

The Aylesbury Vale Academy Trust



Rewards and Attitudes Policy

Policy Reference:	AVA.012
Description:	This document provides a framework to explain the Academy's expectations for the attitudes and behaviour of its students and the rewards and the consequences 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:	Academy Principal
Other related AVA policies and procedures:	Equality Policy, Child Protection Policy, SEND Policy
Governor Committee:	Full Governing Body
Approved by the Governing Board on:	01.07.2026
Latest Date for Next Review:	01.07.2027
Version + Schedule of Amendments:	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 V.11 – 17.11.2022 – Review and adjustments made V.12 – 17.11.2022 – Comprehensive review and compliance check V.13 – Review and adjustments made V.14 25.06.26 – Review and adjustments made * sanction/sanctions found and replaced with consequence/consequences throughout
Signed:	
Date of Signature:	01.07.2027

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. AIMS

The Aylesbury Vale Academy educates students from Pre-school to Year 13. The purpose of this policy is to develop and encourage the highest standards of **respect, aspiration** and **resilience** so that the life chances of our students are improved, without disruption, within a healthy, safe, and nurturing environment.

Our policy is underpinned by the following principles:

- Ensure our teaching and all our work with young people is grounded in high expectations so that learners are happy and belong, feel safe, achieve and thrive.
- Reward and celebrate good behaviour, effort, success and achievement.

We consider the reasons ~~for~~ behind poor behaviour, however these are not accepted as excuses. We will support students in making the correct choices in their behaviour through rewards, consequences or appropriate intervention. All staff, whatever their role, have a responsibility for the education, organisation and management of our students. All staff should model and promote positive interactions, challenge examples of poor behaviour respectfully and address concerns in an appropriate manner for the age and stage of the child as outlined in this policy.

Being respectful, aspirational and resilient is 'The AVA way'.

We expect parents and carers to give their unconditional support to this policy and support the school in upholding clear boundaries and high expectations.

This policy is monitored and reviewed systematically by the Academy Principal, Vice Principal (Behaviour and Attitudes), the Primary Headteacher and the Assistant Headteacher (Behaviour and Attitudes) as part of the Academy's annual programme of policy review. The Governing body will support in the review of this policy, monitor its effectiveness and approve any changes at least annually.

It should be read in conjunction with the following whole Academy Policies: Equality Policy, Child Protection Policy and Special Educational Needs and Disability Policy. The governing body will support in the reviewing of this policy, monitor its effectiveness and approve at least annually.

2. LEGISLATION AND STATOTORY REQUIREMENTS

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Restrictive Interventions, Including Use of Reasonable Force
- Supporting student with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

3. HOME SCHOOL AGREEMENT

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

The Home School Agreement reminds all parents and carers, staff and students about the expectations of this relationship. This is so we can ensure all young people can belong, achieve and thrive.

All parents and carers are expected to sign and return the agreement.

We expect students to:

- Uphold our Academy values of Respect, Aspiration and Resilience whenever on Academy premises or representing the Academy (this includes outside the school setting and school hours).
- Attend school, and lessons on time, every day.
- Wear the full Academy uniform and carry the correct equipment.
- Respect others right to learn without disruption.
- Feel safe in school, and respect the rights of others to feel the same.
- Respect and celebrate others' backgrounds, protected characteristics, opinions, and beliefs. All learners are equal.
- Keep mobile phones out of sight and on silent or switched off during the Academy Day. 'Never used, seen or heard'
- Complete and submit all home learning on time.
- Follow all staff instructions first time, every time.
- Attend behaviour consequences when applied.
- Engage in support offered to promote success.
- Use age-appropriate social media platforms responsibly.
- Report accidents or breaches of safety to staff.
- To be upstanders, not bystanders, supporting an anti-bullying culture.

On Trips and Visits

Trips and visits are a privilege rather than a right and places will be conditional according to student conduct in School. Staff have the right to remove a student from a trip based on behaviour concerns, prior or during the trip. We expect students on a trip or visit to:

- Honour all of the above expectations.
- Honour all arrangements, particularly meeting time and places.
- Respect that the Trip Leader's decisions are final.

We expect parents and carers to:

- Support your child in upholding our Academy values of Respect, Aspiration and Resilience.
- Read and understand this Reward and Behaviour Policy and commit to the Home School Agreement.
- Ensure your child attends on time every day and report absence at the earliest possible opportunity.
- 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.
- Respect and celebrate others' backgrounds, opinions, and beliefs.
- Respect the rights of others to learn without disruption and feel safe in school.
- Attend all Academy events that will develop and benefit your child including parent consultation events.
- Support your child to remain on top of home learning deadlines.
- Read and respond (where required) to communication.
- Inform us immediately of any change of contact details or circumstances which may impact your child's readiness to learn.
- Communicate any safeguarding concerns which may impact your child's readiness to learn at the earliest possible opportunity.
- Contact appropriate staff to help resolve any concerns, addressing them initially with the child's class teacher or Form tutor
- Monitor your child's social media activity to ensure safe usage.
- Contact us directly if there is an emergency. Do not call or text your child during school time.

- Work with us to address and improve your child's behaviour where required by supporting the Academy's behaviour consequences where these become necessary.
- Be respectful toward Academy staff. The Academy will not tolerate any form of abuse towards staff.
- Refrain from posting concerns on social media platforms, instead work in partnership with the school to address issues as they arise.

The Aylesbury Vale Academy staff will:

- Model Respect, Aspiration and Resilience for your child by upholding this policy.
- Respect and celebrate others' backgrounds, opinions, and beliefs.
- Plan and deliver engaging lessons designed to support student progress.
- Keep accurate records and provide regularly updated information of what your child is studying including how you can support them, including using EduLink, the Academy Website and social media
- Provide a weekly bulletin including important information 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.
- Seek to support your child and remove barriers to success.
- Notify parents regarding behaviour consequences the day of the behaviour incident.
- Aim to respond to your enquiries within 2 working days.
- Offer an aspirational careers and enrichment programme where all children have ambitious career pathways.
- Aim to respond to queries within 2 working days.

We trust that all parents and carers will assist our Academy with the implementation of this Home School Agreement and ask that all parents and carers sign the agreement.

4. PRIMARY SECTION

Phase Expectations, Rewards and Consequences: EYFS, Key Stage 1 and 2

Expectations

To support the Primary Phase children in developing the Academy values of Respect, Resilience and Aspiration, all Primary Phase staff and stakeholders promote the 'AVA Way':

- To show **respect** for others at all times.
- To **aspire** to be my best self.
- To show **resilience** by reflecting and acting upon my mistakes.

To support children, all adults will acknowledge and respond using the Primary Phase behaviour expectations outlined below. Expectations are further reinforced through the '*Primary Phase Choices Chart*' display which is displayed in all classrooms and Senior Leadership Team offices. We expect children to follow the 'AVA Way' and expectations when representing the school, travelling to and from school and whilst in school.

Break time Expectations

- Staff will accompany children to their breaktime area.
- Staff will share, model and reinforce expectations to children in line with the AVA Way (see above).
- Children will respond to a whistle signal, during and at the end of breaktime, first whistle – freeze & listen, second whistle – walk calmly to line up in the allocated location.
- Staff supervising breaktime will be positioned at assigned locations to encourage safe and respectful play.
- Staff should wear a high-visibility jacket to be easily identifiable.
- Children should move around the site in a safe, calm manner and consider others and their learning.

Lunch time Expectations

- Staff will accompany children to the lunch hall.
- Staff will share, model and reinforce expectations to children in line with the AVA Way (see above).
- Children will remain seated whilst eating.
- Children behave and speak in a calm respectful way whilst in the lunch hall.

- Staff should wear a high-visibility jacket when on the playground to be easily identifiable.
- Children should move around the site in a safe, calm manner and consider others and their learning.

Rewards

A variety of rewards are used by staff in school to further reinforce our values and to model high expectations to all children. These include (non-exhaustive list):

- Achievement points.
- Verbal praise.
- Star of the day/week/term certificates/cards.

'Star of the Day' cards are awarded to children each school day. These recognise excellent learning, attitudes, behaviours, and demonstrating the school values. These cards are recorded on SIMS as 5 achievement points.

Staff also give a weekly kindness award to students in recognition of showing respect and kindness to others. 'Star of the Week' and 'Star of the Term' certificates are also awarded to children from each class during weekly and termly Primary Celebration Assemblies. These are recorded on SIMS (25 achievement points and 75 achievement points respectively).

Children collect achievement points each year, working towards the following awards. The children are presented with a certificate to take home, a certificate to display in the classroom and an item to collect (badges, keyrings, etc). These awards are celebrated in Phase Assemblies, as well as the weekly Celebration Assembly.

Achievement points

- 300 points – Bronze award
- 600 points – Silver award
- 900 points – Gold award
- 1200 points – Platinum award

Achievement Descriptors

The statements below indicate what achievement points can be awarded for (non-exhaustive list):

- +5 Primary Star of the Day
- +5 Primary Being Kind to Others
- +5 Primary Good Effort in Lessons
- +5 Primary Good Homework
- +10 Primary Excellent Homework
- +10 Primary Excellent Effort in Lessons
- +10 Primary Showing Respect
- +10 Primary Showing Resilience
- +10 Primary Showing Aspiration
- +20 Primary Subject Points
- +20 Primary from Captain English
- +20 Primary from Queen Maths
- +20 Class Attendance of the Week
- +25 Primary Star of the Week
- +75 Primary Star of the Term
- +75 100% Term Attendance

Consequences and support

In the Pre-School and Primary Phase, staff support all children by encouraging co-regulation, teaching and reinforcing self-regulation and social skills that enable children to show respect for others. The focus is on children making appropriate choices.

Behaviour choices that do not meet AVA expectations are recorded on SIMS, discussed with children in an age-appropriate way and with parents/carers as required. Children are given thinking time as appropriate before these conversations happen. Staff speaking with children about their behaviour use the positive language of 'choices' clearly linking discussions to the '*Primary Phase Choices Chart*' display.

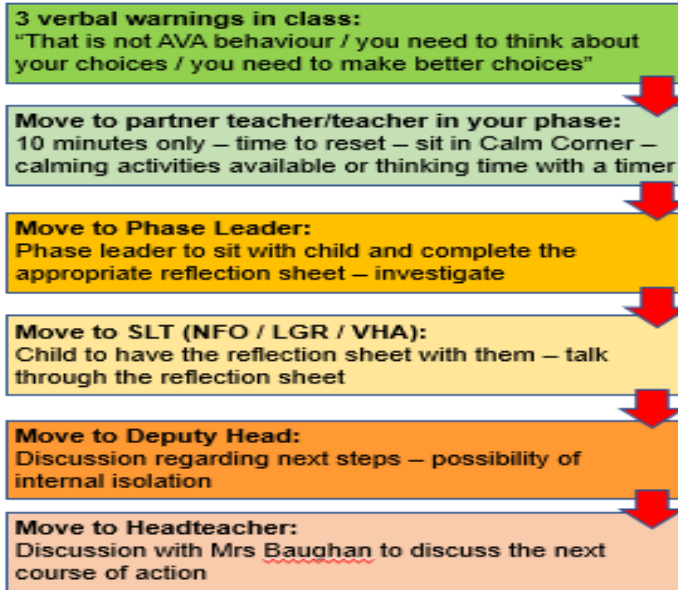
A summary of this is outlined below:

Outstanding Choices	Children are recognised for making Good/Excellent and Outstanding choices and are verbally praised. Staff have a discussion with the child(ren) to acknowledge their choices. Rewards are given as appropriate (see Rewards and Achievement Points)
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	Students arrive to school on time and ready to engage in their learning. Please refer to home school agreement.
Think about your choices	Behaviour choices are brought to the attention of the child and are discussed with them. The child is supported by the implementation of strategies to enable them to succeed in the future. Type of behaviour might include: – Not meeting Breaktime expectations. – Not meeting Lunchtime expectations. – Inappropriate, but non-aggressive, play on the playground. – Taking someone else's things. – Disrupting a game. – Saying something unkind. – Misuse of toys and/or equipment. – Loitering in the bathroom or cloakrooms. – Interfering with other people's belongings. (<i>...this is not an exhaustive list</i>).
Make better choices	If behaviour choices continue to fall short of Academy expectations children will be asked to spend time reflecting and strategies will continue to be used. These will be in line with the class provision map. Consequences will be put in place to meet the needs of the individual child. Consequences will be age and stage appropriate and may include the opportunity to reflect upon and review their choices, missing playtime or lunchtime to reflect upon their choices, supervised lunch away from peers. If behaviour is repeated, a meeting with parents to discuss behaviours and support strategies will be arranged. Children will be encouraged to verbalise why they have made choices. An age appropriate version of ' <i>Zones of Regulation</i> ' may be used at this point to support students in expressing their emotions. Any behaviour recorded on SIMs will be followed up with a parental conversation.

Behaviour and Consequences

All staff have a copy of the below Behaviour Flow Chart which is followed where appropriate. This flow chart allows for early intervention, meaning behaviours are addressed quickly to prevent further escalation. If a child continues to demonstrate poor choices, incidents are moved to Phase Leaders or SLT to determine next steps.

Behaviour Flow Chart



*Every day is a
fresh start*

More severe incidents will be reported instantly to a member of the SLT team, who then consider the severity of an incident when issuing consequences. As appropriate, next steps may include the implementation of an Individual Provision Map / Behaviour Plan or Risk Assessment.

Such examples of these severe incidents may include (but are not exhaustive to):

- Incidents of bullying (for example, persistently targeting a child verbally or physically).
- Serious aggression / abusive behaviour (towards staff and / or children)
- Refusal to follow instructions from a member of staff, even after given choices.
- Use of racist / homophobic / derogative language.

Consequences will include (non-exhaustive list):

Opportunity for reflection, co-regulation, communication with parents, loss of social time, Internal exclusion (isolation), fixed period/term suspension, and permanent exclusion. Parents will always be contacted to discuss the behaviour choice(s), the consequence(s) being issued and strategies to support the child moving forward. On occasions, a behaviour report card may also be used which indicate specific behaviour targets for a child to focus on. This is for set periods of time and will be reviewed and discussed with parents on a daily basis.

Behaviour Descriptors

Behaviour choices that do not meet Academy expectations are recorded on SIMS, discussed with children in an age-appropriate way and with parents/carers (as required) to outline the logged behaviour and strategies to support the child moving forward will be discussed.

PS Behaviours to be recorded on SIMS as following:

- PS0 Primary FOR INFORMATION ONLY
- PS0 Primary No Homework / No Reading
- PS0 Primary Time Out (SEMH / Behaviour)
- PS0 Primary Communication with Parents
- PC1 Primary Not listening to instructions (-1 point)
- PC2 Primary Being unkind to others (-2 points)

- PC2 Primary Not respecting equipment (-2 points)
- PC2 Primary Persistent refusal to follow instructions (-2 points)
- PC3 Primary use of inappropriate language (-3 points)
- PC3 Primary Physical Contact (-3 points)
- PC4 Primary Internal Isolation (-4 points)
- PC5 Primary Half Day Suspension (-5 points)
- PC6 Primary Full Day Suspension (-6 points)

Mobile Phone Use

Students who have permission to walk to and from school by themselves (Years 4 – 6) often carry mobile phones with them. Once students come into school, all mobile phones are expected to be put into their year group box and must be turned off. This box is then locked away securely until dismissal, when the phones are handed back to the pupils.

If a parent needs to communicate a message to their child, it is still expected that this message is telephoned or emailed into the school office for staff to relay as appropriate. Any messages sent to a child's mobile phone will not be picked up by the child during the school day.

5. SECONDARY SECTION

Phase Expectations, Rewards, and Consequences: Key Stage 3, 4 and 5

Expectations

Expectations in Classrooms

While in lessons, students must show respect, aspiration and resilience by:

- Arriving on time, equipped and ready to learn.
- Following staff instructions first time, every time and listen to others.
- Respectfully engaging in their learning such as waiting their turn.
- Phones/airpods –Never seen, used or heard.
- Students must keep their hands to themselves – Hands off
- No chewing gum

Expectations in Corridors/Around School

While moving in corridors and around the school, students must show **respect** by:

- Walking on the left calmly and quietly.
- Phones/AirPods never used, seen or heard.
(Please see link to Mobile Phones and Devices Policy)
- Wearing uniform correctly. Shirts tucked in, blazers and ties on. No coats. hoodies or sweatshirts.
- No physical contact of any kind - Hands off.
- No chewing gum.
- No littering.

These expectations are displayed throughout the secondary phase on corridor walls and stairwells and students are reminded about outerwear/electronics upon entering the building at the start of the school day. Failure to meet these expectations will result in an C2, C3 or C4 as appropriate and confiscation of non-uniform/electronic devices, where relevant.

Expectations at Break and Lunch

In the lunch/break halls, students must show **respect** by:

- Sitting down or going outside.
- Eating in designated areas that are year group specific.
- Using bins to reduce litter.
- Being calm and respectful.
- Hands off – No physical contact.
- Phones/AirPods silent and out of sight.

- No chewing gum.

Failure to meet these expectations will result in an C2 and confiscation of non-uniform/electronic devices, where relevant.

At each assessment point throughout the year, for every subject, students are awarded an Attitude to Learning grade between 1 and 5. An overview of what these tell us about student attitudes can be found in the Appendices.

Lateness to School and Lessons

Punctuality to school and lessons is essential preparation for life after school. Being on time to lessons helps students make the most out of every lesson. Lateness disrupts the learning of others. Students are expected to be on time to school and lessons.

The school bell is sounded 5 minutes before tutor time which starts at 8:30am, Lesson 3 (11:15 am) and Lesson 5 (13:55pm) to indicate to students that they should go to lessons. Between lessons, students have 3 minutes to get to their next classroom. The second buzzer indicates that a student is now late to lesson. Students marked late to lesson will accrue an C2 for each instance if there is no note from a staff member.

If a student is more than 10 minutes late to a lesson they will be marked C3 Truancy.

Students who are late to school in the morning will receive a lunchtime detention. Students who are late to lesson will receive a 30 minute after school detention the following day. If students are late to multiple lessons or late to school and a lesson in the same day, they will receive up to a maximum 120 minutes after-school detention. In instances of further accrual or persistent lateness, a period of internal or external isolation may be deemed appropriate. Students are expected to go to detention by themselves, once they are informed of the consequence.

Parents and carers can view lateness to school via the EduLink app.

Truancy from Lessons

We expect students to attend all lessons. Students who do not attend lessons cannot learn. Being unable to locate students in their Timetabled lessons is also a safeguarding concern. Students who fail to attend lessons, despite support from staff will be recorded as C3 for Truancy. This is considered a 'Serious Behaviour'. Students will be expected to make up this time and will receive a 1 hour after-school detention to make up the time. Two episodes of truancy will lead to a 2 hour detention after school. For further accrual or persistent truancy, a period of internal or external isolation may be deemed appropriate

Rewards and Achievement Points

Secondary students are rewarded through a series of achievement points as follows:

Achievement Level*	Points awarded	What is it for?
A1 Good	1 Point	A1 1 Point GOOD Community contribution Excellent homework Excellent class work Excellent use of subject vocabulary Subject achievement Participation in class Uniform/Equipment check Meeting academic target Literacy & word of the week Demonstrating Academy Values: Respect/Aspiration/Resilience Participation – Academy activity e.g. Sport/Drama/Music etc

		Participation- Volunteering Extra Curricular/Enrichment
A2 Excellent	2 Points	A2 2 Points EXCELLENT KC3 Star of the week KC4 Star of the week Excellent participation in class Termly Attendance Representing the Academy e.g. Parents Evening/Assembly/School tour Demonstrating Academy Values: Respect/Aspiration/Resilience
A3 Above and Beyond	3 Points	A3 3 Points ABOVE AND BEYOND Awards evening nomination Achievement Director recognition Senior Leadership Team recognition Demonstrating Academy Values: Respect/Aspiration/Resilience - Green card given
A4 Outstanding	4 Points	A4 4 Points OUTSTANDING Significant achievement to the academy Demonstrating Academy Values: Respect/Aspiration/Resilience - Green card given Supporting open evening Principal recognition Tutor first recognition

*A simplified version of this process is displayed in every classroom.

Students who contribute to the school community, including but not limited to volunteering at parents' evenings, awards evenings, transition events, etc., will be awarded a one-off achievement log of 20 achievement points for 'Student Leadership'.

Rewards are also offered to students in the following ways:

Weekly Form Competition

Tutor groups will be encouraged to celebrate their success on a weekly basis. In the weekly Achievement Director assembly, individuals will receive public praise for the most achievement points, attendance, and honourable mentions. This will also incorporate the weekly house standings to foster belonging.

Departments may also run subject specific reward opportunities.

Daily EduLink Update

EduLink is live and parents can view up to date details of both rewards and behaviours.

RAR Awards

Each week in the Parent Bulletin Achievement Directors nominate a student to receive the 'RAR award' For Respect, Aspiration and Resilience. Curriculum Leaders also nominate a 'Star of the Term' from their departments.

Certificates and Badges

Each half term Achievement Directors analyse a report and award students with the certificate and badge in assembly.

Award	Number of Achievement Points
Bronze	150
Silver	300
Gold	500
Headteacher's Award	750
Principal's Award	1000

The following opportunities to reward and praise students also exist:

Letters from the Principal

Each half term Achievement Directors identify 8 students who have excelled in the following areas of focus:

- Consistently demonstrating Academy values
- Consistently outstanding Attitude to learning
- Contribution to the Academy Community
- Kindness

*This may also include other termly focuses e.g. a positive start to exams.

Invitation from the Principal

Each term, the Principal will host a tutor time with refreshments for students who consistently excel in meeting our Academy Values.

School Value Postcards Each half term Teachers and Tutors will select a student who they feel is deserving of a postcard home for consistently exceeding Academy Values.

Sixth Form Rewards Expectations remain high in sixth form however, we recognise that our 6th form students have significantly fewer subject teacher from whom to achieve recognition. Award thresholds are altered to reflect this.

- Bronze – 30 Achievement Points
- Silver - 60 Achievement Points
- Gold – 100 Achievement Points

Consequences

Consequence Level*	What is it and what happens?*	Consequence*
C1 Concerning behaviour	First verbal warning. Given by any member of staff for not meeting expectations in class/around the Academy such as: • Incorrect equipment • Disturbing the learning of others' • Disorderly conduct between lessons/break/lunch	Student will remain in lesson. If the behaviour is repeated it will be escalated to C2.

C2 Problematic behaviour	Second or more serious verbal warning. Given by any member of staff for not meeting expectations in class or around the Academy such as: • Continually disturbing the learning of others • Refusal to engage with their learning • Repeated disorderly conduct between lessons/break/lunch despite first warning • Failure to complete homework • Missing essential equipment Recorded by the member of staff on SIMS along with reason, available on EduLink for parents to view within 24 hours.	Students are expected to attend a 30 minute after school detention independently. Failure to attend this detention will result in accrual which equates to a one-hour detention after school the next day. 2 C2s in a day will result in 1 hour detention after school the following day. 3x C2s would result in 90 minutes the following day. 4x C2s would be 120 minutes the following day. 5+ C2s would result in an C4 – This will result in one of the C4 consequences outlined below.
C3 Serious behaviour	Third or more serious warning/Incident of serious behaviour Student may be removed from the lesson by another member of staff (On Call) and sent to or placed in another room in the department in the first instance (Room Swaps), if decided appropriate by the class teacher. Given by any member of staff for not meeting expectations in class/around the Academy such as: • Continuing to disturbing others learning despite warnings and reasonable adjustment e.g. altering seating plan • Refusal to engage with learning (including failure to complete homework) despite warnings and reasonable adjustment/support • Rudeness to staff or fellow students • Refusing to follow instructions such as not sitting in their allocated seat despite warning Recorded by the member of staff on SIMS along with a reason and be available on EduLink for parents to view. If the behaviour does not take place during a lesson, the member of staff who addressed the behaviour should communicate with home to explain the consequence and justification. The staff member will arrange an appropriate time to hold a restorative conversation with the student, preferably prior to the next lesson.	Student will be expected to attend a 1 hour after school detention. Students are expected to go to detention independently. Students who fail to attend will receive a 2-hour detention the following day. This will be communicated via edulink. Two C3s in the same day will lead to an automatic 2-hour detention with a middle leader the following day. More than 2 C3s in the same day will result in one of the C4 consequences outlines below. A failed room swap is a serious concern and will result in a C4 - this will result in one of the C4 consequences outlined below.

C4 Very Serious behaviour	Depending upon the behaviour and circumstances students will either: • Spend one or more lessons in the isolation (HIVE 1) • Receive an 'External Isolation' at another school (C5) • Receive a Fixed Term Suspension (C6) Parents will be notified with a phone call from Pastoral support, Achievement Director or member of the Senior Leadership Team as appropriate. This will be followed up with a letter from the Principal and placed in the students' file. The student will be placed on report to their tutor/AD/SLT link following a day in HIVE 1. A phone call will be made to parents or carers when the report is complete. A failed room swap is a serious concern and will result in a C4. One serious breach or persistent breaches of the school's behaviour policy. Off-Site direction, Fixed Term Suspension or Permanent Exclusion.	Students will report to the Atrium. Mobile phones and non-uniform will be placed in lockers. Students will be reminded why they are in the HIVE 1 and supported to complete a reflection activity on their behaviour. They will then undertake silent, independent study along with work supported by staff. The school day in HIVE 1 runs from 08:55 until 15:20pm. A report card will be kept of the student's effort and conduct in HIVE 1. Students who do not meet expectations here will receive An external isolation or Fixed Term Suspension. Following a period of suspension or isolation, internal or external, students will be put on report to their Tutor, AD or SLT as appropriate. Parents and carers will be informed the day before with the reasons for the fixed term suspension by a member of the Senior Leadership Team. This will be followed up with a letter to parents and carers with a copy held on the student's file. The local authority will also be informed of the Fixed Term Suspension/Permanent Exclusion. Parents/carers and student will be expected to attend a reintegration meeting before returning to school. Conditions for readmission will be outlined and support strategies discussed. Students will only be readmitted to the school on completion of a successful readmission meeting.
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*A simplified version of this process is displayed in every classroom.

6. CROSS PHASE INFORMATION

Behaviours of significant concern

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 at the Academy.

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 or electronically will be dealt with using the methods as outlined in this policy. If appropriate and necessary, the police may also be informed.

We understand that friendship issues occur, these will also be addressed appropriately, according to individual circumstances.

Details of our Anti Bullying Strategy and Anti Bullying Policy can be found on our website, [here](#).

Harmful Sexual Behaviour

The Academy uses the NSPCC definition of Harmful Sexual Behaviour:

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.

Peer-on-peer sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development. Child-on-child sexual abuse is a form of HSB that takes place between children of any age or stage of development.

Problematic sexual behaviour (PSB) is developmentally inappropriate or socially unexpected sexualised behaviour which doesn't have an overt element of victimisation or abuse.

The Academy takes any form of HSB extremely seriously. All incidents will be investigated fully, logged on our safeguarding and behaviour logs and consequenced where appropriate. Parents of all relevant parties will be contacted in all cases. Support will be provided for the victim and appropriate consequence and support will be put in place for the perpetrator.

Inappropriate use of social media:

Social Media is increasingly being used as a platform to share opinions and concerns about schools, publicly campaign or bring an issue to the attention of the public/wider community. It is expected that our school and staff are treated with respect and that concerns are addressed in partnership. Social media is not an appropriate channel to ensure issues are addressed. The Academy welcome you to share concerns or queries directly through our enquiries email address.

Any defamatory, offensive, derogatory comments or cyber bullying regarding Aylesbury Vale Academy or any of the students/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. Students who use online platforms in order to harm others will be subject to the consequences outlined in this policy. If appropriate and necessary, the police may also be informed.

As per our Home School Agreement, we expect parents and carers to monitor their child's social media activity to ensure safe usage.

National Online Safety provides free online webinars for parents to support them in monitoring their child's online activity, including social media. Courses are available to parents of children aged 3-7, 7-11, 11-14 and 14-18 [here](#).

Mobile Phones and Electronic Devices

In line with the Department for Education guidance, [Mobile phones in schools – GOV.UK](#), our school operates a mobile phone-free environment throughout the school day.

The Government is clear that schools should prohibit the use of mobile phones and similar smart technology across the entire school day, including lessons, transitions, breaktimes and lunchtime.

Schools are expected to ensure that students do not have access to their mobile phones at any point during the school day, supporting a calm, safe and focused learning environment.

Expectations

- Mobile phones, earphones, AirPods, and all personal electronic devices must not be used, seen, or heard at any time on the school site during the school day. This includes students contacting their parents.
- Devices must be switched off and stored securely out of sight (e.g. in bags).
- Students must not access their devices at any point during the school day.

Consequences

If a device is used, seen, or heard, it will be confiscated and stored securely for 48 hours. until an appropriate adult can collect. The following staged consequences apply:

- **First confiscation:**
Device confiscated and returned only to a parent or carer at the end of the next school day.
e.g. Confiscated Tuesday, returned at the end of the student's school day on Wednesday.
Confiscated Friday, returned at the end of the student's school day on Monday.
- **Second confiscation:**
Device confiscated, kept for 48 hours and returned only to a parent or carer after 48 hours.
Sanction: C3 detention.
- **Third confiscations:**
After the 48-hour confiscation, student required to hand in their device at the start of each school day under a formal agreement.
Sanction: C4 contract issued.

Failure to follow a reasonable instruction from staff to hand over a device will be treated as a serious breach of the Policy and may result in a fixed-term suspension.

Communication with Students

To support a mobile phone-free environment:

- Parents and carers should not contact students directly during the school day.
- Urgent messages should be communicated via:
 - School Reception, or
 - The relevant Year Group email address

Messages will be relayed promptly.

Exceptions

The school will make reasonable adjustments in line with the Equality Act 2010 where a student requires access to a device for medical needs and other exceptional circumstances

Full details are outlined in the **Mobile Phones and Device Policy**.

Coats and Hoodies

Secondary students are told to remove coats, hoodies, and other non-school uniform items as they approach the school entrance. Items worn inside the building will be subject to the same confiscation system as electronic devices listed above.

Breaches of the Academy Uniform Policy

Students in incorrect uniform/missing uniform items will be isolated until a resolution can be found with parents/carers. This may be:

- Seeking permission to send the student home to retrieve the missing/appropriate item
- An agreed resolution date with parents
- Academy support to source missing item where appropriate

Serious Incidents

This section of the policy is supported through staff training, the behaviour curriculum, tutor programme, PSHE and assemblies ensuring that knowledge and understanding remains current and both staff and students alike remain vigilant.

Verbal Abuse, Physical Assault, Intimidation and Threats towards Staff

Our staff have the right to work and support students in an environment free from verbal abuse, intimidation, aggressive behaviour and threats. Verbal Abuse, Physical Assault, Intimidation and threats directly or indirectly aimed at a member of staff, will not be tolerated. Students who Verbally Abuse, Physical Assault, Intimidate or threaten a member of staff will receive a fixed term suspension or could face permanent exclusion.

Fighting, Violence, Assault and Offensive Weapons

Physical contact of any kind will not be tolerated. Students caught fighting will be isolated, suspended for a fixed term or permanently excluded, as appropriate for the behaviour, age and stage of the child.

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

We reserve the right to contact external agencies such as the police and social care for guidance and support in such instances.

In some instances, it may be appropriate to refer students to the community police officer where fighting, violence or discrimination have been raised as a concern. The purpose of this is educational.

Drugs and Other Illegal Substances and Alcohol

Possession, use, supply or distribution of illegal substances or alcohol is strictly forbidden. Students caught violating this rule on Academy property, to and from the Academy, or when representing the Academy will face serious consequences, as appropriate to the age and stage of the child. These could include, but are not limited to:

- Permanent exclusion
- Fixed term suspension
- Internal isolation (HIVE 1), usually while investigation is conducted
- Police involvement
- Social Care involvement
- Support from external agencies
- Undergoing a drugs test

Preventative measures such as well-being checks, searches and drug dog visits are employed when deemed necessary.

Smoking/Vaping

The Academy is a non-smoking/non vaping site and is illegal under the age of 18. Students caught smoking or vaping on the grounds will receive a period of internal or external isolation or a fixed term suspension as appropriate. Students caught with smoking/vaping paraphernalia on their person, will be isolated in HIVE 1 and parents/carers will also be informed. Those caught in the company of smokers/vapers will receive a 2-hour detention.

Student found to be sharing a toilet cubicle will be assumed to be smoking/vaping and will be subject to the consequences outlined above.

Discrimination against 'Protected characteristics'

Discrimination of another person because of one or more of the protected characteristics below will not be tolerated and will be addressed in accordance with this policy. Where necessary, the police will be informed.

Protected characteristics are as follows:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race, ethnicity or national origin
- Religion or belief
- Sex (gender)
- Sexual orientation

Clear records of all incidents are kept ensuring that there is no unintentional discrimination.

Malicious Allegations

Students who are found to have made malicious allegations will be issued appropriate consequences according to the offence, age and stage of the child. This behaviour will accrue at least an internal Isolation but could warrant fixed term suspension or permanent exclusion. The police will be informed if there are grounds for believing a criminal offence may have been committed. The school will follow its Allegations Against Staff Policy in all instances.

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 the community, both inside and outside of the Academy. Students who have caused the fire alarm to sound with malicious intent will receive a fixed term suspension

Vandalism/Misuse of School equipment (including ICT)

Students who are found to have vandalised or misused school equipment (including ICT, computers and printers) will be issued appropriate consequences according to the offence, age and stage of the child. This behaviour will accrue at least an internal isolation (HIVE 1) but could warrant fixed term suspension or permanent exclusion. We reserve the right to withdraw access to equipment and/or the internet. The police will be informed if there are grounds for believing a criminal offence may have been committed and parents/carers may be liable for expenses.

Disruption to Learning

All students have a right to receive an education, free from disruption. Where disruption to learning occurs, appropriate consequences will be applied. Persistent non-cooperation will result in an escalation of consequence such as students being placed in HIVE 1 or a fixed term suspension. Persistent disruptive behaviour can lead to permanent exclusion.

While in lessons, students must show **respect, aspiration** and **resilience** by:

- Arriving on time, equipped and ready to learn.
- Following instructions, first time, every time.
- Respectfully engaging in their learning such as listening to others and waiting their turn.

These expectations are displayed on signs in every classroom.

Physical Contact

We do not permit physical contact of any kind with other students unless appropriate to the learning such as PE or Drama lessons. Staff will refer to this as 'Hands off'.

In the primary phase, unnecessary physical contact will be addressed appropriately according to age and stage. Students may require reminders and modelling of what is appropriate. In some instances, it may be appropriate to remove social time, internally isolate, Fixed term suspend or permanently exclude.

In the secondary phase, unnecessary physical contact anywhere in the school will result in a consequence determined by the circumstances.

Behaviour Outside of the Academy

We expect our students to positively represent the Academy Values outside of the Academy. Consequences for poor behaviour outside of the Academy will be put in place. This is not an exhaustive list, but outside of the Academy includes:

- 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 disrupting 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 behaviours already covered.
- Use of social media with the intent to cause harm to others.

Students who fail to meet expectations outside of the Academy may be prevented from attending future trips and visits.

Consequences and Support Strategies

Detentions

Within the Primary setting, parents will be called directly if there is any need to keep their child after school. Parents will be invited into school to support with the incident that day.

Within the Secondary setting, there is no requirement for staff to inform parents of a 30 minute after-school detention however, If a student gets a detention a text will be sent to the primary contact held on our system.

Students are expected to go to detention by themselves, once they are informed of the consequence. Students will be expected to remain silent and work independently for the duration of the detention. Students should complete the work provided or their homework and a reflective activity. Students may also be required to do tasks to assist the community such as putting up displays or picking up litter.

At the Aylesbury Vale Academy we operate the following detentions (see Appendix 2 for further details):

- C2 = 30 minute detention after school
- C3 = 1 hour detention after school
- Late to school without validation = Lunchtime detention
- Late to lesson – 30 minutes after school for each incidence
- If a student accrues more than 120 minutes of detention in one day, they will receive a C4.

After school detentions may well cause inconvenience for parents and carers. For example, students may need to pick up younger siblings. However, it is essential that students also realise the inconvenience they have caused through their behaviour choices. We expect parents and carers to support all behaviour consequences.

Where appropriate, reasonable adjustment may be made to the application of these consequences.

HIVE 1

The Academy operates a removal room facility, which is the most serious consequence the Academy can give, short of fixed term suspension.

Within the Primary Phase, isolation will be carried out in a Senior Leader's office, with a member of Senior Leadership Team present at all times. The class teacher will provide work in line with that day's lessons, and the child will be expected to complete this work to the best of their ability. Necessary resources (laptop, dictionary, word mats etc) will be provided as required. A process of reflection by the student will be carried out and the student will receive support with their work where needed.

This room is for students who require Internal Isolation because they have disrupted the learning of others, or other breaches of the school's behaviour policy such as persistent uniform issues.

We recognise that students need time and a safe space to regulate their behaviour. The removal room will be used for one or more lessons and is an opportunity for students to re-set and to get ready to learn again. On arrival, at school, students will be expected to hand over their mobile phone and outside coats. These will be placed in a locker.

HIVE 1 is operational between the hours of **9am and 15:20pm**. Students will be collected on the day of their Isolation period (unless the reason they are placed puts themselves or others at risk).

Students will be supported to access materials which reflects the curriculum experienced by their peers and undertake work provided by their teachers. Work in this space is largely independent and silent however, reasonable adjustment is made where appropriate. A reflective activity will be completed and restorative conversation will occur before the student returns to the lesson they were removed from.

Communication will be made to parents or carers of students who spend time in HIVE 1. This will be recorded on the student's file.

Students who fail to follow instructions on arrival or disturb other students in HIVE 1 will receive a period of external Isolation or Fixed Term Suspension as appropriate.

Repeated incidents of removal for secondary or older primary students may result in part- or full-time placement in our on-site alternative provision, 'HIVE 5'. This setting is designated for students who need more support to be successfully reintegrated *back* into mainstream classes. They will receive an appropriately tailored curriculum which reflects their needs whilst retaining access to the expertise of subject specialist teachers and appropriately trained staff. This provision may form part of a longer-term intervention.

Off-Site Direction (Secondary only)

In some cases, students will be temporarily directed to a nearby school. Off-Site direction may be used for a serious breach or breaches of the school's behaviour policy and where internal exclusions have had no positive impact upon behaviour. Off-Site direction could be for a period of one day, or an agreed number of weeks.

Parents and carers will be informed of the reason for the Off-Site direction at least one day before by either the SLT member linked to the students year group. This will be documented on the student's behaviour file.

Students will be expected to follow the expectations of the host school and will be supported by host school staff when there. Work for students to complete will be provided by the Academy.

A reintegration meeting will be held with the student, parents or carers, Achievement Director/Curriculum leader as appropriate and a member of the Senior Leadership Team when they return to the Academy. Conditions for reintegration and support strategies will be agreed in this meeting. A date will be set to revisit progress against these conditions within four weeks.

Parents and carers will be informed of the full details of the period of Off-Site Direction such as travel and lunch arrangements. This may differ according to each placement.

Fixed Term Suspension

Fixed term suspensions are used for a serious breach or breaches of the school's behaviour policy. Students will be suspended from school for between 1 and 45 days in an academic year. Parents and carers will be informed the day before with the reasons for the fixed term suspension by the Achievement Director or a member of the Senior Leadership Team. This will be followed up with a letter to parents and carers with a copy held on the student's file. The Local Authority will also be informed of the suspension.

Students will remain at home for the duration of a fixed term suspension and will be provided with work from the school to complete and return upon reintegration. Parents or carers whose children are outside of the home during school hours will be subject to a penalty notice.

A reintegration meeting will take place as soon as possible after the fixed term suspension. This must be attended by the student and parents or carers to ensure that the school and parents or carers are able to support the student. Conditions for reintegration and support strategies will be agreed at this meeting and all parties must attend. A date will be set to review progress against these conditions four weeks later. The decision to suspend a student for a fixed term rests with the Academy Principal or Primary Headteacher; or, in their absence, the Vice Principal or Primary Deputy Headteacher.

When a student receives a fixed term suspension, the Academy will follow the statutory requirements as stated in the Department for Education, '[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)' document.

In House Behaviour plan

Students who are repeatedly receiving multiple behaviour points will be included, alongside parents and carers, in the development of an in house behaviour plan. This plan will outline clear targets and support strategies for the student. The plan will be shared with staff.

The in-House behaviour plan will be reviewed after an agreed timeframe.

Pastoral Support Plan

Where an In-House behaviour plan has not been successful, students may be issued a Pastoral Support Plan. Much like an In-House Behaviour plan, this plan will outline clear targets and support strategies for the student.

A pastoral support plan is a 12-week programme of intervention.

The Local Authority will be included in the development and review of these plans.

Senior Leadership Team Panel

Students failing to meet Academy expectations may be invited to attend a Senior Leadership Panel along with their parents or carers to discuss their child's behaviour, the impact on others and how parents and the school can work together to support the child further in being successful and meeting Academy expectations. The outcome of this meeting will be a 12-week Pupil Support Plan. At this stage, the Academy will alert County of the risk of Permanent exclusion.

Governors' Panel

Students persistently failing to meet Academy expectations, despite the measures outlined above will be invited to attend a Governors' Panel along with their parents or carers to discuss their child's behaviour, the ongoing impact on others and how parents and the school can further work together to support the child in being successful and meeting Academy expectations.

Managed moves

A managed move is a carefully planned transfer of a child from one school to another, and is often used as an alternative to permanent exclusion.

This may be suggested if other approaches to improve your child's behaviour have failed and the school believes a fresh start elsewhere might work.

A managed move may not be deemed appropriate in all cases.

Students attending a school via a managed move that is more than 3 miles from their home address will receive funded transport (normally a bus pass).

Further information is available [here](#).

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend the school (unless the pupil is reinstated by the governing board).

The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy;
- And
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or students in the school.

When establishing the facts in relation to a suspension or permanent exclusion decision the Primary Headteacher or Academy Principal will apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'Beyond reasonable doubt.' This means that the Primary Headteacher or Academy Principal should accept that something happened if it is more likely that it happened than that it did not happen.

Before a student is permanently excluded, appropriate interventions and consequences 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 upmost 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 Department for Education, '[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)' document.

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.

Behaviour Support Strategies

A number of lower-level behaviour support strategies will be used to support students in improving their behaviour according to the age and stage and SEND needs of the child, generally prior to internal isolation or fixed term suspensions. The following is not an exhaustive list nor is it a sequence of strategies.

One or more of these strategies may be used to help improve a student's behaviour:

- An educational discussion or restorative justice meeting with a member of staff
- Detentions with an explanation of why the consequence has been applied
- Form tutor report
- Teacher or subject report with targets set
- Achievement Director report with targets set
- Curriculum leader report with targets set
- Senior Leadership Team report with targets set
- Restorative conversations/meetings
- In-house mentoring
- Phone calls to parents to report poor behaviour or comment on improved behaviour
- Parent meeting
- Well-being check ins

Longer Term Behaviour Support Strategies

Students persistently presenting with poor behaviour, or those that commit a particularly serious incident, may require longer-term behavioural support. This could involve:

- In House Behaviour Support Plan (IHBS)
- Individual Provision Map (IPM)
- School Counselling service
- Home Visits by Attendance Manager
- Reintegration timetable
- Outreach Link Worker
- External Mentor
- Multi-Agency Meeting
- Adviza Careers Guidance
- Youth Offending Team (YOT/YISP)
- Boxall assessment and intervention
- Zones of Regulation
- Contracts of no contact
- Police involvement
- Attendance Officer meeting with parents and student
- Parenting Contract
- Attendance Panel
- Pastoral Support Plan (PSP) with Bucks Council Exclusions Officer
- Work Experience
- Education Psychologist (EP)
- Input from the Specialist Teacher Service
- Child Adolescence Mental Health Service (CAMHS) referral
- Managed Move
- Part Time- or Full-Time attendance at an alternative provision setting for a fixed period of time

The Use of De-Escalation, Positive Handling and Physical Intervention (Reasonable Force)

Staff are trained in positive behaviour support, including de-escalation strategies and, where appropriate, safe and lawful physical intervention techniques.

Our approach prioritises prevention, relationship-building and early intervention. Where a student is at risk of becoming a danger to themselves or others, to the orderly running of the academy, or to the physical environment, staff will use a range of de-escalation strategies to reduce risk. These may include distraction, negotiation, calm communication and the use of agreed individual support strategies.

Only where these strategies are unsuccessful, and there is an immediate risk of harm, it may be necessary, reasonable and proportionate to use physical intervention. This will always be a last resort, used for the shortest possible time, and in a way that maintains the dignity, safety and welfare of the student.

Following any use of physical intervention:

- The incident will be recorded promptly and accurately in the appropriate bound and numbered log.
- Senior leaders (Academy Principal or Primary Headteacher) will be informed as soon as possible.
- Parents/carers will be informed on the same day, unless there are exceptional safeguarding reasons not to do so.
- The incident will be reviewed to identify triggers, effectiveness of responses and opportunities to prevent recurrence.

Where appropriate, an individual behaviour plan and risk assessment will be developed or updated to support the student and reduce the likelihood of future incidents. This will include proactive strategies, reasonable adjustments and, where needed, involvement of external agencies.

The academy is committed to:

- Ensuring all use of physical intervention is lawful, ethical, proportionate and in line with DfE guidance on restrictive interventions.
- Maintaining a positive behaviour culture where pupils feel safe, respected and supported.
- Providing ongoing staff training and support in behaviour management and de-escalation.
- Monitoring and analysing incidents to reduce the use of restrictive interventions over time.
- Ensuring all practice reflects effective safeguarding procedures and robust leadership oversight.

Screening and/or Searching Students without Consent

Staff will search students where there is reason to believe they have one or more of the following items in their possession.

- Mobile phones known to have been seen or heard
- Knives, razors and weapons (catapults/guns including BB and piercing guns)
- Scissors and pencil sharpeners
- Chewing gum
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Nicotine products (gum/patches/pouches or 'snuss')
- Solvents for misuse ('chroming')
- Lighters/matches
- Vape Pens and vape cartridges
- Fireworks/explosives
- Laser pens/LED torches
- Water pistols
- Pornographic images
- Energy drinks
- Chemicals (bleach/hair dye/gas cannisters)
- Any article that has been or is likely to be used to commit an offence, cause personal injury, put someone at risk of harm, damage to property or disrupt learning.

Consequences will be applied where these items are found.

We will confiscate all of the above and any other items that could cause harm to students, staff or premises.

Searches will be undertaken by at least one member of teaching staff and another member of staff.

The Academy will follow the advice from the Department for Education on the 'Searching, Screening and Confiscation, 2022' Searching, Screening and Confiscation (publishing.service.gov.uk).

7. APPENDIX 1: ATTITUDE TO LEARNING (ATL) DESCRIPTORS

Category	Description
1 Outstanding Learner	- As an outstanding learner, I consistently lead my own learning in the classroom, striving to complete the most challenging tasks that are applied through the AVA Taxonomy. - Independently, I look to extend my learning often seeking further challenge through home learning. - I actively help staff and students in the corridors.
2 Ambitious Learner	- As an ambitious learner, I am always fully engaged in all lessons. - I complete all work set to an exceptional standard and I am always looking at ways to improve my work. - I take into account teacher feedback and apply improvements independently and to a high standard. - My attitude to learning is always positive and I am determined to try the most challenging tasks that are applied through the AVA Taxonomy. - I have a positive influence on my peers, often learning through in class discussions, showing empathy to others and always conducting myself in line with the school expectations. - I am always on time to my lessons. - I always conduct myself well in the corridors. - I am always polite and helpful to staff.
3 Engaged Learner	- As an engaged learner, I am focused in most of my lessons. - I actively listen and I complete my work to a good standard. - I take on board teacher's feedback and make improvements when prompted. - My attitude is usually positive and I endeavour to complete all tasks set, even striving to complete the challenging ones. - I engage in discussion and respect other people's opinion. - The Academy values and expectations are followed. - I try to conduct myself well in the corridors.
4 Passive Learner	- As a passive learner, I am sometimes disengaged in lessons. - When I do focus, my work isn't always to the best standard. - I want to improve my work and respond to feedback but this may not be in as much detail as I am capable of. - When I find tasks hard I sometimes give up. - Sometimes I show a lack of effort but I am polite and can engage in discussion. - I do try to adhere to the Academy values and expectations but may sometimes show a poor response and receive a sanction. - Sometimes I get distracted in the corridor resulting in me being late to lessons.
5	As a reluctant learner I am regularly disengaged and do not always listen.

Reluctant Learner	• I find it hard to focus in lessons which results in me being off task and producing work of a poor standard. • Even with the teacher's support to improve my work, I often give up if I find the task hard. • I struggle to respond to SIR marking. • My reluctant learning can sometimes have a negative impact on the learning of others. • I often react poorly to a warning or sanction. • I am sometimes reluctant to listen to members of staff. • I often misbehave in the corridors.
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