

BEHAVIOUR POLICY	
Localised School Based Procedures	
School Name:	Vale of York Academy
Principal:	Alexis Green-Harding
Behaviour Lead:	John Hunt
Designated Safeguarding Lead:	Grace Cook
Implementation Date: <i>Inline with policy approval</i>	August 2026

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
At Vale of York, we are rightly proud of our fantastic young people and aim to celebrate all pupils' achievements, recognising their successes and developing their sense of confidence and pride in all they do. The pupil planner is central to all elements of our Rewards/Recognition and sanctions system and it is expected that pupils will have their planner with them at all times. All members of staff within the academy are expected to recognise, praise and reward all pupils as a matter of agreed policy. This is a key area of consistency. Pupils' achievement, effort and behaviour will be recognised and celebrated. Please click here to access further details.

Sanctions System
Relates to item 4.3, 4.4 and 5 in the Trust Behaviour Policy
All sanctions will be applied consistently and proportionately, taking account of the pupil's age, SEND needs, religious requirements, safeguarding considerations and any reasonable adjustments. Expectations of Pupil Behaviour All Vale of York Academy pupils should: • Attend the Academy on those days it is open, on time, dressed in full uniform and equipped to learn. • Do all my classwork and homework as well as I can. • Be polite and helpful to others. • Respect the learning environment and keep it free from litter and graffiti. • Not engage in any malicious communications on social media that could upset or cause offence to any members of staff, pupils, parents and carers of the school community. 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.

At Vale of York Academy, we know that every pupil progresses at their own unique pace. When our staff identify that a pupil is struggling to meet specific expectations, whether academically, socially, or emotionally, our immediate priority is to understand their individual needs and ensure the appropriate care and support is offered. Additional support and targeted intervention are never seen as a last resort, but rather as an ongoing, proactive commitment to every child's success. Parents and carers can rest assured that whenever a gap is identified, our dedicated team will thoughtfully explore, adapt, and implement tailored strategies to ensure every pupil receives the encouragement and guidance they need to thrive.

Pupil Planners

The pupil planner is central to all elements of our Rewards/Recognition and sanctions system and it is expected that pupils will have their planner with them at all times. Given its importance, pupils must bring it to the academy every day.

The first time a pupil forgets their planner in a half term they will be issued a **WHITE** planner sheet for that day.

The second time a pupil forgets their planner in a half term they will be issued with a **YELLOW** sheet for that day and a detention.

The third time a pupil forgets their planner in a half term they will be issued with a **RED** sheet for that day and referred for one day in the Reflection Room.

If a pupil refuses to hand over their planner to any member of staff, this should be reported to any member of SLT who will work with that member of staff to identify the pupil and ensure an appropriate sanction is issued.

The pupil planner is central to the academy's rewards, recognition and sanctions system and pupils are expected to have their planner with them at all times.

Sanctions within the Classroom

Behaviour issues within classrooms will be consistently dealt with through the application of three key 'phases'. The vast majority of pupils at Vale of York benefit from the recognition and rewards available and do not receive any of the sanctions outlined below.

When a pupil makes a poor choice and demonstrates unacceptable behaviour, a clear consequence or range of consequences will follow. The consequence is not open to negotiation or debate at the point it is issued; however, it will be applied proportionately and in line with the overarching principles above.

Where a pupil has a recognised special educational need, disability or other identified need, reasonable adjustments may be made.

The procedure is not intended to be inappropriately rigid. Consistency and flexibility should operate in balance, based on staff knowledge and understanding of pupils as individuals. Flexibility should not be confused with negotiation or a lack of challenge. No pupil 'sits outside' this procedure: high expectations apply to all pupils, with reasonable adjustments made where required. Each lesson should provide a fresh start.

Verbal Warning

Before the sanction pathway begins, a pupil will be given a clear verbal warning. On receiving a verbal warning, the pupil's planner will be taken by the member of staff as a visible and clear sign that the warning has been issued. Having a planner taken does not prevent a pupil from gaining stamps and rewards during the lesson, the aim is for the pupil to re-engage positively and quickly.

The reminder process is designed to give pupils time to reflect and change their behaviour.

Some behaviours which might lead to a verbal warning include, but are not limited to:

- Interrupting the teacher or other pupils.
- Shouting out.
- Disturbing the learning of others.
- Not following instructions.
- Moving around the class or being out of their seat when not asked.
- Chewing gum or eating in a classroom.

If a pupil continues not to meet the expectations, this will move to Phase 1 of the sanction pathway.

Phase 1 - Written Warning (Code)

- Following a verbal warning, any pupil who continues to behave in an unacceptable manner will be given a 'Phase 1'.
- The teacher will write a 'Classroom Disruption' code in the pupil's planner and record Phase 1 on EduLink. The reason for the warning will be made clear to the pupil.
- Recording the code in the planner provides an immediate, visible warning for the pupil and is also visible to parents/carers.

Phase 2 - Written Warning/Move Seat in the Classroom

- Following Phase 1, any pupil who continues to behave in an unacceptable manner will move to 'Phase 2'.
- A second 'Classroom Disruption' code will be written in the pupil's planner.
- The reason for the sanction will be made clear to the pupil, together with the clear warning that continued unacceptable behaviour will result in removal from the lesson.
- Where appropriate, the pupil may be moved to a different seat as a preventative measure, giving them every reasonable opportunity to remain in the classroom and re-engage with their learning.

Phase 3 - On Call/Relocation and Detention

- Following Phase 2, any pupil who continues to behave in an unacceptable manner will move to Phase 3.
- A pupil who reaches Phase 3 has caused repeated disruption and will be removed from the classroom. The member of staff will alert on-call staff and the pupil will be collected. A Phase 3 will automatically result in a detention on the following school day, in line with the Academy's detention arrangements.
- A third and final 'Classroom Disruption' code will be written in the pupil's planner and Phase 3 will be recorded on EduLink. These records allow behaviour patterns to be reviewed, support proactive intervention and enable parents/carers to be informed where appropriate.
- On-call staff will take the pupil to the Choices Room, where they will remain until the end of the lesson and complete appropriate work. The Choices room is a separate classroom, staffed by Senior and pastoral staff who will provide support to the pupil in both completing work and being ready to access the

remainder of their lessons that day.

Although most behaviour reaching this level will have followed the phases in sequence, staff may move directly to Phase 3 where the behaviour is sufficiently serious.

Examples may include, but are not limited to:

- Dangerous or seriously disruptive behaviour
- Bullying, verbal abuse or discriminatory behaviour towards another pupil
- Theft

This list is non-exhaustive.

If a pupil refuses to go to the Choices Room with the member of staff on call within a reasonable timeframe, the incident may escalate to Phase 4. (Please see below)

If a pupil receives two Phase 3 sanctions in one day, they will normally spend time in the Reflection Room (please see below) for the following school day, subject to the overarching principles above.

Members of staff only need to record the highest level of sanction from the lesson, not each Phase issued.

Around the Academy

All pupils and staff should expect a calm and safe environment both within and outside classrooms. Around the academy expectations will be made explicit through form time and assemblies, with regular reminders throughout the academic year. These expectations apply whenever pupils are not in lessons.

Where a pupil does not meet expectations around the academy, the following steps will normally apply:

1. 1. Verbal Warning
Where appropriate, the pupil will be given a verbal warning and an opportunity to correct their behaviour. If the behaviour continues, the sanctions pathway will begin.
2. 2. 'Around School' Code (Phase 2)
If the behaviour continues following the verbal warning, the pupil will be issued an 'AA' code (Around Academy) in their planner and the incident will also be recorded on EduLink.
3. 3. Phase 3 - Detention
If unacceptable behaviour continues, the incident will move to Phase 3 - Outside of Lesson. This will be recorded on EduLink and will result in a detention on the following school day in line with the Academy's detention arrangements.

Phase 4 - Reflection Room

Some behaviours around the academy which may lead to placement in the Reflection Room include, but are not limited to:

- Refusing to wear correct uniform
- Deliberate damage to property
- Violent behaviour
- Offensive language

- Truancy

All such incidents must be recorded on EduLink.

Any incident involving sexual harassment, sexual violence or discrimination must also be reported and managed in line with the Trust **Safeguarding and Child Protection Policy**. A behavioural sanction does not replace the safeguarding response.

Phase 4 - Reflection Room

A referral to the Reflection Room is the academy's most serious internal sanction.

The reflection room is a structured, quiet space designed for pupils who need to be temporarily removed from their regular classes due to poor behavior.

In this environment, pupils work individually to ensure their learning continues without causing further disruption to their peers. During their time in the reflection room, pupils are assigned age-appropriate academic work alongside structured reflective activities designed to help them evaluate their choices, understand the impact of their actions.

Additionally, to maintain a calm, consistent environment and prevent further behavioral issues, all social periods—including break and lunch times—are spent within the reflection room under direct supervision.

A pupil may reach Phase 4 through a gradual pattern of continued unacceptable behaviour (8 codes in one week) or through a single incident that is sufficiently serious to warrant an immediate Reflection.

Where possible, Reflection will be arranged for the following school day and the pupil and parents/carers will be informed in advance.

Lunch will be provided in the Reflection Room and pupils will not socialise with other pupils during the Reflection day.

Reflection will run from the start of form time until the end of the school day. Pupils must bring their planner and equipment and meet the academy's uniform expectations.

Persistent disruption in the Reflection Room will be reviewed by a member of the SLT and may result in a further sanction, including suspension where appropriate. Any suspension will be considered in line with the Trust **Suspensions and Permanent Exclusions Policy** and remains a decision for the Principal.

Some behaviours which may lead to a referral to the Reflection Room include, but are not limited to:

- Refusal to attend the Choices Room when collected by on-call staff
- Poor behaviour in the Choices Room
- Refusal to wear correct uniform
- Bullying or serious bullying-related behaviour
- Racist, sexist, homophobic or other discriminatory behaviour
- Sexual harassment, alongside the required safeguarding response
- Deliberate damage to property

- Violent behaviour
- Offensive language
- Persistent truancy

Phase 5 - Suspensions

Suspension is a serious sanction and will not be used lightly. The decision to suspend a pupil is the Principal's, or the Senior Leader deputising in the absence of the Principal.

Suspension may be considered where other sanctions and interventions have not been successful and unacceptable behaviour continues, or where a single incident is sufficiently serious that suspension is the appropriate response.

Some behaviours which may lead to suspension include, but are not limited to:

- Serious or persistent defiance
- Threatening, intimidating behaviour or verbal abuse towards staff
- Serious assault on a pupil
- Racist, homophobic, disablist or other discriminatory language or behaviour
- Persistent bullying
- Possession of, or being under the influence of, illegal substances
- Possession of a prohibited item on Academy premises
- A phone or smart technology found outside the pupil's allocated Yondr pouch
- Possession of an additional phone or smart device outside the allocated phone pouch
- Bringing prohibited items, such as pliers or magnets, to interfere with or open a phone pouch

This list is non-exhaustive.

Any suspension will be considered and administered in accordance with the Trust **Suspensions and Permanent Exclusions Policy** and relevant statutory guidance. This includes consideration of SEND and **Equality Act** duties, safeguarding and vulnerability, pupil voice, parent/carers communication, education during the suspension and appropriate reintegration arrangements.

Before a pupil returns following suspension, appropriate reintegration arrangements will be put in place to support a successful return to the academy.

Phase 6 - Permanent Exclusion

Permanent exclusion is the most serious sanction available to the Academy and will only be considered where the legal and Trust thresholds for permanent exclusion are met.

A decision to permanently exclude may be taken in response to a serious breach or persistent breaches of the behaviour policy and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others.

Some behaviours which may lead to consideration of permanent exclusion include, but are not limited to:

- Dealing in illegal substances
- Serious assault on a member of staff

- Bringing a prohibited item onto Academy premises
- Reaching 45 days of fixed term suspension in an academic year.

This list is non-exhaustive.

The decision to permanently exclude can only be made by the Principal. Any permanent exclusion will then be managed in accordance with the Trust **Suspensions and Permanent Exclusions Policy** and relevant statutory guidance.

Alternative Measures

Where appropriate, a pupil may be placed in alternative provision (AP), either internally through The Bridge or externally through an approved provider.

Any placement will be considered in the pupil's best interests. Pupils placed in AP remain the responsibility of Vale of York Academy.

Where possible, AP placements will be time-limited, closely monitored and designed to meet the pupil's needs while maintaining continuity of education and supporting successful reintegration. The academy will work closely with parents/carers and providers throughout the placement.

Where appropriate, an off-site direction (OSD) may be used to support an improvement in future behaviour. Any OSD will be used in the pupil's best interests, with clear objectives, appropriate oversight and planning for successful reintegration

Reports

Repeated behaviour concerns may result in a pupil being monitored through a Report Card. The level of report will reflect the frequency and seriousness of the concerns and will be used alongside appropriate support and intervention. Parents/carers will be informed and should sign the Report Card daily to support a consistent home-Academy approach.

A pupil may be placed on report to their:

- Form Tutor
The Form Tutor will initially monitor the pupil's behaviour across lessons, identify patterns or trends and share relevant information with appropriate staff. The report will be reviewed daily, with praise, recognition, support and sanctions used as appropriate.
- Learning Manager
A Learning Manager report may be used where a Form Tutor report has not secured the required improvement or where a more serious concern has been identified. Where possible, a face-to-face meeting with parents/carers will take place before the report begins. This meeting will consider any additional support or intervention required. The Learning Manager will review the report daily and respond appropriately to the pupil's progress.
- Senior Leader
A Senior Leader report may be used where previous report stages have not secured the required improvement or where the seriousness of the concern warrants senior oversight. A face-to-face meeting with parents/carers will take place before the report begins, setting out the support in place, the

improvement required and the possible next steps if sustained improvement is not seen.

Punctuality

- Punctuality is a vital life skill and is a high priority at Vale of York Academy. Punctuality to lessons will be monitored by teachers.
- If a pupil arrives more than five minutes after the start of a lesson without a valid reason or note from a member of staff, they will be recorded as late. Teachers will record an 'Lateness to Lesson' code in the pupil's planner and log this on EduLink.
- If a pupil arrives more than ten minutes late without a valid reason, this will normally be treated as truancy and may result in placement in the Reflection Room for the remainder of the day, subject to the overarching principles above.

Detentions

- Detentions form part of the Academy's graduated sanctions system and may be issued for behaviour or organisational concerns that limit a pupil's access to learning.
- If a pupil misses a detention a further sanction will follow, subject to the overarching principles above.
- Parents/carers will be informed of detentions in line with Academy procedures.

Uniform

A high standard of personal appearance is expected of all Vale of York Academy pupils. Wearing the Academy uniform reflects pride and a sense of belonging and presents pupils positively to visitors and the wider community. Uniform will be checked on arrival and during tutor time, including through Reception where a pupil arrives late.

Where a pupil is wearing incorrect uniform, they will be given the opportunity to borrow appropriate items, which should be returned at the end of the school day. Parents/carers may be contacted to provide the correct items where possible.

If a pupil refuses to wear the uniform provided within a reasonable timeframe, and there is no identified need or reasonable adjustment preventing compliance, this will be treated as defiance and will normally result in placement in the Reflection Room for the remainder of the day.

Mobile Phones and Devices

Heartwood Learning Trust is committed to creating high-quality learning environments where pupils can thrive and achieve their full potential.

Our pupils are living in an increasingly complex world, both online and offline. In recent years, the rise of mobile phone presence in schools has led to more distractions and disrupted teaching, increased phone-related behavioural incidents, and a reduction in the quality of true inter-personal connection amongst pupils.

To address this the Heartwood Learning Trust is partnering with Yondr to implement a fair and consistent, Trust-wide mobile phone procedure to ensure that pupils are able to experience the benefits of a truly phone-free school day.

The decision to implement a phone-free environment is based on both direct school experience and emerging research. Large-scale studies have provided robust evidence that creating a truly phone-free school day significantly improves academic performance, particularly for pupils who need it most.

In February 2024, the Department for Education released guidance highlighting that “one of the greatest challenges facing schools is the presence of mobile phones”. At Heartwood, we are taking a proactive and supportive step to reduce distraction, improve focus, and protect pupil wellbeing; placing an emphasis on prevention, not punishment.

The mobile phone procedure can be found [here](#).