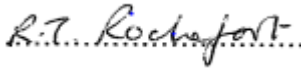


The Aylesbury Vale Academy Trust



Behaviour Policy

Policy Reference:	AVA.012
Description:	This document provides a framework to explain the Academy's expectations for the behaviour of its students and the rewards and the sanctions which could be applied; it also condemns any form of bullying, harassment and victimisation
Status:	Statutory Policy
Policy Audience:	Staff, Students & Parents/Carers
Academy Contact:	Executive Director
Other related AVA policies and procedures:	Equality Policy, Child Protection Policy, SEND Policy
Governor Committee:	Full Governing Body
Approved by the Governing Board on:	16.11.21
Latest Date for Next Review:	16.11.22
Version + Schedule of Amendments:	V.07 – 20/06/18 – Adjustments V.07 – 12/12/18- Additions to EYFS, KS1 and KS2. V.08 – 18.3.20 – Adjustments V.09 – 24.9.20 - Adjustments in light of Covid 'system of controls' V.10 – 16.11.21 – Review and addition of Home School Agreement
Signed:	
Date of Signature:	16.11.21

In reviewing this policy the Governing Board has had regard to the Equality Act 2010 and carried out an equality impact assessment. It is satisfied that no group with a protected characteristic will be unfairly disadvantaged by this policy.

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1. Purpose

The Aylesbury Vale Academy Trust includes students from Pre-school to Year 13. This policy forms part of the Academy's overall Behaviour Policy, which sets out in detail the rights, and responsibilities of students, staff and parents/carers and aims to ensure there is a consistent approach across the Academy. This policy outlines how this is implemented at the Academy. The purpose of this policy is to encourage the highest standards of courtesy, conduct and self-discipline amongst children and young adults so that they can reach their full potential, without disruption, within a healthy, safe and caring environment.

This policy is monitored continually by the Vice Principal (Behaviour and Attitudes) and the Primary Headteacher as part of the Academy's annual programme of policy review. It should be read in conjunction with the following whole Academy Policies: Equality Policy, Child Protection Policy and Special Educational Needs and Disability Policy.

It is underpinned by our values of Respect, Aspiration and Resilience.

2. Rights

Students have the right to work, play and learn in a friendly, safe and helpful Academy.

Individual learning needs are taken into consideration and reasonable adjustments made where appropriate.

All Staff have the right to teach and work in a friendly, safe and fulfilling Academy, which is supported by the whole community.

Parents and carers have the right to feel welcome and to know that the students work, play and learn in a friendly, safe and helpful Academy.

The following principles underpin all of our strategies in relation to achieving the above and managing behaviour:

- Rewards and the celebration of good behaviour, effort, success and achievement.
- All students are happy, content, and feel safe and supported in the Academy.
- Prevention of poor behaviour.
- Consistent implementation of appropriate sanctions where necessary.

3. General Guidelines

All classroom teachers and support staff, whatever their status, have a responsibility for the organisation and management of students that they are teaching/supporting and the environment in which this interaction occurs. All staff should challenge examples of poor behaviour and deal with it in the appropriate manner.

4. Academy Expectations of all students:

- Arrive to school and lessons on time
- Wear the correct uniform
- Bring the correct equipment
- Follow instructions first time
- Do your best
- Show respect to others

5. Home School Agreement

At Aylesbury Vale Academy, we have parents, carers and families who fully support our Academy. We all recognise that educating children effectively is a process that involves a strong partnership between parents and carers, staff, and the wider Academy community.

This Home School Agreement reminds all parents and carers about the expectations around this relationship. This is so we can ensure all young people are successful.

6. We expect students to:

- Uphold our Academy values of Respect, Aspiration and Resilience whenever on Academy premises or representing the Academy (including outside school hours).
- Attend school every day on time.
- Wear the full Academy uniform and carry the correct equipment.
- Tolerate others' backgrounds, opinions, and beliefs.
- Keep mobile phones out of sight and on silent or switched off during the Academy Day.
- Complete and submit all home learning by the deadline.
- Follow all staff instructions first time, every time.
- Attend same day behaviour sanctions when applied.

7. We expect parents to:

- Support your child in upholding our Academy values of Respect, Aspiration and Resilience
- Ensure your child attends on time every day
- Ensure your child has the correct uniform and equipment. Notify school of any issues regarding this
- Ensure your child has a packed lunch or arrange for them to have a school lunch

- Attend all Academy events that will develop and benefit your child including parent consultation events
- Check that your child has completed all home learning set by the deadline
- Read and respond (where required) to communication including informing us of any change of circumstances
- Contact or approach staff to help resolve any concerns, addressing them initially with the child's class teacher, tutor, or Achievement Director.
- Monitor your child's social media activity to ensure safe usage.
- Not contact your child on their mobile phone during the Academy Day and inform us by phone or email if there is an emergency.
- Work with us to address and improve your child's behaviour where required and support the Academy in applying behaviour sanctions where these are necessary.
- Display polite, safe, and respectful behaviour to Academy staff. The Academy will not tolerate any form of abuse towards its staff.

8. Aylesbury Vale Academy will:

- Model Respect, Aspiration and Resilience for your child.
- Provide regularly updated information of what your child is studying including how you can support them, including using the Academy Website.
- Provide weekly updates and notices for parents and students.
- Provide opportunities for you to speak with your child's teacher(s) regarding their progress.
- Report three times a year on your child's progress, attainment, attendance, and behaviour.
- Celebrate your child's rewards, awards, and achievements when they occur.
- Notify parents regarding behaviour sanctions the day of the sanction or behaviour incident (whichever is soonest).
- Respond to your enquiries within 24 hours during the school day and school term.

9. Inappropriate use of Social Media:

Social Media is increasingly being used to inappropriately deal with complaints about schools or to publicly campaign or bring an issue to the attention of the public/wider community. Any defamatory, offensive, derogatory comments or cyber bullying regarding Aylesbury Vale Academy or any of the pupils/parents/staff at our Academy on Facebook or other social sites/platforms will be taken very seriously. It will be expected that any comments deemed inappropriate are removed immediately, the Academy reserves the right to seek legal advice and take the appropriate action.

We ask that all parents sign this Home School Agreement. To do this, click the following link:

https://forms.office.com/Pages/ResponsePage.aspx?id=vujYj3JiOk-ROacP9_VtsLsz7hMW8FICt826ukpqQWFUNjRVSFhMSjFDV0ZDRDNyMUoxT1BCOVpHOC4u

We trust that all parents and carers will assist our Academy with the implementation of this Home School Agreement, and we thank you for your continuing support of our Academy.

10. Serious Incidents

10.1. Drugs and Other Illegal Substances and Alcohol

Possession, use, supply of illegal substances or alcohol is strictly forbidden. Students caught violating this rule on Academy property, to and from Academy, or when representing the Academy will face serious consequences and sanctions. These could include although this list is not exhaustive:

- Police being notified
- Undergoing a drugs test
- Fixed term suspension
- Permanent exclusion

Preventative measures such as drug dog visit may be employed when deemed necessary.

10.2. Fighting, Violence, Assault and Offensive Weapons

Physical abuse and assault towards any member of the Academy will not be tolerated. Students committing such acts may be placed in internal exclusion (isolation), suspended for a fixed term or permanently excluded.

Students caught fighting may be placed in internal exclusion (isolation), suspended for a fixed term or permanently excluded.

Students caught carry offensive weapons, including items of sporting equipment for no good reason, may be placed in internal exclusion (isolation), suspended for a fixed term or permanently excluded.

10.3. Bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally (cyberbullying is different from other forms of bullying: a single incident can be experienced as multiple attacks). Bullying can take many different forms, but no form

of bullying will be tolerated. Bullying can often be an emotive subject however, as a matter of principle, all students have the right to be happy, safe and comfortable, and consequently no student has the right to make anyone else feel unhappy, unsafe or uncomfortable. Students doing so by whatever means including verbal, written, electronic, omission and suspension will be dealt with using the normal methods as outlined in this policy. If necessary, the police may be informed.

10.4. Discrimination against 'Protected characteristics'

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief.
- sex
- sexual orientation

Discrimination of another person because of one or more of the above protected characteristics will not be tolerated. Students discriminating using the above protected characteristics either towards other students or members of staff will be dealt with using the methods as outlined in this policy. If necessary, the police may be informed.

10.5. Smoking

The Academy is a non-smoking site. Students caught smoking on the grounds will receive a sanction and their parents/carers contacted. Students caught with smokers, or with smoking paraphernalia on them, may receive the same sanction. The term smoking also includes the use of e-cigarettes and vape pens.

10.6. Verbal Abuse and Swearing

Verbal abuse directly or indirectly aimed at a member of staff or a member of the public will not be tolerated, incidents will be dealt with using the normal sanctions outlined in this policy. Students swearing will be dealt with depending on the severity of the swear word the usage and the context. Students swearing at a member of staff will normally receive a fixed term suspension.

10.7. Malicious Allegations

Students who are found to have made malicious allegations will have the appropriate sanctions applied which could include internal exclusion (isolation), fixed term

suspension or permanent exclusion (as well as reference to the police if there are grounds for believing a criminal offence may have been committed).

10.8. Malicious use of the Fire Alarm

Malicious use of the fire alarm is a serious breach of the Academy Behaviour Policy and is a threat to the safety and wellbeing of all. Students who have been found to have maliciously caused the Fire Alarm to sound may receive a fixed term suspension and will be required to face a Senior Leadership Team panel or another sanction (See 'S4 Behaviours')

10.9. Disruption to Lessons

All students have a right to receive an education, which is not disrupted by others. Teachers are required to provide this education and expect good order and compliance in relation to Academy and classroom rules. Where violations occur, appropriate sanctions will be applied, and persistent non-co-operation will result in students being placed in internal exclusion (isolation) or issued a fixed term suspension. Persistent disruptive behaviour can lead to permanent exclusion.

10.10. Reasonable Force

The Department for Education guidelines on the use of reasonable force states that "reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder." Staff at the Academy will use reasonable force in this manner when necessary.

11. The Use of De-Escalation, Positive Handling and Physical Restraint

Many of the AVA staff are trained in positive handling strategies, which are designed to help staff to understand and proactively manage different forms of challenging behaviour. On occasions, when an individual student's behaviour escalates, and he or she becomes at risk of becoming violent or a danger to themselves or others. Staff should be aware of the signs and should take steps to pacify him or her accordingly. This may involve ignoring some behaviour and giving time to de-escalate before tackling the concern. In such cases, safe, positive handling techniques are used when a child needs to be moved and holds are used to restrain a child only when there is a clear risk of harm to the child or to others and when it is not possible to move other children out of the way or to give the child concerned sufficient space to stay safe. When positive handling techniques have been used, these are recorded in the red book and the Academy Principal is informed as soon as possible, before reporting the incident to parents. An individual behaviour plan, pupil support programme or health and safety risk assessment will be put in place to protect staff and students if it is felt necessary.

12. Screening and/or Searching Students without Consent

Staff will search students whenever we have reason to believe they have the following items in their possession:

- Knives and weapons
- Scissors
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes (Vape Pens)
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury, put someone at risk of harm or damage to property.

13. Behaviour Outside of the Academy

Sanctions for behaviour outside of the Academy will be put in place in the following circumstances:

Students taking part in any Academy-organised or Academy-related activity

When students are travelling to or from the Academy

When students are wearing Academy uniform or when identifiable as a student at the academy.

Students behaving in a manner which could have repercussions for the orderly running of the academy

When a student poses a threat to another student or member of the public

Students demonstrating behaviour which could adversely affect the reputation of the Academy

Any incident which prevents Academy students from feeling safe and comfortable whilst at school, this includes incidents related to social media

14. Behaviour on Trips and Visits

Students should always display good and mature behaviour including during off site trips and visits when they are ambassadors for the Academy (see Home School Agreement)

Students will be always on their best behaviour maintaining high standards of appearance.

Students will follow all instructions given to them by members of staff without dispute.

Students must do nothing to endanger their own or anyone else's safety.

Students are to report to a member of staff any accidents or breaches of safety they notice.

Students are to be aware of all arrangements particularly meeting time and places.

Students must always represent the Academy in a positive manner.

The Trip Leader's decisions are final.

15. Detentions

The Academy does not need to inform parents if a student must be kept for an after-school same day detention. The Academy will inform by text parents of students who have been put into an after school same-day detention.

16. Internal exclusion (isolation)

The Academy operates an internal exclusion (isolation) facility which is the most serious sanction the Academy can give short of suspension. Internal exclusion (isolation) is situated in the Secondary Phase and is equipped with desks and resources that allow students to work in silence under the direction of a member of staff. When in Internal exclusion (isolation), students are supervised at all times, including break and lunch. Students are able to access appropriate materials using a laptop. There is no unproductive time in internal exclusion (isolation). When being placed in internal exclusion (isolation), students will hand in/place in a locker any mobile phones or other devices allowing communication with others. These will be returned upon their departure from internal exclusion (isolation). Whilst in internal exclusion (isolation), students will be placed on internal exclusion (isolation) report; failure to meet the expectations of internal exclusion (isolation) will result in a one-hour detention after school.

17. Suspension and Reintegration Meetings

The Academy complies with the statutory requirements as stated in the DFE document 09/12 and all subsequent amendments.

Additional code from “Pupil exclusion reason (not for nursery schools) 2020 to 2021 academic year – valid for exclusions with a start date on or after 01 August 2020.”

PH – Wilful and repeated transgression of protective measures in place to protect public health

See the census link <https://www.gov.uk/guidance/complete-the-school-census/find-a-school-census-code#exclusion-category>

17.1. Fixed Term Suspension

The decision to exclude a student for a fixed amount of time rests with the Academy Principal or Primary Headteacher; or, in their absence, the Vice Principal or Primary Deputy Headteacher. All students returning from fixed term suspension will have a reintegration meeting with the Academy Principal, Primary Headteacher or other member of senior staff and their parents or carers.

18. Senior Leadership Team Panel

Students failing to meet to expectations of the Academy and persistently demonstrating unacceptable behaviour, may be invited to attend a Senior Leadership Panel along with their parents or carers to discuss their son/daughter's behaviour.

19. Permanent Exclusion

The decision to permanently exclude a student rest with the Academy Principal or Primary Headteacher alone. This may occur if:

- A student has incurred a number of fixed term suspensions and is clearly persistently and deliberately refusing to accept or comply with Academy rules and staff authority, especially that of the Academy Principal
- A student who is persistently disrupting the learning and progress of other students
- A student deliberately injures, threatens, or endangers another person or property e.g. theft, arson, vandalism
- A student commits a criminal act
- Use of a weapon or bladed item, whether the item is designed to be used in this manner or not i.e. sporting equipment

Before a student is permanently excluded, appropriate interventions and sanctions will have been put in place (unless it is a one-off serious incident which warrants permanent exclusion). When making the decision to permanently exclude a student, the impact on the education and safety of the student and staff body will be of utmost importance, therefore there will be times when a permanent exclusion is the only solution.

When a student is permanently excluded the Academy will follow the statutory requirements as stated in the DFE document DFE-57501-2017 and all subsequent amendments.

In implementing this policy, staff will have regard to the Academy's safeguarding procedures, Child Protection Policy and procedures and the Academy's ICT safety procedures. The over-riding principle always will be the safety, security, progress and achievement of the students.

APPENDIX 1: PRIMARY PHASE Rewards and Sanctions: EYFS, Key Stage 1 and 2

20. Golden Rules

We are kind and gentle
We always listen
We share and take turns
We are honest and helpful
We follow instructions
We work hard and do our best

Where students are following expectations, adults should praise them verbally (quietly or more publicly, as appropriate for the individual) and respond using the appropriate Key Stage system for recording and rewarding good performance. Where students do not make appropriate choices, teachers should follow the agreed system within each Key Stage for recording this and follow the agreed procedure. See below.

Formal Systems for Rewards

A variety of other rewards may be used by staff in school to further reinforce the golden rules and to model high expectations to all students. These include:

- House points.
- Verbal praise
- Star of the day/week/term
- Receiving golden stickers from the Senior Leadership Team.
- Golden time

In addition to the class behaviour chart and other forms of individual reward, teachers will use collective rewards to develop a culture of team working and support for one another. For example, this may involve giving table points or collecting marbles in a jar, which will accumulate towards class Golden Time. In KS1 this will be for a maximum of 30 minutes per week. Children will choose enrichment activities that promote teamwork and speaking and listening such as playing board games, construction, an agreed outdoor game etc.

Early Years and Key Stage 1

In Primary, we focus on the positives and children making appropriate choices. Behaviour is discussed with children (and parents) and appropriate points are recorded on SIMS. Children are given the opportunities to modify behaviours to progress through the class system.

Key Stage 1 and 2

Outstanding Choices	Children are recognised for making outstanding choice(s) and are verbally praised. Staff have a discussion with the child to acknowledge their choices. Children know which stage of the scale they are on and working towards. Green cards may be awarded.
Excellent Choices	Children are recognised for making excellent choice(s) and are verbally praised. Staff have a discussion with the child to acknowledge their choices. Children know which stage of the scale they are on and working towards. Green cards may be awarded.
Good Choices	Children are recognised for making the appropriate choice(s) and are verbally praised. Staff have a discussion with the child to acknowledge their choices. Children know which stage of the scale they are on and working towards. Green cards may be awarded.
Ready to Learn	All children start the day/ lesson here
Think about your choices	Verbal warning given.
Make better choices	Repetition of inappropriate behaviour, student given 5 minutes thinking time in the classroom. Staff member to communicate with parents and discuss the way forward.

Each classroom has a visual display with the above descriptors. Children's names are NOT displayed upon the whole class chart; however, individual charts are used where appropriate.

All children

Each staff member awards Green 'Star of the Day' Cards to children each school day. These recognise excellent learning, attitude, behaviour, and the school values. The Green cards are recorded on SIMS as 5 positive points. Individual classes work towards rewards and prizes.

Children also are awarded Maths Stars, Wellbeing Stars, Star of the Week and Star of the Term. These are presented by class teachers in celebration assemblies. These are recorded on SIMS (10 positive points) and children are presented with a 'Star of AVA' to put on the whole school display.

Behaviour Descriptions

S2 Behaviours to be recorded on SIMS.

Staff communicate with parents to discuss the logged behaviour.

Sanctions may include missed playtime or lunchtime to write out the school rules, supervised lunch away from peers, calling parents to discuss behaviours, Internal Internal exclusion (isolation), fixed period suspension, and permanent exclusion. This is not an exhaustive list. Severity of incident repeated poor behaviour and persistently disruptive behaviour would also need to be taken into consideration when issuing sanctions.

APPENDIX 2: SECONDARY PHASE Rewards and Sanctions: Key Stage 3, 4 & 5

Rewards: Key Stage 3, 4 and 5

Rewards and Praise

Students should be praised for good behaviour verbally, either privately or publicly, to serve as a positive example and to reinforce good practice to other students. The Academy will reward on every occasion a reward is earned and deserved. Rewards are via Achievement Points. These Achievement Points are recorded into the SIMS Behaviour Management System. Achievement points result in bronze, silver, gold and platinum certificates, depending on the number of points the student has achieved. Students are also issued with Green Reward Cards as a reward, which are then collected during the term in ballot boxes, and students have the opportunity of winning prizes in a raffle and the end of each term.

Student achievements are also celebrated through termly Awards Evenings and half-termly Celebration Assemblies. We also do weekly 'values' awards for respect, aspiration and resilience.

Weekly nominations are awarded by teachers to students who have displayed one of the core values. Names are shared in the student and parent bulletin weekly, and all names are then entered into a prize draw termly.

Achievement points are given out to students during the day. These are given for a variety of reasons, such as:

- Excellent work
- 100% Attendance
- Community spirit
- Participation in class
- Zero behaviour points

Students with high achievement points are awarded throughout the year by their Achievement Director. We run a variety of cultural capital experiences for the student's which links to the achievement points.

Sanctions

S1 Behaviours – Dealt with by Class Teacher and LSA

Action *may* include: Student spoken to by classroom teacher/LSA

These behaviours are **inappropriate** and hinder the child's learning e.g., not doing what they are asked / displaying poor manners by talking inappropriately / not listening when someone else is talking.

S2 Behaviours

These *may* include:

- Misbehaviour after two warnings.
- Swearing/ Rudeness to students
- Abusive language
- E.g., Name calling / unkind exclusion of other children / rough play / disrupting others' learning / lack of respect for school property.

Action *may* include some or all of the following:

- Student spoken to by member of staff
- S2 orange card issued for break/lunch detention.

S2 is recorded on SIMS.

S3 Behaviours

These *may* include:

- Persistent S2 behaviour.
- Bullying.
- Deliberately hurting another child
- Damage to property – school or other children's property.
- Being room swapped via On Call.

Action *may* include some or all of the following:

- Meeting with parent, class teacher and
- Meeting with Achievement Director
- Internal exclusion (isolation).
- S3 red card issued for same day after school detention.

Students may be isolated while an incident is being investigated by staff.

S3 is recorded on SIMS.

S4 behaviours

These *may* include:

- Persistent defiance
- Physical assault against student or adult.

- Verbal abuse against student or adult
- Threatening behaviour
- Persistent bullying
- Homophobic Language
- Racist abuse
- Damage to school property
- Theft
- Persistent disruptive behaviour.

Action *may* include some or all of the following:

- Meeting with SLT,
- Internal exclusion (internal exclusion (isolation))
- Fixed period suspension
- Permanent exclusion

Students may be isolated while an incident is being investigated by staff.

These behaviours are **very serious**. The Academy Principal will decide if the behaviour warrants an Internal exclusion (internal exclusion (isolation)) or Fixed Period suspension. **NB. The school may suspend or exclude for one such incident if it is considered serious enough.**

Break and Lunchtime behaviour

Primary:

Expectations should be consistent with the rest of the day.

Teachers or Learning Support Assistants should accompany younger children to their eating areas.

Children should use quiet voices and behave in the same way as expected in classrooms.

There should be clear expectations for children when eating their lunch – sitting nicely at tables.

Minor indiscretions can be dealt with by midday supervisors immediately.

Type of behaviour	Expectations of staff action
Inappropriate, but non-aggressive, play on the playground.	Speak to the children and explain that they have broken a rule.
Taking someone else's things	If behaviour above or similar is repeated, then speak to the child calmly and explain that they have broken the rules. If appropriate, the child should walk round with the adult for an appropriate amount
Disrupting a game	
Saying something unkind	

<p>Misuse of lunchtime toys and equipment.</p> <p>Loitering in the cloakrooms</p> <p>Interfering with other people's belongings.</p>	<p>of time. The adult will speak to the child and encourage the child to verbalise what they have done wrong.</p>
<p>Any incidents of bullying, i.e., persistently targeting a child verbally or physically.</p> <p>Serious aggression/abusive behaviour.</p> <p>Refusal to obey a member of staff, even after given choices.</p> <p>Use of racist or homophobic language.</p> <p>These incidents must be reported to a member of the SLT and be recorded on SIMS.</p>	<p>Member of Senior Leadership Team informed/sent for, and student escorted in to sit outside leadership rooms.</p>

Secondary:

Expectations should be consistent with the rest of the day. The S1-S4 sanction system can be used for inappropriate behaviour and should be recorded on Sims. If a student needs to be isolated during break/lunchtime, then they can be taken to the lower pastoral office (atrium) or to the internal exclusion (isolation) room.

Type of behaviour	Expectations of staff action
<p>Inappropriate & aggressive, play on the field/MUGA.</p> <p>Misuse of equipment.</p> <p>Loitering inside the building (1st & 2nd floor of the building).</p> <p>Interfering with other people's belongings.</p>	<p>Speak to the student and explain that they have broken a rule and issue a S1.</p> <p>If behaviour above or similar is repeated, then speak to the student calmly and explain that they have broken the rules and issue a S2 then record on SIMS. If behaviour continues, then issue a S3 and bring the student to internal exclusion (isolation) room or a pastoral office. The S3 needs to be recorded on SIMS so the student can be picked up for detention after school.</p>

<p>Any incidents of bullying, i.e., persistently targeting a child verbally or physically.</p> <p>Serious aggression/abusive behaviour.</p> <p>Refusal to obey a member of staff, even after given choices.</p> <p>Use of racist or homophobic language.</p> <p>These incidents must be reported to a member of the SLT and be recorded on Sims.</p>	<p>Member of Senior Leadership Team informed/sent for, and student escorted to internal exclusion (isolation) room/lower pastoral office.</p>
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APPENDIX 3: Dealing and recording of incidents of poor behaviour whole Academy

Dealing with Incidents of Poor Behaviour

All incidents of poor behaviour should be dealt with by the member of staff witnessing the incident and recorded into the SIMS Behaviour Management System. If the incident is of a serious nature, it is the responsibility of the member of staff witnessing the incident to record the incident using the SIMS Behaviour Management system and then pass it on to the relevant member of staff. Incidents of a very serious nature, especially where other students may be in danger, should be reported immediately to a senior member of staff.

In Classroom Incidents

The class teacher is responsible for the behaviour of the students in their classroom and should do as much as possible to minimise incidents of poor behaviour by forward planning. A seating plan (using the online service, Edulink) is a non-negotiable and

should be regularly revised to meet the changing needs of the class. Procedures such as giving out books and practical work should be carefully planned to minimise any chance for poor behaviour. The class teacher using the most suitable method and sanction should deal with the majority of in class incidents. Minor S1 incidents are dealt with by verbal warning and there is no further action by the member of the staff providing the student focus on learning. The next level of incident, S2, will result in the matter being recorded in SIMS Behaviour Management System and a 15-minute Detention being set at break, lunch, or the end of the day. S3 incidents require the involvement of middle leaders and students will serve a 1-hour detention on the same day where possible. S4 incidents require the involvement of the Achievement Director and, depending on the circumstances, the Senior Leadership Team. Both S3 and S4 incidents are also recorded in the SIMS Behaviour Management System. A record of types of incidents in each category can be found in the appendices at the end of this policy. Should learning be disturbed, and the student requires removing from class, they will be taken to the designated room within the curriculum area, but the reason for removal will always be followed up and resolved. Serious incidents may require the student to be removed to another place within the Academy.

Out of classroom incidents

If a member of staff witnesses an incident of poor behaviour outside of the classroom, they should deal with it using an appropriate sanction and record this on a SIMS Behaviour Management System. The relevant Achievement Director for that year must be informed.

Possible Sanctions

There follows a list of possible sanctions with which to address student poor behaviour. In general, the severity of the sanction should match the offence; however, sanctions are likely to increase in severity in response to cumulative offences. The list is by no means exhaustive however, it is important to bear in mind that sanctions should never demean or humiliate a student and should serve to reinforce good behaviour.

Student warned / counselled by staff

Break, lunch or after Academy detention. (It is no longer a requirement for the Academy to give parents/carers twenty-four hours' notice of an after-school Academy detention). In exceptional circumstances, we reserve the right to issue detentions at the weekend and/or on Training Days.

Form tutor report

Letters of apology

Extra Academy work

Duties around the Academy

Achievement Director report

Parent meeting

Loss of privileges

Letter home

Phone call to parents

Senior Leadership Team report

Internal exclusion (isolation)

Fixed term suspension or permanent exclusion

SLT Panel
Governors Disciplinary Panel

Students on Report

Students may be placed on a monitoring report (paper/electronic) by their Form Tutor, Achievement Director, Curriculum Leader, or a Senior Leader. Specific targets are given related to the reason the student is on report. The report is to be always carried with them and given to subject teachers at the beginning of each lesson (if paper). A comment and grade will be given by the classroom teacher either on paper or in Sims. Clear guidelines are given on the reverse of the report.

Long Term Strategies

Students continually presenting poor behaviour issues, or those that commit a particularly serious incident, may require longer term support. These could involve:

Educational Therapist
Parent Interviews with Senior Leadership Team / Achievement Director / Tutor
Behaviour Contract
Individual Education Plan (IEP)
Counsellor
Home Visits by Attendance Manager
Reduced timetable
Outreach Link Worker
Inclusion Mentor
Multi-Agency Meeting
Adviza Careers Guidance
Youth Offending Team (YOT/YISP)
Attendance Officer meeting with parents and student
Parenting Contract
Attendance Panel
Pastoral Support Plan (PSP)
Careers Interviews
Work Experience
Education Psychologist (EP)
Child Adolescence Mental Health Service (CAMHS) referral
Senior Leadership Team Panel
Governor's Disciplinary Panel
Managed Move
Attendance at Alternative Establishment

Mobile Phones, Earphones, and other Electronic Devices

Mobile phones, earphones and other devices are **only permitted to be used before and after school and when students are off school site**. These devices must be out of sight and on silent or switched off during the Academy Day.

Mobile phones, earphones or electronic devices used outside of the above guidelines may be confiscated. Parents/carers may be required to collect confiscated items from the Academy's main reception.

