

**VALE OF  
YORK  
ACADEMY**



## Behaviour Policy

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<b>Date of issue:</b>	<b>September 2020</b>
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<b>Policy review date:</b>	<b>April 2021</b>
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<b>Policy status:</b>	<b>Statutory</b>
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<b>Responsible member of SLT:</b>	<b>Gavin Kumar</b>
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## Statement of Intent

In order to protect all students and staff during the current pandemic, the Vale of York Academy have introduced a Code of Conduct for the School Opening in September 2020 (appendix A) that will apply in addition to our current behaviour policy. This has been shared with all families across the Academy.

Vale of York Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with our students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

Signed by:

_____	Principal	Date: _____
_____	Chair of Governors	Date: _____

## **1. Legal Framework**

- 1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:
  - The Education Act 1996
  - The Education Act 2002
  - The Equality Act 2010
  - The Education and Inspections Act 2006
  - The Health Act 2006
  - The School Information (England) Regulations 2008
- 1.2. This policy also has regard to DfE guidance, including, but not limited to, the following:
  - DfE 'Behaviour and discipline in schools' 2016

## **2. Roles and Responsibilities**

- 2.1. The Principal has overall responsibility for the implementation of this Behavioural Policy and of the behaviour procedures at the school.
- 2.2. The Principal has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.3. The governing body is responsible for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 2.4. The Principal is responsible for establishing the standard of behaviour expected by students at the school.
- 2.5. The Principal is responsible for determining the school rules and any disciplinary sanctions for breaking the rules.
- 2.6. The Assistant Vice Principal: Student Welfare is responsible for the day-to-day implementation of this policy.
- 2.7. The Assistant Vice Principal: Student Welfare is responsible for publishing this policy and making it available to staff, parents/carers and students at least once a year.
- 2.8. All members of staff, volunteers and support staff are responsible for adhering to this policy and ensuring that all students do too.
- 2.9. All members of staff, volunteers and support staff are responsible for promoting a supportive and high quality learning environment, and for modelling high levels of behaviour.

- 2.10. Members of staff, as authorised by the Principal, as responsible for sanctioning students who display poor levels of behaviour. This responsibility includes the power to discipline students even when they are not in school or in the charge of a member of staff.
- 2.11. Students are responsible for their own behaviour both inside school and out in the wider community.
- 2.12. Students are responsible for reporting any unacceptable behaviour to a member of staff.
- 2.13. Parents/carers are responsible for the behaviour of their child(ren) inside and outside of school.

### **3. Definitions**

- 3.1. For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:
  - Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
  - Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
  - Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
  - Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
  - Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
  - Possession of legal or illegal drugs, alcohol or tobacco
  - Possession of banned items
  - Truancy
  - Refusing to comply with disciplinary sanctions
  - Theft
  - Swearing, racist remarks or threatening language
  - Fighting or aggression

- 3.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:
- Lateness
  - Low level disruption and talking in class
  - Failure to complete classwork
  - Rudeness
  - Lack of correct equipment
  - Refusing to complete homework, incomplete homework, or arriving at school without homework
  - Use of mobile phones without permission
  - Graffiti
- 3.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

#### **4. Training of Staff**

- 4.1. The school recognises that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime.
- 4.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 4.3. Teachers and support staff will receive regular and ongoing training as part of their development.

#### **5. Student Expectations**

- 5.1. Students will be expected to follow the school Code of Conduct which requires students to:
- Conduct themselves around the school premises in a safe, sensible and respectful manner.
  - Arrive to lessons on time and fully prepared.
  - Follow reasonable instructions given by the teacher.
  - Behave in a reasonable and polite manner towards all staff and students.
  - Show respect for the opinions and beliefs of others.
  - Complete classwork as requested.

- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

## **6. Smoking and Drug Policy**

- 6.1. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 6.2. Parents/carers, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of students and/or encouraging students to smoke.
- 6.3. Students are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.
- 6.4. In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.
- 6.5. Students and staff are required to follow the school's Drug and Alcohol SOP.

## **7. Rewarding Good Behaviour**

- 7.1. The school recognises that students should be rewarded for their display of good behaviour.
- 7.2. The school will use the following rewards for displaying good behaviour:
  - Certificates
  - Postcards home
  - Principal awards
  - Verbal praise
  - Prizes
  - Reward points
  - End of term whole-class rewards

## **8. Punishing Poor Behaviour**

- 8.1. Teachers are able to discipline students whose behaviour falls below the established Code of Conduct at the school.

- 8.2. If a student misbehaves, breaks a school rule, or fails to follow instructions issued by a member of staff, the teacher is able to punish the student for their poor behaviour.
- 8.3. In order for the punishment to be lawful, the school will ensure that:
- The decision to punish a student is made by a paid member of school staff, or a member of staff authorised to do so by the Principal.
  - The decision to punish a student is made on the school premises or whilst the student is under the charge of a member of staff, such as during an educational trip/visit.
  - The decision to punish a student is reasonable and will not discriminate on any grounds, such as disability, race, special educational needs – as per the Equality Act 2010 in respect of safeguarding students with special educational needs, and any other equality rights.
- 8.4. The school will ensure that all punishments are reasonable in all circumstances, and will take into account the student's age, religious requirements and any special educational needs or disabilities.
- 8.5. The Principal may delegate the power to punish poor behaviour to volunteers, such as parents/carers who assist during an educational visit/trip.
- 8.6. The Principal may limit the power to punish poor behaviour from individual members of staff.

## **9. Behaviour off School Premises**

- 9.1. Teachers are able to punish students for misbehaviour outside of the school premises.
- 9.2. Teachers may discipline students for misbehaviour off the school premises when the student is:
- Wearing school uniform.
  - Travelling to or from school.
  - Taking part in any school-related activity.
  - In any way identifiable as being a student at the school.
- 9.3. Teachers may also discipline students for misbehaviour off the school premises that, irrespective of the above:
- Could negatively affect the reputation of the school.

- Could pose a threat to another student, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

9.4. Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying SOP.

9.5. The school will impose the same behaviour sanctions for bullying incidents and non-criminal bad behaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

9.6. In all cases of misbehaviour outside of the school premises, teachers will only impose any behaviour sanctions once the student has returned to the school premises or when under the supervision of a member of staff.

## **10. Behaviour and Sanctions**

10.1. At Vale of York Academy there is no corporal punishment.

10.2. Where students display aggressive and/or threatening behaviour, or illegal activity discovered, the school will not hesitate to contact the police.

10.3. Any student, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises.

10.4. Teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the student. This sanction process will follow the academy's Positive Discipline policy detailed in appendix A.

10.5. The school has a range of disciplinary measures which can be used, including, but not limited to, the following:

- Giving a verbal warning
- Providing extra work or repeating unsatisfactory work until it meets the required standard
- Setting additional work as punishment, e.g. writing tasks
- Taking away privileges, e.g. not being able to participate in non-uniform days, or losing extra, prized responsibility.
- Missing break/lunchtime, or detentions during lunchtime, after school and at weekends
- Engaging in school-based community service, e.g. picking up litter

- Placing the student on report for constant monitoring or other consistent behaviour checks
  - Excluding the student either temporarily or permanently, in extreme cases.
- 10.6. Teachers will use their judgement when issuing sanctions, taking into account whether they believe the student's behaviour was intentional, especially if it is the first time the student has displayed this behaviour.
- 10.7. At all times, teachers will discuss the behaviour with the student to ensure the student understands why it is inappropriate and to prevent any reoccurring behaviour.
- 10.8. Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a student, must report this to the Progress Leaders and/or Assistant Vice Principal: Student Welfare.
- 10.9. The Assistant Vice Principal: Student Welfare will keep a record of all reported incidents.
- 10.10. The school does not take serious unacceptable behaviour lightly, and will not hesitate to act in the best interest of the students within the school.
- 10.11. All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying SOP.
- 10.12. Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the school's Allegations Against Staff Policy.
- 10.13. The school will consider whether the behaviour displayed by the student gives reason to suspect that the student is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.
- 10.14. The school will also consider whether the displayed behaviour is an indicator that the student's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the student's behaviour would be beneficial.

## **11. Detentions**

- 11.1. The school will make it clear to parents/carers and students that they are able to use detention as a sanction, both during and outside of school hours.

- 11.2. All teachers at the school are able to impose detention on a student, unless the Principal decides to withdraw this power from any teacher.
- 11.3. The Principal may decide to delegate the power to impose detention to volunteers, such as parents/carers who assist during educational visit/trips.
- 11.4. The following indicate the times during which detention can be issued outside of school hours:
- Any school day where the student is not authorised to be absent
  - During weekends, except for any weekend preceding or following a half-term
  - Any non-teaching day, e.g. INSET days
- 11.5. Parental consent is not required for detentions and therefore, the school is able to issue detention as a sanction without first notifying the parents/carers of the student.
- 11.6. When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they take into account any additional needs of the student.
- 11.7. Positive Discipline detentions run from 3.00pm to 4.00pm on a Monday, Tuesday and Wednesday (unless alternative arrangements are communicated to parents). Failure to attend a PD detention will result in a Principal's detention on a Friday from 3.00pm to 4.30pm. Failure of a detention results in seclusion the following day.
- 11.8. If a student misses one Principal's detention then they will be booked into seclusion until 4.30pm at the earliest opportunity in the following week. If a student misses two or more Principal's detentions they will be booked into seclusion at the earliest opportunity until 5.00pm at the earliest opportunity in the following week
- 11.9. When issuing detentions which are set to be outside of school hours, the academy will consider:
- Whether the detention is likely to put the student at risk.
  - Whether the student is a young carer with identified caring responsibilities which would make the detention unreasonable.
  - Whether suitable transport arrangements are in place between the parents/carers and the student.
- NB. It does not matter whether these transport arrangements are inconvenient to the parents/carers.

## **12. Items Banned from the School Premises**

### 12.1. Fire lighting equipment:

- Matches, lighters, etc.

### 12.2. Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

### 12.3. Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

### 12.4. Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray

### **13. Confiscation of Inappropriate Items**

- 13.1. All members of staff are able to use their power to search without consent for any of the items mentioned in section 12 of this policy.
- 13.2. If a phone is seen in the academy, it will be requested and removed from the student. Phones should then be passed to the main reception by a member of staff, along with name and form of student. Phones will be returned to the student at the end of the academy day. If a student has had a phone removed 3 times, then a parent or carer will be required to collect it.
- 13.3. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 13.4. Staff members may instruct a student to remove outer clothing, including hats, scarves, boots and coats.
- 13.5. A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 13.6. A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- 13.7. The school is not liable for any damage to, or loss of, any confiscated item.
- 13.8. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- 13.9. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a student.
- 13.10. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- 13.11. The Principal will always be notified when any item is confiscated.

### **14. Use of Reasonable Force**

- 14.1. Members of staff are able to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging property.

- 14.2. Members of staff are also able to use reasonable force in order to maintain good order and discipline in the classroom.
- 14.3. The Principal and other authorised members of staff are able to use reasonable force when conducting a search without consent for certain prohibited items, including the following:
- Knives
  - Weapons
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any articles that have been used, or could be used, to commit an offence or harm
- 14.4. Though members of staff are able to search for all of the items listed in section 12 of this policy, reasonable force will only be used, if necessary, to search for the items listed above.

## **15. Controlled Substances**

- 15.1. Vale of York Academy has a zero tolerance policy on illegal drugs and legal highs.
- 15.2. Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.
- 15.3. The staff member will store the sample in ASPIRE.
- 15.4. The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.
- 15.5. The school will not hesitate to name the student from whom the drugs were taken to the police, and a full incident report will be completed.
- 15.6. Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.
- 15.7. Where controlled substances are found on school trips away from the school premises, the parents/carers/guardians of the student, as well as local police, will be notified.

## **16.Outside School and the Wider Community**

- 16.1. Students at the school must agree to represent the school in a positive manner.
- 16.2. The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the student is dressed in school uniform.
- 16.3. Complaints from members of the public about bad behaviour by students at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

## **17.Monitoring and Review**

- 17.1. This policy will be reviewed by the Assistant Vice Principal: Student Welfare on an annual basis, who will make any necessary changes and communicate this to all members of staff.
- 17.2. This policy will be made available for inspection and review by the chief inspector, upon request.

## Appendix A: Code of Conduct for the School Opening in September 2020

In order to protect all students and staff during the current pandemic, we are introducing the following expectations which apply in addition to our current behaviour policy.

### Parents

If choosing to send their child(ren) to school, parents agree;

- Their child has been following social distancing rules
- Their child does not currently have any common COVID-19 symptoms such as a high temperature, cough, loss of sense of taste or smell.
- Their child has not had any of the common COVID-19 symptoms for at least the last 7 days
- Nobody in their household has had any of the common COVID-19 symptoms for the last 14 days
- They are confident that the school has current and up to date contact details for parents/carers.
- If contact details need to be update, parents will email [reception@voy.hlt.academy](mailto:reception@voy.hlt.academy) or call 01904 560000 to update their details before the first time their child attends school.
- They have read the student expectations below and agree to support the school in the implementation of these expectations and, if necessary, to support sanctions.
- They have discussed the student expectations with their child and are confident that their child will comply.
- They, or another named contact for whom we hold details, will be contactable via telephone during any timetabled sessions that their child attends.
- Their child will be immediately isolated and arrangements made for parents to collect them if they present with, or develop during the session, any of the common COVID-19 symptoms, however mild.
- They will plan for their child to get to and from school safely, adhering to social distancing rules. If you intend to drive your child to school, please do not bring your car on to the school site and please drop them off a short distance away from the school entrances. Should they wish to speak to a member of staff, parents/carers will call the school 01904 560000 or email the teacher directly using the staff email addresses on the school website. Parents/carers will not come on to the school site to request to speak to a member of staff.

### Students

If choosing to attend school, students agree;

- They have been following social distancing rules and are feeling well, with none of the common COVID-19 symptoms. The common symptoms include one or more of the following; a high temperature, cough, loss of sense of taste or smell.
- They have not had any of the common COVID-19 symptoms for at least 7 days and nobody in their household has had any of the common COVID-19 symptoms for at least 14 days.
- To follow all staff instructions relating to social distancing and hygiene. This includes, but is not limited to,
- To thoroughly wash their hands for at least 20 seconds upon arrival at school and after using the toilet.
- To practice good respiratory hygiene e.g. “catch it, bin it, kill it” if you need to sneeze/cough. If you do not have a tissue, you should cough/sneeze into your elbow.
- To apply alcohol-based hand sanitiser as instructed by staff.

- To sit where directed by a member of staff. Students must not leave their desk without permission from a member of staff in order to maintain social distancing.
- To remain within the bubble that you are allocated to and to not mix with people from other bubbles.
- To maintain a clear 2 metre distance between yourself and other people.
- Not to make physical contact with any other person where possible e.g hugging, shaking hands, “high-fiving.”
- Any form of potential transmission acts e.g. coughing towards others, spitting, placing your hands on somebody else’s face are incredibly serious and will result in a Fixed Term Exclusion.
- To wear the full uniform.
- To bring the equipment that you are asked to.
- To work hard and to the best of your ability in all lessons.
- To follow the instructions of all members of staff at all times.
- To treat one another with dignity and respect and enjoy the return to school-based learning.

## Appendix B: Positive Discipline

### Rationale:

Our academy believes in the development of each individual and is committed to providing the best opportunities for all in an atmosphere of mutual respect. We seek to provide an environment in which effective teaching and learning can occur, where the qualities of trust, honesty, fairness, tolerance, compassion, respect for self, others and property are valued and pursued.

The academy's behaviour policy is built upon the 'Positive Discipline' model, and seeks to provide a clear framework of what is acceptable in terms of behaviour, attitude to learning, and conduct.

Students are introduced to 'Positive Discipline' upon transition to Vale of York Academy. They then take part in Positive Discipline lessons fortnightly to in order to refresh their understanding of the policy, and review their positive and negative behaviour choices with their tutor, Progress Leader and SLT-link.

### Defining Terms:

In this document the term 'staff' refers to all who are employed by the Governing Body and the term 'community' refers to all who have direct or indirect connections with the academy. The term 'Academy Community' refers to staff and students.

### Background and Principles:

Vale of York Academy's behaviour policy is built upon the 'Positive Discipline' model.

These are the **classroom** standards that our students are expected to meet when they are at Vale of York Academy:

1. Arrive on time, fully equipped and ready to work for each lesson.
2. 10 second protocol to silently prepare for work.
3. Do as you are told by all staff – first time, every time.
4. Listen carefully when the teacher or another person is talking.
5. Put your hand up and wait for permission to speak.
6. Always try your best, without disturbing others.
7. Stand in silence at the end of lessons until you are dismissed.
8. Always do your homework properly and hand it in on time.

Most of the **Classroom Rules** require no explanation but a brief outline of the thinking behind some of the rules might prove useful.

**Rule 1: 'Arrive on time, fully equipped and ready to work'**

We want all students to recognise the importance of operating in a punctual and time-efficient manner. Additionally, we want students to understand the usefulness of being settled and ready to work with appropriate equipment without the constant badgering of the member of staff.

**Rule 2: 'Do as you are told by staff – first time, every time'**

Without doubt, this rule prompted the most discussion and debate within the staff body as a whole. Though a number of alternative approaches were suggested the group felt that the idea of following staff instructions was so important that the wording of the rule had to be absolutely clear. In short, we want all students to do as they are told.

**Rule 3: 'Put your hand up and wait for permission to speak'**

The group and indeed the staff body in general recognised the importance of maintaining the tradition of having students putting up hands in order to contribute in discussion. It is expected that the 'hands up' routine will be a central feature of each classroom, except when staff are engaging students in a question and answer session.

These are the **around the site** standards that our students are expected to meet when they are at Vale of York Academy:

1. Be polite and show respect for other people.
2. Do as you are told by all staff – first time, every time.
3. Wear your academy uniform correctly at all times. Coats and hoodies should be removed before entering the academy building.
4. This is your academy, look after it. Look after property and put all litter in bins.
5. Eat and drink in the right place at the right time.
6. Walk around the academy sensibly & quietly and keep to the left.
7. Be at the right place, at the right time.

**Rule 4: 'Eat and drink in the right place at the right time'**

Within the academy there are clear areas where the consumption of food and drink is permitted. Eating and drinking in the corridors is prohibited, and any student seen doing so must be challenged by staff, and an AS code issued.

## Positive Discipline Comments

A Positive Discipline comment will be issued by staff when a student 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, a 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

We have adapted our behaviour policy in order to manage this unique situation. We have kept it clear and simple. Please see below for full details so that you are clear on what the expectations are and what the consequences will be if these expectations are not met.

Behaviour Issue	Examples	Action
Deliberate/dangerous breaches of social distancing expectations.	Spitting at another person, coughing towards another person, assault of another person.	Radio for on call immediately. Student will be removed from teaching space and sent home. Student will receive a Fixed Term Exclusion.
Unintentional breaches of social distancing expectations.	Being closer than 1 metres to another person, tactile contact e.g. a high five.	Radio for on call immediately. On call colleague will remove student and phone parents with student listening to explain the issue. Student returned to lesson if warning accepted and understood. A further breach of expectations is then considered deliberate therefore, seclusion will be applied followed by a fixed term exclusion for any further instances.
Intentionally moving outside of the allocated bubble.	A student leaving their classroom and moving around the school in a heightened state.	Radio for on call immediately. On call colleague will remove student and phone parents with student listening to explain the issue. Student returned to lesson if warning accepted and understood. A further breach of expectations is then considered deliberate therefore, seclusion will be applied followed by a fixed term exclusion for any further instances.

### **PHASE 1 - VERBAL WARNING**

It is anticipated that many students will receive the occasional verbal warning in their time with us. Hopefully, as students mature and become more self-disciplined the great majority of student/teacher contact will be positive and enthusiastic. Students 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 students 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 students planner and place it on the teacher's distancing desk and record their name on the whiteboard.

### **PHASE 2 - FIRST WRITTEN COMMENT**

A student 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 student planner with a code, brief comment followed by staff initials and the timing of the sanction. Students will move straight into phase two for lateness, homework, coursework and equipment misdemeanours.

Students 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 student 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, students 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 student moving into phase 3.

Students 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.

Students 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 student 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 same bubble teaching rooms, that have been identified as being able to 'receive' students who have been removed from lessons as a result of phase 4. ONCALL will bring the phase 4 student to an appropriate safety net. If a student fails the safety net then they will be moved to phase 5.

The removed student 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. Students will be 'secluded' in the fullest sense of the word. Lunch-break will be taken in the seclusion room and at no time will the secluded student be allowed to socialise with other students.

The duration of the day in the Seclusion Room may be from 09.00 to 17.00. All students who are placed in seclusion must bring their planner and equipment for that day. Any student who reaches phase 5 during the academy day will spend the remainder of that day in seclusion – leaving at 3pm on the bell. The student 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 on the student completing a full day in seclusion until 4.00pm. The level of commitment displayed by the student will be recorded on the seclusion record. The seclusion manager will record this at the end of each period. Parents will be notified of this through the planner. Students placed in seclusion arriving late without good reason will repeat the full day at the earliest opportunity.

A student 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 student 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 student who fails to behave appropriately in seclusion is at risk of a fixed term exclusion. Students in seclusion will follow the same PD process as in lessons. Once a student received 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 student. If a student receives a third written comment, they will be given a fixed term exclusion.

Students 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 incidences deemed to be of a serious nature – identified by the Assistant Vice Principal: Student Welfare. The seclusion room will operate with same bubble students sitting together and also with a two metre distance between students from other bubbles.

#### **PHASE 6 - FIXED TERM AND PERMANENT EXCLUSION**

Students 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 student's cumulative behaviour.

Fixed term exclusions are issued for a range of serious behaviour incidences including unprovoked assault, swearing at staff and use of racist, homophobic or disablist language towards a student or a member of staff. If it is felt that a student'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 6 times; followed by 4 periods of 2 days; followed by 4 periods of 3 days; followed by 2 periods of 4 days before escalating to 2 periods of 5 days FTE. The exclusion tariff increases for each non-conformity in this set escalation manor.

Once a student has triggered 5 separate days of FTE, a managed move through the 'Behaviour and Attendance Partnership' (BAP) will be considered, as they are not meeting the expectations of Vale of York.

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

- In response to a serious breach or persistent breaches of the academy's behaviour policy; and
- Where allowing the student to remain in the academy would seriously harm the education or welfare of the student 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 head teacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These 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

The Principal reserves the right to vary any exclusion tariff dependent on severity of the offence committed.

A student returning to the academy after exclusion will be reintegrated by a Progress Leader, Assistant Vice Principal for Student Welfare, or in some cases the Principal. The student will automatically be placed in seclusion for one day from 9.00am until 4pm.

### **Positive Discipline Detentions**

Detentions issued to students for three comments are held biweekly, and are staffed by a rota of Senior Leaders, Progress Leaders and all staff. These detentions are for one hour from 3.00pm until 4.00pm and held in the main hall (unless alternative arrangements have been made).

The classroom teacher detention may be issued to a student for accruing 3 comments within a single lesson (phase 4), or it may be as a result of the accumulation of a combination of any 3 B, H, or P comments within that subject over a half term. Tutors will issue detentions for the accumulation of 3 AS, L, U, and E comments. All students are given a 'fresh start' at the beginning of each half term, in relation to the accumulation of comments for detentions.

The number of comments remains on the central database for monitoring purposes.

Parents are given 24 hours spoken or written notification through the planner, of a detention.

If a student fails to attend a 1-hour detention, they will be entered automatically for a Principal's 1 ½ hour detention on a Friday. Failure to attend the Principal's detention will result in the student completing a day in seclusion.

### **Positive Discipline Rewards**

On entry to the academy students are allocated a Tutor Group. Year group achievement is celebrated through rewards events every half term. The system is designed in order to embed a sense of belonging and promote a collective responsibility for the year group's outcome.

All members of staff have a reward stamp and they are encouraged to reward good progress, active engagement in lesson and meeting both the classroom and around-site expectations of Vale of York. Students who are due to receive a rewards stamp will be recorded on the teacher whiteboard during the lesson. At the end of the lesson the teacher will nominate a student to distribute stamps into student planners. The stamp will be collected by the student from the teacher distancing desk to enable socially distancing and then both the teacher and students awarding the stamps will sanitise their hands.

Students are given clear guidance on how they can achieve reward points and how the system works:

- ✓ Reward points are given for a variety of reasons including arriving on time; being fully equipped; having excellent attendance; being in correct uniform; producing good work; demonstrating positive behaviour; and helping others.
- ✓ During the fortnightly Positive Discipline lesson, the reward points are collated and entered into the academy database.
- ✓ Students are able to trade in their points throughout the year for smaller rewards, or save them up for more expensive rewards such as trips; prom; leaver's hoodies etc.
- ✓ Each term, there is a rewards assembly where team and individual rewards can be won.

## **Positive Discipline Planners**

### **Student Self-Monitoring:**

Central to PD is the need to provide students with the opportunity to reflect upon their own academy performance; in other words, to ensure that student self-monitoring is central to the weekly operation of the planner. With this in mind we devote a reasonable amount of time each week to allowing students to reflect upon their performance in the academy. This is done by the fortnightly Positive Discipline session. This is a structured opportunity for reflection, and subsequent private reading.

### **Parental Monitoring:**

Parents and guardians will also have a key role in monitoring their child's planner. In the communication to parents at the front of the planner need for parental involvement is outlined in some detail. Most importantly it is expected that parents will inspect and sign the planner each week, encourage their child to keep the planner clean and up to date, support the habit of completing homework in an organised and efficient manner, and use the appropriate Parents' Section to communicate with us as an academy.

### **Tutor Monitoring:**

Within the academy student planners will be monitored each week by the Tutor. When monitoring student planners, form tutors are looking to identify or confirm a number of points:

1. That the planner is free from graffiti and is being kept in a tidy manner;
2. That homework details are being recorded in sufficient detail;
3. That, whenever they occur, comments made in the planner in relation to equipment (E); uniform (U); late (L); and around site (AS) by any member of staff are responded to;
4. That, whenever they occur, comments made in the planner by parents are responded to in an appropriate way;
5. In order to communicate as form tutor to parents upon any academy based issue which they feel would be best communicated through the planner;
6. In order to monitor the awarding of house points.

### **Using the Planner:**

Planners are a crucial piece of equipment in the academy and support the students in being organised and responsible for their own learning. It is also the main form of communication between home and the academy - informing parents and carers about rewards, sanctions and other academy events. Students are given new planners at the start of the academic year and if they are subsequently lost the students are expected to buy a replacement (priced at £5).

Students are given the following guidance on planners by Form Tutors and Progress Leaders:

- ☑ Planners must be in the academy every day. If a student arrives to registration or a lesson without a planner, the member of staff should immediately email reception for ONCALL.

- ✓ On the first two occasions each term, the Behaviour Manager will issue the student with a planner sheet – any comments or house stamps will be transferred into the student's planner the following day by the Behaviour Manager.
- ✓ If the student then forgets their planner for a third time within the same academic term, they will be placed in seclusion for the day.
- ✓ Planners must be signed every week by someone at home, the student, and the tutor. If planners are not signed, then an E comment will be issued.
- ✓ If pages are torn out of planners or attempts to cover up comments, staff will email for ONCALL and the behaviour manager will sanction the student accordingly. Parents are not permitted to cross out comments that they do not agree with.
- ✓ If a student refuses to hand over a planner, staff will email for ONCALL and the behaviour manager will issue an appropriate sanction.
- ✓ No personalising of the planner will be allowed. Pages must not be folded over and highlighter pens must not be used. The planner should be carried in the student's bag not in a jacket pocket.
- ✓ At the beginning of each lesson, students will take out their planners. Students who have not brought their planner should be immediately referred to the behaviour manager via an ONCALL email to reception.

## Appendix C: Managing in-class incidents flowchart

