

Hope SENTAMU

LEARNING TRUST

BEHAVIOUR POLICY

THIS OVERARCHING TRUST-WIDE POLICY APPLIES TO ALL TRUST SCHOOLS/ACADEMIES WITHIN THE HOPE SENTAMU LEARNING TRUST. ALL SCHOOLS/ACADEMIES WILL MAINTAIN A LOCAL BEHAVIOUR PROCEDURE RELEVANT TO THE SETTING

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Policy Updates

Date	Policy Updates
November 2022	'Guidance on sexual violence and sexual harassment between children in schools and colleges'. This publication was withdrawn on 1 September 2022 , therefore reference to this withdrawn policy has been removed from this updated policy
November 2022	Policy has been updated to reflect DfE (2022) Keeping Children Safe in Education
November 2022	Policy has been updated to reflect DfE (2022) 'Behaviour and Discipline in Schools'
November 2022	Ash Guidance for Schools - Vaping (2022)
November 2022	Searching, screening and confiscation guidelines
November 2022	Structured appendix A for localised use

This policy has been approved by:			
Signed		Date	
	<i>Chief Executive Officer</i>		
Signed		Date	
	<i>Chair of Committee</i>		

Statement of Intent

The Hope Sentamu Learning Trust believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The Trust is committed to:

- Promoting positive and acceptable behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Promote early intervention.
- Praising and rewarding positive and acceptable behaviour.
- Challenging unacceptable behaviours.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Developing positive relationships with parents/carers.
- Developing positive relationships with pupils.
- Promoting a culture of praise and encouragement in which all pupils can thrive.

The Trust acknowledges that behaviour can sometimes be a result of educational needs, mental health concerns, or other needs and vulnerabilities and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the Trust aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The Trust aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** - the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** - the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** - the schools/academies in the Trust proactively engage with parents/carers, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The Trust's Student Mental Health and Wellbeing Policy and Special Educational Needs and Disability (SEND) Policy outline the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

1. Legal Framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- Education (Independent School Standards) Regulations 2014
- DfE (2022) 'Behaviour and Discipline in School'
- DfE (2022) 'Keeping Children Safe in Education'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0-25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'
- Ash Guidance for Schools (2022)
- Police and Criminal Evidence Act 1984 (PACE) Code A and Police and Criminal Evidence Act 1984 (PACE) Code C.

1.2. This policy operates in conjunction with the following policies:

Trust policies

- Safeguarding and Child Protection Policy
- Student Mental Health and Wellbeing Policy
- Exclusion Policy
- Special Educational Needs and Disability (SEND) Policy
- Complaints Policy and Procedure
- Positive Handling Policy
- Child-on Child Abuse Policy

1.3 For **faith based schools**, we incorporate the Church of England guidance including;

- Church of England Archbishops' Council Education Division and The National Society Valuing All God's Children (Archbishop's Council Education Division, May 2014).
- Church of England Archbishops' Council Education Division and The National Society A Diocesan Board of Education for the Future (Archbishops' Council Education Division, July 2013), p. 3.
- The Church of England Education Office Statutory Inspection of Anglican and Methodist

Schools Evaluation Schedule (The National Society, September 2022).

- The Church of England Education Office Church of England Vision for Education: Deeply Christian, Serving the Common Good (Autumn 2016).
- The Church of England Education Office The Fruit of the Spirit: A Church of England Discussion Paper on Character Education (October 2015).
- The Church of England Foundation for Educational Leadership Leadership of Character Education: Developing Virtues and Celebrating Human Flourishing in Schools (September 2017).

2. Definitions

2.1. Low level unacceptable behaviour

For the purpose of this policy, 'low level unacceptable behaviour' is any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Low level disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Refusing to complete homework, incomplete homework or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

'Low level unacceptable behaviour' may be escalated to 'serious unacceptable behaviour' depending on the severity of the behaviour.

2.2. Serious unacceptable behaviour

For the purposes of this policy, 'serious unacceptable behaviour' is defined as any behaviour which may cause harm to oneself or others, damage the reputation of the school/academy within the wider community, and/or any illegal behaviour. Serious misbehaviour includes, but is not limited to:

- Discrimination - not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct, offensive behaviours of a sexual nature, or which affects the dignity of the individual or group of individuals such as:
 - Sexual comments
 - Sexual jokes or taunting

- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Bullying - a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- Cyber bullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Repeated breaches of the Behaviour Policy
- Vandalism
- Theft
- Fighting and aggression
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Smoking and vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member
- Verbal abuse, including swearing, racist remarks and threatening language
- Possession of any prohibited or banned 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)

3. Roles and Responsibilities

3.1. The Trust Board have overall responsibility for:

- Reviewing and approving Trust wide behaviour policy and procedures, in conjunction with the Chief Executive Officer.
- Monitoring the policy's effectiveness in local settings via the Local Governing Committee.
- Supporting the promotion of a whole-Trust culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the Complaints Procedure and Policy.

3.2. The Local Governing Committee (LGC) have overall responsibility for:

- Reviewing and approving the local, school/academy specific behaviour systems and procedures, in conjunction with the Headteacher/Principal.
- Monitoring the policy's effectiveness, holding the Headteacher/Principal to account for its implementation.
- Supporting the promotion of a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the Complaints Procedure and Policy.

3.3. The Headteacher/Principal is responsible for:

- Monitoring and implementation of this policy and of the behaviour procedures in the school/academy. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor/unacceptable behaviour.
- Establishing the standard of behaviour expected by pupils within the school/academy.
- The day-to-day implementation of this policy.
- The Headteacher/Principal will ensure that the school/academy environment encourages positive behaviour and that staff deal effectively with poor/unacceptable behaviour, and will monitor how staff implement this policy and the local procedures to ensure rewards and sanctions are applied consistently.
- Reporting to the LGC on the implementation of this policy and the local procedures, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

3.4. The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy and the local procedures, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school manages pupils and parents/carers with regards to the behaviour of pupils with SEMH difficulties.

- Supporting behaviour management in line with the Student Mental Health and Wellbeing Policy.

3.5. The SENCo is responsible for:

- Collaborating with the LGC, Headteacher/Principal and the mental health lead, as part of the Senior Leadership Team (SLT), to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day to day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the Trust's Special Educational Needs and Disability (SEND) Policy.
- Supporting teachers in the further assessment of the pupil's strengths and areas for development and advising on effective implementation of support.

3.6. Teaching staff are responsible for:

- Implementing the Behaviour Policy and the local procedures consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Aiming to teach all pupils the full curriculum, whatever their prior attainment
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.

3.7. All staff are responsible for:

- Implementing the Behaviour Policy and the local procedures consistently
- Promoting a supportive and high-quality learning environment
- Modelling high levels of behaviour
- Being aware of the signs of behavioural difficulties
- Setting high expectations for every pupil
- Being aware of the needs, outcomes sought and support provided to any pupils with specific behavioural needs.

3.8. Parents/carers are responsible for:

- Supporting their child to adhere to the behaviour policy and procedures set out in the school/academy.
- Informing the school/academy of any changes in circumstances that may affect their child's behaviour.
- Discussing any behavioural concerns with a member of staff.

3.9. Pupils/Students are responsible for:

- Their own behaviour both inside and outside the school/academy.
- Reporting any unacceptable behaviour to a member of staff.
- Behaving in an orderly and self-controlled way.
- Showing respect to all members of staff and each other.
- Treat the school/academy buildings and school property with respect.
- Wearing the correct uniform.
- Accepting sanctions when given.
- Refraining from behaving in a way that brings the school/academy into disrepute, including when outside school.

4. Behaviour Management

All staff have the authority and responsibility to consistently apply the Trust's Behaviour Policy and the local procedures. This includes rewarding pupils, or where necessary putting sanctions in place for those who fail to adhere to the school/academy rules, this can be both inside and outside of the school.

4.1. Promoting good behaviour

The Trust promotes positive behaviours through recognising, praising and rewarding positive behaviours. Each school/academy should ensure that:

- They build and maintain positive relationships with pupils, built on respect.
- Pupils' achievements are recognised within, but also beyond the classroom environment.
- Positive learning environments are provided, where children feel safe and confident and are able to flourish.

4.2. Rewards

As a Trust we promote positive behaviour by recognising and promoting good behaviours, attitudes and achievements that meet our values and expectations.

The Headteacher/Principal at each school/academy is responsible for setting the arrangements for recognising positive behaviours, attitudes and achievements, based on the principles outlined in this policy. This is done through considering the age, maturity and understanding of the pupils at the school/academy. These systems are shared with pupils, staff and parents/carers to ensure a consistent and collaborative approach.

Please see Appendix A, item 4.2 for localised school based rewards system.

4.3. Sanctions

Staff can apply and impose reasonable disciplinary sanctions in response to inappropriate behaviours, in line with the local school/academy Behaviour Procedures. Reasonable penalties may include: confiscation,

retention or disposal of a pupil's property, in agreement with parents/carers (where appropriate), and/or detentions, during break, lunch or after school.

Sanctions will be proportionate to the behaviours displayed, in accordance with the school/academy systems and procedures, and taking into account the pupil's age, SEND needs or any religious requirements.

Detentions

- Teachers have a legal power to put pupils (under the age of 18) in detention, but will act reasonably and ensure the pupils' safety is not compromised.
- If a lunchtime detention is used, staff will allow reasonable time for the pupil to eat, drink and use the toilet.
- Consent from parents/carers is not required for detentions, but the school/academy will endeavour to inform parents/carers of the detention.
- There is no requirement for notice to be given to parents/carers.

Please see Appendix A, item 4.3 for localised school based Sanctions.

5. Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

5.1. Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the pupil code of conduct within the classroom.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting positive behaviour
 - Concluding the day positively and starting the next day afresh
 - Each lesson is a fresh start
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement.

Please see Appendix A, item 5.1 for localised school based procedures.

6. Pupil Support

6.1. The Trust recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

- 6.2. The school's/academy's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Please see Appendix A, item 6.2 for detail on additional school based support for pupils.

7. Safeguarding

- 7.1. The Trust recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, schools/academies will follow their Safeguarding and Child Protection policies and procedures.

8. Sexual Abuse and Discrimination

- 8.1. The Trust prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The Trust's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child-on-Child Abuse Policy.
- 8.2. The Trust will work with all schools/academies to ensure that all incidents of sexual harassment and/or violence is met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- 8.3. The response to any incidents of sexual abuse and/or discrimination will be:
- Proportionate
 - Considered
 - Supportive
 - Decided on a case-by-case basis
- 8.4. The schools within the Trust have procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
- Responding to a report
 - Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the Police

Please see Appendix A, item 8.4 for details on additional school procedures.

9. Smoking and Controlled Substances, including Vaping

- 9.1. In accordance with part 1 of the Health Act 2006, all schools/academies in the Trust are smoke-free and vape free environments. Parents/carers, visitors, staff and pupils are instructed not to smoke or vape on school/academy grounds. Pupils are not permitted to bring smoking materials, vaping materials, or nicotine products into the school/academy.
- 9.2. The Trust has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school/academy will follow the procedures outlined in the local Behaviour Policy/Procedures and Child Protection and Safeguarding Policy.

10. Prohibited Items, Searching Pupils and Confiscation

- 10.1. Headteachers/Principals and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. This must be undertaken by two members of staff who have been trained and at least one colleague must be of the same gender as the pupil to be searched. Best practice is for both colleagues to be of the same gender as the pupil being searched. The prohibited items are:

The model list below was created using the DfE's '[Searching, screening and confiscation](#)' guidance. To search for any items not listed here, staff will require the consent of the pupil being searched.

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers and vaping equipment
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

- 10.2. Pupils may refuse to participate due to some of the following reasons

- They are in possession of a prohibited item;
- They do not understand the instruction;
- They are unaware of what a search may involve; or
- They have had a previous distressing experience of being searched.

- 10.3. Schools must keep records of the search, including the reason for the search, who conducted the search and the outcome. [How to Searches Guidance](#)

10.4. Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.”

10.5. Schools must analyse the data generated by this record keeping and identify if “searching is falling disproportionately on any group or groups [and] should consider whether any actions should be taken to prevent this”.

10.6. Strip Searches

The police must undertake this role:-

When police are called into the school if this is required, this doesn't change their level of responsibility to the pupil. *“While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times”. Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.”*

The role of an appropriate adult:-

“Appropriate adult” describes the role of the person who is designated to provide support to people under 18 who are being detained or voluntarily interviewed by police. Except for in “cases of urgency where there is risk of serious harm to the pupil or others”, a strip search must be undertaken with “at least two appropriate adults present other than the pupil, of the same gender. The guidance also includes the recommendation that if the pupil's parent/carer wishes to be the appropriate adult then “the school should facilitate this where possible”. School staff can take the role of appropriate adult: “Examples of an appropriate adult include, but are not limited to, the parent/carer, relative, social worker, teacher or, if the person is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.”

11. Behaviour Off School Site

11.1. Sanctions may be applied where a pupil has misbehaved off-site when representing the school/academy. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school/academy
- Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:
 - Could have repercussions for the orderly running of the school/academy
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school/academy

12. Power to Use Reasonable Force

- 12.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. [W RECORD OF THE USE OF REASONABLE FORCE.docx](#)
- 12.2 Headteachers/Principals and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. [How to Searches Guidance](#)

13. Malicious Allegations

- 13.1. Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school/academy will discipline the pupil in accordance with this policy.
- 13.2. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school/academy will discipline the pupil in accordance with this policy.
- 13.3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school/academy (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- 13.4. The school/academy will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our Safeguarding and Child Protection Policy, the Child-on-Child Abuse Policy and the Managing Allegations Against Staff Policy or more information on responding to allegations of abuse against staff or other pupils.

14. Monitoring and Review

This policy is reviewed annually by the Distinctiveness and Personal Development Committee. Any changes made to this policy by the Trust will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy and the local procedures. The next scheduled review date for this policy is listed on the cover page of the policy

BEHAVIOUR POLICY	
Localised School Based Procedures	
School Name:	Vale of York Academy
Headteacher/Principal:	Toby Eastaugh
Behaviour Lead:	Dan Padgham
Designated Safeguarding Lead:	Sarah Barnes
Implementation Date: <i>Inline with policy approval</i>	January 2023

Introduction

Inline conjunction our Trust wide Behaviour, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.

The localised procedures for the school/academy setting focuses on the following key areas:-

- Rewards system
- Sanctions
- Classroom management
- Pupil support
- Sexual abuse and discrimination

Should you have any concerns or questions relating to the localised procedures, in the first instance, please contact hello@voy.hslt.academy.

Rewards System

Relates to item 4.2 in Trust Behaviour Policy

The academy operates a two tier rewards policy. Pupils can earn stamps in their lessons and extra-curricular activities from the teaching staff. These stamps can then be 'cashed in' for prizes. The number of stamps required to earn prizes is detailed below:

Reward	Stamp Number
Small Chocolate Bar & Bronze Certificate	600
Tutor Postcard	1200
Large Chocolate Bar	1800
Progress Leader Postcard & Silver Certificate	2500
£10 Shopping Voucher	3500
Senior Leader Phone Call & Gold Certificate	4000
£20 Shopping Voucher	4500
Principal Phone Call & Platinum Certificate	5000

The number of stamps that pupils receive are recorded in the planner each week.

A rewards assembly will take place at the end of each half term where prizes will be given to pupils. This is an opportunity to celebrate the success of the year group. Pupils are no longer required to 'cash in' stamps. Staff will inform pupils once a prize has been achieved. The number of stamps that pupils have attained is reset at the beginning of each academic year.

Alongside this rewards system, bespoke activities will take place. These may take the form of a whole academy focus such as Uniform or Equipment. If a pupil qualifies for a set target against this whole school focus they then qualify for a half termly rewards event.

Sanctions

Relates to item 4.3 in Trust Behaviour Policy

Positive Discipline Comments

A Positive Discipline comment will be issued by staff when a pupil fails to meet one of the academy expectations. These codes are listed below:

Challenging/Defiant Behaviour

AS - Around Site

B - Behaviour

P - Progress and Passivity

Organisational

H - Homework

U - Uniform

L - Late

E - Organisation

Challenging/defiant codes contribute towards the seclusion sanction and organisational codes contribute towards the detention sanctions. At times, an organisational code may be moved across to the challenging/defiant behaviour codes to place a whole school focus on this issue.

The Positive Discipline Process

PHASE 1 - VERBAL WARNING

It is anticipated that many pupils will receive the occasional verbal warning in their time with us. Hopefully, as pupils mature and become more self-disciplined the great majority of pupil/teacher contact will be positive and enthusiastic. Pupils should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

The verbal warning, although not recorded, has two clear purposes:

- a) to indicate to pupils that they have done or are doing something which is unacceptable;
- b) To form a link to the more serious PHASE TWO sanction if it is required.

The words 'VERBAL WARNING' will be used by the member of staff, at which point the member of staff will take the pupils' planner and place it on the teacher's desk and record their name on the whiteboard.

PHASE 2 - FIRST WRITTEN COMMENT

A pupil who continues to behave unacceptably despite being given a verbal warning will move into phase two and receive their first written comment which is verbally reinforced by the member of staff.

This is then recorded in the appropriate page of the pupil planner with a code, brief comment followed by staff initials and the timing of the sanction. Pupils will move straight into phase two for lateness, homework, coursework and equipment misdemeanours.

Pupils could move into phase two as a result of continuing the behaviour which led to the initial verbal warning or for behaving in a way which is considered too serious to receive only a verbal warning. If a pupil reaches the 8 written comments allowed each week they will move into phase 5 - seclusion. If they complete phase 5 and return to their mainstream education in the same week, but then reach an additional 4 written comments in the remainder of that week they will return to seclusion.

PHASE 3 - SECOND WRITTEN COMMENT

Occasionally, pupils will continue to behave in an unsatisfactory manner despite receiving both a verbal warning and a first written comment. Such behaviour will result in the pupil moving into phase 3.

Pupils are given a second written comment in their planner, and will then be moved to another seat for the remainder of the lesson.

PHASE 4 - THIRD WRITTEN COMMENT

At this point the classroom teacher would come to the decision that a child is persisting in undermining the work of everyone in the room. This is despite receiving a verbal warning, and two written comments at this stage.

Pupils are now given a third and final written comment in their planner (no more than 3 comments can be issued in any single lesson). The pupil will now be removed from the classroom and placed in a safety net. Vale of York Academy has a whole academy safety net timetable in place. This is comprised of a range of KS3 and KS4 teaching rooms, that have been identified as being able to 'receive' pupils who have been removed from lessons as a result of phase 4. ONCALL will bring the phase 4 pupils to an appropriate safety net. If a pupil fails the safety net then they will be moved to phase 5. The removed pupil must now be submitted for an academy detention. This will be either a Monday, Tuesday or Wednesday from 3.00pm to 4.00pm, at the earliest opportunity.

PHASE 5 - SECLUSION

Seclusion is an extremely serious sanction. The seclusion room is a functional and purposeful environment with a bank of work which covers every curriculum area. The seclusion room is located in the Aspire Centre, and is staffed by our Seclusion Manager - supported by the Behaviour Manager and Assistant Vice Principal for Student Welfare.

A video camera will be in operation at all times. Pupils will be 'secluded' in the fullest sense of the word. Lunch break will be taken in the seclusion room or in the Dining Hall at a time different to the rest of the pupils; at no time will the secluded pupils be allowed to socialise with other pupils.

The duration of the day in the Seclusion Room may be from 09.00 to 17.00. All pupils who are placed in seclusion must bring their planner and equipment for that day. Any pupil who reaches phase 5 during the academy day will spend the remainder of that day in seclusion – leaving at 3pm on the bell. The pupil will also complete the subsequent day in seclusion until they have completed 5 school periods. This however, depends on their behaviour and work produced being to an acceptable standard. Failure to do this will result in the pupil completing a full day in seclusion until 4.00pm. The level of commitment displayed by the pupil will be recorded on the seclusion record. The Seclusion Manager will record this at the end of each period. Parents/carers will be notified of this through the planner. Pupils placed in seclusion arriving late without good reason will repeat the full day at the earliest opportunity.

A pupil who is absent during the course of a seclusion session and does not produce a formal medical note will repeat the full period of seclusion. The period of seclusion should begin at the earliest convenient time.

A pupil who works satisfactorily or better will re-join mainstream education. A record of the period of seclusion will be kept centrally. It may also be worth noting once again that this sanction, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

A pupil who fails to behave appropriately in seclusion is at risk of a fixed term exclusion. Pupils in seclusion will follow the same PD process as in lessons. Once a pupil receives their second written

comment, the Behaviour Manager will attempt to make contact with their parent/carer to allow them to discuss the poor behaviour with the pupil. If a pupil receives a third written comment, they will be given a fixed term exclusion.

Pupils will enter seclusion when they reach 8 comments in a single week; receive an additional 4 comments in the same week after completing seclusion; failing to attend the Principal's detention; or for behaviour incidents deemed to be of a serious nature - identified by the Assistant Vice Principal: Student Welfare.

PHASE 6 - FIXED TERM AND PERMANENT EXCLUSION

Pupils who persistently break the contract or who commit a particularly serious misdemeanour can expect to find themselves in phase 7. Fixed term exclusions are issued as a final resort to highlight the severity of an incident or a pupil's cumulative behaviour.

Fixed term exclusions are issued for a range of serious behaviour incidents including unprovoked assault, swearing at staff and use of racist, homophobic or disablist language towards a pupil or a member of staff. If it is felt that a pupil's behaviour has been dangerous, threatening or persistent bullying then fixed term exclusion could be issued.

Fixed term exclusions operate on an increasing tariff. The first exclusion is a 1 day FTE. The 1 day FTE is repeated 3 times; followed by 3 periods of 2 days; followed by 3 periods of 3 days; followed by 3 periods of 4 days before escalating to 3 periods of 5 days FTE. The exclusion tariff increases for each non-conformity in this set escalation manner.

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach or persistent breaches of the academy's behaviour policy; and
- Where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.

A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will however be exceptional circumstances where, in the Headteacher/Principal's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. This list is not exhaustive but might include:

- a) Serious actual or threatened violence against another pupil or a member of staff
- b) Sexual abuse or assault
- c) Supplying an illegal drug
- d) Carrying an offensive weapon
- e) Deliberate activation of the fire alarm without good intent

The Headteacher/Principal reserves the right to vary any exclusion tariff dependent on severity of the offence committed. A pupil returning to the academy after exclusion will be reintegrated by a Progress Leader, Assistant Vice Principal for Student Welfare, or in some cases the Headteacher/Principal. The pupil will automatically be placed in seclusion for one day from 9.00am until 4pm.

Relates to item 5.1 in Trust Behaviour Policy

Learning Modes are the vehicle by which all staff can benefit from a consistent use of core practice across the Academy. All staff should incorporate the use of Learning Modes into their planning to assist delivery. The Learning Modes set the expectations and behaviours for students as they engage with learning in lessons.

Routines for Learning & Learning Modes

The Basics

Be respectful and polite Always be hard working Take pride in your work

Lessons: Arriving and Leaving

Arriving:

- Arrive on time.
- Coats & bags off.
- Planner out & open.
- Books, pen & pencil case out.
- Start the bell task.

Leaving:

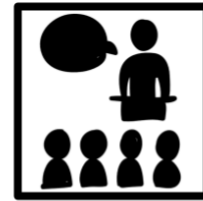
- Homework noted in planner.
- Pack way equipment.
- Stand behind your chair.
- Leave calmly and sensibly.
- Move quickly to next lesson.

Why?

Because you will learn better in a **calm** and **peaceful** atmosphere and make the most of the time that you are in the classroom.



Independent Silent Study



Respectful Whole Class

**Learning
Modes**



Quiet Partners



Polite Collaboration

Independent Silent Study



- You are expected to work in silence.
- You can expect most of your lessons to include independent silent study.
- You must be silent during this period.

Why?

Because studies show that your brain will not take in information unless you **concentrate fully** on your work and you are **not distracted**.

Trying to work with noise around you means that the work you are doing will not stick.

Plus - your teacher needs to know what you can do, not a joint effort!

Quiet Partners



- Talking quietly with shoulder partners only.
- Your volume should not go above whispered/low voices.
- You could use this for sharing ideas, asking for help, testing out what you think.

Why?

Because the other students in your class are an **excellent source of information** and also a great place to find feedback on what you think!

You need to share in **quiet voices** as it is important **not to distract** the learning of others.

Polite Collaboration



- Talking quietly in groups.
- There should not be raised voices or everyone speaking at once.
- You should take turns to ensure everyone is heard.
- Do not attempt to communicate with anyone outside of your group.

Why?

Group work, **collaborating** with others and **sharing ideas** is a vital part of learning at times. This is only true if you do it in a **fair** and **orderly way** and if you are **not disturbing** other groups or students.

Respectful Whole Class



- You need to be sitting silently and thinking about your lesson.
- Focus and respect. Do not interrupt the teacher or those who have been asked to speak.
- Be prepared to give your opinion on what the teacher or your classmate has said.
- You could note down any new ideas you hear.

Why?

When a **teacher is talking** it is to give you a task or information and you need to catch everything! And, when a teacher asks others to speak it is **to help you!** They are asking for ideas that will hopefully **help you learn** or to spark new opinions in you.
If you are not listening this will not happen.

Common Language

- First time, every time.
- *Listen, respect, focus, purpose.*
- Learning Modes:

Independent silent study - Polite collaboration - Quiet partners - Respectful whole class

Why?

To make school more successful for you and for everyone.

Listen Means...

'To give one's attention to a sound'

- Facing the person who is speaking
- Giving full concentration to the speaker
- Having nothing in hands and not fiddling

Why?

To make sure that **you** hear **all information** and instructions to make the **most progress** possible.

Respect Means...

'Due regard for the feelings, wishes, or rights of others'

- Treating everyone in school in the same kind and considerate way.

Why?

To treat everyone else in the way we would want to be treated so that everyone feels **happy** and **safe** in school.

People cannot achieve if they are not comfortable in their surroundings.

Focus Means...

'An act of concentrating interest or activity on something'

- Making sure that whichever learning mode you are in you follow those rules
- Ensuring you are not distracted or distracting others

Why?

To make school more **successful** for you and for **everyone**.

Showing Purpose Means...

'A person's sense of resolve or determination'

- Showing determination and resilience when completing a task.
- Making sure you have an aim or intention in mind when you are working.

Why?

To make sure that everything you set your mind to is completed to the **best** of your **ability**.

Pupil Support

Relates to item 6.2 in Trust Behaviour Policy

Students who exhibit challenging behaviour will be supported initially through the Form Tutor and Progress Leader.

If there is a concern around an unmet SEN or any SEMH need, the SEND team will be made aware through CPOMS logs. Students can be discussed within the Guidance and Support Team (GST) meetings where an appropriate response will be decided.

This could include:

- SEN assessment using tools that include, but are not limited to: the New Group Reading Test (NGRT), Probe test for reading/decoding, GL exact assessment, GL PASS assessment and reviews of the Data dashboard which includes the CAT scores and the subject baseline assessments.
- Support from our pastoral manager for SEMH or possible referral to services that work within school such as the school wellbeing service and the Wellbeing in Mind Team.
- Continued form tutor and progress leader support including school based programmes such as ELSA and Zones of Regulation.
- Referrals to external services such as CAMHS, The Island, MIND, etc.

If a SEND need is identified the student may be added to the SEND register and an SEN passport created. Support can be accessed for the student in school through the Learning Support Hub referrals would be made by the SENCO for this.

We offer support within school through the Hemisphere where SEND students can access break, lunch and before/after school check ins. We have a Homework Club based in this area and staffed by our SEND team. We have an ASC champion within school who can support students who have a diagnosis of ASC.

We also offer (Emotional Literacy Support Assistant) ELSA and Zones of regulation support for those who struggle to identify and regulate their emotions.

When required, we do make referrals to the York Multi-Agency Safeguarding Hub (MASH).

Sexual Abuse and Discrimination

Relates to item 8.4 in Trust Behaviour Policy

If a member of staff has a safeguarding concern this will be logged on CPOMS under the safeguarding category, multiple categories can be selected and staff may choose to also select discrimination, child-on-child abuse or sexual misconduct as appropriate. This will alert the DSL, Deputy DSL, Principal and Progress Leader to the concern.

Staff will decide whether this is an issue to be managed internally or whether an external referral needs to be made.

Should a referral need to be made staff will contact MASH on 01904 551900 to discuss their concerns before making a referral. Parents will be informed of any referral except for when informing a parent may mean an increased risk to the young person. All referrals are sent to MASH@york.gov and a copy of the referral is saved on CPOMS. Where appropriate, the police will also be informed of any sexual abuse/misconduct and discrimination instances. Children's social care and the member of staff dealing with the incident will decide who should report this to the police.

Tracking documents are kept by the DSL and deputy DSL which record any instances of Sexual abuse/misconduct and discrimination. This enables these staff to note any trends which may need addressing.