

Behaviour & Discipline Policy



SAMUEL WARD

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.

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.

We appreciate that for some of our younger pupils' positive behaviour still needs to be fully developed and we are committed to supporting them to become responsible, resilient, well behaved young people. This policy, therefore, includes a degree of differentiation in sanctions and support given in recognition of our less mature students.

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 co-ordinated by the SENCO, where strategies and techniques in eg anger management or positive leadership skills are available.

In these practical strategies for intervention, full use is made of support from the wider community of the LA, Behaviour Support Service, 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:

P = Positively participate in all tasks

E = Encourage everyone with kindness and fairness

R = Respect each other and the environment at all times

F = Follow instructions immediately

O = On task always

R = Ready to learn with resilience and responsibility

M = Make the most of yourself, be trustworthy and honest

New 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

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 if appropriate

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 rewarded 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, Senior Achievement and Achievement Manager, 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
- '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

Behaviour Management

It is important that all staff are aware that appropriate teaching and learning in a relevant curriculum will build motivation and engagement of students, whilst positive and assertive behaviour by staff will encourage the development of positive behaviour in

students. There is a process of continuing professional development for all staff to improve behaviour management in the classroom.

Positive behaviour in the classroom can be planned for:

- Teaching should be interesting and varied
- Learning should be active and engaging for students
- Well-organised, objective led dialogic learning activities can improve behaviour
- Expectations should be regularly reinforced and should be realistic but challenging
- Teaching should encourage an accurate match between aspirations and ability
- When students feel that they are succeeding they are less likely to be disaffected
- Celebration of success of all kinds should be a part of classroom and school life
- Lack of challenge can lead to boredom, which can contribute to poor behaviour
- Effective use of ICT can contribute towards good behaviour

A teacher's behaviour will impact on the behaviour of students:

- The teacher's every word and action should be based on the assumption that **all** students can achieve whatever is to be learned
- Work should be organised in a smooth but brisk way with clear appropriate deadlines
- Inattentive students can be questioned to bring them back on track
- Physical proximity to unsettled students can help
- Involving students in aspects of classroom management can help
- Using humour has been shown to have a beneficial effect on student attitudes

Assertive and consistent approaches will help management of behaviour:

- Teachers 'lead' their classes in a calm, assertive, consistent and supportive manner
- Classroom discipline is taught and frequently referred to
- Rewards/sanctions are clearly explained and used
- Students enjoy stability in their everyday working environment
- There is close home contact, of a positive nature, not just negative
- Praise and reinforcement of effort/strategies/success are important, but should be dependent on performance and used with discrimination, so that students value them
- Simple non-verbal encouragement (smile, thumbs-up etc.) is effective
- Teachers should model good behaviour patterns
- When students arrive in the classroom, initial contacts should be positive
- Behaviour can be discussed with whole class and those meriting rewards identified

- An instruction forbidding something should be phrased positively and constructively
- The certainty of consequences is more important than their severity.

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:

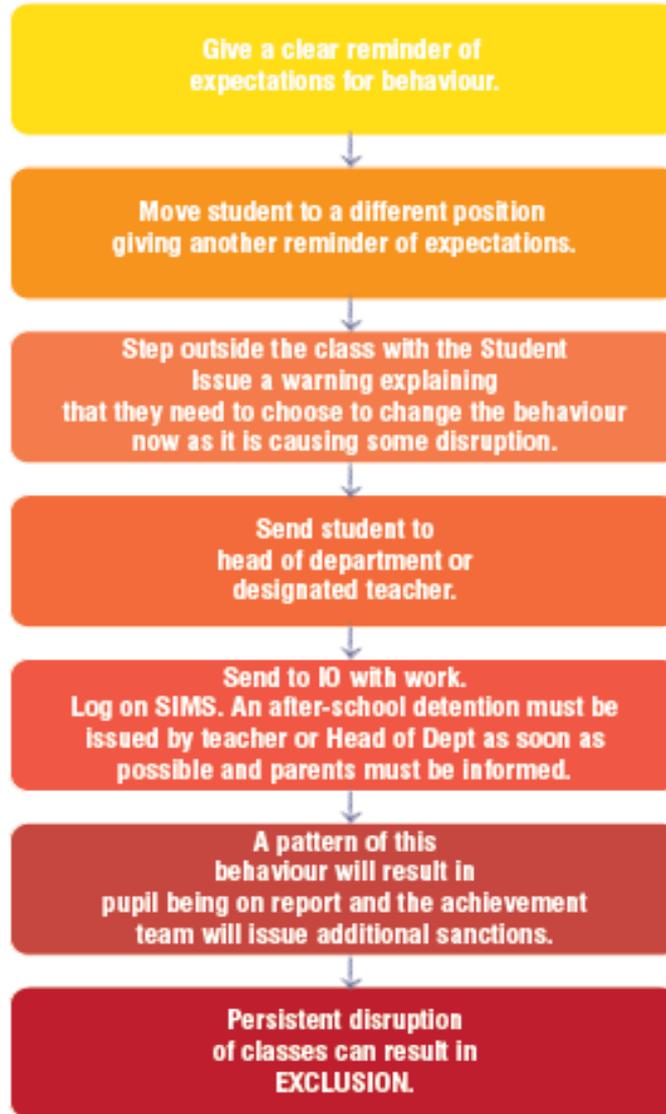
- When students are involved in issues outside school whilst wearing Academy uniform or where otherwise readily identifiable as members of the Academy
- Where the behaviour in question would have repercussions for the orderly running of the Academy and/or might pose a threat to another student or member 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 has been persistent or high levels of poor behaviour on school transport

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
- 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 behaviour. For more serious incidents you may go straight to the 3rd, 4th or 5th step depending on circumstances.

CLASSROOM BEHAVIOUR



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 may do this for example for homework that has not been handed in, or minor disruption in lessons. Examples of low level poor behaviour might include chewing, incorrect equipment, not working well, failure to follow instructions, shouting out, getting out of a seat, back-chat, minor damage or rudeness to other students. All of these should, in the first instance, be dealt with by the classroom teacher according to the process above.

Department Detentions

Each department may run an after school detention; any student can be placed by a teacher into their department detention. This should be recorded in the student's planner and on SIMS. If a student fails to attend a department detention they will automatically get

a school SLT detention.

A Department Detention may be given for lack of Homework or also appropriate if low level poor behaviour becomes repeated, persistent or challenging of a teacher's authority.

School House Detentions

School House detentions run after school for an hour. A student may be placed in a school detention by a Senior/ Achievement manager as an escalation after the department detention process; or as a result of poor comments on a report card.

For any after school detention, a parent should receive 24 hours' notice if at all possible. A note in the planner, a letter, an email, or a telephone call may provide this notice.

The Academy will be reasonable about the timing of a detention. The date of a detention may be changed in negotiation with the parent e.g. to ensure student safety but the student will still be expected to do the detention.

Isolation and Internal Exclusion

A period of Internal Exclusion (to the Pavilion) may be appropriate following a single serious incident, or prolonged and repeated disruptive behaviour.). A Senior Achievement manager 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 Pavilion will be required to work individually in silence in a booth. They will be provided with appropriate work.

During the day the Pavilion Room Supervisor 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 the pavilion.

On some occasions isolation in the Student Centre or Hub may be considered more appropriate, e.g. for missed detentions; work from the student's timetabled lessons will be set and completed during this time.

Fixed Term Exclusions

For serious 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 a thorough 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 SPSF

Wherever possible, prior to a decision to permanently exclude, a meeting will be held with the parent and the student and if appropriate, the Local Authority Inclusion Co-ordinator, to explore any potential alternatives to permanent exclusion including a managed move within the locally agreed managed move protocol.

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 Samuel Ward Multi Academy Trust (SWMAT).

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 such as bullying 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 very serious assault, which for instance, requires the hospitalisation of the victim, then a Permanent Exclusion from the Academy may be considered.

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).
- The Academy has an E Safety Policy and this has a section on 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 punish bullying behaviour. This may include a Fixed Term 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, unless a managed move can be arranged.

Smoking

The Academy is a no-smoking site which include 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 will normally be an after school detention but in cases where a student persists in smoking in school this may result in an internal exclusion or a Fixed Term Exclusion.

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 jewellery 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 (see section 4.6)

[* 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 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 mentioned above 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
- fireworks
- pornographic images
- 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

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 their 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. This will include written and signed accounts of all those involved. The parents will be informed on the same day.

The Academy will ensure that any staff involved in an incident requiring the use of force will receive appropriate support after the incident.

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 SAM. The SAM will seek a resolution and if appropriate direct support or a sanction for the student. The concern will be logged on SIMS.

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

What to do when things go wrong

1. Inside the classroom

Behaviour	Who deals with Behaviour	Management Sanction/ Procedure
1. a) Lateness for lessons	Teacher /adult in classroom	Time made up with subject teacher.
	Inclusion Officer/Achievement Director	Persistent lateness to lessons detention set by Inclusion Officer/Achievement
b) Lateness to school	Learning Coach	Make up time with Learning Coach in detention More than two lates in one week – additional detention of 15 minutes per late on Friday with Achievement Manager and or Inclusion Officer

<ul style="list-style-type: none"> • Fighting • Damage 		<ul style="list-style-type: none"> • KS3 (second offence) and KS4 – internal exclusion -1 day initially. <p style="text-align: center;"><u>Fighting</u></p> <ul style="list-style-type: none"> • KS3/KS4 – internal exclusion – minimum of 1 day • KS3/KS4 extreme/aggressive/weapons – may lead to permanent exclusion • Deliberate damage – minimum of 1 day internal exclusion plus payment of cost to replace/repair damage caused
<p>5. Use of phone or Inappropriate use of technology</p>	<p>Teacher/adult in classroom</p> <p>SLT responsible for behaviour</p> <p>SLT responsible for behaviour</p>	<ul style="list-style-type: none"> • KS3/KS4 – using phone/ipad or other device personally – confiscate and take to school office • KS3/KS4 – using phone, ipad or other device to take photos/record – confiscate and send student to IO to isolate • using phone, ipad or other device to denigrate, harass, embarrass or bully a fellow student or member of staff – minimum of 1 day internal exclusion – could lead to permanent exclusion

All incidents must be recorded on SIMS behaviour management

2. Outside the classroom

Behaviour	Who deals with Behaviour	Management Sanction/Procedure
Behaviour 1 Running in corridor Entry in undesignated areas Chewing gum	Any member of staff	Verbal warning and referral to Achievement Manager and IO
Behaviour 2 Dropping litter	Any member of staff	Asked to pick up litter
Behaviour 3 Inappropriate dress	Any staff/Learning coaches	Refer to Inclusion Officer/ Achievement Manager – isolation until dress code is adhered to. Parents contacted asap
Behaviour 4 Smoking-including e-cigarettes and being equipped to smoke	Any member of staff	Refer to Senior Achievement Manager and IO – 1 day internal exclusion incremental addition with each offence. Refer to school nurse
Behaviour 5 Abusive language or hostility/ Intolerance	Any member of staff – refer to Inclusion officer or SLT	KS3 – First instance may result in a warning and instruction on what constitutes inappropriate behaviour – restorative justice. KS3/KS4 subsequent instances – minimum of 1 day internal exclusion
Behaviour 6 Physical interference (pushing, play fighting/ physical contact/violence)	Any Staff – refer to IO	Playfighting/pushing initial warning and advice given on dangers of physical contact

All incidents must be recorded on SIMS behaviour management

3. Outside of School (school trips, walking to/from school)

Behaviour	Who deals with Behaviour	Management Sanction/Procedure
1. School Trips – refer to behaviours and sanctions above	IO/SAM	refer to behaviours and sanctions above will also result in removal from school trips for an agreed period of time
2. Walking to and from school	IO/SAM	Refer to behaviours and sanctions above
3. Out of school hours - Use of phone or Inappropriate use of technology	Senior Achievement Manager/SLT responsible for behaviour	<ul style="list-style-type: none"> • using phone, ipad or other device to denigrate, harass, embarrass or bully a fellow student or member of staff – minimum of 1 day internal exclusion – could lead to permanent exclusion

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 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 form agencies linked to the school, either for the individual (eg Educational Psychologist Service) or in more general terms (eg Local Authority, Inclusions 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 Learning Mentors 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.

Card	Colour	Designated Adult	Sanctions
Learning Coach KS3 only	Cream	Learning Coach	10 minutes lunch/break with LC
Achievement Manager	Yellow	Achievement Manager/Inclusion Officer/SAM	10 minutes detention after school for each poor comment given on a given day.
Inclusion Officer	Orange	Inclusion Officer/SAM	20 minutes detention after school for each poor comment given on a given day.
Senior Achievement Manager	Grey	SAM/SLT	30 minutes detention after school for each poor comment on a given day,
Assistant Head/SLT Student should be put on SPSF (pupil support plan)prior to red report	Red	Assistant Head/SLT	30 minutes detention after school for each poor comment on a given day.

Apart from the Learning Coach report which lasts for one week, students should be on report for 2 weeks unless stepped up to higher report. If a student successfully completes (for instance) a red report they need to 'step down' through reports (e.g. 2 weeks successfully on Inclusion Officer report followed by 2 weeks successfully on Achievement Manager's 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.

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 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 Senior Achievement Manager for the House 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 weeksTargets 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.

Pupils will be consulted via our behaviour and bullying audit, the school council and meeting time.

Parents / carers will be consulted via annual survey.

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:

HOME - SCHOOL AGREEMENT



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: _____ (Principal) 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 Code of Behaviour
- 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 other 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
- 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: _____

Annex One: Support to adults in developing the positive climate for learning and in positively managing inappropriate behaviour

To create a culture where praise and reward are the norm and sanctions the exception, it is helpful if all staff develop the skills and strategies needed for them to be effective in encouraging behaviours for learning, for example:

- A conscious competence in giving praise
- Including behaviour and attendance objectives alongside lesson objectives
- Developing a presence in the classroom
- Using congruence of tone and gesture and tactically ignoring
- Offering assertive statements or direction
- Making use of good question technique
- Using the language of correction
- Offering partial agreements
- Using the language of choice

Behaviour for learning techniques and language scripts

Techniques	Details
Pause-direction	Use a pause after calling a name to establish and sustain attention. <i>“Sharon (pause) – back to work, thanks”.</i> <i>“Michael facing this way and listening, thank you”.</i>
Privately understood / non verbal signals	Draws the class together and builds in sharing times. Examples include: ‘clapping your hands three times; or standing next to a ‘learning zone’ poster in the room. <i>“Four on the floor”</i> – for chair-leaners. Pointing to Code of Conduct / visual behaviour reminder. An individual pupil may recognise a gesture from the teacher as a reminder to concentrate on work’
Tactical ignoring	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the ‘target’ pupil but praise the nearby pupil. If target pupil(s) change their behaviour, praise them. Example includes: the teacher may say to a nearby pupil. <i>‘Well done Phil – you remembered to put your hand up to answer a question.’</i>
Partial agreement	Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include: <i>‘Yes, you may have</i>

	<i>been talking about your work but I would like you to... ' Yes, it may not seem fair but ...'</i>
When-then direction	Avoids the negative by expressing the situation positively. Examples include: it is better to say, <i>'When you have finished your work, then you can go out'</i> than. <i>'No, you cannot go out because you have not finished your work'</i>
Take up time	Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply. Example includes: <i>'I need you to open your book and start work now Jane. I am going to see Bill who needs some help but I will come back in a minute if you need any.'</i>
Choice direction	Gives pupils some control over a situation which is less likely to initiate point-blank refusal. Examples include: <i>'I need you to get on with your work or (consequences) – it's your choice.'</i> <i>'Are you choosing not to follow our rules on _____?'</i> or <i>sit over here or next to Peter (implicit choice).'</i>
Deferred consequences	Deals with a pupil who is misbehaving later and therefore removes the 'audience; the rest ie of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome. Example includes: <i>'I'd like to sort this out Amy but we cannot do it now. I will talk to you later / at the end of the lesson.'</i>
Consequences and sanctions, rule reminders	Needs to be in line with school policy and be implemented clearly and consistently. Example includes: <i>'Annette – you KNOW that if you are late to lessons without a pink slip you make up the time at lunchtime – full stop.'</i> <i>'What does the Code of Conduct say about how you are expected to enter the room?'</i> <i>"What is our rule for working noise?"</i>

CRITERIA FOR BEHAVIOUR FOR 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:	October 2016
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