Behaviour policy and statement of behaviour principles

Axe Valley Academy

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1. Policy Statement

Axe Valley Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

2. Aims

This policy aims to:

- Create a **culture** of exceptionally good behaviour: for learning, for community and for life.
- Provide a **consistent approach** to behaviour management
- Help learners take **control** over their behaviour and be **responsible** for the consequences of it.
- Build a community which values **kindness, care, good humour, good temper, obedience and empathy for others.**
- Ensure that **excellent behaviour is a minimum standard.**
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

3. Legislation and statutory 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
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

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

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

4. Definitions

Misbehaviour is defined as:

- Not following the 'Ready to Learn' in class expectations – Be prepared; Be respectful; Be engaged: Be kind.
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework

- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

See also Appendix 1a, 1b and 1c – Covid 19 addendum.

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5.1 Dealing with Bullying

Teachers and non-teaching staff receive training and are encouraged to be vigilant and to report any concerns. The school maintains a log of any reported incidents. We are committed to student-centred learning, which focuses on the needs of individuals, and we promote teaching and learning styles that encourage co-operative working. Classroom management has a key part to play in ensuring that learners can work in a variety of groupings and thus extend their relationships beyond a small group of friends.

Principles

- We will create a supportive atmosphere in which all learners feel able to talk about their problems.
- Learners will always be listened to by an appropriate member of staff when reporting incidents of bullying, and what they say will be taken seriously.
- Allegations of bullying will be dealt with swiftly.
- Every effort will be made to resolve problems between learners through the counselling of both parties; both may need support in addressing and modifying their behaviour. The aim will always be to restore, repair and rebuild relationships.

5.2 Procedure

- The tutor is the first point of contact and will discuss incidents of suspected bullying with the Learner and, if appropriate, the parents. Learners involved will be interviewed individually and their experiences recorded. They will be given the opportunity to talk about their perceptions of the incident and their feelings. The member of staff will then arrange for the learners to meet together with them to agree a set of targets to prevent bullying occurring again. The situation will be monitored carefully.
- Where problems persist the tutor will work with their Head of Year in order to resolve the matter via mediation. Any further incidents will be followed up immediately. At this stage a Pastoral Support worker will be involved in supporting the victim; investigating the incident; support the resolution of conflict; communicate with parents.
- Should serious problems still exist; an Assistant Headteacher and possibly the Headteacher will become involved. If there are repeated incidents sanctions will be employed.
- Parents will be kept informed at each stage in any incident of bullying and of any action taken.

Bullying will always be treated as a problem and a 'problem solving' approach will be adopted. Staff will always try and restore, repair and rebuild relationships. Learners must recognise that the school will not accept bullying.

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the leaners.

Senior leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the site and especially at changeover time.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support middle leaders in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess academy wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

6.4 Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the leaners.

Middle leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence in the Department/Year Team to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and learners whose effort goes above and beyond expectations.
- Encourage the use of achievement points, praise postcards, positive phone calls and commendation letters
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Make sure that the 'buck stops here'.

6.5 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

All staff will:

- **Meet and greet** at the door
- **Build** positive relationships
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use a **visible recognition** mechanism throughout every lesson
- Be **calm** and give 'take up time' when intervening with learners.
- **Follow** up every time, retain ownership and engage in reflective dialogue with learners
- **Never ignore** or walk past learners who are behaving badly.

6.6 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher/tutor promptly

7. Learner code of conduct - Ready To Learn (RTL)

7.1 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 learners about acceptable behaviour and the consequences of misbehaviour
- To encourage learners to take responsibility for their own actions. To always restore, repair and rebuild relationships.
- To enable teachers to deliver engaging and creative lessons, experiment and take risks, without concern for behavioural interruptions as barriers

7.2 Practice

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

7.3 Expectations

- <u>Be prepared</u>
    - Arrive at lessons on time
    - Sit where you are asked
    - Sit down straight away with the necessary equipment out ready to use
- <u>Be respectful</u>
    - 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.

7.4 Restore, Repair, Rebuild

All learners will be triaged when they enter the RTL block. The RTL team will assess the reasons for being removed from their classroom. All learners will complete a reflection sheet upon entry to the room (Appendix 2a). Any staff member who sends a learner to RTL will arrange a restoration meeting with the learner (within the 24-hour period) where they will restore, repair and rebuild the relationship with the learner All staff sending a learner 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 2c). The recording process will be constantly amended and improved.

8. Recognition and rewards

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public award.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach (Appendix 3).

8.1 List of rewards

Positive behaviour will be rewarded with:

- Praise
- Achievement points
- Phone calls/emails home to parents/carers
- Praise postcards
- Commendation Letters
- Celebration assembly award
- Prize day nominations/awards.
- Special responsibilities/privileges

8.2 Achievement recognition point scale

- Be prepared – 1 point
- Be respectful – 1 point
- Be engaged – 1 point
- Be kind – 1 point
- Meeting presentation standards – 1 point
- Praise postcard – 5 points
- Praise telephone call – 5 points

- Commendation letter – 10 points
- 100% attendance – 10 points
- Celebration assembly award (Subject/Tutor) – 15 points
- Celebration assembly award (Year Leader) – 20 points
- Celebration assembly award (Headteacher) – 25points
- Prize day award – 30 points

8.3 Rewarding behaviour for learning

We want everyone to achieve their full potential. To help to ensure this, and to ensure that learners are demonstrating the right commitment to their studies, we have a process to reward good behaviour and positive learning attitudes during lessons. The focus is around our Ready to Learn priorities:

- Be prepared
- Be respectful
- Be engaged
- Be kind

The numbers of rewards collected by learners are recorded centrally and used in various inter-tutor competitions. Also, the individual learner's points are tracked and recognised during celebration assemblies. The rewards and their thresholds are:

Bronze – 150 achievement points

Silver – 300 achievement points

Gold – 450 achievement points

Platinum – 600 achievement points

9. Sanctions and managing behaviour

Engagement with learning is always our primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that will be needed to maintain engagement. Although there may be occasions when it is necessary escalate. Sanctions will be proportionate to the action and the student's age, SEN, disability, vulnerability and religious requirement will be taken into consideration (Appendix 3).

9.1 Sanctions will include

- RTL - The only sanctions/systems to be used within a lesson are warnings and Isolation. The aim should be to keep all learners 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 learners 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 learners that they have 'chosen' their behaviour. There is a (mandatory) opportunity for restoration explicitly written into the system, whereby any learner sent to the RTL block will be met by the member of staff responsible. While in RTL learners are expected to complete the same work as they would in class.
- Restart meetings – Reparation meetings at the academy is a core part of repairing damage to trust between staff and learners. They are used in response to incidents such punctuality to school or any misbehaviour set out in section 4. Parental consent is not legally required; however the academy will always try and contact parents to discuss to rationale behind the meeting. The meetings will either take place at lunchtime or after school. If a learner fails to attend a lunchtime meeting they could then be given a follow up meeting afterschool. The meetings will always take place between the learner and the member of staff who has raised the concern and needs to rebuild the relationship.

  Our meetings are structured in six steps;

1. What's happened?
2. What was each party thinking?
3. Who feels harmed and why?
4. What have each party thought since?
5. What behaviours will each of us show next time?
6. Reaffirm your commitment to building a trusting relationship

- Other isolations - We may use isolation in response to serious or persistent breaches of this policy. Learners may be isolated if they are disruptive outside of the classroom, and they will be expected to complete the same work as they would in class. Learners who do not attend a given afterschool restart meeting will be isolated the following day.
- Exclusions – See Exclusion policy
- Confiscation of inappropriate items – See section10.3
- Power to use reasonable force – See section 10.2

9.2 Behaviour point scale

- Not prepared – 1 point
- Not respectful – 1 point
- Not engaged – 1 point
- Not kind – 1 point
- Uniform infringement – 1 point
- Equipment – 1 point
- Class teacher intervention (2 mins - end of lesson) – 1 point
- Homework intervention – 2 points
- Restart meeting (lunch) – 2 points
- Restart meeting (afterschool) – 3 points
- Ready to Learn isolation – 10 points
- Other isolation – 10 points
- Fixed Term Exclusion – 15 points (per day)

9.3 Off-site behaviour

Sanctions may be applied where a learner has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

9.4 Malicious allegations

Where a learner makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the learner in accordance with this policy.

Please refer to our Safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

9.5 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They are also responsible for following the RTL procedures (see section 7)

They will:

- **Meet and greet** at the door
- **Build** positive relationships
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use a **visible recognition** mechanism throughout every lesson
- Be **calm** and give 'take up time' when intervening with learners.
- **Follow** up every time, retain ownership and engage in reflective dialogue with learners
- **Never ignore** or walk past learners who are behaving badly.

9.6 Physical restraint

In some circumstances, staff may use reasonable force to restrain a learner to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

9.7 Confiscation

Any prohibited items (listed in section 4) found in learners' possession will be confiscated. These items will not be returned to learners.

We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to learners after discussion with senior leaders and parents, if appropriate.

Searching and screening learners is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

9.8 Learner support

The school recognises its legal duty under the Equality Act 2010 to prevent learners with a protected characteristic from being at a disadvantage. Consequently, our approach may be differentiated to meet to the needs of the individual student.

We recognise that all behaviour is communication and understand the link between unmet Special Educational Needs and poor communication, for example Speech and Language needs and SEMH needs.

The school uses a graduated approach to the identification and support of Special Educational needs.Where a concern is raised about a child's use of communication, the Learning Support Team, teachers and the Pastoral Team will liaise closely. Additional assessments may be used to identify any unmet needs such as the Devon Graduated Response tool, the Boxall profile, Strengths and Difficulties Questionnaire, Universally speaking Secondary checklist, Lucid rapid assessment, and other relevant assessments. Appropriate support will be put in place to meet any identified needs.

Where necessary, support and advice will also be sought from external agencies such as the Educational Psychologist, Communication and interaction Team, medical practitioners and/or others, to identify or support specific needs.

In Devon, the number of exclusions has risen and SEMH is now the main category of need in SEN support. Children with identified Special Educational needs accounted for around half of all permanent exclusions and fixed term exclusions in Devon in 2016/17. The school uses a range of evidence-based interventions for our

students with SEMH needs; for example Coaching, Attachment Based mentoring, Lego Therapy and the Overcoming Programme.
When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

For any student with repeated and/or escalated breaches of the behaviour policy will have a detailed and regularly reviewed Wave support plan.

10. Learner transition

To ensure a smooth transition to the next year, learners may have transition sessions with their new teacher(s). In addition, staff members may hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to learner behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those learners transferring to other schools.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Local Governing Committee] every 3 Years. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- SEND policy

Appendix 1a - Behaviour Policy 2020 - Covid-19 Addendum - Promoting Positive Behaviour Appendix for Covid 19

At the Axe valley Academy, we aim to maintain a secure, caring and stimulating environment in which students are encouraged to have respect for themselves and each other.

Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all students and staff.

This addendum is to be used in conjunction with, and read alongside, the Behaviour Policy, Exclusion Policy, SEND Policy and Safeguarding Policy. These adjustments are set out below:

Arrivals, departures and moving around the school
Students will arrive on the school site at the agreed time (no later than 8:45am) and will go straight to their designated bubble via their allocated entrance, keeping a 2m distance from any other individual.

There will be markers on the floors to support students with social distancing. At home time (3:25pm), students will leave the school site via their allocated exit.

They will leave one at a time, again keeping their distance.

Movement around the school will be limited. When the students leave their bubble classroom to go outside for break, lunch or outdoor learning, they must ensure they stay 2m from peers and adults.

Students will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand. Students must have responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other students.

Hand-washing and hygiene
Students will be expected to follow all hand washing and hygiene routines while in school. Students will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day.

We ask students to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Students will be reminded not to touch their face, mouth, nose or eyes while at school. Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Social distancing
Students will be expected to socially distance from their peers and adults in school at all times.

All teachers will have allocated seating plans for all of their groups. Students will be expected to remain in these allocated seats.

When students enter their bubble, they will be expected to go straight to their table and nowhere else in the room. Students will put their hand up if they need an adult's support; they will not get out of their seats. Teachers will ensure that students, wherever possible, adhere to social distancing measures. Where students are not complying, the usual disciplinary procedures and sanctions will be used (see below).

Toilets
Students may use the toilets one at a time. When a child has finished in the toilet they must wash their hands.

The toilets will be cleaned regularly. Students will be informed which designated toilets they can use in their teaching block.

Break and lunchtimes
Students will have a designated place during break times. Students will be expected to remain socially distant from both peers and adults during these times. Students must stay in their designated area at all times.

Behaviour in school
If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand

washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, the following sanctions and disciplinary procedures could be used:

Conversation(s) with student(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy. Once all appropriate behaviour management strategies have been exhausted, contact will be made with student's parent/carer. If the health and safety of other students and staff members are put at risk by the students not adhering to social distancing measures, then the parent/carer will be expected to collect the student and a fixed term exclusion will be applied in line with Exclusion guidance.

Students with Special Educational Needs (SEND)
School acknowledges that students will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school.

Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode.

For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences students may present with behaviour that is not usual, this may include:

Anxiety; lack of confidence
Challenging behaviour; fight or flight response
Anger; shouting, crying
Hyperactivity and difficulties maintaining attention
For some students, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.
School recognises that behaviour could be a sign that for some individuals that there is an unfulfilled need and that the behaviour is communicating that there is a problem.

The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Students with SEND are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, school will seek external support from other agencies such as Educational Psychologists or Early Help.

Student behaviour: learning from home (See appendix 1c also)
If interacting with other students or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, students.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Microsoft Teams/email, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other students or peer-on-peer abuse that is disclosed to the school during this time.

Appendix 1b - Axe Valley Academy – COVID 19 Behaviour Policy Appendix (Students attending school)

This addendum to the Behaviour Policy of Axe Valley Academy is for use during the arrangements for education of students in school during a **Covid-19 partial school closures**. It is to be used in conjunction with, and read alongside, the Behaviour policy, Exclusion policy and our Child Protection policy.

Category	Dealt with by	Concern examples	Possible action(s)
1	Teacher onsite	• Minor disrespect or inappropriate behaviour below the expectations of acceptable behaviour within school during normal operation. • This could include rudeness, disrespect or not following instructions • Any behaviours that contravene the 'Ready to Learn' expectations (prepared, respectful, engaged, kind)	• Following the 'Ready to Learn' procedures. • Conversation with student(s) which could include a verbal warning, moving seats and other behaviour management strategies. • Contact with parents/carers. • Concern logged on SIMS
2	Subject Leaders	• Repeated instances of "1" or: • A single use of offensive language (not towards staff). • Abruptness towards staff. • Unsafe behaviour during the partial closure (this could include not following instructions for social distancing).	If a Subject Leader is in school they may adopt one or more of the following actions: • Following the 'Ready to Learn' procedures. • Conversation(s) with student(s) which could include a verbal warning, moving seats and other behaviour management strategies. • Contact with student's parents/carers. • Concern logged on SIMS. If the subject Leader is not in school the concern can be passed to Year Leaders.
3	Year Leaders	• Repeated instances of "2" or: • A single use of offensive language towards staff. • Inappropriate comment about any member of staff in school. • Any use of racist, homophobic, bullying, discriminatory language/behaviour.	If a Year Leader is in school, they may adopt one or more of the following actions: • Phone call home. • Logging of incidents on to SIMS as applicable. • Implementation of Risk Management Plan (RMP) where necessary. Referral to SLT if: • A Year Leader is not on Academy site. • The issue would usually result in a fixed term exclusion. • If the Year Leader believes that a referral to police or another agency is necessary. • Any comments towards a member of staff that could be construed as inappropriate or sexualised. • A continuation of problematic behaviour after Year Leader intervention.

4	SLT	Referral to SLT if: • Issue would normally result in a fixed term exclusion. • If staff have indicated that a police or social services referral is necessary. • Any comment towards staff that could be construed as inappropriate or sexualised – no matter how minor it may seem.	SLT will carry out one/several of the following, in consultation with the Head teacher and/or DSL • Phone call home to discuss issue with parent/carer and student. • Log incident on SIMS • Implementation of Risk Management Plan (RMP) where needed. • Referral to police and/or other key agencies such as social services. • If student is deemed MORE 'at risk' studying at school, a temporary suspension from attending school maybe considered. This would be carried out in liaison with all relevant active agencies.

Appendix 1c - Axe Valley Academy – COVID 19 Behaviour Policy Appendix (Remote Learning)

This addendum to the Behaviour Policy of Axe Valley Academy is for use during the arrangements for education of students accessing resources from home. It is to be used in conjunction with, and read alongside, the Behaviour policy, Exclusion policy and our Child Protection policy.

Category	Dealt with by	Concern examples	Possible action(s)
1	Subject teacher	• Minor disrespect or inappropriate behaviour below the expectations of acceptable behaviour within school during normal operation. • This could include rudeness, disrespect or not following instructions	• Students given a warning and reminded of behaviour expectations while accessing remote study. • Contact with parents/carers (call/email) • Concern logged on SIMS
2	Subject Leaders	• Repeated instances of "1" or: • A single use of offensive language (not towards staff). • Abruptness towards staff.	• Telephone/email home. • Concern logged on SIMS. • Inform relevant Year Leader
3	Year Leaders	• Repeated instances of "2" or: • A single use of offensive language towards staff. • Inappropriate comment about any member of staff in school. • Any use of racist, homophobic, bullying, discriminatory language/behaviour. • Any attempt to contact or "friend" staff on social media.	Year Leaders may adopt one or more of the following actions: • Phone call home. • Logging of incidents on to SIMS as applicable. • Temporary daily contact via telephone to parent by the Year Leader • Implementation of Risk Management Plan (RMP) where necessary. Referral to SLT if: • The issue would usually result in a fixed term exclusion. • If the Year Leader believes that a referral to police or another agency is necessary. • Any comments towards a member of staff that could be construed as inappropriate or sexualised. • A continuation of problematic behaviour after Year Leader intervention.
4	SLT	Referral to SLT if: • Issue would normally result in a fixed term exclusion. • If staff have indicated that a police or social services referral is necessary. • Any comment towards staff that could be construed as	SLT will carry out one/several of the following, in consultation with the Head teacher and/or DSL • Phone call home to discuss issue with parent/carer and student. • Log incident on SIMS • Implementation of Risk Management Plan (RMP) where needed. • Referral to police and/or other key agencies such as social services. • Daily contact via telephone to the parent by

		inappropriate or sexualised – no matter how minor it may seem.	the Year Leader.

Appendix 2a - Axe Valley Academy RTL overview

Admin checklist
- ☐ Phonecall home
- ☐ Logged in sims with detail from teacher email and using
- ☐ Form completed
- ☐ Scanned and uploaded to sims

Section 1 – incident information

Student name:		**Tutor group:**	
Date sent:	**Period sent during:**	**Subject sent from:**	**Staff sending:**
Reason given by staff member:			

Section 2 – student reflection answer the 5 questions below.

What poor choices were you making?
Why did you choose to make these poor choices?
Who and what is being affected by your poor choices?
How could you behave differently next time?
Is there anything that school can do to help you make these changes?

Section 3 – RTL summary of student reflection.

RTL notes about student responses and any next steps needed
Details of restoration meeting with staff
Date, period and time released from RTL

Appendix 2b - Axe Valley Academy RTL overview

At the beginning of the day:

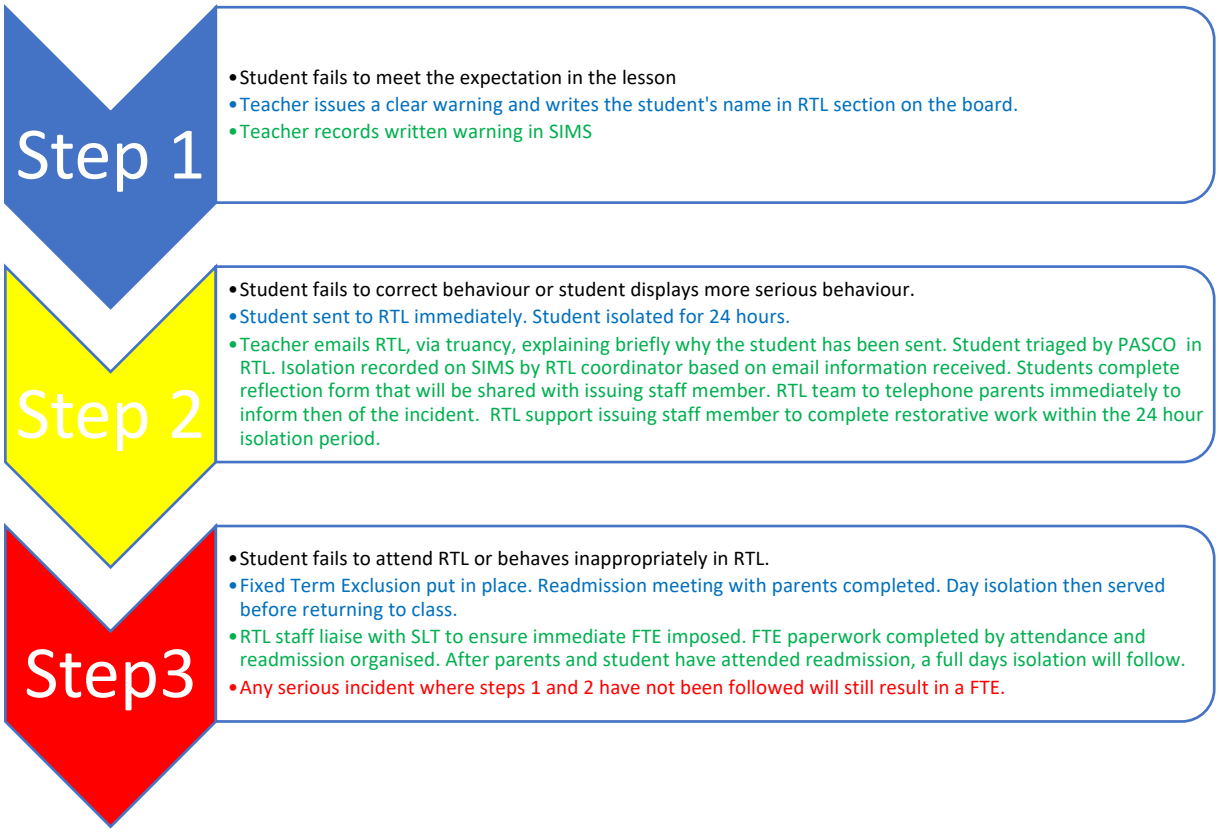
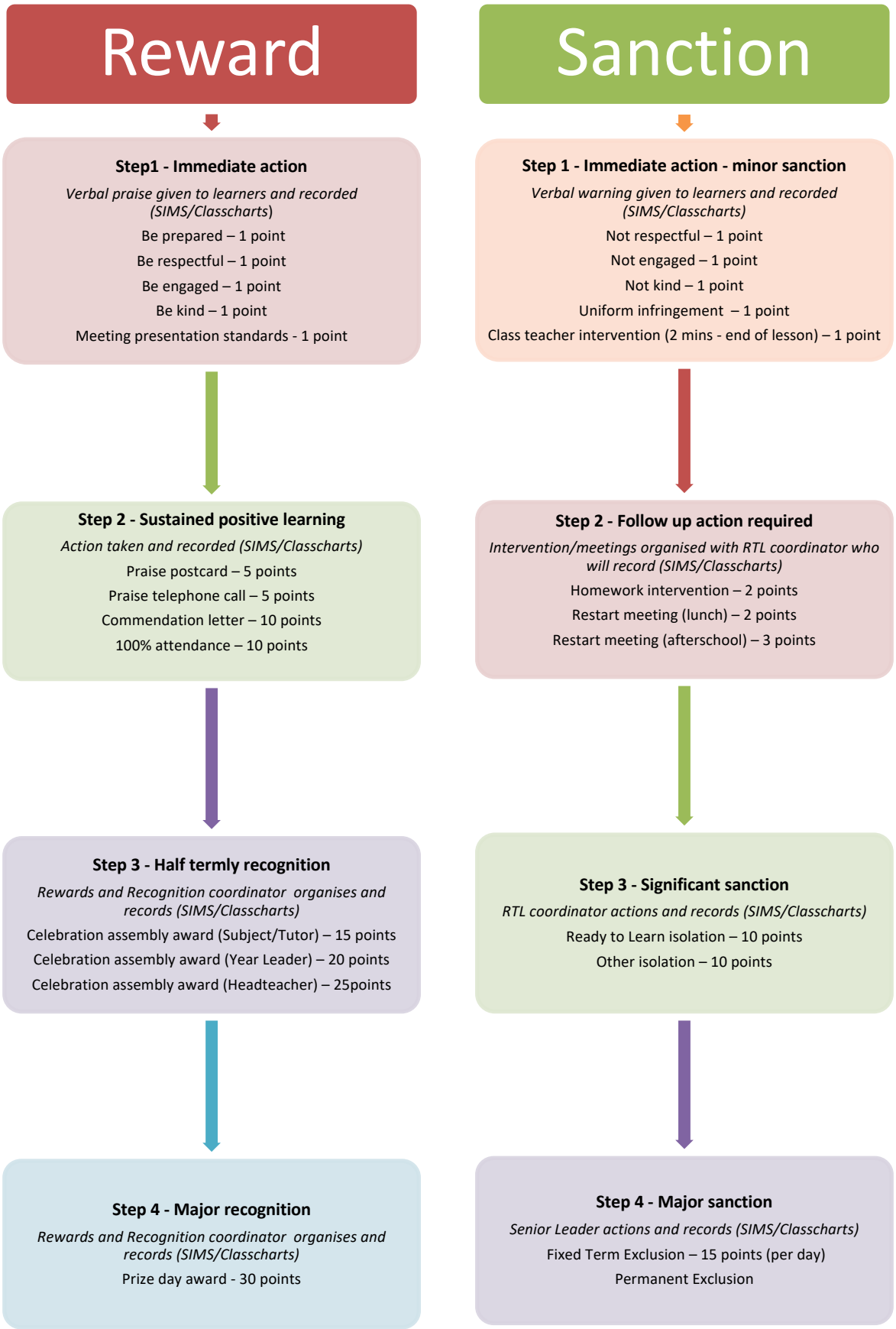
1. Welcome to sit down and get out a reading book. Begin work as soon as available.
2. Secure mobile phone in safe
3. Take off coats and check uniform

Take phone	•On arrival confiscate phone to safe
Settle and confirm to truancy	•Clarify where sent from. •Settle to read or work immediately. •Email truancy to confirm in RTL
Complete section 1	•Complete section 1 based on teacher infomration
Complete student reflections 2 & 3	•Ask student to complete section 2 - student reflection. •Discuss and confirm student takes responsibility for their actions. •Complete section 3
Complete work summary section 4	•Note the date and lessons ensuring 5 periods in RTL. Do not count the arrival period. This is for triage. •Ensure student is working, reading independetly or completing homework at all times.
Contact parent	•Record parental viiews on form
Keep notes on behaiour	•Keep initialed notes as incidents occur as a chronology in section 5 •Record any further actions needed •Email these actions to relevant staff
Record on sims using binoculars	•Make sure correct lesson is inputted against RTL isolation •Add the teacher email into comments box
Scan to sims	•When form completed scan to sims

At the end of the day:

1. Send the email to all staff listing who is in RTL the next day until when.
2. Ensure all phone calls have been placed to parents.
3. Ensure all RTL isolations have been logged on sims.

Appendix 2c - Teacher RTL staged sanction chart



Appendix 3 - Reward and Sanction Steps