

Behaviour Policy 2020-21

All staff should have access to this policy and sign to the effect that they have read and understood its contents

Date of last review:	October 2020	Author:	Deputy Head
Date of next review:	October 2021	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input type="checkbox"/> Set for school <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	ARK GREENWICH FREE SCHOOL	Key Contact Name:	Governance Team
Key Contact Email:	governance.team@arkonline.org	Key Contact Phone:	0203 116 6333

POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Behaviour & Anti-Bullying



Scope

1. The Governing Body is responsible for establishing and maintaining this Behaviour policy and for ensuring that it is followed. The Governing Body delegates authority to the Learning and Teaching Committee, advised by the Head Teacher, to administer the Behaviour policy on its behalf. The Headteacher is responsible for implementing the decisions of the Learning and Teaching Committee and for complying with this policy.
2. The policy applies to the Headteacher and to all staff employed by the school

Principles

3. The underlying principles of the AGFS Behaviour Policy are to:
 - a. Develop a culture whereby scholars demonstrate scholarly behaviour consistently, take responsibility of their behaviour and self-regulate their behaviour
 - b. Ensure AGFS is a safe and supportive environment for all teachers, scholars, and anyone else who comes into the school
 - c. Ensure AGFS's culture for learning is to an exemplary standard, scholars learn the reasons why behaving in specific ways are conducive to learning, allowing teachers to deliver excellent lessons
 - d. Ensure that all members of the school community are shown respect and show respect for others
 - e. Encourage a positive approach to behaviour by always displaying the behaviour we wish to see from our scholars, and by praising and rewarding good behaviour
 - f. Ensure that when behaviour falls short of acceptable standards, procedures are followed, and sanctions are applied fairly and consistently
 - g. Ensure that all punitive sanctions are combined with a restorative approach that seeks to maintain and develop positive relationships between scholars and staff, and to support scholars in modifying their behaviour

Overview

4. Expected standards of behaviour are stated in the home-school agreement, how to be a great AGFS parent and will be regularly reiterated formally, in assemblies, parent communication, the school's website and informally, by all members of staff.
5. The school ethos is built around a culture of high expectations, no excuses, zero tolerance, because we care about our scholars and want them to succeed. Therefore, this applies clearly to behaviour.
6. The following groups of vulnerable scholars may at some point require the adults in the school to take account of their individual needs and circumstances when monitoring the school's behaviour policy.
 - a. Minority ethnic and faith groups, travellers, asylum-seekers and refugees
 - b. Scholars who need support to learn English as an additional language
 - c. Scholars with special educational needs
 - d. Children looked after by the local authority



- e. Sick children
- f. Young carers
- g. Children from families under stress
- h. Pregnant school scholars and teenage mothers
- i. Any other scholar at risk of disaffection and exclusion

However, the school does not accept these as excuses for poor behaviour. All scholars are expected to follow the rules of the school. Where scholars have a particular special circumstance, a range of support will be put in place to help them meet expectations.

7. This policy applies in the school building, on school trips, and at all times when scholars are wearing their uniform, including travelling to and from school.

Scholarly Behaviour: The role of praise and reward –

8. At AGFS we believe that good behaviour is best promoted and developed by drawing attention to and rewarding well-behaved scholars.
9. Our teachers acknowledge the importance of informal praise – for example, verbal praise given in lessons and comments in exercise books.
10. The praise and reward system at AGFS centres around the Golden Ticket System: scholars can earn Golden Tickets for good behaviour, effort or achievement, or for displaying our school values of Ambition, Growth, Fellowship and Scholarship.
11. Teachers are given a pile of golden tickets at the start of every half term.
12. Every time a scholar does something which warrants recognition in the classroom or around the school, they'll be given a golden ticket. The teacher fills out the scholar name, date and signs. The teacher must log on BromCom under achievement, so a permanent record is kept. In the event a teacher does not have a golden ticket, the scholar will be informed, and the teacher will log this on BromCom
13. The Golden Ticket must be placed into the ticket box. There is one box per year group in the school foyer.
14. The more tickets scholars place into the box with their names on and the more positive reward points they get, the greater their chance of receiving rewards in assembly.
15. Rewards assembly takes place every two weeks.
16. The first reward is an Amazon voucher in a golden ticket raffle whereby the HoY/SLT draws two golden tickets and winners are each rewarded their voucher.
17. The second reward is the top two scholars who have the highest net points and are awarded with a Nandos voucher each.
18. The third reward is for the HOY scholar of the week and two scholars are awarded with a Love to Shop voucher
19. An attendance reward is issued and consists of AGFS branded items
20. At the end of term, we hold celebration assemblies. This aims to celebrate the achievements of our scholars and share their good work from all subjects. It consists of subject scholar certificates in each school value, HOY award and Headteacher's award, where scholars are rewarded with an AGFS bundle of rewards including an AGFS hoody, pencil case, books and board game. At this point we also award scholars who have 100% attendance with a certificate of achievement.



21. At the end of the year in the summer term, a selection of scholars in each year group who have the most golden tickets will be selected to go on a school trip to Thorpe Park (pending Government guidance)
22. Teachers will make frequent contact with parents and carers to celebrate scholar achievement, through the following:

This includes but is not exclusive to – postcards home, parent phone calls, parent emails, school newsletters and parent bulletins.

23. Every year we will have a Prize Evening with a special guest speaker where we will award prizes that include but are not exclusive to academic achievement, Growth, Fellowship, Scholarship, Independent thinking, Creativity as well as colours/stripes for sports, debating, music etc. This will be the format used in order to formally welcome the New Year 7 cohort who will matriculate at this ceremony. The Connor Pearce award will also be made at this annual event. *During the pandemic, we will not be holding this event, however Year 7 will matriculate during Year 7 HOY assembly.*

Unscholarly behaviour

24. AGFS holds scholars to the highest standards of behaviour, in lessons, in all areas of the school and beyond.
25. Every adult working in the school has the responsibility to challenge poor behaviour.
26. Any adult in the school community who sees a scholar displaying poor behaviour is responsible for logging it in the school BromCom system so that patterns of behaviour can be identified by the Tutor/DHOY/HOY and scholars can be supported to change those patterns. External providers and volunteers delivering Enrichment or Drop-Down Day activities will be notified to report poor behaviour to a member of staff to be logged onto BromCom.

Sanctions

27. Scholars who ignore or break the code of conduct will be subject to sanctions. These sanctions extend to scholars with poor punctuality. These will be applied at the discretion of the teacher or teachers involved and will of course depend on the circumstances. This is not an exhaustive list:
 - a. Detention ranging from 30 minutes to 2 hours
 - b. Moving a scholar's position in class
 - c. Loss of break or lunchtime
 - d. Internal exclusion
 - e. Drawing up of a behaviour contract
 - f. Undertaking tasks that will benefit the school, e.g. picking up litter etc.
 - g. Written impositions
 - h. Going on report to Tutor, Head of Year, Head of Department
 - i. Withdrawal of privileges, e.g. banning from trips out etc.
 - j. Formal letters to/meetings/calls to parents to discuss behaviour problems



- k. Formal sanctions will be applied at the discretion of the Headmaster of the school. This could mean fixed term exclusion or in the most serious cases permanent exclusion.

The following items are strictly **PROHIBITED** from being on site:

These items will be confiscated and the scholar's Head of Year informed:

- Mobile phones
- Sweets and fizzy drinks (any other high sugar foods or drinks)
- Chewing gum
- Tippex
- Headphones
- Personal stereo equipment
- Ipods/Ipads
- Chocolate/cakes/crisps
- Any toy or item deemed by the school to cause unnecessary distraction
- Any item or implement that can be used to damage or vandalise school property
- Any item the school considers harmful or detrimental to school discipline
- Offensive weapons: any conventional weapon or makeshift weapon brought or forged or in possession to cause harm
- Anything dangerous including Cigarettes, E-cigarettes, Lighters, drugs, alcohol
- Laser pens
- Metal Afro Combs
- Tasers

If these are found, they will be confiscated. Food items will be disposed of and electrical/digital items will be kept for half a term. After which parents will be invited to collect the item from school in person. Banned items that remain uncollected will be discarded in accordance with the law after a reasonable period of time. **Ark Greenwich Free School is a mobile free zone; it takes no responsibility for any mobile device.**

Being found in possession of a banned item from section above can lead to any sanctions as set out in point 27. The HOYs, DHT and Head Teacher will use their professional discretion when applying the sanction.

Scholars who are found to be eating or drinking outside of the dining area will be instructed to return to the dining area with their food/drink and issued with a 30-minute detention.

Issuing a Detention

28. Detentions are used as a first line measure to help a scholar correct their behaviour.
29. The process below is used in the case of persistent low-level behaviour – which we call ‘failure to respond to a warning’ (i.e. the scholar stops the teacher from teaching). Typically, this might include but is not exclusive to, a lack of focus, talking inappropriately or getting out of the seat without permission etc. Please



note behaviours outlined in points 36-52, which highlight behaviours that constitute an automatic detention.

1T Scholar gets a verbal warning (told to stop)

2T Point (detention) is issued

3T On Call (If low-level disruption persists)

- 30. The teacher may issue a whole class with a verbal warning in cases where there are multiple scholars displaying similar poor behaviour. The scholar thereafter who ignores that warning and continues to disrupt the learning environment will be served a sanction (either a detention or on call).
- 31. If there is a more serious incident in lessons /around the school/low-level disruption continues or a teacher needs a scholar removed because they have been verbally or physically aggressive or displays a distinct unwillingness to follow staff instruction, a member of SLT/DHOY/HOY will be called to remove the scholar and assess that scholar's next steps. The result of this assessment can lead to detentions, a stated period of time within the behaviour support unit or Fixed Term Exclusion.

Unscholarly behaviour – The Points System & Detentions

Detentions:

- 32. Classroom teachers will be expected to sit their own detentions. This empowers them, as an immediate referral to HOY dilutes the influence/rapport the classroom teacher has with the scholar. The only exception to this is when a scholar gets a detention from 2 or more subject teachers. In this case they will sit a centralised detention.
- 33. Very simply put, each detention type 'IL not done', 'contribute unacceptable', 'late to lesson' and 'inadequate equipment' for example will each have a numerical value. They are each worth 1 point.

Daily points accumulation

Point	Sanction	With who?
1	30 min detention after school	Classroom teacher
2	1-hour detention after school	HOY centralised
3	1-hour detention after school	HOY centralised

Detention Policy & Procedure

Detention is one of the sanctions schools can use in cases of misbehaviour. Section 5 of the Education Act 1997 gives schools authority to detain scholars after the end of a school session on disciplinary grounds. The following section of the policy details the legal position for schools as laid down in the 2011 Education Act:

- The Education Act 2011 section 5 part 2 removed the legal requirement to give parents 24 hours' notice before detaining scholars after school. The Act confirms schools' powers to use detentions by making it lawful for schools to detain scholars aged under 18 without parental consent at a variety of times outside school hours

Other legal requirements as regards to detentions remain unchanged:

- The sanction of detention can only be applied to scholars aged under 18;
- Detentions are issued on the same day of the scholar failing to meet expectations.
- Whilst no longer statutory and thus not obligatory, Ark Greenwich Free School will endeavour to give parents notice. This is intended to inform parents of where their child is expected to be and to allow parents an opportunity to make alternative arrangements for travel for the child.

Although legally, Ark Greenwich Free School does not have to give notice, where detentions of 30 minutes or more are given, the parents/carers will be notified via email. It is the parent's responsibility to ensure that they inform the school of any changes to basic scholar details such as address, phone number or email address.

34. Please note if a scholar has a terrible day where they have accumulated several points, this should prompt the HOY to assess whether the scholar is removed from lessons the next day to provide more immediate remedial action. This will involve the scholar being placed in the Behaviour Support Unit for a length of time at the discretion of SLT/HOY.
35. The HOY/SLT has scope to use their professional judgement with regard to dismissing a scholar early from a centralised daily one hour detention if the scholar has accrued 2 points or can place a scholar into a centralised detention without the 2 points if, in their professional judgement the scholar fails to meet the school's expectations and deems an instant one hour detention a reasonable consequence.

Automatic Detentions:

Unless stated, the duration of the detention/sanction will be to the discretion of SLT/HOY. All detentions take place after school.

36. Scholars who are late to school are automatically placed into a 1-hour detention;
37. Scholars referred to the Behaviour Support Unit will receive a 1-hour detention;
38. Scholars without their school equipment will be placed in a 30-minute detention;
39. Scholars who arrive without their full school uniform which includes an appropriate black, 'rucksack style' bag with a small logo (see uniform policy) will be placed in the BSU for the entirety of their day with a detention at the end of the day/or the scholar may be sent home in order to correct the uniform and return to school time permitting. This includes scholars found to be wearing make-up – unless authenticated by GP;
40. In order to maintain a calm and respectful environment, scholars are expected to transition in a single file like a conveyor belt and communication should be

at a whisper. Scholars who fail to comply with the above expectations, will be subject to a sanction point and a detention. Scholars found to be speaking above a whisper to the member of staff's discretion will be placed in a 30-minute detention.

41. Scholars are always expected to display good manners. Teachers will greet scholars on entry to the classroom and scholars are expected to reciprocate accordingly. Teachers spend a considerable amount of time planning high quality engaging lessons. As such, scholars are expected to say thank you to the teacher when they leave the room at the end of the lesson. Failure to comply with these expectations may result in a sanction being issued for 'respect unacceptable'. Scholars who do not actively greet members of staff & thank staff at the end of the lesson/for helping them or for performing an act of service for the scholar, will be considered as contravening the value of Fellowship which will receive an automatic 30-min detention after school for 'respect unacceptable'.
42. It is very important that scholars take responsibility for being independent committed citizens when outside of school and whilst travelling to and from school on the buses. Our scholars are known for being polite and respectful towards members of the public. Scholars are expected to line up at the bus stop in an orderly fashion. They must invite members of the public and our youngest scholars onto public transport before themselves. Scholars are expected to give up their seat on the bus for young children or elderly. Failure to live up to our expectations may result in a sanction being issued. Scholars found not lining up at the bus stops in line with staff expectations will be sent back inside to serve a 30 min detention. This will be considered as bringing the school into disrepute.
43. Scholars who at the discretion of HOY/SLT fail to meet expectations in their professional judgement;
44. Scholars who miss a centralised detention will automatically be placed in the Behaviour Support Unit; SLT/HOY can use their discretion for further sanctions relating to this (FTE for repeated missed detentions);
45. Scholars who are found in out of bounds areas without clear permission (Adair House, classrooms unsupervised etc.) or out of lesson without signed permission will receive a 30-minute detention for 'out of bounds';
46. Scholars who don't respond appropriately to feedback will receive a 30-minute detention for 'not acting on feedback';
47. Scholars who demonstrate a lack of effort with presentation will be sanctioned for 30 minutes as 'contribute unacceptable';
48. Scholars caught damaging property will receive a 1-hour detention for 'serious behaviour';
49. Scholars caught eating or carrying plastic bottles outside of the Dining Hall will receive a 30-minute detention for 'respect unacceptable'
50. Scholars caught littering or vandalising the school site will receive a 1-hour detention for 'serious behaviour';
51. Scholars caught buying or selling items from other scholars (does not include charity events) will receive a 1-hour detention for 'serious behaviour';
52. Scholars who bring the school into disrepute

Weekly points accumulation

Point	Sanction	With Who
3+	Centralised Friday detention – 2 hours	HOY/SLT

Stages of Interventions & Actions (escalation points)

53. At particular thresholds, the number of points a scholar receives triggers members of the Pastoral team to launch an investigation which details what types of detentions the scholar is getting, the subject and teacher issuing them.
54. An action from the investigation will be enforced in order to try to prevent the scholar reaching the next points threshold too quickly by addressing these issues in a restorative way. This may involve but is not exclusive to a parent phone call, meeting, wellbeing club, counselling, removal of electronic devices and/or referral to external agencies
 - When scholars arrive, they now must remain in their year group bubble zone.
 - When the signal for the start of the school day is made:
 - All scholars should put their hand up, stop and stand still
 - Wait for the signal to move into their line up in silence
 - Ensure that they are appropriately dressed i.e. if, for example they had been involved in a game and were wearing trainers then these should be changed promptly for school shoes
 - Have their equipment ready to show
 - Observe the speaker for notices and character reading
 - When dismissed, lines should remain in single file and enter the school building. Outdoor coats should be worn only in inclement weather conditions during line up; scholars must start removing outdoor coats as they approach the main building. Outdoor coats will not be worn inside the building at any time.

Inclusion Panel Meetings:

55. The Heads of Year, SENDCo, DHOY's and DHT Pastoral will meet on a weekly basis to discuss behavioural and academic issues or concerns within each year group. The meeting is a forum to identify these concerns and ensure support is provided for targeted scholars

Reintegration & Parent Meetings:

56. If a scholar is sent home having been Fixed Term Excluded, a meeting with the scholar's parents will always be held before the scholar returns to lessons. Scholars should always return to school on the date & time stipulated in their fixed term exclusion letter. If for some reason a parent/carer cannot attend at this time, the scholar must still come to school & will sit in the BSU until a full reintegration meeting can be conducted. These meetings will last no longer than 30 minutes. Scholars are not to return to the school without their parents for a pre-arranged reintegration meeting. If the parent is more than 15 minutes late for reintegration, the meeting will be postponed to a time convened by the school. This meeting will be restorative and will facilitate an opportunity for the scholar and parents/carers to have their say; before jointly working on strategies for improvement.
57. Whilst it is accepted that staff will not meet parents/carers or visitors for impromptu meetings; staff may use their professional discretion should they decide to meet guests without an appointment or agreement by the school. These meetings will last no longer than 30 minutes. Staff reserve the right to



- end meetings that surpass this time frame. During the pandemic, only essential parent meetings will take place.
58. Aggressive, loud or intimidating behaviour from parents/carers or visitors to the school will not be tolerated under any circumstances. Ark Greenwich Free School will not tolerate conduct of this nature and will act to defend its members of staff, scholars and their parents and other members of the school community as appropriate. Meetings will be cancelled and permission to enter or be on school premises could be withdrawn, parents/carers can be removed from the premises by a police officer and they may be prosecuted under section 547 of the Education Act 1996. If convicted under that section, parents/carers will be liable to a fine of up to £500 and have a criminal conviction recorded. Parents/carers who come to school demanding that their child is released from detention or isolation will be turned away.
59. Parents/carers are expected to support all school policies and procedures as set out in the home school commitment. Parents/carers will not be able to arrange to have their child leave detention or the BSU early. The school has a clear legal authority to detain scholars without the consent of parents. The school makes reasonable considerations in ensuring messaging goes out to parents and the behaviour policy is well publicised. The school will make decisions of a mitigating nature on a case by case basis.

Internal Exclusion: The Behaviour Support Unit (BSU)

Scholars spend the whole school day isolated from their peers, in addition to a 1-hour detention after school. Scholars complete supervised independent work. To complete the consequence and re-enter the community, scholars must complete the allotted number of days of isolation without breaking the code of conduct or the expectations of isolation (e.g. not making silly noises, including speaking unless instructed by a teacher; being dedicated to the work set). If scholars have music lessons whilst in the BSU, they will have effectively forfeited the right to attend this lesson or any similar trip/activity as a result of being placed in the BSU.

The following behaviours would likely lead to isolation but are not limited to these:
(More serious incidents of this nature will likely lead to fixed term exclusion)

- a) Severe or persistent misbehaviour/disruption when in lessons or around the school
 - b) Refusal to obey instructions in an appropriate manner or timeframe
 - c) Physical or verbal aggression including confrontational behaviour towards another scholar or member of the school community
 - d) Derogatory and/or discriminatory communication towards another member of the community
 - e) Scholars who fail to meet the school uniform expectation
 - f) Scholars who miss a centralised detention subject to SLT/HOY discretion
 - g) Scholars who have been involved in an incident and are waiting for an investigation to be concluded
60. The Behaviour Support Unit is a dedicated fully staffed space that is used to help a scholar modify their behaviour before they return to their lessons. This is used as another intervention to re-address barriers to a scholar's learning.



61. Scholars will be sat in year group bubbles, socially distanced from other year groups and are working in silence.
62. The amount of time a scholar is placed there will be at the discretion of SLT/HOY. Scholars will not be permitted to leave the BSU for lunch, they will have lunch brought to them to consume within the BSU. They will only be allowed to go to the toilet in line with the rest of the school which is at break and lunch time only unless they have a proven and documented medical need. Scholars are kept in the BSU no longer than is necessary.
63. Some scholars can also have an opportunity to complete reflective tasks about their behaviour whilst there, following an incident or FTE.
64. The Behaviour Support unit can be used whilst HOY's conduct investigations/statements regarding an incident before making their final decision.
65. Internal exclusions can be used as a short-term alternative provision for some scholars in order to work whilst onsite but away from their peers. This is not solely a provision as a punitive measure but can be used as a supportive/inclusive tool. There may be the rare case where it will be beneficial to have scholars working in the BSU over a longer-term basis. SLT will use their professional judgement if such a rare case arises.

Supporting scholars whose behaviour needs to improve

66. Where scholars are having difficulty conforming to the expected standards of behaviour, various strategies may be employed to help them to improve.
67. The use of the Daily Report Card, although listed as a sanction, serves the dual purpose of enabling the monitoring form Tutor, DHOY, Head of Department and Head of Key Lower or Middle School to keep a check on behaviour and of giving the scholar instant feedback on satisfactory aspects of behaviour. This is particularly effective because it is taken home for parental signature. Many scholars enjoy being 'on report' and asked to be put on report when they feel their behaviour is slipping.
68. One to one sessions with specialist teachers or the DHOYs are also used to help scholars to develop strategies to improve their behaviour.
69. Although very rare, where appropriate and when agreed in advance in a parental meeting, 'time out' will be allowed for scholars to withdraw themselves from a situation they feel they may not be able to manage appropriately and take themselves to an agreed teacher/learning Mentor.
70. Where drugs, solvents, alcohol or smoking are the issue, counselling may be provided.
71. The use of the Detentions, Behaviour Support Unit, Fixed Term Exclusions although punitive to a degree, it also allows a scholar an opportunity to reflect upon their actions, whilst also facilitating a restorative action between those involved in order to be clear on ways of improving the next time.



72. For those scholars whose attitude or behaviour is seen to be deteriorating rapidly and/or who are deemed to be at risk of permanent exclusion or of dropping out of the school altogether due to disaffection, a **Pastoral Support Programme (PSP)** or **Behaviour Support Plan/Contract (BSP)** can be deployed.

The Pastoral Support Programme

The Pastoral Support Programme will identify precise and realistic behavioural outcomes for the scholar to achieve.

It will be agreed with parents as a result of a meeting with them to which an external agency may be invited.

This meeting will consider the causes for concern and the steps suggested improving the situation. Agencies, such as Educational Welfare, the Educational Psychological Service, Social Services, Housing and voluntary organisations may be involved as appropriate.

In drawing up the plan the school will, in discussion with others:

- Consider offering specialist support and counselling;
- Review any learning difficulties and put in place a remedial programme where necessary;
- Consider changes of sets or class;
- Consider a placement for a period of time in the Learning Support Unit and/or
- Consider a placement for a period of time in an Alternative Provision centre

The programme should have an automatic time limit, be monitored monthly and should be reviewed at least halfway through its duration. Rewards for meeting targets and sanctions for non-compliance should be made clear at the outset.

At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- Be reduced or removed;
- Be continued for a further period, with or without amendments or where there has been no improvement at all, there may be a permanent exclusion

High level misbehaviour

73. This is behaviour where a scholar is openly challenging the authority of the teacher with sustained rudeness or other unacceptable behaviour, which makes it impossible for the teacher to continue with the lesson or which poses a threat to the safety and welfare of the scholars or teacher.



74. A scholar displaying high level misbehaviour should go immediately to the Behaviour Support unit whilst the Tutor, DHOY, HOY or DHT Pastoral (if they are not available), investigate the incident.
75. If high level misbehaviour happens in a classroom, the on-call protocols should be followed with the scholar escorted to the Behaviour Support unit.
76. If high level misbehaviour happens outside of the classroom (for example in the corridors or playground) the first adult to see the misbehaviour should take the scholar to the BSU and report this via BromCom to the HOY and DHT Pastoral
77. If the scholar refuses to comply with the member of staff then the HOY or a member of SLT should be called to move the scholar using the on-call system.
78. The consequences of high-level behaviour range from a prescribed time in the BSU, Fixed Term Exclusion or Permanent exclusion.

Exclusion Procedure

Fixed Term Exclusion

A Fixed Term Exclusion means that a scholar is kept at home for one or more days. The offences listed below will likely lead to fixed-term exclusion (or internal exclusion, depending on the nature of the incident). In exceptional circumstances, they may lead to a permanent exclusion. These behaviours may occur inside or outside of school when a scholar is wearing school uniform or on a school trip.

- Failing the internal exclusion behaviour support unit
- Persistent disruptive behaviour
- Verbally threatening or confrontational behaviour towards another member of the school community
- Physically threatening - fighting/assault towards another member of the school community
- Aggressive derogatory and/or discriminatory insults/speech towards another member of the school community
- Persistent failure to follow instructions
- Insolence towards staff
- Disruptive behaviour whilst on location at school
- Racial/sexual/homophobic misconduct/harassment/abuse
- Bullying
- Theft
- Failing the Behaviour Support Unit by failing to meet expectations within internal exclusion
- Vandalism/Damage to property or any act that brings the school into disrepute
- Drug or Alcohol related incidents
- Bringing the school into disrepute

Alongside this, scholars will be sent home if they fail to arrive in the correct uniform or any other breach of the uniform policy in order to correct this and return appropriately dressed, time permitting. If time does not permit the scholar will be placed in the BSU. Parental permission will be sought before a scholar is sent home to correct their uniform.



79. AGFS will maintain a presumption against fixed term exclusion, recognising that it is better for scholars to be in school, where they can continue learning and can undertake work designed to alter their behaviour. However, this sanction does remain for exceptional circumstances where the school believes it is an appropriate sanction. If a scholar is excluded, AGFS commits to ensuring a purposeful and restorative reintegration.
80. Similarly, AGFS will maintain a presumption against permanent exclusion, preferring not to “pass the buck” when it comes to challenging scholars, apart from in exceptional circumstances.
81. AGFS will use alternative measures, such as internal exclusion where a scholar is looked after, is subject to a Child Protection Plan, or for whom the head teacher believes formal exclusion might pose a safeguarding risk.
82. Where permanent exclusion is called for (please see exclusions policy), the DHOY will work with the Local Authority and other agencies to help ensure we find suitable alternative provision for the scholar in question.
83. A permanent exclusion may be called for cases where:
 - a. Allowing the scholar to remain in school would seriously harm the education or welfare of the scholar or others in the school.
 - b. A scholar has engaged in criminal activity - a serious breach of the behaviour policy. The school will make a professional decision on what constitutes a significant breach of this policy.
 - c. A scholar has conducted themselves in a manner that brings AGFS into disrepute.
 - d. A scholar has repeatedly displayed poor behaviour and made little attempt to correct this.

For further information regarding Permanent Exclusions Please see our Exclusions Policy

Anti-Bullying Policy

84. AGFS places a high emphasis on creating and maintaining a happy and safe learning environment for all our scholars and therefore has a zero-tolerance attitude to bullying. It is expected that staff respond to all reports of bullying in a sensitive and swift manner.

Harassment and Prejudice

85. At AGFS we believe in Fellowship – which we take to include the idea that we are all equal regardless of race, culture, gender, sexual orientation or religion. Learning and growth can only take place when scholars and staff have the self-confidence and security that comes from being fully valued and respected, and from experiencing equality of opportunity. Harassment and prejudice have no place in our school community and will not be tolerated.
86. We define harassment as any hostile or offensive act or expression by a person against another person which interferes with the peace and security of



that person, makes them fear for their personal wellbeing or safety, or reduces their quality of life. This applies both in person and remotely.

87. Harassment may present itself in the following ways:
- a. Physical assault because of race, culture, gender, sexual orientation or religion
 - b. Derogatory language, including name calling, insults and jokes; also including language that is not directed at any one individual but at groups in general
 - c. Offensive graffiti
 - d. Provocative behaviour such as the wearing of racist badges or insignia
 - e. Bringing offensive printed or digital materials or content into school
 - f. Verbal abuse and threats
 - g. Incitement to others to behave in an offensive way
 - h. Attempts to recruit other scholars to certain organisations or groups
 - i. Ridicule of an individual for cultural differences, e.g. food, music, dress etc.
 - j. Refusal to cooperate with other scholars because of race, culture, gender, sexual orientation or religion
88. All prejudiced behaviour of any form is unacceptable and will be dealt with as high-level misbehaviour. A full report of the misbehaviour will be given to parents.
89. Every adult in the school community is responsible for challenging language that may be viewed as racist, sexist, homophobic, or prejudiced in any way.
90. Any scholar who has experienced harassment will receive support and counselling from the DHOY.
91. In order to further promote an environment which celebrates racial and cultural diversity and mutual respect AGFS will
- a. Ensure displays reflect our diversity
 - b. Challenge any prejudiced language or attitudes within the classroom
 - c. Challenge prejudiced language or attitudes in books and other materials
 - d. Encourage scholars to share and celebrate their differences through the curriculum as well as in tutor time and assemblies

Violent Behaviour

92. AGFS will not tolerate the use of physical violence in any circumstances, regardless of provocation.
93. Any member of staff seeing a physical confrontation or similar incident must:
- a. Check scholars to ensure that they do not need medical attention
 - b. Remove scholars to a quiet area and keep them isolated from each other
 - c. Inform the DHOY, or if they are not available, the HOY in order to take statements and investigate.
94. The parents of scholars involved in violent incidents should always be informed. If they are initially contacted by telephone this should be followed up with a letter. A copy of this letter should be placed in the scholar's file.

95. A formal warning regarding their place at AGFS should be given to scholars who have been violent and to any who have incited violence in others. This notice of exclusion should be recorded on the school MIS and in the scholar's file.
96. Scholars who have been involved in violence or inciting violence should work with the DHOY to prevent reoccurrence.
97. The seriousness and context of the violent incident may lead to fixed term or permanent exclusion.

Searching scholars

98. Authorised staff at AGFS (the Senior Leadership team, Tutors, Heads of Year, DHOY) can search scholars with their consent for any item which is banned by the school rules. Where a search has taken place, a record must be kept.
99. The Head teacher and staff authorised by the Head teacher have the power to search scholars or their possessions without their consent, where they have reasonable grounds to suspect the scholar has a prohibited item listed in section 27.
100. Frequent randomised searches will be undertaken by tutors/HOY/SLT in order to ensure the school is kept safe. When authorising staff search scholars the Head teacher should consider whether they require additional training. There is no requirement to put authorisation in writing.
101. Prohibited items for which scholars may be searched without their consent are:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs or other intoxicating or harmful substances
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Fireworks and other explosives
 - g. Pornography
 - h. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - i. Any item previously mentioned as prohibited in this document
102. The member of staff doing the searching must be the same sex as the scholar being searched, and there must be a witness (also a staff member) who, if possible, should be the same sex as the scholar being searched.
103. Sanctions for scholars found in possession of any item from the prohibited items list(s), are likely to result in consequences ranging from, but are not limited to, after school detentions to fixed term exclusions. For certain items such as: offensive weapons; any conventional or makeshift weapon; article that could cause harm; anything dangerous or any item named in section (92), is likely to lead to a fixed term or permanent exclusion. The school will use its professional judgment in this circumstance.



104. Staff can search a scholar's clothes, possessions and the desk they sit at. During the pandemic, staff will wear an apron and gloves
105. The member of staff conducting the search may not require the scholar to remove any clothing other than outer clothing. Outer clothing is clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear and includes (but is not limited to) blazers, coats, hats, shoes, boots, gloves and scarves. The member of staff conducting the search may also not 'frisk' a scholar. Staff may use technology such as metal detectors to examine scholars' clothing whilst they are wearing it.
106. "Possessions" means any goods over which the scholar has or appears to have control – this includes desks, lockers and bags.
107. A scholar's possessions can only be searched in the presence of the scholar and a second member of staff.
108. AGFS will make it a condition of having a locker that a scholar consents to have it searched for any banned item whether they are present. This will be made clear to scholars and their parents, and a form will be signed to show understanding.
109. If a member of staff reasonably believes that serious harm will be caused if they do not conduct a search immediately, and where it is not reasonably practicable to summon another member of staff, 57 and 61 above do not apply (a member of staff can carry out a search of a scholar of the opposite sex and without a witness present). In these circumstances, staff should bear in mind that a scholar's expectation of privacy increases as they get older.
110. Force should never be used to conduct a search unless the provisions of clause 63 apply. In these cases, police officers should be summoned to conduct the search if reasonably practical. Otherwise, as a last resort, staff can use such force as is reasonable given the circumstances. Such searches may apply to locate prohibited items listed at 59a, b, c, f, h but not 59d, e or g. Force cannot be used to search for other items banned under the school rules.
111. Staff may confiscate a scholar's property as a disciplinary penalty, where reasonable to do so under section 91 of the Education and Inspections Act 2006. Confiscated items will be returned to the scholar or their parents no later than six school weeks after confiscation. Items may not be permanently retained or disposed of without parental consent. Weapons, drugs or other illegal items must be delivered to the police as soon as reasonably practicable.
112. The rules about searching scholars apply in school and in any situation where a member of staff has lawful control or charge of a scholar, for example on school trips or in training sessions.
113. There is no legal requirement to make or keep a record of a search. However at AGFS, any member of staff conducting a search must always record details of the search on the school BromCom and place a copy into a scholar's file where a scholar is found to be in possession of prohibited items such as those named in section 92 (a-h). AGFS will inform a scholar's parents or carers if banned item(s) named in this section are found on a scholar.



114. Any scholar who wishes to appeal that a search is invalid may do so in advance of the search being carried out unless clauses 63 and 64 apply. If such an appeal is made, the scholar should be escorted by the member of staff conducting the search to the Headteacher or, in his absence, his deputy, who will hear the justification for the search and scholar's rationale for why it is illegitimate before deciding whether or not the search will go ahead. The Headmaster or, in his absence, his deputy, is the ultimate arbiter of this policy. Retrospective complaints about searches should be made in accordance with the school's complaints procedure.

The use of restraint

115. The Education Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a scholar from doing or continuing to do" any of the following:

- a. Committing any offence
- b. Causing personal injury to any person (including the scholar themselves)
- c. Causing damage to the property of any person (including the scholar themselves)
- d. Prejudicing the maintenance of good order and discipline at the school, and among any scholars receiving education at the school, whether during a teaching session or otherwise

This applies when on the school premises or "elsewhere at a time when as a member of staff he has lawful control or charge of a scholar concerned".

116. Before acting, which may involve physical restraint, a member of staff should, where possible, attempt to:

- a. Give clear instructions to the scholar as to what is required of them
- b. Warn the scholar as to the consequences of failure to comply, e.g. "if you carry on doing that, I will have to stop you". Whatever warning is used must not contain any threat of physical assault.
- c. If possible, summon a second colleague. This reduces the risk of the first member of staff suffering physical violence or becoming emotionally involved and additionally provides a witness in case a complaint is subsequently received.

117. Examples of cases in which restraint might be used include

- a. When the safety of another scholar is threatened
- b. When self-injury is being caused, or is likely to be caused
- c. When a scholar is exposing themselves to potential danger by seeking to leave the premises or a vehicle
- d. When the safety of a member of staff or visitor is threatened
- e. When there is a risk of serious damage to property

118. When using restraint, staff must be careful to use only the minimum force necessary to achieve the end of protecting the scholar, other scholars or other members of staff. The following are examples of acceptable forms of restraint:

- a. A safe holding tactic by which a scholar is restrained as far as possible without injury to any parties while he/she calms down
- b. Physical contact with a scholar designed to limit his/her movements, which are posing a danger or involving serious disruption



- c. The use of minimum physical force to remove a scholar from one place to another
 - d. The use of minimum physical force to remove a weapon or dangerous object from a scholar's grasp, when he/she is in the act of assaulting another person or is evidently about to do so
119. Any act, or the threat of an act, which causes or threatens harm or the expectation of harm, even in the heat of the moment, is unacceptable. Acts such as hitting, kicking, slapping, punching, poking, prodding, biting, throwing an object, or shaking, would constitute an application of force as punishment and would fall under the definition of unlawful corporal punishment, which is illegal under section 548 of the Education Act 1996, unless they have been taken within the context of self-defense or defense of others.
120. If a member of staff does have to use restraint, they must record the following points as soon as possible after the event:
- a. Details of the date, time and location of the event
 - b. Circumstances and significant factors which led to the incident
 - c. An explanation of why the use of restraint was necessary and proportionate
 - d. The duration and nature of any physical restraint used
 - e. The names of any scholars and staff involved
 - f. A description of any injury sustained by the scholar or staff
 - g. A description of any action taken after the event
 - h. The full name and job title of the person making the report

Drug related incidents

121. Any incident of drug misuse or dealing, or suspicion of drug misuse or dealing, including alcohol, tobacco and other legal substances that induce a high or have an intoxicating effect, should be reported to the DHOY immediately.
122. The DHOY will gather information about the incident or suspicion, using the appropriate incident reporting forms, which must be kept separately and confidentially.
123. The school will not break confidentiality without the scholar's permission unless there are issues of child protection, illegal activity or breach of the school rules. If a member of staff suspects that a child is about to make a disclosure, they should be warned that information cannot be kept confidential if there is a risk to health or wellbeing (as per our Child Protection policy and guidelines).
124. The Headteacher will make the final decision of how to respond to drug related incidents, including whether the police should be involved.
125. Where the decision is taken that neither parents nor police will be involved, the scholar will be encouraged to speak to their parents.
126. Any scholar found to have been involved with drugs will work with the DHOY or other suitable external agencies that will carry out an assessment with regards to treatment.
127. Any incident of drug dealing/being in possession of/being found to bring drugs onto the school site may lead to immediate fixed term or permanent exclusion.

Appendix A – Roles and Responsibilities of the Inclusion Team

Inclusion Team – Key Roles and Responsibilities

DHT BEHAVIOUR, SAFEGUARDING & OPERATIONS	AHT SENDCO & SAFEGUARDING	HEAD OF LOWER/ MIDDLE SCHOOL	SCHOLAR WELFARE & SAFEGUARDING OFFICER	SCHOLAR WELFARE OFFICER/ SENDCO	SCHOLAR WELFARE OFFICER – SCHOLAR ENGAGEMENT	BEHAVIOUR SUPPORT OFFICER	FORM TUTORS	ATTENDANCE OFFICER
<ul style="list-style-type: none"> Implementation of the whole school behaviour strategy Monitoring and analysis of behaviour trends Oversight of behaviour, safeguarding, CP policies and anti-bullying policies Oversight of rewards system Oversight of primary liaison and community outreach Oversight of transition and induction Parental engagement Child protection coordinator Oversight of provision for LAC Oversight of anti-bullying agenda Liaison with external agencies: social services, school nurse, CAMHS, police Scholar induction Management of whole-school assemblies Oversight of wellbeing recognition, curriculums Oversight of integrated approach to scholar support 	<ul style="list-style-type: none"> Strategic direction of SEND provision Leadership of SEND team Statutory oversight of SEND <p>Policies and Documents: • SEND strategies document</p> <p>SEND Provision & Outcomes: • Provide strategic direction for SEND provision • Monitor and evaluate the impact of teaching and learning on the progress made by children with SEND • Lead and manage the SEND team • Oversee the school's SEND policy and the Code of Practice, including assessment of need • Oversee transition arrangements for scholars with SEND • Oversee SEND records and share with school staff</p>	<ul style="list-style-type: none"> Quality assure the delivery of wellbeing through tutor time Manage the form tutors to ensure that tutor time is delivered effectively ensuring records of evidence are kept Monitoring/Recording & providing a narrative of trends in the year groups' behaviour Matching scholars to appropriate support – mentoring etc in discussion with DHT/DHOY Implement strategies to support scholars to improve their behaviour firstly through tutors, then DHOYs Analysis of trends and emerging issues Routinely checking staff are compliant with routines for behaviour management & achievement Lead morning line ups for year group Delivery of Assemblies Lead CPD sessions Coordinating recognition, achievements/reward systems, postcards, phone calls 	<ul style="list-style-type: none"> Coordinator of school nurse appointments Coordinator of in school health initiatives including immunisations Coordinator of counselling Oversight of scholar safety plans Oversight of School nurse referrals Keep records of scholars involved in school nurse appointments Deputy child protection coordinator Oversight of recording the School Bullying, Racism, Sexual incidents (BRS) LOG Oversight of recording the school Police Incident Reporting Form Attend PEP meetings and prepare PEP reports for LACs Taking the role of Lead professional in CAFs/TACs/CP/CIN/ conferences Anti-bullying lead 	<ul style="list-style-type: none"> Support SENDCO with referrals to external agencies e.g. EP Service and ASD Outreach Coordinator of Fresh Start assessments and one to one literacy and numeracy support Coordinator of social skills groups for SEND scholars Lead on social skills nurture groups Lead on self-esteem and anger management programmes Coordinator of SEND case studies Coordinator of scholars on Pastoral Support Plan Implementing strategies to improve behaviour for SEND scholars Implementing strategies to improve attendance for PPG scholars Observing scholars in lessons and offering additional staff support Delivery of Assemblies Lead CPD sessions 	<ul style="list-style-type: none"> Coordinator of mentoring, nurture groups Coordinator of Behaviour case studies Lead on updating Medical Alert Handbooks termly Lead on ensuring First Aid provisions are replaced and new supply ordered when needed Coordinator of in school initiatives to increase scholar engagement – local speakers etc. Coordinate arrangements for alternative provision for scholars who are at risk of permanent exclusion Lead on supporting scholars involved in fighting, bullying or violent behaviour Lead on social skills nurture groups Lead on self-esteem and anger management programmes 	<ul style="list-style-type: none"> To manage and coordinate the day-to-day function and development of Behaviour Support Unit (BSU). coordination of programmes of support for scholars referred to the unit. Working with and directly supporting scholars accessing it. To be responsible for delivering appropriate behaviour strategies which will contribute to improved behaviour and attendance in support of learning. To administrate 	<ul style="list-style-type: none"> Maintain a holistic overview of the academic & pastoral progress of tutees, including monitoring their wellbeing, academic attainment and progress To be the first port of call for pastoral matters including: investigating incidents involving their tutees and passing on collected information onto DHOY/HOY/SLT To conduct AM, Break & Lunch Duties as directed by the Head Teacher Develop strong, trusted, relationships with each tutee to act as his/her mentor Implement the school reading approach every morning Delivery of Assemblies Lead interventions relating to tutees' behavioural/academic/emotional need Lead CPD sessions Deliver the school Wellbeing and Philosophy for Children programmes in tutor time contact for tutees and maintaining weekly check of tutee's planners 	<ul style="list-style-type: none"> Daily maintenance of registers and attendance records Placing Late Detentions onto BROMCOM Sending Missing Register notifications out to all staff Daily maintenance of late registers and truancy protocols Engaging with scholars with falling attendance Identifying persistent absentees and liaising with HOYs, HODS and form tutors to ensure appropriate interventions are put in place Sending letters to parents when attendance declines Following procedures leading to referrals to the attendance advisory service



Appendix B - Dealing with knives and offensive weapons

It is illegal to carry knives or other offensive weapons both outside of the school or on and around school premises. The Governing Body and Ark Greenwich Free School recognises that the presence of weapons or items which could potentially be offensive weapons, in the school would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the Academy.

Accordingly, it is school policy to **forbid** the possession, custody and use of weapons by unauthorised persons in, on or around the school premises and during school activities.

These rules apply at all times except where an item, which could potentially be an offensive weapon, is issued to a scholar by a member of staff at the school or is required by the school for the purposes of teaching and learning, as necessary, for the delivery of the curriculum. Misuse of such items will be dealt with as though possession was not authorized.

For the purpose of this policy a 'weapon' is:

- A firearm of any description, including starting pistols, air guns and any type of replica or toy gun;
- Knives, including all variations of bladed objects i.e.: pocketknives, craft knives, scissors etc.
- Explosives, including fireworks, aerosol sprays, lighters, matches and
- Laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use i.e. the purpose of keeping or carrying the object is for use, or threat of use, as a weapon

Any scholar found to be in breach of the policy shall be subject to action under Ark Greenwich Free School's Behaviour & Discipline Policy

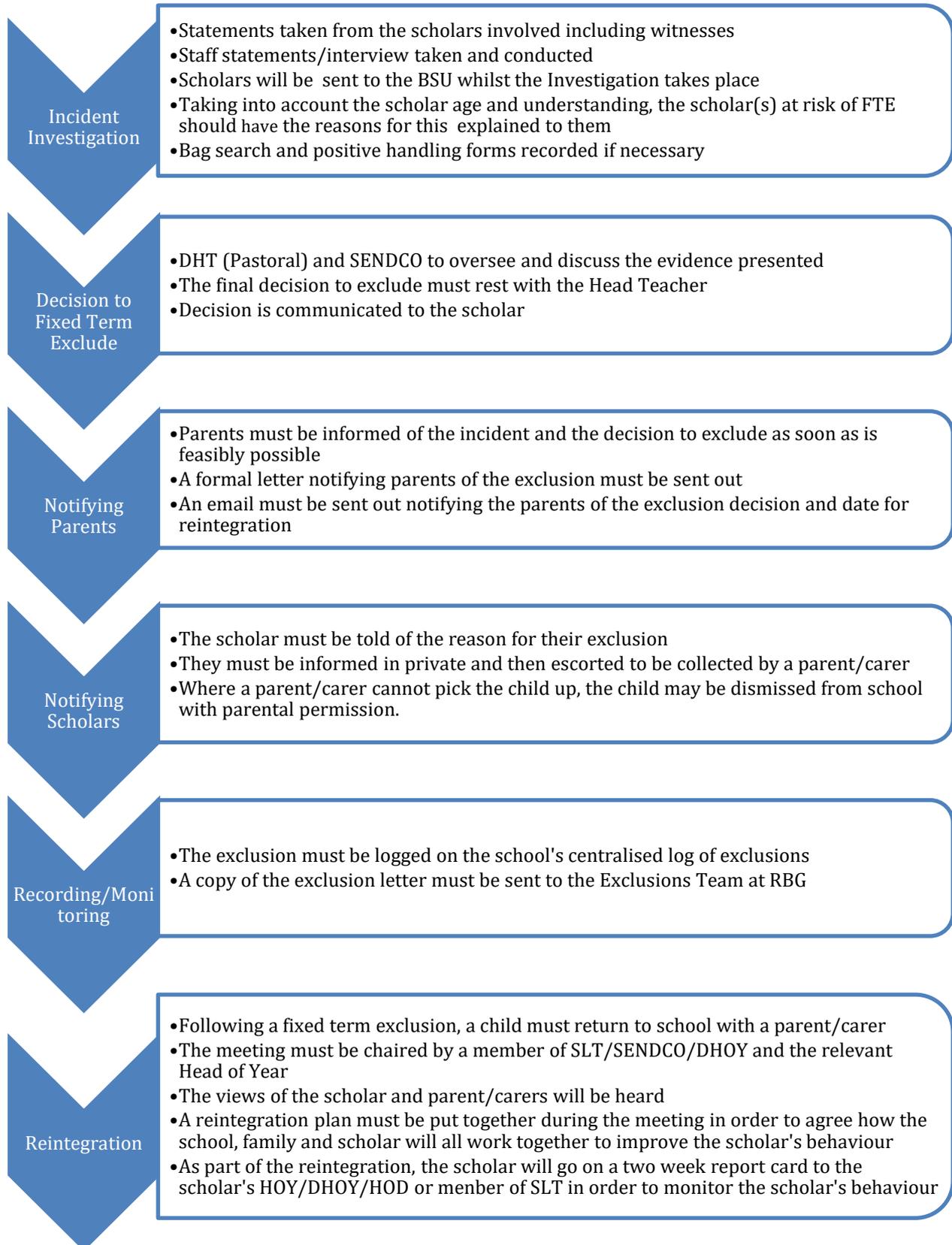
The **permanent exclusion** of any scholar in possession of an implement which the school believes is intended for use as a weapon, possession of a weapon or use of an implement as a weapon is most likely, though the Headteacher maintains the right to make the final decision. In some circumstances the police may also be contacted.

Staff involvement where a weapon is suspected

Under most circumstances, the police should be informed of any incident believed to involve a weapon. However, where, in the judgement of the staff, the circumstances are *wholly innocent* and there is *no* suggestion of the use of the article as a weapon, the matter may be dealt with internally on a disciplinary basis.



Appendix C - Procedure for a Fixed Term Exclusion





Appendix D - Process of a Permanent Exclusion

