



Expectations and Values Policy 2021-2022

Policy Version & Issue Date	July 1st 2021
Electronic copies of this plan are available from	Armfield Academy Blackpool
Hard copies of this plan are available from	Armfield Academy Blackpool
Date of next review	June 2022 (as required)
Person responsible for Review	Leona Parkinson

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Our Vision

To create a culture where learning is at the forefront of each day and is valued. We want our students to feel challenged each day in an environment where performance is improved and potential is achieved, where success is celebrated and where each person has the right to be an individual with a healthy respect shown at all times.

Our Mission

To use the strength within our trust to raise achievement for all our students using all resources available to ensure this happens. Together we have the capacity to make a difference and we are morally bound to do so.

Our Values



Our Rationale

Our policy sets out the broad principles that we apply when approaching behaviour issues. It should be read alongside other policies; Anti bullying, Equal Opportunities, E-Safety and SEND. Together our policies describe an inclusive approach which aims to address the full range of needs of all our pupils.

Our Philosophy

We set high standards of behaviour which are essential for effective teaching and learning and to ensure our community offers a safe environment where pupils feel respected and supported. Quality first teaching and learning is at the core of our high standards of behaviour and our mission to develop each pupil as an independent learner.

Good behaviour management and restorative practice encourages pupils to develop self-discipline and a strong work ethic giving them a sense of responsibility and pride in their learning.

“Building positive relationships is at the heart of effective behaviour management. A strong relationship connects us to our students and without that connection our ability to influence and lead them is diminished.”

Our Purpose

- Promote Inclusion;
- Ensure pupils learn in a supportive environment where everyone feels safe to learn;
- Enable pupils to develop learning skills and confidence through cooperation and consideration for others;
- Ensure pupils, staff, parents and governors have a clear understanding of the expectations and ethos with regard to behaviour inside and outside school, including while travelling to and from school; Our high standards demand our pupils take responsibility for being well behaved out in the community. We want our young people to be a positive influence in our community and represent Armfield to the highest possible standards;
- Encourage children to take responsibility for their actions;
- Promote equal opportunities;
- Acknowledge and promote appropriate behaviour by positive reinforcement;
- Clarify roles and responsibilities of staff.

Our Code of Conduct

At Armfield we believe that everyone has the right to be treated with respect and fairly. Everyone has the right to be listened to. Everyone has got the right to learn.

In order for every young person to achieve their full potential, we expect the following from all pupils:

- Every pupil will remove their hats and coats and any outdoor garments upon entering school;
- No mobile phones must be seen during school hours;
- Pupils must follow staff instructions the first time;
- All pupils must remain on task in class and complete the assigned work;
- All members of Armfield Academy should speak to one another appropriately;
- We must ensure respect for one another and respect each other's personal space;

Home School Agreement

The success of our school and our pupil's education relies on the support of the parents as well as the communication between staff and home. We have an agreement that communicates the expectations of behaviour for both parents and pupils in order for effective relationships to be established. Together we have a duty to educate your child to ensure they flourish and grow into well rounded individuals.

Prohibited Items

The items below must **NOT** be brought into school. Any students with any of the following items that could be considered dangerous or a weapon will be sanctioned according to Armfield's sanction system. Examples of these items could be;

- Chewing gum
- Fake nails, fake eyelashes and fake tan (please see uniform policy)
- Stink bombs
- Firecrackers
- Aerosol cans
- Any type of sprays (including deodorants)
- Lasers
- Knives screwdrivers or tools of any kind
- Guns, fake/toy guns
- Metal combs
- Any objects that could be used as a weapon
- Cigarettes
- Drugs
- Alcohol
- Pornographic images
- E-Cigarette/Vapes
- Lighters
- Matches
- Any sharp objects
- Any item that is likely to cause offense or harm to others

Searches, Screening and Confiscation

This guidance relates to the 2018 DFE guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

In the case of pupils bringing prohibited items into school staff do have the right to search pupils without their consent. This will be carried out by an appropriate member of staff in the presence of a witness. The school does not have to seek parental consent for a search to take place. If, however, a member of staff suspects that serious harm could occur because of something a student has in his or her possession, then an immediate search by a person of the opposite sex and without a witness is permissible.

Staff are protected from liability for damage to, or loss of any confiscated items.

The school is authorised to dispose of confiscated items as it sees fit unless it is an illegal item, which should always be handed in to the police. Any disposal of confiscated goods should be discussed with a member of SLT first.

The school has powers to seize electronic devices without consent and for the person conducting the search to examine any data or files on the device if they think there is good reason to do so.

The school also has powers to erase any data or files found on the device should it suspect that the material has been or could be used to cause harm, disrupt teaching or break school rules.

Our Rewards

At Armfield Academy we pride ourselves on the achievements of our young people to promote good behaviour. To aid our pupils we have a rewards system based on resilience, pride, respect, behaviour, kindness and positive work ethic. We have formal and informal praise which play a part in our behaviour for learning.

Behaviour and learning points can be achieved in each lesson and through all other areas of school life. This is monitored through Dojo/Class Charts and allows each pupil to see their achievements and work towards gaining rewards throughout the school year.

Our diamond badges can be achieved with the accumulation of points from 50 class chart points to 1500 which gains the platinum diamond badge to be displayed on the school blazer.

Further to this our pupils will be rewarded wherever possible as follows;

- Praise - Verbal and written
- Celebration boards
- Class Dojo/Class Chart points to count towards diamond badges
- Raffle tickets for prizes
- Half termly certificates
- Rewards assemblies
- Positive phone calls home
- Positive postcards home
- Trips and other rewards that can will be organised by staff

Our Sanctions

‘Behaviour points’ are not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

Sometimes there is a need to use a variety of strategies, alongside the rewards to promote positive behaviour from our students. These are used to address low level behaviours, aiming at redirecting behaviour and diffusing and potential difficulties. Examples of these include;

- Non-verbal gestures (eg use of eye contact, smiling, thumbs up etc)
- Praise
- Light hearted humour
- More positives than negatives
- Distraction
- Tactical positioning
- Movement breaks
- Seating plan
- Quiet chat - Find out if everything is ok
- Quiet reminder of expectations and instructions
- Reminder of successes
- Reference to targets/goals/achievements
- Reminder of rewards they are working towards
- Set limits (when.... then/if..... then)
- Allow ‘thinking time’
- Have a chat out of class - away from audience, aiming for a quick turnaround and return to

- learning in class
- Change of face

Once a range of these have been attempted our staff will then look at our consequence system implementation.

Stage Consequence

B1 - First Warning for continued negative behaviour, verbal warning

B2 - Negative behaviour, detention (break or lunch 10 minutes at teachers discretion)

B3 - Continued negative behaviour removal from lesson to buddy/faculty. Phone call home.

Phase/Faculty Leader. Detention to be issued and completed by classroom teacher (30 minutes to 1 hour in the memorial hall to be agreed with parents carers)

B4 – Serious incident or failure to comply with B3. SLT removal. Isolation internally.

Then - fixed term exclusion or other sanction issued

Refusal to follow a reasonable request or school rules e.g. wearing the correct uniform or to follow a seating plan, will result in a consequence.

After any classroom incident of concern a phone call home will always occur to ensure the school and home are in contact to support the learning of our young people. Also check dojo/class charts for log of any incidents.

Restorative Justice

As a through school Armfield Academy takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. It allows pupils and staff to move forward and avoid any repeat of the behaviour.

Isolations

Our aim at Armfield Academy is for all children to understand the importance of learning and engage in all lessons. However, when a pupil is not engaged in class there will be an opportunity for that pupil to engage with their own learning in a different setting.

Exclusions

Only the headteacher can exclude a student in line with the statutory guidelines recommended by the DFE.

Permanent Exclusions must be upheld by governors.

Any fixed term will be discussed with parents/carers before a formal letter of exclusion is delivered.

All Armfield exclusions will require a reintegration meeting with pupils and parents to work together to avoid further exclusions.

The decision to exclude will be a balanced account of the incident without prejudice.

See Appendix 1

Equal Opportunities

Armfield Academy provides equal opportunities regardless of gender, disability, sexual orientation, ethnic background, colour, nation of origin, age, transgender status and religion.

We strive to promote equality and diversity through the ethos of the school.

Bullying and Harassment

Bullying or harassment of any type will not be tolerated in school and will be dealt with using the sanction system. For incidents of bullying or harassment occurring outside of school such as using social network sites, will be dealt with by home and then please ensure you communicate this with the Head of Year/Pastoral lead on an individual basis.

Trauma

Refer to the mental health policy.

Appendix 1

Fixed term exclusion ‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.’

(DfE ‘Exclusion from maintained schools, Academies and Pupil Referral Units in England 2012)

All decisions to exclude are serious and only taken as a last resort or where the breach of the Academy rules is serious or persistent. The following are examples of serious breaches:

- Failure to comply with a reasonable request from a member of staff.

Failure to wear Academy uniform which has been provided (where possible) for a student who is incorrect uniform is regarded as failure to comply with a reasonable request

- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the ‘Consequence System’
- Harmful sexual behaviour, online sexual abuse, sexual violence (including sexualised language)

(Appendix 2)

- Wilful damage to property

- Homophobic or racist bullying
- Bullying
- Sexual misconduct

Theft

- Making a false allegation against a member of staff
- Behaviour which calls into question the good name of the Academy, including when this takes place off the school premises
- Persistent defiance or disruption
- Minor assaults or fighting that is not premeditated or planned
- Other serious breaches of Academy rules

Permanent exclusion

A decision to exclude a pupil permanently should only be taken:

- in response to serious or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'.

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- serious actual or threatened physical assault against another student or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- possession of an illegal drug with intent to supply
- carrying an offensive weapon
- making a malicious serious false allegation against a member of staff
- potentially placing members of the school community Armfield or the public in significant danger or at risk of significant harm

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

Cases where our headteacher may permanently exclude a student include:

- one of the above offences; or
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises.

Appendix 2

Armfield Academy has appropriate school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable and the academy behaviour policy outlines appropriate potential sanctions.

These policies are reflected in the academy curriculum, Relationships, Sex and Health Education Policy and procedures, which specifically address sexual harassment, online abuse, sexual violence and issues of consent, ensuring that:

- academy staff have appropriate knowledge of part 5 of the 'Keeping Children Safe in Education' statutory guidance
- all pupils are supported to report concerns about harmful sexual behaviour freely
- all (such) concerns are taken seriously and dealt with swiftly and appropriately and that pupils are confident that this is the case
- comprehensive records of all allegations are kept
- work to prevent sexual harassment, online sexual abuse and sexual violence operates through a culture-led, whole-school approach that includes an effective behaviour policy, pastoral support and a carefully planned relationships, sex and health education curriculum

Academy staff will remain alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).

Academy staff are aware of the very high local incidence of multiple combinations of such potentially adverse childhood experiences and the needs this could present.

Academy staff will also seek to understand and minimise any barriers that could prevent a pupil from making a disclosure, for example communication needs, are identified and addressed.

Academy staff will assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports, and deliver a whole-school approach to address them.

Academy staff will be regularly trained to:

- have good awareness of the signs that a child is being neglected or abused, as described in 'What to do if you're worried a child is being abused'
- understand how to handle reports of sexual violence and harassment between children, both on and outside school premises (in line with DfE guidance)
- be confident about what to do if a child reports that they have been sexually abused by another child
- ensure that children are taught about safeguarding risks, including online risks
- support pupils to understand what constitutes a healthy relationship (online and offline)