



Behaviour Policy

Who is Responsible	VLT Trust Board
Statutory Policy	Yes
Review Timescale	Every 3 Years
Last Review	February 2018
Approval date	12/09/17
Next Review	February 2021

*This Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers within The Trust and its Academies to share this commitment.
This policy is for Students, Parents / Carers, Staff Volunteer and Visitors as appropriate*

Vector Learning Trust Behaviour Policy

Introduction

The purpose of this document is to ensure that individual Academies within the Vector Learning Trust have clarity in relation to achieving high standards of behaviour from all students and consistency in their approach to behaviour management.

These key aspects of academy practice contribute to improving student behaviour:

- A consistent approach to behaviour management
- Clear leadership across the Trust
- Effective classroom management
- Appropriate use of awards and sanctions
- Effective use of behaviour strategies and the teaching of good behaviour
- Focused staff development and effective support
- Effective student support arrangements
- Effective partnerships with parents/carers and other agencies
- Careful management of student transition between schools
- Good organisation and use of appropriate facilities

Teachers have a statutory authority to discipline students for misbehaviour, which occurs in the Academy and in some circumstance outside of the Academy, for example –

- When students are taking part in any school-organised or school-related activity
- When students are travelling to or from school
- When wearing school uniform
- Or in some other way identifiable as a student at the school

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school

The power to discipline applies to all staff.

It acknowledges the Trust's legal duties under the Equality Act 2010, and in respect to students with special educational needs (SEN) and vulnerable students.

Aims of the policy

- Promote good behaviour, self-discipline, self-esteem and respect
- Promote a culture of praise and encouragement in which all students can achieve
- Create and maintain an environment in which students are able to progress academically
- Promote independent good behaviour and citizenship.
- Ensure equality and fairness of treatment for all
- Encourage consistency of response to both positive and negative behaviour
- Promote early intervention

- Provide a safe environment free from disruption, violence, bullying and any form of harassment
- Encourage positive relationships with parents and carers, to develop a shared approach which involves them in the implementation of the academy's policy and associated procedures

Communications

Everyone within the Vector Learning Trust expects to be treated with respect and courtesy. Anyone using inappropriate communication or behaviour i.e. in person, e-mails, telephone, letter or via social media will not be tolerated and could lead to further action being taken

It is important that discussions between parents, staff and members of our community be conducted in a calm and respectful manner. In the vast majority of situations, this is what happens. All members of the school community have the right to be treated with respect and courtesy. Violence, threatening behaviour and abuse will not be tolerated.

Intimidation, shouting or swearing in person, over the telephone, by electronic means or via social media will not be tolerated. This is not an exhaustive list, but seeks to provide illustrations of such behaviour.

Where there are serious concerns regarding the conduct of a parent / carer or visitor the Headteacher may;

- Initiate a meeting / dialogue with the individual
- Write to the individual describing their misconduct
- Warn the individual of the possibility of a ban from the Academy site
Impose a ban

Roles and Responsibilities

Vector Learning Trust Board

Responsible for ensuring that the Local Governing Committees of the Academies within the MAT have a Behaviour Procedure in place and that there is fairness and consistency across the MAT Academies.

The Local Governing Committee (LGC)

- Adopting a clear Behaviour Procedure, this may be delegated to a sub-committee of the full LGC.
- Acting consistently and fairly when dealing with complaints and follow the VLT Compliments, Concerns and Complaints Policy.

Academy Headteachers

- That all employees are aware of the policy and related procedures, and comply with legal requirements.
- Ensure concerns of students and parents/carers are listened to and appropriately addressed

Heads of Year (HoY) /Year Leaders (YLS) /Pastoral Leaders (PLs)

Have responsibility for implementing the policy and procedures on a day-to-day basis in relation to their Year Group

All Staff

- Are responsible for ensuring their familiarity with and understanding of the Behaviour Policy

- Apply policy fairly and consistently when carrying out their duties
- Understand that behaviour of students is the responsibility of all
- That all employees are aware of the policy and related procedures, and comply with legal requirements.
- Where the policy or related procedures are not understood it is the responsibility of staff to direct questions to their line manager in the first instance
- Work to create a high quality-learning environment, teaching positive behaviour for learning.
- To act as a positive role model for conduct and behaviour
- Have a key role in advising the Headteacher on the effectiveness of the policy and procedures.
- Adhere to individual Academy staff Code of Conduct

All students

Students are expected to take responsibility for their own behaviour. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable/inappropriate behaviour.

Parent/Carers

Parents/carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the academy. The academy will encourage parents/carers to work in partnership with the academy to assist it in maintaining high standards of desired behaviour. They will be actively encouraged to raise with the academy any issues arising from the operation of the policy.

Consequences for poor behaviour.

Sanctions will be proportionate; the penalty will be reasonable and will take account of student's age, SEN's, disability, vulnerability and any religious requirements affecting them.

Sanctions will include

- **Detention**
 Detention will be used in response to incidents such as; a follow up to 'Ready to Learn', not completing Extended Study, wasting time in lesson, or disrupting the learning of others.
 Parental consent is not legally required
 Detention can take place at lunchtime or at the end of the day. When lunchtime detentions are given, staff should allow time for students to eat; - drink and use the toilet
 Staff will arrange detentions in order not to compromise a student's safety.
- **Acceptable Behaviour Contract (ABC)**
 An ABC is only to be used when a student is at risk of permanent exclusion. It sets out a graduated response to unacceptable behaviour with a clearly mapped out series of consequences.
 Failure to behave in an acceptable way when on an ABC could lead to Permanent Exclusion.
 An ABC will only be used if authorised by the Headteacher and in agreement with the parent and the student.

- **Exclusion** See Exclusion Policy
- **Confiscation of inappropriate items**
 - Staff have the authority to confiscate items which are not appropriate to be brought to the Academy
 - Confiscated items will be handed into main Academy Reception, where a decision will be made by the Headteacher as to the appropriate course of action.
 - Senior staff can search without consent for inappropriate items, for example knives, alcohol, stolen items, tobacco/cigarettes/lighters, and for any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Power to use reasonable force

Staff will use reasonable force to prevent students from committing an offence, injuring themselves or others or damaging property. Senior staff may use force as a last resort to maintain good order and discipline in the classroom, for example to remove a student causing disruption or threat to others. This will be in conjunction with following the separate advice in 'Use Reasonable Force- Advice for school leaders, staff and governing bodies'.

<http://www.education.gov.uk/schools/pupilsupprt/behaviour/behaviourpolicies/f0077253/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Appendix A: Holyrood Academy Procedures

Introduction

Holyrood Academy encourages good behaviour through a mixture of high expectations, clear policy and an ethos which ensures students are 'Ready to Learn'. There is a range of rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply.

The commitment of staff, students and parents is vital to develop a positive whole school ethos. Holyrood Academy reserves the right to apply this policy to all students and any time a student is recognisable as a Holyrood Academy student regardless of whether this is before/during/after school hours. The application of this policy is not dependent on whether the student is wearing school uniform.

Ready To Learn (RTL)

Aims

- To eliminate disruptive behaviour, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted
- To provide clarity for staff and students about acceptable behaviour and the consequences of misbehaviour
- To encourage students to take responsibility for their own actions
- To enable teachers to deliver engaging and creative lessons without concern for behavioural interruptions as barriers

Classroom expectations at Holyrood Academy:

- Arrive on time.
- Sit where you are asked.
- Be ready to learn within 30 seconds.
- Listen respectfully to others.
- Stay on task.
- Follow instructions from all adults.
- Allow others to learn.
- Be polite and treat others with respect.
- Treat the classroom environment with respect.
- Follow the mobile phone policy.

If a student does not adhere to the Ready to Learn expectations they will be told that they have a 'warning' and that this will be recorded on SIMS. If a student does this for a second time, they will be sent to the Ready to Learn room for 24 hours, including a break time and a lunch time.

Appeal and Restoration

If students feel they have been unfairly or incorrectly placed in isolation they have the right to appeal. All students will complete a reflection sheet upon entry to the isolation room and may use this to indicate if they feel the isolation is unfair. Any staff member who sends a student to isolation must visit the student (within the 24-hour period) and complete a restorative conversation.

Restorative Justice

Restorative Justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a mutually acceptable solution. When there has been an issue the people involved will meet with a mediator to ensure a calm and civil meeting and to move towards a solution. This approach encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

The Red Card detention

The 'Red Card' detention is a 20-minute break time detention for anti-social behaviour in and around Holyrood Academy.

Expectations at Holyrood outside classrooms:

- Walk indoors and move calmly around the site.
- Use appropriate language at an appropriate volume.
- Be polite and treat others with respect.
- Follow the mobile phone policy.
- Put litter in the bins.
- Eat in the designated areas.
- Respect the Academy site and other people's property.
- Wear uniform correctly.
- Follow instructions from all adults.

Additional sanctions will include those explained on pages 4-5 of the Vector Learning Trust Behaviour Policy.

Rewards

Holyrood Academy celebrates the success of all students as we recognise that focussing on success and positive outcomes is essential to developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and may be reviewed by students, parents and staff during the academic year.

House Points and Achievement Badges

House points are used by all staff to reward positive behaviour and are given through Class Charts in the following categories:

- Personal qualities such as respect, perseverance and kindness
- Homework submitted on time
- Excellent effort or progress
- Extra-curricular contributions and house competition contributions

Achievement badges are awarded to students with outstanding contributions to their house in these areas.

Recognition

The School Newsletter, school displays, social media and the school's website are used to highlight students' achievements. Praise postcards are also used to recognise a variety of positive work from students.

Termly Celebration Assemblies

Individual students are recognised in Year Group termly assemblies for exceptional achievement and awards are handed out by the Year Leader and members of SLT.

Prize Day and Celebration Evening

Annual prize giving events are held each year for year 8, 11, 12 and 13. Prize giving awards are given for excellence within the year group by subject teachers. Year Leaders and the Headteacher will also award exceptional achievements.

Appendix B: Axe Valley Academy Procedures

Axe Valley encourages good behaviour through a mixture of high expectations, clear procedures and an ethos which ensures students are 'Ready to Learn'.

Axe Valley has in place a range of rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the VLT behaviour policy.

These procedures aim to outline the measures by which the school promotes good behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work; and regulate the conduct of students.

The commitment of staff, students and parents is vital to develop a positive whole school ethos. Axe Valley reserves the right to apply these procedures to all students and any time.

The purpose of this document is to ensure that Axe Valley has clarity in relation to achieving high standards of behaviour from all students and consistency in their approach to behaviour management.

These key aspects of academy practice contribute to improving student behaviour:

- A consistent approach to behaviour management
- Clear leadership across the school
- Effective classroom management
- Appropriate use of awards and sanctions
- Effective use of behaviour strategies and the teaching of good behaviour
- Focused staff development and effective support
- Effective student support arrangements
- Effective partnerships with parents/carers and other agencies
- Good organisation and use of appropriate facilities

Teachers have a statutory authority to discipline students for misbehaviour, which occurs in the Academy. The power to discipline applies to all staff.

It acknowledges the school's legal duties under the Equality Act 2010, and in respect to students with special educational needs (SEN) and vulnerable students.

2.0 Aims of the policy

- Promote good behaviour, self-discipline, self-esteem and respect
- Promote a culture of praise and encouragement in which all students can achieve
- Create and maintain an environment in which students are able to progress academically
- Promote independent good behaviour and citizenship.
- Ensure equality and fairness of treatment for all
- Encourage consistency of response to both positive and negative behaviour
- Promote early intervention
- Provide a safe environment free from disruption, violence, bullying and any form of harassment

Encourage positive relationships with parents and carers, to develop a shared approach which involves them in the implementation of the academy's policy and associated

3.0 Roles and Responsibilities

3.1 Senior Leadership Team

- That all employees are aware of the procedures, and comply with legal requirements.
- Ensure concerns of students and parents/carers are listened to and appropriately addressed

3.2 Year Leaders (YLS)

Have responsibility for implementing the procedures on a day to day basis in relation to their year group

3.4 RTL Team

See appendix 3

3.4 All Staff

- Are responsible for ensuring their familiarity with and understanding of the procedures
- Apply the procedures fairly and consistently when carrying out their duties
- Understand that behaviour of students is the responsibility of all
- That all employees are aware of the procedures, and comply with legal requirements.
- Where the procedures are not understood it is the responsibility of staff to direct questions to their line manager in the first instance
- Work to create a high quality learning environment, teaching positive behaviour for learning.
- To act as a positive role model for conduct and behaviour
- Have a key role in advising the Headteacher on the effectiveness of the procedures.
- Adhere to individual Academy staff Code of Conduct

3.4 All students

Students are expected to take responsibility for their own behaviour. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable/inappropriate behaviour.

3.5 Parent/Carers

Parents/carers will be expected, encouraged and supported to take responsibility for the behaviour of their child. The academy will encourage parents/carers to work in partnership with the academy to assist it in maintaining high standards of desired behaviour. They will be actively encouraged to raise with the academy any issues arising from the operation of the procedures.

4.0 Ready To Learn (RTL)

4.1 Aims

1. To eliminate disruptive behaviour, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted
2. To provide clarity for staff and students about acceptable behaviour and the consequences of misbehaviour

3. To encourage students to take responsibility for their own actions

4. To enable teachers to deliver engaging and creative lessons, experiment and take risks, without concern for behavioural interruptions as barriers

4.2 Practice

If a student does not adhere to the Ready To Learn expectations, a teacher will tell them that they have a 'warning' and their name will be written on the board in the Ready To Learn section. If a student does this for a second time, they will be sent to Isolation for 24 hours, including break and lunch.

4.3 Expectations

- Be prepared
 - Arrive at lessons on time
 - Sit where you are asked
 - Sit down straight away with the necessary equipment out ready to use
- Be respectful
 - Don't speak when the teacher is talking
 - Keep off task conversations for social time
 - Allow others to learn, do not disrupt or distract
 - Treat everyone and everything in the room with respect
- Be engaged
 - Stay in your seat
 - Phones and headphones should be out of sight and silent throughout the lessons
 - Try as hard as you can.
- Be kind
 - Listen when others are talking
 - Treat others how you would like to be treated
 - Help and support others.

5.0 Review and Restoration

All students will be triaged when they enter the RTL block. The RTL team will assess the reasons for isolation. All students will complete a reflection sheet upon entry to the isolation room. Any staff member who sends a student to isolation will arrange a restoration meeting with the student (within the 24-hour period) and complete a restorative conversation. All staff sending a student to RTL must be clear about which expectations haven't been met in the lesson. All staff must have followed the RTL flow chart (Appendix 1).

6.0 Sanctions

See VLT Behaviour Policy for a full list of sanction

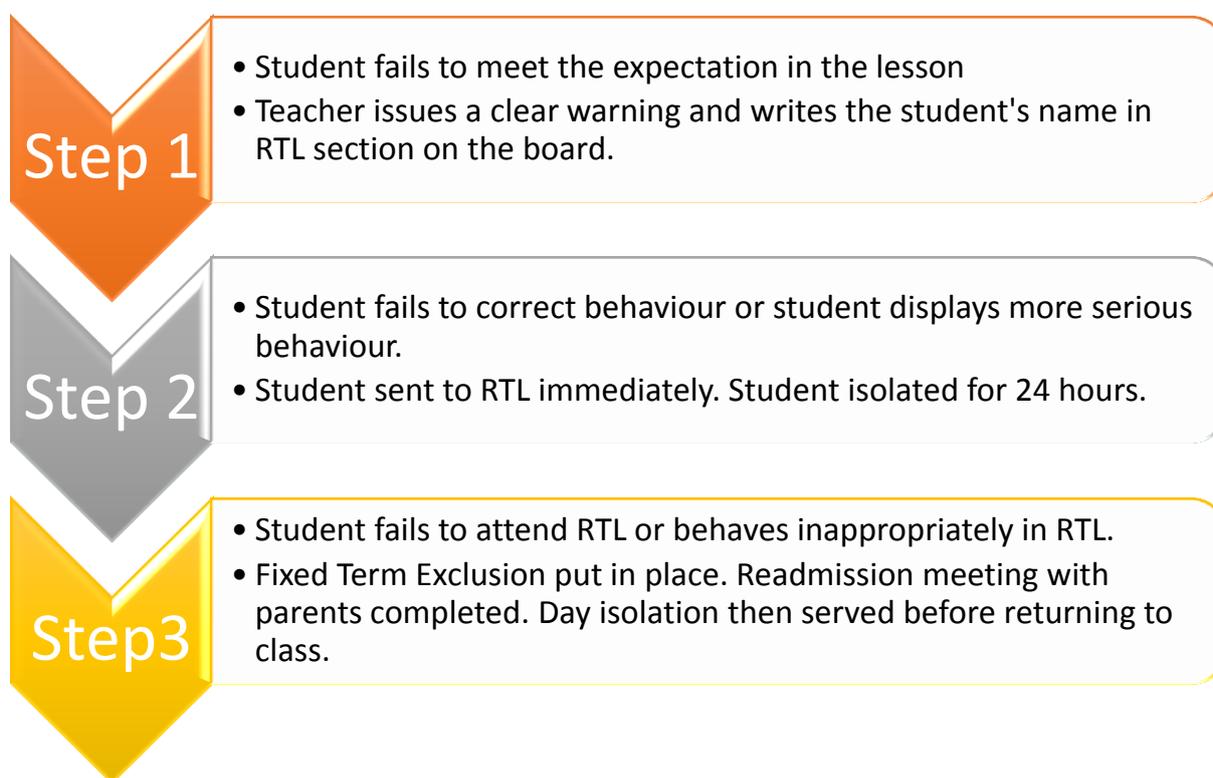
Sanctions are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working with a particular individual or group of students. When a member of staff feels the need to resort to sanctions these are always to be applied impersonally (i.e. it is the negative behaviour that is resulting in the sanction not the student's personality), calmly, fairly, consistently and professionally.

The only sanctions/systems to be used within a lesson are warnings and Isolation. See appendix 1 for a staged sanctions diagram.

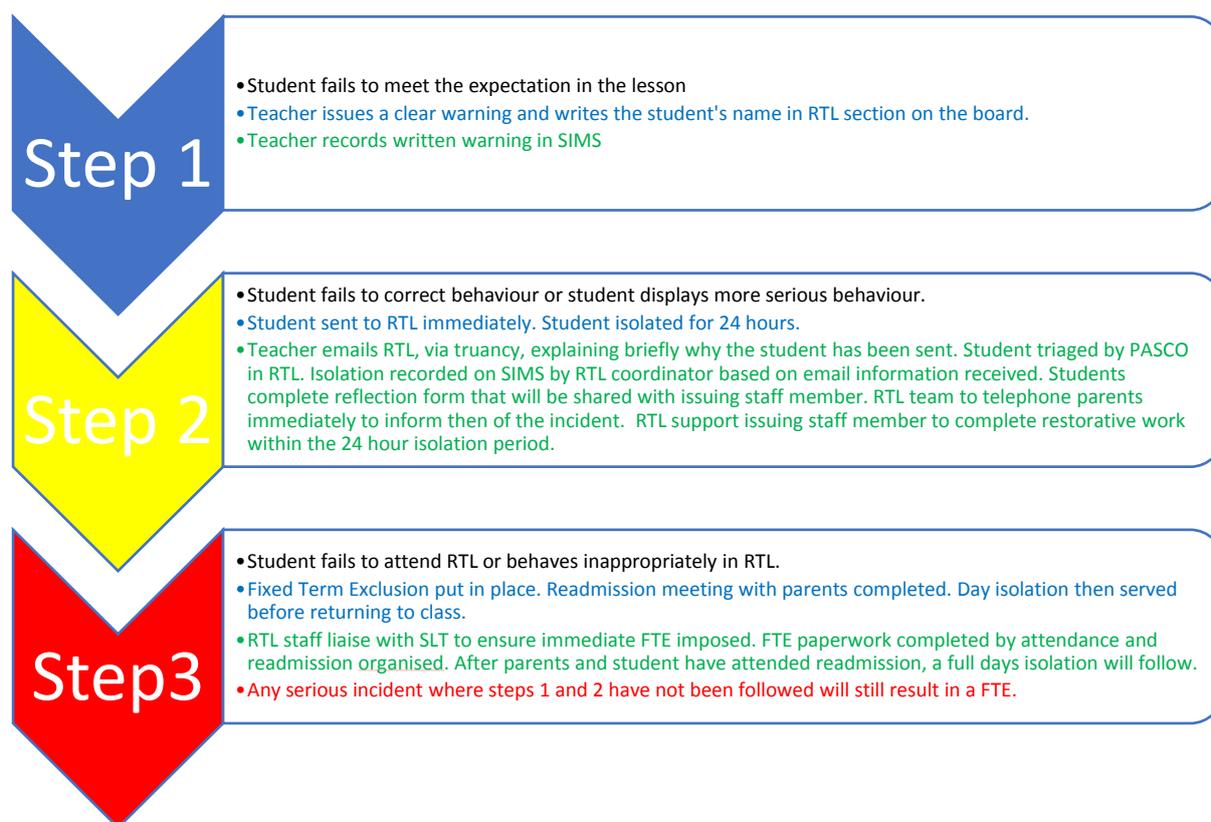
The aim should be to keep all students accessing their learning within the lesson for the full duration of the lesson. We are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority. For this reason, we use a system where students who fail to respond to a verbal warning by correcting their behaviour can be sent to the RTL block in order to allow the learning of the rest of the group to continue.

When issuing a verbal warning to a student it is important that this is done calmly and professionally throughout. The aim is to show students that they have 'chosen' their behaviour. There is a (mandatory) opportunity for restoration explicitly written into the system, whereby any student sent to the RTL block will be met by the member of staff responsible.

Appendix 1 – Student RTL staged sanction chart



Appendix 2 - Teacher RTL staged sanction chart



Appendix 3 Triage and RTL coordinator procedures

PASCO (Triage) Checklist

When students arrive in triage please make sure the entire checklist below is completed. They must be triaged first before entering the isolation room.

1. Entering the room	Check uniform. Allocate the offending student a space in the room. If you are dealing with someone else, ask the student to sit quietly and wait.
2. Mobile Phone	Confiscate the student's mobile phone and lock away. Students can have the phone back at the end of the day.
3. Reasons for Isolation	Discuss the following: <ul style="list-style-type: none"> • Who has sent them to isolation • Subject • Reasons for isolation Information to be given to the RTL coordinator when the student enters isolation.
4. Analyse the reasons for isolation	At this point, you will need to judge whether the isolation should be upheld or not. If staff have complied with the RTL procedures the student will be placed in isolation. If staff have not, the student will be returned to circulation the following lesson. The SLT line manager will be informed if the isolation is overturned who will challenge the member of staff about their practice. <ul style="list-style-type: none"> • If the member of staff has followed the correct procedures and the student has failed the lesson expectations then the isolation will remain.

	<ul style="list-style-type: none"> • If the member of staff hasn't followed the correct procedures the isolation will be overturned and the student will be allowed to go back into circulation (next lesson). • All incidents logged on SIMS.
5. Isolation expectations	<p>Go through the rules of isolation</p> <ul style="list-style-type: none"> • Sit in silence • Silent reading whilst awaiting work. • Complete work set • Uniform will be immaculate • All isolation property will be treated with respect. • Isolation coordinator will be treated with respect • Reflect on why you are in isolation <p>This is where students will need calming down and they need to begin to accept their behaviours and the consequences that follow. Students have a maximum of 30 mins to be ready for isolation.</p>
6. Entering Isolation	When students are ready for isolation please escort them to the isolation room, where the RTL coordinator will take over.
7. Phone call home	Phone call to parents/carers explaining why the student is in isolation.
8. Restoration	Communicate with the relevant teacher and arrange when the restoration session will take place. The restoration must take place with the 24 hour isolation period.

RTL Coordinator Checklist

When students arrive in Isolation please make sure the entire checklist below is completed. They must be triaged first before entering the isolation room.

1. Greet student	Welcome student into the room. All students should be dressed in accordance to the school's uniform policy. Correct uniform if necessary.
2. Allocate working space and complete the isolation overview sheet	Allocate a working space for the student to sit in. Complete the isolation overview sheet (Times of isolation – what they will do during each period etc).
3. Behaviour Reflection	Students to complete behaviour reflection sheet. Hold students accountable to this – have high expectations. Some students may need help completing the reflection sheet. Students at Wave 1,2 or 3 will have specific reflection work to complete – give them their workbooks and set relevant tasks.
4. Student work	Collect the reflection sheet, this needs scanning onto SIMS. This then needs to be passed on to the teacher (via the PASCO) sending the student to isolation – this is to be used during the restoration meeting. Give students work to complete based upon missed lessons. They will be expected to do silent reading in-between work.
5. Record Information - SIMS	Record the reasons for isolation onto SIMS. This will be provided by the PASCO who has triaged the student and via the truancy email.
6. Communication	Let the following staff know that the student is in isolation <ul style="list-style-type: none"> • Year Leader • Tutor

	<ul style="list-style-type: none"> • Assistant SENCO (if they are a SEN student) • HUB coordinator (if relevant) • Relevant PASCO • Staff member who sent them (to confirm their presence) • Attendance officer
7. Food	Ascertain their food situation for the day. If they have canteen food call in advance and order (34171). RTL coordinator to take students to the canteen at 1030 (break) and 1245 (lunch). All food to be eaten in the room at set times throughout the day.
8. Break & lunchtime	Students are to remain in isolation
9. End of the day	<p>Before letting them go home:</p> <ul style="list-style-type: none"> • Collect work • Check booths condition • Hand phone back • Remind students of the plan for the following day.