

Behaviour Policy
Smith's Wood Academy
Part of Fairfax Multi-Academy Trust

Connect – Respect - Excel

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1. Introduction

At Smith's Wood Academy we follow three steps to ensure our behaviour is always excellent.

- Connect
- Respect • Excel

We should always be asking ourselves. Am I connecting? Am I showing respect? Am I excelling?

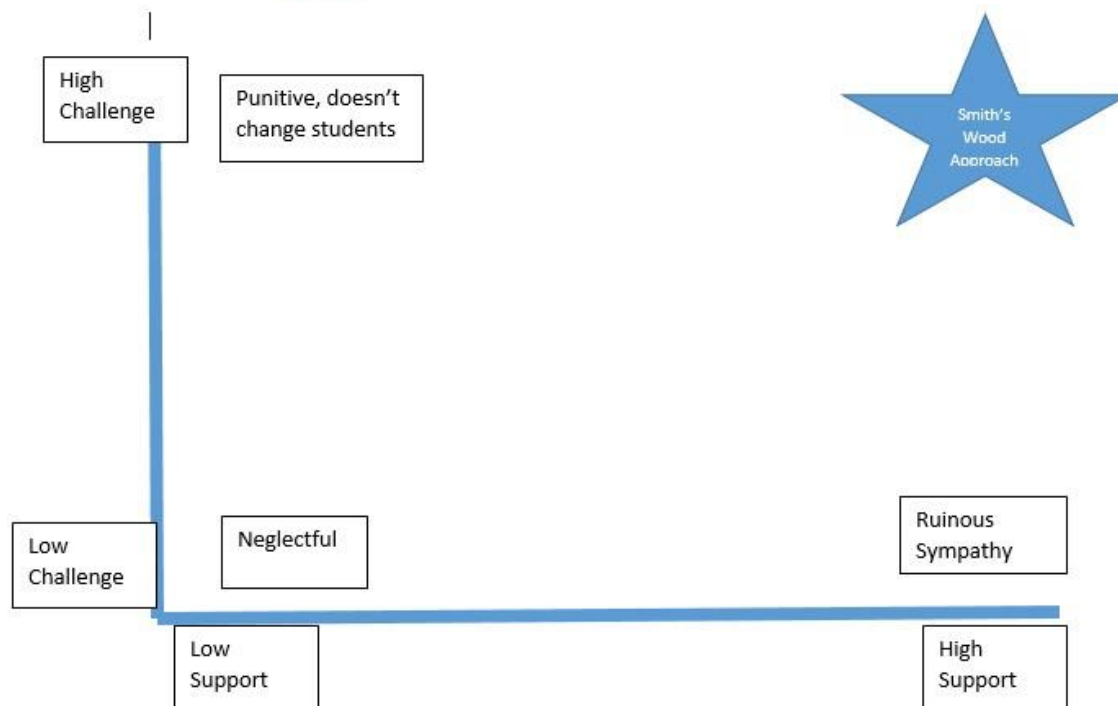
This policy sets out how we will achieve this.

2. Aims and rationale

We believe in creating a warm and inclusive Academy, where the aspirations of all students can be achieved, where we achieve excellence and where staff and students feel safe and supported. We believe that connection with each other is key to ensuring a positive environment for learning and this should always be the first priority for everyone at Smith's Wood. Using research on trauma, we believe all students, and especially students who have experienced trauma, benefit from a positive and calm approach which seeks to listen and understand. By being positive and respectful we build relationships with students which will allow them to reach excellence, both academically and as a whole person. This policy sets out how relationships can be created, maintained and repaired when necessary.

We believe in excellence and have high standards for all. We do not believe in lowering our standards, but believe in supporting students who need the support reach these standards. By connecting and being respectful we can help students reach these standards. These high standards will equip students to be successful in later life, no matter their destination.

Using approaches by Bill Rogers, Paul Dix, Doug Lemov and Rebecca Brooks we aim to focus on the positive, remain calm, use consistent approaches and seek to de-escalate wherever possible.



At Smith's Wood staff will ensure they demonstrate both high support and high challenge. Challenge is needed when students are not meeting expectations and we remind them this is not acceptable. Support is given to help students when needed. Too much challenge without support is when people issue punishment without helping a child improve. Too much support without challenge is when people allow a child to not meet expectations out of sympathy. At Smith's Wood we constantly challenge and support. We work with the student to ensure they can meet all expectations.

3. Expectations

In order for our vision to be realised everyone has a role to play:

Smith's Wood Behavior Steps. We expect all students and staff to:	Everyone will...	In addition all staff will...	In addition SLT will...

<p>Connect</p>	<p>Smile, say hello, ask how people are</p> <p>Be willing to talk and listen</p> <p>Treat every day as a fresh start.</p> <p>Be positive in your approach.</p> <p>Get involved in school events to build new relationships</p> <p>Complete restorative conversations when needed</p> <p>Care deeply about everyone in the school</p>	<p>Meet and greet</p> <p>Be warm & Strict</p> <p>Be playful and open. Share about yourself and be willing to listen about others</p>	<p>Provide opportunities for staff and students to connect- Events, clubs, duty, duty</p> <p>Provide clarity of purpose- Our first aim at school is to connect first.</p> <p>Ensure staff wellbeing is prioritized to allow connections to happen</p> <p>Provide CPD on connection, trauma approaches</p>
<p>Respect</p>	<p>Follow instructions first time, every time.</p> <p>Follow SLANT</p> <p>Respect other students right to learn and be safe.</p>	<p>Seek to deescalate first</p> <p>Use positive scripts</p> <p>Model the expectations</p> <p>Challenge respectfully</p>	<p>Set clear expectations for respect</p> <p>Support staff through the stage system</p> <p>Provide regular CPD on positive approaches</p>

	<p>Stay calm- calm voice, open body language, not shouting.</p> <p>Be polite- Remember please, thank you, Sir/Miss</p> <p>Move round the building respecting others and the building- Walk, stay left, open doors, bin litter. Be calm and quiet</p>		
<p>Excel</p>	<p>Arrive on time</p> <p>Arrive equipped</p> <p>Wear the uniform smartly, with pride.</p> <p>Follow the 4 to start/4 to finish</p> <p>Complete all work expected to the best standard.</p> <p>Believe you can excel- always try</p> <p>Take part in house participation and extra circular activities</p> <p>Complete line ups in a calm and respectful manner</p>	<p>Set high expectations</p> <p>Embed routines</p> <p>Follow the behaviour policy</p> <p>Notice and reward students who excel</p> <p>Challenge and motivate students through the level system when not exceling.</p> <p>Communicate our ethos to parents on a regular basis- positive as well as expectation reminders</p>	<p>Create bespoke support for students who need support to excel once the stage system has identified them.</p>

4. Rewards

We believe that all students should be rewarded when they meet the expectations outlined above.

Rewarding positive behaviour can be achieved through direct verbal praise, 'carrot' reward stickers, postcards sent to families, phone calls to families and through interactions at parent information evenings. The more formal rewards of positive behaviour, as measured through SWA pastoral systems, are outlined in the rewards policy.

5. Support

In order to support students in meeting our expectations, extra support will be offered. This includes but is not limited to:

- Mentor time daily
- SENDCO and SEND team support
- Attendance officer support
- Well Being Officer sessions
- Inclusion Manager sessions
- Enrichment days to teach skills to support behaviour
- Excellent Leader and Deputy for each year group
- Teaching of regulating techniques
- Mentoring- Adult and peer
- Practicing of routines
- Behaviour plans
- Designated Key Adult in staff
- Reflection activities after a sanction
- Collaboration with outside agencies (Foundations 4 the Future, Grow Organic, Malachi, EP)

We have high expectations and expect that students will occasionally need support in reaching them or make mistakes. We all make mistakes, but we expect everyone to learn from them through detentions issued in lesson or around school.

In lesson:

Teachers seek to de-escalate first:

Teachers will use a range of strategies first to support all students in meeting expectations.

Staff will get receive regular Continuous Professional Development (CPD) on each approach and be issued with a booklet each September which outlines each approach.

- Meet and Greet
- Following positive scripts
- Public Positive Framing

- Individual
- Positive Framing
- Descriptive cueing
- When... then...
- Take up time
- Focusing on primary behaviour
- Non-verbal cues

Below are some examples, but not an exhaustive list of student actions and teacher response

Value	Student action	Positive teacher approach	Follow up
Respect	1) Student talking over you/others 2) Student calling teachers "bruv"	1) "I expect 100% listening, thank you to Lucy for showing respect" 2) "Luke.... We expect people to talk with respect. Please call me Miss"	1) Dylan.... you're talking. Listening thank you.... I've noticed you talked over me twice, therefore it is now your level 1 2) Luke I've explained I expect you to show respect. That is now your level 1
Excel	Student not completing work Student talking at start/end of lesson	Sarah I've noticed you haven't completed much work. Can I help with it? I need all of us following the 4 to start. Well done Paul.	Sarah you still aren't meeting our expectation on excellence due to a lack of work that is now a level 1

Levels

There will be times when these approaches do not resolve the issue. We believe in an environment where all teachers can teach, and students can learn. When these approaches do not create a calm learning environment after the first use, the level system will be used by staff.

When issuing levels teachers will follow the 'positive script; the process will be narrated positively. This can be found in the staff CPD booklet.

Level 1 – First Verbal Warning

Staff verbally inform the student they have a verbal warning and why. Staff remind student of what they should be doing. This correction should be done in private and not recorded publicly.

Level 2 – Second verbal warning

A student who continues to not meet expectations, despite being given a first verbal warning, will move into Level 2 and receive a second verbal warning, in the same approach as a Level 1.

Students could move into Level 2 as a result of continuing the behaviour which led to the first verbal warning, or for other behaviours which inhibit the learning of themselves or others.

Level 3 – 20 minute detention

A student who continues to not meet expectations, despite being given a second verbal warning, will move into Level 3 and the student will receive a 20 minute next day detention.

See Next Day detention Policy (Appendix E)

Level 4 – 40 minute next day detention

A student who continues to not meet expectations in lessons will move onto a Level 4 and be removed from that lesson, by an on-call member of staff or available leader. The student will be placed in Isolation for the remainder of the lesson.

They will sit a 40 minute detention the next day. The class teacher will attend a restorative conversation with them during this time.

Other Expectations

Around site:

We expect students to respect and excel as they move around site. Students are to walk quietly and calmly around the building, keeping to the left and keeping their hands to themselves. Students not meeting expectations around site will be given a reminder of the expectations following the positive scripts (appendix F). If students continue the behaviour they will sit a 40 minute Anti-Social Behaviour detention.

Phones:

Mobile phones are permitted on site, only if they are turned off and stored in a bag or locker. They must not be used or seen whilst on the Academy site, at any time. If they are heard or seen a member of staff will confiscate the phone. The phone will be stored securely until a parent is able to collect it from the Academy. Please note, the Academy will take no responsibility for the loss or damage of mobile phones brought into site.

Lateness to lessons:

We understand it can take time to move around the building. Therefore, if a student arrives to lesson 5 minutes after the start of a lesson, they will receive a next day detention of 40 minutes.

If a student is more than 10 minutes late they will spend the rest of that lesson in the isolation room in order to avoid any disruption to the learning in the classroom.

Standards:

Students are always expected to carry with them their planner and pencil case. If a student does not have the right equipment their planner will be signed. Three signatures for equipment will result in a 20 minute Detention. A lost planner will result in a 20 minute Detention. Please refer to our guidance on uniform and equipment for further details about requirements.

Swearing

A child using generic swearing, not aimed at anyone, will be reminded once of the expectations of speaking respectfully. If this language is used again the teacher will issue a 20 minute Detention. Swearing at or towards staff members or other students is not acceptable and will not be tolerated and will be dealt with using a range of appropriate consequences.

Other behaviour will be dealt with using a range of possible sanctions that are appropriate for the behaviour in question.

6. Missed detentions/accumulated detentions

Two Detentions- 40 minute next day Detention

The Academy operates a 'fresh start' Detention policy. This results in all detention received by a student being completed the next school day. To this end, if a student receives two detentions, such as a Level 3 and a Level 4, they will complete a 60 minute detention the next day with a senior staff member. The student will also be expected to receive restorative conversations for all the level 4's they received for that day

Three Detentions or more – SSI (P1-Break) & 60 minute next day Detention

For any student who receives three or more detentions, this signals their learning is suffering significantly and pastoral support is required. Consequently, any student who receives three or more detentions one day will be placed in Short Stay Isolation the next day for Period 1, 2 and Break. This will provide an opportunity for the student to reflect on their previous day's behaviour and receive pastoral support, in an attempt to implement strategies to reduce the chances of any further impact to their learning. They will also complete a 60min Detention that day and receive restorative justice conversations for all the level 4's they have received.

Missed Detentions

It is the student's responsibility to make their way to the detention room. Any student missing a detention will be collected the following day from lunchtime line-ups and placed in isolation for the remainder of the day. Students that refuse to comply with this will be placed in Internal Isolation, the next school day, and a formal note recorded on their file

7. Parental Responsibility

We believe in working with our parents and families to create a positive and warm learning environment. This is especially important with regards to the policing of social networking, which is the responsibility of parents and carers. We also believe that outstanding learning environments are those that are well supported by parents. It is therefore imperative that parents provide accurate and current contact information; attend the Academy for all meetings as requested; support the Academy in its endeavour to achieve a positive learning environment and support with sanctions issued. Parents and carers may be required to attend the Academy immediately to support leaders in the management of their child's behaviours should they be extreme and seriously compromising the education or safety of other:

8. Managed move

In certain circumstances, the Academy may discuss the use of a managed move, where a student will trial a place at another school as a possible 'fresh start'. This may be utilised in such instances as a student receiving a repeated number of fixed term exclusions. In these instances, this will be down to the Academy to decide whether to recommend a managed move and would result only following an extended discussion with family.

9. Exclusions

There are four types of exclusions available at the discretion of the Head of Academy, dependent upon the severity or persistence of a behaviour or attitude:

Internal exclusion

Internal exclusion is an extremely serious sanction and will be issued, although this list is not exhaustive, for a student who has demonstrated the following behaviours:

- Fighting
- Intimidating students or staff
- Swearing at staff
- Defiance of staff members
- Bringing a banned item into the Academy
- Persistently disrupting the positive learning environment
- Any other unacceptable behaviour deemed serious by a senior member of staff

Please note the Academy takes incidents of fighting and both physical and verbal abuse very seriously. As such, the Academy reserves the right to report such incidents to the police for further investigation or action.

Internal exclusion (IE) – at another Trust school

In certain instances, and where the impact of internal exclusion is deemed to be reduced, the Academy may also direct the internal exclusion to take place at another school in the Trust. In these instances, parents and students will be told in advance and it is the family's responsibility to ensure the student attends.

Suspensions

All decisions to suspend a student for a fixed term are not taken lightly and only occur following careful consideration and agreement from the Head of Academy. Suspensions will be considered when there is a serious breach of the behaviour policy. If a student's behaviour in school is defiant or disruptive they will be calmly warned this may lead to a suspension if it doesn't change. We will always give students time to reflect on their actions and make reasonable adjustments.

Following a suspension for a single serious incident a return from suspension meeting will take place before a student is readmitted to Academy.

The aims of this meeting are:

- to re-establish behaviour expectations
- to set targets for improvement
- for parents and carers to engage in accountability and support the success of their child
- to prevent further exclusions
- to identify a behaviour strategy to enable the student to engage positively with an aspect of their learning

Permanent Exclusion

For the most serious incidents of behaviour or conduct that are fundamentally opposed to the Behaviour Policy and positive learning ethos of the Academy, the Head of Academy will consider a permanent exclusion.

As per statutory guidance, a decision to exclude a student permanently will only be taken:

- in responses to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in school.

Appendices:

Appendix A: Next Day Detention Policy

What is the purpose of the next day detention?

Repairing relationships, reminding of expectations, building solutions for the future,

What is the structure and expectation of the next day detention?

Students arrive at 2:50. Sit in silence 2:50-3:00. Where possible students are given a reminder of the reason for their detention.

3:00 Teacher arrives for restorative conversation.

Appendix B: Around Site Positive Language Script

In the first instance of behavior that does not meet the expectations of respect and excel students are reminded, positively of the expectations. If this does not work a follow up ASB 40 minute detention can be issued.

Examples of positively reminding of expectations:

- On the left please year 9
- Follow our expectations on respect- calm and sensible thank you
- Set a good example year 10
- Need all of you to be quieter thank you
- Thank you for walking with respect

If this doesn't work:

Issuing a consequence

"Ishan, just step to the side thank you... (1-1 quietly and calmly showing respect) you know our expectations about respect around school. In that moment you did not show respect when you... I now have to give you an ASB detention. Show me now you can carry on respectfully. Thank you"

A group not meeting expectations- Ask the group to step aside

Individually I trust every single one of you, however as a group you are not meeting our expectations on excellence. You know we expect you to.... and in that moment you did not meet these. Therefore I now have to give you an ASB detention. Show me now you can carry on respectfully. Thank you"

Appendix C: Teachers' Powers (DfE Guidance)

The Academy has the legal powers to apply a wide range of penalties to students who break Academy rules, fail to follow instructions or who behave in a way that is unacceptable. The Academy operates within the guidelines and boundaries published by the Department for Education (Behaviour and Discipline in schools, January 2016). These sanctions include:

- withdrawing the student from a lesson or from a peer group withdrawing participation in a Academy trip, visit or sports event;
- taking away break or lunchtime privileges;
- detention after Academy;
- confiscation of property;
- internal exclusion for a fixed period of time;
- exclusion from Academy, either for a fixed period or permanently

Academy staff have statutory authority to discipline students whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction. The power also applies to all paid staff with responsibility for students, such as teaching assistants. Academy staff can discipline students at any time the student is in the Academy or elsewhere under the charge of staff, including on Academy visits; they can also discipline students for poor behaviour outside of Academy, where poor behaviour or bullying is witnessed by a member of staff or reported to the Academy. Academy staff are able to impose detention outside of Academy hours and they can confiscate students' property.

Appendix D: Detentions, what the law allows

The following points were issued by the Department for Education in January 2016 and are provided here for information purposes:

- Teachers have a power to issue detention to students (aged under 18).
- Schools must make clear to students and parents that they use detention (including detention outside of school hours) as a sanction.
- The times outside normal school hours when detention can be given (the 'permitted day of detention') include: a. any school day where the student does not have permission to be absent; b. weekends - except the weekend preceding or following the half term break; c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.
- The Head of Academy can decide which members of staff can put students in detention. For example, they can limit the power to Heads of House or Heads of Department only, or they can decide that all members of staff, including support staff, can impose detentions. In SWA all staff are permitted to issue detentions to students.

Matters schools should consider when imposing detentions:

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

School staff should not issue a detention where they know that doing so would compromise a student's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- whether the detention is likely to put the student at risk;
- whether the student has known caring responsibilities which mean that the detention is unreasonable; whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely or;
- whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

Guidance from Department for Education, January 2016

Appendix E: Mobile Phones and Electronic Devices

Personal electronic devices (including mobile phones) are a part of modern society and the Academy accepts that many students will possess them. Teachers and students have the right to teach and learn in an environment free from interruption by such devices. The use of personal electronic devices in schools presents a number of challenges. These include:

- a. Interruption of lessons and disrupting the learning of others
- b. Loss or theft of personal electronic devices
- c. Safeguarding risks for members of the Academy community who are photographed or filmed without their consent by other students
- d. Devices being a distraction to an individual's learning

As a result of this mobile phones and electronic devices are regarded as Banned Items and will be confiscated if are seen or heard whilst on the Academy site, or on a Academy trip*.

In addition:

1. The Academy accepts no responsibility for personal electronic devices that are brought to school and takes no responsibility to investigate their misplacement, loss or theft
2. Students must not use such devices or have earphones attached to them during any part of the Academy day

3. Students are not allowed to connect any of their own electronic personal devices to Academy equipment.

4. Unless express permission is given by a member of staff*, personal electronic devices must be kept switched off and out of sight at all times in school bags until students have left the Academy site at the end of the school day.

5. The Academy requests that, in the event that a parent needs to get a message to their child during the course of the Academy day, that they do so through the Academy's main office.

*In exceptional circumstances, the use of mobile phones may be permitted for emergency telephone communication, for example when on an off-site trip.

Appendix F: Screening, Searching and Confiscation

Academy Staff have the power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Banned Items at Smith's Wood Academy include:

- mobile phones,
- smart watches and activity trackers,
- MP3 players,
- headphones,
- drinks in non-reusable plastic bottles,
- fizzy and energy drinks,
-

- sweets and biscuits (except biscuits within a packed lunch),
- jewellery (except a wrist watch and one pair of plain metal stud earrings),
- toys and gadgets of any description (except those issued by the SEND department),
- hats, gloves and coats worn or carried within the building,
- pouches (students are required to use a Smith's Wood Academy branded bag)

Banned items seen by any staff member will be confiscated and placed in secure storage within the Academy. The student will be given a card with a number on it to give to their parents/carers to facilitate the identification of the item when it is collected. Banned items confiscated by the Academy (except where school has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, laser pens or banned food and drink items) can be collected by parents/carers after they have met with an appropriate staff member at a mutually convenient meeting time. Parents or carers will not be able to be seen without a prior appointment.

The school reserves the right to dispose of items which are not collected within a reasonable timescale.

In the event that a student refuses to hand over a banned or prohibited item upon request from any member of Academy staff, this will be treated as a refusal and the behaviour management protocol will be followed. Confiscation should not be done forcibly unless there is a significant health and safety risk and in line with DfE guidance on 'reasonable force'.

The Academy works in conjunction with the community police force and partner schools in the local area. As part of this work it is routine for our community police officers to be on the Academy site to deliver workshops, assemblies, meet with individuals and groups and to utilise police facilities such as a knife arch or to demonstrate police equipment to our students.

Appendix G. Use of Reasonable Force

Please refer to the DfE guidance 'Use of reasonable force. Advice for Head Teachers, staff and governing bodies'. All members of staff have a legal power to use reasonable force and the Academy has trained a number of staff in Team-Teach positive handling training. The use of reasonable force can also apply to people who are temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on an organised visit.

For more information on the use of reasonable force please see the following guidance from the DfE: Behaviour and Discipline in Schools – Advice for Head teachers and School Staff, January 2016.

Appendix H: CCTV

The Academy uses CCTV for the purpose of maintaining the safety of students, staff and buildings. CCTV footage may be used to assist in the investigation of behaviour incidents by authorised staff and Senior Leaders only. For Safeguarding and Data Protection purposes,

footage will not be shared with anyone who does not hold the required level of security access and/or authority.

Appendix I: Malicious Allegations:

Where students are found to have made malicious accusations against a member of staff that are proved unfounded, the school will exclude the student concerned. Dependent on the severity of the accusation and the distress caused, this exclusion may be permanent. N.B. – please note this policy is not exhaustive and the Academy reserve the right to make changes, as deemed necessary, for ensuring student safety and promoting positive behaviour.