



Behaviour Policy

Document Control

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<i>This policy should be read in conjunction with;</i>	<i>Meridian Trust: Behaviour: Statement of Principles</i> <i>Meridian Trust: Anti-Bullying Policy</i> <i>Sawtry Village Academy: No Smoking & e-cigarette Policy</i> <i>Dfe: school suspensions and permanent exclusions</i> <i>Meridian Trust: Physical Restraint: Guidance</i> <i>DfE: Searching, Screening and Confiscation</i>

1 Our Vision

At Sawtry Village Academy we have high expectations of our students as we care about them. We believe that good behaviour in school ensures students feel safe and make more progress. We want teachers to be able to teach and students to be able to learn without distraction. The staff will work in partnership with parents/carers to help students develop high levels of discipline in order that a proper regard for authority is developed. We aim to ensure that students take responsibility for their own actions appropriate to their age and maturity. Our ethos is 'high expectation with a kind heart'. More information can be found on our Behaviour on a Page (Appendix A).

2 Our Rules - READY, RESPECTFUL, RESPONSIBLE

At all times, we have three rules for all students at Sawtry Village Academy. These are Ready, Respectful, Responsible. Students are explicitly taught these rules and reminded of them through their time at SVA. The three rules are simple and clear and can be used as a backbone of our behaviour policy. A poster of these rules is placed in every classroom in the school (Appendix B).

3 Roles and Responsibilities

3.1 Academy Councillors

The Academy Council will establish, in consultation with the Principal, staff and parents/carers the promotion of desired behaviour and keep it under review. The Academy Council, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic, culture, religion, gender, disability or sexuality. Councillors will support the Academy in maintaining high standards of desired behaviour of students and staff. The Academy Council will support the Principal should it become necessary to update this policy to reflect emerging needs during the course of an academic year.

3.2 The Principal & Leadership Team

The Principal and the Senior Leadership Team will be responsible for the implementation and day-to-day management of the policy and procedures. They have overall responsibility for ensuring that the policy and procedures are followed consistently and fairly applied. Mutual support amongst all staff in the implementation of the behaviour policy is essential. They have a responsibility, with the support of the Principal and the Senior Leadership Team for creating a high-quality learning environment, teaching positive behaviour for learning, and implementing the agreed policy and procedures consistently.

3.3 Teaching Staff

The role of the classroom teacher is pivotal in achieving and maintaining good behaviour. Academy staff should display high expectations of both academic and social achievement and, as adults, provide positive models of behaviour to our students.

The focus of our behaviour policy is to help teachers manage the more frequently occurring types of behavioural problems which can inhibit effective learning for all students. We build on existing good practices ensuring that teachers know the code of conduct set out for students.

We expect teachers to adopt a range of strategies when responding to instances of poor behaviour. Interventions need to be carefully judged by teachers based on knowledge of individual students or class groups.

3.4 Support Staff

Support staff including Student Support Assistants and Teaching Assistants should support learners where appropriate in-line with the behaviour policy. Staff may tend to support some students more than others including those with high levels of Special Educational Need or those that present significant behavioural concerns.

3.5 Parents/Carers

Parents/Carers know the values and standards of the Academy when they apply for admission for their children. They will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the Academy. The Academy will encourage parents/carers to work in partnership with the Academy to assist it in maintaining high standards of desired behaviour and they are encouraged to raise with the Academy any issues arising from the operation of the policy.

Reinforcement of our values occurs in all publications and in meetings of both large and small gatherings between staff and parents/carers. We work towards a shared understanding with parents/carers of what is acceptable behaviour and expect parents/carers to support us in this. We ask parents/carers to ensure their children are punctual, attend regularly, bring the necessary equipment to school and ensure that their homework is completed on time.

If a student behaves in such a manner that criminal damage is committed to school property, the school considers it reasonable for compensation to be paid by parents/carers to cover the loss or damage to the school. This standpoint applies to any damage that may be caused to any transport provided for the students.

If a student behaves in such a manner that a criminal offence may have been committed e.g. assault on another student or circulating inappropriate material about another student, the school will take advice from the Police. Should the Police choose to take additional action Academy staff will support this process.

3.6 Students

As soon as students join Sawtry Village Academy, they are inducted into the values held by the Academy community. Every aspect of Academy life instils a sense of right and wrong, respect for other people, and an awareness of the need for honesty, tolerance and self-discipline. These values are re-enforced in all lessons, around the Academy, in assemblies, and in induction programmes.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour. These core values and responsibilities are underlined in the Home School Agreement between student, teacher and parent/carer.

4 The Academy's Role Outside the School Gate

In accordance with DfE (2006) Guidance '*Behaviour and discipline in school*' the Academy acknowledges the powers to discipline students for misbehaving outside of the school premises. This may take place when the student is:

- taking part in any Academy-organised or Academy-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

The Academy may look to take action when any misbehaviour:

- could have repercussions for the orderly running of the Academy or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the Academy.

5 Rewards

At Sawtry Village Academy we believe in focusing on positive rather than negative behaviour so students become aware of clear limits in order that they learn to make appropriate decisions about behaviour.

5.1 Credits

Recognition of Striving and Valuing in learning is through the award of Credits. Credits are recorded on the Academy database with parents/carers being able to see the credits online as, and when, they are awarded. Credits are awarded in line with the following guidance:

- Credits may be awarded for *Striving* or *Valuing* in learning.
- Credits are for performance within a lesson. This should be judged against each individual student's potential. All students should therefore have an equal chance of recognition. Within each lesson, a minimum of two credits must be awarded per lesson, there is no maximum number of credits that can be awarded.
- Credits may only be awarded one at a time. Once given it cannot be taken back later and will not carry over from one academic year to the next. A Credit constitutes one house point for the inter-house competition.
- Each House must display on their Reward Board, an on-going tally of Credits within the House and publicly acknowledge and celebrate these achievements through regular assemblies. Tutors will also celebrate each week with their tutor groups.
- When a student achieves the requisite number of net credits (credits minus behaviour points), the Student Support Advisor (SSA) and Tutor should inform the Senior Tutor who will arrange for the award of the appropriate pin badge to Year 7 and 8's only.
 - a. 25 Credits = Bronze Award and electronic postcard home
 - b. 75 Credits = Silver Award and electronic postcard home
 - c. 150 Credits = Gold Award and electronic postcard home
 - d. 225 Credits = Diamond Award and electronic postcard home
 - e. 300 Credits = Platinum Award and electronic postcard home
- Pin Badges are recorded, and they are specifically for receipt of Credits and no distinction is made between striving and valuing.
- This academic year we are also trailing a rewards shop where students can trade in their credits for a reward from the shop. This will be led by our House Captains and be regularly advertised throughout the school year.

5.2 House Points and Other Celebrations

- Inter-house competitions will run during registration time once a week. These will be organised by each House either through the tutor groups or the Departments. There will be a new House competition each half term.
- 'Student of the week' will be celebrated each week through the 'Week Ahead PowerPoint' in each House. This will be linked to the credit system and will be awarded to students who have the most credits each week in each House.
- Attendance will be celebrated through the 'Week Ahead PowerPoint' in each House.

5.3 Student of the Half Term

Each department nominates students for a variety of reasons each half term. Students who are selected receive a certificate with their achievement. An email is also sent home to parents celebrating the reward.

5.4 Half termly 0 behaviour points and 100% attendance

Every half term (there are six half terms in an academic year) students work to achieve 0 behaviour points and 100% attendance). We believe good behaviour and attendance are a basic for making good progress and learning well. If a student achieves one of these awards students will receive a small treat on the first day after half term and parents/carers will be emailed an electronic certificate congratulating the student.

5.5 Character Coins

Character coins will be awarded by all staff at the Academy. These will be for students who have behaved as responsible citizens around the Academy. Students, once they have received a coin will be able to swap it for a queue jump or a sweet from the house office.

5.6 Rewards Visits

In different year groups students will have the opportunity to access rewards visits which will include local trips or potentially activities in school. This includes the Passport to your potential and Future in Year 11.

5.7 Rewards Friday (e.g. Hot Choc Fri)

Two or three students from each House are selected each week to have a hot chocolate during form time on a Friday morning. This is led and organised by the Sixth form leaders.

5.8 PLEDGES - Character Education

SVA believe developing character is a vital part of secondary school. Ensuring students leave SVA as kind, respectful and hardworking citizens is very important. To ensure students have access to working on personal development we offer a range of extracurricular activities, educational visits and a broad Core Studies curriculum. PLEDGES is part of this, and students work on achieving them in and outside of school. The achievement of students receiving their PLEDGE is considered a highly prized reward. The greatest reward is in achieving the PLEDGE itself. PLEDGES will be on 3 levels – bronze, silver and gold. All students are expected to achieve the bronze award by the end of Y8. This will be celebrated with a certificate that is awarded along with a pin badge. More information of Personal Development can be found on our website; <https://www.sawtryva.org/personal-development>

6 Consequences

The use of consequences should be characterised by three features:

- It must be clear to the student why the consequence is being applied.
- It must be made clear to the student what changes in behaviour are required to avoid future consequences.
- All consequences must be used fairly and consistently.

Consequences must be applied in line with the following guidance:

- Staff discretion is needed which will recognise the age and maturity of students and the particular circumstances of each incident as it occurs.
- Discipline in the classroom is the direct responsibility of the subject teacher and the Subject Leads in the first instance. Discipline outside the classroom is the direct responsibility of all teachers, working in liaison with the appropriate Tutor and the Senior Tutor.
- All classrooms will have the consequence processes clearly displayed and explained to students.
- Parent/Carer contact will be recorded.
- Incidents of non-compliance should be recorded on the BROMCOM behaviour database.

6.1 Parent/Carer Involvement

- Parents/Carers are responsible for the behaviour of their child when in school. To support this behaviour information is provided through our MIS and from tutors. In addition, class teachers should raise concerns to them and should always contact home when an after-school detention has been issued.

6.2 Consequences for behaviour outside of lesson

- Consequences will be applied by the Academy at a proportionate level to the behaviour that has been displayed. This could include targeted reports, detentions, loss of break or lunch, isolation, fixed term suspension, managed move, permanent exclusion, loss of place on educational visits, extra-curricular activities and network access.

6.3 Available consequences in lessons (Appendix C – Consequence ladder)

- A reminder from the teacher illustrating that the student is not meeting the Academy's expectations and expressing the student has a choice.
- 15-minute detentions to be used at the discretion after the student has been reminded of their behaviour. (This is logged on MIS and visible to parents/carers.)
- 30 minutes detention to be used at the discretion of the teacher after the student has had a reminder and a 15-minute detention issued in lesson. A 30-minute detention can be given without a reminder or 15-minute detention for more serious breaches of policy at the teacher's discretion. (This is logged on MIS and visible to parents/carers. A phone call/email will be made home regarding the detention and an email sent regarding the date of the detention.)
- 1-hour detention to be used at the discretion of the teacher after the student has received a 30-minute detention issued in lesson. A 1-hour detention can be given without a reminder or 30-minute detention for more serious breaches of policy at the teacher's discretion. (This is logged on MIS and visible to parents/carers. A phone call/email will be made home regarding the detention and an email sent regarding the date of the detention.) If a student receives a 1-hour detention they would usually be removed from the lesson.
- Department buddying will take place for persistent low-level disruption and staff will follow the consequences process provided.

6.4 Targeted Report

- Targeted reports should be seen as an opportunity for students to quickly rectify their behaviour if their behaviour is an issue. It is only to be used as a short-term option and should be an encouragement for students to publicly show their Tutor, Senior Tutor, Subject Leader, Head of Faculty and parents/carers that they can do well.
- If a student is on report for 2 or more subjects, then the Senior Tutor will take responsibility for that student. This will be clarified to staff on MIS.
- There are different types of report including Tutor Report, Senior Tutor Report and Assistant Principal Report.

6.5 Academy 30 minute or 1 Hour Detention

- Must start promptly at 3.00 pm and run for the duration of either 30 minutes or 1 hour.
- Non-attendance leads to an additional detention or isolation, and the original detention unless otherwise agreed by a member of the Leadership team. 30-minute detentions automatically lead to an hour for failure to attend.
- Parents/Carers must be notified, in writing via an email in advance. This will be done by the House SSA for 30-minute detentions and for one-hour detentions. (Appendix D.)
- Hour detentions will only be authorised by a Subject Lead or a Senior Tutor. (Appendix E).
- MIS must be filled in to record the detention.
- A Subject Lead and Senior Tutor may place a student on a targeted report for an agreed period to monitor behaviour and encourage improvement.
- If a student is on report, the Subject Lead /Senior Tutor must record this on SIMS.

6.6 Senior Leadership Lunch Time Detention

Students can receive a SLT lunch time detention if they illustrate irresponsible behaviour during social times e.g. being unpleasant towards peers. Students may also receive a SLT lunch detention if they refuse to attend a 15minute detention with their class teacher. SLT lunch detention is for the whole of lunch however students can still access the canteen and toilet. Students may receive multiple SLT lunch detentions proportionate to the incident that has led to them getting one.

6.7 Reset Room

- Reset may take place as a step before the application of a suspension. This is at the discretion of the Senior Tutor/Senior Leadership Team who will decide when this is appropriate.
- Students in full isolation will be in the Reset room and will be escorted for lunch. Lunch will be in the House Office, and students will have full access to the canteen or lunch. Work will be brought to the student by request from the appropriate SSA to classroom teachers.
- Students are expected to complete the Reset reflection form.

6.8 Persistent Behaviour Issues

- Students who are having excessive behaviour issues despite help provided by the Academy and the consequence process followed will be placed on a Pastoral Support Plan (PSP). This will include fortnightly targets for students which involves parental/carers engagement and support. PSPs will last for approximately 10 weeks and no more than 12 weeks. An EHA (Early Help Assessment) Form might be put into place alongside the PSP if necessary.
- **Pastoral Support Plan**
Students who persistently fail to meet the expectations of the Academy will be dealt with by an appropriate member of SLT/Senior Tutor. A PSP and an EHA may already have been put into place before intervention by the Assistant Principal/Senior Tutor. Intervention will include parental/carers meetings, consideration of a bespoke curriculum, targeted work experience, respite in another school or a managed move.
- **Temporary / Fixed Term Suspension**
A student is temporarily suspended by the Principal when other consequences have been exhausted, or, if the incident is serious enough for this consequence to be deemed appropriate.
- **Managed Move**
If a student has been fully supported by the school including an open EHA and completion of a Pastoral Support Plan and if the student is still not meeting the Academy's needs, this student may be managed move to another school in the local authority. This process is completed alongside a 15 week support plan with the Inclusion Officer from the local authority.
- **Permanent Exclusion**
A student is permanently excluded by the Principal when all appropriate consequences have been exhausted, and the relationship between the Academy and the student has irretrievably broken down. A student may also be permanently excluded if they illustrate seriously dangerous and unsafe behaviour as a one off.

7 Home School Transport

Home-school transport can be an area of concern primarily because the legal responsibility for the safety of students in transit rests with the Contractors who are appointed by the Schools Transportation Department to provide the service for parents/carers in the Academy catchment area.

This section of the policy sets guidelines which aim to foster co-operation and mutual understanding between the Academy, the Schools Transportation, the Contractors and the General Public.

Guidelines:

- All students and parents/carers to be informed in writing of the Academy's expectations in respect of student conduct on the buses to and from the Academy. These expectations are in line with the Code of Conduct issued by Cambridgeshire County Council.
- The departure of students at 3.00pm will be adequately supervised by Academy staff on duty. Buses leave site at 3.10pm.
- A senior member of the Academy acts as liaison officer between the Academy and the Schools Transportation Department.
- Parents/Carers will be informed by the Academy in all cases of serious misconduct on the buses. Warnings are to be given about the possible consequences of repeated misconduct which can lead to bans from the bus.
- Records will be kept of all serious misconduct and the appropriate Senior Tutor informed.

8 Homework

Homework is set in line with the teaching and learning protocol. Homework will be set for a deadline that should be met by students. All homework will be recorded on MIS/homework website such as Sparx maths. If the homework is not completed on time, then a 15-minute detention is completed. The homework must be completed and handed to the class teacher the next day at break time.

9 Mobile phones/ Smart watches with social media access and students in Years 7 to 11

In line with many other Academies, students' Mobile devices and smart watches are banned on site and should not be seen or heard in the Academy. Staff will confiscate the mobile/smart watch devices, and they will be packaged in a named envelope and taken to the students House Office.

There are a variety of reasons for this:

- They can be a nuisance and can cause distraction and disruption to student learning during lessons.
- They can be used to organise, and prevent detection of, activities which are not in the students' best interests, which could include bullying, intimidation and recording of inappropriate events.
- They encourage students and parents/carers to bypass the formal channels of communication, in the event of an issue, which can cause undue stress for all parties.
- They are valuable and easy to lose.

The Academy has very good lines of communication which can be used, when parents/carers and students need to contact each other in an emergency, or to make arrangements for such things as taking part in after-school clubs and subsequent transport issues. The Academy may make concessions for students on school educational visits where the use of a mobile phone can be of benefit.

Students are deemed to be on school site in the morning from the moment they arrive in school and until the end of the school day when they have left the premises. Student's phones will also be confiscated if it is seen in their pocket or waistband. Consequences for mobile phones:

In line with guidance from the Department for Education;

- If a student is found with a mobile phone (including in their pocket), a parent or carer will be required to collect it from school on every occasion. Phones will not be returned directly to students.
- Following a confiscation, the student will be required to hand their phone into reception each day for four school weeks where it will be locked and can be picked up at the end of the school day.
- Parents will be communicated to for all confiscations.

The school does not take responsibility for misplaced and stolen phones.

10 Bullying

We define bullying as persistent or repeated, deliberate attempt to hurt or humiliate someone. There are various types of bullying, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Sawtry Village Academy does not tolerate students bullying and being unkind to others as we believe every student has a basic right to feeling safe in school. Students learn about bullying through Core Studies, Tutor time, assemblies and all students sign the SVA Charter at the start of the year which is displayed in every classroom. SVA have successfully completed the Bullying Intervention Group Kitemark in 2021 which illustrates Sawtry works hard to prevent bullying and confidently deal with it when it happens. Each classroom also has a flow chart which clearly details how an incident of bullying is dealt with (Appendix G).

11 Students wellbeing and mental health

Students' health and wellbeing is at the forefront of the SVA Behaviour Policy ensuring that the sense of belonging and commitment to kindness towards students, staff and families. SSA's, Tutors and Senior Tutors all work hard to build relationships with students in order to create a culture of high expectations with a commitment to kindness.

12 Race relations & Discrimination

Sawtry Village Academy has a duty to promote good race relations and will deal appropriately with racial incidents and record these. Racism and other forms of discrimination are dealt with as part of the school's curriculum and the application of consequences for discriminatory behaviour is seen as an integral part of the school's duty to educate young people. Racism and other forms of discrimination are recorded on BromCom and with the local authority.

13 Equality Act 2010

The policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs/disabilities (SEN/D).

14 Searching Students

Sawtry Village Academy will follow the latest DfE guidance on searching, screening and confiscation: Searching, Screening and Confiscation (publishing.service.gov.uk). In line with this guidance, if a member of staff has reasonable grounds to suspect that a student is in possession of a banned item, a student can be instructed to undergo a search without consent; parental permission or pre-notification is not required.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and other related smoking items
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to Academy property

Staff may examine data files held on personal devices during a search.

15 Confiscation

Prohibited items listed above will be confiscated by staff and disposed of in accordance with the law.

Mobile phone confiscation please see section 9 above.

The Academy and Academy staff will not be liable for any damage or loss during the period of confiscation. Hoodies and other inappropriate articles of clothing or jewellery that are not part of the uniform will also be confiscated and stored in the House Office with alternative appropriate articles of uniform being provided by the Academy.

Students that refuse to hand over any item requested by a member of Academy Staff; consequences will be imposed by a member of the Academy Senior Leadership Team; which could amount to a fixed term suspension.

16 Recording behaviour

Sawtry Village Academy uses MIS to record data regarding behaviour incidents and rewards. MIS is supported by Sims where data can be analysed by members of staff to help support students where needed.

17 Punctuality

Our expectation is that all students are on site by 8:30am and in lessons promptly after lesson 1, break, lesson 3 and lunch. Arriving on time is essential. It ensures students are settled, prepared and ready to learn from the very start of the day. Persistent lateness disrupts not only the individual's learning but also the routines and progress of others.

Lates before school;

- Students arriving late to school will receive a 15-minute SLT detention at break time.
- If this detention is missed, it will be escalated to an SLT lunchtime detention.
- For all others lates throughout the day the usual process will be followed.

Lates during the day;

- Three lates during a half time equates to the 30-minute detention. This is logged on Bromcom.
- A further 3 lates in a half time equates to a 60-minute detention.
- A further 3 lates in a half time equates to 3 x SLT detentions at lunchtime.



We appreciate your continued support in reinforcing these expectations at home. By working together, we can ensure that all students benefit from a calm, focused and respectful learning environment.

18 Conclusion

There is general acceptance, by Staff and Academy Councillors alike, of the need for positive thinking and consistency of approach in all matters relating to Academy discipline and its enforcement. There is an agreement that all teachers have the right to teach, and all students have the right to learn without disruption. Pastoral Care will support students struggling in this, and in gaining knowledge and understanding of the student and using various strategies and experience, enable them to be able to go back into the classroom in a successful and positive manner.

In addition, this policy allows for reasonable adjustments to be made for students who have special educational needs and circumstances, and staff have the power to modify consequences and rewards as appropriate.

SLT/Academy Council (September 2025)

This policy will next be reviewed in July 2026

Appendix A: Behavior and Culture SVA summary

Behaviour & Culture on a Page

Academy Ethos: High Expectations with a kind heart.

All members of staff should understand SVA's ethos is to have high expectations of students because we care about them. At SVA we believe in high standards of student behaviour as we want our teachers to be able to teach and students to be able to learn without distraction of poor behaviour. We believe in getting the basics right including having high standards of correct uniform and students having correct equipment.

We believe all members of staff are responsible for behaviour for learning and supporting students to illustrate good behaviour. We believe students working together and having good behaviour is the most important component of learning in the classroom.

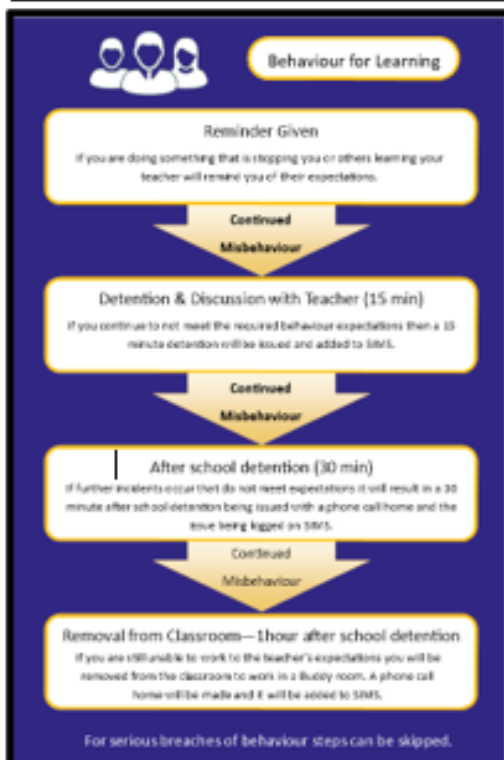
Our 3 simple expectations are Ready, Respectful, Responsible. Students are explicitly taught these rules regularly.

Belonging: We believe the key to students being happy at SVA and therefore less likely to illustrate poor behaviour is for our students to feel a sense of belonging. We do this by having mutual respect with our students and building positive relationships. This should be seen through positive interactions in form, lessons and around school site. Constantly modelling excellent manners and a positivity. Warmth all the time.

Sanctions: We believe in appropriate sanctions for students that do not meet the academy expectations. These include a variety of detentions. As part of the detention a restorative conversation should take place. Behaviour is logged on BromCom and analysed regularly by STs and SLT. Behaviour ladder below.

Behaviour support: We support students that find behaving well more challenging. This support comes from: Good tutoring and pastoral care, positive contact with students' parents, report cards, mentoring and counselling. A buddy system/On Call is in place within departments for students who need to be removed from a lesson.

Consequences ladder to be used in lessons



We have 3 simple expectations we expect all staff and students to be aware of and follow.



The full behaviour policy can be found here:

<https://www.sawtryva.org/wp-content/uploads/2020/01/Behaviour-policy-2020-V2.pdf>



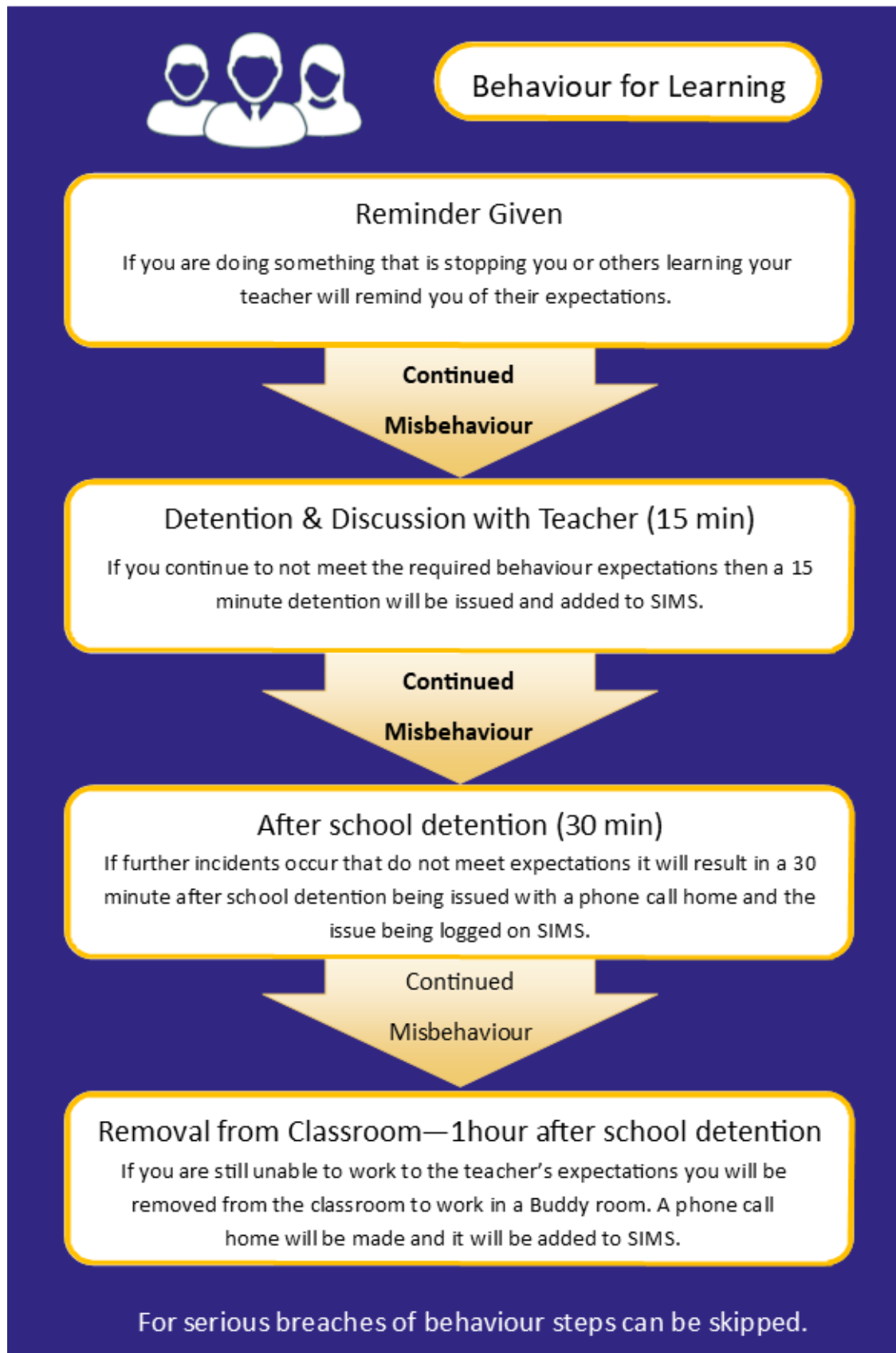
Appendix B: Our 3 rules

Expectations at SVA

- READY**
 - We wear our uniform correctly
 - We arrive punctually to all our lessons
 - We carry the correct books and equipment
 - We complete our homework on time
- RESPECTFUL**
 - We speak politely and listen carefully
 - We demonstrate kindness and good manners
 - We work to achieve Striving and Valuing credits
 - We look after each other and work well as a team
- RESPONSIBLE**
 - We walk around the site calmly
 - We keep our hands and feet to ourselves
 - We are mindful of others and our surroundings
 - We take ownership of our own learning, working hard to fulfil our potential



Appendix C: Consequence ladder for lessons



Appendix D: Academy detention emails

30 Minute Academy Detention

I write to advise you that (student name) has been placed in Academy Detention for the following serious breach of discipline: **Not meeting Academy expectations.**

The detention will take place from 15.00–15.30 on Friday in room In the event of (student name) being absent on the day of the detention it will automatically be carried forward to the following week. You are reminded that, it is the parents/carers responsibility to arrange for a suitable means for (student name) to return home. If you have any queries regarding this detention, please do not hesitate to contact me at the Academy.

I shall be grateful if you would sign and return the reply slip below.

Yours sincerely

Teacher

Appendix E: Academy detention emails

Dear Mr and Mrs

Name of student : Reg group - 60 Minute Academy Detention

I write to advise you that (name of student) has been placed in a 60-minute Academy Detention for the following serious breach of discipline:

Reason for detention

The detention will take place from 15.00 – 16.00..... (Name of student) is to report to Learning Support at 15.00pm. In the event of (Name of student) being absent on the day of the detention, it will automatically be carried forward to the following week. You are reminded that, it is the parents/carers responsibility to arrange for a suitable means for (Name of student) to return home. If you have any queries regarding this detention, please do not hesitate to contact me at the Academy.

I shall be grateful if you would sign and return the reply slip below.

Yours sincerely

SL/ST/AP name issuing detention
Department

Appendix F: Anti-Bullying Flow Chart



SVA Anti-Bullying Flow Chart



Incident Reported: Step 1

- An incident of bullying is reported to a member of staff or is witnessed by a member of staff
- A statement is taken on the same day as the incident is reported
- Member of staff will contact parent to make them aware that their child has reported an incident (if appropriate)
- The incident report is passed to the Senior Tutor



Step 2

- Further statements taken if needed to have a clear understanding of the issue
- Senior Tutor makes a judgment on how to action the incident and make a judgement if the incidents are bullying



Step 3

- Senior Tutor / Student Support Assistant will update records of the alleged bullying and sanction appropriately.
- Incident statement form kept on file in House Office



Approximately 2 weeks later

- Senior Tutor / Tutor speak with victim or alleged victim and check they are no longer having issues with the person mentioned
- If no issues found they will add this to statement in student file. If further issues investigate further and action.

Ready, Respectful, Responsible



SVA Sixth Form Behaviour Policy

Praise (prize draw for Amazon vouchers)

Golden tickets (curriculum)

Current Affairs quiz winners &
PSHE champions (pastoral)

Star of the week (1 curriculum &
1 pastoral)

Students sign a contract:

- Attendance above 96%.
- Punctual arrival to lessons & registration.
- Behaviour in lessons meets academy expectations.
- Engage with homework and independent study.

Teachers log behaviour:

- LATES: L on register & discuss with student. 3L in a half term = 30m detention.
- TRUANCY: add Truancy behaviour point with 60 minute detention & discuss with student and contact home.
- Behaviour points given by teachers for "homework" and "not meeting academy expectations" in lessons. Teacher to discuss with student.

Teachers & SLs address behaviour:

- Set work with checked deadlines, including interim deadlines for coursework. Log behaviour point for non-submission.
- Take students' free time in department areas to complete work. Give frozen frees (loss of off-site privileges) by contacting Head of Sixth Form and emailing parents/carers, to ensure students complete work.
- Escalation to SL. Departmental reports and lesson isolation (housed in subject areas) if required.

Sixth Form intervention:

- Behaviour points monitored centrally weekly. Tutors round robin and meet with students of concern.
- Positive interventions include welfare dog, access to SEMH support, and discussions with Post-16 SSA.
- HOSF & DHOSF to follow up with use of study plans and removal of study periods on a wider scale.
- SLT intervention through Sixth Form SLT link.