

## Armfield Academy Behaviour Policy 2022-2023

### Secondary Policy



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(Policy designed incorporating DFE 'Behaviour in Schools Guidance'

February 2022)

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| Policy Version & Issue Date                       | June 1st 2022<br><br>This policy has been written after consultation with Secondary staff May 2022  |
| Electronic copies of this plan are available from | Armfield Academy Blackpool  |
| Hard copies of this plan are available from       | Armfield Academy Blackpool<br>The principles in this policy have been shared via Headteacher letter and communicated in Assemblies between May 16th and May 20th 2023 |
| Date of next review                               | June 2023 (as required)   |
| Person responsible for Review                     | Leona Parkinson   |

## Armfield Academy Behaviour Policy 2022-2023

### Our Vision (Linked to DFE guidance February 2022)

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.'Well managed schools create environments in which student behaviour is good and cultures where staff can flourish in safety and dignity' ( DFE February 2022)

### 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. We will clearly communicate our policy to students and parents. Our mission is to exceed national minimum expectations for behaviour.

### 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, who self regulates. 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 while travelling to and from school;
- 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.

## **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 will have an agreement that communicates the expectations of behaviour for both parents and pupils in order for effective relationships to be established. From September this will happen at the start of the academic year.

## **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. Positive Behaviour and learning points can be achieved in each lesson and through all other areas of school life.

This is monitored through Class Charts in Secondary 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 Chart points to count towards diamond badges
- Raffle tickets for prizes, Half termly certificates and Rewards assemblies
- Positive phone calls and postcards home
- Trips and other rewards that will be organised by staff.

Friday tutor time should be a time when we reward all students who have either had a great week or have improved that week.

### **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 and Tactical positioning
- Movement breaks
- Quiet chat - Find out if everything is ok
- Clear 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 the audience, aiming for a quick return to class.
- Clear expectations of consistency on entering the classroom and leaving the classroom.

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, with Patrol called to offer support with the consequence. In most cases there should be immediate compliance. Seating plans are entirely at the discretion of teachers and refusal to sit in the appropriate place will be Stage Detention or Isolation for a period of time dependent on the time the offence takes place.

### **Uniform**

There may need to be the use of a consequence/phone call home with uniform issues. Behaviour managers, Year Heads and Tutors are responsible for ensuring students are in appropriate uniform. Students who arrive in significantly inappropriate uniform will be given a letter and given a day to sort it out, before a parental meeting or home visit is required.

There will be an expectation that Uniform should be appropriate in accordance with Uniform policy. Students will be encouraged to wear correct uniform and Stage detention can be utilised for persistent breaches of the Uniform policy.

### **Graduated Consequence system - please utilise Scripted conversations**

**B1** - Formal B1 for continued negative behaviour, verbal warning

**B2** - Negative behaviour, detention (break or lunch 10 minutes at teacher's discretion)

Or continued disruption warning of a B3 consequence - at this point Patrol is called to have a restorative conversation. Or following a variety of calming techniques from Patrol, the student returns to the lesson and settles to work, and just completes the B2 detention for the teacher, either immediately or at a later point. Again-consistency, restoration and de-escalation.

**B3** - Continued negative behaviour removal from lesson to Isolation. A follow up phone call home from the teacher that day. Immediate completion of detention, either over break, at lunch or after school.

At break it will be a ten minute detention At lunch or after school it will be a 20 minute detention. However it will be longer or longer if students do not work properly in isolation. Students need to be given an opportunity to work hard in isolation. Students would also be in isolation for period 2 or period 4, if removed period 1 or 3 respectively.

Phase/Faculty Leader detentions to be issued and completed by classroom teacher for repeated B3 offences. (30 minutes in the Dining hall to be agreed with parents' carers). Eventually these may be related to the amount of work completed in a lesson, but these are for repeated B3 from a particular lesson.

**B4** - Serious incident or failure to comply with B3. SLT removal. Isolation internally.  
**Student will stay until 4p.m., unless they work perfectly and show contrition.**

### **B4 potential escalation of sanction**

B4 incidents will unfortunately come in many forms. (Please see Appendix 1).

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 class charts has logged any incidents.

### **Stage detention and late detention**

For **out of lesson** incidents and Form Tutor time incidents the school has a Stage detention system.

### **Lateness**

If students arrive before 9, and are only just late then they will be put in Stage detention. They are expected to report for Stage detention within 5 minutes of the end of the previous session. It lasts 5, 10 or 15 minutes from their arrival time. This depends on how late they were. Their detention starts when they arrive. A behaviour manager will be on the gate up until 9 a.m for these students.

Students who arrive after 9 without a letter or phone call from their parents will be picked up at the end of the school day and complete a detention in the dining room with one Behaviour manager on rota. They will stay for the amount of time they were late.

### **Punctuality detention**

Persistent lateness will lead to a detention each night for the time that was late to lesson.

Repeated lateness may well result in students being escorted from one lesson to another, 2 per day by Behaviour Managers.

### **Tutor time**

If students misbehave in tutor time they are to complete an immediate lunch detention on the stage if they are in Years 8 or 9. or they complete a stage detention the following lunchtime if they are in Year 7 or 10. All students are expected to be in tutor time within 5 minutes of the bell going. Any student not in by that time will be taken to the stage to sit in silence with a senior colleague for the rest of that session. This will be recorded in the Stage Detention electronic system.

### **Out of bounds over lunchtime**

There are fantastic canteen facilities at Armfield and adequate toilet facilities at lunchtime for half the school. Therefore for any student out of bounds after the 5 minute changeover at lunch they will be asked to walk with a Senior Leader for 5 minutes or for repeated offences Stage detention will be used.

### **Minor lunchtime incidents**

For minor lunchtime incidents (Silliness, walking off from a member of staff, other?) stage detention will be used. Failure to comply with a reasonable request from a member of staff. Running on corridors would be another example where Stage Detention should be used.

### **Swearing policy**

At Armfield we encourage students to use appropriate language. Unfortunately this is a societal issue, so therefore we need a clear policy in place.

1. Where a student is swearing with another student, and we hear them, we explain that this is not appropriate language for school and we ask for an apology. If that occurs then that is the end of the matter. If an apology does not occur then a quick report to a Stage Detention is required.
2. More serious incidents of actually swearing at staff will be discussed in the Exclusions section.

### **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. This means the learning of the majority of the students can continue in a calm , orderly environment.

### **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. Please see the anti-bullying policy.

### **Other policies**

Our Behaviour Policy is read in conjunction with our Safeguarding, Uniform, Attendance, Mobile phone and PSHE policies.

### **Trauma**

Refer to the mental health policy.

All staff in our school are trauma informed and have received trauma training. This happened in March 2022.

### **SEND**

We have a number of students with SEND. We will have the same expectations of all students. However, reasonable adjustments will be made for SEND students, especially in terms of sanctions, for example the sanction may be completed at a different time or in a different place.

### **Whole school detention each night for repeated offences**

Headteacher's detention Friday evening 3.10-4

This is available for repeated instances of poor behaviour or lateness.

For B4 incidents the school has a graduated series of responses.

### **Serious sanctions and exclusions**

#### **For serious B4 incidents and other one off incidents**

##### **Sanction 1**

Immediate isolation and detention after school until 4 p.m. This can be reduced to 3.40p.m for good work in isolation.

##### **Examples**

- Swearing as you walk away from staff.
- Minor damage to property until the student has calmed down
- Homophobic or racist bullying

##### **Sanction 2**

Placed in our Internal Exclusion Unit

This will be from 9.15 until 4, students can reduce this time to 3.30 with perfect work all day.

##### **Examples**

- Swearing directly at a member of staff, for example 'Fuck off' or clear name calling of a member of staff with a swear word.
- Threatening behaviour towards a member of staff , for example threatening towards a colleague, but no physical contact at all.
- Breaches of health and safety rules
- Repeated failure to comply with the requirements of the 'Consequence System'
- Failure to work properly and show 'Behaviour for Learning' in isolation
- Repeated homophobic or racist bullying
- Repeated bullying - (see anti-bullying policy)
- 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

**There should be a brief meeting between colleagues after school each evening to check we are utilising the appropriate sanction. This will be between Senior Assistant Headteacher and Assistant Headteacher. Decisions will be shared with Parents that evening and communicated to staff in the morning.**



Sanction 3 and Sanction 4 will be utilised at the discretion of the Assistant Headteacher for Behaviour and the Headteacher : as appropriate to the person /misdemeanour

They can be used for repeat offences with regard to the list on Sanction 2

### Sanction 3

Placement at another school for a day or more.

- Threatening behaviour towards a member of staff with physical contact - depending on the severity this could be a permanent exclusion.
- Possession of drugs and/or alcohol related offences
- Harmful sexual behaviour, online sexual abuse, sexual violence (including sexualised language)
- Wilful damage to property – Theft
- Sexual misconduct (Appendix 2)
- Serious assault by one student or a group of students.

### Sanction 4

Formal Exclusions (Length of each is kept to a minimum)

#### **Exclusions**

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

Any fixed term exclusion 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.

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

**No one incident is the same. The Academy will look to be consistent, and the Assistant Headteacher for Behaviour will look to be a moderating presence along with the Pastoral team and Behaviour Managers.**

Isolation from class will be time limited and utilised to keep good order in classrooms. The clear expectation is to keep children in class. ( DfE Guidance February 2022)

### Permanent exclusion

Permanent Exclusions must be upheld by governors. The decision to permanently exclude is a very carefully considered decision that follows DFE guidance on this issue. Armfield does not have a record of over use of 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.

### **Each case will be considered individually.**

Finally it is vital to recognise that the school will look to have excellent relationships with Students and Parents. This will include regular use of rewards and praise and an expectation of all staff to avoid derogatory comments and shouting.

Where students do not immediately comply, behaviour managers will utilise:-

- Immediate contact with parents by phone
- Expectation of parents to come into school to pick up students where there is no compliance and calming strategies mean the student is refusing to follow anyone's instructions ( Extremely rare). This may lead to an exclusion that day.
- Use of morning interviews with Parents.
- Use of signed contracts with Parents
- Use of home visits - these will also be used to support with attendance.

Each Behaviour Manager and indeed the Academy staff in general will look to develop the best possible relationship with students- hoping to celebrate both consistently good behaviour and improvements in behaviour in assemblies, in Friday form time and generally throughout the year.

## 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 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)

### **Appendix 3 Further Clarity**

- Students should not be in the classroom parts of the buildings at breaks and lunches
- Students in clubs should have passes
- Students will see their form tutor sometime between 1.10 and 2.10 so do not need to see them over their lunch.
- The Pastoral team and caseworkers will be on radio to confirm if students have appointments.
- Reception will be on radio to confirm if they require students.
- Students should not touch staff, and staff should also avoid physical contact with students, unless appropriate for example a handshake for something well done.
- Students should not wear coats in the building except in canteens , toilets, memorial hall and going out on the stairs at breaks, lunches or the end of the school day
- Mobile phones should not be out in lessons ever, staff will confiscate them and follow the mobile phone policy.
- Students should avoid play fighting-there is a ‘No hands on policy’ we avoid physical contact.
- Students should not run on corridors
- Students will be encouraged to line up properly in Muster, line up properly in canteens and keep to the left in the building

### **Appendix 4 Banned Items and Searches**

#### **Banned Items**

The items below must NOT be brought in to school or seen in 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.

- Stink bombs
- Fire Crackers
- Aerosol cans
- Fizzy drinks/Energy drinks
- Any type of sprays
- 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
- E-Cigarette/Vapes, lighters and matches
- Any sharp objects

#### **Searches**

In the case of pupils bringing banned items into school staff do have the right to search pupils. This will be carried out by a senior member of staff in the presence of a witness. The school does not have to seek parental consent for a search to take place.

