteacher – Behaviour and Attitudes have strategic responsibility for behaviour and attitudes and personal development at the school. They line manage the Heads of Year, Year Group Coordinators 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 7 - 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 the hall. 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 hall. This provides an opportunity for coaching and reflection following our restorative approach. Each student is required to complete a restorative document 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 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.

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 120-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 five levels of report that are reviewed weekly - Form Tutor, Head of Year, Assistant Headteacher, Deputy Headteacher and Headteacher. Students are given two clear targets linked to our 'Code of Conduct' based on their behaviour data to support them to improve.

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).

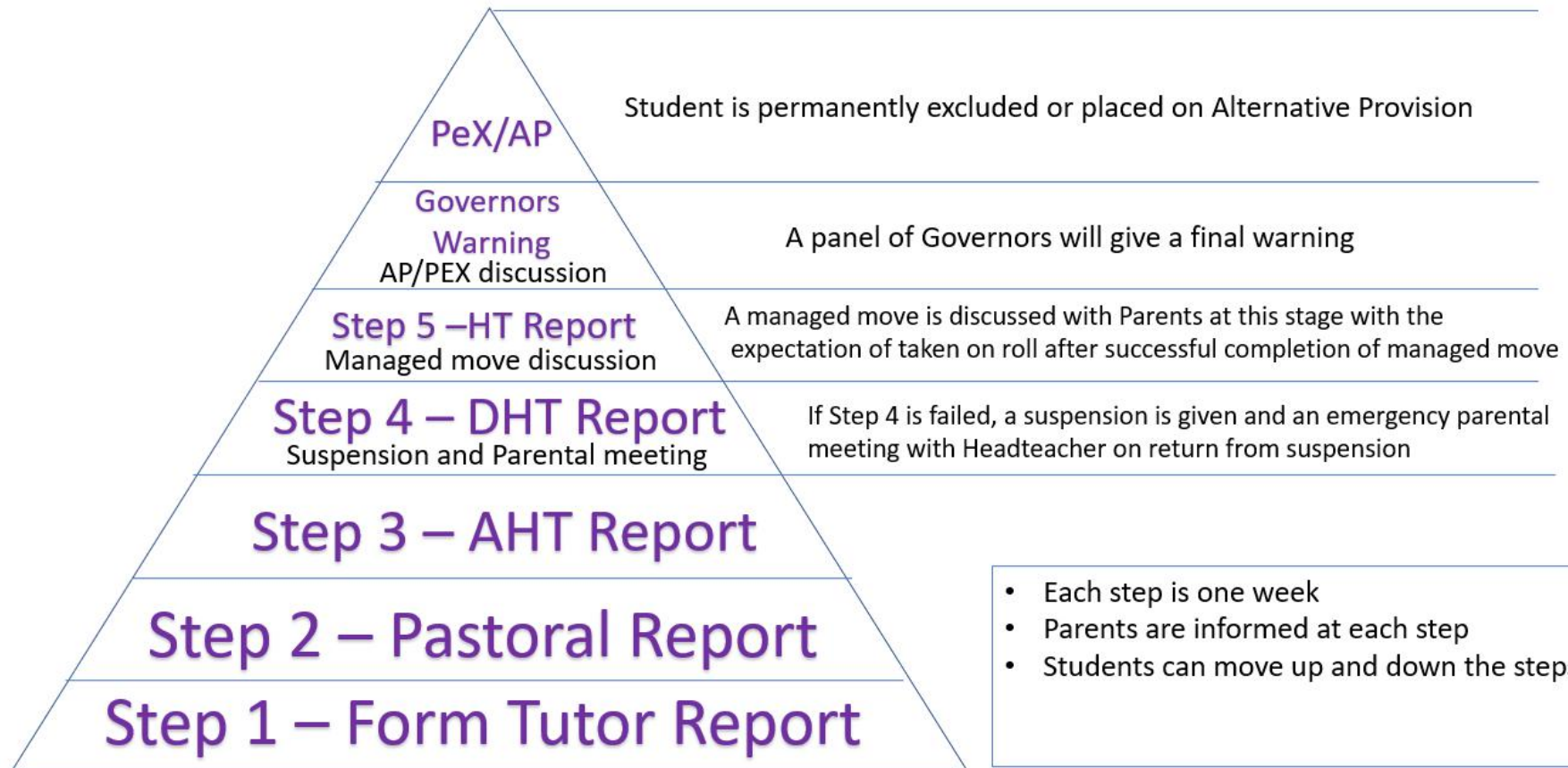
Most FTEs are limited to 5 days, but in special circumstances, there is the facility to extend the FTE to up to 45 days. Paragraph 6.9 of the CORE Behaviour Policy outlines more about fixed term exclusions. As part of the Fixed Term Exclusion process, we expect all parents to comply with the information 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.

STEP (Support To Ensure Progress)



The STEP system is used for student reports.

Appendix 8 – 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 9 – 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 10 – Mobile Phones

We operate an invisible mobile phone policy meaning 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.

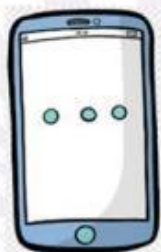
Mobile phones may not be used on site at any time of the academy day. Students whose phones are visible or are heard expect them to be confiscated and given to reception. Students can collect their phone, which will be stored securely in a named envelope, from reception after sitting their 60 minute reflection at the end of the academy day. Staff will record on SIMS 'Safe –Mobile Phone Confiscation' when recording the correction which will allow heads of year to monitor and evaluate persistent instances of this.

Students who persistently break this rule will be banned from bringing their mobile phone to the academy and parents/carers will be invited 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.


The contents (data/files/social media accounts) of students phones are subject to being searched (without parental consent) by pastoral staff under paragraph 15 of 'searching, screening and confiscation' legislation, published in Jan 2018

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

Invisible Mobile Phone Policy



Invisible Mobile Phone Policy

There is an Invisible Mobile Phone Policy in school applicable to all students, this means from when you enter the school site, until you leave, your phone **must NOT be seen**  **or heard** 

It is your responsibility to make sure your mobile phone is **in your bag** and **switched off** before you get to school and not removed until you leave the school site.

If you have your phone out in school it will be confiscated by a member of staff so please be **Respectful** of the new policy, be **Ready** to learn when you enter school and ensure you keep your phone **Safe**.

Appendix 11 – 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.

Appendix 12 – Behaviour Blueprint

This poster is displayed in all offices and staff working areas to ensure consistency in our behaviour management.

Arena Behaviour Blueprint

Visible Adult Consistencies

1. Meet and greet at the door with a warm welcome **every** time.
2. Refer to “Ready, Respectful, Safe” in **all** conversations about behaviour.
3. **Consistent** and **calm** adult behaviour.
4. Use 3, 2, 1 count downs throughout school.
5. Restorative follow up for **every** sanction.

Code of Conduct

READY
RESPECTFUL
SAFE

Restorative Questions

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

Microscript

“I’ve noticed that you are not... (mention which code of conduct rule is being broken) ”

“I need you to... (insert expectation)”

“Do you remember when... (give example of previous positive behaviour)”

“Thank you for listening... (walk away and give the pupil time)”

Sanctions

Verbal warning
Moved to Internal Reset Desk
30 minute reflection (follow up with restorative meeting)
60 minute reflection (follow up with restorative meeting)
Moved to external reset desk & 90 minute reflection (follow up with restorative meeting)
Removal from lesson and 2 hour reflection (follow up with restorative meeting)

Rewards and Praise – For going ABOVE AND BEYOND

CORE Points
Phone call/text message home
VIP (Very Important Pupil) Award
ARENA Award
Hot Chocolate Friday with the Headteacher
Headteacher Award
CEO Award

Appendix 13 - Whisper

Whisper is an anonymous service that lets students/parents/carers report a problem at school or at home. Whether it be bullying, cyber bullying, issues at home or concerns about other fellow students.

Problem? ARENA ACADEMY whisper it

If you have a problem or concern in school or at home, you can report it to a member of staff **anonymously**



When to report

You or a friend are being bullied

You are concerned for a student's welfare

A student, member of staff, or parent has behaved inappropriately

You need to talk to someone about a problem

Suggestion for changes of improvements in school

Report via Text message: 07860 021 323

Report via: <https://swgfl.org.uk/whisper/cki1>

Appendix 14 – Reflections sheet

This sheet is completed by all students who attend reflections

First name: _____ Surname: _____ Form: _____ Date: _____

Reflections Sheet – Removed from a lesson

All society has rules, life beyond school can sometimes be unforgiving for those that break these. The dangers of not abiding by rules or guidance can include losing your job, your liberty and maybe even your life. Today you have chosen to do something that if repeated as an adult, could result in one of these dangerous consequences. We need to make sure you realise this and don't repeat this in a way that could have a lasting negative impact on your life... **because we care about you, and we want you to have the best life.**

Please complete the questions below in **full detail, neat handwriting and in silence**. Any questions that are too short or left blank, will result in more sanctions.

Questions	My Reflections (detailed answers)
What academy rule(s) were broken by your actions? (Ready, Respectful or safe) A copy of our code of conduct is included over the page	
Why does the Academy have this rule in place?	
Explain what happened, that led up to you being here today. Describe your <i>thoughts</i> and reasons for your actions.	
How do you think the other student(s) felt at the time?	
How do you think the member(s) of staff felt at the time?	
You need to take responsibility for YOUR actions. What should you have done differently?	
What impact could your actions have had on your peers' education / <u>class-work</u> / safety?	

First name: _____ Surname: _____ Form: _____ Date: _____

If you repeated this action in the 'adult world', what might the consequences be?	
What will you do differently now? To make sure you learn from this. What can you do to put things right?	
What difference to your achievement and success will doing what you have written above make?	
My Pledge	
"I am aware of my own responsibilities around the code of conduct. I understand that persistently breaking the code of conduct can result in me losing my place at Arena Academy . I will put the changes I have indicated above into practice when I am at school"	
Signed: _____	Date: _____

Our Code of Conduct

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



This sheet must be given to the Year Coordinator and will be stored in your student file.
All copies will be shown to your Parents/Carers.

START *of lesson*

1. Arrive **on time** with **bags and coats off**
2. **Meet and greet** the teacher at the door
3. **Take your seat** according to the seating plan
4. Place **equipment** and **planner on desk**
5. Begin the “Do Now” activity **in silence**

FINISH *of lesson*

1. **Tidy the space** around you and **pack all equipment** away
2. Stand **behind your seat**
3. **Wait** until the teacher dismisses you from the room
4. **Walk quietly** and **purposefully** to your next lesson/break