

# Behaviour Policy – appendix

Tuxford Academy

September 2024

## Contents

1 Policy appendix statement .....	3
2 Managing behaviour .....	3
3 The behaviour system .....	4
4 Behaviours .....	4
4.1 Behaviours: the buses.....	4
4.2 Addressing internal truancy.....	4
5 Role of governors.....	5
6 Support from families.....	5

# 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 2024/2025 academic year are;

- Your child's form tutor
- Head of Year 7 – Mrs S Smith
- Head of Year 8 – Mr G Holmes
- Head of Year 9 – Miss A Peel
- Head of Year 10 – Miss R Hawcroft
- Head of Year 11 – Mrs J Burr
- Head of Year 12 – Mr T Atherton
- Head of Year 13 – Mr C Wray

### 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. 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 My Academy App, this allows staff to record and respond to patterns of behaviour. Students and parents have access to achievements and behaviours through Weduc 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. **My Academy App** is used to log positive behaviour which creates opportunities for colleagues to celebrate success with students.

Where a student's behaviour falls below our expectations, staff will issue a reasonable and proportionate sanction.

#### 4.1 Behaviours: the buses

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. Student 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 may bypass the steps above and place a student on an immediate ban. This is solely at the discretion of the bus company.

#### 4.2 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. 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.

## **5 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 students, 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

## **6 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 Weduc