

APA Behaviour Policy

2021-2022

***Preparing every student to be a
pillar of any community***

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Introduction

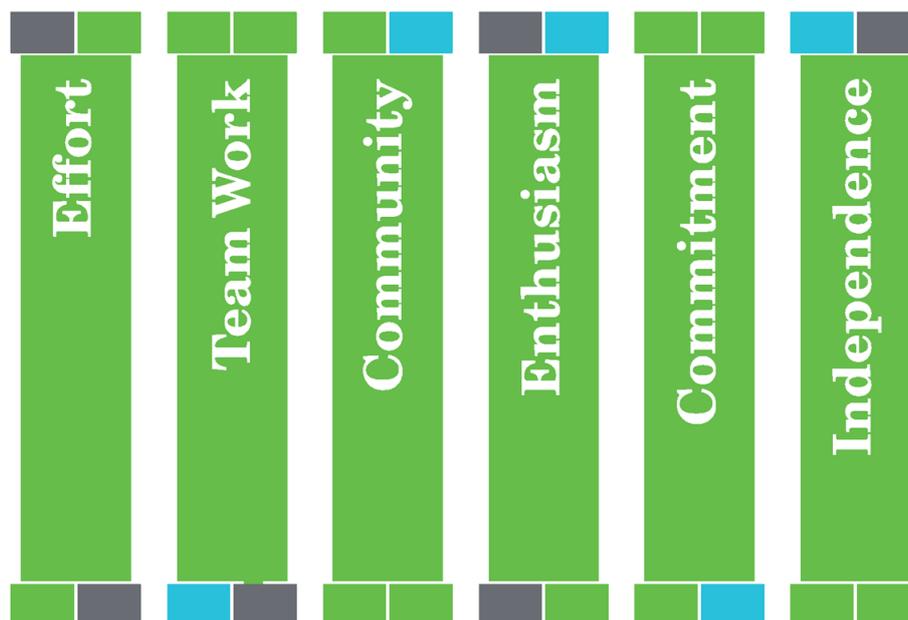
Core Academy ethos: ***Preparing every student to be a pillar of any community***

Our core values are stated below and their purpose is to provide students with:

- An appreciation and curiosity for life and learning
- The courage and ambition to unlock and fulfil their potential
- A desire to contribute to society in a positive way
- A sense of self –awareness, combined with the integrity to be compassionate towards others

ARK Putney Academy is committed to achieving our core purpose by referencing and driving our six Pillars in everything we do, including effective management of student behaviour. All members of the Academy community are expected to support and promote the six Pillars and help maintain an atmosphere which is conducive to great learning. Excellent behaviour is central to outstanding progress and is essential in preparing for future life. The 6 Pillars are used throughout the Academy to teach our students about high expectations and respect for all. We wish to show students how to conduct themselves and how to become a good pillar in any community.

All adults employed in the Academy are responsible for the leadership of student behaviour. They will model, through all aspects of their work, the behaviours that we seek to instil in our students, and we will not tolerate any behaviour that hinders the learning and progress of others.



- **Effort** – Behaviour that leads to an outstanding level of focus on learning with the individual doing all that is asked to the very best of their ability.
- **Team work** – Behaviour that displays the ability to work effectively with others, whilst maintaining a clear focus on the task in hand.
- **Community** – Behaviour that displays a willingness to make a positive contribution when it is needed and a willingness to support and encourage others in what they do.
- **Enthusiasm** - Behaviour that communicates an enthusiasm for learning and for making a positive contribution to Academy life.
- **Commitment** - Behaviour that displays the individual’s commitment to finishing what they start, whether academic work, membership of a team or participation in an activity.
- **Independence** – Behaviour that displays a growing level of self-discipline, demonstrating an ability to work alone and completing all homework and intervention.

It is a requirement of every member of staff to consistently apply and uphold the Academy behaviour expectations in the classroom, around the Academy and when supervising students outside of the Academy.

Complaints Procedure

Any complaints regarding the application of this Behaviour Policy should be made in writing to the Principal.

Monitoring and Evaluation

The Academy monitors the use of sanctions by age, ethnicity, gender and special educational needs.

Roles and Responsibilities

Students are expected to take responsibility for their own behaviour, to enable staff to teach and promote learning without interruption or harassment. They will be made fully aware of the Behaviour Policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported and, as far as is reasonable, support fellow students.

Staff, including teachers and support staff, will be responsible for ensuring that the Behaviour Policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the Behaviour Policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures

The Principal will be responsible for ensuring the implementation and day-to-day management of the Behaviour Policy and procedures. The Principal and Senior Leadership Team will oversee support for staff faced with challenging behaviour.

Parents, guardians and carers will take responsibility for the behaviour of their child both inside and outside the Academy. The Academy values a close relationship with parents/carers and they will be encouraged to work in partnership with the Academy to assist in maintaining high standards of behaviour. Parents/carers will have the opportunity to raise, with the Academy, any issues arising from the operation of the policy. Each student and their parent /carer will be expected to sign and support our Home Academy Agreement.

The Governing Body will establish, in consultation with the Principal, staff and parents/carers, the Behaviour Policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents/carers, is non-discriminatory and that the expectations are clear. Governors will support the Academy in maintaining high standards of behaviour.

The Governing Body, Principal and staff, will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. Vulnerable students, including looked-after children, students with SEN, physical or mental health needs, will be offered behavioural support if appropriate.



Preparing every student to be a pillar of any community

This agreement clarifies and summarises how parents, carers, the Academy, and the student can work to support one another. This guarantees a student's success in achieving and enjoying the Academy from a Pastoral perspective. Please read the expectations thoroughly and sign at the bottom. This will go onto the student's file.

| Ark Putney Academy's responsibilities Staff at APA will: | Parents and carers responsibilities I/we will: | Student responsibilities I will: |
|---|--|--|
| <ul style="list-style-type: none"> • Show Commitment by having the highest expectations for attainment, progress and behaviour. • Ensure students experience outstanding teaching and learning and that they are actively engaged. • Develop a Growth Mindset in our students. • Monitor student progress through Effort and put intervention in place if required. • Mark student books and give regular feedback. • Return calls or emails within 24 hours on Academy days. • Develop Teamwork by ensuring that all Key Stage 3 students attend at least one extracurricular activity every week. • Provide extension opportunities to Gifted and Talented students to grow Enthusiasm. • Provide updates on your child's progress 5 times per year. • Grow Independence by providing thorough homework around a pre-arranged timetable, on a system which parents/carers can log in to. • Praise and recognise students' achievement and progress in displays and during awards evenings in our Community. • Apply the behaviour policy consistently and fairly to all students. | <ul style="list-style-type: none"> • Show Commitment by ensuring that my/our child attends the Academy every day even if they feel unwell and is on site by 8.20. • Not book appointments or holidays in term time. • Ensure that my/our child wears correct uniform to and from the Academy. • Support my/our child's Effort by attending parents/carers' evenings or book a meeting before the event if I/we are unable to make it. • Encourage Teamwork by ensuring that my/our child attends at least one extracurricular activity every week. • Sign reports every night if my/our child is on report. • Develop Enthusiasm by discussing homework and encourage my/our child to complete it to a high standard. • Discuss the book my/our child is currently reading. • Develop Independence by ensuring that my/our child attends all intervention sessions. • Contact APA to discuss issues that may be affecting my/our child's learning or behaviour. • Book an appointment with reception if I/we wish to visit or meet staff. • Provide up to date contact details. | <ul style="list-style-type: none"> • Show Commitment by attending the Academy every day even if I am feeling unwell and aim for 96% attendance. • Ensure I am at the Academy by 8.20am. • Put Effort into my schooling, especially class and homework. • Wear the correct uniform to and from the Academy and bring my APA 10-a-day in a pencil case. • Show Teamwork by working with others. • Not answer back to staff, or refuse a reasonable request. • Follow APA's behaviour policy at all times. • Not bring any banned items into the Academy. • Show Enthusiasm by participating in at least one extra-curricular activity per week. • Show Independence by keeping my <i>Independence card</i> in my pocket so I know where to be during the day. • Always carry my reading book, second Independence card, and Academy materials in my APA bag. • Report any bullying in our Community. • Behave in a way that will make the outside Community impressed with APA students. • Support APA's equal opportunities policy. |

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| <ul style="list-style-type: none">• Support APA's equal opportunities policy. | <ul style="list-style-type: none">• Support our Community and all of its policies including the 60 minute on the day Detention and Uniform and Electronics policy. | |
| Name (please print) | Name (please print) | Name (please print) |
| Signed | Signed | Signed |

Evidence

Communication

The Behaviour Policy is circulated to all students, parents/carers and staff annually. The purpose of this is to share our ethos of developing students who can be a pillar of any community. A student friendly version of the behavior policy will be displayed in every tutor group. Talking through it in detail will be part of the extended tutor session in the first week of September. Further to this, whole Academy and year assemblies throughout the year highlight elements of the behavior policy that are a going concern. A copy of the policy in full is available on the Academy website with a link on the main page so that parents/carers can access it. There is a computer in the foyer of the Academy which gives parents access to the website and this policy link. New Year 6 parents/carers are expected to read the policy and read and sign our Home Academy Agreement (page 4) which features many key points of the policy. Every half term, reminders of key elements of the policy are featured in the mail out (rewards, uniform, classroom behavior etc.)

Students and parents /carers new to the Academy, mid-year, are provided with the Behaviour Policy as part of the student induction programme.

Records

Any positive or negative incident must be recorded on Bromcom (the school's electronic MIS system) by the member of staff who dealt with the initial incident. Some negative points (late to school, which is generated by an 'L' on the tutor register, Parked, Missed detention, No homework) generate their own Academy detention. If other incidents warrant an Academy detention (such as high level disruption or defiance) the staff member must manually enter an Academy detention.

All incidents that require investigation must be done so by ensuring students record their views using an APA statement form which is signed by the student and involves the names of the other students involved. Staff must complete a statement by email and send it to a member of the Senior Leadership Team. Once collated, these statements must be stapled together with an APA statement cover sheet explaining the students involved, the staff involved and the names of the students whose files copies of the statements must go into.

All meetings should be recorded using an APA meeting record. Those attending are noted along with the date, and targets may be set. This record then forms the basis of a letter that is sent to parents/carers thanking them for attending and recording that the meeting took place officially.

Serious Incidents

Incidents of a very serious nature (normally those that would be reported to the police) must be reported to the ARK central team. The Academy works in partnership with the Police through our Academy's Police Liaison Officer. The Academy may inform the police when any offence of a criminal or anti-social nature has taken place both inside and within the vicinity of the Academy. The Academy is obliged to give the Police any evidence of a criminal act discovered in the course of a search under the Violent Crime Reduction Act. This may include drugs. The Academy will fully cooperate with any police investigation, on request, regarding one or more of our students. The Principal will always take the decision over police involvement in any incident, and must be informed at the earliest opportunity of any potential police involvement relating to the Academy. Students who lose control of their behavior and are a cause for concern in terms of their own health and safety or the health and safety of others will be removed from the Academy day and placed in isolation with the Senior Leadership Team. If members of the Senior Leadership Team are unable to control the student (including following reasonable requests) the Academy will contact the parent/carer and ask for the student to be collected.

Physical Violence

The Academy will not tolerate any acts of violence or physical aggression both inside and within the vicinity of the Academy. In any incident involving physical violence, a record will be kept in the file of the victim as well as in the file of the perpetrator. The victim's parents/carers will be informed of the steps taken to deal with the matter. Where appropriate the Principal may refer the use of physical violence to the police. Where both parties are held to be culpable, a note of the incident and the action taken will be

recorded in both files. Normally all parties involved in a physical altercation will receive the same sanction.

Restraint/Use of Force

The Academy does not advocate the use of restraint of students. An underlying principle of this policy is to create an ethos where this should not be necessary. Staff should not create a physical barrier for students come into contact with.

Only in exceptional circumstances will physical intervention be used:

- To prevent students from committing a criminal offence.
- To prevent students from injuring themselves or others.
- To prevent students from causing damage to property, including their own property.
- As a last resort, when all other strategies have proved ineffective, in preventing a student from engaging in behaviour which disrupts the good order and discipline of the Academy.

If required to use physical intervention, staff will:

- Use the minimum force necessary, proportionate to the circumstances.
- Use it as an act of care, and not as punishment.

Expectations and consequences

Our Academy rules will be underpinned by very clear expectations which are to be consistently taught and reinforced throughout the Academy. Staff will manage behaviour in a fair, consistent and proportionate manner and require compliance from students. With the exception of permanent exclusion, all sanctions are intended to resolve poor behaviour and the use of sanctions will be linked to correction and reconciliation. It is always to be remembered that all staff are expected to model excellent behaviour and sanctions should be used as part of the learning process.

Answering back to staff is never allowed and will warrant a negative point for defiance in the first instance. Students are taught that they must follow a reasonable request. To ignore this and be defiant is to take loco parentis away from staff and place the student themselves and others in danger by being out of control. Staff will ask students: *“Are you refusing to follow a reasonable request?”* If students refuse to follow a reasonable request, the Senior Leadership Team will contact parents/carers to collect their child before a meeting can be scheduled.

Expectations in the classroom:

- Arrive to class quietly, on time and in full uniform. Enter at the teacher’s request.
- Always sit in your seating plan seat without discussion.
- Take out your learning equipment as soon as you have sat down in every classroom situation and place them on your desk.
- Always keep your hands and personal comments to yourself.
- Show independence by completing the *‘do it now’* task straight away.
- Follow all instructions immediately.
- Do not disrupt the learning of others.
- Work with enthusiasm to produce your best work at all times.
- Do not talk over anyone whether they be staff or student.
- Raise your hand if you would like to ask a question or contribute to class discussions.
- Join in during lessons, respecting the views of others within our community.
- Wait until after class, or in a reconciliation meeting, to discuss any issue about behaviour or sanction with the teacher—**absolutely no arguing in class.**
- Going to the toilet is not permitted during lesson time unless there is a medical condition evidenced by a current medical practitioners note on record. These students will be given a toilet pass.
- Tidy your work area and stand behind your chair with your blazer on until invited to leave.

De-escalation by staff

All staff are trained in how to manage behaviour and how to get the best from students. If students are showing poor behaviour or are not working to their potential, staff should work with them to de-escalate the situation and re-focus on learning. This means using low volume and non-public behaviour management

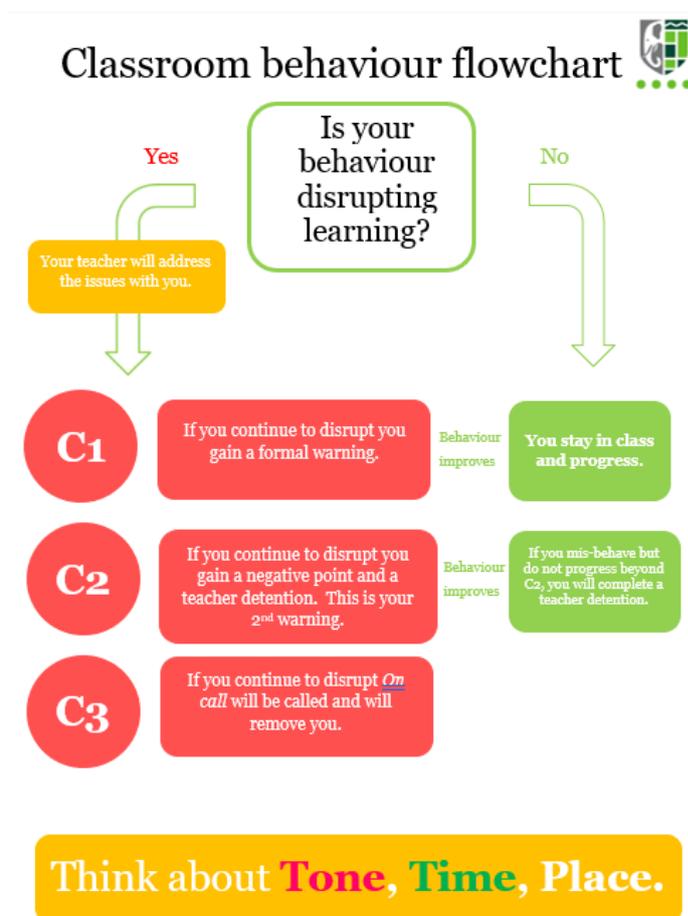
techniques, speaking to students calmly and helping them to see how they are creating a negative situation. **This period is known as 'Pre-C'**. It is down to the student to respond to these methods or face the consequences known as **C1-C3**.

C19 Addendum

Staff will use a range of de-escalation techniques that support students to make positive choices around their behaviour whilst keeping both themselves and the students safe in the classroom environment.

Classroom consequences (C)

When a student does not abide by the expectations in the classroom and continues to disrupt the learning of others, staff should manage the situation using the consequences ladder below.



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If a student is unable to be successful in the parked room, or fails to follow the instructions of the On Call member of member collecting them from the lesson then they will be isolated and parents will be contacted by letter and phone call. If the student is continually defiant with members of staff as a result of any incident, they will receive a Fixed Term exclusion or an internal exclusion using the Pillar Reflection Centre

If poor behaviour persists in this lesson in the future, the Head of Department will monitor the negative points awarded to the student in their subject and arrange a meeting with parents/carers to address the issues. The student will be placed on department report.

Negative points

Negative points must be recorded on Bromcom and are tracked by tutors and the Heads of Year. They can be given by any teaching or support staff to any student in any of the following situations:

- Disrupting the learning of others or the Academy community.
- Bullying of any kind.
- Breaking the Academy's policy on Electronics (page 16).
- Bringing the Academy into disrepute.
- Answering back (defiance) or *refusing a reasonable request*. Not thinking about tone, time, place.
- Lack of equipment.
- Failing to uphold the uniform policy.
- Damaging property belonging to the Academy or its students.
- Failing to complete homework.
- Parked from a lesson.
- Chooses to truant lesson or any other part of Academy time.
- Being physically inappropriate, including touching others in an unprofessional manner.

Expectations around the Academy:

There is a zero tolerance policy to poor behaviour outside of the classroom. Breaking any of the below rules will result in being placed straight into a one hour Academy detention that day. If the student is already in a detention, they will sit detention on the next available night.

- Do not raise your voice above talking level.
- Move about the building in a calm, purposeful and orderly manner, keeping left at all times.
- No inappropriate physical contact.
- Treat all other members of the Academy community with dignity and respect.
- No food or drink is allowed in any part of the academy except for the canteen and outside eating area adjacent.
- Place all litter in the provided bins.
- Do not take part in any gambling or 'money up' games at any time, or in selling to other students.
- During lesson changeover, students should move quickly to get to next lesson and not visit the toilet or go to see staff or peers.
- Be respectful to all teachers and staff, including all visitors from other establishments.
- Use appropriate language - no swearing, racist terms or homophobic terms.
- Mobile phones and earphones must not be seen (see Electronics policy, page 16).
- No students should visit the foyer or reception unless directed to (assembly, detention, meetings).
- During break times, students may visit the following areas: The Multi Use Games Area, the Elephant playground, the lineup playground, the Chess area, the canteen and the undercroft. Students signed up to games may use the sports hall and students may visit the library for quiet study. Students must NOT move around the building unless attending clubs which they will have a pass for and must not use the paths surrounding the main building or either of the main halls.

Canteen: APA's canteen operates a strict 'eat and go' policy.

- All meals at lunch time must be eaten from a plate on a tray.
- Students may drink water or soft drinks purchased from the canteen. Chewing gum is not permitted in the Academy.
- Line up quietly in single file in the queue for food and drink.
- Do not line up unless you are purchasing food or drink i.e. do not queue in groups of friends.
- Once you have bought your purchase, you must sit down and eat and drink quietly.
- The canteen operates an 'eat and go' policy whereby once you have finished eating and drinking, you must take your plate and clear the waste into the bins before placing your cutlery, plate, and tray into the sorting areas. After you have finished using the canteen, you must leave and go to the communal areas.
- If you are seen to breach the canteen rules then you will be entered into the Academy detention.

Assembly

- Tutor groups should walk in single file down to the hall in total silence with the tutor **leading at the front**.
- The tutor should stop the group and reinforce expectations if individuals begin talking.
- Once at the hall, tutor groups should wait in a line in silence in their designated area until they are directed to enter the hall.
- All students should be in correct uniform (students not in uniform must not be allowed into assembly).
- Once inside the hall students must sit in directed seating in silence.
- At the end of assembly, students will be dismissed row by row in silence. Students are to not talk until they enter the stairwells.
- Students who are disruptive at this time will be placed into the Academy detention.

Line up

- Students will line up at the start of the day, after break, after lunch and KS3 will line up at the end of day. Year 7-11 will line up in their tutor groups or in their teaching groups. A bell will ring to communicate students are to move to their line up positions.
- Staff should be present in their line up areas 5 minutes before the bell sounds.
- Students must line up in alphabetical order.
- It is a student's responsibility to get to the line up quickly and stand in silence, with their lanyard on and their pencil case in their hand.
- When the whistle sounds if students are not in the line, in silence and in correct uniform, they will receive a negative point for Disruption. This includes talking, turning around, eating/drinking, having drink bottles out, incorrect uniform etc. Students who are late in the morning will receive a lunchtime academy detention.
- Once every child is standing straight and in silence, groups will begin to enter as directed by the Head of Year.

Multi Use Games Areas (MUGA)

- This area is reserved for students who wish to play football and not as an area to congregate.
- No drink or food are allowed within the MUGA or on the path next to it.
- Poor behavior will result in being banned from use of the MUGA at staff discretion. This would include bullying, 'rushing' (whereby you chase somebody), pushing/shoving, taking other student's games equipment etc.
- All students must wear trainers on the MUGA.

Expectations outside the Academy

Students are expected to be responsible citizens of the local community and good representatives of the Academy; poor behaviour travelling to and from the Academy, including unnecessary noise levels will be treated as if it occurred inside the building.

- Treat the journey to and from the Academy as part of the Academy day, using respectful language at all times.
- Wear full uniform in the correct manner on the way **to and from the Academy**. This means travelling in school shoes, blazer, with the APA bag for years 7-10.
- Always behave in a way that projects a positive image of our students and of the Academy.
- Keep the neighbourhood free of litter: put all wrappers, paper, cans, etc. in rubbish bins.
- Use appropriate manners at bus stops and on public transportation.
- Students must leave the Academy premises when their Academy business is complete. They must not hang around any of the Academy entrances in any numbers. They should travel straight home or to their extracurricular activity.
- Students must not gather around or near to property in the locality of the Academy. Students must not stand around any property entrances. Students who enter property (trespassing) that they have no legitimate reason to enter will be placed into the PRC.

Green Team– Students who damage the Academy may be required to work with the Green Team to rectify damage. Any costs incurred by the Academy will be paid for by parents/carers.

Equipment:

Equipment will be checked at line-up every morning. Tutor will be checking that all lower school students possess the 'APA 12-A-day' which consists of the following inside a pencil case:

- **2 black or blue pens, pencil, ruler, sharpener, eraser, scientific calculator, Independence card, Reading book, Green pen, Chromebook and whiteboard**
- If students do not have the complete APA 12-a-day then they have a ten minute tutor detention and a negative point on the system.
- If students forget their equipment 2 days in a row then they will receive an academy detention and a phone call home from their tutor.
- Staff must log a lack of equipment on Bromcom and send the student to the library to purchase what they need.

Homework:

All homework must be uploaded by staff onto the MS TEAMS homework system and students must access MS TEAMS once at home, in the library, or at 'homework club' to complete it.

Any student failing to give in homework will attend an Academy detention on the day the work was due to be handed in. Teachers and students must then arrange a re-submission date.

Students who are absent from the Academy should try their best to complete the homework unless they are too unwell to do so.

Lateness

Students are expected to be on site by the time that the bell rings at 8.28am. Any student arriving after that is late. Late detention is for 30mins at lunchtime with the Attendance Manager on the day of the late. Any student failing to attend the late lunchtime detention will be added to the 1 hour Academy detention after school that day.

If a student has a legitimate reason for being late their parents/carers can call the attendance number to inform the Academy of the reason, the student can bring a note, or in the event of a transport delay take a photograph on their phone.

Detention structure: 1hr Academy detention is issued as a result of pupils not adhering to our behaviour policy. Staff should not place students into 1hr Academy detention for any other reason apart from those listed below. Teachers will issue their own lunchtime detention for other misdemeanours (such as C2).

Academy Detention (60 minutes) – reasons:

- Parked
- Truancy
- Failed HOY/SLT report
- Missed teacher detention (Detention Missed)
- No homework
- At staff discretion for any poor behaviour in or around the APA community
- Incorrect uniform

Teacher detention (staff discretion) – reasons:

See page 8: Expectations in the classroom.

Procedure

- For the above sanctions Bromcom automatically generates these as 1hr detention.
- Teacher to come to Academy detention for reconciliation meeting.

Procedure

- Students are given a detention slip to tell them the time and room of the detention.
- Negative point awarded on Bromcom
- Ring home to confirm detention with the students' parents/carers

Student is brought down to detention by tutor.

If student misses this detention, they are placed in Senior Leadership Team detention on Thursday afternoon for 2 hours.

If a student misses the teacher detention, a negative point is added on Bromcom for 'missed detention' placing the student automatically in Academy detention.

Detention protocol

- Academy detention is one hour on the day of it being issued, in silence at exam desks in the main hall.
- If more than one detention has been set for that day the second detention will be sat the next day, a parking or serious incident detention that requires a reconciliation conversation always takes priority.
- Year 7-10 complete handwriting practice related to their English texts and must complete three sides of A4 lined paper, with 7-9 words per line of continuous prose, in order to leave the detention on time without delay.
- Yr 11 complete designated work related to their studies. If they refuse to comply with the instructions of staff, the detention will be escalated to an SLT detention.
- All detentions must be recorded on Bromcom where a register will be taken electronically.
- The detention will be staffed by at least 2 members of staff every day according to the Academy detention staff rota which will be published every half term.
- Academy detention takes priority over any other meeting, extracurricular activity or intervention except for those students attending mandatory homework club as advised by a letter home.
- Students must line up in silence to sign in to detention. They must not argue with the reason for their detention. Students will enter the detention in silence, sit at a desk and commence work.
- HOY will not attend detention until the hall is settled and every pupil is writing.
- Members of staff who have placed students in detention will conduct the reconciliation meeting during this time if it has not already taken place.
- If members of staff have placed 3 or more students into detention for homework, they will arrive at detention and take those students to complete the homework.

- Where a student's behaviour is inappropriate, the Senior Leadership Team will remove the student. Parents/carers will be informed and the student will sit an SLT detention on the Thursday of that week or be isolated at Senior Leadership Team discretion.

SLT detention is actioned as a result of the following:

- Students who fail to attend their Academy detention or who fail the Academy detention.
- Any student who gains 4 points or more for disruption or defiance (Friday to Thursday).
- Being late to three or more lessons during the week.
- Refusing to *follow a reasonable request*.
- Students who are involved in inappropriate contact.
- Students who are involved in bringing the Academy into disrepute.
- Students who are involved in bullying.

This will be recorded in Bromcom and an email and a text will be sent home. Heads of Year and admin support will be responsible for monitoring this and it is the parent's responsibility to check messages and emails so that they are aware if their child is in detention. These detentions will be taken by the SLT. If a student is defiant and chooses not to sit their SLT detention, the HOY will isolate the student until their parent has been in for a meeting and they have completed the sanction. If this is a repeat offense, the student may receive a fixed term exclusion.

Temporary isolation – Students will be placed into isolation with the Senior Leadership Team or Head of Year or Head of Department for the following reasons:

- Incorrect uniform
- Staff need to investigate a behaviour incident
- Refusing to hand electronics over to Head of Year
- Sustained or high level defiance

This does not cover the Pillar Reflection Centre which is a managed isolation facility, Page 18.

Fixed term exclusion

Any of the following behaviours may result in a fixed term exclusion. These are not exclusive.

- Physical, verbal, cyber, racist, homophobic bullying.
- Persistent disruption to learning.
- Sustained defiance.
- Failing to meet PSP targets.
- Use of threatening or violent behaviour or endangering the safety of others.
- Abuse of a member of staff.
- Damage to the Academy premises.
- Use or possession of drugs, alcohol or any other illegal substance.
- Possession of an offensive weapon.
- Use of "sexualised" language/behaviour in the Academy.
- Abuse of social media either in the Academy or in which the community of the Academy is affected. This could include sharing or sending explicit images.
- Fighting (including play fighting).
- Misuse of social media including outside of school.
- Any use of or possession of matches, lighters, fireworks, cigarettes.
- Setting off the Academy's fire alarm.
- Stealing.
- Bringing the Academy into disrepute.

Permanent exclusion.

Permanent exclusion will be considered if a pupil:

- Is in persistent breach of the provisions of this policy and as a result of his/her actions there is a serious detrimental impact on the welfare and education of other pupils or staff at the academy, or
- b) Commits a serious breach of the behaviour policy by being involved in what may be termed an exceptional 'one-off' incident and as a result of his/her actions there is a serious detrimental impact on the welfare and education of others attending the academy. There is no comprehensive list of exceptional incidents and pupils and parents should be aware that these will cover actions which constitute unlawful acts whether or not they result in criminal prosecution. This sanction will also apply if the actions of a pupil take place outside of the academy (whether or not in uniform) and are of such a nature that the reputation and good standing of the academy is brought into disrepute."

Any of the following behaviour could lead to a permanent exclusion from the Academy. These are not exclusive.

- Use of threatening or violent behaviour or endangering the safety of others.
- Abuse of a member of staff.
- Damage to the Academy premises.
- Possession of and or use of drugs, alcohol or any other illegal substance.
- Possession of and or use of an offensive weapon.
- Persistent bullying (including cyber bullying).
- Persistent disruption to learning.
- Persistent defiance.
- Persistently failing to meet PSP targets.
- Repeating an offense post fixed term exclusion.
- Failure to adhere to fixed term exclusion rules.

Support:

Rewards

The Academy has a reward system that will provide motivation for individuals and groups, to meet behaviour and homework expectations and promote APA Pillar values. An important part of the ethos of the Academy is to celebrate success, and progress, as well as good and improved attendance.

The rewards system includes the following elements:

- Positive Pillar points totals are recorded in tutor groups.
- Recognition of effort in lessons – monitored and displayed by the ATL league which ranks students in order of how much effort they show in class, in classwork and homework. The 1-4 score is given by subject teachers 6 times per year. The top 20% of students in the ATL league go on a trip in July.
- Postcards are sent home to students who display Pillar skills.
- Bronze, Silver and Gold certificates are awarded in half term celebration assemblies to students who have accumulated the relevant Pillar points.
- Students with the top 50 pillar points in each year are entered into a prize draw at the end of every half term.
- Pillar badges are awarded to students who display the Pillar skills consistently in their schooling as recognised by tutor, HOY and the record on Bromcom.
- Canteen queue jump passes are awarded to students who have made significant progress in any given Pillar area.
- Each student belongs to a House and contributes towards the ATL cup, the Attendance cup and the overall House cup (the mean points of each student is collated and the house with the highest score wins) which is won at the end of every term and then to an overall winner at the end of the year.
- Students with 100% attendance are entered into a prize draw at the end of every term.

The Academy seeks to reward students whenever possible. Pillar points can be awarded by any member of the Academy community in recognition of contributing to the Academy in a way that reflects one of the Pillars.

All reward points must be recorded on Bromcom with each member of the teaching staff allocating at least 5 points per lesson.

Reconciliation meetings and staying behind to resolve issues.

All staff at the Academy are trained in how to manage behaviour and how to get the best from students. After an incident has occurred and students have faced the Consequence system, staff are expected to find students and to lead a reconciliation. This has the following benefits:

- Students can talk through the event away from the heat of the moment and reflect.
- Both parties have the chance to communicate their experience of the incident
- Staff and students work together to set targets for the next lesson

The conversation is structured using ‘The Restorative 5’ questions:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. Who has been affected?
5. How can we move forwards?

A reconciliation meeting must happen as soon as possible after the incident, but always prior to the next lesson. This will generally take place outside the detention hall by the member of staff who was involved in the incident. If no detention is given for the incident, it falls to the member of staff, HOD, HOY or tutor involved to liaise and find a suitable time to sit down with the student and reconcile before the next lesson.

Students should be taught how to respectfully discuss an issue with a teacher if they feel they are being treated unfairly. The rules for respectful discussion are taught to students using the phrase *tone, time, place*

1. The right **tone** of voice.
2. The right **time**.
3. The right **place**.

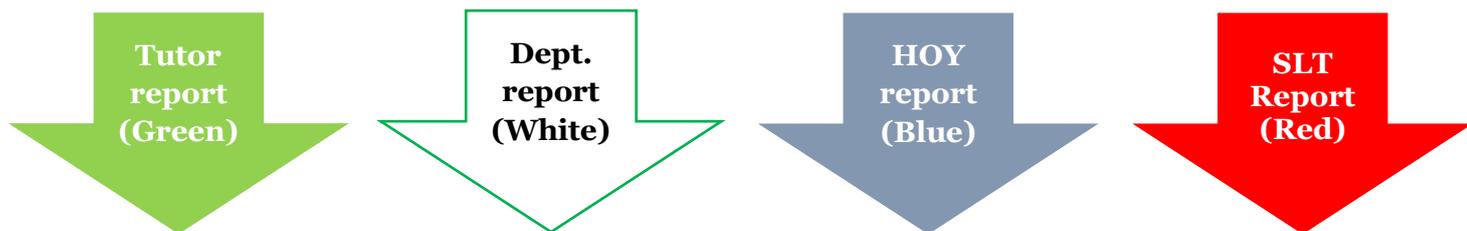
If it is not the right time or right place to discuss an issue, the student should ask the teacher when would be a good time for them to talk. If the student is unable to talk to the teacher or, after talking to the teacher, still feels that he/she is being treated unfairly, the student should talk to the Head of Department who will then advise the student, mediate, or discuss with a member of the SLT as required.

The Academy is committed to the prompt resolution of behaviour issues in order to avoid any interruption to learning. This may require students to remain behind to meet with teachers after the official end to the Academy day. We reserve the right to meet with students for a maximum of 60 minutes after 3.20pm without giving prior notice to parents/carers. Where it is considered necessary, an appropriate member of the SLT may be involved, as a third party, in reconciliation meetings.

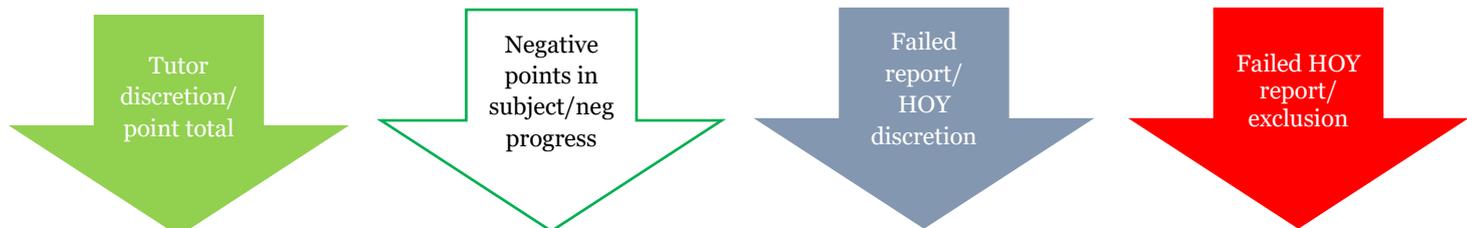
Some very low level issues can be resolved by a short conversation at the end of the lesson.

Placing students on report.

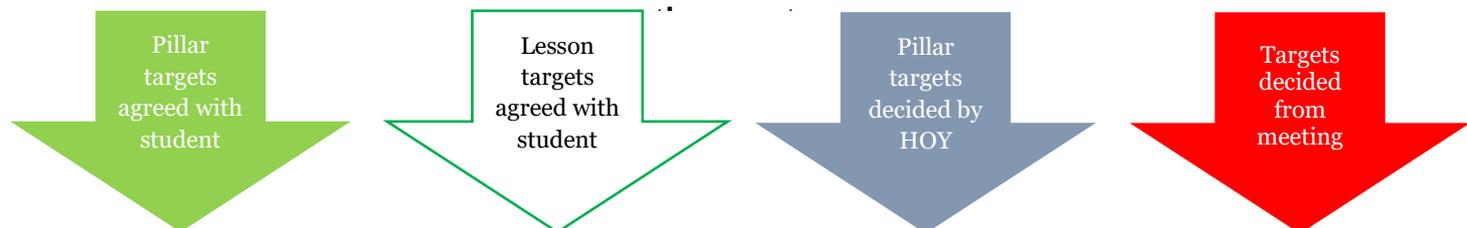
Tutors, Heads of Department, Heads of Year and Senior Leadership Team may all use an appropriate report to monitor a specific concern with a student and to support appropriate conduct.



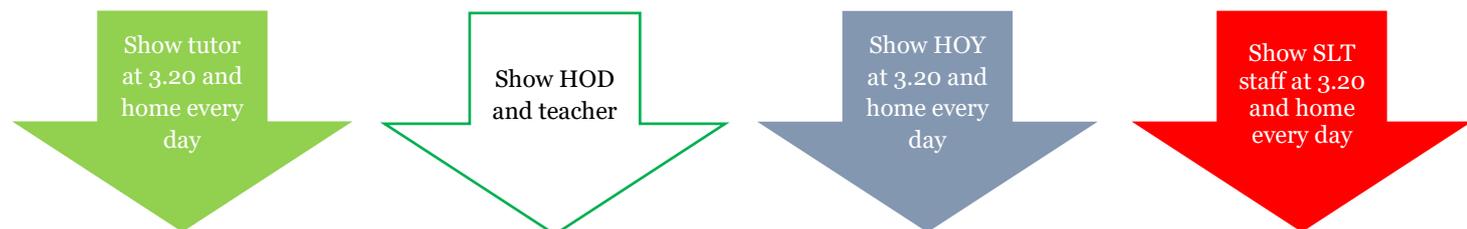
Why is the student being placed on this level of report?



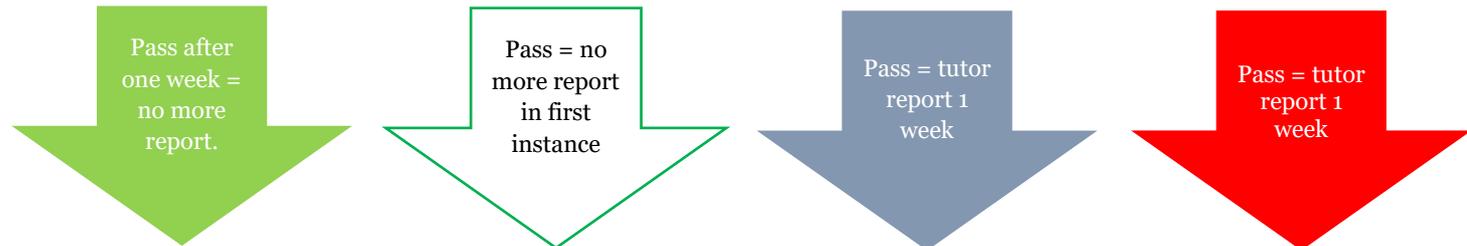
How are the targets agreed? All targets are written in the letter to parents/carers informing them of



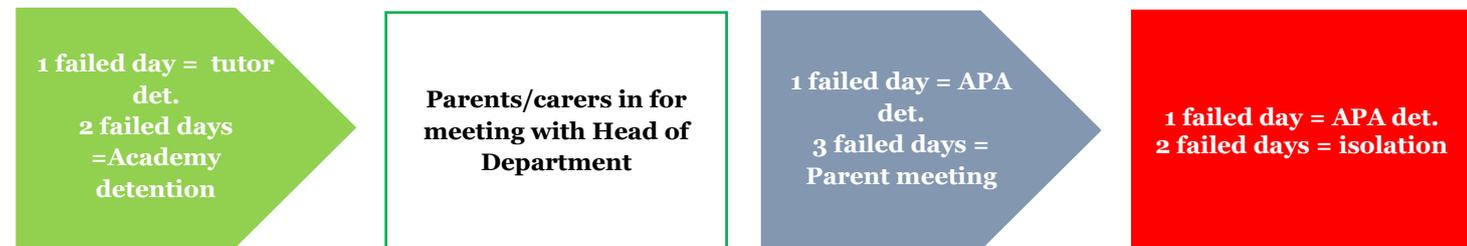
Students get the report filled in throughout the day.



Students are on report for 2 weeks



If they fail their report (2 scores of '3' or '4' in one day) the following sanction occurs.



Passing and failing of reports:

A student receives two targets for their report. These must reflect the Pillars and encourage positive behaviour, for example: *Commitment to completing all work set* or *Work Independently* etc. When marking a report, staff should tick if these targets have been met, or cross if they have not. They should also give a score for effort of 1-4 (1 being outstanding, 2 being good, 3 being requires improvement and 4 being inadequate). If a student on report records 2 scores of '3' or '4' during one day, they have failed the day. Tutors and Heads of year must complete their tracker to record who is on report and note their targets. Whoever places a student on report must inform the Head of Year administrator to ensure that a letter is issued to parents/carers identifying the reason for the report, the targets, and what role they need to play in the process. Placing a student on Senior Leadership Team report will always be preceded by a parent/carer meeting. Heads of Year will be consulted before any student is placed on any level of report. A lost report will result in an Academy detention.

On Call

The On Call rota is an additional support for staff. It is in place primarily to feedback on teaching and learning but also to provide assistance if pupils reach 'Consequence 3'. This system does not remove the responsibility of the classroom teacher to resolve the initial problem via reconciliation at the end of the day. Staff can request On Call by emailing for the following reasons:

- If a teacher wants to acknowledge individual or group success.
- A student has passed Consequence 1 and 2 and has reached Consequence 3.

A Senior or Middle Leader will be completing the Teaching and Learning walk for every period of the day. They will spend the full period circulating the Academy and visiting lessons. The member of staff will always carry a walkie-talkie and complete a report sheet at the end of each session to highlight specific high points of lessons and also document where there has been a breakdown in behaviour.

Mandatory homework club

- Students who fail to submit acceptable homework more than three times over a four week period will be entered into mandatory homework club.
- A letter will be sent home to parents and carers confirming the missed homework and explaining mandatory homework club.
- Students who attend the club work in a computer room with staff and complete 1 hour of homework on Monday and Wednesday night.
- Mandatory homework club takes priority over any other extracurricular task.
- Failure to attend the club on **both days** each week results in a Senior Leadership Team detention.

Pillar Reflection Centre

The purpose of the PRC is as follows:

- To ensure students who could face a fixed term exclusion can learn effectively in an internal exclusion.
- To allow excluded students to be re-admitted carefully to the Academy following a fixed term exclusion.
- To engage families, to help find solutions to behavior issues.
- For disruptive students to have time out from school to receive intensive mentoring on how to improve their behavior.
- To take disruptive students out of the classroom to allow outstanding lessons to be the norm.
- To avoid fixed term exclusions.
- A clear consequence for not getting it right and something that students do not enjoy as an incentive to get it right.
- To monitor and support Pastoral Support Plan students and help them achieve their targets.

Hours: Staff 8.15am – 4pm Students 8.30am – 3pm (3.20pm for KS4 students)

Start of day- Reading independently until 9am.

Reflection and tutor time 9-9.15am - Reflection slides, activity and timetable for the day.

Lesson 1 9.15 – 10.15am - Math work using textbooks.

Lesson 2 10.15 - 11.15am - English using textbooks.

Break 11.15 – 11.35am

Lesson 3 11.35- 12.15pm - Science using textbooks

Lunch 12.15 – 1.00pm

1.00 – 2pm - Reflect on reasons in the PRC. Complete action plan for steps to success and or reconciliation if required.

Lesson 4 2 - 3pm Laptop work on:

- First news
- BBC Bitesize
- Oak National Academy
- Hegarty
- MS Teams Assignments

End of day – students on detention to be taken to the hall. KS3 students leave at 3pm, KS4 students leave at 3.20pm.

Staffing: The centre is staffed by someone with behaviour and child psychology training up to degree level so that students can work with them 1-1 or in groups to break down how the negative behaviour occurs and to increase a sense of responsibility in the students.

If students do not get it right in the centre their time in the centre will be increased or they will face a fixed term exclusion.

Referral process: Students should be referred to the centre by a HOY on the recommendation of the Vice Principal in charge of Pastoral care. This referral should take place before the end of Academy business the day before isolation is due to begin. Heads of Year should contact home though if communication cannot be made students can still be placed in the PRC. The Vice Principal in charge of Pastoral care has the final decision of how many days the student should be isolated for which can be between 1 and 10 Academy days.

Reasons to be referred to the PRC:

- Failed Senior Leadership Team report
- Failed SLT detention
- Sustained defiance (including refusal to attend Senior Leadership Detention)
- Repeated rudeness to staff
- Bullying
- Bringing the school into disrepute
- Truancy
- Fighting
- Returning from a fixed term exclusion (all FTE students will complete one day on their return)
- At Senior Leadership Team and Head of Year discretion

HOY completes referral form by 5PM and sends it to Maureen Williams. Parents/carers are notified by telephone by the Head of Year.

If the student makes a success of the PRC they return to normal lessons after the agreed period and are monitored on a Head of Year report. If the student is not successful in the PRC, the time in the centre will be extended until they are ready to enter normal lessons or they may face a Fixed Term Exclusion.

Students who are spending their day in the PRC must arrive at 8.30am and proceed straight to the PRC. They are not to hang around the Academy site before this time. After their day has finished, they must leave the Academy site and return home immediately.

Pastoral Support Plan (PSP)

The PSP is designed to support students who may face permanent exclusion due to a consistent record of serious breaching of the behaviour policy. Students are targeted with a PSP if they have a sufficient behaviour record as agreed by the Head of Year and the Senior Leadership Team but may include having more than one exclusion or multiple periods in the AIC.

When a student is placed on PSP a letter is sent to the parent/carer to arrange an initial meeting with the Pastoral Vice Principal. During this meeting behaviour patterns are recognised and triggers established before setting targets for the student to work towards over a 6 week period before a review meeting.

Targets must be rigorous, measurable and achievable for example:

- *To gain less than 10 negative points for disruption and defiance by the next review meeting.*
- *No more than 1 late per week on average between the two review meetings.*
- *To have no further instance of confrontation during Mathematics lessons and to use your time out card.*
- *To arrive in the correct uniform every day.*

PSP meetings will discuss the student's success and put in support for the student for example:

- Funding a course that the student engages in that helps grow confidence and independence.
- Rewarding the student for completing all targets successfully.
- Provide extra-curricular activities that interest and engage the student.

Students who achieve all of their targets over a period of one whole term (12 weeks) will be withdrawn from the PSP. Students who are failing their PSP will receive time in our PRC, fixed term exclusion and an appointment at the Governor's Behaviour Panel. If parents/carers refuse to engage in the PSP process the Principal will have no choice but to move ahead to the Governor's Behaviour Panel.

Governor Behaviour panel:

Students who are failing a PSP and or have received two fixed term exclusions will be requested to attend a Governor Behaviour Panel. A letter will be written to parents/carers outlining the reasons for this panel which will include the student's behaviour record. Failure to improve behaviour following this panel could have the following result:

- A managed move to another academy or school.
- Respite period at the Pupil Referral Unit (6 to 12 weeks)
- Permanent exclusion.
 - Refusal to engage in the Governor Behaviour Panel will result in to request a place at the Pupil Referral Unit.

Uniform Policy

Rationale

Students are expected to wear the APA uniform to show that they are a part of our community. Their uniform is a symbol of equality, identity and allegiance to our Academy's culture and ethos.

Expectations

Every member of the Academy community should be clear about the uniform requirements and fully committed to operating within this policy.

Every student has a responsibility to wear the full Academy uniform at all times, when the Academy is in session, and on their journey to and from the Academy. This means wearing 'school' shoes, tie, blazer and APA bag on their journey to and from the Academy. Year 11 and sixth form do not need to wear the Academy bag. No coats or hats are permitted inside the building. Students must wear their blazer at all times. In exceptional conditions the Principal will authorize students to remove their blazers.

Every parent/carer has a responsibility to ensure that their child has a full Academy uniform and wears it correctly each day. This includes being aware of the need to replace items that are becoming worn out. Every member of staff has a responsibility to check students' uniforms. In the case of an infringement, staff must ensure that it is rectified and that an Academy detention is issued and that prohibited items are confiscated and given to the Head of Year.

Uniform Supplier (Khalsa)

ARK Putney Academy has one sole supplier for many of the uniform items. Those items marked with an asterisk (*) below may ONLY be purchased from Khalsa and may not be replicated by high street brands or home-made products. Parents/carers must ensure that they have purchased the relevant asterisked items for their child, from the Academy or Khalsa, prior to their start at the Academy.

All items of clothing should be clearly labelled with the student's full name.

Outdoor Clothing Items

Outdoor coats must be plain dark colours. No leather or denim jackets or hoodies are permitted. Students are not to use large scarves as a substitute for a coat, they must wear a coat during the winter. All outdoor clothing must be removed when in the Academy buildings. Items not permitted will be confiscated and a negative point logged on Bromcom.

Jewellery, nails and makeup

- Students are allowed to wear a wrist watch and **one** small round metal stud in the lobe of each ear:

No diamond style ear studs or pearl style ear studs

No upper ear piercings

No facial or tongue piercings are permitted, nor are piercings covered by a plaster

No bracelets

No rings

- No false nails or coloured nail varnish.
- No makeup in Key Stage 3. Makeup worn in Key Stage 4 must be subtle and suited to a work environment.

Hair and Headwear

Hair (including hair extensions) must be of natural hair colour (no red, blue, orange, purple, pink, etc) and appropriate style (No tramlines, Mohicans, extreme shaving or styling or hair or eyebrow designs etc.). Long hair must be tied back for practical lessons. Hair decorations should be small and plain with no patterned headbands or bandannas allowed. Students are permitted to cover their head for religious or cultural reasons. Headscarves must be plain black or grey. Turbans and handkerchief/remaal to tie a topknot must be plain black or grey.

Main uniform (boys and girls)

| Item | Description |
|------------------------------|---|
| Blazer | As provided by Khalsa uniform supplier: Mid grey, academy logo on front left chest. |
| Black formal trousers | Plain black formal trousers. No jeans' styles, skinny trouser or combat trousers. Although some shops advertise these as 'school' trousers, they do not comply with this policy. |
| Shorts | <i>As provided by Khalsa uniform supplier: Black formal shorts with Academy logo on the leg. These may be worn during the summer term only (between the Easter and Summer holidays).</i> |
| Skirt | <i>As provided by Khalsa uniform supplier: Black with Academy logo on the hem. Stitch down pleat. Must not be rolled up. Students must wear the correct size skirt for their physique and must not 'downsize' to achieve a shorter skirt.</i> |
| Shirt or Blouse | Plain white (no logo of any sort) with collar; long or short sleeves; tucked in at all times; must have a top button which must be fastened. |
| Tie | As provided by Khalsa uniform supplier: All students must wear the tie for their house. Ties to be worn with a small knot that covers the top button of the shirt. Five stripes must be showing on the tie. |
| Jumper | As provided by Khalsa uniform supplier; Mid grey V neck, with or without sleeves; with green stripe; Academy logo. |
| Socks | Plain black socks or tights only. |
| APA rucksack | As provided by Khalsa uniform supplier; black with APA logo. Year 7-10 must wear this. |

Shoes: Plain black leather 'school' shoes (not suede). If shoes have a heel, this should be a low heel.

- No trainers or canvas pumps.
- No branding along the sides of the shoe.
- No metallic chains or decoration.
- Should contain a stiff rubber or leather sole that is not a 'platform' sole.
- Black laces.
- No boots of any kind.
- **Soft footwear required on the written advice of a doctor must be solid black and have no branding on whatsoever.**

PE Kit (boys and girls)

| Item | Description |
|-------------------------------|--|
| Synthetic sports shirt | As provided by Khalsa uniform supplier; Green with academy logo |
| Sports shorts | As provided by Khalsa uniform supplier; Black sports shorts with APA logo. |
| Tracksuit | As provided by Khalsa uniform supplier; APA branded tracksuit |

| | |
|-----------------|---|
| PE socks | Black socks only. |
| Trainers | Running trainers are to be worn (no plimsolls, Converse style shoes). |

Enforcement of the policy

No student will be permitted to engage in learning with the rest of the Academy community, unless in full Academy uniform (including hair style). Non-uniform items of clothing/jewellery will be confiscated by the member of staff who encounters it and returned after a conversation has taken place with the parent/carer. The member of staff will contact the parent/carer to inform them of the confiscation. They will be asked to arrange to collect the item by prior appointment.

Students must have uniform that fits. Students must not wear ill-fitting uniform which includes skirts being adequate length (just above the knee) and students wearing trousers around their hip and not below. Some students may require a belt and these should be black with a plain metal fastening and not a large buckle.

Students who have a medical condition and need to wear alternative footwear must provide a written note from a medical professional. Students who come to the Academy in non-uniform footwear with no note from a medical professional will be held in isolation until they can wear full uniform again or until parents or carers can deliver shoes to the Academy.

Electronics policy

Mobile phones, earphones and tablet computers are not to be seen at all within the Academy site or on Academy trips (excluding residential).

This means that students should have everything in their bag or blazer pocket, switched off, as they enter the premises and until they leave the school gate. All electronics are brought in at the owners risk. We understand that mobile telephones are a necessary form of contact but we advise students not to bring a mobile phone. If your child requires a mobile phone we would advise buying a low cost ‘pay as you go’ handset for the journey to and from the Academy.

We operate an ‘out of sight’ policy whereby none of these items are to be seen in the Academy. If students need to **urgently** contact a parent/carer they may use the office telephone. The following protocols are to be actioned in the event of these items being used whilst being part of the Academy community.

