Thinking Schools Academy Trust

"Transforming Life Chances"

The Victory Academy
Behaviour for Learning Policy

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Position: Assistant Headteacher
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Thinking Schools Academy Trust

TSAT Behaviour Principles Guidance



The Victory Academy Behaviour for Learning Policy

The Behaviour for Learning Policy at The Victory Academy aims to ensure our decisions reflect our commitment to life-long learning and our values of Respect - Be Kind, Pride - Celebrate All and Belief - Work Hard. Promoting positive behaviour requires the commitment of all members of the Academy community, students, parents/carers, governors and staff; it requires **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) as well as adopting the Thinking Schools Academy Trust Behaviour Principles. Departments ensure the expectations regarding behaviour are shared with all students. Students are given regular reminders through daily line up, through Learning Period 1 and weekly assemblies. Where necessary individuals and groups of students will be reminded of the expectations. A consistent language is used with students using Victory Virtues (Appendix 1), Victory Values (Appendix 2) and Victory Pledge (Appendix 3). 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 staff in ensuring that teaching and learning can take place in a positive working environment.
- To develop self-discipline and encourage 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, allowing students to achieve beyond their expectations.
- To develop mutual respect among all members of the Academy community.
- To establish consistent expectations, routines and procedures.
- To ensure that students and parents/carers are introduced to the Academy's expectations upon entry through the Home-Academy Agreement (Appendix 7) and associated documents.
- To ensure that rewards and sanctions are applied consistently and systematically, and to celebrate students' success in all aspects of Academy life.
- To ensure equality of opportunity for all students.
- To foster partnerships between the home, the Academy and the wider community.
- To create a supportive environment in which positive attitudes are encouraged and respected.
- To involve the community in celebrating achievement and the positive behaviours associated with appropriate conduct.
- To promote the Academy as a central part of the community.
- To prepare students to play an effective role in society.

Roles and Responsibilities

1) The Governing Body will establish, in consultation with the Headteacher, staff, and parents/carers, a policy that promotes the standards of behaviour expected within the Academy and will keep this policy under regular review. It will ensure that the policy is communicated effectively to students and parents/carers, is non-discriminatory, and sets out clear expectations. Governors will support the Academy in maintaining high standards of behaviour among both students and staff. The Headteacher will be responsible for the implementation and day-to-day management of the policy and its associated procedures.

2) Senior Leadership Team (SLT) – Serious behaviour incidents will be addressed by Heads of Department, Heads of Year, and members of the Senior Leadership Team. The Senior Leadership Team will support staff within classrooms and around the Academy by maintaining a high-profile presence and ensuring the consistent implementation of the Behaviour for Learning Policy.

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

- Create a positive learning environment based on the Academy's ethos and high expectations.
- Teach and model appropriate behaviour, alongside high standards of attendance and punctuality.
- Use a consistent approach and language when addressing behaviour through the Victory Virtues (Appendix 1), Victory Values (Appendix 2), Victory Pledge (Appendix 3), and Behaviour for Learning (Appendix 4).
- Deliver high-quality, engaging lessons.
- Record and monitor the behaviour of students in their care on Arbor.
- Encourage students to be socially responsible both within and beyond the Academy.
- Communicate with other staff, parents/carers, and students regarding individual students' learning, behaviour, and achievements.

The Home Academy Agreement can be found in Appendix 7. By accepting a place at the school, parents/carers and students agree to fulfil the expectations of the agreement.

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

- Support the Academy's Behaviour for Learning Policy.
- Support their child's learning and behaviour by discussing any issues that may arise.
- Work in partnership with the Academy to help maintain high standards of behaviour.
- Take responsibility for their child's behaviour both within the Academy and in the wider community.

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

- Abide by the Home-Academy Agreement (Appendix 7) and follow the expectations set out in the Victory Virtues (Appendix 1), Victory Values (Appendix 2), and Victory Pledge (Appendix 3).
- Report any incidents of disruption, violence, bullying, or any form of harassment.
- Follow the Academy's building regulations and health and safety requirements.
- Refrain from smoking or vaping in school, while travelling to and from school, or at any time when wearing the school uniform. This includes all types of e-cigarettes and vaping devices.
- Use mobile phones, headphones (including wireless headphones), and other electronic devices responsibly. Students may bring such items into school at their own risk. All devices must be switched off, kept out of sight while on the Academy site, and stored in the phone pouch provided by the Academy. Further information can be found in the Mobile Phone section of this policy below.

Behaviour for Learning within the Classroom
The Academy is committed to creating a calm, purposeful and disruption-free learning environment in which all students can thrive. High standards of behaviour are promoted through consistently well-planned lessons, the implementation of the Academy's Universal Offer, the use of Language for Learning and the explicit teaching and recognition of the Academy's values. Staff will use positive relationships, clear routines, adaptive teaching strategies and targeted rewards to prevent disruption and promote engagement in learning. Expectations will be communicated clearly to all students and staff will address low-level disruption promptly, including concerns relating to uniform, equipment, mobile phones, headphones and punctuality.

Where behaviour falls below expected standards, staff will follow the Academy's staged Behaviour for Learning process. Students will first receive a verbal warning, providing them with an opportunity to reflect on and improve their behaviour. If the behaviour continues, a reconciliation stage will be implemented, during which support and restorative conversations will be facilitated, including the involvement of the On Call team where appropriate. Should a student's behaviour continue to disrupt learning, or where the seriousness of the incident warrants immediate intervention, a reset will be issued and further sanctions or support measures may be applied. Throughout this process, the Academy seeks to balance high expectations with support, ensuring that students are provided with opportunities to learn from their mistakes, repair relationships and successfully re-engage with their learning.

This graduated approach ensures consistency, protects learning time and promotes a culture in which every student is expected, and supported, to meet the Academy's high standards of behaviour.

Punctuality to School
Students are expected to arrive at the Academy by 8:30am to attend line-up and be ready for the start of Learning Period 1 at 8:35am. Any student arriving after 8:35am will be recorded as late. The Academy operates a graduated response to lateness including supportive procedures in place to promote good punctuality and address any concerns. Punctuality is essential to ensure students are fully ready for learning and do not miss valuable learning time. For further information regarding punctuality expectations, late arrival procedures, and the support available, please refer to the Academy's Attendance Policy and Academy website.

Curriculum, Recording and Communication
The Academy uses Arbor to record all positive behaviour points and negative behaviour incidents. In addition, Arbor is used to record any interventions and support in place. Where necessary, incidents of a safeguarding nature are also recorded on CPOMS (Child Protection Online Management System). At the time of an incident, the student's voice will be listened to. Where necessary, this will be recorded as a written pupil voice statement alongside written statements from other students, and this will be attached to a Behaviour Incident or Pastoral Note on Arbor. As part of the guidance issued to staff, regular communication with parents/carers is encouraged. The Academy uses parental meetings, phone calls, emails and text messages to communicate with parents/carers regarding Academy policy, individual incidents, ongoing concerns relating to students, and welfare follow-ups. All of this evidence is recorded on Arbor.

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) based on the areas and level of need.



There are weekly provision meetings, coordinated by the Academy SENCo, where referrals for provision are discussed as part of our graduated approach. In addition, the weekly Inclusion Meeting is chaired by the Headteacher and focuses on support for 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 reward, 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 ensure that Arbor Behaviour Points are issued in every lesson, regardless of the students' Key Stage.

Arbor positive logs will be issued for the following:

- Clubs – For example attending Table Tennis club
- Department Rewards – For example being selected as Artist of the lesson
- Victory Values – For example Belief – Work Hard
- Enrichment – For example receiving an Academic reward
- Victory Citizen Award
- Correct Uniform
- 6th Form Tutor Award
- Praise Postcard
- Out of Class Learning
- Victory Virtues – For demonstrating striving for accuracy
- Cultural Passport – For example creating and sharing a piece of creative writing
- LP7 – Attendance to a further support session for example LP7 Business

1) **Level 1** – **Victory Citizen Achievement Points** - Issued during every lesson regardless of a student's Key Stage.
2) **Level 2** – **Department Points** – Issued for one student per lesson who demonstrates excellent effort, achievement or positive behaviour within their subject lesson. Student receives a Department Point.
3) **Level 3** - **Victory Postcard** – Issued by class teachers for exceptional effort, achievement or positive behaviour within a lesson. Student receives 5 Arbor Positive Behaviour Point.
4) **Level 4** – **Star Learner –** Nominations weekly by Form Tutors for effort, positive behaviour points, excellent attendance and achievement.
5) **Level 5** – **Termly Subject, Tutor and Victory Virtues Award** – nominations received from class teachers, Heads of Department and tutors. Students receive 20 Arbor Positive Behaviour Points.
6) **Level 6** – **Termly House Leader or Head of Year Award** – Issued to the two students who have the highest number of achievement points and least behaviour incidents and made the most progress or attainment over the last term. Student receives 25 Arbor Behaviour Points.
7) **Level 7** – **End of Term Celebration Event (Christmas, Easter and Summer)** – End of Term celebration event in Houses or Year groups where students are recognized academically or pastorally. Prize draws conducted for those invited as part of their assembly celebrations with vouchers awarded to students.
8) **Level 8** – **Academy Celebration Awards** – 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 has no unauthorised absence 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 Arbor Behaviour Points will receive a certificate in their Celebration Assembly. Positive points are counted up using Arbor

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

Arbor Behaviour Points can be exchanged for rewards from The Victory 'Shop' in Student Services. If a student chooses to 'cash

in' their Arbor Achievement Points, the points will remain on Arbor and will not affect their total for the current academic year. Students can continue to collect Achievement Points and 'cash in' again to choose another item from the shop. A range of items is available, including Love2Shop gift vouchers, stationery, sporting equipment, USB drives and a Year 11 Prom ticket.

Behaviour Sanctions (See Appendix 6)

In order to maintain consistency across the Academy, it is imperative that the sanction procedures are followed by all staff. To ensure incidents are dealt with as quickly as possible, students will only ever be given one opportunity to complete the set sanction. All students are expected to attend after-school detentions. House, Department and Leadership detentions will be set on Arbor and will be available for parents/carers to view. In some cases, additional contact may be made with parents/carers; however, successful contact is not a prerequisite for a student being required to attend. There is a clear hierarchy and increasing severity of sanctions that the Academy may impose. However, a student may enter the system at any level, 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 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. Reasonable adjustments will also be considered where appropriate including for those students with SEND or safeguarding needs.

Whilst a sanction, detentions should be used to clarify expectations and move the situation forward so that there is no repeat of the behaviour.

Department for Education (DfE) Guidance

In accordance with Department for Education (DfE) guidance and the Education Act 2011, the Academy is not required to provide 24 hours' notice before issuing an after-school detention. Parental consent is not required, and the Academy is not required to have made direct contact with a parent/carer before a detention takes place. When issuing detentions, the Academy will always ensure that the sanction is reasonable and will consider any relevant individual circumstances, including a student's ability to travel home safely. Parents/carers may be notified of a detention by telephone, voicemail, text message, email or other appropriate means; however, this notification is not a legal requirement. The Academy will exercise professional judgement to ensure all sanctions are fair, proportionate and in line with current DfE behaviour guidance. (https://www.gov.uk/school-behaviour-exclusions)

1) **Level 1 – Reconciliation, Mediation, Acceptable Behaviour Agreement (ABA) and Victory Reflection** – At this stage, a reconciliation meeting may take place. Reconciliation is a restorative conversation between the parties involved, which aims to repair relationships, resolve conflict and enable all individuals to move forward positively. The purpose is to ensure that students understand the impact of their actions, have the opportunity to express their views, and work towards restoring professional and respectful relationships. Reconciliation will only take place with the agreement of all parties involved. Mediation may also be explored at this stage. Mediation is a structured process, facilitated by a member of staff, which allows those involved to discuss concerns, identify solutions and agree positive ways of working together in the future. The purpose of mediation is to promote understanding, prevent further incidents and support students in developing their communication and conflict-resolution skills. Students may also be required to complete an Acceptable Behaviour Agreement (ABA). This is a supportive intervention that clearly outlines the Academy's expectations, rules and Victory Values, while providing evidence of the strategies and support put in place to help the student make positive behaviour choices. In addition, students may complete a Victory Reflection, which provides an opportunity for them to acknowledge their behaviour, take ownership of their actions and reflect on the impact of their choices on themselves and others. This reflective process is intended to support personal growth, encourage accountability and reduce the likelihood of repeated incidents.

2) **Level 2 - Department Detention (up to 20 minutes)** – At this stage, a Department Detention may be issued and recorded on Arbor. Department Detentions are arranged and administered by individual departments or specific teachers in response to behaviours that do not meet the Academy's expectations. They provide an opportunity for students to reflect on their behaviour, address concerns raised by staff and take steps to prevent a recurrence.

Examples of reasons for a Department Detention include failure to complete Out of Class Learning (OOCL), incorrect equipment, incorrect uniform or other departmental concerns. The detention will be communicated to students and recorded on Arbor, where it will also be available for parents/carers to view.

3) **Level 3 – House Detentions (25 minutes)** - House Detentions are administered by House Support Assistants (HSAs) and are used to address behaviours that fall below the Academy's expected standards. House Detentions take place after school each day from **3:05pm to 3:30pm** and are delivered across **two detention venues**, with two Houses assigned to each venue. A House Detention may be issued for a range of reasons, including insufficient classwork, the use of inappropriate language, behaviour that prevents a calm and safe environment, refusal to follow staff instructions, and persistent lateness to school. The purpose of the detention is to provide students with an opportunity to reflect on their behaviour, reinforce the Academy's expectations and support positive behaviour change. All House Detentions are recorded on Arbor, and parents/carers may be informed where appropriate. Failure to attend a House Detention without a valid reason may result in the sanction being escalated in line with the Academy's Behaviour for Learning Policy.

4) **Level 4 - Leadership Detentions (45 minutes)** – Leadership Detentions are issued when a student fails to attend a House or Department detention, or when a student's behaviour has escalated to a level that requires a more significant sanction than a Level 1, Level 2 or Level 3 consequence. Leadership Detentions are overseen by a member of the Senior Leadership Team (SLT) or Extended Leadership Team (ELT) and last for 45 minutes. The purpose of the detention is to reinforce the Academy's high expectations, promote accountability and encourage students to reflect on their behaviour and the impact of their actions. All Leadership Detentions are recorded on Arbor, and students are reminded of the detention by their Form Tutor on the morning that it is due to take place. Failure to attend a Leadership Detention may result in further sanctions being applied in line with the Academy's Behaviour for Learning Policy.

5) **Level 5 – Subject Exclusion / Social Time Exclusion** – Subject Exclusions and Social Time Exclusions may be issued where a student's behaviour persistently falls below the Academy's expectations. Where concerns within a particular subject continue despite support and intervention, the Head of Department may arrange for a student to be temporarily removed from that subject for a period of up to two weeks. Parents/carers will be informed, and the student will be placed on Department Report when they return to lessons. During the period of removal, the student will complete work and continue their learning under the supervision of the Head of Department or another senior member of staff within the department or placed in the Internal Reintegration Room (IRR). The purpose of this intervention is to support improved behaviour, restore positive learning relationships and enable the student to successfully re-engage with lessons. In addition, where a student persistently displays inappropriate behaviour during social times, including break and lunchtime, a Social Time Exclusion may be issued. Parents/carers will be informed, and appropriate supervision arrangements will be put in place for the duration of the exclusion.

6) **Level 6 - Internal Reintegration Room (IRR)** – The aims of the Internal Reintegration Room (IRR) are to improve student behaviour through a period of structured reflection, support positive behaviour change, reinforce the Academy's expectations and reduce the number of suspensions. The IRR is used when a student has displayed serious or inappropriate behaviour, persistently refused to attend their timetabled lesson, failed to attend a Leadership Detention, or demonstrated persistent disruptive behaviour and/or refusal to comply with the Academy Behaviour for Learning Policy. Referrals to the IRR may be made by Heads of Department (HODs), House Leaders (HLs) and Heads of Year (HOYs) but must be authorised by the relevant House Leader or Head of Year before the student and their parent/carer are informed. Parental contact will be made by the member of staff recommending the sanction.

   The Internal Reintegration Room operates from 8:35am to 3:30pm. Students continue to follow their normal curriculum, with work set by teaching staff through a Mapped Curriculum on Microsoft Teams or alternative agreed methods. Students follow the Academy's usual break and lunchtime arrangements; however, they remain under supervision either within the IRR or by a member of the Senior Leadership Team (SLT). Any student directed to the IRR during the school day for refusing to comply, failing to attend a timetabled lesson or receiving a 'Call Out' will remain in the IRR until the end of the session, break, lunchtime or the end of the school day, as determined by the

Academy. During their placement, students are expected to engage positively with their learning and reflect on the behaviours that led to the sanction.

To support a focused learning environment, students are required to surrender all electronic devices, including mobile phones and other internet-enabled devices, for the duration of their placement in the Internal Reintegration Room. Following their time in the IRR, students may be required to participate in a reintegration meeting and/or be placed on an appropriate monitoring report to support a successful return to lessons.

IRR Pending Investigation - Students may be placed in the Internal Reflection Room (IRR) pending investigation where their behaviour does not meet the Academy's expectations or where there is an alleged breach of the Behaviour for Learning Policy that requires further investigation. This may be used to ensure that a thorough and fair investigation can take place, allowing staff to gather information, review evidence and obtain statements from those involved. Placement in the IRR pending investigation should not be viewed as a predetermined outcome but as a measure to support the investigation process and maintain the safe and orderly running of the Academy. Whilst in the IRR, students will be expected to adhere to all IRR expectations and complete work provided by staff. Students placed in the IRR pending investigation will remain there until 3.30pm, unless otherwise directed by a member of the Leadership Team.

7) **Level 7 - Suspension –** Suspension from the Academy is viewed as one of the most serious sanctions, and the Academy will do everything within its power to avoid its use wherever possible. However, in some circumstances, the Academy may use suspension and, where appropriate, consider permanent exclusion for behaviour that is extreme or poses a significant risk to the safety and wellbeing of staff or students. Before making a decision to suspend or exclude, the Academy will ensure that a thorough investigation has been carried out. This will include providing the student with an opportunity to give their version of events, both orally and in writing, using a Pupil Voice Statement Form. The decision to suspend a student can only be made by the Headteacher. Each suspension will be considered on an individual basis, and all relevant circumstances will be taken into account. No student will be sent off-site before the end of the Academy day unless contact has been established with a parent/carer. If contact cannot be made, the student will remain on site and be withdrawn from lessons until the end of the normal Academy day. Prior to returning to the Academy, all students and their parents/carers will be required to attend a Ready to Learn (RTL) meeting with the appropriate Pastoral Support Assistant, House Leader, Head of Year or member of the Senior Leadership Team (SLT).

8) **Level 8 - 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 Academy's Behaviour for Learning 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.

Alternative School Reflection (ASR)

As part of our Inclusion framework the school might consider that, in order to improve a students' behaviour, it will offer a period of reflection at another school. This will give students' the opportunity to review their behaviour and receive intervention support. The Academy works in partnership with a number of local schools to ensure that appropriate provision is available. Parents/carers will be contacted if the school believes an Alternative School Reflection will be beneficial. During this contact the location, date and time of the ASR will be agreed. Requests for Alternative School Reflection will be completed by a member of the Senior Leadership Team. When offering an ASR the individual circumstances of each student will be considered including any SEND or safeguarding needs.

Offsite Direction/Managed Moves

A direction off-site may be considered by the Academy with the aim of improving a student's behaviour where it does not meet the Academy's expectations. The length of the off-site direction will be discussed and agreed with parents/carers, The Victory Academy and the receiving school. Parents/carers will be notified about an off-site direction, as soon as practicable and no later than 2 school days before the placement begins. In addition, prior to starting the following information will be shared;

- The address where the provision will be provided
- The person the student should report to when they first attend the provision
- The reasons for, and objectives of, imposing the requirement

At the end of this period, the student will either return to The Victory Academy or the period of off-site direction may be extended.

In some instances, it may be agreed by all parties that the off-site direction takes place prior to a Managed Move. At the end of the off-site direction period, and where agreed by all parties, the student will transfer permanently to the roll of the receiving school. Managed Moves are voluntary and require the agreement of all stakeholders involved, including parents/carers and the admission authority of the receiving school. Managed Moves will also follow the School Admissions Code. Managed Moves are used to support students and should only take place where they are considered to be in the student's best interests.

Keep students off-site for safeguarding purposes

On rare occasions it may be necessary for us to separate 2 or more students for safeguarding purposes. This wouldn't be considered an exclusion on disciplinary grounds. In these cases it will be determined that separating students is essential, and there isn't a practical way to allow one or more students involved to remain on school premises Decisions will be made on a case-by-case basis, with our designated safeguarding lead (DSL) taking a lead role and using their professional judgement, supported by agencies like children's social care and the police as required.

Parents/carers will be informed of the reason why, and we will notify your governing board without delay. Unless the school or the student's parents/carers choose to arrange education the local authority must arrange education for the student. We will support the student to reintegrate into school life once they return

Mobile Phones

The Academy is committed to providing a calm, safe, focused and disruption-free learning environment. In line with The Thinking Schools Academy Trust's expectations and Department for Education guidance that schools should operate as mobile phone-free environments wherever possible, students are not permitted to use mobile phones during the school day. This restriction applies to all students, including those in the Sixth Form, unless a specific exemption has been agreed by the Academy.

For the purpose of this policy, the term *mobile phone* includes mobile phones, smartphones, smartwatches, earbuds, tablets and any other device capable of communication, internet access, photography, audio recording, video recording or similar functions.

Mobile Phone-Free School Day
Students do not require a mobile phone during the school day. Upon arrival on the school site, students must switch off their mobile phone and secure it within the Academy-issued mobile phone pouch. It is the student's responsibility to ensure that their device is switched off, stored correctly and secured for the duration of the school day.
Once locked, the pouch should be kept securely in the student's bag, blazer pocket or locker and must remain locked throughout the school day, including:

- Before school;
- During Learning Periods;
- During lesson changeovers;
- Breaktime;
- Lunchtime;
- Intervention sessions;
- Educational visits and trips;
- Enrichment activities and clubs;
- unless otherwise directed by a member of staff.

As part of the Academy's daily "Ready to Learn" routine, staff will routinely check mobile phone pouches alongside equipment, uniform and readiness for learning expectations. Students must also ensure they bring a printed copy of their timetable to school each day and must not rely on a mobile device to access timetable information.

For Sixth Form students, these arrangements apply whilst on the main school site. Alternative arrangements may apply within designated Sixth Form Centre provision. At the end of the school day, students may unlock their pouches using the designated unlocking stations as they leave the school site.

Confiscation of Mobile Phones

Any mobile phone or electronic device that is seen, used, heard or otherwise found outside of an Academy mobile phone pouch during the school day will be confiscated immediately.

Where a phone is confiscated:

- The mobile phone and SIM card will be retained by the Academy.
- There will be no opportunity for the SIM card to be removed prior to confiscation.
- The device will be confiscated for a period of two school weeks.
- The phone will not be available for collection during this period.
- If the confiscation period ends during a school holiday, the device will be returned when the student returns to school.
- If a student refuses for their phone to be confiscated, and this refusal continues after contact with parent/carers, they will receive a sanction (likely to be a suspension) that is commensurate with the period of confiscation.
- Educational interventions may accompany the confiscation to reinforce the Academy's expectations regarding responsible technology use.

Where a student's phone is confiscated on a second occasion within the same term, the mobile phone will be retained until the end of the following term. Where necessary for safeguarding or travel purposes, the Academy may provide a basic temporary phone to support a student's journey home.

Tampering with Mobile Phone Pouches

Students are expected to take reasonable care of their mobile phone pouch and must not attempt to damage, bypass or interfere with its operation.

Evidence of tampering with a pouch may result in the student being required to pay for a replacement pouch at a cost of £20. Examples of tampering include, but are not limited to:

- Damage to the locking mechanism;
- Significant scuffing or damage to the locking button or ball;
- A cut, torn or damaged pouch;
- A bent, cut or otherwise altered pin;
- A pouch that has been opened without the use of an authorised unlocking station.

Where accidental damage occurs, students should report this to a member of staff immediately. Failure to report damage before it is identified by staff may result in the damage being treated as deliberate.

Bypassing of the Mobile Phone System

The Academy views attempts to bypass the mobile phone-free system as serious breaches of the Behaviour for Learning Policy.

The following sanctions will normally apply:

- Possession, use or distribution of a device designed to release or unlock mobile phone pouches will result in a suspension.
- The use of a "decoy phone" or substitute device to avoid compliance with this policy will result in placement in the Internal Reintegration Room and the confiscation of the student's actual mobile phone in accordance with this policy.
- A student who refuses to hand over a mobile phone when instructed by a member of staff will be removed from lessons and placed in the Internal Reintegration Room whilst the Academy seeks parental support to secure compliance.

Searching for Mobile Phones and Prohibited Devices

- The Academy reserves the right to search a student, their possessions or their locker where there are reasonable grounds to suspect that they may be in possession of a mobile phone in breach of this policy or a device capable of bypassing the pouch system.
- In addition, the Academy may conduct random searches where necessary to maintain high standards of behaviour, safety and compliance with Academy expectations. All searches will be conducted in accordance with current Department for Education guidance on searching, screening and confiscation and with due regard to students' dignity, welfare and rights.

Exceptional Circumstances

The Academy recognises that, in exceptional circumstances, a student may require access to a mobile device for medical, safeguarding or other individual needs. Requests for exemption should be discussed with the Academy in advance and will be considered on a case-by-case basis. The Headteacher reserves the right to determine appropriate arrangements where exceptional circumstances apply.

Reports

Subject Report

Subject Reports are issued where a student demonstrates persistent poor behaviour within a particular subject area. Where a student receives behaviour sanctions across a number of lessons within the same subject, the class teacher and Head of Department should consider placing the student on a Subject Report. The report will normally last for a maximum of two weeks and will monitor behaviour, engagement, effort and completion of classwork. Parents/carers will be informed at the start of the report period and provided with updates on the student's progress throughout.

Tutor Report

Tutor Reports may be issued by Form Tutors for students who are displaying persistent concerns relating to behaviour, punctuality, organisation, conduct or attendance. Tutor Reports will normally be issued for a period of up to two weeks and are intended to provide additional daily monitoring, check-in and support. Parents/carers will be informed when the report is initiated and will receive updates throughout the monitoring period.

House Leader or Head of Year Report

Where concerns persist despite intervention through Subject or Tutor Reports, students may be placed on a House Leader or Head of Year Report. This report provides a higher level of monitoring and accountability and may be used where a student's behaviour, attendance, punctuality or attitude to learning is causing concern across multiple subjects. The report will normally last for a period of two weeks and will include regular reviews with the House Leader or Head of Year. Parents/carers will be informed when the report is issued and will receive regular updates regarding progress and any further actions required.

School Report

School Reports are issued for students displaying a high level of persistent behavioural concerns or where previous interventions have not secured the required improvements. Following a placement in the Internal Reintegration Room (IRR) or a suspension, the House leader or Head of Year, in consultation with the relevant Head of Key Stage, should consider whether a student should be placed on School Report. School Reports will normally run for a fixed period of two weeks and will begin with a meeting involving the student and their parent/carer. Behaviour, attendance, punctuality and attitude to learning will be closely monitored throughout the report period, with regular communication maintained with parents/carers. At the conclusion of the report, Academy leaders will review the student's progress and determine whether further intervention is required. Where concerns remain significant, a Governor Behaviour Panel may be convened to consider additional support and strategies moving forward.

Restorative Justice

In appropriate circumstances, and in accordance with the Trust's CCTV Policy and data protection requirements (https://www.tsatrust.org.uk/site/assets/files/1125/cctv_policy_1.pdf), the Victory Academy may use CCTV footage of an incident as part of a restorative conversation to help a student understand their behaviour and the impact it has had

on others and the wider Academy community. CCTV footage will only be used where it is lawful, proportionate and considered beneficial in supporting the student's understanding, reflection and future behavioural improvement. The use of CCTV in this way will be authorised by Senior Leaders and will always be undertaken in accordance with the Academy's safeguarding, data protection and behaviour procedures.

Searching and Confiscation Guidance

The purpose of this section is to explain the Academy's powers to search students and to ensure that staff understand and can confidently exercise these powers where appropriate.

Searching Students
Academy staff may search a student for any item banned under the Academy Rules where the student agrees to the search.

In addition, the Headteacher, and any member of staff authorised by the Headteacher, has a statutory power to search a student, their possessions, bags or lockers without consent where there are reasonable grounds for suspecting that the student may be in possession of a prohibited item. Prohibited items include:

- Knives and other bladed articles;
- Offensive weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco products, cigarette papers, nicopods, snus and vaping devices;
- Fireworks;
- Pornographic images; and
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury to any person, or damage to property.

The Academy may also search without consent for any item identified in the Academy Rules as an item for which a search may be conducted.
Searches may be carried out on Academy premises or, where appropriate, when students are under the lawful control or charge of Academy staff, including during educational visits and other off-site activities.

Any item found during a search that is prohibited, banned under Academy rules, or considered harmful to the safety, welfare or good order of the Academy may be seized and confiscated in accordance with DfE guidance and the Academy's Behaviour for Learning Policy. (Behaviour in Schools - Advice for headteachers and school staff Feb 2024)

The Academy is not legally required to inform parents/carers before a search takes place. Following a search, the Academy will normally contact parents/carers and will determine the most appropriate form of communication based on the circumstances of the incident and any safeguarding considerations.

Where necessary, members of staff may use reasonable force to conduct a search for prohibited items where legislation permits. Any force used will be reasonable, proportionate and in accordance with the Academy's Use of Reasonable Force guidance below. In some circumstances, the Academy may seek support from the police.

Confiscation of property

The Academy reserves the right to confiscate, retain or dispose of any item that it reasonably considers to be inappropriate, prohibited, unsafe, or detrimental to the maintenance of a safe, orderly and productive learning environment.

The Academy reserves the right to confiscate, retain or dispose of any item that it reasonably considers to be

inappropriate, prohibited, unsafe, or detrimental to the maintenance of a safe, orderly and productive learning environment. This may include, but is not limited to:

- Any item banned under the Academy Rules, including mobile phones, music players, electronic devices, headphones and wireless headphones.
- Any item of non-compliant uniform, including hoodies, scarves, false eyelashes, hats/caps and jewellery.
- Chewing gum, sweets, lollipops, energy drinks and other high-sugar drinks.

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 product, including aerosol deodorants (non-aerosol deodorants are permitted).
- Any illegal or prohibited substance, including cigarettes, vapes, e-cigarettes, tobacco products, nicopods or snus, lighters, drugs and drug paraphernalia.
- Any item which may pose a risk to the safety of others, including weapons, imitation weapons or dangerous objects.

Where a member of staff lawfully searches and confiscates an electronic device, they may examine data or files on the device where there is good reason to do so and where permitted by legislation and DfE guidance. The Academy may delete data or files where there is a lawful reason for doing so, including where the material may cause harm, constitute a safeguarding risk, or be in breach of Academy expectations.

Where possible, searches will be conducted by a member of the Safeguarding Team and/or Senior Leadership Team (SLT) in the presence of a second member of staff. Authorisation for a search without consent will normally be provided by the Designated Safeguarding Lead (DSL), a Deputy Designated Safeguarding Lead (DDSL), or a member of the Senior Leadership Team. However, where circumstances require an immediate response to safeguard students or others, a search may be undertaken by an appropriately authorised member of staff in accordance with the Academy's statutory powers and current DfE guidance. (Searching, Screening and Confiscation)

Use of Restrictive Interventions and Seclusion

The purpose of this section is to explain the Academy's powers relating to the use of reasonable force and to provide staff with the confidence to act appropriately, lawfully and proportionately when intervention is necessary to protect students, staff and others.

The Academy is committed to creating a calm, safe and supportive environment in which positive behaviour is encouraged. Staff will always seek to manage behaviour through positive relationships, clear expectations, de-escalation strategies and preventative approaches before considering physical intervention wherever this is safe and appropriate to do so. Physical intervention, positive handling and the use of reasonable force will only be used as a last resort.

All members of Academy staff have a legal power to use reasonable force and positive handling. This power also applies to individuals whom the Headteacher has temporarily authorised to have charge of students, such as volunteers or adults accompanying students on Academy activities. Reasonable force and positive handling may be used to prevent students from:

- Causing injury to themselves or others;
- Committing an offence;
- Damaging property; or
- Causing serious disruption to the good order and discipline of the Academy.

Reasonable force and positive handling may be used in circumstances including, but not limited to:

- Removing a disruptive student from a classroom where they have refused to follow an instruction to do so;
- Preventing a student from behaving in a way that disrupts an Academy event, educational visit or trip;
- Preventing a student from causing deliberate damage to property;
- Preventing a student from leaving a classroom or supervised area where doing so would place them or others at risk;

- Preventing a student from attacking a member of staff or another student, or to stop a fight;
- Restraining a student where there is an immediate risk of harm to themselves or others.

Any use of force must be reasonable, proportionate and necessary in the circumstances known to the member of staff at the time. The degree of force used must be the minimum required to achieve the desired outcome and must cease as soon as it is no longer necessary.
The use of reasonable force extends to carrying out a search without consent for prohibited items where authorised by law. Such items include:

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

Reasonable force or positive handling will not be used to search for items that are banned solely under Academy Rules and will never be used as a form of punishment.

Any incident involving the use of reasonable force or positive handling will be recorded and reported in accordance with Academy procedures. Parents/carers will normally be informed as soon as reasonably practicable following any significant incident involving physical intervention.

Seclusion will only be used in specific, non-disciplinary circumstances. I will be used on rare occasions to protect a student and/or others from harm, when a student is experiencing high levels of emotional or behavioural dysregulation. Seclusion should be used when it is the least restrictive way to manage the situation and if it's likely to reduce the risk of harm without escalating the situation further. It will be used for the shortest amount of time required to reduce the immediate risk

Students conduct outside the school gates

The Victory Academy has the authority to apply sanctions where a student's behaviour outside the Academy is considered unacceptable and is connected to the Academy. This includes, but is not limited to, behaviour:

- Whilst travelling to or from the Academy;
- Whilst wearing Academy uniform;
- Whilst representing the Academy or participating in an Academy-organised activity;
- On educational visits;
- Online, where the behaviour has an impact on the Academy community; or
- Where the student can otherwise be identified as a member of the Academy.

The Academy may apply sanctions where behaviour outside of school negatively affects the education, welfare, safety or well-being of students or staff, brings the Academy into disrepute, or adversely impacts the orderly running of the Academy. Any sanction issued will be reasonable, proportionate and applied in accordance with the Academy's Behaviour for Learning Policy.

Malicious allegations

Where an allegation is made against a member of staff and, following investigation, it is determined that the allegation was deliberately false or malicious, the Academy may consider appropriate disciplinary action in accordance with this Behaviour for Learning Policy. Any action taken will be reasonable, proportionate and take account of the student's age, circumstances and any safeguarding considerations.

The Academy will also take appropriate steps to support the welfare, wellbeing and professional reputation of any

member of staff who has been subject to an allegation.

Training

All staff receive training on behaviour management as part of the Academy's induction programme. Staff are provided with regular ongoing training and updates to ensure they understand the Academy's Behaviour for Learning Policy, behaviour management strategies, safeguarding responsibilities, de-escalation techniques, and the use of reasonable force where appropriate.

Behaviour management forms part of the Academy's Professional Learning programme and is regularly reviewed to ensure that staff are equipped to promote high standards of behaviour, maintain positive relationships and support students effectively. A record of relevant training is maintained within the Academy's Professional Learning records.

Monitoring Arrangements

This Behaviour for Learning Policy will be reviewed by the Headteacher every two years, or sooner if required by changes in legislation, statutory guidance, Trust policy, or Academy procedures. Following review, the policy will be presented to the Academy Governing Board (AGB) for approval.

The Academy will regularly monitor the implementation and effectiveness of this policy through:

- Analysis of behaviour, safeguarding, attendance and exclusion data;
- Monitoring of rewards and sanctions;
- Student, staff and parent/carer voice activities, including surveys where appropriate;
- Behaviour audits and learning walks; and
- Review of behaviour trends and patterns.

Student behaviour will be recorded through Arbor, including records of rewards, sanctions and interventions. Information relating to an individual student may be shared with parents/carers where appropriate and in accordance with the Academy's data protection obligations and information-sharing procedures.

Appendix 1 – The Victory Virtues



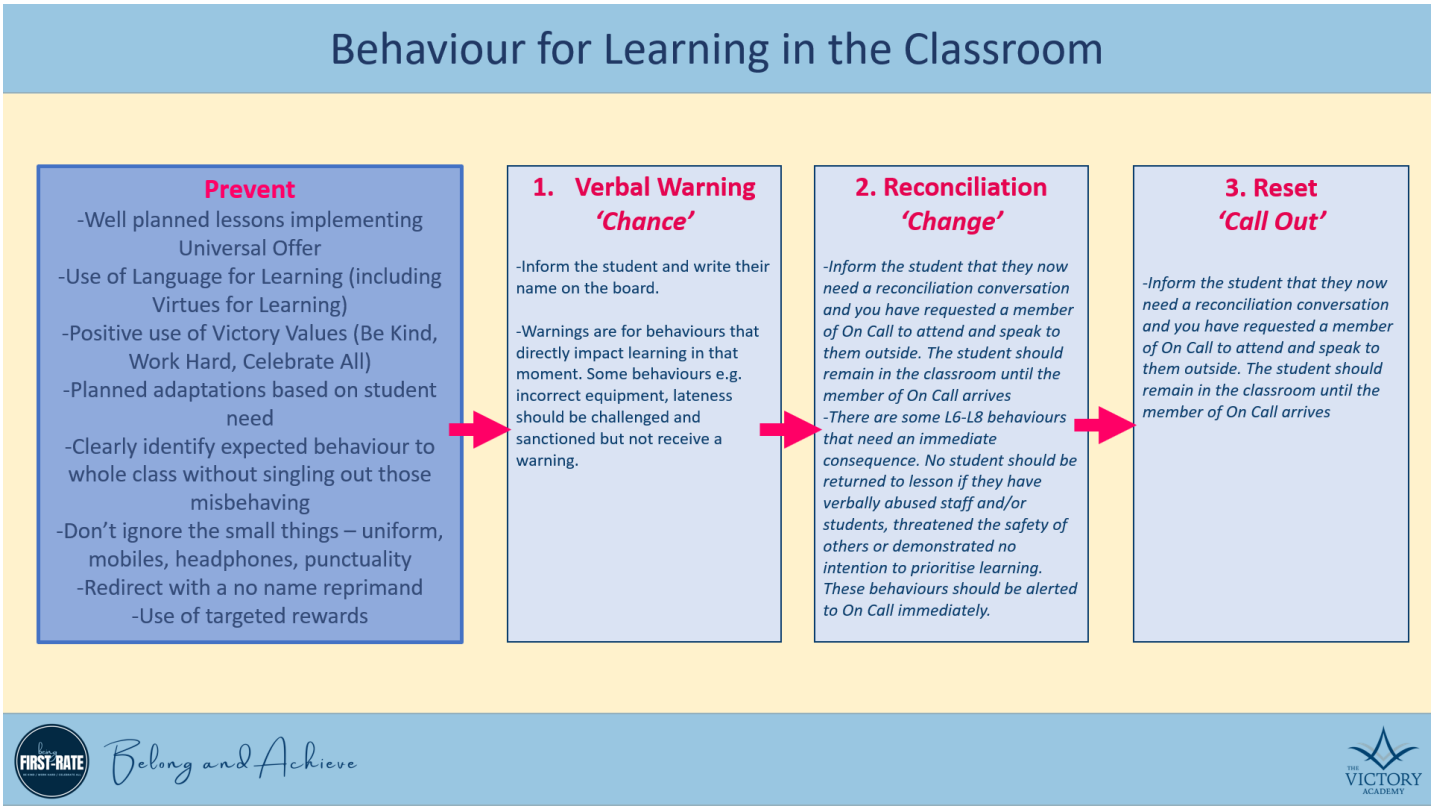
Appendix 2 – The Victory Values



Appendix 3 – The Victory Pledge



Appendix 4 – Behaviour for Learning



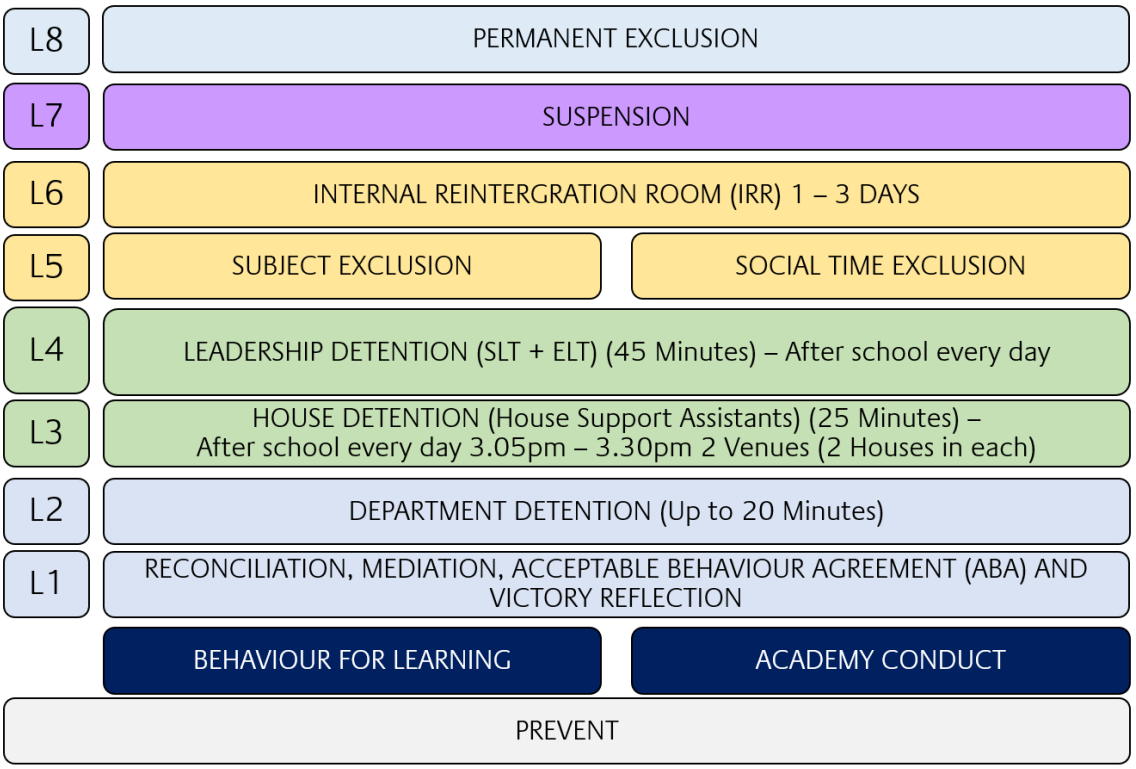
Appendix 5 – Behaviour Rewards Flow Chart

Behaviour Rewards Flow Chart

L9	HEADTEACHER'S AWARD
L8	ACADEMY CELEBRATION AWARDS
L7	END OF TERM CELEBRATION EVENTS (CHRISTMAS, EASTER & SUMMER)
L6	TERMLY HOUSE LEADER / HEAD OF YEAR AWARD
L5	TERMLY TUTOR AND VICTORY VIRTUES AWARDS
L4	WEEKLY HOUSE LEADER / HEAD OF YEAR AWARD
L3	VICTORY POSTCARD
L2	DEPARTMENT POINT AWARD
L1	VICTORY CITIZEN ACHIEVEMENT POINTS RECORDED ON ARBOR

Appendix 6 – Behaviour Sanctions Flow Chart

Behaviour Sanctions Flow Chart



Appendix 7 – Home-Academy Agreement

As a Victory student, I agree to:

- Reflect on how I can display the Victory Values in all areas of my life by building the habits of the Victory Virtues into everything I do.
- Actively engage with my learning and opportunities within the classroom and outside the classroom whilst also supporting others to do so too.
- Be an organised learner ensuring I arrive to school and lessons every day on time, prepared and wearing the correct uniform.
- Persist to achieve 100% attendance.
- Ensure my conduct at all times including in school, in the community and whilst travelling to and from school upholds the Victory Values.
- Be an active member of the school community and report to a member of staff when someone does not meet demonstrate the Victory Values
- Use words and demonstrate actions that show respect towards other people and their ethnicity, race, gender identity, sexual identity, religion, disability or family background.
- Ensure a safe community by not bringing banned items into the Academy and not engage in any form of physical violence or playfighting.
- Respect our environment by eating and drinking in the designated areas and disposing of litter into appropriate bins provided.

Parents/Carers will:

- Ensure my child is fully equipped for learning and abides by the uniform policy every day; I understand my child may be sent home if they do not meet the uniform expectations.

- Ensure my child arrives on time every day, not take holidays in term time and contact the Academy on the first day of my child's absence.
- Encourage my child to treat all members of the Academy and local community with respect and courtesy.
- Support the Academy in promoting and upholding the highest standards of behaviour at all times and support my child to understand the need to follow the Academy Behaviour for Learning Policy and the values of the Academy.
- Support the Academy if a sanction has been issued because of non-compliance with the Academy Behaviour for Learning Policy.
- Attend all meetings about my child, respond to all communications and be involved in the wider life of the Academy.
- Encourage my child to complete out of class learning to the best of their ability and provide a regular time and quiet environment for out of class learning.
- Encourage my child to participate in extra-curricular and enrichment activities and opportunities.
- Inform the Academy of any issues or concerns that will impact negatively on your child's learning and/or attendance.

The Academy will:

- Provide a learning environment that is stimulating, safe and caring, which develops thinking skills and habits of learning.
- Make sure all lessons are well prepared and appropriate to each student's needs to develop their full potential.
- Offer an ambitious curriculum.
- Set a regular planned programme of home learning that will be monitored and reviewed regularly.
- Let parents/carers know how their child is progressing and make parental contact if we are concerned about their child's standard of work, behaviour, personal welfare, punctuality or attendance.
- Welcome parents/carers into the life of the Academy and keep them informed about work planned for their child.
- Offer a range of additional activities/clubs to enrich every student's experience of life at the Academy.
- Celebrate and recognise the success of students.
- Deal with any concerns promptly in line with the complaints policy.