



**ARK Franklin**  
Primary Academy

**Many Minds One Mission**



**BEHAVIOUR POLICY**

**Ark**  
...

# Policy Information

## Named personnel with designated responsibility for Safeguarding

Designated Senior person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
Peter Watkins	Sinead Houstoun	TBC	Hugh de Lusignan

## Policy review dates

Review Date	Changes made	By whom
April 2015	Policy Reviewed	Janine Ryan
Nov 2016	Policy reviewed/amended	Caroline Owens
April 2017	Policy reviewed/amended	Janine Ryan
July 2018	Policy reviewed/amended	Caroline Owens
July 2019	Policy reviewed/amended	Janine Ryan
August 2020	Policy reviewed/amended	Janine Ryan
August 2022	Policy Updated	Peter Watkins

## CONTENTS

- 1 INTRODUCTION
- 2 POLICY STATEMENTS
- 3 ROLES AND RESPONSIBILITIES
- 4 BEHAVIOUR POLICY
- 5 ANTI-BULLYING POLICY
- 6 INVESTIGATING INCIDENTS, SEARCHING AND CONFISCATION
- 7 EQUALITY IMPACT STATEMENT

# 1 INTRODUCTION

---

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of Academy life is necessary. It seeks to create a caring learning environment at Ark Franklin by:

- Ensuring that positive, respectful relationships between all parties at the school underpin the ethos and day-to-day life
- Encouraging and acknowledging good behaviour and discipline.
- Promoting self-esteem by encouraging students to value and respect themselves and others.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention.
- Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with parents and carers by involving them in the implementation of the Franklin's policy and associated procedure.
- Encouraging children to take responsibility for their behaviour.
- Explaining unacceptable behaviour.

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

Haim Ginnot

## 2 POLICY STATEMENTS

---

### **Monitoring, evaluation and review**

Franklin will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

### **Interrelationship with other Academy policies**

In order for the Behaviour Policy to be effective, a clear relationship with other Academy policies, particularly equal opportunities, inclusion, and the use of force to control or restrain pupils, has been established.

### **Involvement of outside agencies**

Franklin works positively with external agencies (e.g. educational welfare, health services etc.). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

### **Procedures**

The Headteacher in consultation with staff will develop the procedures from this policy.

The procedures will make clear to pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and parents.

The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of Franklin equally: with rights, come responsibilities for our self and the community as a whole.

### **Rewards and consequences**

Franklin's ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Consequences are needed to respond to inappropriate behaviour. A range of consequences are clearly defined in the procedures, and their use will be characterised by clarity of why the consequence is being applied and what change in behaviour is required. The procedures make a clear distinction between the consequences applied for minor and major misdemeanours.

All rewards and consequences are couched in terms of Franklin's ARISE values.

### 3 ROLES AND RESPONSIBILITIES

---

#### **Governing body**

The Governing body will establish in consultation with the Headteacher, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents/carers, it is non-discriminatory and the expectations are clear.

Governors will support the Academy in maintaining high standards of behaviour.

The governing body will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

#### **Headteacher**

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

The Headteacher will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

The Headteacher will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

#### **Staff, including teachers, support staff and student teachers**

Staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.

#### **Parents and Carers**

Parents and carers will take responsibility for the behaviour of their child both inside and outside the Academy. They will be encouraged to work in partnership with the Franklin in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of the policy.

#### **Children**

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

## 5 BEHAVIOUR POLICY

---

At Ark Franklin we understand that strong relationships between adults and children are at the heart of a successful school. We see that all children can and will succeed but only when the Climate For Learning in the classroom is of the very highest quality. We approach each day as a new start and with a positive aspiration, no matter what has gone on before. We invest considerable time and energy into the Climate for Learning in our school to make certain that lessons are not disrupted but are characterised by classrooms where all voices are valued. All teachers see the very best in children and understand that their classrooms must be characterised by positive, respectful interactions.

Our positive and proactive approach to behaviour management encourages pupils to accept responsibility for their actions, show initiative, and understand how they can contribute positively to our learning community. Every opportunity is taken to praise, reward and encourage our children to make the right choice, for we are very aware that positive reinforcement is far more powerful and influential than punitive measures.

We encourage the highest standards of good behaviour and discourage behaviour that undermines learning or confidence. We endeavour to work with parents at every opportunity to ensure and enable each and every child to behave in a positive manner at all times.

### REWARDS AND SANCTIONS SUMMARY

Rewards	Consequences – “Traffic Light” system
Verbal Praise	Reminders: value based
Dojo points	Yellow: name moved to yellow on behaviour chart
Dojo Certificates – Bronze/Silver/Gold	Red: name moved to red; sanction of missing playtime
Dojo Champions	Two reds in a week: parents informed and lunch detention arranged
Attendance Awards	Internal exclusion
Headteacher awards	Fixed-term external exclusion (suspension)

### Additional Guidance: Rewards

#### Verbal Praise

Children should be regularly thanked and praised for meeting and exceeding behaviour expectations and school values. The language of ARISE values should be heard regularly in the class and children should at all times be spoken to positively and respectfully.

#### Dojo Points

Where children exemplify values or exceed expectations, Dojo points can be given. The language of the school values should support these and these should be used to reward and motivate all children. Dojo

points should be given singly or a maximum of two at once. Teachers should ensure that all children receive dojos and that they are not dominated by a few.

### **Dojo Awards**

Each week, in phase assembly, “Dojo Champions” are celebrated with a postcard and public praise in assembly. The school will keep track of dojo points cumulatively and reward children with Bronze, Silver and Gold awards for gaining 100, 250 and 500 dojo points respectively.

### **Headteacher’s Appreciation Awards**

One child from each class will be nominated for an ARISE award for an exemplary display of our core values in our weekly celebration assemblies. Class teachers will nominate these children in assembly who will be presented with a bracelet showing the Ark Franklin values .

### **Good Choice Cubes**

Pupils will be rewarded for demonstrating a team ethic as a class, either in class, break, assembly, dining hall. Staff will award these children cubes for them to collect as a class. When the class jar is full, a reward is given to the class, eg 10 minutes play.

### **Attendance Awards**

The class with the best weekly attendance will be awarded the attendance cup at our weekly assemblies, any class with 100% attendance for the week will receive an additional break and cookies/ice lollies to enjoy with the headteacher or deputy head.

### **Pupil Code of Conduct**

I will do whatever it takes to make sure that I:

- Arrive at Franklin before the gates close at 8.50am (gates open at 8.30am).
- Bring the equipment I need and am prepared for my learning.
- Wear the correct uniform smartly throughout the day.
- Enter Franklin quietly, greeting others politely.
- Show respect for my own learning and that of others.
- Always complete my work to my best standard.
- Help a teammate if they are finding the learning difficult.

At Franklin and in the local community, I will do whatever it takes to help create a safe environment which respects the rights of others by:

- Listening to members of staff and following instructions politely and calmly.
- Walking calmly.
- Going straight to my lessons and holding doors open for others.
- Respecting property and the environment.
- Remembering I am always an ambassador for Franklin. Leaving the Academy and making my way home in a responsible way.

### **Additional Guidance: Consequences**

We have a clear set of escalating consequences for poor behaviour choices; disruption of learning is taken very seriously. If our comprehensive offer of rewards and consequences prove ineffective, close collaboration with parents and careful evaluation of the curriculum on offer, classroom organisation and



management will take place to establish and reduce contributory factors. Additional specialist help and advice from our educational psychologist and the local authority may be necessary; these arrangements will always be made with the full involvement of parents, the inclusion lead and the Headteacher.

**Reminders** should be given verbally before children's names are to be moved down, children should be given chance to correct their behaviour and the expectations made clear. We aim for these interactions to be private wherever possible and in the majority of incidences.

### **Yellow**

A child's name should be moved to yellow if they have not met behaviour expectations following a reminder.

### **Orange**

Time out within the class or in a buddy class may be offered if required to reflect on their behaviour. This will usually be for 5-10 minutes in KS1 and 10-15 minutes in KS2. A reflection sheet should be completed which will give a clear indication if the child is ready to return to work in their own classroom. Parents should always be informed. A child's name should be on yellow or orange for a short time and be moved back to green when the behaviour is corrected or the reflection completed.

### **Red**

A child's name can be moved to red. A red is given if a child continues to make a poor choice after a yellow. A red card can be given immediately for a more serious incident although moving "straight to red" with no reminder should be avoided unless strictly necessary. A member of the SLT should be informed and a missed 15 minutes of lunchtime with SLT allocated. The child's name should go back to green when the breaktime has been missed or at the start of the next day. No child should start the day anywhere apart from green.

### **Lunchtime Detention**

If a child receives two reds in a week this will mean a lunchtime detention for 30 minutes. SLT and parents must be informed. This detention can be taken in the outdoor reflection building, which is always staffed by a co-teacher. This should be communicated clearly to the staff member directly or via the lead lunchtime co-teacher.

### **Internal / Fixed-term exclusion**

Internal means working within the building but separately from the rest of the learning community for a pre-set period of time. Fixed-term exclusion means that the pupil is kept at home, or occasionally, educated at another Academy for one or more days.

The misdemeanours listed below are likely to lead to an internal or fixed-term exclusion. In exceptional circumstances, they may lead to permanent exclusion.

Seriously disruptive behaviour including refusal to follow instructions.

Deliberate confrontational verbal behaviour towards another member of the community.

Physical aggression towards another member of the community.

Aggressive derogatory and/or discriminatory insults/speech towards another member of the community.

Disruptive behaviour whilst on internal exclusion in the Academy.

Racial/sexual/homophobic harassment.

Bullying (ongoing).

Deliberate damage to school property

Theft.

Leaving the school site without permission

Behaviour likely to bring Franklin into disrepute.



### **Exclusion protocol**

Exclusions will be conducted in accordance with the Department for education's exclusion guidelines and in line with guidance from the local authority.

### **Restorative Conversations**

After any sanction is given, a restorative conversation should be held between the adult giving the sanction and the child who has received it. This conversation is designed to ensure that strong relationships are not eroded by a child receiving a sanction. This restorative conversation should identify exactly why the sanction was given, and what the child can do differently next time. It should also affirm that the teacher has belief in the child and knows that they will improve. The conversation should identify positive aspects of the child's behaviour, their strengths or successes that day.

### **Educational Visits**

All normal Academy codes of dress and behaviour will be expected on any visit. It is the responsibility of the visit organiser, as well as any accompanying adults, to ensure such standards are complied with. The pupils, parents/carers and staff should be aware that they are representing Franklin at all times and are, therefore, responsible for ensuring that they do not, at any time or under any circumstances, bring the Academy into disrepute. We do not wish to stifle the enjoyment of trips, but do wish to ensure the good behaviour and safety of everyone participating. Pupils should be aware that inappropriate behaviour could risk their chances of taking part in further trips and/or other consequences on their return. Should a child receive a red on a trip, they will automatically receive a lunch detention and can be removed from future trips if deemed appropriate. The school will always aim to prepare a child and their parent for the possibility of a trip missed for poor behaviour and a decision taken based on the risk assessment of the child attending.

### **Uniform consequences**

Pupils must wear appropriate uniform-this is an important statement of our identity. Parents and carers of pupils who do not wear their uniform correctly will be contacted and asked to bring the missing/correct uniform into the Academy. If this is impractical, then, where possible, pupils will be provided with and expected to wear clean correct uniform items for the day. Persistent failure to wear correct uniform will result in a parental meeting with SLT.

We understand that there may be good reasons why a child is not wearing full uniform. In these cases, parents and carers should share the reasons with us in person or by letter. We will always be considerate and discrete in trying to establish why a pupil is not wearing the correct uniform. Pupils will not be made to feel uncomfortable, nor discriminated against, because their parent or carer is unable to provide them with the required items of uniform. In line with our culture of honest conversation with parents or carers, we encourage discussion at the earliest opportunity if there are any difficulties.

### **PE**

Pupils will wear their full, correct Franklin PE kit. There will be the occasions when uniform is not appropriate, e.g. when taking part in a physical activity, an adventure day, or wearing different clothes as a part of a fundraising event. Parents and carers will be notified in advance of the revised dress code on these days.

### **Pupil Code of Conduct**

I will do whatever it takes to make sure that I:

Arrive at Franklin before the gates close at 8.50am (gates open at 8.30am).

Bring the equipment I need and am prepared for my learning.

Wear the correct uniform smartly throughout the day.

Enter Franklin quietly, greeting others politely.

Show respect for my own learning and that of others.

Always complete my work to my best standard.  
Help a teammate if they are finding the learning difficult.

At Franklin and in the local community, I will do whatever it takes to help create a safe environment which respects the rights of others by:

Listening to members of staff and following instructions politely and calmly.

Walking calmly.

Going straight to my lessons and holding doors open for others.

Respecting property and the environment.

Remembering I am always an ambassador for Franklin. Leaving the Academy and making my way home in a responsible way.

## 5. ANTI-BULLYING

---

### **Statement of Intent**

At Ark Franklin we have a policy of prevention. Preventing bullying makes it easier to respond to incidents when they occur. It also enables us to create an ethos in which the whole Academy community is clear that bullying is completely unacceptable and will not be tolerated.

### **Aims of the policy**

The aim of the Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at Franklin.

To assist in creating an ethos in which attending Franklin is a positive experience for all members of our community.

To make it clear that all forms of bullying are unacceptable and to enable everyone to feel safe while at Ark Franklin Primary Academy and encourage pupils to report incidents of bullying.

To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.

To support and protect victims of bullying and ensure they are listened to.

To help and support children displaying bullying behaviour to change their attitudes and understand why it needs to change.

To liaise with parents/carers and other appropriate members of the Academy community.

To ensure all members of our community feel responsible for helping to reduce bullying

### **Objectives of the policy**

Evidence that our whole community has ownership of the Academy Anti-Bullying Policy.

To maintain and develop effective listening systems for children and staff within Ark Franklin.

To involve all staff in dealing with incidents of bullying effectively and promptly.

To equip all staff with the skills and information necessary to deal with incidents of bullying.

To involve the wider Academy community (e.g. midday supervisors, part-time staff/volunteers) in dealing effectively with, and if necessary referring, bullying incidents.

To communicate with parents/carers and the wider Academy community effectively on the subject of bullying.

To acknowledge the key role of every staff member in dealing with incidents of bullying.

To ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations.

To promote emotional health and wellbeing across the whole setting and for all members of our community to role model this in all situations.

## Define bullying:

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can be:

**Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).

**Physical:** pushing, kicking, hitting, punching or any use of violence.

**Racist:** racial taunts, graffiti, gestures.

**Sexual:** unwanted physical contact or sexually abusive comments.

**Homophobic:** because of, or focussing on the issue of sexuality.

**Verbal:** name-calling, sarcasm, spreading rumours, teasing.

**Cyber:** all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera & video facilities.

It is important to understand that bullying is not odd occasion falling out with friends, name-calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name-calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the Academy. These behaviours, however, do not in and of themselves mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Pupils must be encouraged to report bullying at the Academy. The Academy staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the Academy policy.

## Practice and procedures

### Statutory duty of academies

The headteacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents/carers and pupils. Each Ark Academy will develop bespoke procedures for the reporting of, dealing with and prevention of bullying.

### What we do to prevent bullying

Everyone involved in the life of Franklin must take responsibility for promoting a common anti-bullying approach. We aim to:

Be supportive of each other.

Provide positive role models.

Convey a clear understanding that we disapprove of unacceptable behaviour.

Be clear that we all follow the rules and shared values of Ark Franklin Primary Academy.

Be fully involved in the development of the Anti-Bullying Policy and support anti-bullying practice.

Support each other in the implementation of this policy.

All members of our community are expected to report incidents of bullying. **All Staff** have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of wellbeing. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

All Ark Franklin Primary Academy Staff will:

Provide children with a framework of behaviour including rules which support the whole Academy

policy.

Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone and help create a positive atmosphere.

Raise awareness of bullying through activities, stories, role-play, discussion, peer support, Academy council, PSHE etc.

Through the Headteacher/senior staff member, keep the governing body informed.

Provide a key staff member who is responsible for the monitoring of the policy.

### **Implementation**

Ark Franklin Primary Academy procedures when dealing with incidents:

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.

If it is likely that bullying may be occurring or has occurred, a clear account of the incident will be recorded and given to the headteacher or her named representative.

The headteacher or named representative will interview all concerned and will record the incident.

The class teacher will be kept informed and if it persists he/she will advise other appropriate staff.

Parents/carers will be kept informed.

Sanctions will be used as appropriate and in consultation with all parties concerned.

### **Pupils**

Pupils who have been bullied will be supported by teachers:

Offering an immediate opportunity to discuss the experience with a member of staff of their choice.

Reassuring the pupil.

Offering continuous support.

Restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

Discussing what happened.

Discussing why the pupil guilty of bullying became involved.

Establishing the wrong-doing and need to change, as well as suggesting strategies to assist change.

Informing parents/carers to help and change the attitude of the pupil

The following disciplinary steps can be taken:

Explanation of why the inappropriate behaviour is unacceptable.

Reparation of damaged relationships.

Time away from an activity.

Meeting with staff, parent and child.

Missing another activity.

Loss of breaktime.

Pastoral support plan.

Official warnings to cease offending.

Detention.

Exclusion from certain areas of the Academy premises.

Minor fixed-term exclusion.

Major fixed-term exclusion.

Permanent exclusion.

Within the curriculum the Academy will raise the awareness of the nature of bullying through inclusion in PSHE, registration time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

## Support

At Ark Franklin we will continue to support this policy in the following ways:

We continue to address staff training needs, by organising regular training to tackle all forms of bullying, through behaviour management training, homophobia and e-safety training.

By providing information and support for pupils; by making age-appropriate information about services and support available to all pupils. We can refer pupils to services including Child Line for additional support.

We incorporate addressing bullying in curriculum planning, by trying to include teaching about homophobia as well as other forms of discrimination, prejudice and stereotyping in an age-appropriate way and in accordance with curriculum subject frameworks and guidance so that pupils understand and appreciate diversity. This is done formally in lesson times.

## 6. INVESTIGATING INCIDENTS, SEARCHING AND CONFISCATION

---

The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example if specific member of staff is unavailable or if the matter requires expeditious action.

### Investigation incidents

Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Headteacher and/or the Designated Person for child protection as appropriate. In situations where other services need to be informed, the Headteacher or their designate will attempt to contact the family to let them know of the referral, unless it is, in their judgement, inappropriate to do so.

If a serious offence appears to have been committed, the member of staff concerned should inform the Headteacher as soon as possible. In the event that this is not possible then the staff member should refer it to another SLT member. The Headteacher or his designate will decide the nature of investigation required, usually including conducting an initial interview with the pupil/pupils concerned and by arranging for the pupil/pupils concerned to produce a statement relating to the matter.

CCTV cameras may be checked to provide evidence of the facts.

It is also important that disciplinary matters, particularly serious ones, are investigated at a measured pace and that no premature judgments are made concerning the matter.

Once an investigation for a serious offence begins it may be necessary for the pupil/pupils concerned to be supervised by a member of staff or in extreme cases isolated from other pupils. Any investigation should be conducted away from the public gaze.

When a pupil is interviewed he/she should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of an interview that pupils are expected to tell the truth and that if they do not do so they can expect to be interviewed again. Careful contemporaneous notes should be kept during all interviews. These should be signed by the member(s) of staff present afterwards. Individual written statements should be taken wherever possible and they must be dated and signed and dated by the pupil concerned.

### Searches and confiscation

If a member of staff suspects that a pupil is in possession of a prohibited object the pupil may be searched. This search of a pupil should be conducted by the Headteacher or a member of staff authorized by the Headteacher (usually SENCO/SLT). The search should be conducted by the same gender as the

pupil, and with another adult (where possible of the same gender). Before any search is undertaken consent will be sought from pupils. If consent is refused, the pupil will be asked to say why s/he has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances will warrant a sanction. Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as ‘prohibited items’), the pupil may be searched without their consent.

When a search is conducted where there is a suspicion of a ‘prohibited item’ this can be conducted without the consent of the pupil.

When being searched, pupils cannot be required to remove their socks or tights, shirts, trousers or skirt; they may only be required to remove "outer clothing" such as coats and jumpers. Searching the pupil's possessions includes searching a pupil's goods over which he has or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress.

When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the Academy rules. Where any article is thought to be a weapon it must be passed to the police.

It is not necessary to inform parents/carers before or after a search takes place or to seek their consent to search their child. Where objects are found and when the object found constitutes a significant breach of the Academy rules, especially a “prohibited item”. The individual pupil’s parents or guardians should be contacted.

DfE reference for section

<http://bit.ly/XOxQGC>

### **Electronic Items**

Mobile Phones and other electronic items should not be used or seen at Franklin during the school day. Year 5 and 6 pupils who walk home alone may bring in their mobile phone, it must be kept switched off and out of sight at all times. If any are seen by staff they will be confiscated and sent to the school office. Parents will need to come and collect any items. Repeat confiscations will lead to a mobile phone ban for that child.

### **Use of Reasonable Force/Restraint**

In exceptional circumstances it may be necessary for a staff member to use force to protect children’s safety or their own. In such cases the school will support staff in their actions provided they comply with DCFS Guidelines. (See link below)

Force should only be used as a last resort and must be proportionate to the extremity of an incident: this is a matter of professional judgement.

Further information and Guidance is available at:

<http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force>



## 7 EQUALITY IMPACT STATEMENT

---

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.

**ARISE values are not followed**

<b>ARISE values are not followed</b>		Swearing		Physical aggression	Setting off the fire alarm	Any behaviours that break the common law.	
		Discriminatory language		Shouting at adults	Deliberate physical violence		
		Eating sweets/chewing gum		Persistent refusal to follow adult instructions	Verbal aggression/swearing		Persistent defiance of instructions
				Leaving class without permission	Persistent disruption of learning		Theft
			Threats	Deliberate property damage		<b>First Instance</b>	
			Bullying	Leaving school grounds without permission		<b>Persistent Instances</b>	
				Persistent bullying			
				Vandalism/damage to school property			
				<b>First Instance</b>			
<b>First Instance</b>	<b>Persistent Instances</b>						
<b>Reminder</b>	<b>Yellow</b>	<b>Double Yellow</b>	<b>RED</b>	<b>DOUBLE RED</b>	<b>Internal Exclusion</b> <b>Fixed Term Exclusion</b>	<b>Permanent Exclusion</b>	
A verbal reminder is given	Time out in class, if necessary	Time out, if necessary.  Miss part of break time to finish work.	May miss part of lunchtime to complete work.  CT to inform parent.	Instant after school detention  Two reds in a week lead to an afterschool detention from 3.30-4.00pm, CT to arrange with parent and inform SLT; parent to collect at 4.00pm and discuss next steps.	Third red in a week results in a fixed period internal exclusion, isolated from other students and a meeting with parents and SLT.  Set number of days (or 1/2 days) at home (fixed term).  Reintegration meeting with parents, agree way forward.  Additional support from outside agencies may be sought and/or a personal behaviour plan may be drawn up.	Permanently excluded from attending school	