



The Shared Learning Trust

THE VALE  
ACADEMY

## **The Vale Academy Positive Behaviour Policy**

**Last Reviewed:** March 2017  
**Last Updated:** March 2017  
**Next Review Date:** September 2017

**Committee Responsible:** Full Governing Body and SLT

### **The Vale Academy Behaviour Policy promises to:**

- promote good behaviour, self-discipline and respect
- ensure that pupils complete assigned work
- regulate the conduct of pupils
- prevent bullying

### **Rationale**

We believe that all members of the academy's community have the right to learn without disruption from other pupils and to feel safe and secure within the academy.

We believe that by promoting positive behaviour pupils are encouraged to take responsibility for their actions and develop self-control, which will improve their self-esteem.

Good relationships between staff, parents and pupils should form the foundation for this policy. Mutual respect is crucial to maintain or re-establish good behaviour.

Close partnership with parents is valued to develop and maintain good behaviour.

It is these beliefs and our Golden Rules (Appendix 1) that lead to a positive and inclusive practice within our academy; a practice that will foster respect and consideration for others regardless of sex, educational or physical ability, religion or cultural background.

The basis for good behaviour is a respect of other people, their property and the academy environment.

## **Promoting Good Behaviour**

1. All behaviour should be measured against our accepted 'Golden Rules' (Appendix 1)).
2. One aspect of parental involvement is the signing of and commitment to the 'Home School Agreement' (Appendix 2).
3. Parents and staff will be expected to closely monitor the pupil planner.
4. At the beginning of every year staff will remind their class teacher of the 'Golden Rules.
5. Most our pupils are well behaved and want others to be so too. This policy is therefore designed to acknowledge and promote good behaviour as much as to deal with poor or unacceptable behaviour.
6. Whilst never tolerating poor behaviour we do not wish to alienate those who have not yet learned the benefits of good behaviour and will endeavour to support them in a variety of ways. For example, this support can be given through careful explanations, modelling good behaviour, giving opportunities to listen and respond to problems, learning report systems and 'Behaviour for Learning Support Programmes'.
7. We will always try to remain positive and professional in our dealings with poor behaviour. We will criticise the behaviour not the person.
8. Careful consideration to the organisation of the curriculum and class groups will be given to support good behaviour.
9. Teachers will strive to plan lessons that are engaging, suitable to the needs of the pupils and take account of their educational, cultural and religious background.
10. It is expected that classroom and homework is completed and handed in on time. Staff will provide support to pupils provided that the pupils seek help before the homework is due in.
11. The academy and teachers use a range of strategies to reward good behaviour. Teachers will use their professional judgement when giving appropriate rewards. The following is an exemplar list and teachers may use other types of appropriate rewards to reinforce and commend good behaviour.

- Verbal praise

- Stamps and certificates
- Time with Dennis
- Head teacher Awards
- House points
- Stickers and comments in diaries
- Praise text messages to parents/carers

12. The Behaviour Policy considers the Equality Act 2010 in respect of pupils with SEN.

### **Where we experience poor behaviour**

1. Where there is a breakdown of good behaviour by individuals or groups of pupils all teachers have a duty to follow the guidance and referral system in a **consistent** way, using their professional judgement. (Consistency differs from uniformity in that it allows for professional judgement to be made within specific situations.)
2. **The behaviour for Learning Steps** guide to the consequences that will be used can be viewed (see Appendix 3)
3. The pastoral / class referral system is based upon the effective work of class teachers and Learning Support Assistants who are responsible for the welfare of pupils in their class. This includes the management of rewards and consequences.
4. The member of staff present will deal with anti-social behaviour between lessons, at break times or during lunch hours. In addition to using the consequences described, suited to the severity of the incident, there is also a specific lunchtime time out session. Pupils who are sent to this lunchtime session will be recorded and if it becomes a regular event then parents will be contacted. Parents will be contacted if the tutor, behaviour manager or lunchtime co-ordinator has concerns regarding anti-social behaviour at break and lunch times. There is a lunchtime behaviour ladder. (See Appendix 3a)
5. If at any time physical contact or intervention is necessary, staff will use The Shared Learning Trust guidelines to inform their actions. Staff may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline. At any given time, there is at least one member of staff available who has completed physical restraint training.
6. Behaviour for Learning Support Programmes will be set up for specific pupils in conjunction with the parents and any outside agencies to set clear targets with appropriate rewards and consequences to improve

behaviour. Any pupil who receives an external exclusion will, on re-entry, be given an agreed plan of action and support.

7. Persistent failure to comply with the Golden Rules will result in a fixed term exclusion. A senior member of staff will inform the parents, governors and local authority. There will be a re-entry interview at which an agreed plan of action will be put in place.
8. Where it is deemed necessary a parenting contract may be used to ensure a holistic approach is used to improve an individual's behaviour.
9. The Head teacher, in consultation with the governors and local authority, will permanently exclude a pupil, in response to a serious breach, or persistent breaches, of the academy'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.
10. Disciplinary action may be taken against pupils who are found to have made malicious accusations against school staff.
11. The behaviour of pupils outside school can be considered as grounds for exclusion or other consequence that may be reasonable.

Teachers may discipline pupils for:

- Misbehaviour when the pupil is:
    - o Taking part in any school organised or school related activity or
    - o Travelling to or from school or
    - o Wearing school uniform or
    - o In some other way, identifiable as a pupil at the school
  - Or misbehaviour at any time, whether the conditions above apply, that:
    - o Could have repercussions for the orderly running of the academy or
    - o Poses threat to another pupil or member of the public or
    - o Could adversely affect the reputation of the academy
12. Staff will use their professional judgement when the behaviour is under review and if the behaviour gives cause to suspect the child is suffering, or is likely to suffer significant harm, staff should follow the academy's safeguarding policy. Staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. Staff will determine any further appropriate action, for example; meeting with

parents and/or teachers, team around the child meeting, meeting with SENDCo, referrals to the Inclusion team or other professional bodies.

13. Teachers can confiscate pupil's property. Weapons, knives, drugs, extremist literature or child pornography must always be handed over to the Police. All other items will be kept safe and returned directly to the parents/ carers.
14. Mobile phones are not allowed in the academy. However, The Academy recognises that some children who walk to and from school may need to carry a mobile phone. In these circumstances, parent/carers must complete the mobile phone usage agreement (Appendix 4) and return it to the school office. Once complete, your child is able to ring a mobile phone which will securely locked away during the day and handed back at the end of the day. If this rule is not followed the device will be confiscated and no longer allowed in the academy.
- 16 Teachers should follow the Behaviour Policy and Behaviour for Learning Steps but can use their professional judgment when issuing consequences. For example, catch up detentions may be used to redo or finish incomplete work. Consequences or proactive strategies that may be used within the behaviour policy and ladder may include:
  - A verbal reprimand
  - A written letter (informing parents)
  - 1:1 discussion/mentoring
  - Extra work or repeating unsatisfactory work until it meets the required standard
  - Loss of privileges e.g., school disco, school trips, mufti days
  - Missing break time
  - Detention including lunch
  - School based community service or imposition of a task – such as picking up litter, tidying classrooms, clearing the dining hall, removing graffiti.
  - Monitoring Report Cards – Achievement, class teacher, subject leader. Cards can be used proactively or as a consequence; rewards and consequences may be agreed by staff as appropriate.
  - Attendance or punctuality support programme
  - Confiscation or disposal of a pupils' property or food if appropriate
  - Temporary or permanent exclusion



- Behaviour Support Days/Isolation – pupils can be given reflection time/or work to be completed. Staff will decide the length of time and what the pupil may or may not do.
- Base Day – Time out/reflection time as a preventative measure of further disruptive or anti-social behaviour

This list of exemplar strategies that may be used, but teachers may use other strategies using their professional judgement to support the pupil with their educational, behavioural, social/emotional needs.

### **Permanent Exclusion**

The Head teacher may decide to exclude a pupil permanently

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

### **Conclusion**

In keeping with our academy aims, we will strive to maintain a positive partnership with our pupils, parents, governors and outside agencies to ensure a well ordered and happy school community.

### **Evaluation and Monitoring**

This policy will be reviewed yearly. As an academy, we will look at the following issues:

- Has the behaviour of most pupils remained good?
- Have the Behaviour Support Programmes been effective for most pupils using them?
- How effective have the reward systems been to promote good behaviour?
- Have the consequence procedures been used effectively to promote positive behaviour?

### **Related Policies**

Racist Incident

Complaints 'Raising Concerns'

Misuse and Use of Drugs/Alcohol

Safeguarding

Anti-Bullying

Attendance and Punctuality

Homework



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### **DfE Guidance including**

Exclusion from Maintained Schools, Academies and Pupil Referral Units in England 2012

Behaviour and Discipline in Schools January 2016

Searching, screening and confiscation – [publications.gov.uk](http://publications.gov.uk)

Use of reasonable force in schools – [publications.gov.uk](http://publications.gov.uk)



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## Appendix 1

# Our Golden Rules

We are gentle and thoughtful



We are kind and helpful to everyone



We listen and respect other  
people's opinions



We always tell the truth



We work hard in every lesson



We look after all property



If we all do this all of the time everyone will be happy and enjoy learning.

## Appendix 2

## The Vale Academy - Home Agreement

**Student Name** .....

**The Vale Academy**

**The Academy will:**

- Provide a safe, healthy and stimulating environment that encourages learning
- Praise, recognise and reward good effort and attainment
- Communicate regularly and clearly with parents/students to help ensure students achieve their full potential
- Encourage and insist on the highest standards of behaviour, courtesy and consideration towards others
- Insist on outstanding attendance and punctuality
- Set home work on a regular basis and ensure that feedback is provided
- Deliver the highest quality teaching and learning
- Report termly to parents/guardians/carers & students on progress with targets for further improvement
- Regularly seek the views of students parents/guardians/carers in order to improve performance
- Provide a broad balanced and relevant curriculum offer and encourage active interest in extra-curricular activities with full access across the whole Federation
- Actively work with partners and treat parents/carers and students with respect

**Signature** .....

**(Academy Principal)**

**Student**

**I will:**

- Attend on time every School/Academy day
- Wear the full Academy uniform with pride and respect
- Bring all the things needed to support my learning each day
- Always complete homework on time and to the best of my ability
- Do my best and be proud of both myself and others
- Be polite and respectful at all times; helpful to others and be a good friend of the community
- Keep the Academy free from litter and respect Academy property
- Be proud to be part of the Academy and set an excellent example to others
- Be the best I can possibly be

**Signature** .....

**(Student)**

**Parents/Guardians/Carers**

**I/We will:**

- Ensure that our son/daughter attends the Academy every day, on time, properly equipped and wearing full Academy uniform
- Make the Academy aware of any concerns or problems that might affect our sons/daughters work or behaviour
- Ensure our son/daughter always completes their homework on time and to best of their ability
- Communicate regularly with the Academy
- Attend the regular Parent/Teacher Progress Meetings and support discussions to enhance development
- Aim for 100% attendance & punctuality
- Engage wherever possible in Academy Activities
- Ensure our sons/daughters are fully involved in the Academy curriculum, including community projects
- Regularly praise our son/daughter to encourage achievements for their benefit and the Federation as a whole
- Work in partnership with the whole Federation to promote the best interests of our sons/daughters education

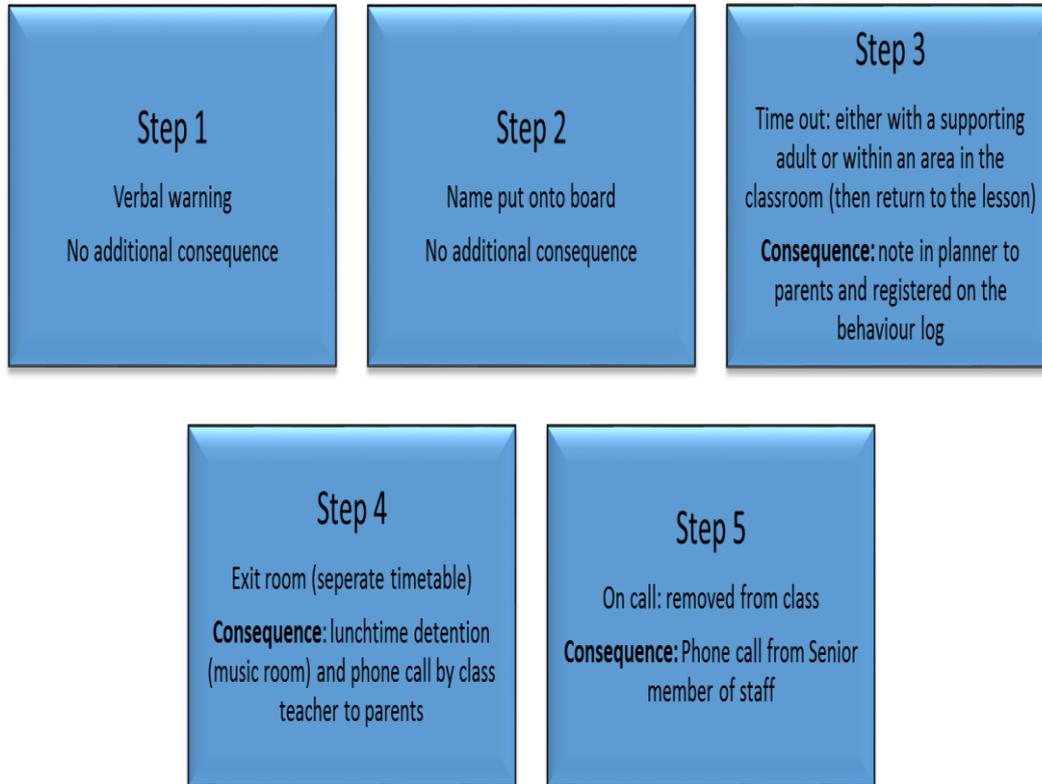
**Signature** .....

**(Parent/Guardian/Carer)**



## Appendix 3

# Behaviour for Learning Steps





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## Appendix 3a

### Lunchtime Behaviour Steps

Verbal warning  
No consequence

Sit on behaviour bench  
**Consequence:** Slip completed by duty staff, passed to form tutor and stapled into planner

Behaviour cover called  
**Consequence:** lunchtime detention, phone call home





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## Appendix 4                      Mobile Phone Usage agreement

Dear Parents and Carers

### **Mobile Phone Usage Agreement**

We have had a number of recent issues involving pupil mobile phones. It is our policy that nobody has uses their mobile phone on the academy site. Staff are only allowed to use their phones in the staffroom during the hours of 8.30am and 5.30pm. As I am sure you are also aware we have requested that any of our parents or other adults identified to drop or collect the children refrain from using their mobiles whilst on the school site. This is all under the statutory requirements of safeguarding.

With regards to children we strongly discourage any child bringing a mobile phone to school. However, we do appreciate that for very valid reasons some of you would prefer your child to have a phone with them when they walk to or from the school.

In order to monitor the safe keeping and usage of mobile phones more tightly can I therefore ask, if you do wish your child to have a mobile phone whilst travelling to or from school, to fill in the form below and either email or pass it to the school office by Thursday 15<sup>th</sup> March 2017.

Yours faithfully

Mrs R Howe  
Principal

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*Please return to Mrs. J Ratcliffe via email or the school office*

Name of child:

Form group:

I do wish my child to carry a phone on them during the walk to and from school because (please complete):

I agree that my child will hand their phone in as soon as they come on site and collect it as they leave the school premises. Please ensure that the phone is visibly labelled (or in a labelled bag):