THE AVON VALLEY SCHOOL AND PERFORMING ARTS COLLEGE

Inclusive Behaviour Policy

Date of Policy: October 2026
Date of Review: October 2027
Policy Responsibility: Assistant Headteacher, Behaviour and Attendance
Reviewed By: Governors

INTRODUCTION

At The Avon Valley School and Performing Arts College, we believe that positive relationships are the foundation of all learning. Our approach to behaviour is rooted in inclusion, equity, and restorative interventions. We view behaviour as a form of communication and are committed to teaching, modelling, and celebrating positive choices rather than merely penalising negative ones.

This policy uses a range of approaches to challenging behaviour that falls below our expected standard and focuses on building a community where every student feels safe, valued, and empowered to succeed.

This policy sets out the framework of attitudes, values, behaviours and responsibilities that are expected from all of our school community. The behaviour policy is based on guidance from;

- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Searching, screening and confiscation: advice for schools
- Restrictive intervention, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sections 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools authority to confiscate pupils' property
- SEND policy

A climate of respect is integral to learning at Avon Valley, where positive relationships between all groups, empathy and tolerance are promoted.

Our approaches to engagement for learning will provide opportunities for all students to be successful and rewarded in different ways, as we strive to meet the needs of individuals.

PURPOSE

The inclusive behaviour policy purpose is to:

- Reinforce the Core Values of the school
- Make the expectations of good behaviour explicit, the school can create a positive atmosphere that supports effective learning
- Ensure students can learn more effectively in an environment where there is a sense of order and the behaviour around them is polite and respectful
- Encourage students to understand the advantages of good behaviour through positive reinforcement, strong role-modelling and affirmation using rewards and sanctions where necessary
- To utilise restorative interventions where possible to develop and strengthen positive relationships
- To acknowledge and recognise extra-curricular successes and personal and social development

OUR CORE VALUES AND EXPECTATIONS

The inclusive behaviour policy is underpinned by our core values of ambition, respect and care. We expect all members of our community to display these values at all times.

Ambition – We strive to do our best in every lesson, embrace challenges, and take pride in our learning and personal growth.

Respect – We value diversity, listen to others, look after our environment, and treat everyone with politeness and dignity.

Care – We look out for one another, show empathy, offer help, and actively cultivate a safe and welcoming school environment.

Expectations of students:

The following principles underpin this behaviour policy and are part of The Avon Valley Way Student Code of Conduct (Appendix 1) and the school's Uniform guidance.

Students are required to:

- Listen to members of staff and follow their instructions
- Contribute to a well-ordered learning environment by working to the best of their ability in lessons
- Bring the correct equipment to school to help with their learning
- Show respect to others by being polite and courteous to every member of the school community
- Respect each other's personal space and property
- Dress smartly in the school uniform and wear it correctly
- Walk quietly and calmly around the school site to maintain a safe environment at all times
- Attend school every day, arriving on time
- Be the best that they can be

Expectations of parents:

The Role of Parents and Carers

Those with parental responsibility are asked to support the behaviour policy of the school, in line with the Home School Agreement and Core Values, by providing support for students at home, allowing them to continue to develop their learning effectively. Parents are also expected to display the core values of the school within all interactions with members of our community.

Parents and carers can contribute in the following ways:

- Ensuring their child attends every day and is punctual, wears the correct uniform and brings the correct equipment to school
- Being interested in their child's learning through reading and responding to school communication and making appointments to see staff about concerns where necessary
- Understanding and supporting school procedures and rules
- Informing the school of absence by telephone / email on the first day before 08:45
- Being willing to support activities related to school
- Supporting the school's use of restorative interventions
- Upholding the expectations that are laid out in in the home-school agreement which parents are expected to sign following their child's admission to AVS

Expectations of teachers and school staff:

- To consistently act in line with the principles of the behaviour policy on a daily basis
- To implement this policy by ensuring that high quality behaviour management strategies/rewards systems are used consistently on a daily basis
- Teachers should ensure that learning intentions are clear, lessons well organised, interesting and appropriate. Work should be sensitively differentiated
- Teachers should show appropriate appreciation for effort and achievement by students, using encouraging words and suitable rewards
- Teachers and support staff must encourage good behaviour by all students when at school or off-site (on school excursions or residential trips for example). Staff are expected to intervene when these expectations are not met by students
- Teachers and support staff are expected to demonstrate to students courteous, considerate, polite and pleasant behaviour at all times. Staff must never use any form of abusive or humiliating remarks and are expected to be good role-models
- Teachers should always aim to manage behaviour positively, especially when dealing with challenging behaviour. They should encourage the student to maintain dignity and be able to make a fresh start
- Teachers should ensure they update their understanding and skills in managing behaviour effectively by taking advantage of relevant continuous professional development
- Staff will take into account the individual circumstances of students with SEND (Special Educational Needs and Disability) as highlighted in the Student Profile on Provision Map
- Teachers will monitor behaviour and raise their concerns to Form Tutors and the pastoral support structure

In the classroom teachers should set clear expectations, be fair and engage students while applying a positive approach to behaviour.

Expectations of Faculty and Middle Leaders:

Faculty and Middle leaders should offer support to staff and students to effectively implement the school behaviour policy.

- To be responsible for the coordination of intervention, taking into consideration the needs of all students and families, in conjunction with the aims and objectives of the policy
- To monitor and evaluate the impact of the policy at School/House, Faculty and Departmental level
- To interrogate data produced from tracking and identify and coordinate intervention
- To provide appropriate support and challenge to team members through CPD and / or coaching
- To provide day to day support for their teams

Expectations of Senior Leadership Team and Extended Leadership Team:

Senior Leaders should set the culture and ethos of the school, strategically leading on behaviour and supporting all staff and students to effectively implement the school behaviour policy.

- To provide appropriate support, training and resources for all staff
- To monitor and evaluate the impact of the policy
- To modify and update the policy in the light of national developments and the changing needs of the school and the students

Expectation of Governors:

To work with the Headteacher and Leaders of the school, by understanding the key principles of the behaviour policy and ensuring its effective monitoring and implementation.

The Stage 1 – 4 Classroom Behaviour Pathway / 6 Steps to Success Reward System

Our classroom behaviour pathway is designed to ensure that all students have the opportunity to be rewarded for positive engagement and behaviour during lessons.

The 6 Steps to Success system provides every student with a fresh start every lesson and reinforces a culture of positive engagement.

All students have the opportunity to receive 1 achievement point for consistently displaying the values of Ambition – Respect – Care (ARC). Students can therefore achieve at least 6 positive achievement points per day by following the student basic expectations during their day. Students can also receive additional positive points for going above and beyond in lessons when this is recognised by their teachers.

Every lesson is a clean slate. A challenging lesson before does not prevent a student from being successful again in the next lesson.

Minimum expected standard for earning the lesson achievement point:

School Value	What this looks like in practice
Ambition	Arriving on time, settling quickly, and trying your best with the work
Respect	Listening when others are speaking and following staff directions
Care	Using kind language and taking care of the learning environment

Where any student is not meeting our minimum expected standard during a lesson, teachers will address this consistently by using the classroom 4-stage process (see appendix 1).

REWARDS AND RECOGNITION

The Avon Valley School and Performing Arts College Inclusive Behaviour Policy seeks to recognise and celebrate best conduct and student achievements wherever possible both within and outside of the classroom.

Examples of rewards and recognition:

Golden Ticket Prize Draws

Where a member of staff feels that a student has done exceptionally well in a lesson, or has gone above and beyond to demonstrate an ARC value inside or outside of lesson time, they may award a 'Golden Ticket' to the student. The student is then responsible for placing the golden ticket into their year group box ready for the prize draw in assembly. Prize draws for the golden ticket rewards take place every half term.

Achievement Points

Achievement Points are awarded for academic achievements in the classroom and work completed at home. Points are awarded for positive behaviours in the classroom, good presentation and production of good work and homework.

Awards will be given to students once they have achieved the designated number of points, they are awarded badges: Bronze - Silver - Gold - Platinum.

Achievement points are awarded through Class Charts and can be seen by both students and parents / carers through the Class Charts app. Achievement points can also be spent by students in the Rewards Store, with a range of purchases available to students.

Gold Book Year Group Celebrations

If a student produces work of outstanding quality, either in terms of effort or achievement they can be nominated for a Gold Book award within the faculty areas. This achievement is recognised regularly and formally in Gold Book assemblies where students are presented a certificate and badge to mark their success.

Headteacher Awards

The Headteacher will meet periodically with students whose work ethic and achievements deserve special recognition.

ARC Awards

Each academic year students have the opportunity to accumulate ARC Award points through engaging positively in personal development opportunities. Some examples of opportunities include: careers events, extra-curricular activities, trips and visits, leadership roles, competitions, charity fundraising, PSHE tutor activities.

When students have accumulated a set number of ARC points on Class Charts they are recognised and rewarded via certificates and badges. These are also important experiences that build their soft skills as young people and can be used on their CV for applications to Post 16 providers.

Annual Awards Evening

At our annual awards evening we celebrate and reward achievement for the academic year. A range of subject awards are given to Year 7-10. There are also awards celebrating overcoming adversity and for improving behaviour over time.

Student Leadership

As students' progress through our school, they are given increasing opportunities to develop as young leaders. The responsibilities increase every year as they grow and mature. Leadership roles start in year 7 and progress through to formal applications to become part of the Student Leadership Team in roles as Prefects, Senior Prefects, Head Boy and Head Girl. We believe that we have a moral duty to empower students to think like adults, take on responsibilities and be ready for their Post 16 studies.

Other ways we recognise positive behaviour to foster intrinsic motivation of students:

- Spoken praise
- Written praise in exercise books
- Telephone call home
- Email home
- Postcard home
- Displaying work

RESTORATIVE INTERVENTIONS

Positive working relationships are at the heart of our school. We believe that wherever possible restorative interventions play an important part in addressing any behaviour that falls below our minimum expected standard and goes against the ARC values.

We encourage the use of restorative interventions where possible to enable members of our community to express how negative behaviour has impacted them to those responsible. We also encourage those who have behaved negatively to acknowledge the impact they have had on others and offer to put this right.

Restorative interventions at AVS seek to:

- Foster awareness of how others have been affected by behaviour
- Engage participants in a process that separates the deed from the doer and rejects the act not the actor
- Allows perpetrators to make amends for the harm caused
- Acknowledge the intrinsic worth of the person and value their potential within the community

By following these principles, we seek to:

- Develop a school culture that promotes positive working relationships
- Provide support for those experiencing conflict
- Help students to accept the perspectives of others and promote mutual respect/understanding
- Reduce further incidents of peer-on-peer bullying and conflict by ensuring long term resolution
- Restore relationships between students, peers and staff after serious incidents
- Foster the positive mental health of students following behaviour incidents

Classroom practice

Teachers will demonstrate the following:

- Calm but firm, using a non-confrontational approach
- Clear and consistent instructions, without shouting (unless a student is about to do something that could cause harm to others)
- High in belief and care statements (positive framing)
- Recognising best conduct first e.g., "thank you to everyone who is listening"

NEGATIVE BEHAVIOURS AND CONSEQUENCES

Behaviour that falls short of our expected standards and ARC values

When a student has failed to meet the expectations, the school has a clear consequence structure in place. This is important to first act as a deterrent for students against falling below our expected standards. Consequences also provide a clear message to others and students involved that negative behaviours will not be tolerated in our school community. The certainty of a consequence happening when behaviour falls below our expected standard is the most important factor and the certainty should always take precedence over the severity.

The awarding of a consequence is at the discretion of the member of staff, who should use their judgement to ensure the consequence is appropriate for the behaviour displayed.

It is important that consequences are used consistently and that teachers and staff make it clear why the consequence is being applied. We recognise the importance of listening to the student's views. We believe that communication with parents/carers regarding consequences issued is fundamental towards gaining support for our procedures and encouraging better behaviour over time.

AVS uses a range of sanctions to help deter and address behaviour falling short of our expected standard:

- Verbal warning
- Seating plan change
- Negative behaviour points recorded on ClassCharts
- Detentions (break, lunch, after school)
- Report Cards (Tutor, HOY, SLT)
- Positive report (Tutor, HOY, SLT)
- Removal of privileges
- Faculty intervention
- Community service
- Faculty removal
- Internal reflection room
- Suspension
- Permanent exclusion

Classroom Behaviour Policy

Teachers will address low level disruption following our 4-step classroom behaviour system (see appendix 1). Low level disruption will never be tolerated and should be addressed consistently by all teachers to ensure learning is not disrupted.

Detentions

AVS operates a detention system to act as a deterrent and natural consequence for behaviour that falls short of our expectations. Staff have the right to issue detentions to students where it is deemed necessary. Parents/carers are informed about detentions via Class Charts. We also encourage staff to make contact with parents at the earliest opportunity to have further dialogue via email or phone call as high quality home-school contact is an effective way of resolving most low-level disruptive behaviour.

Detention times and duration

Break time: 15 min
Lunchtime: 15-30 min
After school: 15-60 min

It is the responsibility of the student to attend their detention. Failure to attend a detention will lead to the consequence being escalated to a higher tariff consequence.

Whilst parental consent is not required for detentions, we make every effort to inform parents of detentions after school by logging the detention on Class Charts, calling home, or emailing.

Bullying and Hate Speech

At AVS we will always take action to prevent any form of bullying and/or hate speech. Bullying and hate speech will never be tolerated. Everyone has the right to come to AVS in a supportive, caring and safe environment without fear of being bullied or be targeted due to a protected characteristic . More information can be found in our school Anti Bullying Policy and Equality Policy. Bullying and hate speech towards others will always result in a consequence and serious bullying or incidents of hate speech could result in permanent exclusion.

All incidents of this type will be recorded and reported appropriately.

Misogyny, Sexism, Harassment and Discriminatory behaviour

Our school has zero tolerance for misogyny, sexism, sexual harassment and discriminatory or degrading language and behaviour. Such behaviour is unacceptable and will not be excused as "banter", "a joke" or "just having a laugh". All students are expected to treat others with dignity, respect personal boundaries and contribute to a safe and inclusive school environment. Misogyny, Sexism, Harassment and Discriminatory behaviour towards others will always result in a consequence and serious incidents could result in permanent exclusion.

All incidents of this type will be recorded and reported appropriately.

Persistent disruptive behaviour

Behaviour that impacts on the learning of others within our school will not be tolerated. A range of behaviour interventions and support strategies will be deployed through a graduated response, including using reasonable adjustments. If the school has exhausted all reasonable steps and a student continues to be persistently disruptive in a way that significantly impacts the learning of others, this may result in permanent exclusion.

REFLECTION ROOM, OFF SITE DIRECTIONS, SUSPENSIONS & PERMANENT EXCLUSION

AVS follows the DfE guidance on suspensions and permanent exclusions:

https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions

For **serious or persistent breaches** of our school behaviour policy AVS uses internal suspension, fixed term suspension, or permanent exclusion as potential consequences.

Internal suspension – Reflection Rooms

Our internal reflection rooms (Upper Reflection Room and Lower Reflection Room) are utilised to provide a safe and purposeful learning environment where students can work away from the school community for a period of reflection time.

During their time in a reflection room, students are provided with reflection activities and purposeful work where they can continue their learning and also reflect on what led to the serious or persistent breach of the behaviour policy.

Some examples of when a reflection room may be used as a consequence to address serious or persistent behaviour: Truancy, ongoing persistent disruptive behaviour, serious one-off incidents, failure to attend a 60 min SLT detention.

Off Site Direction (OSD) – student attends another school for a period of time

An OSD will sometimes be considered and used to help break a cycle of negative behaviour displayed by a student. Parental consent is not required for an OSD. The period of time for the OSD normally runs up to 10 weeks (except for exceptional circumstances) in agreement with the host school. During this time review meetings will be held to closely monitor the student's progress.

Fixed Term Suspensions (FTS) – student is removed from the school for a fixed number of days

AVS uses fixed term suspensions as a consequence for **serious or persistent breaches** of the school behaviour policy. The Headteacher alone has the right to suspend a student. In the absence of the Headteacher, this responsibility will be delegated to the Deputy Headteacher. The number of days will be decided on a case-by-case basis depending on the severity and/or duration of the behaviour displayed by a student.

Suspensions are not only used as a consequence for the perpetrator, but also to protect other people in our community, ensure that learning can continue, and to reinforce the high standards of the school.
Parents/carers will be contacted at the earliest possible opportunity to inform them of the suspension and this will also be confirmed by letter in writing. Work is provided for the student to complete during the period of their FTS.

Upon returning from their FTS the student and their parents/carers will be invited to a reintegration meeting to discuss the incident and create a support plan for returning to school.

Permanent Exclusion

A permanent exclusion of a student may be considered in response to a serious breach or persistent breaches of the school's behaviour policy and, where allowing the student to remain in the school would seriously harm the education or welfare of others in the school.

The Headteacher alone has the right to permanently exclude a student. In the absence of the Headteacher, this responsibility will be delegated to the Deputy Headteacher.

Parents/carers will be contacted at the earliest possible opportunity to inform them of the permanent exclusion and this will also be confirmed by letter in writing. Work is provided for the student to complete during the first 5 days of their permanent exclusion, at which point the educational provision of the student becomes the responsibility of the Local Authority.

CHILD-ON-CHILD ABUSE

The school wants to make sure students feel safe and accepted in our school community. Our school is a listening school and we encourage students to inform staff of any concerns they have in relation to poor behaviour towards others. Child-on-child abuse of any form is not tolerated at AVS and is considered a serious breach of our policy.

Child on child abuse can be defined as verbal or physical, by person or by electronic, on line or written and can be directed at both staff and students.

Our ARC values make it clear that this type of behaviour is unacceptable in our community and these are communicated to students on a daily basis.

If an allegation of child-on-child abuse does occur then the school will:

- Take it seriously
- Act as quickly as possible to establish the facts
- Record and report the incident
- Provide support for the victim
- Make it clear to the perpetrator that this behaviour is unacceptable
- Ensure a consequence is issued and perpetrator is informed why
- Inform the parents of both the victim and perpetrator

SEPARATION OF STUDENTS FOR SAFEGUARDING REASONS

In certain circumstances, a school can temporarily forbid a student from attending its premises, for example, due to an allegation of harm by one student against another which might require physically separating the student from one or other students. In this scenario education would be arranged at another school for the duration of the separation period. This is not a suspension on disciplinary grounds.

POWER TO SEARCH WITHOUT CONSENT

The school works in line with the DfE guidance on Searching Screening and Confiscation:

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

Headteachers and staff they authorise have the legal power to search students without consent if it is believed that a student has brought into the school any prohibited items.

Searches of students for prohibited items will be recorded on our search log.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, vapes 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
- Mobile phones and electronic devices
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons/knives, child pornography and illegal drugs will always be handed over to the police. Prohibited items that are subject to an age restriction ban (e.g., alcohol, vapes) will be destroyed.

The school has a zero-tolerance approach to dangerous items brought into our community.

Items that threaten the safety or wellbeing of our community will be considered as a serious breach of our policy where permanent exclusion will be considered.

MOBILE DEVICES & SOCIAL MEDIA

AVS operates as a smart device and phone free school. Students must place any smart device into their lockable pouch at the beginning of the school day. Any smart device found on a student that is not pouched will be confiscated. For more detail, please refer to our stand alone smart mobile phone policy.

We expect our students to use social media platforms in a respectful manner at all times and they should refrain from any activity that brings the school into disrepute. This includes posting on their personal accounts or creating anonymous accounts that use photographs or videos of members of our school community.

RESTRICTIVE INTERVENTIONS INCLUDING REASONABLE FORCE

AVS follows the guidance on restrictive interventions from the DfE: https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

AVS also has a stand alone restrictive intervention policy that outlines when and how restrictive interventions and reasonable force may be used in response to incidents where student behaviour is unsafe. Restrictive interventions are only used when necessary to ensure the safety of people within our community.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND)

Schools with good behaviour cultures will create a calm and orderly environment that benefits all students, especially those with SEND, enabling them to learn. Our school is fully aware of our legal duty with regards to students with SEND and the need to make reasonable adjustments are always in place as an anticipatory measure for students with a known or suspected disability.

In line with the SEND code of practice and our own school SEND policy we follow a graduated response approach to supporting students with SEND. This is overseen by our SENDCO.

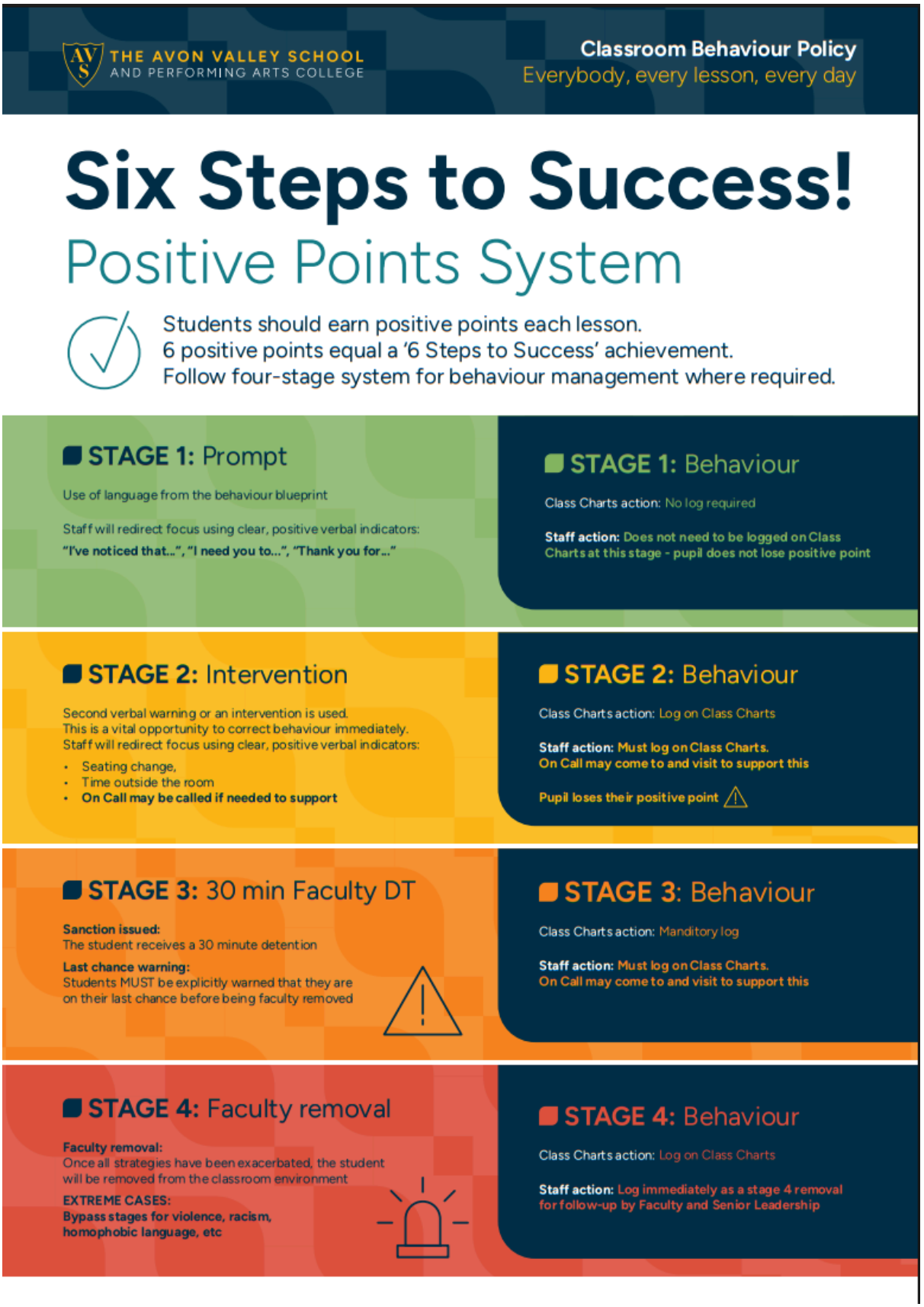
In applying the school inclusive behaviour policy, staff will consider if a student's SEND need was a contributing factor to their behaviour, although it does not follow that every incident of misbehaviour will be connected to their SEND need.

Reasonable adjustments will be communicated to parents, students and staff so that a more personalised approach to behaviour management can be utilised for students where SEND is a contributing factor in an attempt to support the student in meeting the minimum expectations of the school over time. The school will document all reasonable adjustments as part of our graduated response and review their impact as part of a plan, do, review process to support the student.

Review

The inclusive behaviour policy will be reviewed annually.

APPENDIX 1


THE AVON VALLEY SCHOOL
AND PERFORMING ARTS COLLEGE
Classroom Behaviour Policy
Everybody, every lesson, every day
Six Steps to Success!
Positive Points System
Students should earn positive points each lesson.
6 positive points equal a '6 Steps to Success' achievement.
Follow four-stage system for behaviour management where required.
STAGE 1: Prompt
Use of language from the behaviour blueprint
Staff will redirect focus using clear, positive verbal indicators:
"I've noticed that...", "I need you to...", "Thank you for..."
STAGE 1: Behaviour
Class Charts action: No log required
Staff action: Does not need to be logged on Class Charts at this stage - pupil does not lose positive point
STAGE 2: Intervention
Second verbal warning or an intervention is used.
This is a vital opportunity to correct behaviour immediately.
Staff will redirect focus using clear, positive verbal indicators:
Seating change,
Time outside the room
On Call may be called if needed to support
STAGE 2: Behaviour
Class Charts action: Log on Class Charts
Staff action: Must log on Class Charts.
On Call may come to and visit to support this
Pupil loses their positive point
STAGE 3: 30 min Faculty DT
Sanction issued:
The student receives a 30 minute detention
Last chance warning:
Students MUST be explicitly warned that they are on their last chance before being faculty removed
STAGE 3: Behaviour
Class Charts action: Manditory log
Staff action: Must log on Class Charts.
On Call may come to and visit to support this
STAGE 4: Faculty removal
Faculty removal:
Once all strategies have been exacerbated, the student will be removed from the classroom environment
EXTREME CASES:
Bypass stages for violence, racism, homophobic language, etc
STAGE 4: Behaviour
Class Charts action: Log on Class Charts
Staff action: Log immediately as a stage 4 removal for follow-up by Faculty and Senior Leadership