



The Aylesbury Vale Academy

Success Beyond Belief

A Church of England Academy

## **BEHAVIOUR FOR LEARNING POLICY**

**SEPTEMBER 2011**

## **VISION:**

That every young person graduates from Aylesbury Vale Academy as citizens of an international community where they have the mobility borne from their outlook, qualifications, skills and experience to be successful.

## **GUIDING PRINCIPLES: WE ADOPT THE CHRISTIAN VALUES OF:**

- Honesty
- Respect
- Compassion
- Love
- Forgiveness
- Self-discipline
- Creativity
- Hope

## **OBJECTIVES:**

1. To prevent students from damaging other students' opportunities for learning.
2. To enforce a clear, fair and consistent approach to dealing with behavioural issues.
3. To maintain an atmosphere conducive to teaching with courtesy and mutual respect for others.

## **MONITORING** (via Governors' Scrutiny Committee):

1. Throughout the academic year the committee will ask to see evidence that the Academy has a rewards and sanctions process in place.
2. The committee will gain evidence from the AVP (B).
3. The chair of the committee will ask to see evidence that the rewards and sanctions process is implemented appropriately.
4. The committee will be provided with the findings.
5. Visit the Academy to follow lines of enquiry as a result of the committee meeting (adhering to the protocol for governor visits).

## **REVIEWING**

The Governing Body is responsible for reviewing its policies and the Principal is responsible for reporting on the implementation of the policy.

1. Has the policy been successfully implemented?

2. Has the policy had the intended impact in the Academy and on the young people?
3. Are the current objectives to remain the same and do they support other policies and development priorities?

## **NOMINATED MEMBER OF STAFF:**

AVP (B)

## **APPENDIX 1**

### Operating Statement

Aylesbury Vale Academy promotes respect for others within the Academy environment and the wider community and expects students to take responsibility for their own behaviour. We encourage our learners to take time for personal reflection including, if necessary, their inappropriate behaviour.

Lessons will be stimulating, creative and exciting which will help to secure good standards of behaviour.

The behaviour policy includes an outline of the rewards and sanctions which are the consequences of behaviour and the principles of behaviour and strategies to manage it.

## **APPENDIX 2**

### Principles and Strategies

- Children learn by association (both good and bad) what behaviours receive approval and/or disapproval
- They also learn from the modelling of significant others
- Behaviour is learned; it can be unlearned and relearned
- Conditioning is another form of learning, largely from one's environment
- If a home environment is dysfunctional with emotional abuse, frequent yelling, put-downs, harsh nagging and frequent physical discipline, it will have an effect on behaviour
- At the Academy, staff pick up the residue of that conditioning
- The home environment is outside our significant control and we can not change a dysfunctional home life, but this should not deter us from realising the powerful effect schools have on students
- The curriculum, learning and teaching styles, consideration of students' prior knowledge, grouping of students, the Academy's welfare programmes, catering for a range of educational options, routines and standardised procedures, encouragement and the classroom environment, all significantly affect learning and social outcomes

## **Promoting good behaviour**

The Academy's learning and teaching policy will support staff in teaching approaches which promote positive behaviour.

Teaching Style to Aim For:	Teaching Style to Avoid
<ul style="list-style-type: none"> <li>• Set clear boundaries</li> <li>• State expectations, both academic and behavioural</li> <li>• Fair and consistent</li>   <li>• Listen to students</li> <li>• Value students' opinions</li>   <li>• Model good behaviour, e.g. be polite</li> <li>• Use humour – but 'with' student, not 'at' them</li> <li>• Praise both achievement and effort</li> <li>• Well planned differentiated lessons</li> <li>• Plan for different learning styles</li> </ul>	<ul style="list-style-type: none"> <li>• Passive</li> <li>• Inconsistent</li>   <li>• Reactive to behaviour(failing to anticipate poor behaviour or plan for behaviour</li> <li>• Inconsistent in implementing the Academy policy</li> <li>• Unfair</li>   <li>• Poor time management and organisation</li> <li>• Lack of routines</li> <li>• Inconsistent boundaries</li> <li>• Aggressive</li> <li>• Inflexible</li> <li>• Poor listening</li> <li>• Labelling students</li> <li>• Confrontational</li> <li>• Sarcasm at the students' expense</li> </ul>

### Setting high standards of behaviour

Aylesbury Vale Academy has a Code of Conduct which is based on rules that have a rational justification and that the Academy will enforce consistently. Incidents and subsequent interventions must be rigorously recorded with the AVP (B) regularly reviewing the reporting mechanism. Students will be expected to reflect on the incident.

### Code of Conduct

Pupils should:

1. Always behave in a calm and orderly fashion.
2. Be courteous and considerate at all times.
3. Show respect for the beliefs, views and property of others.
4. Show mutual respect by using appropriate language at all times.
5. Be aware of the safety and well-being of others, especially when moving around the school between lessons and at break times.
6. Take care of their appearance and show pride in the Academy by wearing the correct uniform.
7. Attend the Academy regularly, be punctual and prepared for every aspect of

Academy life by bringing the correct equipment and by adopting a positive attitude at all times.

Ensure a pleasant, healthy environment. Consequently, cigarettes, drugs, alcohol and chewing gum are prohibited.

## **Code of Behaviour – RESPECT**

**Respect for people and property**

**Equipment – appropriate**

**Smoking, drugs and alcohol and chewing gum are banned**

**Polite and punctual**

**Eating only allowed at breaks**

**Considerate behaviour – no disruption – no bullying**

**Tidy and correct uniform**

For the purposes of this policy, consistency is taken to mean that:

- a) behaviours such as lateness, lack of uniform and chewing gum will be challenged by all staff at all times; although individual circumstances will be taken into account when deciding on action.
- b) teachers create a logical and dependable behaviour framework within their classrooms which is clearly understood and operates on the basis of certainty of consequence rather than severity. Individual frameworks must reflect the tone and spirit of the policy.

## **Classroom Code**

- Line up quietly outside the classroom before a lesson
- Remove any outdoor clothing
- Enter the classroom quietly
- Sit down and get out the equipment you need
- Listen to your teachers instructions
- When your teacher is talking, listen
- Complete all work set to the best of your ability
- The buzzer is a signal to the teacher to formally dismiss you

## **Implementation**

**The student** – is responsible for their actions and for being aware of standards of behaviour expected from them. They are to honour the vision of The Aylesbury Vale Academy, comply to rules, follow positive examples, Co-operate with staff and each other and support the positive environment of the Academy.

Positive attitudes promote courtesy, co-operation and consideration amongst all members of the Academy and its wider communities. The attitude of being positive to learning is a the foundations of the heart of the Academy.

Many factors can influence student behaviour, some within the Academy and some

from outside. They include:

Motivation	Problem with peers
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Anxiety and inappropriate stress  
Reputation

Parent/carers/carers - need to support the Academy in whatever way they can to ensure that their child behaves appropriately and learns effectively.

The classroom teacher – is responsible for managing the behaviour of students in their charge. They need to be aware of the classroom code and teach to this. They also need to use the behaviour management system effectively. They must use the Choices Referral system and load it onto SIMS by the end of the Academy day. The option of referral should not be taken too quickly, but, depending on circumstances, referral may be necessary and staff should not hesitate to ask for guidance and assistance from more experienced colleagues. They are required to follow established school routines and be consistent in this.

Staff – to support good behaviour staff will be expected to draw on key principles of best practice:

- establishing good habits early  
consistency in implementing Academy policies and when dealing with individual students
- early intervention with prompt action where there is poor attitude
- mutual respect through good relationships between students and staff
- understanding that students are individuals  
ensuring the curriculum is appropriate for each individual student including using a variety of teaching styles

The Curriculum Leader (CL) – is responsible for behaviour management in their area by supporting their team in order to ensure that each member meets their own responsibilities. They need to check the Behaviour log is sent daily to ensure correct use. Departmental meeting time should allow for analysis of behaviour data within the curriculum area and CLs must make use of the data when in discussion with each team member.

The Form Tutor – is responsible for accessing behaviour data relating to their form and using it both as a point of discussion with their charges and a means of target setting as appropriate.

The Pastoral Head of College is responsible for using behaviour data to inform their actions when dealing with students in their College e.g. when making referrals to SLT/PRU or instigating PSP's.

The AVP (B) is responsible for supporting staff in dealing with poor behaviour, e.g. by removing students from lesson and placing in Referral. They also support the CLs and PHOCs that they line manage in carrying out their responsibility.

PHOC is responsible for making the behaviour data available to staff as appropriate. Where a social, emotional or family issue is affecting a student's work, a referral may be made through PHOC Support using specialist staff. Support is offered through one-to-one sessions, using counselling methods which best suit limited intervention. The PHOC Support team also target students with significant attendance concerns.

### Support for Students

In order to pre-empt the escalation of behaviour problems, the Academy offers the following support:

- Discussion of emerging behaviour issues at Form Tutor meetings
- Contact with parent/carers/carers at an early stage
- Placement on effort, support or report card
- Inclusion of individual behaviour targets during target setting day
- Specific incident form for students to complete
- Referral to SENCo
- Production of Individual Behaviour Plan (for students on SEN register) (I&AEN) led behaviour programme
- Referral to Blueprint for outreach and placement
- Referral to other agencies, EWO, EP, CMH, GPs, Connexions, Learning Mentors

### Support and Training for Staff

- Induction for all new staff
- NQTs have a 10% reduction in teaching load in order to do observations
- A coaching model is to be introduced
- 5 hours of peer observation entitlement for each teacher
- The referral structure; support from CLs, PHOC, I&AEN and outside agencies
- Whole Academy training
- PHOCs and CLs monitor behaviour and liaise with AVP for Behaviour
- Identification of training needs through annual performance management
- Support in racially motivated incidents is provided by the Diversity Co-ordinator; all incidents are recorded by staff on central student record cards
- The anti-bullying policy

### Resources

- Reduced teaching loads for PHOCs, CLs, SENCo and AVP (B)
- Administrative support
- Budget for rewards system
- Specific projects funded for behaviour management
- Training budget

## Support for Parent/carers/carers

- Home School agreement to clarify expectations
- Face to face meetings for early intervention; advice given for strategies to use
- The Academy aims to have a consistent PHOCs and Form Tutor support for the duration of the pupil's time at the Academy
- Referrals are made to relevant outside agencies
- Readmission meetings after exclusions to avoid future problems

## Consultation for behaviour for learning policy

- Staff: opportunity to join working party
- Students: views on rewards and sanctions sought via student council
- Parent/carers/carers: consultation on the use of rewards and sanctions to be arranged
- Governors: feedback on suggested policy

## Monitoring and Evaluation

- Rewards monitored
- Sanctions monitoring to focus on after Academy justice sessions and AVP (B) justice sessions
- Monitoring system of use of Rewards and Sanctions to be developed and recorded in action plan
- Impact and consistency to be evaluated by the AVP (B)
- Analysis of exclusions to be used to target support

## Use of Force to Control or restrain students

All members of staff who may have to intervene physically with students must clearly understand the options and strategies open to them. They must know what is acceptable and what is not. The Governing Body, parent/carers/carers and students also need to understand these principles.

## Planning for Incidents

If the Academy is aware that a student is likely to behave in a way that may require physical control or restraint, it is sensible to plan how to respond if the situation arises.

## Reducing the likelihood of Situations Arising where Use of Force may be required

Although preventative measures will not always work, there are a number of steps which will assist the Academy to help reduce the likelihood of situations arising where the power to use force may be exercised:

1. Creating a calm, orderly and supportive climate that minimises the risk and threat of violence of any kind.

2. Developing effective relationships between students and staff that are central to good order.
3. Adopting a whole Academy approach to developing social and emotional skills. The Social and Emotional Aspects of Learning (SEAL) programme provides staff development opportunities and curriculum materials for helping students to develop skills such as managing strong feelings. **The SEAL resource is available at: [www.standards.dfes.gov.uk/primary/publications/banda/seal](http://www.standards.dfes.gov.uk/primary/publications/banda/seal)**
4. An approach to staff development that helps staff to develop the skills of positive behaviour management; managing conflict and also to support each other during and after an incident.
5. Recognising that challenging behaviours are often foreseeable.
6. Effectively managing individual incidents. It is important to communicate calmly with the student, using non-threatening verbal and body language and ensuring a student can see a way out of the situation. Strategies might include, for example, going with the staff member to a quiet room, away from bystanders or other students so that the staff member can listen to concerns or being joined by a particular member of staff well known to the student.
7. Wherever practicable, warning a student that force may have to be used before using it.

#### Deciding if Use of Force would be Appropriate

The judgement on whether to use force and what force to use should always depend on the circumstances of each case and – crucially in the case of peoples with (I&AEN) and/or disabilities – information about the individual concerned.

#### Managing the Student (e.g. Reactive Strategies to De-Escalate a Conflict)

1. Involving the parent/carers/carers to ensure that they are clear about what specific action the Academy might need to take.
2. Briefing staff to ensure they know what action they should be taking.
3. Ensuring that additional support can be summoned if appropriate.
4. In some cases particularly in (I &AEN settings, the Academy may also need to take medical advice about the safest way to hold students with specific health needs.

#### Section 93 Education and Inspections Act 2006

This section enables Academy staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continue to do any of the following:

- Committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to, or damage to the property of, any person (including himself)
- Prejudicing the maintenance of good order and discipline at the Academy or among any of its students receiving education at the Academy, whether during a teaching session or otherwise

The provision applies when a teacher, or other authorised person, is on the Academy premises and when he or she has lawful control or charge of the student concerned, e.g. on a field trip or other authorised out of Academy activity. This extends to other students who may be on the Academy site from another school or elsewhere in the lawful charge of the staff member.

### Authorised Staff

The Act allows all teachers at the Academy to use reasonable force to control or restrain students. It also allows other people to do so, in the same way as teachers, provided they have been authorised by the Principal to have control or charge of students. These might include classroom assistants, caretakers or voluntary helpers including people accompanying students on visits, exchanges or holiday organised by the Academy.

The Principal should identify people, other than teachers, whom they wish to authorise to have control or charge of pupils and therefore be able to use force if necessary. Authorisation may be on a permanent or long term nature, or short term for a specific event such as an Academy trip. The Principal should explicitly inform the people concerned and ensure that they are aware of and properly understand what the authorisation entails.

### Action in Self-Defence or in an Emergency

Everyone has the right to defend themselves against an attack provide they do not use a disproportionate degree of force to do so. Similarly, in an emergency (for example if a student was at immediate risk of injury or on the point of inflicting injury on someone else) any member of staff would be entitled to intervene. The purpose of **Section 93** is to make it clear that teachers, and other authorised staff are also entitled to intervene in other, less extreme situations.

### Types of Incidents

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a student. Reasonable force is that which is the minimum required to have the desired result. They will fall into three broad categories:

1. action is necessary in self-defence or because there is an imminent risk of injury
2. there is a developing risk of injury, or significant damage to property
3. a student is behaving in a way that is compromising good order and discipline.  
Section 93 makes clear that authorised staff may use force to prevent behaviour that prejudice the maintenance of discipline regardless of whether that behaviour would also constitute a criminal offence.

Examples of situations that fall within one of the first two categories are:

1. a student attacks a member of staff, or another student.
2. students are fighting.
3. a student is engaged in, or is on the verge of committing, deliberate damage to

property.

4. a student is causing, or at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects.
  5. a student is running in a corridor on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others.
  6. a student absconds from a class or tries to leave Academy other than at an authorised time. Refusal of a student to remain in a particular place is not enough on its own to justify use of force. It would be justifiable where allowing a student to leave would:  
entail serious risks to the student's safety (taking into account age and understanding), to the safety of other students or staff or damage to property or lead to behaviour that prejudices good order and discipline, such as disrupting other classes
1. a student persistently refuses to follow an instruction to leave a classroom.
  2. a student is behaving in a way that seriously disrupts a lesson.
  3. a student is behaving in a way that seriously disrupts an Academy sporting event or Academy visit.

Examples of situations that fall into the third category are:

1. a student persistently refuses to obey an order to leave a classroom.
2. a student is behaving in a way that is seriously disrupting a lesson.

### Reasonable Force

There is no legal definition of "reasonable force", so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case.

There are two relevant considerations:

1. The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Force must never be used as a punishment as this would fall within the definition of corporal punishment, abolished by section 548 of the Education Act 1996.
2. If the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Whether it is reasonable to use force and the degree of force that could reasonably be employed might also depend on the age, understanding and sex of the student.

### Practical Considerations

Sometimes intervention in incidents should not be carried out without help (unless it is an

emergency), for example, when dealing with an older student or a physically large student or more than one student or if the person believes he or she may be at risk of injury. In those circumstances the authorised person should remove other students who might be at risk and summon assistance from an authorised colleague or colleagues or, when necessary, phone the police. The person should inform the student(s) that he or she has sent for help. Until assistance arrives the person should continue to attempt to defuse the situation orally or try to prevent the incident from escalating.

### Application of Force

Physical intervention can take several forms. It might involve staff:

- Physically interposing between students
- Blocking a student's path
- Holding
- Pushing
- Pulling
- Leading a student by the hand or arm
- Shepherding a student away by placing a hand in the centre of the back
- (in extreme circumstances) using more restrictive holds

In exceptional circumstances where there is an immediate risk of injury, an authorised member of staff may need to take any necessary action that is consistent with the concept of reasonable force – for example to prevent a student hitting someone or throwing something.

Staff should not act in a way that might reasonably be expected to cause injury, for example by:

1. holding a student around the neck or by the collar as this might restrict the student's ability to breathe.
2. slapping, punching or kicking a student.
3. twisting or forcing limbs against a joint.
4. tripping up of a student.
5. holding or pulling a student by the hair or ear.
6. holding a student face down on the ground.

Staff should always avoid touching or holding a student in a way that might be considered indecent.

### Recording Incidents

It is important that there is a detailed written report for any occasion (except minor or trivial incidents) where force is used. It may help prevent any misunderstanding or misrepresentation of the incident and it will be helpful should there be a complaint.

The Academy should use the following questions deciding whether an incident is significant and requires a written record:

1. Did the incident cause injury or distress to a pupil or member of staff?
2. Even though there was no apparent/carer injury or distress, was the incident sufficiently serious in its own right to require a written record? Any use of restrictive holds would, for example, fall into this category.
3. Is a written record needed to be able to justify the use of force? This is particularly relevant where the judgement was very finely balanced.
4. At a record needed to help identify and analyse patterns of student behaviour or staff training needs?
5. Were other agencies involved, such as the police?

The Academy keeps up to date records of all such incidents in the student file and copied into an incident file. The model DoFE guide has been used for this purpose.

Immediately following any such incident, the member of staff concerned should tell the Principal or Vice Principal and provide a written report as soon as possible afterwards.

Staff may find it helpful to seek advice from a senior colleague (or a representative of their professional association) when compiling a report. They should also keep a copy of the report.

Differing accounts given of the same incident should all be recorded. It is not always advisable as a matter of course to give parent/carers/carers a copy of the incident record, but parent/carers/carers should be told when and where the incident took place, which members of staff were directly involved (anonymised where necessary), why they decided that force had to be used, what force was used, whether there were any injuries and what follow-up action (support and/or disciplinary) was being taken in relation to their child. It is advisable that the Academy's policy on making a record following such incidents is contained within its policy on the use of force and drawn to the attention of members of staff, parent/carers/carers and students, if these persons are not otherwise notified of the policy.

Incidents involving the use of force can cause the parent/carers/carers of the student involved great concern. Parent/carers/carers must be informed unless there are particular reasons agreed by the Principal or Vice Principal. Parent/carers/carers should be given a full explanation of the circumstances that led to the use of force. As such incidents can be upsetting for the authorised person, appropriate support should be offered. This may include the support of a professional association.

Even if a copy of the incident record is not provided by the Academy the parent/carer is entitled to see the educational record, free of charge, within 15 school days of receipt of the parent/carer's written request. If a parent/carer makes a written request for a copy of the record, this must be provided also within 15 school days of that request being received.

After any recordable incident, parent/carers should always be informed. Wherever possible, it is best to telephone parent/carers/carers as soon as possible after the incident before confirming details in writing. It is also good practice for parent/carers/carers to be

given a copy of the Academy's policy on the use of force and information on post-incident support. All injuries should be recorded in accordance with Academy procedures.

Members of staff who had been assaulted will wish to consider reporting that to the police.

## Complaints

The possibility that a complaint might result in a disciplinary hearing, a criminal prosecution or in a civil action brought about by a student or parent/carer cannot be ruled out. In these circumstances it would be for the disciplinary panel or the Court to decide whether the use and degree of force was reasonable in all circumstances.

## Physical Contact with Students in Other Circumstances

There are occasions when physical contact with a student may be proper or necessary, other than those covered in Section 93 of the Inspections Act 2006. Some physical contact may be necessary to demonstrate exercises or techniques during PT lessons, sports coaching or CPD, or if a member of staff has to give first aid. Young children and those with SEN may need staff to provide physical prompts for help. Touching may also be appropriate where a student is being congratulated or praised, or where the student is in distress and needs comforting. Teachers will use their own professional judgement when they feel a student's needs this kind of support.

There may be some students for whom touching is particularly unwelcome. For example, some students may be particularly sensitive to physical contact because of their cultural background or because they have been abused. It is important that staff who may come into contact with these students or groups of students should have the relevant information. A common approach where staff and students are of different sexes is adapted at the Academy where contact or restraint between sexes is not permitted unless there is an extremely urgent situation. In such circumstances, immediate assistance is paramount. Physical contact with students becomes increasingly open to question as students reach and go through adolescence and staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

## Effective Consequences Process

### SANCTIONS

#### Behaviour for Learning – The Consequences Process

A student's bad behaviour has consequences. When imposing sanctions there is the need to be sensitive in the way they are applied to curtail short, inappropriate behaviours. So that sanctions do not have a negative impact on poor behaviour, the following principles must be remembered.

- Focus on the behaviour and not the student
- Use private reprimands wherever possible and avoid public put downs
- Be consistent when implementing ; the process to follow if a student acts

inappropriately is:

S1

First Warning

S2

Second Warning

Referral Form to S3

Subject/Student Support JS at break/lunchtime

Referral Form to S4

1 Hour after school JS with CL or PHOC/AVP (B) - referral completed

Referral Form to S5

Exclusion – Internal/Exclusion

Effective sanctions are designed to promote good behaviour rather than punish miscreants. Sanctions are best applied by the member of staff concerned, with the aim of repairing and improving relationships or teaching the consequences of actions.

Sanctions are more likely to promote positive behaviour and regular attendance if pupils see them as fair and are less likely to be challenged by parent/carers/carers if they are administered as part of a staged response.

Sanctions should be appropriate to the misdemeanour and immediate.

When speaking to a student about poor behaviour, staff need to be aware of their body language as well as the words they use. Do not over react or under react, remain calm and give clear choices, allow “take up time” for compliance with requests, do not argue or use put downs, criticise the behaviour not the person.

When using sanctions:

- make it clear that you are condemning the behaviour not the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid whole group sanctions that punish the innocent as well as the guilty;
- take account of individual circumstances. For example, punishing a girl who is late to the Academy because she looks after younger siblings will not be seen as fair by other pupils. It would be preferable to use the school referral system to support her punctuality;
- encourage pupils to reflect on the effects of misbehaviour on others in the Academy community, as part of everyday teaching.

Once a sanction has been imposed the student should be made aware that the incident is over and they can make a fresh start.

## FORMAL SANCTIONS

### Justice Sessions

Strategies that may be used to address a student's behaviour or achievement could include: discussion with the student, reinforcing expectations for behaviour and/or learning, setting achievable, short term targets.

Staff must ensure that details of any incident leading to a JS are recorded appropriately on SIMS.

A late JS of 1 hour is issued for lateness for the Academy day when occurring more than twice in a 7 day cycle.

The JS information should be recorded in the student's planner on the appropriate page making sure that the date and place are clearly recorded.

When the JS is completed, the member of staff must remember to sign the JS off on the JS page.

What to do if a student fails to attend a JS:

Illness or absence from the Academy on the day of JS:

The register will need to be checked to see if the student has a legitimate reason for absence from the JS.

The student must have the re-arranged date written into their planner.

If the student has been in the Academy but has failed to attend the JS without good reason

Parent/carers may be contacted and a further JS/sanction is applied. Failure to attend an AVP (B) JS will lead to a fixed term exclusion. This moves the sanction up to the next level. Failure to serve a JS can result in a 1 hour Post AVA Day "Retrack" Justice.

"On Report" – to Form Tutor, PHOC, CL, AVP (B).

Letters to Parent/carers/carers – own communication or by standard letters on system.

Internal Isolation – in "Retrack".

Fixed Term Exclusions – between 2-45 days to be approved only by Principal.

Formal interview with Governors disciplinary panel.

Permanent Exclusion.

Examples of informal sanctions which staff may use include:

## BEHAVIOUR FOR LEARNING POLICY

- A quiet, private word with a student
- Two minute "time out" of the room to de-escalate situation
- Move seat
- Verbal warning
- Keeping a student back at break/lunch/end of day for discussion about behaviour

These examples of consequences apply to behaviour within the Academy and to and from the Academy S 1, S2, S3, S4 and S5

FIRST AND SECOND WARNINGS Among these are:	BREAK/30 MINUTE AFTER ACADEMY JUSTICE SESSION		EXCLUSION (Internal & External)
<p>Chewing gum Min or distractions Off task Interruption of other students Lack of equipment Interrupting staff Talking over teacher Overheard or mild bad language Swinging on chairs Eating/drinking outside of designated areas Argumentative behaviour Breach of uniform (inc hair and jewellery) Littering Slow work rate Name calling Shouting out in class Throwing objects Not totally complying with instructions Pushing and shoving in queues Inappropriate use of personal stereo Running in corridors</p> <p>Action By:- Subject Teacher Form Tutor</p>	<p>Misbehaviour after two warnings Lack of co-operation Persistent misuse of equipment Arguing with members of staff Lack of home-learning Lack of any equipment Continuous name calling Lateness to school/lessons Rudeness Continuous disruption Persistent uniform issues Unacceptably slow work rate after warnings Persistently talking over the teacher Swearing at other students Attention seeking at the expense of others' learning Graffiti on desks Cheating in class tests Persistently breaking jewellery policy Persistently chewing gum Spitting Use of mobile phone/MP3/walkman* Breach of health and safety rules</p> <p>Action By:- Subject Teacher Curriculum Leader PHOC</p> <p>*confiscation until parent/carer/carer can collect.</p>	<p>Intimidation of other students Persistent attention seeking at the expense of others' learning Truancy Persistent refusal to work Minor vandalism Persistent rudeness Dangerous handling of equipment Smoking / in company of smokers Graffiti on walls / displays Persistent lack of home – learning Inappropriate behaviour in internal examinations Failure to attend a lunchtime JS for the second time Persistent lateness (see Attendance and Punctuality Policy) Persistent use of mobile phone/MP3/walkman*</p> <p>Action By:- Curriculum Leader PHOC AVP (B)</p> <p>*confiscation until parent/carer can collect</p> <p>(2 hr detentions for recurrent offences)</p>	<p>Extreme insolence/disobedience Deliberately undermining a member of staff's authority Physical attack on students/staff including retaliation Swearing at or extreme rudeness to or about a member of staff/adult Behaviour likely to endanger the safety of others Major vandalism Persistent bullying Persistent refusal to comply with basic Academy requirements Threatening email or text messages Misuse of email/internet Possession of drugs and alcohol Stealing Racism Possession of a weapon Fighting Pornographic materials Hacking into Academy network Persistent defiance</p> <p>Action By:- Principal Vice Principal Pastoral Head of College</p>

Staff requiring advice, guidance and support in dealing with incidents should request help from the appropriate more senior member of staff:

Subject teacher	Curriculum Leader	AVP (B)
Form Tutor	PHOC	AVP
Curriculum Leader	AVP (B)	SLT Line Manager

## REWARDS

The Academy believes it is important that praise and rewards should have considerable emphasis so that students achieve recognition for a positive contribution to Academy life. Such a contribution includes excellent academic work and effort, good behaviour and adherence to the code of conduct. The attention of the Academy should not be limited to those whose academic work is outstanding or to those whose behaviour is consistently poor. It is expected that good standards of behaviour will be encouraged through the consistent application of our Code of Conduct supported by a balanced combination of rewards and sanctions.

It is important to develop and maintain consistency in the application of the reward system.

### Pastoral Support programmes

- Students that achieve their targets are given a specific reward which is negotiated when the PSP is set up

## FORMAL REWARDS

All rewards will be given for the specific statements in the IB Learner Profile.

Examples of informal rewards which staff are encouraged to use for good work, behaviour or effort include:-

- Try to make your ratio of positive/negative comments at least 3:1
- General praise and encouragement in lessons, which should be specific
- SLT/CLs/PHOCs to be invited to praise individuals, students, groups or classes and being asked into classrooms as appropriate
- Recognition to be given to success of differing kinds in assemblies or in tutor time
- Students work to be displayed as exemplar
- A letter home to parent/carers/carers to be used more frequently giving positive feedback

When using rewards:

- a) ensure they are fully earned by students
- b) they are valued by students
- c) be seen to distribute them fairly
- d) recognise effort, contribution, achievement, citizenship and improvement

- e) apply to whole classes as well as individuals
- f) ensure praise is personalised

### Strategies for Support

To support the Academy's Behaviour Policy, additional support for students may be provided.

#### In-Class Support/Individual Support

In-class support can be arranged for students in subjects where they experience particular difficulties. Support for students with emotional and/or behavioural difficulties may be offered by the dedicated LPP Manager. Strategies will be discussed with the class teacher.

Occasionally, students may be withdrawn from class to review their progress and set future targets for achievement. The LPP Support team, in co-operation with the Vice Principal liaise with parent/carers/carers and staff as necessary, especially if there is a perceived need for additional support.

## Managing Behaviour for Learning

### Keep things simple!

Most issues are within the S1 – S2 groups. **Keep the focus on the learning** so a quiet warning to the student, reminders to the AVA 7, possible consequences of their actions, names of the board, seat swapping, and possible justice. Avoid sending a student out of the class unless they have a time out card or are in a desperate need to cool down for a minute. Stay calm yourself and use appropriate language, don't allow the issue to escalate. If necessary, walk away from the student and get on with the learning – this is not avoiding dealing with the situation, you are and you will - but simply removing the focus from the behaviour. Call for support if necessary, and if a student walks out, let them, just tell them to stop and call student reception to say they have left.

Curriculum Leaders and Pastoral Heads of College need to be involved in the swap room and referral process at S3 level. There is a swap arrangement in place for each lesson during the Academy day and this is organised by Curriculum Leaders. Should a student need to go to referral, the Curriculum Leader has a card to issue to accompany the student. The Learning Walk person can escort the student if necessary.

The flowchart shows the process for actions. The focus is on simplicity with incidents being logged by the end of the day so Pastoral Teams can monitor their College and Curriculum Leaders can ensure that students of concern in their area have also been dealt with. The College Teams issues these reports daily.

A range of support mechanisms such as behaviour points, report cards, letters and telephone calls home, restorative justice sessions, etc., exist to help bring the student back on track and know that their misconduct will be dealt with.

Each incident recorded in the Choices Referral Form carries points. The points are related to the Categories and so Category 1 carries 1 point up to Category 5 carrying 5 points.

Tutors will issue 30 minutes Justice Session once the student has accumulated 10 points. This will be monitored by the PHOC. The PHOC will issue a further 30 minutes Justice Session once the student has accumulated 20 points.

Failure to serve a Justice or to act properly in a Justice Session changes in the nature of the incident. It becomes a new issue and moves to a S3 and above action involving support from those shown in the flowchart. A whole Academy Justice Session runs on Tuesdays, Wednesdays, Thursdays and Fridays evenings and is co-ordinated by DBU for issues reaching S4.

## **Behaviour for Learning**

### **The Aylesbury Vale Academy Treasures**

**These are 'Non-Negotiable' – that means they will happen!**

#### **What we will do – our Academy staff will always:-**

1. Arrive at the classroom before you and the bell and will be at the door to greet every student as you enter the classroom.
2. Make every student feel welcome as they enter the classroom.
3. Make a point of smiling and saying hello to any pupil whom we have sanctioned in the last lesson.
4. Have a seating plan so you know where to sit.
5. Make sure the classroom environment is engaging and a place of learning.
6. Make sure that before the lesson starts the following items will be prepared and on display:
  - The appropriate Learning Objective is displayed at the top of the whiteboard.
  - A Starter Activity is also displayed.
  - The Key Words for the lesson are written up on the whiteboard.
  - The Homework for the lesson written up on the board.
7. Make sure that every student's desk is ready for learning with the Planner and Learning Materials ready.
8. Give rewards - including Vivo Points / Postcards / Messages / emails home - not about good your conduct, but also how you are growing as a learner and what you will focus on next to improve.
9. Have the HIGHEST EXPECTATION for EVERY STUDENT.
10. Will always remember that we are here to help you improve and develop.
11. Take a zero-tolerance approach to ANYTHING that affects learning.
12. Help you maintain a focus on presentation and pride in your work, but allow for mistakes and support the idea that learning itself is an experience, never forgetting that we learn best when we learn together.

#### **What you will do:-**

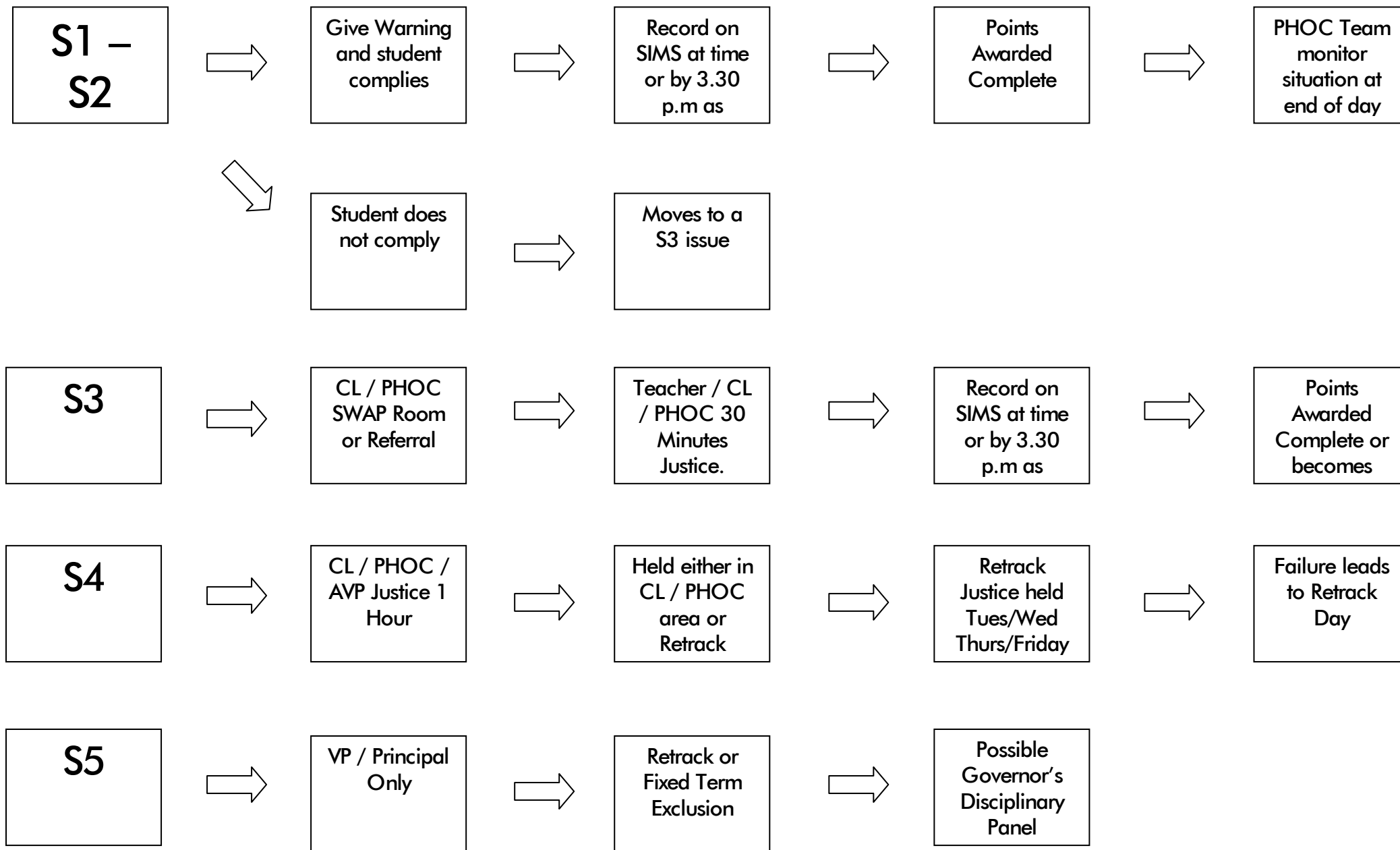
1. Follow our Academy values and ethos.
2. Arrive at lessons ready, and equipped to learn, wearing our Academy uniform perfectly.
3. Work with your teachers, and those staff supporting them, and your learning, to achieve to the best of your ability with show excellent attitude to learning.
4. Show you are improving in your lessons by completing and exceeding in your learning.

5. Ask for help when you are unsure of anything, and keep asking until you understand what is required.
6. Complete all homework set on time.

What you will not do

1. Fail to attend Academy or lessons
2. Challenge ANY member of the Academy staff in ANY way whatsoever.
3. Wear our uniform incorrectly.

**Finally, follow the AVA 7, it's there to support your learning**





## 'The AVA 7' – Seven Guidelines to Learning for All

### 1. Entrance to the Learning Environment

#### At Aylesbury Vale Academy we .....

- Arrive on time in the correct uniform
- Enter quietly and sensibly, **ready to learn**
- Sit in the place set by the seating plan
- Put our planner and equipment on the desk

### 2. Starter Activities

#### At Aylesbury Vale Academy .....

- There will be an activity to help us start thinking on display as we enter the classroom

### 3. Learning Objectives & Outcomes

#### At Aylesbury Vale Academy our .....

- Learning objectives include what we will learn
- Learning outcomes will allow us to see what we must do to succeed
- Key words will help us to remember past learning & introduce new language

### 4. Learning Activity

#### At Aylesbury Vale Academy our learning will .....

- Be guided by our teachers
- Include the opportunity to learn on our own, in pairs, in a group or as a class
- Have tasks clearly explained
- Show us examples of how to achieve our best
- Learning a new skill or understanding a new concept
- Reinforce previous learning
- Using existing knowledge, skills and understanding in a new way
- Check that we understand several times during the lesson
- Reward our learning skills
- Show what we have learned by the end of the lesson

### 5. Students

#### At Aylesbury Vale Academy we .....

- Listen to our teachers
- Answer their questions
- Put our hand up to ask a question if we do not understand
- Have the opportunity to learn on our own, in pairs, in a group or as a class
- Review our progress, sometimes on our own, sometime with peers
- Stay on task and keep to the time limit
- Think, listen and LEARN

### 6. Progress

#### At Aylesbury Vale Academy we .....

- Know our target level / grade
- Know the level / target we are working at
- Know what topics or skills we have to improve to achieve our level / grade

### 7. Leaving the Learning Environment

#### At Aylesbury Vale Academy we .....

- Pack away quietly, put our chairs under our desk and wait to be dismissed