



Thinking Schools Academy Trust

“Transforming Life Chances”



Behaviour for Learning Policy

Author: Mr M Fenton

Position: Assistant Headteacher

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The Victory Academy Behaviour for Learning Policy

The Behaviour Policy at The Victory Academy aims to ensure our decisions reflect our commitment to life-long learning and our values of Respect, Pride and Belief. Promoting positive behaviour requires the commitment of all members of the Academy community, students, parents/carers, governors and staff; it requires a **consistency** of practice, **collaboration** between staff and **common language** across the Academy to ensure that students know and understand the standard of behaviour that is expected of them. If all members of the Academy community are to develop and aspire to achieve their best then they must be free to learn and teach in an environment that is caring and respectful.

Effective teaching and learning at The Victory Academy can only take place in a well-ordered environment that is supported by effective behaviour for learning systems. The Academy expectations regarding behaviour are taught throughout the curriculum. Within lessons a consistent approach is used to manage student behaviour (Appendix 3). Departments ensure the expectations regarding behaviour are shared with all students. Students are given regular reminders through daily line up, through tutor time and weekly Assemblies. Where necessary individuals and groups of students will be reminded of the expectations. A consistent language is used with students using the Victory Five (Appendix 1) and Victory Virtues (Appendix 2). The Victory Citizenship curriculum is used to learn about specific aspects of good behaviour particularly those that relate to the law and wellbeing.

Aims

- To support the staff to ensure teaching and learning can take place in a positive working environment
- To develop a sense of self-discipline and an acceptance of responsibility for one's own actions.
- To create a positive ethos and environment within the Academy community that enables effective learning to take place, so that students can achieve beyond their expectations.
- To develop mutual respect between all members of the Academy community.
- To have consistent expectations and guidance about routines and procedures
- To ensure that students and parents/carers are introduced on entry to the Academy's expectations via the Home/Academy agreement and associated documents.
- To ensure that the application of rewards and sanctions is consistent and systematic and to celebrate the success of the students in all aspects of school life
- To ensure Equality of Opportunity for all students.
- To foster partnerships between home, Academy and the wider community.
- To create a supportive environment where positive attitudes are encouraged and respected.
- To involve the community in celebrating both achievement and the positive aspects associated with appropriate conduct as appropriate
- To promote the Academy as a central part of the community.
- To prepare students to undertake an effective role in society.

Roles and Responsibilities

1) Headteacher and Governing Body – The Governing Body will establish, in consultation with the Headteacher, staff and parents/carers, a policy that promotes the desired behaviour and keep it under review. It will ensure that this is communicated to students and parents/carers, is non-discriminatory and the expectations are clear. Governors will support the Academy in maintaining high standards of desired behaviour of students and staff. The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

2) Senior Leadership Team (SLT) – Severe problems will be dealt with by the Heads of Department, Heads of Year and the Senior Leadership Team. The Academy Leadership will support staff in classes and corridors, by maintaining a high presence and implementing the Behaviour for Learning policy.

3) Staff – Staff have a responsibility to ensure the policies and procedures are outlined in this document are followed consistently and fairly.

- Create a positive learning environment based upon the Academy's ethos and high expectations.
- Teach and model appropriate behaviour and high standards of attendance and punctuality.
- Use a consistent language and approach to behaviour through the use of the Victory Virtues (Appendix 1), Victory Five (Appendix 2) and Behaviour for Learning (Appendix 3)
- Deliver high quality, engaging lessons.
- Record and monitor the behaviour of students within their care on Class Charts.
- Encourage students to be socially responsible both inside and outside of the Academy.
- Communicate with other staff, parents/carers, and students regarding individual students and their learning, behaviour and achievements.

4) Parents and Carers – The Victory Academy Home Agreement clearly sets out and communicates the expectations of the Victory Academy to parents/carers. The Academy expects parents/carers to:

- Support the Academy Behaviour for Learning policy
- Support their child's learning and behaviour by discussing any problems that may arise.
- Work in partnership with the Academy to assist in maintaining high standards of behaviour.
- Take responsibility for the behaviour of their child both inside the Academy and in the wider community.

5) Students – The Victory Academy Home Agreement clearly sets out and communicates the expectations of the Academy to students. The Academy expects students to:

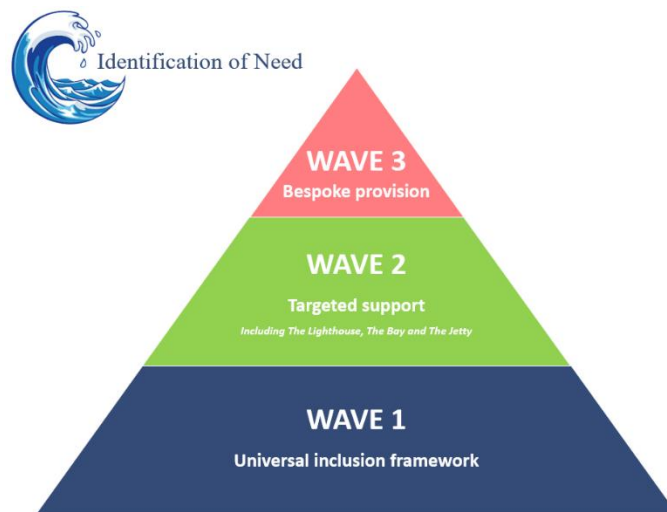
- Abide by the Home Academy Agreement and follow the expectations of the Victory Five (Appendix 2)
- Take responsibility for their own behaviour and be socially responsible inside and outside of the Academy.
- Show respect for and co-operate with all members of the Academy community and its policies.
- Be prepared to learn by ensuring you have the correct equipment in all lessons.
- Work to the best of their ability and use class time appropriately to complete all work and coursework.
- Wear the correct uniform at all times during the Academy day, in accordance with uniform expectations.
- Arrive on time each day, be punctual to lessons and move between lessons calmly and quietly.
- Report any incidents of disruption, violence, bullying and any form of harassment.
- Follow Academy building regulations for health and safety.
- Smoking is not permitted in school, and whilst travelling to and from school or any other time whilst wearing the school uniform. This extends to, and includes, all types of e-cigarette
- Students are permitted to bring mobile phones, headphones (including wireless headphones) and electronic devices into school at their own risk. All devices must be switched off and out of sight whilst students are on the Academy site. If mobile phones and electronic devices are seen or heard they will be confiscated. The device will be kept secure in Student Services until collected by the students at the end of the school day. Under no circumstances will the Academy accept responsibility for theft or loss.

Curriculum, Recording and Communication

The Academy uses Class Charts to record all incidents of positive and negative behaviour. In addition, Class Charts is used to record any interventions and support in place. Where necessary incidents of a safeguarding nature are also recorded on Safeguard. At the time of any incident the student's voice will be listened to. Where necessary this will be recorded as a written statement alongside written statements from other students. As part of the guidance issued to staff regular communication with parents is encouraged. The Academy uses parental meetings, phone calls, emails and text messages and the Class Charts app to communicate with parents regarding the Academy policy, individual incidents or ongoing concerns relating to students. The Academy Logbook communicates to parents the expectations of the Home School Agreement as above.

Support and Interventions

The Academy seeks to support all students and runs an extensive programme of support and interventions. These interventions are targeted at three levels (or waves);



There are weekly provision meetings coordinated by the Academy SENCO where referrals for provisions are discussed. In addition, the weekly Inclusion meeting is chaired by the Deputy Headteacher (Inclusion) and focuses on support for those students for whom there are attendance, safeguarding and behaviour concerns.

Rewards

We recognise and reward students who go 'over and above' our expectations. Although there are different levels of rewards staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of rewards in developing a positive atmosphere in the classroom cannot be underestimated. Staff should ensure that Victory Citizen Points are issued in every lesson, regardless of Key Stage.

Victory Citizen Points will be issued for the following:

- Respect: Positive attitude and behaviour
- Pride: Engagement in Learning
- Belief Excellent effort
- Aspire 'Being our best-self'
- Endeavour: Commitment and contribution
- Achieve: Academic Achievement
- Victory Virtues: Bounceability, Persisting, Striving for Accuracy, Applying past knowledge to new situations, Managing impulsivity, Thinking and communicating with clarity and precision, Thinking interdependently, Listening with understanding and empathy

- 1) **Level 1 – Victory Citizen Points/Class Charts positive logs** - Issued during every lesson regardless of key stage.
- 2) **Level 2 – Victory Citizen Award** – Issued for one student per lesson who demonstrates excellent effort, achievement or positive behaviour. Student receives 5 Victory Citizen Points.
- 3) **Level 3 - Victory Postcard** – Issued by class teachers for exceptional effort, achievement or positive behaviour within a lesson. Student receives 10 Victory Citizen points.
- 4) **Level 4 – Weekly Head of Year Award** – Issued at weekly Assemblies by the Head of Year for those students who have the highest number of positive points and least negative points for the previous week. Student received 15 Victory Citizen Points.
- 5) **Level 5 – Termly Subject, Tutor and Victory Citizen Award** – nominations received from class teachers, Heads of Department and tutors. Student received 20 Victory Citizen Points.
- 6) **Level 6 – Termly Head of Year Award** – Issued to the two students who have the highest number of positive points and least negative points and made the most progress over the last term. Student receives 25 Victory Citizen Points.
- 7) **Level 7 - Tri- Annual Celebration Event** (*Winter Winner, Easter Eggstravaganza, Summer Spectacular*) – End of Term celebration event that students are invited to based on their behaviour and attendance. Prize draws conducted for those invited.
- 8) **Level 8 – Annual Awards Celebration** – Every year the Academy holds a formal celebration event to which parents/carers are invited. Students are rewarded for their academic progress and achievement as well as their conduct in relation to the Victory Virtues.
- 9) **Level 9 – Annual Headteachers' Award** – Awarded to one student each Academic Year who fully displays the Victory Values and Victory Virtues. Nominations received from staff and the award issued by the Headteacher.

The Academy rewards students for their attendance. Every student who achieves 100% attendance during any given term will be issued with a 'privilege pass' by their form tutor for the following term which enables them to access The Galley without having to queue.

All students who reach the milestones with regard to Victory Citizen Points will receive a certificate in their Celebration Assembly. Positive points are counted up using Class Charts

- Bronze – 100 positive points
- Silver – 250 positive points
- Gold – 500 positive points
- Platinum – 1000 positive points
- Diamond – 1500 positive points
- Victory Blue Diamond – 2500+ points

Victory Citizen Points/Class Charts points can be cashed in for rewards from The Victory 'shop' in Student Services. If a student chooses to 'cash-in' their Victory Citizen points their points will return to zero and they can start collecting for their next reward. There are a range of items including Love2Shop gift vouchers, stationery, sporting equipment, USBs and a Year 11 Prom tickets

Sanctions Procedure (See Appendix 4)

In order to maintain consistency across the Academy it is imperative that the sanction procedures are followed by all staff. In order to ensure incidents are dealt with as quickly as possible, students will only ever be given one chance to complete the set sanction. All students are expected to attend after school detentions. For School detentions and Leadership detentions contact will be attempted home. However, successful contact is not a prerequisite for a student needing to attend. There is a clear hierarchy and increase in the severity of the sanctions the Academy can impose, however, a student may enter the system at any of the levels depending upon the severity and frequency of their behaviour. All incidents at the Academy should be dealt with on an individual basis, taking into account the students' individual circumstances and those surrounding the incident. As a result, different sanctions and support may be put in place for different students based upon their individual needs.

Detentions whilst a sanction, should be used to clarify expectations and move the situation forward so there is no repeat.

- 1) **Level 1 - Reconciliation** –Reconciliation time must be set on the day of the incident (or the next day where the incident happens during Learning Period 6) and can either take place at the time of the incident or at a communicated time after. These conversations allow the member of staff and student to discuss any concerns before behaviour escalates. When setting a Reconciliation, the incident should be logged on Class Charts and a Reconciliation set. Students who fail to attend or engage appropriately in their Reconciliation will be placed in a Department Reset Detention.
- 2) **Level 2 - Department Reset Detention or Year Group Reset Detention (up to 20 minutes)** – Where a student fails to meet the expectations of the Reconciliation or their behaviour escalates to the point where they are directed to another classroom, a Department Reset Detention should be issued. This detention will be for up to 20 minutes at a time and location confirmed by each department. Contact will be made home by the class teacher for students who have been directed to Reset and issued a Department Reset Detention.

Where possible, a student should be Reset with the Head of Department or another member of staff in the same subject area. If needed, members of staff 'on-call' can assist in this process and can be requested using Class Charts or by requesting for assistance using a radio. Students will be set a Department Reset Detention if they are sent to the Reset classroom. If the student continues to persistently disrupt learning after this or refuse, they will be placed in the Internal Reflection Room (IRR). Work should be supplied if a student is removed from the lesson. If a student is persistently directed to the IRR during the course of the day they will remain in the IRR and not attend any further lessons.

- 3) **Level 3 School Detention (30 minutes)** – When a student fails to attend a Reset detention they will automatically be escalated to a School detention which take place daily after school. If a student continues to persist with the same behaviour having been issued a Reset detention they will be set a School detention.
- 4) **Level 4 - Leadership Detentions (45 minutes)** – If a student fails to attend a School Detention or their behaviour denotes it, staff will set a Leadership detention. Leadership detentions last 45 minutes and take place after school. Students who have a Leadership Detention will be informed during tutor time in the morning and lists will be displayed. If a student fails to attend a Leadership Detention they will be placed in the IRR for 1 day.
- 5) **Level 5 – Subject Exclusion / Social Time Exclusion** – Subject Exclusions and Social Time Exclusions are issued for persistent behaviour. If a student is directed to Reset for 3 consecutive lessons the Head of Department can arrange for the student to be removed from that lesson for a maximum of a two week period. Parents/carers will be informed and the student placed on Department Report when they return to lessons. Whilst not in their timetabled lesson the student should complete their learning with the Head of Department or another senior member of staff within the department. On the third occasion of a student displaying poor behaviour at social times (break and lunch) they will be prevented from accessing these times and parents/carers will be informed.

- 6) Level 6 - Internal Reflection Room (IRR)** – The aims of the Internal Reflection Room are to improve student behaviour by allowing a period of reflection time, to support staff and to reduce the number of suspensions. The IRR should be used if a student has displayed serious or inappropriate behaviour or has persistently refused to attend their timetabled lesson or Reset classroom. The IRR will also be used for failing to attend a Leadership Detention and for persistent disruptive behaviour and/or refusal to comply with the Academy Behaviour Policy. Internal Reflection Room bookings can be made by Heads of Department (HODs) and Heads of Year (HOYs); these must be verified by the relevant Head of Year before the student and their parent/carer is informed. Parental contact will be made by the member of staff recommending the sanction. The IRR operates from 8:35am – 3.45pm with different break and lunchtimes from the rest of the school. Pupils follow their usual timetable with work being provided on Teams by teaching staff.
- 7) Level 7 – Alternative School Reflection (ASR)** – The aim of Alternative School Reflection is to improve student behaviour by allowing a period of reflection time at another school. Students will be issued with an Alternative School Reflection for a persistent or serious breach of the Academy Behaviour policy. The Academy works in partnership with a number of local schools to ensure appropriate provision is in place at another school. Parents/carers will be contacted for any student who has been issued an Alternative School Reflection and work will be provided for the duration of their sanction. Request for Alternative School Reflection will be completed by a member of the Senior Leadership Team.
- 8) Level 8 - Suspension** – Suspension from the Academy is seen as the most serious sanction and the Academy will do everything in its power to avoid this. In some circumstances, the Academy may use suspensions, as well as considering a permanent exclusion from the Academy for behaviour that is extreme and threatening to the safety and wellbeing of staff or other students. Before making the decision to exclude, the Academy will ensure that a thorough investigation has been carried out, including allowing the student to give his/her version of the events both orally and on a Student Statement form. The decision to fixed term exclude a student can only be made by the Headteacher. Each suspension is dealt with on an individual basis and individual circumstances will be considered. No student will be sent off site before the end of the day unless contact has been established with parents/carers. In the event of contact not being made, the student must remain on site, withdrawn from class until the end of the normal Academy day. Before they return to the Academy all students and their parents/carers must have a Ready to Learn (RTL) meeting with the appropriate Pastoral Support Assistant/Head of Year or member of SLT.
- 9) Level 9 - Permanent exclusion** - Only the Headteacher, based on the evidence provided, can make the decision to permanently exclude. The decision to permanently exclude is in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Reports

Subject reports - Issued for persistent poor behaviour within a lesson. Where a student is issued a sanction for 3 consecutive lessons they should be placed on report. This report should be for a maximum of two weeks and parents/carers should be informed. Parents/carers should be updated throughout the period of the student being on report.

Tutor reports – Issued by tutors for a maximum of two period for students who are displaying persistent poor behaviour or attendance. Parents/carers should be informed at the start and updated throughout the period of the student being on report.

School Reports – Issued for students displaying a high level of persistent behaviour. Where a student has been placed in the IRR or received a suspension, Heads of Year, in conjunction with their Head of Key Stage, should consider placing a student on School Report. This will be for a fixed 4 week period with a parental meeting held at the start. Behaviour will be monitored throughout this period and parents/carers updated. At the end of the 4 week period it might be appropriate to convene a Governor's Behaviour Panel to review behaviour going forward.

Restorative Justice

In some circumstances, subject to the Trust's CCTV policy, the Victory Academy may use CCTV of an incident to help a pupil understand their behaviour and the effects that it has on the wider Victory Academy community. This will only be used where it is proportionate to do so and in situations where the senior leaders believe that it will be of assistance to the pupil concerned

Searching and Confiscation Guidance

The aim of this guidance is to explain the Academy's powers of searching pupils so that Academy staff have the confidence to use them.

Searching Pupils

Academy staff can search a pupil for any item banned under the Academy Rules, if the pupil agrees. In addition, the Headteacher, or any member of staff authorised by them, has a legal right to search pupils (and bags and lockers) without consent, when there are reasonable grounds for suspecting that a pupil has certain prohibited items. These items are bladed articles or items considered as a weapon, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any articles that have been or are likely to be used to commit an offence, cause personal injury or damage to property.

The Academy also has a legal right to search without the pupil's consent for any other item that may be banned under the Academy Rules when it is specifically stated in the Academy Rules that such an item may be searched for. This includes 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, or damage to property. The Headteacher or delegated members of staff can search a pupil on Academy premises or anywhere else where pupils are under the charge of the member of staff conducting the search, such as during an off-site educational visit. Academy staff can seize/confiscate any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to Academy discipline. The Academy is not legally required to inform parents/carers before the search takes place but will contact parents afterwards.

Members of staff can use such force as is reasonable given the circumstances when conducting a search 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. In some cases, the Academy may seek the support of the police.

Confiscation of property

The Academy reserves the right to confiscate, retain or dispose of any items that it considers to be inappropriate if reasonable to do so. This may include, but is not limited to the following:

- Any banned item specified in the Academy Rules such as a mobile phone, music player, electronic device, headphones and wireless headphones (please refer to the Electronic Devices poster)
- Any item of incorrect uniform, such as a hoodie, scarf, false eyelashes, hats/caps and jewellery
- Chewing Gum, sweets, lollipops and energy and high-sugar drinks (please refer to Banned Items poster)

In addition, the following items are not to be brought to the Academy due to the risk they pose to the safety and welfare of others

- Any aerosol including deodorants (non-aerosol deodorants are permitted)
- Any illegal substance including cigarettes, vapes, e-cigarettes, lighters and drugs paraphernalia.
- Any item that poses a threat to others including weapons or imitation weapons

Confiscated items may be retained for a period of time or until a parent/carers collects them. Some items may be disposed of or handed to a responsible authority such as the Police. Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Any data or files may be erased if necessary.

Any searches will be conducted, wherever possible, by a member of safeguarding team and/or SLT and one other member of staff. Authorisation for any search will only be given by the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or member of SLT.

Positive Handling

The aim of this policy is to explain the Academy's powers on the use of force to help staff feel more confident about using this power when they feel it is necessary.

The Academy and its staff may use reasonable force to either control or restrain a student if necessary. The term reasonable force refers to the use of physical contact with students to prevent violence or injury. Physical intervention and reasonable force should be used as a last resort. All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It also applies to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on an Academy organised visit. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. This may include, but is not limited to the following:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a student causing deliberate damage to property.
- Prevent a student leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a student from attacking a member of staff or another student, or to stop a fight
- Restrain a student at risk of harming themselves, or others, through physical outbursts.

The use of reasonable force extends to carrying out a search of a pupil without consent for the following prohibited items.

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Reasonable force should not be used to search for items banned under the school rules or as a form of punishment at any time.

Students conduct outside the school gates

The Victory Academy have the power to discipline students for misbehaving outside of the school premises whilst travelling to and from school and wearing school uniform. Any form of inappropriate behaviour which could adversely affect the reputation of the Academy will result in an appropriate sanction being issued in-line with the Academy Behaviour Policy.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management also forms part of continuing professional development. A staff training log can be found as part of our CPD records.

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher every two years. At each review, the policy will be approved by the AAB. Staff and student surveys will be regularly undertaken in order to monitor behaviour standards. Behaviour of students will be recorded through systems associated with both rewards and sanctions and can be requested by parents/carers at any time.

Victory Virtues



Bounceability



Managing
Impulsivity



Persisting



Striving for
Accuracy



Creating, imagining
and innovating



Thinking and
Communicating with
Clarity and Precision



Listening with
Understanding and
Empathy



Thinking
Interdependently



Applying Past
Knowledge to New
Situations

Appendix 2 – The Victory Five

Be Respectful • Take Pride • Have Belief



The Victory Five



Striving for Accuracy

TAKE PRIDE - RIGHT PLACE, RIGHT TIME, RIGHT UNIFORM, RIGHT EQUIPMENT



Listening with understanding and empathy

BE RESPECTFUL - LISTEN TO STAFF AND FOLLOW ALL REASONABLE REQUESTS



Persisting

HAVE BELIEF - TAKE PRIDE IN OUR LEARNING AND TRY OUR BEST



Managing impulsivity

BE RESPECTFUL - NO SWEARING OR INAPPROPRIATE LANGUAGE



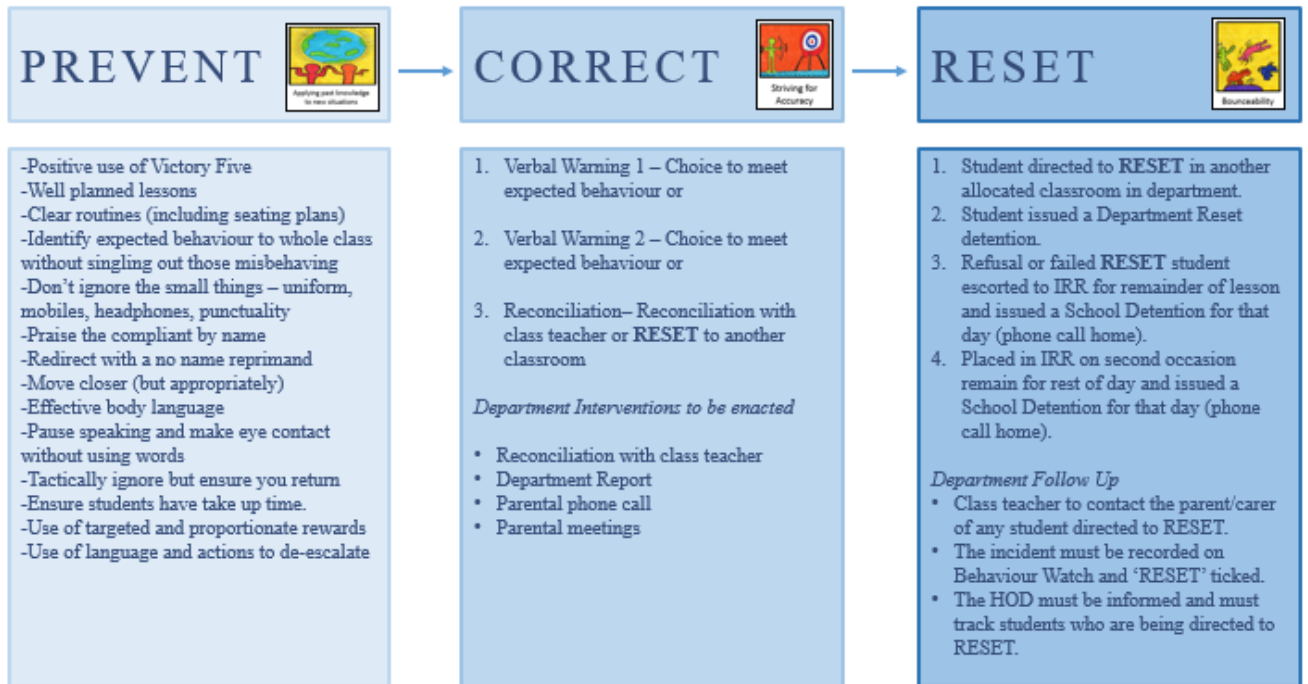
Thinking interdependently

BE RESPECTFUL - NO PLAYFIGHTING OR PHYSICAL VIOLENCE

Appendix 3 – Behaviour for Learning



Behaviour for Learning



Appendix 4 – Sanctions Procedure



Behaviour Sanctions

L9	PERMANENT EXCLUSION	
L8	SUSPENSION	
L7	ALTERNATIVE SCHOOL REFLECTION (ASR)	
L6	INTERNAL REFLECTION ROOM (IRR) 1-3 days	
L5	SUBJECT EXCLUSION	SOCIAL TIME EXCLUSION
L4	LEADERSHIP DETENTION (SLT & ELT) (45 minutes) - After school every day	PRINCIPAL DETENTION (60 minutes) - After school Thursday
L3	SCHOOL DETENTION (DMR & PSA) (30 minutes) – After school every day	
L2	DEPARTMENT RESET DETENTION (up to 20 minutes)	YEAR GROUP RESET DETENTION (up to 20 minutes)
L1	RECONCILIATION, MEDIATION, ABA, VICTORY RESPECT	RECONCILIATION, MEDIATION, ABA, VICTORY RESPECT
	BEHAVIOUR FOR LEARNING	ACADEMY CONDUCT
	PREVENT	