



Thinking Schools Academy Trust  
***“Transforming Life Chances”***



The Victory Academy  
Behaviour for Learning Policy

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# TSAT Behaviour Principles Guidance



## The Victory Academy Behaviour for Learning Policy

The Behaviour Policy at The Victory Academy aims to ensure our decisions reflect our commitment to life-long learning and our values of Respect - 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 the Victory Virtues (Appendix 1) and Victory Values (Appendix 2). The Victory Citizenship curriculum is used to learn about specific aspects of good behaviour particularly those that relate to the law and wellbeing.

### Aims

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

### Roles and Responsibilities

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

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

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

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

The Home Academy Agreement can be found in Appendix 6. By accepting a place 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 expectations of the Victory Academy to parents/carers. The Academy expects parents/carers to:

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

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

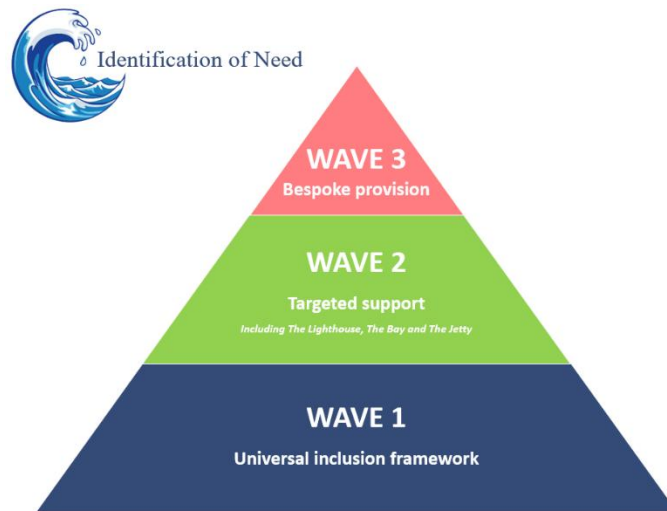
- Abide by the Home Academy Agreement (Appendix 6) and follow the expectations of the Victory Values (Appendix 2).
- Report any incidents of disruption, violence, bullying and any form of harassment.
- Follow Academy building regulations for health and safety.
- Smoking is not permitted in school, and whilst travelling to and from school or any other time whilst wearing the school uniform. This extends to, and includes, all types of e-cigarette.
- Students are permitted to bring mobile phones, headphones (including wireless headphones) and electronic devices into school at their own risk. All devices must be switched off and out of sight whilst students are on the Academy site. If mobile phones and electronic devices are seen or heard they will be confiscated. The device will be kept secure in Student Services until collected by the students at 3.15pm. Under no circumstances will the Academy accept responsibility for theft or loss.

## Curriculum, Recording and Communication

The Academy uses Arbor to record all incidents of positive and negative behaviour. 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 Monitoring System). At the time of any incident the student's voice will be listened to. Where necessary this will be recorded as a Pupil Voice statement alongside written Pupil Voice statements from other students. As part of the guidance issued to staff regular communication with parents is encouraged. The Academy uses parental meetings, phone calls, emails and text messages to communicate with parents regarding the Academy policy, individual incidents or ongoing concerns relating to students.

## Support and Interventions

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



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

## Rewards (See Appendix 4)

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

Arbor positive logs will be issued for the following:

- Clubs – for example, attending Football Club or after-school Gym 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
- Sixth Form Tutor Award
- Praise Postcard
- Out of Class Learning (OOCL)
- Victory Virtues – for demonstrating striving for accuracy
- Cultural Passport – for example, creating and sharing a piece of creative writing
- LP7 – attendance at a further support session, for example LP7 Business

- 1) **Level 1 – Arbor Achievement Points** – Issued during every lesson, regardless of Key Stage.
- 2) **Level 2 – Department Rewards** – Issued to one student per lesson who demonstrates excellent effort, achievement, or positive behaviour within their subject lesson. The student receives one Arbor Achievement Point.
- 3) **Level 3 – Victory Postcard** – Issued by class teachers for exceptional effort, achievement, or positive behaviour within a lesson. The student receives an Arbor Achievement Point worth 5 points.
- 4) **Level 4 – Star Learner** – Nominated weekly by form tutors for effort, positive achievement points, and achievement.
- 5) **Level 5 – Termly Subject, Tutor and Victory Citizen Award** – Nominations received from class teachers, Heads of Department, and tutors. The student receives a high number of Arbor Achievement Points.
- 6) **Level 6 – Termly Head of Year Award** – Issued to the two students who have the highest number of achievement points, the fewest behaviour incidents, and who have made the most progress over the term. Student behaviour is analysed through Arbor by calculating achievement points and reviewing behaviour incidents.
- 7) **Level 7 – Tri-Annual Celebration Assemblies (Winter Winner, Easter Eggstravaganza, Summer Spectacular)** – End-of-term year group assemblies where students are recognised for their behaviour and attendance. Prize draws are conducted for students receiving rewards as part of the assembly celebrations.
- 8) **Level 8 – Annual Awards Celebration** – A formal event held each year to which parents/carers are invited. Students are rewarded for their academic progress, achievement, and conduct in relation to the Victory Virtues.
- 9) **Level 9 – Annual Headteacher’s Award** – Awarded to one student each academic year who fully demonstrates the Victory Values and Victory Virtues. Nominations are received from staff, and the award is issued by the Headteacher.

The Academy also 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 Achievement Points will receive a certificate in their Celebration Assembly. Achievement 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 Achievement points can be cashed in for rewards from The Victory ‘shop’ in Student Services. If a student chooses to ‘cash-in’ their Arbor Achievement points their points will return to zero and they can start collecting for their next reward. There are a range of items including Love2Shop gift vouchers, stationery, sporting equipment, USBs and a Year 11 Prom ticket.

### **Sanctions Procedure (See Appendix 5)**

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

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

### **1) Level 1 – Reconciliation**

Reconciliation time must be set on the day of the incident (or the next day if the incident occurs during Learning Period 6) and can take place either at the time of the incident or at a communicated time afterwards. These conversations allow the member of staff and the student to discuss any concerns before behaviour escalates. When setting a Reconciliation, the incident should be logged on Arbor and a Reconciliation recorded. Students who fail to attend or who do not engage appropriately in their Reconciliation will receive a further detention as appropriate.

### **2) Level 2 – Department Detention (up to 20 minutes)**

Where a student fails to meet the expectations of the Reconciliation, or their behaviour escalates to the point that they are directed to another classroom, a Department Detention will be issued. This detention will be for up to 20 minutes at a time and location confirmed by each department. Contact will be made by the classroom teacher for students who have been directed to Reset and issued with a Department Detention.

Where possible, a student should be Reset with the Head of Department or another member of staff in the same subject area. If needed, members of staff 'On Call' can assist in this process, and they can be requested using Arbor or a radio. Students will receive a Department Detention if they are sent to the Reset classroom.

If the student continues to persistently disrupt learning or refuses to comply, they will be placed in the Internal Reflection Room (IRR). Work will be provided for any student removed from the lesson. If a student is persistently directed to the IRR during the course of the day, they will remain there and not attend any further lessons. Contact will be made to inform parents/carers.

If students are Reset from a consecutive double lesson, they will remain in the Reset room for the duration of that double lesson. If this is not appropriate, a suitable alternative classroom will be located.

### **3) Level 3 – School Detention (30 minutes)**

When a student fails to attend a Reset detention, they will automatically be escalated to a School Detention, which takes place daily after school. If a student continues with the same behaviour after being issued with a Reset detention, they will also be issued a School Detention.

### **4) Level 4 – Leadership Detention (45 minutes) or Senior Leadership Detention (60 minutes)**

If a student fails to attend a School Detention or their behaviour escalates further, staff will issue a Leadership Detention or Senior Leadership Detention. Leadership Detentions last 45 minutes and Senior Leadership Detentions last 60 minutes and both take place after school. Students are informed during Learning Period 1, and lists will be displayed as appropriate. If a student fails to attend, the detention will be followed up with an appropriate further sanction.

### **5) Level 5 – Subject Exclusion / Social Time Exclusion (IRR)**

Subject Exclusions and Social Time Exclusions (IRR) are issued for persistent disruptive behaviour. If a student is directed to Reset for three consecutive lessons, the Head of Department may arrange for the student to be removed from that lesson for a maximum period of two weeks. Parents/carers will be informed, and the student will be placed on Department Report when they return.

During the exclusion, the student will complete their learning with the Head of Department or another senior member of the department.

On the third occasion of a student displaying poor behaviour at social times (break or lunch), they will no longer access these times and will instead complete Internal Reflection Room (IRR) Social Times. Parents/carers will be informed.

### **6) Level 6 – Internal Reflection Room (IRR)**

The aims of the Internal Reflection Room are to improve student behaviour by allowing a period of reflection, to

support staff, and to reduce the number of suspensions. The IRR will be used if a student has displayed serious or inappropriate behaviour, persistently refused to attend their timetabled lesson (Missed Learning Opportunity), or refused to attend the Reset classroom. The IRR will also be used for repeatedly failing to attend detentions or for persistent disruptive behaviour and/or refusal to comply with the Academy Behaviour Policy.

IRR bookings can be made by Heads of Department (HODs) and Heads of Year (HOYs); these must be verified by the relevant Head of Year before the student and their parent/carer are informed. Parental contact will be made by the member of staff recommending the sanction.

The IRR operates from 8:35am to 3:30pm, with different break and lunchtime arrangements from the rest of the school. Students follow their usual timetable, with work provided on Teams by teaching staff. Any student placed in the IRR during the course of the day for refusing or failing Reset will remain in the IRR until the end of breaktime, lunchtime, or 3:30pm (whichever comes first). While in the IRR, students must hand in all electronic devices (including mobile phones or other internet-enabled devices) for the duration of their stay.

### **7) Level 7 – Alternative School Reflection (ASR)**

The aim of Alternative School Reflection is to improve student behaviour through a period of reflection at another school. Students will be issued with ASR for a persistent or serious breach of the Academy Behaviour Policy. The Academy works in partnership with several local schools to ensure appropriate provision. Parents/carers will be contacted, and work will be provided for the duration of the sanction. Requests for ASR will be completed by a member of the Senior Leadership Team.

### **8) Level 8 – Suspension**

Suspension from the Academy is considered a serious sanction, and the Academy will do everything possible to avoid this outcome. In some circumstances, the Academy may issue a suspension, and may also consider permanent exclusion for behaviour that is extreme or poses a threat to the safety and wellbeing of staff or students.

Before deciding to suspend, the Academy will conduct a thorough investigation, including allowing the student to give their version of events orally and via a Pupil Voice Statement. Only the Headteacher can make the decision to suspend a student. Each suspension is dealt with individually, taking into account the student's circumstances.

No student will be sent off site before the end of the day unless contact has been established with parents/carers. If contact cannot be made, the student will remain on site, withdrawn from class, until the end of the school day.

Before returning to the Academy, all students and their parents/carers must attend a Ready to Learn (RTL) meeting with the appropriate Pastoral Support Assistant, Head of Year, or a member of the Senior Leadership Team.

### **9) Level 9 – Permanent Exclusion**

Only the Headteacher, based on the evidence provided, can make the decision to permanently exclude a student. Permanent exclusion may be used in response to a serious breach, or persistent breaches, of the Academy Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

## **Acceptable Behaviour Agreements**

At The Victory Academy, we use Acceptable Behaviour Agreements (ABA) as a supportive intervention to reinforce expectations, encourage reflection, and promote restorative practice. An ABA provides students with a clear and structured opportunity to understand the impact of their actions, reflect on the choices that led to concern, and work collaboratively with staff to agree on positive next steps. This process ensures that students are fully involved in taking responsibility for their behaviour while receiving guidance to help them re-engage positively with their learning. By setting out shared expectations and agreed actions, ABAs strengthen communication between students, staff, and parents/carers, and help build a consistent and supportive framework that enables pupils to restore relationships, make improved choices, and succeed within our Academy community.

## **Offsite Direction/Managed Moves**

A direction off-site is explored by the Academy with the aim of seeking to improve a student's behaviour if it does not meet the Academy's expectation. The length of the off-site direction will be discussed with parents/carers, with The Victory Academy and the receiving school. At the end of this period the student will return to The Victory Academy or the direction off-site extended.

In some instances, it might be agreed with all parties that the off-site direction takes place prior to a Managed Move. At the end of the period of off-site direction if agreed by all parties the student will move permanently to the roll of the receiving school. Managed Moves are voluntary and agreed with all stakeholders involved, including the parents/ carers and the admission authority of the receiving school. Managed moves occur to support a student and is in their best interest.

## **Reports**

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

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

*School Reports* – Issued for students displaying a high level of persistent behaviour. Where a student has been placed in the IRR or received a suspension, Heads of Year, in conjunction with their Head of Key Stage, should consider placing a student on School Report. This will be for a fixed 2 week period with a parental meeting held at the start. Behaviour will be monitored throughout this period and parents/carers updated. At the end of the 2 week period it might be appropriate to convene a Governor's Behaviour Panel to review behaviour going forward.

## **Restorative Justice**

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

## **Searching and Confiscation Guidance**

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

### *Searching Students*

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

The Academy also has a legal right to search without the pupil's consent for any other item that may be banned under the Academy Rules when it is specifically stated in the Academy Rules that such an item may be searched for. This

includes any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury, or damage property. The Headteacher, or delegated members of staff, may search a pupil on Academy premises or anywhere else where students are under the charge of the member of staff conducting the search, such as during an off-site educational visit. Academy staff may seize or confiscate any banned or prohibited item found as a result of a search, or any item they consider harmful or detrimental to Academy discipline. The Academy is not legally required to inform parents/carers before a search takes place, but will contact parents afterwards.

Members of staff may use reasonable force when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm. In some cases, the Academy may seek support from the police.

### *Confiscation of property*

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

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

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

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

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

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

### **Positive Handling**

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

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

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a student behaving in a way that disrupts a school event or school trip or visit.

- Prevent a student causing deliberate damage to property.
- Prevent a student leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a student from attacking a member of staff or another student, or to stop a fight.
- Restrain a student at risk of harming themselves, or others, through physical outbursts.

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

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

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

### **Students conduct outside the school gates**

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

### **Malicious allegations**

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

### **Training**

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

### **Monitoring arrangements**

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

# Victory Virtues



# THE VICTORY ACADEMY

Respect  
Belief  
Pride

Be kind  
Work hard  
Celebrate all

## THE VICTORY VALUES

**RESPECT**  
FOR OURSELVES AND OUR COMMUNITY

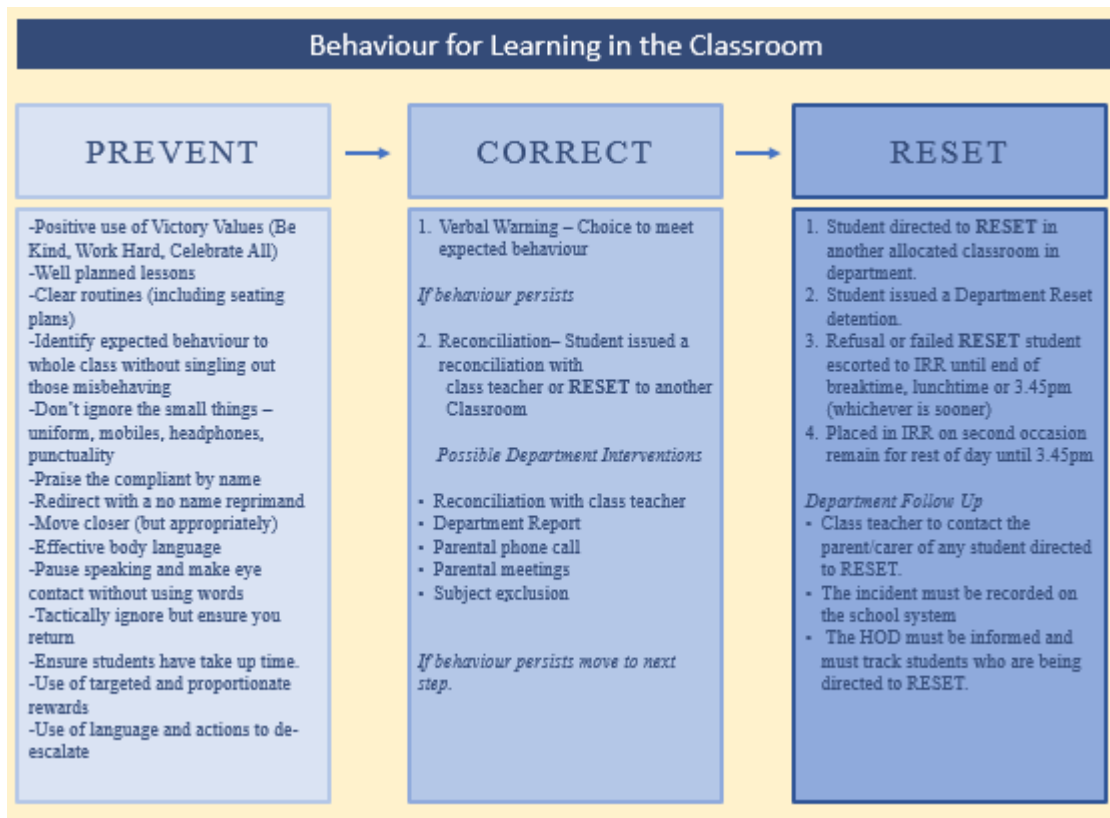
**PRIDE**  
IN OURSELVES AND OUR COMMUNITY

**BELIEF**  
IN OURSELVES AND OUR COMMUNITY

**ASPIRE AND ENDEAVOUR TO  
ACHIEVE OUR  
PERSONAL BEST**



## Appendix 3 – Behaviour for Learning



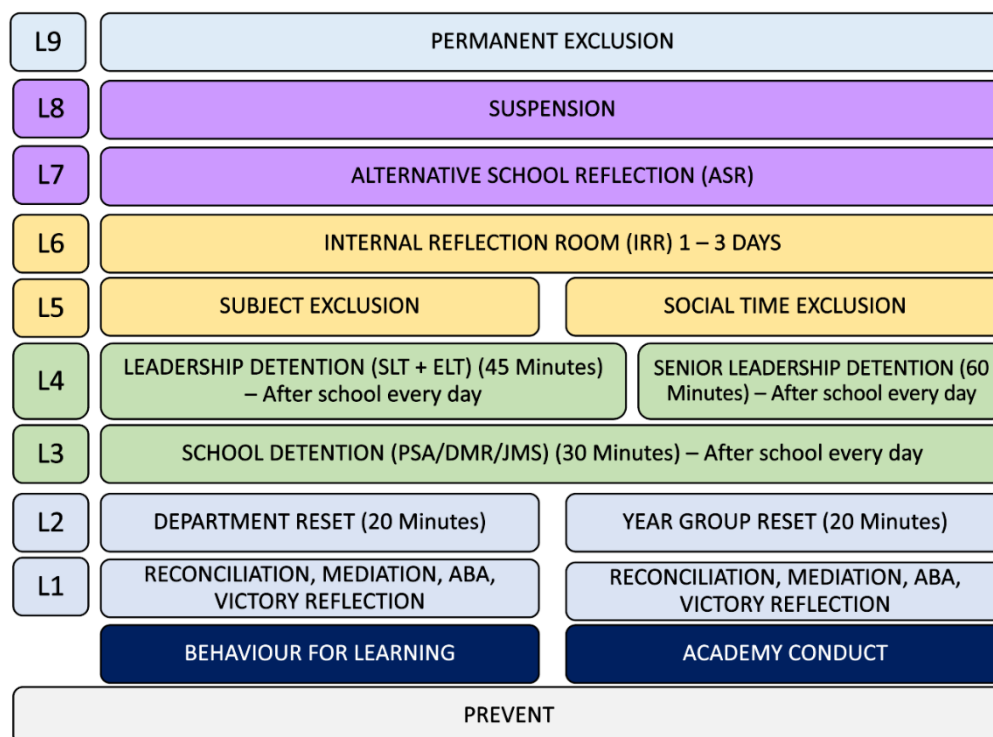
## Appendix 4 – Rewards

### Behaviour Rewards Flow Chart

L9	HEADTEACHER'S AWARD
L8	ANNUAL AWARDS CELEBRATION
L7	CELEBRATION EVENTS (CHRISTMAS, EASTER & SUMMER)
L6	TERMLY HEAD OF YEAR AWARD
L5	TERMLY TUTOR AND VICTORY VIRTUES AWARDS
L4	WEEKLY HEAD OF YEAR AWARD
L3	VICTORY POSTCARD
L2	VICTORY CITIZEN AWARD
L1	VICTORY CITIZEN POINTS RECORDED ON ARBOR

## Appendix 5 – Sanctions Procedure

### Behaviour Sanctions Flow Chart



## Appendix 6 – 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 Policy and the values of the Academy.
- Support the Academy if a sanction has been issued because of non-compliance with the Academy Behaviour 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.