

Behaviour Policy

All students and staff at the school are entitled to learn and work in a safe and supportive environment where everyone is valued. Effective learning takes place where principles of high moral, ethical and personal standards are clearly communicated.

Policy Objectives

To encourage positive behaviour, with all students and adults working to agreed standards
To set expectations that all students will be encouraged to learn the social emotional and behavioural skills required for citizenship

To maintain a school environment where students are encouraged to behave appropriately because they feel they are valued members of the centre, and that they are safe, secure and at ease.

The key principles are:

Treat other people and their property with respect and consideration take responsibility for your own learning, progress and behavior behave in a manner which allows other students to enjoy their educational experiences at the school.

Positive reward rather than punitive sanctions provide the motivation to succeed. It is upon these principles that the charters for students and parents were developed. The expectations and standards of behaviour are defined in detail in these charters and should apply not only on Sandwell Valley School and Sandwell Community Caring Trust Training premises but also on trips or external activities where students are representing the school. The code of practice has been agreed by the students, tutors and trustees.

It is the responsibility of all concerned to ensure that standards are upheld and that the students gain their entitlements:-

to be valued as highly and equally as other students

to be actively encouraged to achieve and realise or exceed potential

to foster independence and personal responsibility to develop, discuss and justify personal viewpoints in a climate which encourages active listening and respect

Students will be expected to extend these same entitlements to everyone in the centre and wider community.

There must be due regard for other students' and tutors' entitlements. Above all we must remember:

students attend the school to learn

Tutors come to the school to teach

everyone at the school must be safe and feel safe

In the rare exceptions when students breach the above they will be dealt with according to the procedures detailed in this document to ensure that other students and staff can proceed effectively with their learning and teaching. Where behaviour is poor, the opportunity to learn is reduced for all students within the same group by the tutor's distraction in dealing with the issue.

Teaching and Learning

Promoting positive behaviour enables high standards of teaching and learning to be achieved. A well-designed and relevant curriculum helps develop and maintain positive behaviour. Students learn more effectively when the curriculum is differentiated and teaching styles and approaches accommodate individual learning styles and preferences. Engaging teaching plays a significant role in a students' attitude towards learning.

Staff should use the most appropriate method of teaching, which draws on students' experiences and values their contributions. Students should be received into a classroom where routines are established and high standards expected. Explicit and regular praise should be used for all types of achievement.

How can Tutors promote positive behaviour?

An environment which actively fosters an ethos, which is motivating, supportive and friendly, will promote good behaviour.

The following strategies, if used consistently by all personnel, will help us to achieve a positive atmosphere and high standards of behaviour:

Effective lesson preparation to ensure work is matched to the ability of all students within group.

Provision of attractive and user-friendly learning resources.

Actively involving students in learning which includes a range of varied and relevant activities

Establishing clear routines for classroom management.

Setting attainable and realistic targets each lesson.

Providing constructive feedback through regular marking and purposeful discussions with students.

Ensuring records of progress inform lesson planning.

Keeping personal tutors and parents updated about student progress.

Reward good behaviour and work regularly:

Words of encouragement

Sharing examples of good practice with group

Displaying work

Broadcasting achievements via e.g. notice boards

Awarding commendations

Retaining a sense of humour and fostering a friendly atmosphere.

Ensuring that teaching environments are attractively maintained.

Setting appropriate and relevant homework tasks.

Listening and taking appropriate action when students express concern.

Do not tolerate bullying or unacceptable behaviour. Refer to the Principal immediately.

Taking Appropriate Action

No matter how effectively we operate consistent strategies there will be occasions when students' behaviour or standards of work are unacceptable. Swift and appropriate action should be taken. The responsibility for taking action rests with the relevant Tutor. Tutors are supported by their Line Managers. If Tutors are unsure about the nature of action they should seek advice. Key people to take advice from are appropriate managers. The school aims to mirror the practices used in industry and the world of work.

Broad Guidelines for Behaviour and Discipline

1. Every teacher will accept responsibility for high standards of discipline in the classroom.
2. Every student will accept responsibility for high standards of behaviour.
3. All staff will be consistent in their approach to discipline and behaviour and work within the agreed framework.
4. Every student will be made aware by their teachers and their tutors of the Code of Behaviour and the school's high standards. The consequences of ignoring the 'Getting It Right' system will be clearly explained to students.
5. The Principal alone has the right to exclude students.

Behaviour and Discipline Regulations

1. The Team Leader/Learning mentor is responsible for ensuring that all members of the team are complying with the whole school behaviour and discipline policy.
2. SMT will support the above monitoring process.
3. The Team Leaders are responsible for including a section on behaviour and discipline in their personal contact logs
4. Staff can detain students for a period of 15 minutes.

Maintaining Discipline

Staff are encouraged to apply their own behaviour management techniques as they develop their relationship with teaching groups. It is important to establish clear routines and expectations and implement a range of strategies that will solve any potential behavioural issues in the longer term.

During lessons it is vitally important for staff to implement their own behaviour management strategies before implementing the consequence system. Before issuing a consequence staff must first issue a warning and endeavour to apply their own behaviour management techniques. For example, staff might

Speak to a student before they enter the room and set clear expectations

Use non-verbal forms of communication to reinforce behaviour expectations

Move or suggest moving a student to another seat

Use praise to remind a student of their ability to behave appropriately

Pair the student with another student who will have a positive impact on their behaviour and attitude towards learning

Vary the activity to find ways of encouraging the specific student to engage positively in the learning experience

Staff may consider using the following techniques throughout the academic year.

Modified intervention / seating plan at start of the lesson

Moving a student to another seat during the lesson

Consider behavioural / learning needs of individual students during the lesson planning process to ensure students can either access or feel engaged with the learning

Set targets with the student for future improvement

Modified approach to student, i.e. – effective use of praise / rewards

Discuss issue with other department staff to identify other possible strategies

Discuss issue with other staff who teach the identified student to explore successful strategies

Discuss issues with Learning Co-ordinator / Form Tutor

Notify parents of behavioural issue

Practice and Procedures: Roles and Responsibilities

Key Points

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff (unless the Principal says otherwise) with responsibility for students, such as teaching assistants.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.

Teachers have a power to impose detention outside school hours.

Teachers can confiscate students' property.

The promotion of positive behaviour is the responsibility of all members of the school community, including parents and carers. Not all members of the centre will play the same part in this process, but each section of the community will have a specific role.

The governing body will continue to review and, if necessary, revise the principles underpinning this policy.

For example, they will ensure that the policy and its implementation is consistent with the centre's equal opportunities policy. Specific responsibilities of the governing body include:

approving policies, including this behaviour policy

monitoring fixed term and permanent exclusions

ensuring the needs of students at risk of permanent exclusion are met.

The Principal, with the assistance of other members of the Leadership Team, is responsible for the form and content of the policy, and for its implementation in ways that maintain an ethos that encourages positive behaviour.

All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff have a role to play in keeping the policy alive throughout the Centre, including through providing mutual support to colleagues, and modelling the social, emotional and behaviour skills and high standards of behaviour expected from students. Students have a role in shaping and promoting the behaviour policy.

They will contribute to the detail of the policy through their involvement in defining expectations and rules, and developing rewards, motivational strategies, sanctions and consequences. This will be achieved through the Student Council, form time and PSD days. Students have a responsibility to report incidents of bullying or intimidation, and a role in offering support to their peers through activities (peer ambassador mentoring)

Parents and carers have a responsibility for their child's behaviour inside and outside school, which they discharge by the standards they set and the way they encourage students' progress at home. They also have a role to play in advising on the continuing development and improvement of the policy.

Dealing with poor behaviour/Sanctions

Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student.

The punishment (including detentions) must satisfy the following three conditions:

The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Principal;

The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and

It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, (section 91 of the Education and Inspections Act 2006) says the penalty must be reasonable taking account of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Principal may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi- agency assessment is necessary.

Sanctions should be used to help students make appropriate choices about their behaviour. Where they choose to breach the rules, students have a right to expect fair sanctions, applied consistently. The most appropriate sanction is one designed to put matters right and to encourage better behaviour in the future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate students. Sanctions will lose their effectiveness if students do not regard them as fair. Staff are therefore advised to make it clear that they are condemning the behaviour not the person and avoid early escalation to severe sanctions, reserving them for the most serious or persistent breaches of the code of practice. In addition the sanction must be proportionate with the poor behaviour being displayed.

The school has in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the students, and any other special circumstances that affect the student.

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy.

These can include:

A verbal reprimand.

Extra work or repeating unsatisfactory work until it meets the required standard.

The setting of written tasks as punishments, such as writing lines or an essay.

Loss of privileges – for instance the loss of a prized responsibility or not being able to participate on visits.

Missing break time.

Detention including during lunch-time, after school and at weekends. Parental consent is not required for detentions. The purpose of detention is to contribute to the raising of students' standard of behaviour across the school. We recognise and accept that a detention **may not** solve the underlying problem causing misbehaviour. However it may cause students to 'think twice', and may act as a deterrent to others. The importance of a detention is that it gives a clear message to all students that as a school we will not accept poor behaviour.

School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.

Regular reporting including early morning reporting and other behaviour checks; or being placed "on report" for behaviour monitoring.

In more extreme cases schools may use temporary or permanent exclusion.

Behaviour Support Plans

Students may be placed on the inclusion register for behavioural issues to access 'Support'. The Centre will follow guidelines for identifying students with 'Social, Mental and Emotional Health' (SMEH) issues, with specific focus on the **underlying reasons** for poor behaviour rather than the behaviour itself. Students on the inclusion register for behaviour will access support through Behaviour Support Plans and/or Individual Education Plans. The plans are designed to identify the factors affecting progress and to put a systematic programme of support in place. There are clear stages within the process to track the impact of interventions and modify support systems as necessary. Parents will be expected to attend all review meetings once the support programme has started.

Students' conduct outside school

Teachers can discipline students for misbehaving outside of the school premises.

This includes:

misbehaviour when the student is:

taking part in any school-organised or school-related activity or travelling to or from school or

wearing school uniform or

in some other way identifiable as a student at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

could have repercussions for the orderly running of the school or

poses a threat to another student or member of the public or

could adversely affect the reputation of the school.

Confiscation of inappropriate items

Staff are able to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent for "prohibited items" including:

knives and weapons

alcohol

illegal drugs

stolen items

tobacco and cigarette papers

fireworks

pornographic images

any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

See School Search Policy and DFE guidance January 2016.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Principal and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Disciplinary Steps

The behaviour policy is designed to promote good practice and classroom management within Sandwell Valley School and Sandwell Community Caring Trust Training. Should Tutors feel it necessary to give a student a disciplinary warning they are to be given as follows:

Stage 1

Verbal warning—valid for 3 months and removed after that time if no further warnings are accrued.

Stage 2

First Written Warning—To be given to a student if incident deemed serious enough for second stage of disciplinary or if there is further misdemeanours within 3 months of verbal warning.

Stage 3

Final Written Warning – To be given to a student if another misdemeanour occurs within 3 months of First written warning or if there is an incident serious enough for Stage 3.

Temporary and Permanent exclusions

A decision to exclude a student, either for a fixed period or permanently is seen as a last resort by the school whilst always bearing in mind our duty of care to students and staff.

The school is responsible for communicating to students, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

The school will take account of any special educational needs when considering whether or not to exclude a student. The Principal will ensure that reasonable steps have been taken by the school to respond to a student's disability so the student is not treated less favourably for reasons related to the disability. **Reasonable steps will include:**

Differentiation in the school's Behaviour Policy

Developing strategies to prevent the student's behaviour

Requesting external help with the student

Staff training

Where reasonable adjustments to policies and practices have been made to accommodate a student's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason. No exclusion will be initiated

without having first exhausted other strategies or, in the case of a serious single incident, a thorough investigation.

Reasons for exclusion:

Serious breach of the school's rules or policies

Risk of harm to the education or welfare of the student or others in the school Exclusion can only be carried out by the Principal or in their absence, their authorized representative.

Temporary Exclusion

A temporary exclusion will be used for the shortest time necessary to secure benefits without adverse educational consequences.

Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies. These could include:

Discussion with the student

Mentoring (adult support)

Discussion with parents

Setting targets and agreeing an individual action plan

Checking on any possible provocation

Mediation

Counselling

Internal seclusion

Multi-agency support

Exclusion will not be used for minor incidents (e.g. lateness, poor academic performance or breaches of dress codes).

Single Incident

Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Principal will investigate the incident thoroughly, usually via the management team, and will consider all evidence to support the allegation, taking account of the school's policies. The student will be encouraged, and if necessary be supported by familiar staff or parents, to give his/her version of events. A member of the Leadership Team will check to find out whether the incident may have been provoked, for example by bullying or harassment. If necessary the Principal will consult a governor, but not a governor who may have a role in reviewing the Principal's decision.

Permanent Exclusion

A permanent exclusion is a very serious decision and the Principal will consult with a governor before enforcing it. As with a temporary exclusion, it will follow a range of strategies and be seen

as a last resort, or it will be in response to a very serious breach of school rules and policies, such as:

- Serious actual or threatened violence against another student or a member of staff
- Possession or use of an illegal drug on the school premises
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment
- Persistent disruptive behaviour
- Vandalism
- Criminal acts

The decision to exclude

If the Principal decides to exclude a student she will

- Ensure that there is sufficient recorded evidence to support the decision

- Explain the decision to the student

- Contact the parents, explain the decision and ask that the child be collected

- Send a letter to the parents confirming the reason for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the student's return

- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked

- Plan how to address the student's needs on his/her return

- Plan a meeting with parents and student on his/her return

- An exclusion will not be enforced if doing so may put the safety of the student at risk.

Marking Attendance Registers following Exclusion

When a student is excluded temporarily, he/she will be marked as absent using Code E.

Removal from the School for Other Reasons

The Principal may send a student home, after consultation with the parents and a health professional as appropriate, if the student poses an immediate and serious risk to the health and safety of other students and staff, e.g. because of a diagnosed illness such as a notifiable disease. This will not be classed as exclusion and should be for the shortest possible time.

Procedures for Review

The Principal will inform the Chair of the Governing Board and the Local Authority with regards to exclusions. Governors will consider the reinstatement of an excluded student if the exclusion is permanent

It is a fixed term exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term; or

It would result in a student missing a public examination or national curriculum test.

If requested by the parents, the governing body must consider the reinstatement of an excluded student within 50 school days of receiving notice of the exclusion if a student would be excluded for more than 5 school days but not more than 15 in a single term.

The Governing Board will nominate a pool of Governors from which to select three Governors to serve as the discipline committee. The Committee will meet within 15 school days of the exclusion to review the decision to exclude. The committee will

decide whether to uphold the exclusion or direct reinstatement. The parent/guardian, Principal and a Local Authority officer will be invited to the meeting. All written statements will be circulated in advance of the meeting. The student and/or a friend or legal representative may accompany the parent guardian at their request. The decision of the governing body will be notified to the parents, Principal and the local authority without delay. This will be in writing and set out the reasons for their decision. Where the committee upholds the decision to exclude, parents will have the right to ask for the decision to be reviewed by an Independent Review Panel. The letter from the governing body will advise them of this. Where the parents of an excluded student do not speak or have a good understanding of English, correspondence and documentation relating to the exclusion should be translated into their mother tongue. In such cases the school should arrange for an interpreter to be present at any meetings with the parent about the exclusion.

This policy should be read in conjunction with:

Safeguarding policy
Health and safety
Anti-bullying policy
Mobile phone policy

Attendance and punctuality policy

Search Policy

Physical Restraint Policy

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