

Behaviour and Discipline Policy

Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure – the positive climate for learning.



SAMUEL WARD

Principles

The Behaviour Policy forms an integral part of our school curriculum, for at Samuel Ward we recognise the need to teach values such as respect, fairness and inclusion as well as knowledge and skills. These clear values are reflected in the school's principles and its social, moral and religious education programmes and the development of social and emotional aspects of learning.

We therefore expect the highest standards of behaviour and conduct, support and encouragement from all members of our school community as we base our teaching and our school ethos on the School values, whether in or out of school, at weekends and after school hours.

Our Core Values

- **Wisdom** – we gain wisdom through learning and doing. Wisdom is knowing what to do. It is knowing right from wrong, good from bad
- **Justice** – Justice is making sure we treat others and ourselves fairly
- **Courage** – Courage is being brave when we are scared. It is being able to do something when we feel bad or fear we might fail
- **Compassion** – Compassion is caring about others. It is wanting to help those who are hurting. Compassion is showing kindness to all people
- **Hope** – Hope is knowing and wanting good things to happen. Hope is doing what we can to make good things happen
- **Respect** – Respect honours the good things that others and we do. Respect values people and things for who and what they are. Respect honours people and things of special worth
- **Responsibility** – Responsibility is taking care of the people and things that are ours. Responsibility is keeping our promises. It is doing our duty for our family, school, community and country
- **Integrity** – Integrity is being honest. It is being trustworthy. Integrity is being true to yourself and your beliefs
- **Resilience** – The ability to carry on and cope when faced with difficulties – to rise to the challenge

Teaching and Learning: the development of social, emotional and behavioural skills

For Samuel Ward to be proactive in improving behaviour, we will provide opportunities within the curriculum in which positive social, emotional and behavioural expectations can be explicitly modelled, taught and practiced. There are regular explicit opportunities for learning about how to act in keeping with the school's values and beliefs. (This is in addition to expectations of learning behaviour, which will permeate the curriculum).

For example, the development of pupils' social, emotional and behaviour skills will be achieved:

- *through a structured programme across all years in PSHE*
- *within our 'Meeting Time'*
- *within integrated curriculum approaches*
- *through the School Bac Programme*
- *through regular value themed assemblies*

Pupils with more challenging behaviour have the opportunity to benefit from a period of targeted support from a range of extended providers

In these practical strategies for intervention, full use is made of support from the wider-community of the LA, Inclusion Support Services, Education Welfare Service, Police, in-house counselling service, multi-agency teams, and peer mentoring

The school's Learning and Teaching policy supports staff in teaching approaches which promote positive behaviour and attendance.

Code of Conduct

The Samuel Ward Code of Conduct promotes positive behaviour, and sets explicit standards of behaviour for all stakeholders. It was drawn up in consultation with pupils, parents, carers and school adults. It covers expectations of attendance, punctuality and behaviour around the school and in the community, both before during and after school The Code of Conduct is:

These core values are underpinned by 3 basis core rights:

- *The right to learn*
- *The right to be respected*
- *The right to be safe*

The Code of Conduct is based on our core values and enables pupils to understand and remember how to conduct themselves around the school as well as in the classroom. It is expressed in the positive, with examples of what to do rather than what not to do:

- Positively participate in all tasks.
(Apply our best effort to every task, speak in full sentences using standard English)
- Encourage everyone with kindness and fairness.
(Listen to others without interruption, be friendly and co-operative to all)
- Respect each other and the environment at all times.
(Be polite to everyone, keep hands, feet and objects to ourselves)
- Follow instructions immediately. (Without argument)
- On-task always.
(Avoid disruption or distraction)
- Ready-to-learn with resilience and responsibility.
(Arrive on time, planners on desks and have correct equipment)
- Make the most of yourself, be trustworthy and honest
(Use the school values to guide you, be the best version of yourself)

Media (such as mobile phones, internet sites and chat rooms)

Technology can be exploited by pupils in order to bully, embarrass, denigrate, threaten or harass fellow pupils or members of staff. The use of defamatory, denigrating or intimidating messages / images inside or outside of school will not be tolerated and confiscation, disciplinary sanctions / restorative justice procedures will be applied to perpetrators as appropriate. We do not allow Student use of mobile phones in School.

Abuse or intimidation of staff outside school

Samuel Ward will not tolerate abuse, denigration, harassment or intimidation of staff by pupils when not on the school site, and when not under the lawful control or charge of a member of staff of the school

Staff are made aware that:

- they have the same rights of protection from threat as any citizen in a public place
- they should use their professional judgement about immediate action to take in

circumstances where a number of young people are present and displaying intimidating behaviour

- their first concern must be for their own personal safety
- they should make clear that the pupil has been recognised, even if in a group of young people
- they should then use the judgement about how to leave a difficult situation without provoking further confrontation

Staff who feel that they have been subject to abuse, or intimidation by pupils outside or school should refer the issue in the first instance to the member of the Senior Leadership Team responsible for Behaviour.

The school will apply disciplinary sanctions and restorative justice procedures as appropriate at a suitable time when the pupil is in school.

Rewards and Sanctions

Our Code of Conduct is supported by a coherent system of rewards, recognition and sanctions that are based on the concept of choice and consequence, with the ownership of the behaviour placed firmly with the pupil;

- should pupils choose to follow school expectations and behave appropriately, then their achievements will be recognised and /or rewarded. Routine expectations for pupils are shown in the planner and discussed on admission to the School.
- should pupils choose not to follow school expectations and behave inappropriately, then a system of sanctions and support can be reasonably applied.

Rewards

At Samuel Ward we believe that the values and beliefs that underpin the positive climate for learning are best promoted when pupils feel secure and are appropriately recognised for all aspects of their school life – including behaving as expected. Rewards are much more effective than punishment in motivating pupils. To secure the positive climate for learning, the school seeks to create an atmosphere where the emphasis is on praise and encouragement whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

At Samuel Ward, a wide range of whole school rewards are available:

Praise: the school expects adults to use praise and encouragement statements, particularly where relationships are being developed or re-established, or in reinforcing desired behaviours. Praise needs to be accessible to all members of our school community and to be applied consistently. The school encourages all adults to recognise the efforts pupils make in lesson, in their positive behaviour and attendance, in the help and respect they offer adults and other pupils in school and in the community and in the way they treat the environment.

Pupils that have demonstrated exemplary behaviour, improved behaviour and exemplary attendance are recognised in Celebration assemblies and /or Awards Evenings.

All adults are encouraged to reward positive behaviour, examples of which are:

- *Oral praise statements*
- *Written praise in the marking of work*
- *Displaying of work to build self-esteem*
- *Deployment of responsibilities*

- *Recording success on sims*
- *Referral to Learning Coach, Subject Leader, Head of Year, SLT, Headteacher, Governors*
- *Contact with parents / carers*
- *Recognition at Celebration assemblies and / or Awards Evenings.*

In addition to the above strategies, the school has a formal reward system which is used to recognise and congratulate all pupils when they set good examples or show improvement in their own behaviour or attendance:

- The House Point system and Perform Points
- 'Good News' postcards
- Nominations for school awards
- Celebration Assemblies and Awards Evenings
- Selected to become a School Leader
- Selection as a School Ambassador
- Selection as A Peer Mentor
- Attendance on School trips

SANCTIONS

Who has power to discipline: Where and when they have a responsibility to do so

Samuel Ward Academy has a statutory power to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct. All teachers and other staff in charge of students have the power to discipline. This includes all staff in the school who may have contact with, or supervision of, students, including all mentors, caretakers, lab technicians and cover and lunchtime supervisors.

Temporary staff, student teachers and volunteers will be made familiar with the Academy's disciplinary expectations and procedures and would be expected to work with a member of school staff in application of the discipline policy and school sanctions.

The Academy will seek to maintain discipline and impose sanctions during the school day and during enrichment and extra-curricular activities, including trips and visits associated with the school. In addition, the Academy and its staff will act in the following circumstances:

- When students are involved in issues outside school whilst wearing Academy uniform or where otherwise readily identifiable as members of the Academy
- Where the behaviour in question would have repercussions for the orderly running of the Academy and/or might pose a threat to another student or member of staff (e.g. bullying another student and inappropriate use of social media). This includes abuse to a member of school staff in any circumstance
- Where the misbehaviour in question was on the way to or from school, outside the school boundaries or otherwise in close proximity to the school
- Where the misbehaviour occurred whilst the student was on work experience, taking part in a further education course as part of their curriculum or participating in a sports event with another school (i.e. when the student might be expected to act as an ambassador for the Academy) which might affect the chance of opportunities being offered to other students in the future.

- The Academy will work with transport providers to ensure that behaviour and discipline is maintained on the school buses. The Academy may find it necessary to remove access to the school buses from individual students where there have been persistent or high levels of poor behaviour on school transport, or where their behavior puts other students at risk.

Staff should always seek to balance rewards and sanctions. Staff should reward consistently good and improving behaviours, attitudes and efforts in school. In incidences of poor behaviour staff should seek to consistently and fairly employ the Academy's Behaviour and Discipline Policy and the sanctions listed in this section.

Sanctions are more likely to promote positive behaviour if students see them as fair. It is important that:

- Staff avoid whole group sanctions that punish the innocent as well as the guilty
- Wherever possible sanctions are used that are a logical consequence of the inappropriate behaviour.
- Sanctions are used to help the student and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome)
- Sanctions should be seen as inevitable and consistent (students should know that a sanction, when mentioned, will be used)
- There is a consistent link between the sanctions and student choice, so that students see the connection between their own behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour
- Follow the steps shown in the diagram below for low level disruptive behavior within the classroom setting.
- Staff report any serious 'zero tolerance' behaviours as soon as possible to an Inclusion Officer, Head of Year or member of SLT.

CLASSROOM BEHAVIOUR

- C1** You will be reminded of our expectations;
Your name will go on the board as a reminder.
- C2** You will be given a 2nd reminder of our expectations;
A tick will go against your name as a reminder.
- C3** A Senior Teacher will be called and warning given;
This will result in a 30-minute detention after school, the same day.
- C4** A Senior Teacher will be called and you will be removed from class;
This will result in a 60-minute detention after school, the same day.

School detentions will take place:

Monday and Friday:

30-minute detention: 1500 – 1530

60-minute detention: 1500 – 1600

Tuesday, Wednesday and Thursday:

30-minute detention: 1550 – 1620

60-minute detention: 1550 – 1650

If a Student misses a detention the time will be doubled for the next day. It will be the responsibility of Parents to arrange transport home after a detention.

Repeated failure to attend detentions may result in internal exclusion for defiance.

ZERO TOLERANCE

There are certain serious types behaviour which are rarely acceptable, in or out of the classroom or anywhere on the school site or in the community whilst representing the school. These behaviours are listed below and will be sanctioned with at least 6 periods in Internal exclusion - serious or repeated offences may result in a Fixed Term (external) exclusion. Where necessary, an investigation will be carried out and the student(s) concerned will have a chance to give their view. After internal exclusions, parents may be asked to come up to the school for a re-admittance meeting to discuss the incident. For fixed term exclusions, parents will definitely need to attend a meeting in school to discuss the incident and agree re-admittance targets, which all parties will be required to sign to indicate agreement.

The school will try to work around parental availability, but reserves the right to hold a child in isolation until a meeting has taken place if they feel it necessary.

Repeated 'zero tolerance' offences may result in permanent exclusion.

Zero Tolerance Behaviours

(Sanction = at least 6 periods in internal exclusion)

- Violent or threatening behaviour (verbal or physical including social media)
- Physical contact
- Swearing
- Extreme defiance (including refusal to enter a classroom)
- Racism/prejudice
- Dangerous use of equipment
- Wilful damage to school or another person's property
- Leaving a classroom without permission
- Unsafe behaviour around the school site e.g. running through corridors
- Being out of bounds
- Two C4s in the same day

Other detentions

Samuel Ward Academy uses detention as one of a range of sanctions that can be employed with students as part of an appropriate behaviour management process.

Any member of staff may impose a break time or a lunchtime detention. A teacher or Head of year may do this for example for homework that has not been handed in, or minor disruption in lessons such as consequence 1 type behaviour. It might also be a sanction for inappropriate behaviour at break or lunchtime.

Rules (what it looks like positively expressed)	Example Behaviour which can result in a C1
P ositively participate in all tasks. (Apply our best effort to every task, speak in full sentences using standard English)	Student is not focussing on task because s/he is engaging in off-task conversations. Student is not producing their best work.
E ncourage everyone with kindness and fairness. (Listen to others without interruption, be friendly and co-operative to all)	Student does not co-operate with others, talks over the Teacher or other students, calls out or makes inappropriate comments.
R espect each other and the environment at all times. (Be polite to everyone, keep hands, feet and objects to ourselves)	Student uses impolite language to others. Does not respect School equipment or interferes with other Students learning.
F ollow instructions immediately. (Without argument)	Student does not follow a clear instruction without arguing about it.
O n-task always. (Avoid disruption or distraction)	Student is distracted by others or gets involved in distracting or disrupting other's learning.
R eady to learn with resilience and responsibility. (Arrive on time, planners on desks and have correct equipment)	Student is late to lesson without an acceptable reason. Student lacks basic equipment. Gives up on task without trying.
M ake the most of yourself, be trustworthy and honest (Use the school values to guide you, be the best version of yourself)	Student does not apply the School values in lessons. Does something to let down Teacher's Trust in the Student.

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Internal Exclusion

A period of Internal Exclusion (to the Internal Exclusion Room) may be appropriate following a single serious incident, or prolonged and repeated disruptive behaviour. A Head of Year or member of SLT will make the recommendation and work will be requested as set out in the student's timetable. Parents will be informed by telephone and where possible it will be confirmed by letter.

Students in the Internal Exclusion Room will be required to work individually in silence in a booth. They will be provided with appropriate work.

During the day a member of supervising staff (usually an Inclusion Officer) will monitor and assess the attitude and behaviour of the student as well as the work produced throughout the day. Any concerns will be addressed as they arise, and a decision will be made at the end of the day on whether the student can return to lessons or whether they need to repeat the day in Internal Exclusion.

Fixed Term Exclusions (External Exclusion)

For serious or repeated incidents, including those highlighted in this policy, it may be appropriate to impose a fixed-term exclusion from school on a student.

The decision to exclude a student will be agreed by the Headteacher but in their absence, may be authorised by the Deputy Headteachers. This decision will only be taken after an investigation of the circumstances and wherever possible the student involved will be given the opportunity to give their perspective on the incident in question.

After a decision has been taken the parents will be informed by telephone as soon as possible. A letter outlining the reasons for the exclusion, the length of the exclusion and the rights and responsibilities of the student and their parents will be sent.

All Fixed Term Exclusions will be reported to the Local Authority.

In only the most serious cases will a Fixed Term Exclusion be set for more than 5 days. When this is the case the Academy will ensure the provision of offsite education for the excluded student. Where a student has been excluded for more than 15 days in any one term the Discipline Committee of the Governing Body will be convened to review the exclusion(s). The committee can decide to uphold the exclusion(s) or to reinstate the student.

Re-admission / Re-integration Interview for internal and external exclusions

It is the expectation of the Academy that all students will return to lessons at Samuel Ward Academy after a Fixed Term Exclusion. The Academy believes that it is important that this reintegration is preceded by a meeting with parents, the student and a senior member of staff.

At the interview the circumstances of the exclusion will be discussed as well as the reflection of the student and the opinions of the parent. The student will be asked to make commitments regarding future conduct and behaviour. Any appropriate support for this will also be discussed.

Permanent Exclusion

The Permanent Exclusion of a student from Samuel Ward Academy will only be considered in the following circumstances:

- A single very serious incident as outlined elsewhere in this policy e.g. a serious

assault; the possession of a weapon with intent to harm; the possession or use of illegal drugs in the Academy; the misuse of any drug in the Academy.

- After a period of sustained disruption, defiance and disrespect for the values of the Academy
- Permanent Exclusions will usually happen when students have not engaged with the support and guidance that has been provided for the student and at the culmination of a Suffolk Pupil Support Framework (SPSF) process where insufficient progress had been made towards the agreed targets over the 16 week period of the SPS

The decision to permanently exclude a student can only be made by the Head of School. The decision will be confirmed in writing with the reasons for the exclusion and any rights of appeal.

Where a student has been permanently excluded the Discipline Committee of the Governing Body will be convened to review the exclusion(s). The committee can decide to uphold the exclusion(s) or to reinstate the student. If the exclusion is upheld the parent has a right of appeal to an Independent Appeal Panel. All Permanent Exclusions must be reported to the Local Authority and the SWAT.

Actions and Consequences

Assault on another Student

An assault on another student is never acceptable. The Academy recognises that specific incidents may be the consequence of longer term problems and each incident will be fully investigated. Any student involved in physical violence or intimidation will face an Academy sanction. If the student has been the aggressor in an incident then they will face a Fixed Term Exclusion from school or a period of time in Internal Exclusion.

If the assault is part of a history of violent incidents or is a serious assault, which for instance, requires the medical treatment of the victim, then a Permanent Exclusion from the Academy may be considered.

Any intimidation or touching of a sexual nature could also result in permanent exclusion.

Abuse to Member of Staff

Abuse to a member of staff is never acceptable. This includes the use of abusive language in front of a member of staff where it clearly shows an unacceptable level of disrespect, for instance between two students in front of a class where the impact will be to seriously disrupt a lesson. The deliberate use of abusive language to or in front of an adult in the Academy will result in a Fixed Term Exclusion from the Academy or period of time in Internal Exclusion, and could result in Permanent Exclusion.

Physical threats, intimidation or assault against a member of staff

Physical threats, intimidation or assault against staff will be investigated and could result in a fixed-term exclusion. Depending on the severity of the situation physical threats or intimidation against staff may result in permanent exclusion.

Physical violence towards staff will result in permanent exclusion.

The school retains the right to report incidents to the Police.

Bullying

The Academy takes very seriously any bullying behaviour in school. This includes incidents that are outside of school time, or cyber-bullying that has an impact on the working relationship of students in school.

The Academy recognises bullying as sustained hurt or humiliation of an individual and may include:

- Name calling
- Pressure to give someone money or possessions
- Physical threats or violence
- Damage to possessions
- Spreading rumours about students or their family
- Using text, email or web-space to write or say hurtful things (cyber-bullying).

It is bullying if the student felt hurt because of things said about their ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in their family.

Bullying will not be tolerated. The Academy will ensure that the person being bullied is supported, is safe and feels safe. The Academy will sanction bullying behaviour. This may include a Fixed Term Exclusion or in the case of persistent bullying may result in permanent exclusion. The Academy will work with individuals and outside agencies to address the root cause of bullying behaviour.

Racist and Homophobic Incidents, those related to Disabilities and where there is a breach of the Equalities Act 2010

Incidents and language motivated by racism, homophobia or in response to disability will not be tolerated at Samuel Ward Academy.

This includes any hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin, national status, sexual orientation or disability. This may include:

- when a person is teased or called names because of their culture or the colour of their skin, their religion, the country they come from, their language and the way they talk, the food they eat, clothes they wear or their background
- when people are stereotyped by their colour or religion
- when a person is rejected or excluded from a group because of their colour or religion
- when people make fun of a person's family
- when a person is abused or intimidated because of their sexual orientation and gender

Any of these incidents should be referred to the behavior team. It will be investigated, and an appropriate sanction imposed. This may include a Fixed Term Exclusion. The parents of both the victim and the perpetrator will be informed. The Academy has a statutory duty to record and report to the Local Authority any of these incidents, in accordance with our Equality Policy.

Drugs

The Academy has a zero tolerance on illegal drugs. Any student who is in possession of illegal drugs or can be shown to have been dealing in illegal drugs, or has taken illegal drugs in school will be reported to the police and will be Permanently Excluded from school.

Smoking

The Academy is a no-smoking-site which includes any form of e-cigarettes. Where a student is caught smoking, or there is sufficient evidence to support the presumption that the student has been smoking during the school day, there will be a sanction. Any student who associates with another student who is smoking will also be subject to a sanction for being in the company of smokers', this applies both on-site or in the local vicinity. In cases where a student persists in smoking in school this may result in an internal exclusion or a Fixed Term Exclusion. Being equipped to smoke or smoking will result in an internal exclusion. Being in the company of smokers will result in after school detention.

Confiscation

Staff at the Academy, have a right to confiscate items of a student's personal property, as part of an appropriate and proportionate response to the breach of Academy rules and expectations. This includes all times, when staff have a responsibility and duty of care for a student and will include after school activities, trips and visits. Such circumstances include:

- Where an item of clothing or jewelry is being worn contrary to the Academy's uniform rules
- Where a student is seen with a phone, mp3 player or other electronic device at any time during the school day *
- Where an item poses a threat to the health and safety of students or staff
- Where the possession or use of an item would disrupt learning or good order around the Academy
- The possession of any prohibited item found during a search.

[* Students may bring mobile phones and mp3 players into school at their own risk. The Academy will not take responsibility for any of these items if they are lost or stolen. They must not be used at any time during the school day, including before and after school, break and lunchtimes. At all times they must be switched off and placed in the student's bag. If the phone is out at any time or has been left on in the bag/Jacket pocket it will be confiscated.]

Any item, other than those mentioned in the section above, that has been confiscated will be handed into reception. They will be clearly labelled and securely stored for collection at the end of the day (first confiscation by the student, consequence confiscations by a parent/responsible adult. The Academy will make no exceptions to these rules. Any item Which poses a risk to health and safety will not be returned to the student or the parent. They may be handed over to the police; otherwise they will be destroyed.

Examining Electronic Devices

When an electronic device has been confiscated, the Academy may examine any data or files if there is good reason to do so. This includes a reasonable suspicion that the device has been used, or could be used to cause harm, disrupt teaching or break the school rules. Where there is good reason to examine stored data, the student should be informed and where possible should be present whilst the electronic device is being examined.

Searching Students

It is Academy policy that a student may be asked to empty pockets or give permission for a search of a personal property, including property stored within Academy property, for example a bag or pencil case within a locker.

Searching without consent

If the student does not give permission, then parents may be called and invited into school to carry out the search themselves. If there is a reasonable suspicion that the student has prohibited items in their possession the Academy has a statutory right to search the students, or their property without consent.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and smoking paraphernalia including e cigarettes / vaping equipment
- fireworks
- pornographic images
- aerosol sprays
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, cause personal injury or damage property
- firecrackers / fun snaps

If any illegal items are found during a search e.g. drugs, then the police will be informed and the items passed on to them. Any other prohibited items will be confiscated and destroyed. The Academy will not return any of these items to the students or the parents.

The Academy may also search student property for other items, in particular mobile phones, which may be detrimental to good learning and discipline within the Academy.

A search without consent:

- may be carried out by the Head of School, the Deputy Head of School, an inclusion Officer or other members of staff with authorisation from the Head of School
- of property, bags or outer clothing needs to be carried out by two members of staff and wherever possible in the presence of the student
- will not be carried out if use of force is required in these circumstances the parents and where appropriate, the police will be informed

If any student is in possession of illegal drugs in school they will be permanently excluded.

RESTRAINT OF STUDENTS

The Academy will ensure that all staff will have regular and up to date training in the appropriate circumstances and situations where physical restraint of students is appropriate.

All Academy staff, including teachers and support staff, may use as much force as is reasonable in the circumstances. The Headteacher may give a temporary authorisation to others, who may be given control or charge of students at the Academy.

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a young person's behaviour if it is necessary to prevent personal injury to the student, other students or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used. Under no circumstances should physical force or intervention be used as a form of punishment.

In all cases where physical intervention is employed the incident and subsequent actions will be documented and reported on a behaviour incident form. This will include written and signed accounts of all those involved. The parents will be informed on the same day. A risk assessment will also follow

Guidance on the Use of Force

Where at all possible the situations requiring the use of force should be prevented and avoided.

- Good relationships with students should be nurtured and developed
- Avoid the situations where challenging behaviours will escalate
- Where a situation is occurring avoid escalating to a physical confrontation
- Communicate calmly with the student, use non-threatening "open" body language and ensure that the student can see a way out of the situation

The decision to use force will depend on the precise circumstances of each incident. Staff will be expected to make judgements on:

- The seriousness of the incident and the potential for injury, damage or disorder
- The potential for restoring calm by another means
- The risks associated with physical intervention

Examples of a situation that may justify the use of force include:

- A physical assault on another student, a member of staff, or a member of the public
- A student fight is in progress and there is a serious risk of injury
- There is the risk of serious damage to property
- If a student refuses to co-operate or to go where they are asked, in such a way that there are serious risks to their safety or the safety of others

Before using force, staff, wherever possible, should give clear and calm instructions as to the behaviour expected from the student. Again, wherever possible, they should warn the student that it might be necessary to use force.

Appropriate ways to use force include:

- Passive blocking of a student's path
- Leading a student by the arm or hand
- Ushering a student by placing a hand in the centre of the back
- In more extreme circumstances any necessary action to restrain a student

Staff should:

- Make every effort to avoid injury to the student
- Always avoid any contact or restraint that might be interpreted as sexually inappropriate contact

Information sharing

Information regarding the behaviour of a student, individual incidents and any resolution or sanction will be recorded on SIMS, and be available to all staff working with that student.

If a member of staff has a concern about the work, behaviour or safety of a student they should communicate this information to the Head of Year. The Head of Year will seek a resolution and if appropriate direct support or a sanction for the student. The concern will be logged on SIMS and a risk assessment completed and shared with staff.

Teachers, and other relevant staff, may be asked to complete a "Round Robin" assessment of work, behaviour and progress to help inform intervention and behaviour support for a student.

Taking account of individual pupil needs (SEN, disability, vulnerability, race, religion, culture)

At Samuel Ward we are keen to ensure that we do not discriminate against pupils whose apparent inappropriate behaviour may be a function of their SEN, disability, racial and / or cultural background

Adults should be aware that blanket policies, such as policies that provide a fixed penalty for a particular offence eg. An automatic internal exclusion (in the Pavilion) for a pupil who swears at a teacher might appear to have the advantage of consistency, but may discriminate because it fails to make reasonable adjustments for the disabled pupils for whom swearing may be 'related to their disability'.

Therefore, when intervening with apparent inappropriate behaviour all adults must accept that there will be circumstances in which some pupils may be treated differently from others and are expected to take account of those individual pupils needs when applying sanctions

Pupils who are known to exhibit challenging behaviour due to SEN or vulnerability should benefit from preventative and nurture strategies to support pupils before they fail. Individual support plans should be in place for such pupils and referred to by staff to ensure that they are meeting their needs.

All incidents must be recorded on SIMS Behaviour Management

Support systems for pupils

In addition to regular teaching and learning about positive behaviour and regular attendance, and the support a well organised and caring school community, some pupils will need extra support to help manage their behaviour and attendance, and many of our pupils who are referred to external agencies will be vulnerable and have Special Educational Needs (SEN. The school will use procedures to identify early those pupils most at risk, in order to draw up a behaviour support plan and to establish a support programme (SPSF) to address issues arising, through: *(for example)*

- *Liaison with parents / carers, previous schools, outside agencies and services*
- *Referrals by adults to pastoral leaders through data analysis such as bullying, truancy*
- *Regular pastoral reviews to identify pupils most at risk, included as part of any regular academic progress reviews*
- *Programmes of short courses on specific elements of social, emotional and behavioural*
- *Contact with parents on the first day of any unexpected absence and discussion between the pupil and staff responsible for their registration*

- *Contact with parents in the early stages of an issue, rather than leaving it too late*
- *Be close to exclusion, or following bereavement, parental divorce, or separation*
- *Referrals for specialist advice from agencies linked to the school, either for the individual (eg Educational Psychologist Service) or in more general terms (eg Local Authority, Inclusion Officer, School Nurse, Educational Psychologist)*
- *Referrals to the Learning Support Unit for a short period of additional support outside the usual classroom environment*
- *Peer mediation and counselling schemes*
- *Parents / carers consultation and family sessions*
- *One to one counselling with a trained specialist or support from Inclusion officers or trained Teaching Assistants*

External Report Card Support System

Samuel Ward runs a tier report card system to help diagnose, support and correct inappropriate behaviour. Students are expected to get the card signed by designated adults in school and also by parents/guardians each evening. Students should present their cards at the beginning of every lesson. Parents will be informed prior to their child being put on report.

All reports should be kept in the student's file.

Internal Report System

Departments may issue a faculty report to monitor and support low level disruption in specific subject areas.

Behaviour Support Plan

A behaviour support plan will be put in place for students who are struggling to self-regulate and manage their behaviour. This will be discussed with Parents and shared with staff with the aim of supporting the Student to self-regulate and provide strategies for Teachers in the management of individual behaviour issues for the student.

Suffolk Pupil Support Framework (SPSF)

A SPSF will be appropriate for those students who show continued poor behaviour and disruption of lessons. Evidence for this will be seen in repeated detentions for the same offence, repeated use of Isolation, a number of Internal or Fixed Term Exclusions. It will also be when a student's behaviour support plan is not having an impact. It may also be used to support a student in other circumstances such as other emotional or social behaviour. The decision to start a SPSF with a student will be taken by the Head of Year or member of SLT with a responsibility for behaviour.

The key features of the SPSF process are:

- All students placed on a SPSF will be considered for a CAF referral
- A 16-week duration with a review with parents present every two weeks if it is concerned with poor behaviour.
- Overall targets will be set at the outset to assess progress over the 16 weeks. Targets will be set and reviewed every two weeks, with support for the student identified and explicit
- The targets will be realistic and achievable, and if achieved new targets can be set for the following two weeks
- After eight weeks an assessment of progress will be made and the student and parent will be informed if there is any danger of failing the SPSF

- At the end of 16 weeks an assessment as to whether the student has succeeded or not in the SPSF will be made
- If the SPSF has been unsuccessful then the procedures outlined for a permanent exclusion will be followed in the case of an SPSF for poor behaviour
- If a SPSF has been successful continuing support for the student will be identified and implemented if appropriate

Consultation

To be fully effective, this policy needs support from the whole school community, so consultation is essential. The law now requires a governing body to consult the Headteacher, pupils, parents and carers, staff before making or revising its statement of principles. At Samuel Ward we also believe that support is more likely if all stakeholders are actively involved in the process of developing the policy and code of Conduct as well as agreeing underpinning principles. School adults, including governors, will be consulted via staff and governor meetings as well as questionnaires.

Parents / carers will be consulted via a letter outlining changes and a chance to attend a meeting. Students will be consulted through meeting time process and School council

The policy will be available on our website for all stakeholders to view.

Monitoring and evaluation

At Samuel Ward we wish to know if this policy is working fairly. Data gathered consistently and analysed will reinforce good news stories about school improvement; contribute to the school Self Evaluation Form; and inform discussions with staff, governors, pupils (including through the school council), parents and multi-agency staff about patterns of poor behaviour and steps taken to tackle it

An audit of behaviour in conjunction with the consultative process above will be carried out at least biannually to inform the effectiveness of the behaviour policy. The audit outcomes will inform our School Improvement Plan and look to address any priorities arising.

HOME -SCHOOL AGREEMENT

When students join the school, a Home School Agreement will be signed by all relevant parties. See below:

Appendix 1

Home-School Agreement

The School

As a school, we will do our best to:

- Provide a safe, well-ordered and caring environment
- Have a clearly stated, published behaviour policy
- Set and mark homework regularly
- Encourage pupils to work to the best of their ability
- Provide a balanced and challenging curriculum which meets pupils needs
- Listen to and respond quickly to any concerns your son/daughter or you may have
- Contact you promptly should a problem arise
- Keep you informed about the school
- Provide you with regular Progress Checks and meetings on your son/daughter's progress
- Encourage pupils to attend school regularly and punctually
- Record and reward your son/daughter 's good performance and progress
- Value and respect your son/daughter as an individual
- Provide pupils with high quality teaching and a variety of enrichment activities
- Aim for your son/daughter to achieve their Target grades

Signed: _____ (School) Date: _____

Learner

As a learner, I will do my best to:

- Work to the best of my ability at all times
- Come to school with all the equipment I need
- Show respect to others both in and out of school
- Follow the school's Perform Rules
- Attend school regularly, on time and in full uniform
- Co-operate with teachers
- Record and complete all my homework on time
- Respect the school environment and the local community
- Adopt a positive attitude towards, and participate fully in the life of the school
- Keep my planner up to date and make sure that books are properly used and looked after
- Be responsible for taking communications to and from school and home
- Work to achieve my Target grades

Signed: _____ (Learner)

Date: _____

Parent/Carer

As parent/carers, we will support our son/daughter/ward to succeed by:

- Sending them to school regularly, on time and in full uniform
- **Immediately** inform the school of any changes to name, address, contact details and immigration status
- Ensure they have all the necessary equipment and kit they need
- Take an interest in their education by encouraging them to complete their homework and providing the opportunities for learning
- Keep the school informed about any problems which might affect their learning
- Attend Pupil Review Days and other parents' meetings
- Support the school and its policies as fully as possible including sanctions issued for behaviour as outlined in the behaviour policy
- Read all correspondence from the school and respond quickly when necessary
- Ensure they are properly prepared each day to take part in the life of the school
- Encourage them to have a positive attitude to school
- Encourage them to do their best

Signed: _____ (parent/guardian)

Date: _____

Governors

As governors of the school, we will do our best to:

- Seek financial efficiency and value for money
- Draw up and publish a full set of school policies
- Consult with and report to parents/carers
- Ensure compliance with statutory obligations, including health and safety regulations
- Monitor and review all aspects of the school's work

Signed: _____ (Chair of Governors)

Date: _____

Expectation for Learning

In Summary We Expect Our Students

To:

Positively participate in all tasks.

(Apply our best effort to every task, speak in full sentences using standard English)

Encourage everyone with kindness and fairness.

(Listen to others without interruption, be friendly and co-operative to all)

Respect each other and the environment at all times.

(Be polite to everyone, keep hands, feet and objects to ourselves)

Follow instructions immediately. (Without argument)

On-task always.

(Avoid disruption or distraction)

Ready to learn with resilience and responsibility.

(Arrive on time, planners on desks and have correct equipment)

Make the most of yourself, be trustworthy and honest

(Use the school values to guide you, be the best version of yourself)

The school policies are available on the school website,

www.samuelward.co.uk

Students must:

- Wear the school uniform correctly and tidily
- Bring the correct equipment: 2 Pens, pencils, ruler, rubber, coloured pencils, planner and clothing needed each day
- Return communication slips promptly
- Attend regularly and punctually
- Walk sensibly and quietly around the building
- Be prepared to start every lesson promptly
- Not bring gum or mobile phones into school
- Place all litter in bins
- Not enter the building or restricted areas without adult permission except in an emergency
- No verbal or physical abuse is ever acceptable
- Do what the staff tell you to
- In class work sensibly on task without disturbing others

The rules of the Academy are for the safety and convenience of pupils and staff. It is expected that courtesy and common sense will be practiced at all times and that all members of the school will follow the Code of Behaviour.

Organisation

In order for our pupils to fully access teaching and learning, they should ensure they have the following equipment every day:

- A school bag large enough to hold all the necessary equipment
- All the necessary exercise and work books needed for the specific lessons of the day
- At least 2 blue/black pens
- At least 2 pencils and a rubber
- A ruler
- Coloured pencils
- Full school PE kit in a separate bag on days where PE is timetabled
- Their student planner
- Reading book

We recommend that students also carry with them:

- A scientific calculator
- The appropriate language dictionary
- A protractor

If pupils are required to purchase any extra equipment, you will be informed by letter.

Planners

Each student will be issued with a planner for his/her academic year. We encourage parents to use the planner to check for messages from teachers, eg: homework concerns, late concerns or information your son/daughter's Learning Coach might wish to give you. Lost planners must be replaced at a cost of £3.50. The planner is an important school – home link where both staff and parents can share information.

Progress Checks

These are summary statements of the student's current attainment, effort, behaviour and homework. They are compiled three times each year to coincide with the Pupil Review Days and are sent home.

Pupil Data Form

It is essential that parents complete the Pupil Data Form so that we have accurate up to date information about our pupils. On this form, which is included in a separate booklet accompanying your introductory pack, please mention whether your child suffers from any allergies, asthma, disabilities, etc. The more information we have, the more we can do to help.

Reporting on Progress

At Samuel Ward Academy we strongly believe that the parents of our pupils, and the children themselves, need to know how well they are doing, what the barriers to their further success are and what strategies we need to deploy in order to overcome them together. To this end, pupils at Samuel Ward Academy are assessed formally, four times a year. This information is then reported in the form of a progress check. In this 'snapshot' of their son/daughter's learning, parents are able to see their child's target grades, their current levels and additional information about their behaviour for learning and homework.

Finally, it is also worth mentioning that we will invite you into the academy three times in the academic year for a formal meeting with your son/daughter and their learning coach. On these pupil review days the learning coach will lead a discussion of the latest progress check and help to plan any interventions that are needed in order to ensure that your son/daughter makes excellent progress in all of their subjects

Punctuality

Meeting Time begins at 8.45am and students will be expected to report to their form room by that time. If students arrive after 8.45am they will be marked as late and will have to make up the time. If students arrive after the start of lessons they should report to the school office and complete a late slip explaining the reason for their lateness

SCHOOL UNIFORM

Full school uniform is compulsory and can only be purchased online through our school website, however both genders can chose to wear either option 1 or option 2.

OPTION 1	OPTION 2
Navy Blue suit	Navy Blue suit (female cut)
Blue long or short sleeved shirt	Blue long or short sleeved blouse
Navy clip-on tie	
Navy Jumper (optional)	Navy Jumper (optional)
Coloured house badge	Coloured house badge
Plain black/navy socks	Plain black/navy socks
Black leather-style formal shoes	Black leather-style formal shoes
PE	PE
Grey hooded sweatshirt	Grey hooded sweatshirt
Grey polo shirt	Grey polo shirt
Navy track pants	Navy track pants
Navy shorts	Navy shorts
Navy sports socks	Navy sports socks

- Pupils may wear 1 watch (not a smart watch) and 1 pair of small earrings (no more than 5mm diameter), one in each ear, which must be removed before PE lessons for health and safety reasons
- Hair should be of a natural colour, without dyed streaks and in a style that does not distract pupils or staff
- A thin plain navy blue hair-band to hold hair in place may be worn
- Plain, black, flat leather style shoes must be worn
- A suitable sized school bag

We do not allow

- Hats or other headgear
- Trainers (except for PE) or unsuitable footwear must not be worn
- Body or face piercing (*one small stud earring in each ear lobe is allowed*)
- Shaved heads, tramlines, two toned hair or extreme hairstyles
- Beaded hair braiding
- Nail varnish or false nails
- Team football strips for PE
- Any jewellery other than that listed above

CRITERIA FOR ATTITUDES TO LEARNING GRADES –

The following descriptors are intended to be used by staff to assess the learning behaviours of all pupils. They should be used in a 'best fit' manner and should be used to help pupils to identify next steps/targets that help them to become better learners – e.g. as part of Pupil Review Day. They also replace the separate *effort* and *behaviour* grades that featured on the progress check and will be used in dialogue with parents.

Description	Characteristics of the learner
Excellent	<ul style="list-style-type: none"> - Consistently works exceptionally hard - Regularly meets or exceeds teachers expectations regarding outcomes - Is helpful and <i>highly</i> considerate towards other pupils - Is <i>very supportive</i> of other pupils' learning - Works effectively in a group and as an individual - Largely takes responsibility for their own learning - e.g. independently choosing their own learning tool for a task/ works out how to tackle a problem - Consistently shows resilience when tackling a problem - Positively participates in all learning activities - Responds quickly to advice given with regard to improving work/next steps - Conduct is excellent and meets school's high standards consistently - Always has necessary equipment – e.g. pen, book etc.
Good	<ul style="list-style-type: none"> - Works hard in lessons - Regularly meets teachers expectations regarding outcomes - Is helpful and <i>behaves considerately towards other pupils</i> - Supports other pupils' learning when asked - Will work independently and in groups as required - Can take responsibility for their learning but sometimes needs guidance in terms of what to do/learning tool to choose/how to approach a task - Shows resilience when tackling problems - Positively participates in most learning activities - Responds to advice given with regard to improving work/next steps

	<ul style="list-style-type: none"> - Conduct meets school's high standards - Always has the right equipment for lessons – e.g. books, pen etc.
Inconsistent	<ul style="list-style-type: none"> - Work rate is inconsistent in lessons - Can meet teachers expectations with regard to outcomes, but does not always do so - Sometimes forgets to consider the needs of others in the group and conducts themselves in a manner that sometimes disadvantages them - Can give support to other pupils but does not always do so - At times, when working independently and in groups, works less effectively than the teacher would like. - Can take responsibility for their learning but does not do so all of the time. Sometimes shows a lack of resilience. - Sometimes shows resilience when tackling a problem, but can also give up easily and be over-reliant on help from others - Engages with learning activities but can be easily distracted/goes off task/daydreams etc. - Knows what s/he has to do to improve her/his work but does not always respond to advice - Conduct is inconsistent. May need warning at times, but can make good recovery in lesson.
Poor	<ul style="list-style-type: none"> - Regularly distracted and off task - Regularly falls short of the teachers expected outcomes because of conduct - Shows little awareness of the needs of others and/or the impact of their conduct on others. - Conduct includes incidences of racist or sexist behaviour and other forms of bullying. May also directly and repeatedly challenges teachers/HLTAs/TAs - Does not always listen to instructions and so cannot participate effectively - Takes no responsibility for their learning - Tends not to get involved in learning activities and makes less progress than

	<p>s/he could</p> <ul style="list-style-type: none">- Does not respond to advice on how to improve work and does not bother to ask for help when s/he needs it.- Rarely has the right equipment for lessons – e.g. pens, book etc.
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Ratified by the Governing Body on:	6 November 2017
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