



ALEC REED ACADEMY

PROUD TO LEARN

Behaviour Policy and Statement of Behaviour Principles

The behaviour principles are common across both the Primary and Secondary Phases. The way the policy is applied has some variation in line with the differing behaviour issues that may be encountered in the different phases. These sections are clearly related to the specific phase to which they apply.

Links with other policies

This behaviour policy is linked to the following policies:

Anti-Bullying Policy
Attendance Policy
Equal Opportunities Policy
Safeguarding Policy
Special Educational Needs and Disability Policy
Social Media Agreement Policy
ICT Policy

Monitoring arrangements

This behaviour policy will be reviewed annually by the Principal and Governing Body
At each review, the policy will be approved by the Principal.

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1. Aims

All academy staff are responsible for setting the tone and context for positive behaviour and have the statutory authority to discipline pupils, when behaviour is deemed unacceptable, academy rules are not adhered to, reasonable instructions are not followed.

This policy aims to:

- Provide a consistent approach to behaviour management and a framework for the management of all behaviour-related issues.
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave and embed the ethos and values of Respect, Honesty, Kindness, Proud to Learn and Excellence.
- Promote positive behaviour for learning, self-discipline and respect
- Promote the well-being of all pupils
- Summarise the roles and responsibilities of different people in the academy community with regards to behaviour management
- Outline our system of rewards and sanctions
- Emphasise the importance of good behaviour and its relationship to learning.
- Emphasise the value of partnership between parents, pupils and ARA in the achievement of high standards of behaviour within the whole academy community.
- Encourage every member of ARA to develop as effective citizens, displaying an appreciation of British Values by showing care, courtesy and consideration to other members of the academy and to the wider community.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline](#)
- [Searching, screening and confiscation](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in](#)
- [Supporting pupils with medical conditions at academy](#)
- [Special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a academy's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require academies to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give academies the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained academies should publish their behaviour policy online
- Schedule 1 of the [Education \(Independent Academy Standards\) Regulations 2014](#); paragraph 7 outlines a academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the academy to have a written behaviour policy and paragraph 10 requires the academy to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the academy rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism, Theft, Fighting, Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items as listed in Section 6.6 of the policy.

4. Roles and Responsibilities

4.1 The Governing Body

The Governors are responsible, in conjunction with the Principal for reviewing and approving this behaviour policy. They recognise that the Government has given powers to Academies to regulate pupils' conduct, and to impose sanctions and where appropriate to exercise such powers in relation to situations that may occur outside of the academy that have a direct, or indirect impact upon the life/functioning of the academy, or the wellbeing of pupils. The Governors also acknowledge the power of search that has been given to academies via the Violent Crime Reduction Act 2006. The Governors are also aware of the academy's responsibility to forward to the police any evidence of criminal acts discovered in the course of such searches.

4.2 Leadership Team

The Leadership Team contribute to this policy by:

- Establishing a positive culture and ethos within the Academy
- Monitoring and reviewing behaviour throughout the Academy, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Recording and monitoring attendance and punctuality and responding firmly when either is poor
- Recording and reporting incidents of serious misconduct
- Providing support and training in how to respond to behaviour incidents.

4.3 Staff

Staff contribute to this policy by:

- Working in partnership to implement the behaviour policy consistently
- Creating an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour.
- Modelling positive behaviour, being good role models – punctual, well-prepared and organised
- Recognising and using Praise and Achievement in an effective way to improve and maintain good behaviour
- Administering sanctions fairly that are appropriate and proportionate to the breach of conduct.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on ClassCharts

4.4 Teachers

Teachers contribute to this policy by:

- Providing both a welcoming and stimulating environment and a challenging and enriching programme of study designed to enable all children to reach the highest standards of personal achievement
- Recognising and being aware of the needs of each individual child
- Enabling children to take increasing responsibility for their own learning and conduct
- Ensuring that learning is progressive and continuous
- Dealing with low-level disruption and taking quick, firm action to prevent one child inhibiting another's progress
- Providing opportunities for children to discuss appropriate and inappropriate behaviour and its impact
- Working collaboratively establishing clear routines with a shared philosophy and commonality of practice

4.5 Parents

Parents contribute to this policy by:

Signing and complying with the home school agreement which set out our expectations and:

- Accepting responsibility for the conduct of their children at all times and ensuring that the agreed Academy rewards and sanctions are followed.

- Ensuring that children attend school in good health, punctually and regularly (this involves taking holidays only out of term time)
- Providing prompt notes to explain all absences
- Supporting their child in adhering to the pupil code of conduct including issues related to uniform and equipment
- Informing the academy of any changes in circumstances that may affect their child's behaviour
- Encouraging their child to show respect and support the Academy's Behaviour policy when it is implemented
- Being realistic about their children's progress and attainments
- Remaining informed on their child's progress by regularly accessing ClassCharts and attending Parent Evenings.
- Ensuring early contact with the school to discuss matters which affect a child's happiness, progress and behaviour
- Taking an active interest in children's learning by supporting in class where appropriate, ensuring that homework is done in a suitable atmosphere, and helping with reading, spelling and number facts
- Supporting their children's learning and independence by helping them become more organised and prepared for lessons
- Allowing children to take increasing personal and social responsibility as they progress throughout the school
- Being good role models – punctual, organised and demonstrating acceptable social behaviour

In extreme cases parents/carers will be asked to sign a Pupil Support Plan (PSP) or the Academy may apply for a court-imposed parenting order to ensure parental support.

4.6 Pupils

Pupils contribute to this policy by:

- Attending school regularly
- Being punctual and ready to begin lessons on time
- Being organised – bringing necessary kit, taking letters home promptly, returning books on time
- Taking responsibility for the Academy environment and for their own learning and behaviour

Pupils responsibilities, expectations and behaviour sanctions are displayed in every classroom and are set out in more detail below.

4.7 The Wider Community

These behaviour expectations extend beyond the classroom and will also be applied if pupils do not behave in a safe, sensible and courteous manner within the wider community, for example;

- When travelling to or from ARA and at any other time they are wearing ARA uniform or are in some way identifiable as an ARA pupil.
- When on an academy trips or when taking part in any ARA - organised or ARA related activity.
- If their behaviour could have repercussions on the orderly running of ARA.
- If their behaviour poses a threat to another pupil or member of the public.
- If their behaviour could adversely affect the reputation of the academy.

(section 90 and 91 of the Education and Inspections Act 2006).

When sanctions are necessary they will always be proportionate.

5. Primary Phase Behaviour Policy

The responsibility for effective behaviour management lies with all members of the Academy Primary Phase community. Whilst the behaviour plan outlines clear procedures, all staff have a responsibility to ensure that best behaviour is expected and displayed at all times and in all places. As with all conversations we have, we aim to promote a 'Growth Mindset' and this is no different when we speak about pupils' behaviour.

This can best be achieved by:

- Fostering an atmosphere in which all children and adults are treated as individuals, and in which their rights, values and beliefs are acknowledged
- Promoting good relationships and a sense of belonging to the Academy community
- Providing a well-ordered environment in which all are fully aware of behavioural expectations, rules, rewards and repercussions
- Offering equal opportunities in all aspects of Academy life and recognizing the importance of different cultures
- Encouraging, praising and reinforcing good relationships, wanted behaviours and high standards of work
- Refusing to tolerate all behaviours involving bullying, racism or sexual harassment

- Helping to develop strategies to enable individuals to change their behaviour for the better both within and outside the classroom, and applying these consistently
- Caring for, and taking pride in, the physical environment of the school. This means providing an interesting, stimulating environment which is clean, tidy, and generally well-maintained
- Modelling what it is to work as a team, supporting and encouraging one another to work towards Alec Reed Academy Primary aims
- Promoting 'Growth Mindset' in our pupils, staff and community.

We develop good partnership with parents by providing:

- Regular informal contact with teachers and the Primary Phase Leadership Team
- Good communication channels, including E-newsletters and parents' evenings
- Regular productions and assemblies
- A Primary Phase prospectus which includes an outline of the Primary Phase's and explains the parent's role in this
- A welcome for parental contributions such as being involved in Academy events such as the Christmas fete
- A clear policy for children with special educational needs which involves parents and, where appropriate, outside agencies

We provide children with opportunities to discuss appropriate behaviour through:

- A programme of Personal, Social and Health Education, (PSHE), which is designed to promote mutual respect, self-discipline and social responsibility. This includes work on relationships and feelings through the use of Circle Time activities
- The compilation of a set of Classroom Rules based on Honesty, Respect and Kindness agreed by each class at the beginning of the Autumn term and regularly reviewed
- Providing an 'Open Door' policy, whereby children are encouraged to feel they can talk to their class teacher or another supportive adult if they need to

We promote desirable behaviour through:

- Staff offering guidance to children including praise and encouragement
- The provision of a curriculum designed to challenge and engage every child, and which provides opportunities for all children to succeed
- A whole school system which rewards good behaviour and effort and positive attitude
- The encouragement and appreciation of children who act as positive role models

We aim to eliminate undesirable behaviour by having:

- Clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of all staff
- A schedule of repercussions for undesirable behaviour
- Conscientious supervision of pupils at all times
- Rapid response to incidents of bullying and racial or sexual harassment
- A readiness to tackle persistent behavioural problems through these guidelines and the SEN policy
- Playground leaders squad to help organise and monitor playground activities
- Class activities for the use of children during wet playtime and lunchtimes

We aim to promote care of the physical environment by:

- Displaying children's work to enhance the environment and increase self esteem
- Involving as many members of the community as possible in the planning and implementation of developments to improve the Academy environment
- The commitment of Academy funds to the development of the Primary Phase environment
- Making the Academy a safe and secure place by providing a strong perimeter fence and gates, by providing sensitive lighting and an Alarm system and by monitoring the grounds via a video camera
- The presence and work of the Building services and Security teams, deterring intruders and responding quickly to repairs

5.1 Achievement, Rewards and Praise

Individual rewards

Class teacher, cover teacher or CLASS Worker can give individual rewards. As well as this, good behaviour by individuals outside the classroom can be acknowledged by means of an appropriate certificate, which is given out in Assembly. In addition, any child can receive an award for Academic Achievement and Social Achievement within or outside the classroom.

Our system of rewards include:

- Having a 'Great Day' on our behaviour chart means the pupil has done something out of the ordinary.
- Having a 'Brilliant Day' on our behaviour chart is for exceptional circumstances.
- Bouncy Balls - These are put into a plastic bottle in the class. Children are given these for good manners, kindness and exemplary behaviour in and out of the classroom. A full jar of bouncy balls results in a class reward.
- If a child has not been on a negative stage for half a term they will receive a certificate and be acknowledged in assembly at the end of the half term. Other certificates may include: Most positive points, most improved behaviour.
- Children are also rewarded for helpfulness and politeness at lunchtime. SMSAs give out rewards to children for exemplary behaviour.
- A star pupil is chosen or voted for each week. Awards for good work, good behaviour or good manners.
- House Points are given for good work, effort, being kind, honest and respectful.
- Pupils can be sent to the Headteacher for a 'Headteacher's Award' sticker

5.2 Behaviour Management Structure

Positive behaviour for learning is critical in a school environment and positive praise must always be the first point of call. Every class has 7 laminated cards with all pupils names on pegs attached to the cards. The cards are arranged from Brilliant, Great, Good, Stage 1, Stage 2, Stage 3, Stage 4, Stage 5. All pupils will begin each day on 'A Good day'.

Awarding children with a 'Great', or 'Brilliant' day will encourage others to behave. When children are not following basic behaviour rules, then whole class reminders and potential warnings could apply. Thereafter, if a child is still making poor decisions, an individual warning should be given. Only after that should we enter into the consequence stages.

Stage		Primary Consequence Stages
1	Type of Behaviour	Calling out. Not following basic instructions. Talking in assembly. Only to be given when an individual warning, or whole-class warnings have been given. Change the circumstances for the child so that they have the best possible chance for success. The only Stage that can be redeemed back to 'Having a Good Day' at the staff member's discretion. Recorded on Class Charts.
	Possible Sanction	After a final warning and pupils move their behaviour Stage (peg) to Stage 1. This is the only Stage that can be redeemed back to 'Having a Good Day' at the teacher's discretion.
2	Type of Behaviour	Continued Stage 1 type-disruption - after warnings have been given. Dishonesty. Not to be given for a reaction to being out on Stage 1. Letter home written by child. Signed by parent, filed by teacher, recorded on Class Charts.
	Possible Sanction	15 mins time out in the classroom and the pupil writes a letter to his/her parents explaining the misdemeanour and how they are going to improve their behaviour in the future. Pupils to bring the letters back the next day with signature from parents.
3	Type of Behaviour	Continued Stage 2 type-disruption. Minor physical scuffles. Swearing or other inappropriate language. Not to be given for a reaction to being out on Stage 2. Class Teacher to call family. Discussion will be based around the support we can provide for the child. Recorded by staff on Class Charts.
	Possible Sanction	15 mins timeout to write Stage 3 letter in parallel classroom, and miss the next breaktime – managed by PELT member. Class teacher to walk the child down to the Reception on the appropriate day, make a phone call to parents to explain the situation and record details on Class Charts
4	Type of Behaviour	Continued Stage 3 type-disruption. Disrespectful to adults. Damaging school property. Bullying. Physical fighting. Not to be given for a reaction to being out on Stage 3. LT member to call family. Parents/carers will be invited in to discuss their pupil's behaviour with relevant staff and the pupil. Leadership or Safe Worker to record on Class Charts.
	Possible Sanction	Half day time out with a member of the leadership team. Leadership team member to make a phone call to parents.
5	Type of Behaviour	Continued Stage 4 type-disruption. Stealing. Racial incidents. Not to be given for a reaction to being out on Stage 4. Parents/carers will be invited in to discuss their pupil's behaviour with relevant staff and the pupil.
	Possible Sanction	Whole day internal exclusion. Leadership team member to make a phone call to parents.
6	Behaviour	Continued Stage 5 type-disruption. Striking a staff member. Not to be given for a reaction to being out on Stage 5. Meet with parents to explain exclusion. Reintegration meeting after the exclusion.
	Sanction	Fixed term exclusion

5.3 Bullying (Primary Phase)

The academy does not tolerate bullying or racism of any kind. If we discover that an act of bullying, intimidation or racism has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Where bullying is reported, teachers must record this on Provision Map and escalate the incident to a member of leadership, who should follow this incident up. Where a racist comment has been made, this should be fully investigated as to what was said, and in what context. If found to be racist – should be recorded on Provision Map software.

We use circle times and assemblies to discuss issues to do with bullying, behaviour and peer support. The management Team will also discuss issues that arise with specific individuals or groups of individuals, as is appropriate. Pupils know that they can approach members of staff about any issue they want or they can use the Listening Boxes, located in visible areas in the school.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out by the DfE. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. Staff can use reasonable force to prevent pupils hurting themselves or others, from damaging property, or from causing disorder. The actions that we take are in line with government guidelines on the restraint of children.

It is the responsibility of the class teacher to support the school's behaviour policy and to keep daily records of all the children in their class, recording on Class charts any Stage 1 and 2s. Stage 3 will require further detail and should be entered in the behaviour record. Teachers should keep records of the Stage 2,3,4,5 letters in folders. The letters should be signed and if a child fails to bring it back then they should be sent to a Safe Worker to miss their break time and for their parents to be called.

- Pupils will be rewarded throughout each term for positive behaviour.
- If a pupil misbehaves repeatedly in class or the playground a behaviour plan will be drawn up. Parents/carers will be invited in to discuss their child's behaviour with relevant staff and the pupil. Outside agencies may also be involved.
- In exceptional circumstances a child may receive a fixed-term exclusion. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.
- Behaviour will be recorded on Class Charts at the end of every day by the class teacher in cases of 'Brilliant', 'Great', Stage 1 and Stage 2 and 3. Leadership and Safe Workers will record Stage 4+

5.4 Internal Exclusion

The Headteacher may exclude a child internally from lessons. Parents will be called to inform them of the internal exclusion and they will also receive a letter.

Reasons for internal exclusions might be:

To carry out investigations into an incident

To minimise the opportunity for further misbehaviour

To provide a 'cooling off' period

To encourage a period of reflection by the child

Internally excluded children will work in the charge of and the responsibility of the Primary Leadership Team throughout the working day. Work will always be set unless it is impracticable to do so. Parents will be notified of an internal exclusion as appropriate with a follow up letter. Where a student in the primary exhibits extreme levels of behaviour then aspects of the secondary phase behaviour policy may be applied to provide additional support.

5.5 Lunchtime Behaviour

School Meal Supervisor Assistant (SMSA) will inform the class teacher if they have rewarded a child with a stamp for good behaviour. All lunchtime incidents are to be dealt with before the pupil returns to class for their afternoon learning. However, there may arise when a lunchtime incident may inhibit the afternoon learning of the major of children in the class, the teacher must use his or her professional judgement and use Circle Time to resolve the matter to ensure that every child is morally, emotionally, spiritually and socially ready for learning to commence. If the incident is serious the class teacher must be informed so that the pupil can be put onto a relevant step.

6. Secondary Phase Behaviour Policy

6.1 Achievement, Rewards and Praise

The academy endeavours to encourage pupils to behave in an appropriate and constructive manner, through setting high standards of expectations which affirm good behaviour and achievement. Praise and reward is fundamental in encouraging our pupils to achieve their social, personal and academic potential as it displays that the academy community values their efforts and achievements. Sharing praise and reward with parents and carers strengthens a pupil's self-esteem and sends out a positive message beyond the immediate academy community. Our praise and reward policy comprises of a tiered approach that promotes these core values.

Tier 1 Achievement – Responsibility of all staff – some examples

- Verbal praise including shout outs at the end of the lesson or week/Positive Notes
- Achievement points
- First attention for best conduct
- Consistent and calm behaviour management with restorative follow up when necessary
- Phone calls and text messages home
- Stickers for practical excellence
- Stamps for written excellence
- Wider recognition for pupils with 4 x achievements in Daily Achievement Reports

Tier 2 Achievements – Responsibility of HoYs and RALs

- Praise highlighted in phase newsletters
- Year Team Praise Display
- Half Termly Celebration Assembly –Including: half termly 100% attendance and punctuality rewards; conduct badges; annual 100% attendance and punctuality badges; Blue and Green Bands; Ethos and Values badges
- Subject nominations

Tier 3

Achievement: Responsibility of LT

- Awards Evening
- Hot Chocolate with the Principal
- High School Academy Newsletter
- Jack Petchey award nominations

6.2 Sanctions

The following sanctions may be used in response to unacceptable behaviour:

- A verbal reprimand or discussion
- The use of written comments of concern via the pupil's planner
- The carrying out of community service
- Shadow timetable - the removal of a pupil from a teaching group, or any particular lesson
- Detention at break or lunchtime, or after academy, pupils who fail to attend a given detention may also spend time in Internal exclusion or, for persistent failures, be given further more serious sanctions
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Internal exclusion - in response to serious or persistent breaches of this policy. Pupils may be sent to the exclusion room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

N.B. It is important to note that sometimes students may be placed in AIC until an investigation is completed or for a short period to write a statement.

- Stage of Suspension and Disciplinary Panel (See Appendix D)
- Fixed Term Exclusion

6.3 Restorative Justice

Following a behavioural incident which requires a pupil to be disciplined by a member of staff, a brief restorative justice meeting between all parties involved may need to be completed. This improves the relationship between the pupil and member of staff, encouraging reconciliation and mutual respect.

6.4 Detentions

At ARA detentions can be set by any member of staff as a consequence for poor behaviour/s. Depending on the level of the behaviour incident (see Appendix B) detentions range in length from 15 to 60 minutes and provide pupils with the opportunity for discussion, reflection and/or to catch up on classwork/homework missed. Where a detention is missed by a pupil, a higher level detention or sanction can be set with the expectation that both the initial detention and the higher level detention or sanction are completed.

6.5 Confiscation of inappropriate items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. This will include items listed in table 8.1 or any item which is harmful or detrimental to academy discipline. The law protects them for liability for damage to, or loss of, any confiscated items provided they have acted lawfully, (*section 94 of the Education and Inspections Act 2006*). Items confiscated by academy staff will be passed to the Principal or their representative for "safe keeping". The Principal will then communicate with the child's parents/carers to arrange their return. Weapons and knives and pornography must always be handed over to the police. Staff have the power to search for "prohibited items" without consent. Where searches are conducted, at least one member of staff should be present in addition to the member of staff conducting the search. If a prohibited item is found in the possession of a pupil – a serious sanction will be set and where appropriate the item will be destroyed.

6.6 The following items are prohibited by the Academy

<ul style="list-style-type: none"> Knives and weapons Alcohol Drugs and Drug Paraphernalia Stolen items Tobacco products and cigarette papers Fireworks Pornographic images 	<ul style="list-style-type: none"> Any article that a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) Articles that have been or could be used to commit an offence or cause harm (section 93 of the Education and Inspections Act 2006)
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In addition the following items are **banned** by the Academy

<ul style="list-style-type: none"> Aerosols Any propellants BB Guns Chewing Gum Water Bombs and balloons Multi packs of food or drink High sugar fizzy drinks and energy drinks Stink Bombs Jewellery (other than that stipulated in the Uniform Policy) 	<ul style="list-style-type: none"> Solvents Mopeds and Crash Helmets Baseball Caps and Non-religious headwear Bandanas Hoodies Laser Pens and Laser Pointers Water Propelling Devices Crackers (which explode when thrown to the ground)
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6.7 Mobile Phones and other electronic devices

Pupils are permitted but not encouraged to bring mobile phones or other electronic devices into the Academy. However, they must be kept in their bags, switched off and out of sight at all times. If a member of staff sees a pupil with a mobile phone/other electronic device this will be confiscated, recorded on ClassCharts and the phone returned at the end of the day. On subsequent occasions their parent/carer will be expected to come into the Academy to collect the phone at the end of the Academy day and before the close of the High Academy reception. Any phones/devices not collected at this time will only be made available at the end of the Academy day and before the close of the High Academy reception on the next academy day.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

6.8 The Use of Reasonable Force and the Right to Search

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

The law allows for teachers and other persons authorised by the Principal to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following:-

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour which is prejudicial to maintain the good order and discipline at the academy.

“Restrictive Physical Intervention” is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Principal has to, in specific circumstances, use “reasonable force” to control or restrain pupils. There is no legal definition of “reasonable force”, however, the term covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. ‘Reasonable in the circumstances’ means using no more force than is needed. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. Academy staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil (*Use of reasonable force: Advice for Head teachers, staff and governing bodies; DfE July 2013*).

Members of staff may also use such force as is reasonable given the circumstances when conducting a search without consent for a Prohibited Item as listed in table 8.1:

Pupils will be asked to empty their pockets/bags and other area where items could be concealed. No physical searches will be undertaken by members of Academy staff. The person undertaking the search will be the same sex as the pupils being searched; and there will be a witness (also a staff member) and, if at all possible, they will be the same sex as the pupils being searched.

There is a limited exception to this rule. With co-operation of the pupil involved, staff will carry out the search of a pupils of the opposite sex but only when the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not done immediately and where it is not reasonably practicable to summon another member of staff. Where a pupil refuses to co-operate, staff will consider using the Safer Academy Police Officer to carry out the search.

6.9 Screening

At unannounced times, ARA will (in keeping with practice in other academies) require pupils to undergo random screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils. This will be facilitated by the Safer Academies Police service and/or the Academy Leadership Team. The Academy has a statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables the academy to impose a requirement that pupils undergo screening. Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

6.10 Bullying (Secondary Phase)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It is characterised by intent to hurt emotionally and/or physically and can include online and mobile devices. Bullying can include:

Type of bullying	Definition	Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting	Racial/Xenophobic/ Discriminatory	Racial taunts, graffiti, gestures
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence	Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching	Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Further information relating to the academy's approach to preventing and addressing bullying are set out in our anti-bullying policy.

The following steps will take place when there is an incident of bullying:

- All pupils involved will record the details of what took place, including information on witnesses, the date, the time and place. Pupils will be encouraged and expected to fully co-operate with staff.
- The member of staff investigating the incident will make a judgment based on the balance of probabilities, as to whether the incident took place or not.
- All pupils involved will receive support from staff. The support will be relevant to their needs and could involve specific intervention.
- Restorative practices will be used when appropriate.
- The Academy's Safer Academies Officer will be involved if the situation calls for it.
- In more serious cases the perpetrator could be sanctioned by being internally excluded, or being issued with a fixed term exclusion. In very serious cases pupils could receive a permanent exclusion.
- The investigating member of staff will inform parents/carers of what took place and the interventions that will follow.

6.11 Internal, External, Fixed Term and Permanent Exclusions

Internal Exclusion

For serious breaches of the ARA code of conduct, pupils will be placed in Internal Exclusion. In some cases a pupil may be withdrawn to another place in the Academy where suitable interventions can take place as an alternative for the same or longer periods of time.

External Exclusion

For extreme breaches of the ARA code of conduct the Principal or in their absence the Associate Principal may choose to issue a pupil with a Fixed Term Exclusion, which range in length from one to fifteen days depending upon the severity of the incident.

A decision to exclude a pupil will be taken:-

- In response to serious breaches of the academy's Behaviour & Discipline Policy.
- Once a range of alternative strategies have been tried and have failed.
- If allowing the pupil to remain at the academy would seriously harm the education or welfare of the pupil or other pupils.

Some examples for which pupils may be excluded

- Possession of cigarettes in the academy premises and/or whilst under the academy's jurisdiction (this includes before and after academy also).
- Possession of alcohol in the academy
- Consuming alcohol or other substances in the academy or on the way to and from the academy
 - Persistent refusal to comply with the academy's uniform code.
 - Continued and persistent breaking of academy rules.
- Continued and persistent low level disruption.
- Abusive language
- 'Birthday Beats' – whereby a pupil assaults another under the pretence of celebrating the victim's birthday.
 - Bullying.
 - Racist abuse.
 - Wanton damage.
 - Theft.
- Actual or threatened violence towards any members of the academy community.
- Misuse of social media and electronic communications.
- Behaviour which brings the academy into disrepute.

This list is not exhaustive.

Fixed Term Exclusion (up to 45 days in one academic year)

This is for serious situations and/or persistent breaches of the behaviour policy, when it is thought appropriate to remove a pupil from the academy. Parents will be informed immediately and an interview arranged as soon as possible. Such exclusions will follow statutory guidance as laid out by the Department for Education (DFE).

Permanent Exclusion

Permanent exclusion is a most serious sanction that will be only taken in response to the following situations:- serious or persistent breaches of the academy's Behaviour & Discipline Policy, persistent and defiant misbehaviour including bullying and harassment of others in the academy community.

The Principal will consider all the relevant facts and evidence to support the allegations made. A fixed term exclusion may be made in the first instance to give the Principal time to investigate the case fully. The Principal will then decide whether to extend the fixed term exclusion or make it permanent.

There are, however, exceptional circumstances where, in the Principal's judgement, it might be appropriate to permanently exclude a pupil for a first **one-off offence**.

These may include:

- Where there has been serious actual or threatened violence against another pupil or member of staff.
- Sexual misconduct or assault
- Supplying an illegal drug, possession or misuse of an illegal drug, medicines or solvents.
- Carrying an offensive weapon, or the use of any implement as an offensive weapon.
- Making a malicious and false allegation against a member of staff.
- Setting off or possession of fireworks.
- Persistent and defiant misbehaviour including bullying
- Where the academy believes that a pupil's presence in the academy represents a serious threat to others.

N.B.

There may be other 'one off' offences which in the judgement of the Principal warrants permanent exclusion.

The Principal has the power to sanction pupils for their behaviour outside academy if it impacts on the academy.

The standard of proof applied when moving to an exclusion (and when investigating situations and incidents that do not lead to an exclusion), is that on the balance of probabilities the pupil was responsible for the particular behaviour. This means that the Principal decides that it is more probable than not that the pupil did what he or she is alleged to have done. The Principal's decision will always be informed by a thorough investigation.

Following any exclusion of whatever type or duration, the Principal will:

- Inform the parents/carers of the period and nature of the exclusion.
- Advise the parents/carers about the rights of representation to the governing body and how these representations may be made.
- Make arrangements to provide suitable full time education from the sixth day onwards for pupils who have been given a long fixed period of exclusion.

It may be necessary for ARA to involve the police if the offence warrants it. All permanent exclusions will be reviewed by the governing body to ensure that they are justified and fair. The Principal can withdraw a permanent exclusion that has not yet been reviewed by the governing body.

Reasonable adjustments to this policy will be considered for pupils who have SEND (Special Educational Needs) and/or are LAC (Looked After Child) or PLAC (Post Looked After Child).

6.12 Alternative Provision (AP)

A pupil who demonstrates on-going behavioural issues and/or the academy shows that it cannot meet their individual learning needs may be directed to study off site to improve his or her behaviour. This approach will be used as an alternative to permanent exclusion and part of a stepped approach to support a pupil with specific difficulties. Pupils placed onto an alternative provision programme will have a key member of staff appointed to them and their progressed will be regularly reviewed and monitored weekly. When pupils are directed onto an alternative provision programme parents/carers will be consulted. All alternative provision programmes will be bespoke and relative to the needs of the pupil. Programmes could include a combination of approved educational providers commissioned by the Academy.

6.13 The Role of the Governing Body

The governing body will review various categories of exclusion and will consider any representations made by the parents/carers of the excluded pupil. If a pupil is aged 18 or over he/she may represent him/herself provided that there is a parental agreement.

The governing body has no power to increase the severity of an exclusion. It can, however, uphold an exclusion or direct the pupil's reinstatement, either immediately or by a particular date.

7. Child Protection and Safeguarding

ARA takes the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature (see Safeguarding Policy) the Academy has separate procedures in place for managing allegations of abuse against children (see the ARA Safeguarding Policy and Procedure). Parents/Carers should be aware of the Safe PP section of the Academy's website which is place where parents/carers and pupils can report any safeguarding concerns that they may have.

8. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy. Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

9. Pupil Support

The academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The academy's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Pupil Transition

To ensure a smooth transition to the next year, pupils have meetings with their new teacher(s) and other key staff. These meetings ensure behaviour for learning is continually monitored and the right support is in place. Similar information may also be shared with new settings for those pupils transferring to other schools.

11. Academy Uniform

Our uniform identifies our academy, and also helps all to have a sense of belonging. Our academy uniform must be worn correctly at all times including their journey to and from the Academy as they are representing ARA in the community. Further details about the specifics of the Academy uniform can be found on the website.

11.1. Equal Opportunities

Alec Reed Academy celebrates the diverse communities that are represented within the Academy. All groups have to wear the Academy uniform in order to maintain equal opportunities for pupils to respect their religions and customs. Pupils who have to cover their hair must wear black or white. The dastar (turban) or patka should be worn traditionally as to respect the religion fully. The Academy uniform must be on show at all times.

Sikh pupils who have taken part in the Amrit Sanchar ceremony can wear the five "articles of faith" that must be carried at all times. Parents will be asked to clarify in writing that their son/daughter has been baptized. The Kirpan should be worn discreetly and out of sight. Families are asked to meet with a senior member of staff to inform the Academy if their child is to wear a Kirpan. The blade of the Kirpan must be restricted so that it cannot be drawn from the scabbard.

The Kirpan should not be more than 6 inches in length (including both blade and handle) and the blade should not exceed 3 inches in length; the Kirpan should always be sheathed. For health and safety reasons pupils will be asked to remove their Kirpan during PE lessons. If parents would like their son/daughter to wear the Kirpan underneath their clothing in these lessons, the Kirpan must be fastened close to the pupil's side underneath their clothing and the parents will be asked to write to the academy accepting responsibility for any potential accident that may occur related to the wearing of the Kirpan.

11.2 Haircuts and Facial Hair

In keeping with ARA's smart uniform, pupils are requested to attend the Academy with traditional haircuts/styles. Hair colour should be in keeping with the pupil's natural hair colour.

11.3 Jewellery

Pupils are permitted to wear up to one pair of small, plain stud earrings. Sikh pupils are permitted to wear a thin Kara. Sikh pupils are asked not to wear thick Kara's for health and safety reasons. Christian pupils are permitted to wear a crucifix underneath their shirt. The wearing of any other jewellery is not permitted.


11.4 Makeup

Pupils are not permitted to wear makeup.

12. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

Appendix A: Managing Negative Behaviour

 Managing Negative Behaviour					
Behaviour Level	Behaviours	Staff Level	Sanction - Logged on ClassCharts.	Length	Served With
Level 1: Late to academy.	<ul style="list-style-type: none"> Poor punctuality 	Attendance team	L1 Late Detention: Served after school that day.	15 mins	SAFE Worker (supported by HoY or AP)
Level 1: Low level disruption that does not inhibit teaching.	May also include; <ul style="list-style-type: none"> Missing equipment Item Confiscated Homework Concern Poor Attitude Lack of work Poor behaviour outside of lessons 	Classroom teacher (+1 opportunity to reset)	L1 Detention: Served at break, lunch or after school. Same day where possible.	15 mins	Class teacher
Level 2: Disruption that has disrupted learning.	May also include; <ul style="list-style-type: none"> Rudeness to Pupil/Staff Sent to shadow Truancy Discrimination Missed Level 1 Detention Poor behaviour outside of lessons 	Class Teacher/SaFE Worker/HoY/Curriculum Leader	L2 Detentions: Served after school. Same day where possible.	30 mins	Curriculum/Subject Lead with opportunity to meet class teacher and reconciliation. Phone call home
Level 3: Second offence or continuous disruption.	May include; <ul style="list-style-type: none"> Missed Curriculum Leader Detention Persistent disruption Cumulative number of behaviour logs Unsafe Behaviour Racist Incident Bullying Banned Items 	Curriculum Lead (CL) / Post holder in larger departments/HoY/SLT	L3 Detention: Further sanctions may also be introduced such as removal from a series of lessons until behaviour for learning has improved.	45 minutes	Curriculum/Subject Lead
Level 4: Managing Extreme Behaviour.	May include; <ul style="list-style-type: none"> Referral from CL/SL Consistent failure to follow the behaviour policy One off serious incidents Fighting/Assault Failing Stages of Suspension Target Card Verbal abuse of staff 	Senior Leadership Team	Served at the end of the day on the Friday of that school week. Further sanctions may also be introduced such as being placed on report.	Level 4 – Academy detention	Member of Senior Leadership Team
Level 5: Pupils placed on PSPs, Stages of Suspension	<ul style="list-style-type: none"> Serious incidents incurring a fixed term exclusion. Persistent/Cumulative number of behaviour logs New starter at the Academy arriving with a history of behaviour logs described above. 	Overseen by Lead Behaviour Practitioner and an Assistant Principal. Supported by HoY, Access and Inclusion Staff, Internal Exclusion Staff, SaFE Workers and Leadership Team.	Stages of Suspension Parent Meetings PSP Internal Exclusion or Fixed Term Exclusion (based on findings of investigation). Any other interventions necessary to support the pupil in being successful long term.		

Appendix B: Secondary Phase Pupil Code of Conduct

I understand that being a member of the Academy means showing courtesy, consideration and respect to everyone in the Academy community and for my surroundings. This means that I will:

In the Academy

- Be punctual each morning and endeavour to attend academy each day during term time
- Look smart by wearing the correct academy uniform. I will also make sure that I do not wear make-up or jewellery to academy (unless it is a watch or one flat pair of ear studs)
- Make sure that all games and devices are left safely at home
- Ensure that I only eat food in the Academy restaurant and packed lunch areas
- Make sure that the Academy is a chewing gum free zone
- Hand in any valuables that I bring into academy so they can be locked in the year base safe
- Co-operate with my year team by keeping my pod area clean and tidy and by looking after my locker and locker key.

In the Classroom

- Arrive to my lesson on time, enter the class sensibly and go straight to my workplace
- Always bring the correct equipment to my lesson
- Respond appropriately to the register
- Other than water you should not eat, drink or chew in class
- Follow any staff instructions first time they are given
- Listen when the teacher talks, remain silent and concentrate.
- Do all my classwork and homework to the best of my ability and hand it in on time
- Look after my books/files and make sure that they do not have graffiti on them
- Keep my network password secure to guard against misuse
- Keep my planner up to date and signed regularly by my parent/carer
- Only leave the classroom with the teachers permission and with an 'out of class permission card'

In the Corridors

- Walk on the left hand side of the corridors
- Move without delay to my next lesson
- Respect the safety of others by not pushing, running or fighting.

In the Restaurant

- Line up quietly at the correct time and in the correct year group order
- Clear up after myself, including trays, plates and left over food.

On Academy trips

- Apply the same rules outside the Academy as inside the Academy
- Listen carefully to all instructions
- Be punctual for trips
- Stay with the group leader, not wander off and be aware of the other people around me.

In the Playground

- Behave safely at all times by avoiding games that may endanger others or damage the building
- Respect others and not hang around in a large groups
- Take care of the environment and place all my litter in the bins
- Respect the staff and pupil leaders on duty

Respond immediately the bell goes for the end of break and lunchtime.

I am aware that bullying, unkind teasing, swearing, fighting, stealing and vandalism will not be tolerated in the Academy under any circumstances. If I see any incidents then I will report them to a member of staff.

I understand that this Pupil Code of Conduct applies whilst on the Academy premises, during ARA hours, on ARA outings, to and from ARA and in the local community.

<ul style="list-style-type: none"> • Accept sanctions when given • Behave in an orderly and self-controlled way • Show respect and courtesy to visitors, members of staff and each other • In class, make it possible for all pupils to learn • Move quietly around the academy • Treat the academy buildings and academy property with respect • Wear the correct uniform at all times in accordance with our uniform policy 	<ul style="list-style-type: none"> • Refrain from behaving in a way that brings the academy into disrepute • Never bring false witness against another pupil or member of staff • Travel to and from the academy in a safe, sensible and courteous manner showing respect to the local environment and our neighbours • Pupils must always act in a manner that protects the health and safety of both themselves and others
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Appendix C - Intervention/Internal Exclusion Room

Prior

- Pupils are placed on a Stages of Suspension or PSP target card by a member of the LT/Lead Behaviour Practitioner. Parameters for why a pupil is placed on this target card should be agreed with the pupil and parent. At its core, it is because the pupil is not effectively engaging with learning (under which may almost automatically come the sub-category of disrupting the learning of peers).
- When a pupil is placed on a Stages of Suspension or PSP target card, this is done during a meeting with the parents. This meeting is minuted. The purpose of the meeting are:
 - to agree targets
 - to ensure that all stakeholders understand that the purpose of the targets (and the target card) is to support the pupil in achieving success in their studies
 - to ensure that the sequence of actions and reactions are understood by all parties
 - to ensure that the pupil understands their responsibility in complying with the procedures of referrals and the consequences if they do not comply.

Referrals to the Intervention/Internal Exclusion Room

There are three main reasons why a pupil may be referred to Intervention or the Internal Exclusion Room.

1. If a pupil is on Stages of Suspension and they fail to comply with their agreed targets, they are immediately instructed by their teacher to go to the Intervention/Internal Exclusion Room.
2. A pupil breaches the pupil code of conduct with a Level 3 incident.
3. The daily behaviour log shows that a pupil has persistently disrupted learning in more than one lesson in one day.

When this happens an email is sent to the member of staff responsible for the Intervention/Internal Exclusion Room to pick up the pupil for a fixed period of time. Whilst in the Intervention/Internal Exclusion Room pupils must follow the pupil code of conduct. If they did not do this, they will be required to repeat the time set.

Parents/carers will be informed that their son/daughter is in the Intervention/Internal Exclusion Room at the earliest opportunity.

Intervention Room Tasks

Activity 1 – Investigation

- The pupil must write a statement, support will be provided if needed by the Intervention/Internal Exclusion Room Leader.
- The Intervention/Internal Exclusion Room Leader may ask for support from the Link / Safe Worker if witness statements are required for further investigation. These will be completed alongside the investigation form.

Once the initial investigation is complete, the Incident Report Form, pupil and witness statements are uploaded to SIMS, ClassCharts and/or the pupil's internal file. The Assistant Principal: Head of Key Stage Director of Pupil Support and Lead Behaviour Practitioner will decide the final action.

Activity 2 – Intervention/Internal Exclusion Reflection

- Pupils will complete reflective work using resources agreed by the Assistant Principal: Head of Key Stage and Intervention/Internal Exclusion Room Leader.
- Pupils will be expected to complete reflective written work.

Activity 3 – Subject Specific Work

- Once the Intervention/Internal Exclusion Room Leader has evidence that the investigation and reflective work has made a positive impact, pupils will complete their regular academy work.
- The Intervention/Internal Exclusion Room Leader will liaise with Curriculum Leaders to ensure that they have schemes of work and a bank of resources for each unit of work for each year group for each half term. This will be organised on the Academy's shared drive by the Intervention/Internal Exclusion Room Leader. The Intervention Room Leader will also liaise with Curriculum Leaders to have a copy of current reading books, textbooks and workbooks to ensure that there is no disruption to pupils' regular academy work. Teachers may also email activities to the Inclusion Room Leader.

Resources:

- Computers with CD Rom with maths CDs and Internet access
- Reading books

- KS3 schemes of work, workbooks, textbooks
- KS4 schemes of work, workbooks, textbooks, revision material

Non-compliance whilst in the Intervention Room

If a pupil fails to comply with the Intervention/Internal Exclusion Room Leader, it may be necessary for the teacher to send the pupil to a member of the Leadership Team. Pupils who cause further disruption once isolated or refuse to enter the room may be referred for a further Internal Exclusion or Fixed Term Exclusion.

Incidents from the previous day

Pupils who were referred to the Intervention/Internal Exclusion Room on the previous academy day must report to the Intervention/Internal Exclusion Room Leader at 8.35am on the following day. When a decision has been made to return the pupil to class, the Intervention/Internal Exclusion Room Leader will direct the pupils to their regular P1 lesson at 8.40am. However, if an incident is not resolved, the pupil may need to remain in the Intervention/Internal Exclusion Room.

Monitoring and Evaluation

The Assistant Principal: Director of Pupil Support and Lead Behaviour Practitioner will monitor the use of the Intervention/Internal Exclusion Room. The Intervention/Internal Exclusion Room Leader will regularly report and update them as part of the review process.

The Leadership Team will evaluate the impact of the use of the Intervention Room regularly. The Assistant Principal: Director of Pupil Support will monitor and ensure that referrals to the Intervention Room are consistent and fair.

The Governing Body receives information about the use of the Intervention/Internal Exclusion Room as part of the CEO / Principal's report to governors.

Appendix D: Alec Reed Academy: Stages of Suspension

STAGE 1

Rationale

A pupil will move to Stage 1 if the SaFE Worker/Pupil Progress Leader/Leadership Team member attached to the year group recommends that a pupil enters Stage 1 if unsuccessful on the SaFE Worker/Pupil Progress Leader/Leadership Team Group report card.

AND/OR

The pupil has had a fixed term exclusion.

Interventions

Set targets
Target card
Parent letter
Parents meeting 1/2 termly
In class monitoring and coaching

STAGE 2

Rationale

A pupil will move from Stage 1 to Stage 2 if they have not shown adequate improvement in progress against their targets.

AND/OR

The pupil has had a further fixed term exclusion/s.

Interventions

Review of targets
Target card
Parent letter
Parent meeting 1/2 termly
In class monitoring and coaching
Specific skills based workshops
Behaviour contract

STAGE 3

Rationale

A pupil will move from Stage 2 to Stage 3 if they have not shown adequate improvement in progress against their targets.

AND/OR

The pupil has shown a serious reason for the escalation.

Interventions

Review of targets
Target card
Parent letter
Parent meeting
In class monitoring and coaching
Pastoral Support Plan
Specific skills based workshops.
Managed move discussed with parent

STAGE 4

A Managed Move to another school is to be considered.

STAGE 5

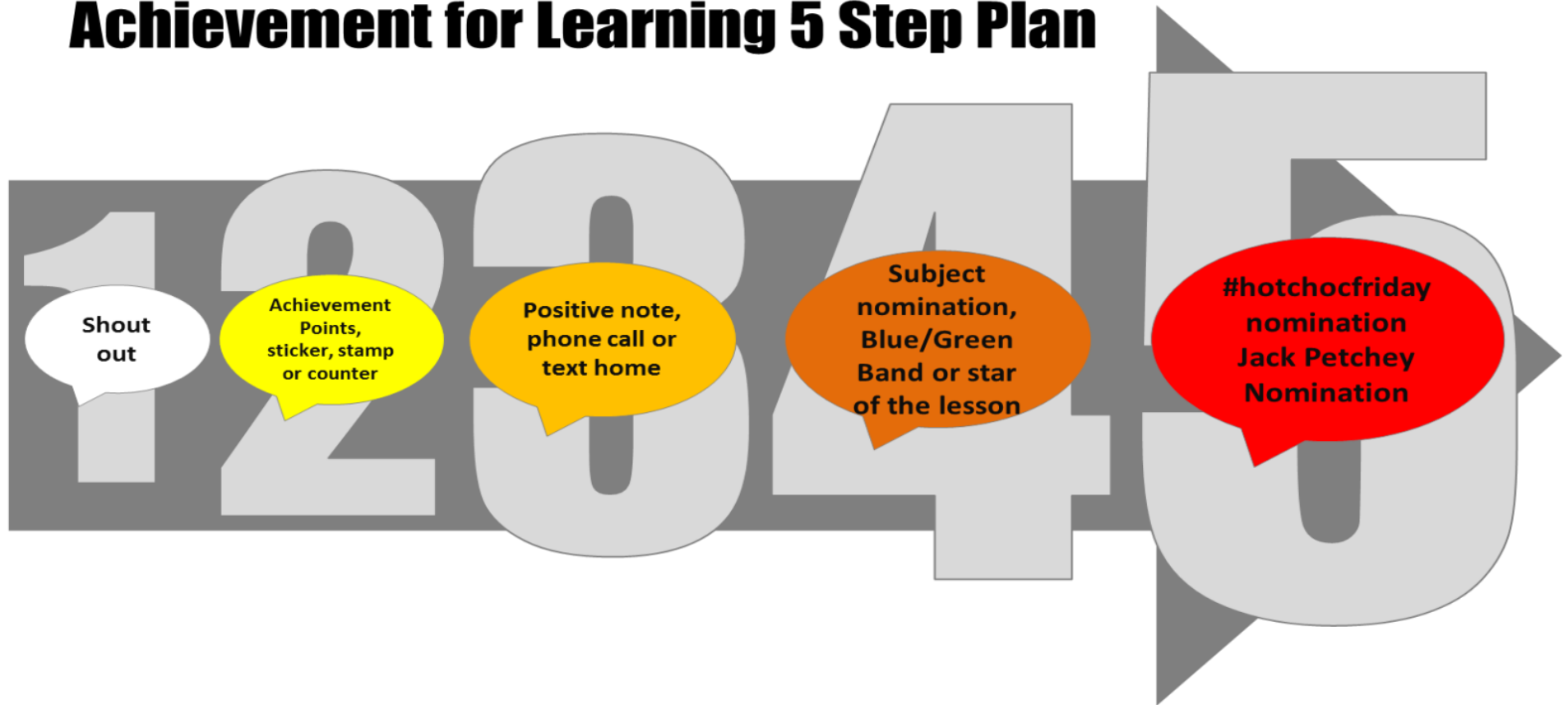
Permanent Exclusion

Reviewed half termly



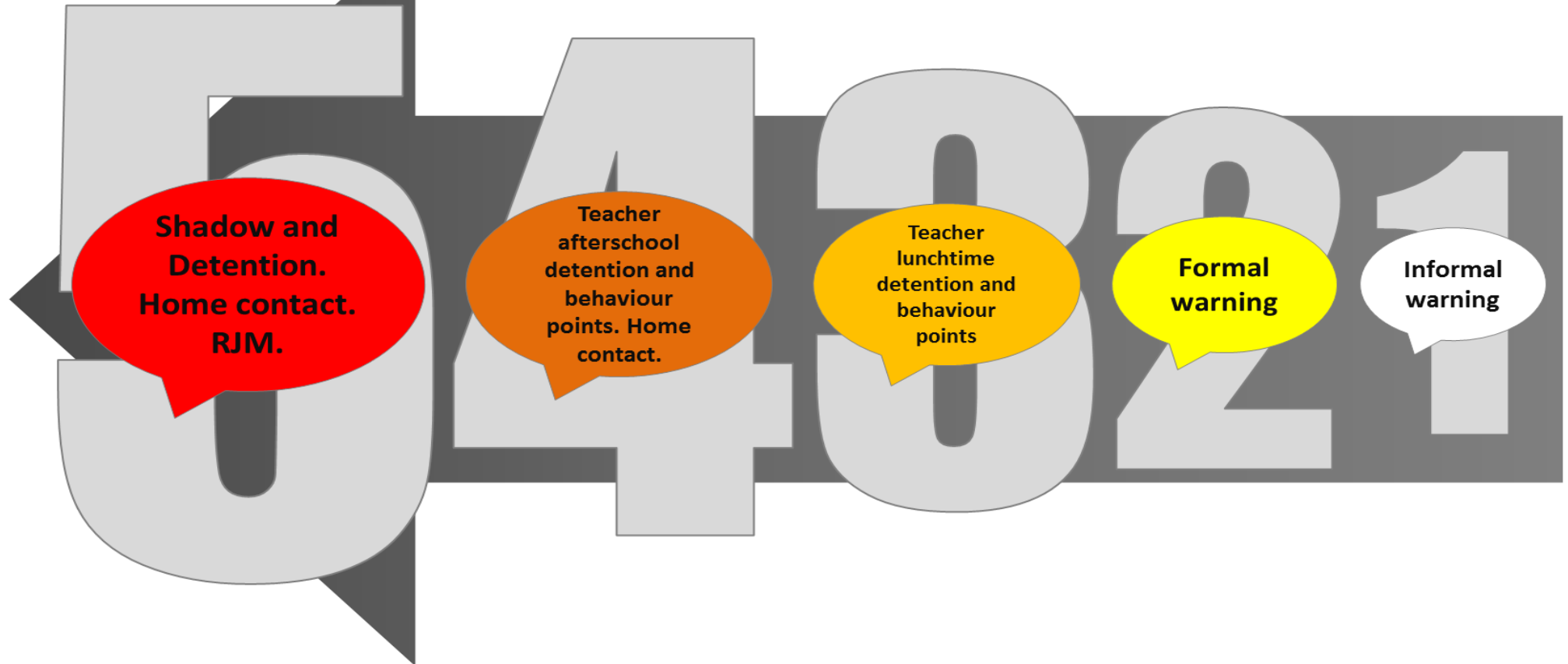
Appendix E: 5 Step Plans

Proud to Learn Achievement for Learning 5 Step Plan



Proud to Learn

Behaviour for Learning 5 Step Plan



Effective infection protection and control

Transmission of coronavirus mainly occurs via respiratory droplets generated during breathing, talking, coughing and sneezing. These droplets can directly infect the respiratory tracts of other people if there is close contact. They also infect others indirectly. This happens when the droplets get onto and contaminate surfaces which are then touched and introduced into the mouth or eyes of an uninfected person.

Preventing the spread of coronavirus involves preventing:

- direct transmission, for instance, when in close contact with those sneezing and coughing
- indirect transmission, for instance, touching contaminated surfaces

ARA are employing a range of approaches and actions with our children and young people which create an inherently safer system where the risk of transmission of infection is substantially reduced. These include:

1. Clean hands often

All staff, children and young people will clean their hands more often than usual, particularly after arriving at school, touching their face, blowing their nose, sneezing or coughing, and before eating or handling food.

To clean their hands they are washing their hands thoroughly for 20 seconds with running water and soap and drying them thoroughly, or they use alcohol hand rub/sanitiser ensuring that all parts of the hands are covered.

2. Respiratory hygiene (catch it, bin it, kill it)

All adults, children and young people are encouraged to avoid touching their mouth, eyes and nose. To cover their mouth and nose with disposable tissues when they cough or sneeze. If a tissue is not available then they are to sneeze into the crook of their elbow, not into their hand. Tissues are to be disposed into a disposable rubbish bag and hands immediately cleaned with soap and water or by using a hand sanitiser.

3. Minimise contact and mixing

The classroom layouts and timetables (such as staggered break time and lunch time) are in place to minimise contact and mixing. All of our children and young people will have received clear guidance from staff on safe distancing and have floor markings in key areas of the Academy to support this.

What happens if a child or young person fails to follow all of the safe distancing rules?

Primary Children: very young children will need regular reminders and a structured day with plenty of physical activity included to support them. Most children will get used to the routine and will follow expectations. Where this doesn't happen there will have to be sanctions in place whereby the child is removed from the class/activity to enable their understanding of the importance of safe distancing. This sanction may well have to be applied several times before the understanding of the child increases and their behaviour follows expectations.

Secondary Children/Young People: older children, teens, and young adults need to understand that they have a direct impact on how this virus spreads. Safe distancing saves lives and it is important for them to follow the guidelines very closely – we have to help them know the rules have changed. If our young people fail to follow our safe distancing rules then there are sanctions with escalating consequences:

- reminders of the safe distancing rules (staff modelling these throughout)
- removal of the young person to a different area of the classroom
- removal of the young person to a different classroom
- parents informed and asked to speak to their child there and then on the phone or later that evening
- Formal internal exclusion - with work set to be completed
- Fixed term exclusion – with work set to be completed

Depending on the frequency and severity of the social distancing rules being broken an appropriate sanction will be applied and that may not be in the order presented above. If consequences have been applied with parents also involved and there fails to be any improvement then home learning would be the next step.