SWB
SOUTH WOLVERHAMPTON & BILSTON ACADEMY

Behaviour Policy 2015-2017

RESPONSIBILITY: Jane Dickens, Deputy Vice Principal (Student Support and Safety)

REVIEW DATE: September 2017

1.1 Policy Statement

SWB Academy is committed to providing an orderly environment where all people feel safe, happy, accepted and integrated and where effective teaching and learning can take place. SWB Academy also holds an important position in the wider community, educating the young citizens of tomorrow in a way which will ensure that they take a positive and proactive role within their community in the future. It is therefore important that every individual feels included and valued in every aspect of academy life and comfortable to voice their opinions. Students self-skills are strong which is reflected through their smart school uniform; engagement in learning, respect for community cohesion and future aspirations. To promote outstanding behaviour, the "**Golden Code**" embeds the ethos of "**Learning For Life, Securing Success**" for all through the following areas: **Aspire, Respect, Engage, Achieve**.

1.2 Policy Aims

The aim of the Behaviour Policy is to determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied. Overall, the policy will: promote self-discipline and proper regard for authority among students; encourage good behaviour and respect for others at all times; prevent all forms of bullying among students; ensure students' standard of behaviour is good; students are aware of the standards of behaviour expected of them and take responsibility to promote these standards. Through the policy students are supported in developing a high level of social awareness to develop and secure good relationships, with key skills to continue progress to the best of their ability and in all areas of their life.

1.3 Key Personnel

Roles	Responsibilities
The Principal	• Ensure effective and consistent implementation of this policy through delegation of appropriate responsibility and line management of DVP (SS&S) / Senior VP • Responsibility for decisions of Fixed Term and Permanent Exclusions
Deputy Vice Principal (Student Support and Safety) **Assistant Principal (Engagement)**	• Ensure consistent implementation of this policy including monitoring and evaluating • Lead and manage the use of sanctions and rewards, developing both systems according to need • Ensure a proactive approach to behaviour and attendance management to avoid issues arising where possible
Senior Director of Upper/Lower School/ Sixth Form and Pastoral Leaders	• Ensure rigorous and robust monitoring of behaviour and attendance, taking action to address any issues as they occur • Promote good behaviour and attendance through a programme of positive reinforcement (through assemblies, house rewards, competition, form time) • Ensure high quality communication with parents as required to ensure the partnership with them promotes good behaviour and attendance for students
Academy Staff	• Consistently and fairly apply the Golden Code Rewards and sanctions to all students • Hold high expectations of behaviour for all students and actively demand and promote this • Ensure good habits are set early in order to help students establish regular punctual attendance and good behaviour from the start • Ensure early and prompt intervention where there is poor behaviour or unexplained absence

2.0 Policy Specific Statements and Principles

Expected Standards of Behaviour and Attitude to Learning
We have high expectations of our students and expect outstanding behaviour and attitudes to learning. Our expectations are reinforced through the "Learning for Life" programme and in our daily contact with students: every moment is an opportunity to promote this. SWB Academy understands that the first step to modelling good behaviour is to lead by example, with all staff, volunteers, and anyone else who comes to the academy acting responsibly and professionally, and will never denigrate students or colleagues. We work hard to ensure that

discipline is consistent across the academy so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable students may face. Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority. Any conversation or direction regarding behaviour or attitude to learning should include a reference to our values of Aspire, Respect, Engage, Achieve.

Positive Responses to Good Behaviour and Achievement

It is important that students are recognised when behaving and achieving well. The following should be considered to acknowledge this, EG Oral praise, written comments on individual pieces of work, recording of positive comment in Planner, Praise Point in planner, postcard/letter home, telephone call home to parent, Progress Certificates, publicise in assembly etc. Success breeds success: the more we celebrate students who make the right choices and who are outstanding, the more we demonstrate to students the rewards of achieving this. We aim to "catch students being good" as much as possible.

Responses to Poor Behaviour

Sanctions are only effective if used appropriately and consistently. If generous approval is normally given, the withdrawal of approval is an effective sanction for most students. Confrontation is rarely an effective way to solve a problem. The G System utilises a series of "barriers" to prevent students from attaining increasingly severe sanctions and to support them to rectify their behaviour. Staff are expected to deal with the following in the first instance by implementing the G System:

- Attendance and punctuality to lessons
- Ready To Learn
- Monitoring of effort and achievement, homework
- Chewing in class, Removal of outdoor clothing
- Manners, Bad language
- Litter/care for the environment
- Misuse of mobile phones

Staff should make every effort to solve any discipline problems themselves as they arise. Each department has a process of support for staff whereby students may be sent to work with the Director or in another classroom. However, persistent difficulties should be raised through referral to the Pastoral Team. The option of referral should not be taken too quickly. However, it is recognised that in certain circumstances referral may be necessary and staff should not hesitate to ask for guidance and assistance. Students should be referred to Directors or Senior Directors/Achievement Leaders if displaying poor behaviour which: Disrupts the education of peers; Does not allow the teacher to teach; or Undermines the calm respectful ethos of the Academy sanctions.

Significant Poor Behaviour

Staff should refer students to the Deputy Vice Principal (Student Support & Safety) for the following behaviour:

- Use of obscene/offensive language directed at a member of staff including racist language
- An assault on a member of staff / An assault on another student / Fights between students
- Theft / Vandalism
- Truancy
- Wilful disobedience
- Smoking/drug/alcohol abuse
- Suspected possession of a weapon

Exclusion

The Principal will consider the use of both Fixed Term and Permanent Exclusion in cases where this is necessary. Incidents which may result in a Fixed Term Exclusion would include, but are not limited to, theft, fighting between students, wilful disobedience. Permanent Exclusion may be considered appropriate for incidents such as, but not limited to, assault on a member of staff or another student, possession of drugs/alcohol on academy premises or during academy supervised off site events, possession of a weapon. SWB Academy complies with Wolverhampton City Council's policies and procedures for excluding students and follows Exclusion from maintained schools, Academies and pupil referral units in England (DfE guidance).

Managing Student Behaviour – Sanctions

We understand that students may make mistakes in terms of behaviour choices and that it is our responsibility as educators to help them to make the right choices. Prior to any sanction being issued, staff should seek to resolve instances of mild poor behaviour (eg chatting, off-task, talking over others) though reminders to students of the appropriate academy values (Aspire, Respect, Engage, Achieve) and direction as to the required behaviour. Strategies such as moving seats, speaking briefly to a student discretely or outside of the room etc are often the best way to resolve an issue. However, it should be noted that low-level disruption in a lesson is not tolerated. Staff should use their own discretion as to when a sanction is required as followed:

G1	10 minute detention issued at staff discretion when felt necessary may be undertaken before/after school during lunch or break. This is not logged on the system.
G2	30 minute detention at lunch time and, if appropriate, loss of break and lunch privileges. Session managed by Senior Directors/Pastoral Leaders. Staff should log G2's on the system. A G2 is issued for repeated G1 sanctions (minimum 3) at the discretion of staff or for a more significant event, for example being removed from a classroom for causing disruption. Students on a G2 may be on Blue Report to Pastoral/Achievement Leaders.
G3	1 hour detention, after school on Tuesday and Thursday. Session managed by SLT. Senior Directors/Pastoral Leaders will log G3 onto the system. A G3 is issued for repeated G2 sanctions (minimum 3) at the discretion of staff or for a significant incident. A referral to Gateway Panel is required. Students on G3 are likely to be on White Report to Senior Directors.
G4	Range of strategies including 1 hour VP detention, internal/external fixed term exclusion. A G4 is issued for repeated G3 sanctions (minimum 3) at the discretion of staff or through allocation at the Gateway Panel. Students on G4 are likely to be on Red Report to SLT.
G5	Permanent exclusion issued by the Principal at her discretion according to DfE Guidance.

Students with SEN

We recognise that, for some students, individual needs may lead to behaviour which requires additional support and reasonable adjustment to this policy. We are of the view that whilst a SEND may explain certain behaviours, it does not excuse them and our expectations of students remain high. Whilst every effort and reasonable adjustment will be made to support our SEND students, enabling them to achieve well in the academy, we will use Sanctions and Rewards as appropriate also. Decisions regarding this will be informed via guidance and training from the Senior Director Student Support (SENDCO) for SEND generally and for individual cases as appropriate. We will also take advice from external agencies and discuss issues with parents where required. (see SEND Policy).

Prevent Not Cure

Leaders and staff with responsibility for ensuring outstanding student behaviour and attitudes to learning are expected to be vigilant as to the "hot spots" for concerning behaviour and attempt to address this to avoid a sanction being required. For example, in a lesson, a teacher should consider the seating plan and specific activities which will best engage students and avoid off-task behaviour. Leaders should monitor behaviour data and address concerns regarding specific students, classrooms, times of day etc by proactively involving themselves in the situation. The use of reports (see above) to monitor student behaviour are used to recognise when students make the right choices enabling discussion as to how they can prevent issues arising in the future.

Anti-Bullying – Ensuring the Academy is a bully free zone

It is essential that students can learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at schools. For full details please see the Academy Anti-Bullying Policy. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The four main types of bullying are: Physical (hitting, kicking, theft); Verbal (name calling, racist and homophobic language); and Indirect (spreading rumours, excluding someone from social groups). Cyber (text and internet bullying). Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Students must be encouraged to report bullying in schools. Academy staff must be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

Attendance and Punctuality

The Academy expects students to attend school regularly and on time, so that they will be able to take full advantage of the educational opportunities available. For full details see Attendance Policy. The Academy is responsible for recording student attendance twice a day; once at the start of the morning session and once during the afternoon session. An entry must be made in the attendance register for all students. In addition, staff are expected to take a register every lesson to support the Academy in tackling truancy during the school day. Students are expected to arrive on time (ie by 8:45. The Academy expects students to be punctual at all times and parents should notify the Academy of any lateness.

Uniform and Equipment

All students attending the Academy are expected to wear full and appropriate uniform and equipment: looking smart and being prepared is an important life skill. Students have regular uniform checks and are sanctioned accordingly, this may include isolation, being sent home to rectify the issue. The Uniform expectations include jewellery, make up etc. The academy issues parents with a full uniform and equipment list prior to students joining the academy, this is then re-issued each academic year.

Electronic equipment

Mobile telephones and iPods are permitted however, they must be turned off during lessons and earphones must be put away unless the teacher gives specific permission for their use in terms of supporting the learning or listening to music during independent work. Items being used in an inappropriate manner will be confiscated. The Academy does not accept responsibility for students' personal belongings brought into school should they be mislaid, stolen or damaged. Confiscated items will be placed in a bag, students will receive a receipt. The items will be locked away securely. Students will be able to collect items at the end of the day.

Academy Rules

Academy rules are publicised in the Staff Handbook and Student Planner. Our rules exist to ensure the academy is a safe and orderly environment for all members of our community and, as such, students and adults are expected to adhere to these.

Positively Handling a Student

It is a common misconception that physical contact with a child is unlawful. The "Use of reasonable force advice" (DfE July 2013) enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- Causing personal injury to, or damage to the property of, any person (including the student himself);
- Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are defined in section 95 of the Act. They are:

- Any teacher who works at the school;
- Any other person whom the Principal has authorised to have control or charge of students. This:
    - includes support staff whose job normally includes supervising students such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors.
    - can also include people to whom the Principal has given temporary authorisation to have control or charge of students such as paid members of staff whose job does not normally involve supervising students (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying students school organised visits).
    - does not include prefects.

The power may be used where the student (including a student from another school) is on school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

Minimising the need to use force

All staff are expected to reduce the likelihood of situations arising where the use of force may be required by:

- creating a calm, orderly and supportive school climate that minimises the risk and threat of violence of any kind;

- building effective relationships between students and staff that are central to good order;
- adopting a whole-school approach to developing social and emotional skills, through lessons and through modelling good behaviour at all times;
- attending staff development that helps to develop the skills of positive behaviour management;
- following the behaviour code of conduct (Golden Code) displayed around the Academy;
- recognising that challenging behaviours are often foreseeable;
- effectively managing individual incidents. It is important to communicate calmly with the student, using non-threatening verbal and body language and ensuring the student can see a way out of a situation. Strategies might include, e.g. being joined by a particular member of staff well known to the student;
- wherever practicable, warning a student that force may have to be used before using it.

Before using physical restraint, it is essential that staff take into account the student including whether they may have special educational needs or a disability; other bystanders, and their own health and safety.

Staff authorised to use force
Permanent authorisation: all teachers and staff that the Principal has authorised to have control or charge of students automatically have the statutory power to use force; Temporary authorisation: staff whose employment does not normally involve supervising students, Volunteers working with students will be authorised to be in control or charge of students and therefore have the statutory power to use force.

Deciding whether to use force
Staff should only use force when the potential consequences of not intervening were sufficiently serious to justify considering use of force and/or the chances of achieving the desired result by other means were low and/or the risk associated with not using force outweighed those of using force.
Examples of situations that particularly call for judgements of this kind include:
- a student attacks a member of staff, or another student;
- students are fighting, causing risk of injury to themselves or others;
- a student persistently refuses to follow an instruction to leave a classroom;
- a student is behaving in a way that seriously disrupts a lesson, Academy sporting event or off-site visit.
- a student is committing, or on the verge of committing, deliberate damage to property;
- a student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- a student absconds from a class or tries to leave school other than at an authorised time. Refusal of a student to remain in a particular place is not enough on its own to justify use of force. It would be justifiable where allowing a student to leave would:
  - entail serious risks to student's safety (taking into account age and understanding), to the safety of other students or staff, or of damage to property;
  - lead to behaviour that prejudices good order and discipline, such as disrupting other classes;
  - in more extreme circumstances, using appropriate restrictive holds, which may require specific expertise or training.

Using force guidelines
Before using force staff should, wherever practicable, tell the student to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should not give the impression of acting out of anger or frustration, or to punish a student, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. The types of force used could include:
- Passive physical contact resulting from standing between students or blocking a student's path;
- Active physical contact such as:
  - leading a student by the hand or arm;
  - ushering a student away by placing a hand in the centre of the back.

Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result). Such situations could include preventing a student running off the pavement onto a busy road or preventing a student from hitting someone with a dangerous object such as a glass bottle or hammer. Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most

extreme circumstances it may not always be possible to avoid injuring a student. Staff should always avoid touching or restraining a student in a way that could be interpreted as sexually inappropriate conduct.

Recording and reporting incidents

Any incidents requiring restraint will be logged on a reporting pro forma (Report Form Use of Restraint). The purpose of recording is to ensure policy guidelines are followed, to inform parents, to inform future planning as part of Academy processes, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry. After any recordable incident, parents should always be informed wherever possible, notifying by telephone before confirming in writing or meeting parents.

Responsibility and Procedure for Undertaking a Search of Student/Belongings

The Principal has delegated responsibility to the Senior Leadership Team, Senior Directors and the Pastoral Team to search students should they have due concern that a banned/dangerous item has been brought into school. However, if any member of staff feels there is a high probability of a safeguarding issue, they may also search a students' belongings.

The procedure for searching a student is as follows:
- Two members of staff (one of the same gender as the student) should be present during any search unless the member of staff discovering the issue deems that there is a serious safeguarding issue which needs immediate attention
- The student should be asked if they have anything in their possession which should not be brought into school or if they have any item which may cause harm to themselves or anyone else and be given the opportunity to hand this over voluntarily
- Should the student not hand over a suspected item, the student should then be asked if they are willing for the member of staff to search their belongings. If the student agrees a bag search should take place first. If the student does not agree they should be informed that the school has the right to do this and a senior member of staff should be called.
- Following a bag search, if required, the member of staff may ask the student to turn out their pockets (including blazer, trousers).
- A search requiring physical contact with a student may only be undertaken by trained members of the Senior Leadership Team or Pastoral Year Leaders and always only in the presence of another adult. Where contact is required the person undertaking the search will ideally be of the same gender as the student unless this is totally impossible due to safeguarding concerns.

Power to search students without consent

Under circumstances where Academy staff are informed that a student(s) have prohibited items on their possession, the use of reasonable force can be used should a student refuse to co-operate. Prohibited items include; Knives/weapons, Alcohol, Illegal drugs, Stolen items, Fireworks, Pornographic images, Any article that has been or is likely to be used to commit an offence.

Monitoring and Evaluation

Person	Task	Timescale
Deputy Vice Principal (SS&S), Assistant Principal (Student Engagement)	Review information sent to Gateway Panel to ensure adherence to this Policy. Random half termly check of student records and student voice.	Autumn A, B Spring A, B Summer A, B