

BEHAVIOUR POLICY	
Localised School Based Procedures	
School Name:	Vale of York Academy
Principal:	Gillian Mills
Behaviour Lead:	Rory Donaldson
Designated Safeguarding Lead:	Grace Cook
Implementation Date: <i>Inline with policy approval</i>	June 2025

Introduction

In line with our Trust-wide Behaviour Policy, localised procedures have been established to ensure that systems and procedures reflect the school/Academy setting.

The localised procedures for the school/Academy setting focuses on the following key areas:-

- Rewards System
- Sanctions System

Should you have any concerns or questions relating to the localised procedures, in the first instance, please contact hello@voy.hlt.academy

Rewards System

Relates to item 4.2 in the Trust Behaviour Policy

Achievement Rewards Points and Prizes

The Academy operates an achievement point system for rewards. Pupils can earn achievement points at the following points:

- Arriving at school to reward correct uniform and punctuality;
- In tutor time to reward correct uniform and punctuality; high quality work; homework (if applicable);
- In lesson time to reward correct uniform and punctuality; high quality work; homework (if applicable);
- Extracurricular/Intervention/Enrichment opportunities to reward engagement.

All the above achievement points must be reported on Edulink. The achievement points can then be 'cashed in' for prizes at various levels. The number of achievement points that the pupils receive are recorded in the planner each week.

Prizes

Reward	Stamp Number
2500 achievement points	£20 Shopping Voucher and Principal's lunch
1500 achievement points	£5 Shopping/Activity Voucher
1000 achievement points	Lunchtime Queue Jump Pass
750 achievement points	Pencil case set/Fidget toys/Gadget
500 achievement points	Tuck shop voucher (drink, chocolate or crisps)

Arriving at School

- 1 achievement point - Arriving on time to school and in the correct uniform, including equipment

In Lesson/Tutor Time

- 1 achievement point - Arriving on time and in the correct uniform - issued on the door whilst welcoming pupils into class
- 3 possible achievement points - Contributing or producing high quality work in the lesson
- 1 achievement point - Home learning that is on time and to a high standard (lessons only)

Extracurricular Activities

- 1 achievement point- Attending an extracurricular club

Pupils can earn:

- Up to 5 achievement points per lesson/tutor (4) times per day
- Up to 31 achievement points possible per day
- Up to 155 achievement points possible per week

Rewards Assemblies

At the end of every half term, a rewards assembly will take place for each year group where prizes will be given to pupils. This is an opportunity to celebrate the success of the year group. The number of achievement points that pupils have attained is reset at the beginning of each academic year.

During the rewards assemblies, pupils achievement can be celebrated for the following:

- School values certificates
- Subject specific certificates
- Tutor stars certificates
- Progress Leader Award
- Attendance certificates

Year 9 pupils will also have the opportunity to work towards the Year 9 graduation ceremony. All KS3 pupils also have the opportunity for prizes for outstanding work in lessons through the Proud Thursday initiative.

Attendance Rewards

Pupils are able to attain other rewards for attendance in a weekly draw and can participate in competitions throughout the academic year.

Every pupil who achieves 100% attendance in an academic week will receive a ticket for the half termly prize draw. Four £50 vouchers are awarded every half term along with four £20 vouchers and 16 mini prizes. Various other attendance incentives will take place during the year to encourage consistently high attendance to school, including the attendance prize wheel and giveaways. Selected year groups will also participate in Feel Good Fridays with additional rewards for attendance.

Sanctions System

Relates to item 4.3, 4.4 and 5 in the Trust Behaviour Policy

Section 1: Basic Expectations of Pupil Behaviour

Around the Academy pupils should:

- Be polite and show respect for other people
- Do as they are asked by members of staff – first time, every time
- Wear their school uniform correctly at all times
- Look after their Academy e.g., by looking after their property/putting litter in a bin/following health and safety procedures
- Eat and drink in the right place at the right time
- Walk around the Academy sensibly, calmly and quietly, remembering to use the one way system and keep to the left
- Keep to their designated areas as instructed by members of staff
- Follow their timetable carefully, being punctual to lessons and adhering to health and safety requirements

Non-essential movement around the Academy should be avoided.

When moving around the Academy pupils must abide by the Academy rules including observing one-way systems.

Break and Lunch times will be arranged by the Academy in a manner that supports the reduction of risk. All pupils will receive clear guidance as to the arrangements for social times and the expectations of them during these times.

Pupils must use the toilet facilities designated to them and there should be no more than one person per cubicle. Pupils must only enter the toilet facilities if there is a free cubicle. On exiting the toilet, pupils must wash and dry their hands thoroughly.

Pupils are permitted to request permission to drink still, plain water in lessons and around the Academy from their personal drink container. Where pupils do not abide by this, they will receive a school sanction in line with this policy and its associated documentation.

Pupils must leave the Academy premises in a calm and orderly manner abiding by the Academy health and safety requirements at all times.

Sanctions Pathway within the Classroom (Phase 1 -3)

In terms of classroom-based sanctions three key phases are identified. It is hoped that the great majority of pupils will simply choose to spend their time with us operating within the rewards framework.

It is also expected that only a small minority of pupils will receive Phase 3 or beyond.

It is essential that all pupils, parents/carers, and members of staff understand this framework and its consequences. At all times the intention of the procedures is to bring a halt to unacceptable working performance and from this point to encourage each pupil to engage in positive learning. Each member of staff must seek to operate within the framework. The phases must be worked through in a logical manner.

Vale of York Academy operates a number of sanctions which are designed to discourage pupils from making poor behaviour choices and provide reflection upon previous decisions and encourage pupils to make better choices moving forward. If a pupil's behaviour is unacceptable the sanctions pathway will begin. Some of the possible behaviours that are sanctioned and start the pathway within a lesson are detailed below:

- Defiance
- Disruption
- Insufficient work

Verbal Warning

Before the sanction pathway begins, a pupil should be given a clear verbal warning. A reminder of expectations can be given to an individual and a group or class. The setting of expectations and reminder process is designed to give pupils time to reflect and change their behaviours. If a pupil continues not to meet the expectations, this will move onto a Phase 1 of the sanction pathway.

Phase 1 - Whiteboard Warning

First negative attitude to learning. Following their verbal warning, any pupil who continues to behave in an unacceptable manner will be given a 'Phase 1'. Their initials will be written on the Phase 1 section of the whiteboard and Phase 1 will be recorded on Edulink. It will be made clear to the pupil why this is happening.

Phase 2 - Written Warning/Move Seat in the Classroom

Second negative attitude to learning. Following a Phase 1, any pupil who continues to behave in an unacceptable manner will move to 'Phase 2'. The pupil should be moved to a different seat in the room, if possible. Their initials will be written on the Phase 2 section of the whiteboard and the Phase 2 will be recorded on Edulink. This is vital so that proactive behaviour strategies can be data informed and parents/carers alerted. It will be made clear to

the pupil why this is happening.

Phase 3 - On Call/Relocation and Detention

Third negative attitude to learning. Following a Phase 2, any pupil who continues to behave in an unacceptable manner will move to 'Phase 3'. The pupil should be on called and not sent out of the room until they are collected. Any pupil who has reached Phase 3 has already caused considerable disruption and inconvenience so they should be removed from the situation. Their initials will be written on the Phase 3 section of the whiteboard and Phase 3 will be recorded on Edulink. This is vital so that proactive behaviour strategies can be data informed and parents/carers alerted. It will be made clear to the pupil why this is happening. At Phase 3, the staff member should, where possible, arrange a developing relationships conversation at the earliest opportunity before the next lesson. The removed pupil should have work to complete from the class. They may also have a reading book with them as part of their daily equipment, which can be used. The pupil should be told where to sit and to work in silence in their relocation room.

Although most unacceptable behaviours which reach this level will have been cumulative and have been dealt with by working through the Phases step by step, there may be occasions when the staff member moves straight to Phase 3, including:

- Dangerous or unruly behaviour
- Bullying or verbal abuse to other Pupils
- Theft

*This list is non-exhaustive

If the pupil refuses to go to the relocation room within a reasonable timeframe this may escalate to Phase 4.

Section 3: Sanctions Pathway for Beyond the Classroom (Phase 4-6)

Phase 4 - Reflection Room

Fourth negative attitude to learning or immediate Phase 4. If any pupil refuses to go to the safety net in Phase 3, this escalates to Phase 4.

Where possible, the Reflection Room is used as a sanction that is arranged the previous academic day with pupils and parents/carers informed in advance.

Pupils can be placed directly into the Reflection Room for:

- Refusing the Reflection Room despite a reasonable time frame
- Refusing to correct their uniform
- Use of the mobile phone and, subsequently, refusing to give the phone to staff
- Persistent bullying
- Racial or sexual harassment
- Handling stolen goods
- Deliberate damage to property
- Violent behaviour
- Grossly offensive language
- Sharing a cubicle
- Truancy

All of the above incidents must be reported on Edulink.

Phase 4 - Suspensions and Permanent Exclusions

PHASE 4 Reflection Room - Booked Placements

This sanction, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

A pupil who has been 'Removed' from 5 lessons in an academic week will serve 5 lessons in the Reflection Room.

Whilst in the Reflection Room, pupils may have access to a Chromebook and can complete curriculum work set using the Google Classroom platform.

Lunch will be taken in the Reflection Room and at no time will pupils be allowed to socialise with other pupils.

The duration of the day in reflection will be from the start of Lesson 1 until the end of the school day. All pupils who are placed in the Reflection Room must bring their planner and equipment for the designated sessions there.

Pupils will be expected to complete 5 successful lessons in the Reflection Room.

Pupils in the reflection room follow a clear process for sanctions including being given take up time for the correct choices to be made.

A pupil who fails to behave appropriately in the Reflection room is at risk of a fixed term suspension.

If a pupil continues to behave inappropriately after the final formal warning and discussion with SLT, they may receive a fixed term suspension.

ALL REFLECTION ROOM BOOKINGS MUST GO THROUGH THE PASTORAL TEAM.

It will be made clear to the pupil why this is happening, expectations of behaviour in the Reflection Room. If any pupil behaves in such a way that they fail the Reflection Room, this will result in a Phase 5.

Phase 5 - Suspensions and Permanent Exclusions

Suspensions will be used for pupils who have completed all of the other levels of punishment and still continue to disrupt the learning of other pupils. This is meant as the last punishment before permanent exclusion. Depending on the nature of the incident, some pupils may be suspended or permanently excluded. These incidents may include:

- Defiance
- Threatening or intimidating behaviour to staff
- Unprovoked serious assault on a pupil
- Use of racist, homophobic or disablist language towards a pupil or a member of staff
- Persistent bullying
- Possession of or being under the influence of illegal substances
- Possession of a prohibited item on school premises

*This list is non-exhaustive

The length of the suspension will depend on two factors:

- The seriousness of the offence
- The number of previous suspensions. Pupils may be given a longer suspension according to their previous unacceptable behaviours if this is appropriate.

The decision to suspend is the Principal's decision. Once this decision has been taken, parents/carers should be contacted and, if possible, the pupil should be collected immediately. A Principal retains full authority to vary the length of any suspension at any time, however, no pupil will receive greater than 45 days suspension in any one academic year without being permanently excluded for persistent disruption and defiance. The (DfE Guidance Aug 2024) states a pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year) that where a pupil has been suspended for 15 days or more in a term, the Governor disciplinary panel must meet. Please note that a Principal also retains the right to permanently exclude a pupil for persistent disruption and defiance even if they have not reached 45 days.

Work must be arranged for pupils to complete via Google Classroom (or paper based where appropriate) for all suspensions of more than one day.

A reintegration meeting involving the pupil, parent/carer and the appropriate member of staff should take place before the pupil returns to school. Details of the timing of the meeting will be included in the suspension letter. The reintegration should review the reasons for the suspension, set targets for behaviour, document interventions in place and detail the pupil, parent/carer and staff member's voice.

Permanent Exclusion

Permanent exclusion from school is the last resort when all attempts to modify a pupils' behaviour have failed, the pupil will not conform to the school rules and their behaviour is having a serious impact on the learning of others. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school.

Permanent exclusions could also be used for serious incidents such as:

- Dealing in illegal substances
- Assault on a member of staff
- Bringing a prohibited item onto school premises
- This list is non-exhaustive

This decision can only be made by the Principal and then has to be ratified by the Governor's Disciplinary Committee.

Section 4: Sanctions Pathway for Unstructured Time

Pupils need to have it made clear to them how they are expected to behave around school - on the corridors, in the dining room and outside. This is done at the beginning of the Year, in Form Tutor time and assemblies. There should be regular reminders throughout the year.

Verbal Warning

If appropriate, pupils should be given a verbal warning to provide time to correct their behaviour. If a pupil's behaviour continues to be unacceptable the sanctions pathway will begin.

PHASE 3 - Detention

If a pupil's behaviour continues to be unacceptable the sanctions pathway will continue into a Phase 3 - Outside of Lesson.

Phase 3 - Outside of Lesson should be recorded on Edulink via the Behaviour section with a detention being issued for the next available slot the following day.

PHASE 4 - Reflection Room

- Pupils can be placed directly into the Reflection Room for:
- Refusing the Reflection Room despite a reasonable time frame.
- Refusing to correct their uniform.
- Use of the mobile phone and subsequently refusing to give this to staff.
- Deliberate damage to property.
- Violent behaviour.
- Grossly offensive language.
- Sharing a cubicle.
- Truancy.

All the above incidents must be reported on Edulink.

PHASE 5

This operates in the same way as the 'Sanctions Pathway Within the Classroom' section.

Section 5: Reports, Detentions and Uniform

Reports

Repeated behaviour issues will result in pupils being monitored via report, the level of report being linked to the frequency and seriousness of the behaviour issues presented:

- Form Tutor Report
- Progress Leader/Subject Report
- Senior Leader Report

All reports will be communicated with the parents/carers.

Persistent Disruptive Behaviour:

Pupils who accrue a significant number of behaviour codes, lesson removals and/or fixed term suspensions will be monitored by being placed upon a 'Positive monitoring report'. The reports that may be used are:

Tutor report – initial report for monitoring a pupil across all subject areas. This is tracked by the pupil's form tutor who will apply additional praise and sanctions in line with pupil performance whilst on report. The tutor will contact home to confirm the start and successful end to this type of report. The report lasts a period of two weeks and must be signed by parents/carers on a daily basis. This will be checked by the form tutor each day. This report may be triggered by a number of lesson removals in a half term or for other behaviour reasons the form tutor deems appropriate.

Subject Report – Initial report to monitor pupil behaviour and attitude in an identified subject. The Curriculum Leaders will track this report and apply additional praise and sanctions in line with the pupil performance whilst on report. The Curriculum Leader will contact home to confirm the start and successful end to this type of report. The report lasts a period of two weeks and must be signed by parents/carers on the same day the pupil has a particular lesson. This will be checked by the Curriculum Leader after each lesson of a given subject. The Curriculum Leader will need to discuss this report issue with Progress Leaders to ensure multiple reports are not being given at any one time. If this is the case, the pupil may need to be placed on a Progress Report.

Progress Leader Report – The Progress Leader will monitor a pupil's behaviour and attitude when the tutor report/Subject report has not been successful or when there has been a serious concern raised regarding a pupil's behaviour/attitude. A face to face parent/carer meeting with the Progress Leader will be held prior to the report starting, where possible, which will outline further support which may be needed at this stage such as a referral to additional support. The report lasts a minimum period of two weeks and must be signed by a parent/carer each day. The report will be checked by the Progress Leader each day. The Progress Leader will apply additional praise and sanctions as a result of the pupil's performance whilst on Progress Leader report.

Senior Leader Report – Where a pupil has failed to make desired progress on previous reports, a Senior Leader report may be put in place. A face to face parent/carer meeting with the Senior Leader will be held prior to the report starting, where possible, which will outline further support which may be needed at this stage such as a referral to additional support. The report lasts a minimum period of two weeks and must be signed by a parent/carer each day. The report will be checked by the Senior Leader each day. The Senior Leader will apply additional praise and sanctions as a result of the pupil's performance whilst on Senior Leader report.

Detentions

Pupils may be sanctioned with a detention for their behaviour or lack of organisation which is limiting their ability to access their learning. Detentions at VoY are organised in twenty minute blocks up to the maximum of an hour. Behaviour detentions run on Monday, Tuesday and Wednesday nights. Detentions for lateness to school (occurring three times in a week running Thursday-Thursday) run on a Friday night.

In the event that a pupil misses a detention, they will be given the opportunity to resit that detention but it will be extended by twenty minutes. If the pupil then misses the forty minute detention the following night, it will be extended to a sixty minute detention on the third night. If this is then missed, the pupil will serve a full day in Reflection the following school day.

Lates

Lates are tracked by the teacher. If a pupil arrives after 5 minutes of the start of the lesson, they are deemed late and will receive a twenty minute detention. If a pupil is more than 10 minutes late, without a note, this is considered truancy and will result in the pupil being placed into the Reflection Room.

Planner and Equipment

As pupils arrive at the Academy, Pastoral staff will check that they have their planner and pencil case. A form tutor will also check that pupils have their planner and pencil case. If a pupil does not have a planner and/or pencil case, they will be issued a planner sheet and/or loan equipment for the day. If a pupil forgets/loses their planner and/or pencil case on three separate occasions, they will be issued a detention by way of the pastoral team.

Every third time a planner sheet and/or loan equipment is issued results in a detention. This does not reset during the academic year.

Equipment/Pencil Case

Pupils are expected to bring the following each day to school:

- Pen
- Pencil
- Ruler
- Planner
- Reading Book
- School Bag

Uniform

Pupils will have their uniform checked when they arrive at school and during tutor time. This is either on the school gate or through the Reception if a pupil is late. Pupils who are in the incorrect uniform will have the opportunity to borrow aspects of the school uniform which will then be returned at the end of the school day.

If a pupil refuses to wear the uniform provided within a reasonable timeframe this will be dealt with as refusal and the pupil will be placed into the Reflection Room for the rest of the day.

Section 6: Sanctions Tariff

It is intended that all sanctions are dealt with consistently and hope that by providing these guidelines to parents, pupils, as well as staff, everybody is clear what **RANGE** of sanctions may be imposed for different types of inappropriate behaviour.

Please note that some of the school sanctions taken for some of these behaviour would go alongside the involvement of the police.

Please note, these are guidelines and staff may feel it necessary to make modifications depending on particular individual cases.

	Parents Contacted	Departmental eg.. subject report	Whole School detention	Reflection Room	Suspension	Permanent Exclusion
In the Classroom						
Classroom Disruption						
Persistent Disruption whole school						
Lack of homework						
Insufficient work						
Lateness to lesson						
Truancing from lesson						
Persistent Lateness to lessons						
Persistent truancing						
Lack of response to departmental action						

	Parents Contacted	Departmental eg.. subject report	Whole School detention	Reflection Room	Suspension	Permanent Exclusion
Towards Equipment						
Use of mobile, ear pods in school						
Inappropriate use of equipment						
Deliberate damage to property						
Theft of equipment						
Repeated theft of equipment						
Vandalism						
Graffiti						

	Parents Contacted	Departmental eg.. subject report	Whole School detention	Reflection Room	Suspension	Perman ent Exclusi on
Towards Others						
Dealing in a controlled substance						
Physical aggression towards staff						
Dangerous behaviour						
Inappropriate language towards staff						
Bullying						
Smoking / Vaping						
Possession of illegal substance						
Possession of alcohol in school						
Carrying of weapons (knives; fireworks etc.)						
Extortion						
Theft/deliberate damage of property						
Interfering with others' work						
Fighting						
Prejudice based behaviour						

Other supportive measures:

Sometimes, it may be appropriate to place a pupil in alternative provision (AP) both internally (The Bridge) and externally (York City approved providers). We only take this decision if it is in the pupil's best interest. Pupils in AP remain the responsibility of our school and we take this responsibility very seriously. Normally, placement in AP is short-term. As a result, we make sure that AP meets a pupil's needs and offers continuity of education so that reintegration has the best chance of success. Alternative provision placements are monitored closely, and we work closely with parents to give the placement the best chance of success.

Sometimes, an off-site direction (OSD) may be in the pupil's best interest. Off-site direction is when a pupil is required to attend another education setting to improve their behaviour. Off-site direction (OSD) is only used as a way to improve future behaviour. This can be an effective way to break a cycle of poor behaviour and give a pupil a fresh start. We will only use OSDs when there is a genuine reason to do so, where it is in the pupil's best interest and we will take all the necessary steps to make sure that the OSD is successful for pupils involved.