

Behaviour Policy – appendix

Tuxford Academy

September 2023

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1 Policy appendix statement

We follow all aspects of guidance outlined in the Diverse Academies Behaviour policy:

<https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2019/08/Behaviour.pdf>

Vision, mission, and values

To achieve and maintain outstanding safeguarding practice, Tuxford Academy is committed to student wellbeing through:

- Communicating the Trust vision: **To inspire. To raise aspiration. To create brighter tomorrows.**
- Articulating the values: **We empower. We respect. We care.**

These values are underpinned by our core principles which are regularly communicated to staff, students and parents. Our students are asked to;

Be Safe

- have regard for their own safety and that of others
- remain on site throughout the academy day

Be Respectful

- be polite, courteous, respectful to everyone on the academy site
- to comply with reasonable requests or instructions made by staff on the first time of asking

Be Ready

- to learn and arrive in the academy and at lessons punctually and prepared to learn
- bring appropriate equipment

This behaviour appendix seeks to encourage students to make positive choices and reinforces those choices through praise and rewards. Our culture is centred on recognition and celebrating what is done well.

In addition to the policy, our local academy appendix outlines specific operational approaches to managing behaviour below.

2 Managing behaviour

Managing behaviour is a shared responsibility of all staff at the academy. All staff have a duty to model and always uphold the highest standards of behaviour, both in lessons and unstructured time.

The pastoral team oversee the climate for learning across the academy. This team monitors the achievement and behaviour of all students, supporting and intervening when the need arises whilst also leading on key professional development in order to empower our staff to manage behaviour at all levels. The key staff in the pastoral team for the 2023/2024 academic year are;

- Your child's form tutor
- Head of Year 7 – Mr G Holmes
- Head of Year 8 – Mr R Macpherson
- Head of Year 9 – Miss R Hawcroft
- Head of Year 10 – Mrs J Burr
- Head of Year 11 – Mrs S Smith
- Head of Year 12 – Mr T Atherton
- Head of Year 13 – Mr C Wray
- Behaviour support – Mr S Mayfield & Miss C Downing
- Vice Principal – Miss A Leathem-Pugh
- Assistant Principal – Mr C Longmore
- SENDCO – Mr S Thompson
- Safeguarding officer – Mrs M Johnson

3 The behaviour system

All strategies for managing behaviour are centred on achieving a positive climate for learning by implementing a rewards system which students are familiar with. In addition we provide high quality pastoral support to ensure interventions are in place at the earliest opportunity. This enables us to embed appropriate strategies to support all our students. Our students' behaviour is monitored through Class Charts, this allows staff and parents/carers to record and respond to patterns of behaviour. Students and parents have direct electronic access to their achievements and behaviours allowing them to monitor and take ownership.

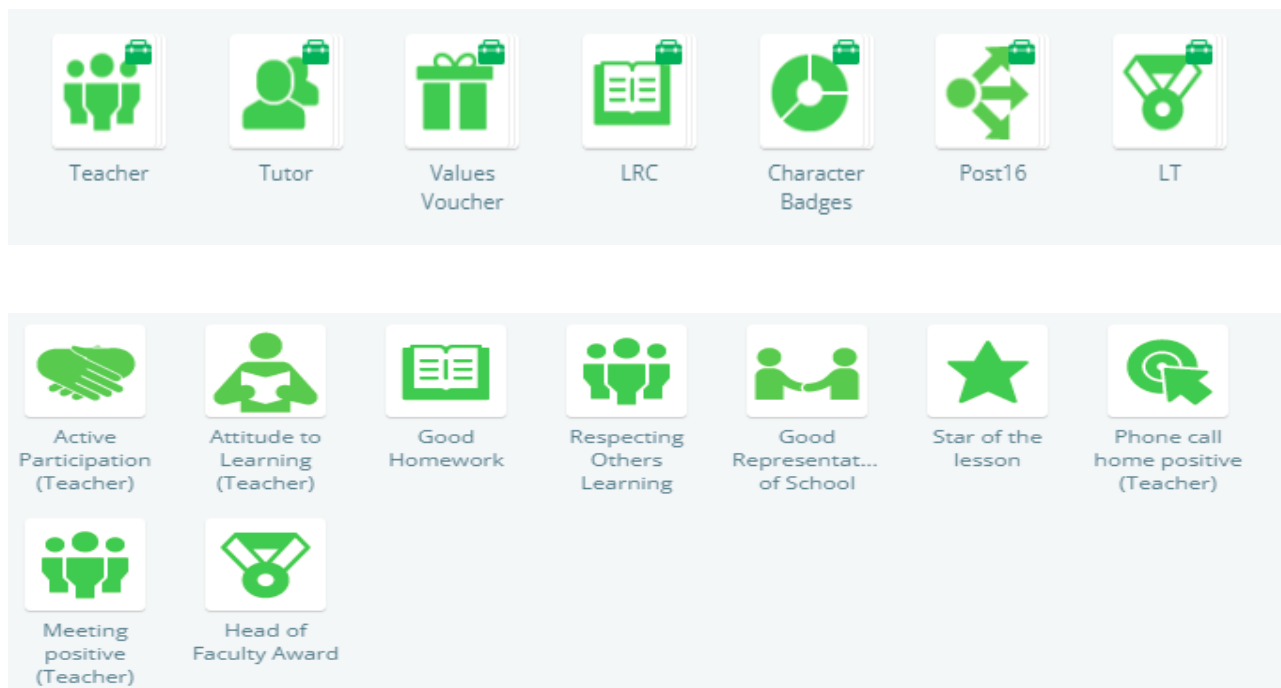
Three basic principles observed in managing behaviour

1. Reward and recognition – we acknowledge students for a number of reasons
2. Identifying and addressing behaviour that is anti-social, dangerous, or harmful to others
3. Implementing strategies to deal appropriately with poor behaviour

4 Behaviours

At Tuxford Academy we have high expectations of all students. Our approach centres on teaching and reminding students of these expectations regularly. We aim for behaviours to be built on our safe, respectful, ready mantra. This sets out a consistent starting point for recognising achievements and behaviours across the academy. We recognise excellent behaviour and positive approaches from our students and acknowledge this through regular use of rewards.

Praise, recognition and celebration of success is key in creating the culture at Tuxford. **Class Charts** is used to log positive behaviour which creates opportunities for colleagues to celebrate success with students.



A 'star of the lesson' is awarded every lesson and creates a consistent approach across the academy. This award is given for a variety of reasons and acknowledges students' input to lesson.

We recognise and reward students who go 'the extra mile'. The use of praise in developing a positive atmosphere in the classroom and beyond cannot be underestimated.

BEHAVIOURS AND ACTIONS

A GUIDE TO BEHAVIOUR AND OUTCOMES

	ACTION	OUTCOMES
SLT/HOY/HOF	<ul style="list-style-type: none">• Represent the academy• Assist at open evenings• Helping and supporting others• Contributions to the wider community over time	<ul style="list-style-type: none">• Letter home• Principal's award• Class Charts (appropriate positive behaviour)• Reward badges• Celebration evenings
Tutor/HOY	<ul style="list-style-type: none">• Helping others• Contributions during CCT• Character award badges• Contributions to the wider community	<ul style="list-style-type: none">• Positive phone call home• Class Charts (appropriate positive behaviour)• Student of the month• Wider community commendations• Great week award• Bronze, silver, gold award
Subject Lead/HOF	<ul style="list-style-type: none">• Application over a period of time• Resilience• Helping others• Taking a lead on challenges and activities• Exemplary homework/coursework/classwork	<ul style="list-style-type: none">• Positive phone call home• Class Charts (appropriate positive behaviour)• Faculty awards e.g. postcards• Student of the week
Staff member	<ul style="list-style-type: none">• Classwork• Homework• Displaying a positive attitude• Contributing to discussions• Teamwork	<ul style="list-style-type: none">• Verbal praise• Positive phone call home• Star of the lesson• Class Charts (appropriate positive behaviour)

The following behaviours are unacceptable and will result in the academy's agreed sanctions being applied. The list below is illustrative but not exhaustive. The academy will exercise discretion over any behaviour perceived as anti-social or in any way harmful to the health, safety and welfare of other individuals or the wider school community. The behaviour policy applies to students on school excursions/trips, journeys to and from the academy on public transport, school transport, on foot or by bicycle.

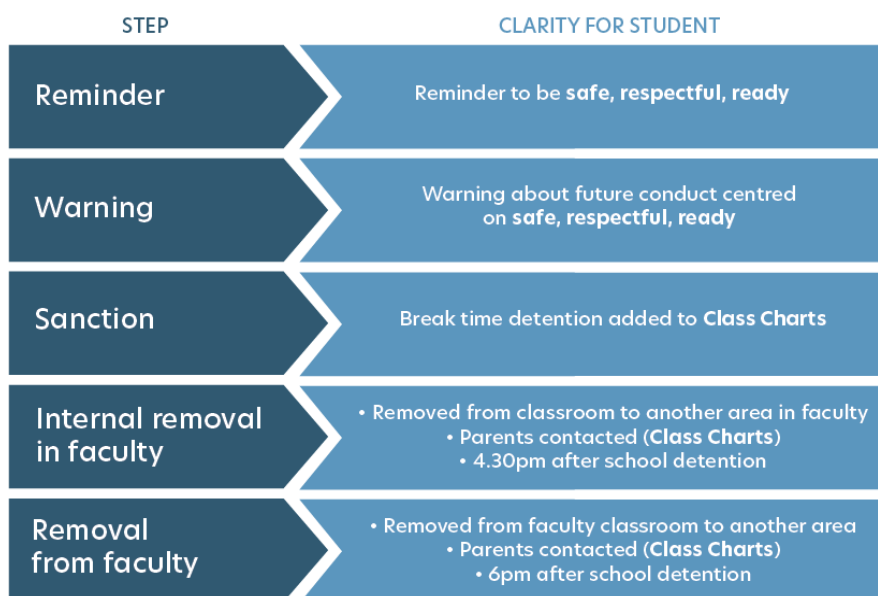
- Smoking/vaping and/or possession of tobacco/vaping products
- Substance abuse and/or non-co-operation with the school drugs policy
- Possession and/or consumption of alcohol
- Repeated non-co-operation
- Disruption to teaching and learning
- Physical altercations e.g. fighting, assault
- Bullying, including cyber bullying
- Vandalism
- Verbal attacks on others
- Behaviours linked to hate crimes e.g. racism, homophobia, transphobia
- Swearing or use of inappropriate language
- Sexual abuse and harassment
- Child on child abuse
- Extortion /theft
- Misuse of electronic devices (please see mobile phone appendices)
- Possession of firearms, imitation firearms, knives and other weapons
- Bringing the school into disrepute
- Inappropriate use of internet or social media
- Possession of pornographic and inappropriate materials
- Dangerous/anti-social behaviour
- Truancy
- Lateness to lessons
- Chewing
- Eating outside of designated areas
- Unsafe behaviours demonstrated during recreational times
- Not ready, incorrect school uniform, inappropriate jewellery
- Incorrect equipment
- Poor manners
- Inappropriate possession/use of aerosols

Tuxford Academy has a very clear system in place in order for students and parents/carers to access should they require support, these include;

- Form tutors (7,8,9,10,11,12,13)
- Heads of Year (see above)
- Behaviour support (see above)
- Senior Leaders (see above)
- Safeguarding team (see above)
- SENCO (see above)
- Mental health support team
- Counselling services
- Well-being Team
- Outside Agencies e.g. CAMHS
- Nottinghamshire Police
- Strategies to intervene and support
- Focus Centre / Off Site Provision

Managing behaviour: Lessons

Engagement with learning is always the primary aim. For the vast majority of our students, a gentle reminder is all that is needed. Where this does not work, staff will follow a stepped approach. This ensures clarity and consistency on all levels and enables teachers to teach and students to learn.



The steps above are implemented with consistency and students are familiar with the outcome linked to each step. We communicate sanctions, internal removals and removal from faculty using Class Charts which parents/carers have been encouraged to sign up to.

Managing behaviour: Unstructured time

All students are regularly exposed to our trust values; care, empower, respect. In line with those values we consistently implement our Safe Respectful Ready (SRR) message. We expect students to be safe in the choices that they make. In order to keep all students safe we expect students to treat everyone with respect. We encourage students to report concerns about their own safety or the safety of other students to an adult in the academy so that appropriate and timely action can be taken. When moving around the academy we expect all students to do so safely, responsibly and quietly, respecting other students on the corridors and those learning in lessons

In order to ensure a consistent approach is in place across the academy the use of 'value vouchers' and 'sanction slips' are in place. The use of these slips explicitly reinforces the safe, respectful, ready message during unstructured time.



Managing behaviour: The bus

A large percentage of our student population travel to and from the academy on a bus. When on the bus we expect students to respect other passengers and their possessions, follow the driver's directions without argument and remain seated throughout the journey. Students conduct and behaviour on the bus is of the utmost importance, the following behaviours will not be tolerated;

- do not speak to or distract the driver unless there is an emergency,
- stand in front of the driver on the stairwell
- Vape or smoke on the bus
- do not use foul or abusive language on the bus
- fight, spit or display aggressive behaviour
- throw items or damage the inside or outside of the bus.

Should the academy receive reports of negative behaviours on the bus then an investigation will take place and the following steps will be implemented;

- a bus warning letter to parents/carers outlining the allegations and importance of future conduct (First instance)
- a bus ban letter to parents/carers outlining that their child will have a temporary ban travelling on the bus. Parents/carers are solely responsible for ensuring their child attends school (second instance)

In extreme circumstances the bus companies who serve Tuxford Academy use may bypass the steps above and place a student on an immediate ban. This is solely at the discretion of the bus company.

5 Role of staff

The management of students' behaviour is organised through a tiered system of response. Tiers 1- 3 are overseen by Pastoral Team; and Tier 4 is overseen by the Behaviour for Learning Team. Students can be moved up or down the tiers, according to how they respond to the strategies employed. There will be exceptional circumstances where it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Child on child abuse

Negative behaviours		Suggested strategies
Tier 4 BFL/LT	Tier 3 referral	Restorative Justice conversation Detentions (6pm/Sat am) Parent meetings Suspensions Step outs Managed move Alternative provision Permanent exclusion
Tier 3 HoY	Tier 2 referral from numerous subjects	Restorative Justice conversation Detentions (after school, 4.30pm/6pm) Removal from faculty area – Class Charts and phone call in 48 hours Report Parent meetings
Tier 2 Subject Lead/HoF	Tier 1 referral Internal removal Removal away from faculty	Detentions (after school, 4.30pm/6pm) Restorative Justice conversation Report Removal from lesson – Class Charts and phone call in 48 hours Parent meeting
Tier 1 Classroom Teacher	Reminder Warning Sanction Internal removal	Reminder of SRR "What should you be doing?" Sanction added to Class Charts Internal removal Detention (break/after school) Restorative Justice conversation Contact home

6 Suspension and permanent exclusion

Suspensions and permanent exclusion decisions and processes at Tuxford Academy always adhere to the DfE guidance and the Trust Suspensions and Exclusions Policy:

<https://www.diverseacademies.org.uk/about-us/policies/>

7 Role of governors

The Governors of the Academy support the Principal and staff by:

- Promoting the core values of Tuxford Academy, where all are equally valued as members of the academy community
- Creating an effective partnership between pupils, parents, staff, and governors
- Maintaining a caring, safe, and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the academy community is safeguarded

8 Support from families

All parents/carers/families, in the promotion of positive behaviour, are expected to:

- Talk to their children about the academy expectations of work and behaviour
- Encourage children to discuss problems
- Attend parent's events and communicate with the academy any concerns/issues which may affect their child's behaviour/learning
- Ensure that their child attends academy every day and on time
- Behave in an appropriate manner towards staff in the academy
- Encourage students to use good manners
- Praise students for positive recognition received at the academy

To support parents and families, the academy will endeavour to achieve positive relationships by:

- Promoting a welcoming environment in the academy
- Communicating regular information about academy events, achievements, and issues of concern
- Encouraging parents to come into academy on occasions other than parents' evenings
- Keeping parent informed of academy activities via Weduc
- Informing parents of behaviours and accompanying actions via Class Charts

9 Allegations against staff

Allegations made by pupils against staff, will be dealt with in accordance with the [Safeguarding and Child Protection Appendix](#) and through the LADO (Local Authority Designated Person) at Nottinghamshire County Council. Allegations that are made that are found to be false, could lead to serious consequences and will be dealt with appropriately.

10 Training of staff

The academy provides relevant information and training on managing behaviour. This is through tailored training events which focus on strategies to challenge and support behaviour. New staff are also given additional training during their induction period. One key focus of the academy this year is centred on 'Fostering a positive culture of high expectations'. In order to ensure this is consistently implemented across the academy a number of training events have been scheduled across the academic year. All staff were exposed to a series of workshops in September 2023, these covered key areas;

- Classroom expectations and routines
- Class Charts
- The academy systems

These will be revisited throughout the year to ensure all colleagues across the academy are consistent in their approach.

11 Monitoring and evaluation

The academy evaluates this behaviour appendix against key improvement objectives leading to improvement in student behaviour and academic progress. The academy will monitor the use of rewards and sanctions to ensure that we are consistent in our approach.

The appendix is reviewed annually in the summer term to reflect changes in legislation, guidance and the over-arching policy set by Diverse Academies Trust.

12 Addressing Internal Truancy

When students fail to take responsibility for attending their lessons it can cause a safeguarding issue. Where a student has not arrived at a lesson within the first 10 minutes, this is classed as internal truancy. When this happens, the student will receive a sanction. A member of staff will then meet with the student to look at the causes of the internal truancy and to try and remove any barriers that the student faces.

The seriousness of the safeguarding risk will be explained to the student and home will be contacted via Class Charts. Should this become a pattern of behaviour then a pastoral or senior leader will invite parents/carers into the academy to consider steps forward. The aim of this meeting is to address the serious safeguarding risk posed by internal truancy and to draft a contract detailing expectations of the school, home and the student. This will then be subject to a monitoring period before a review meeting is held. The student's success in addressing their internal truancy and being safe, respectful and ready for learning will be recognised as part of the monitoring.