

Behaviour Policy

Smith's Wood Academy

Part of Fairfax Multi-Academy Trust

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Attendance & Behaviour Policy

1. Introduction and Aims

This behaviour policy plays an important role in ensuring the school environment remains calm and positive. To enable this to happen we expect:

- All students to display respect and courtesy towards teachers, other school staff and towards each other.
- Parents/Carers to support and encourage their children to show respect and support the school's authority to manage behaviour.
- Teachers to effectively manage any escalating behaviour and reinforce positive behaviours with students. Make sure students are welcomed into the room and given the opportunity to be successful with their work. Ensure that we first address positive behaviour in lesson when students are making the right choices. Use student names as often as possible to ensure students know we have a vested interest in them. Model respect, determination and working together to be successful. Praise students for going above and beyond in lessons and also outside of the classroom.
- The Principal to foster a culture of respect, through the supporting of staff's authority to discipline students and maintaining consistency across the academy. Clearly outline expectations around unacceptable behaviour that will not be tolerated, including bullying and any form of discriminatory behaviour.
- The Academy Association and Principal to deal with any allegations against staff in a timely and consistent way, that protects the student and supports the member of staff who is subject to the allegation.

Through achieving the aims outlined above, we will be able to:

- Ensure that Teaching and Learning is a high priority for students, and they can maximise their potential in lessons.
- Reward good and excellent behaviour from students.
- Develop a positive school community that works in partnership with all key stakeholders.
- Provide a safe, healthy and stimulating learning environment for students and staff.

During a student's time at Smith's Wood, we strive for them to develop and nurture key qualities that will help them succeed in their future life and career. These qualities are our core values and we strive for them to be embedded throughout our daily practice and form an integral part of discussions around both positive behaviour and negative behaviour. These core values are:

Respectful

Resilience

Ambitious

STUDENTS WILL BE REWARDED FOR DISPLAYING THESE CORE VALUES AND WILL RECEIVE INTERVENTIONS FOR NOT MEETING THESE CORE VALUES.

2. Rewards

As a school we recognise and understand the importance and power of 'well done' and ensuring that all students know their efforts and positive behaviours are fully recognised and valued by staff. We want our students to have their successes celebrated throughout their school life. We aim to be inclusive for all students, encourage them to continue to demonstrate positive behaviours and show progress in all aspects of their school experience.

2.1 Positive Behaviour Points

As a school we log and keep track of all positive behaviour points on the Bromcom system. Students can earn house points (HP) by achieving any of the Smith's Wood core values at either good or excellent.

+1 HP Demonstrating Good Ambition	+1 HP Demonstrating Good Resilience	+1 HP Demonstrating Good Respect
+2 HP Demonstrating Excellent Ambition	+2 HP Demonstrating Excellent Resilience	+2 HP Demonstrating Excellent Respect

Students can also be awarded positive behaviour points for doing the following:

- +10 HP for 100% attendance for a week
- +4 HP for positive call home
- +20 HP for Principal's recognition
- +10 HP for Senior Leadership Team recognition
- +10 HP for Achievement Leader recognition
- +6 HP for participation in a house event
- +4 HP for representing the School
- +10 HP for star of the week
- +20 HP for subject award (Half-Termly)

There are rewards available when students achieve certain individual milestones with their accumulation of house points.

2.2 Celebration Events

Achievement Leaders will coordinate a celebration each half-term, by invite only. Invites will be distributed to students for:

- Excellent progress being made across lessons
- Positive reports about behaviour
- Receiving house points for meeting the Smith's Wood core values
- Excellent attendance to school
- Excellent punctuality

2.3 End of Year Rewards

Achievement Leaders, in conjunction with the Pastoral Team, will organise an event at the end of the year to recognise and reward students for sustained hard work, demonstration of the school values and excellent attendance. To ensure participation in the events, students **must** have a positive behaviour residual (Positive and Negative points together). Events will be confirmed following Christmas, except from the Year 11 event, which will be a celebration event. If a student has any suspension, it is unlikely they will be invited, although decisions will be made on a case-by-case basis.

3. Behaviour in School

3.1 Strategies to de-escalate

Teachers will use a range of strategies to support students to meet the expectations in the classroom. Staff have CPD (Continued Professional Development) that looks at strategies and approaches to student behaviour. Strategies to de-escalate include:

- Meeting and greeting at the door
- Reinforcing positive behaviour
- Using restorative language
- Using praise and rewards
- Reasonable adjustments (where appropriate)
- Non-verbal cues
- Pupil passports (where appropriate)
- Re-Educate programme with either the SEND team or Safeguarding

Students who are struggling with the demands of school and are displaying dysregulated behaviour will receive additional support and this could come through the form of mentoring or having a go-to member of staff in school during a set time, this would normally be during form time. This will be used to help students to develop coping strategies to manage their behaviour without it escalating. Staff in school will use restorative techniques in lesson and around school when dealing with issues. These include asking several important questions that will enable students to reflect and empathise with others. The questions are:

- What happened?
- Who has been affected and how?
- What needs to be done to make things right?
- How can we make sure this doesn't happen again?

3.2 Sanctions in lesson

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.

Step 1: Warn

Staff verbally inform the student they have a warning. This is done by stating what has gone wrong and then narrating the correct behaviour that staff expect to see from the student. At this point the student's name will be written on the class board.

Step 2: Intervene

If a student continues to make poor choices and does not meet the expectations of the teacher, an intervention will be put in place to help support the student and avoid any further sanction. This could involve a quiet conversation with the student focusing on the behaviours that the teacher expects to see, relocating the student to a different seat in the classroom or something different.

If a student receives a level 2, this will be logged on Bromcom (provided it is the highest tier of intervention received in the lesson). The level 2 interventions a student could receive are:

- Level 2 Lack of Respect
- Level 2 Lack of Resilience
- Level 2 Lack of Ambition

Step 3: Remove

A student who continues to not meet expectations in lessons will move onto a 30-minute detention. This will also include the student being 'Faculty Removed' to a different lesson in the same area, the class Teacher will provide work for the pupil to complete. The teacher will log this on Bromcom at the earliest opportunity.

If a student is 'Faculty Removed' from their lesson, they will receive a level 3. The level 3 could be awarded as follows:

- Level 3 Lack of Respect
- Level 3 Lack of Resilience
- Level 3 Lack of Ambition

3.3 Escalations

For any student who receives two sanctions at a level 3 or higher in a day, it has become clear that their learning is suffering significantly, and additional pastoral support is needed this will include a RESET conversation and if applicable an additional consequence.

3.4 Late to School

Any student that is late to school will receive the following:-

1st late – warning, 2nd late – 15 minute detention with Form Tutor, 3rd late – 30 minute detention with Achievement Leader, 4th late – Parent meeting with SLT link for cohort and targets set, 5th late – Parental meeting with the Safeguarding team and possible referral for Early Help.

3.5 Expectations around school

We expect students to move purposefully around the school site. Students are to walk quietly and calmly around the building, keeping left and keeping their hands to themselves. Students not meeting the expectations around the site will be given a reminder of the school's expectations.

Whilst mobile phones are permitted on school site, they should be turned off and not seen or heard. They must not be used or seen whilst at school. If they are heard or seen, a member of staff will confiscate the phone after a prompt to put them away is not adhered to.

The phone will be stored securely until a parent is able to collect from school. Please note, the school will take no responsibility for the loss or damage of mobile phones brought onto school site.

3.6 Lateness to Lesson

Students that are late to lesson without a legitimate reason will make up the time lost. Persistent lateness will result in an escalation of sanctions as described in section 5.

3.7 Truancy from Lesson

If a student is found to be truanting from lesson, they will be collected and escorted to the lesson. A sanction of a one-hour detention will be imposed for the internal truancy and students will be expected to use this time to catch up on the lost learning from the lesson. Persistent truancy will be logged on our Safeguarding portal and parents invited for a meeting to discuss long term implications and agree a plan.

3.8 Use of Reasonable Force

There are circumstances when it is appropriate for staff in the Trust Academies to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain young people. This can range from guiding a young person to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom. Departmental advice for	<i>This means in all academies within FMAT:</i> • <i>By planning positive and proactive behaviour support, the occurrence of challenging behaviour and the need to use reasonable force will reduce.</i> • <i>Each academy will write individual behaviour plans for the most vulnerable young people and agree them with parents and carers.</i> • <i>We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect their students and students.</i> <i>When using reasonable force in response to risks presented by incidents involving young people including any with SEN or disabilities, or with medical conditions, staff in all The Trust academies will consider the risks carefully.</i>
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Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions, and contact parents.

3.9 Malicious Allegations made against Staff

If an allegation is shown to be deliberately invented or malicious, Smith's Wood will consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy. This could either result in suspension or permanent exclusion, depending on the nature of the allegation.

3.10 Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Any prohibited items that students are found in possession of (as the result of a search) or being spotted with, will be confiscated. We will also confiscate any item that is harmful or detrimental to discipline in the school. These items may be returned to students after a discussion with Senior Leaders and parent/carers, where appropriate. Prohibited items include, but are not limited to:

- Knives or weapons
- Alcohol
- Illegal Drugs
- Stolen Items
- Tobacco and cigarette papers
- Electronic cigarettes
- Fireworks
- Pornographic images

- Any item that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, to cause personal injury to, or damage to the property of, any person (including the student)
- The Principal and authorised staff can also search for any item banned by the school, such as electronic cigarettes, laser pens/lights, lighters, matches.

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or the Principal themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the Academy rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the Academy premises or where the member of staff has lawful control or charge of the student, for example on an Academy trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Principal/Designated Safeguarding Lead (or deputy)/Pastoral Manager, to try and determine why the student is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the student.

This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder. The authorised member of staff can use reasonable force to search for any prohibited items identified, but not to search for items that are only identified in the Academy rules.

The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

4. Uniform, Jewellery and Make-Up

4.1 Uniform

GIRLS' UNIFORM

- Black blazer with Smiths Wood Academy badge
- Black V-neck jumper (optional)
- School tie (House colour)
- White blouse/shirt (tucked in at the waist and buttoned at the top)
- A pleated skirt (optional: branded from our recommended suppliers) - All skirts must be knee length - Stretchy, T-shirt style material skirts are not acceptable.
- Plain smart tailored black trousers - no jeans, - no leggings, - no jeggings - no skinny fit trousers
- Black or white socks permitted
- Plain black or skin tone tights permitted
- Black flat shoes (not sling back, open toed, boots, trainers or pumps)
- Any religious clothing should be black in colour and without embellishment.
- A plain black school bag

BOYS' UNIFORM

- Black blazer with Smiths Wood Academy badge
- Black V-neck jumper (optional)
- School tie (House colour)
- White shirt (tucked in at the waist and buttoned at the top)

- Black trousers (smart tailored, no jeans, joggers or chinos)
- Black shoes (not boots, pumps or trainers of any colour)
- Any religious clothing should be black in colour and without embellishment.
- A plain black school bag

COATS

- A plain dark coat with a discrete logo permitted
- No hoodies or branded zip up jackets permitted

SHOES

- Plain black flat shoes
- No sportswear or training shoes
- No logos or soft fabrics
- No boots above ankles
- No Crocs

4.2 Jewellery

Jewellery should be kept to a minimum.

- One pair of plain stud earrings in the lobe of the ear (no stones or gems, Helix or Tragus)
- One watch
- No facial piercings which include nose studs / rings (any pre-existing piercings require a clear retainer)
- No Rings
- No Necklaces
- No Tongue piercings
- Clear retainers permitted on a single pierced ear (if newly pierced)
- No Bracelets (permitted for religious reasons only)
- No dental gems

4.3 Hair, Make-Up and Nails

Haircuts should be smart in appearance and appropriate for the school setting and in line with our dress code. There should be no extreme cuts or colours.

For Key stage 3 students (Years 7 – 9): no makeup is to be worn, which includes no eyelashes, no eyeliner, no lipstick or gloss. For Key stage 4 students (Year 10 & 11): very discreet make-up is acceptable. Heavy or visible eye or lip-colouring is not permitted and students are not permitted to wear nail varnish or polish. False eyelashes are not allowed.

False nails and extensions are not permitted, there are also health and safety implications arounds these for example during PE lessons etc. Nail polish is not permitted. Students attending the school and not following our expectations regarding false nails, nail extensions or polish will be asked to remove them before they attend lessons at the start of the day.

Further Information about the school's policy on uniform, jewellery and make-up can be found on the school website in the policies section.

[Uniform-policy-SWA-2023-24.pdf \(wpengine.com\)](https://www.wpschools.co.uk/wp-content/uploads/2023/04/Uniform-policy-SWA-2023-24.pdf)

5. Interventions

Students, along with their parents/carers, are expected to support the Smith's Wood Code of Conduct and other school rules. For breaches of one or more of the rules, the following sanctions may be applied.

5.1 Detentions

Schools maintain a statutory right to use detentions as a sanction both within the school day and after normal school finishes. If students break school rules or do not meet the expectations of a Smith's Wood Learner, students may be placed in detention on that same evening. Parents/Carers are notified of the detention at least 1 hour before the close of the school day. As a result, if a student picks up a sanction that has resulted in a detention during Period 5 (2:00pm – 3:00pm), the detention will be served the following day. The safe return home of a student following a detention, remains the responsibility of the parent/carer. Detentions are non-negotiable, for example picking up siblings after School is the parent/carers responsibility, we cannot negate the poor choices a pupil makes and expect pupils to be accountable for their choices.

5.2 Resolution Room

There will be times during schooling that it is clear a student is not in the right frame of mind to be successful in lessons. As stated above, the resolution room is used in the first instance to enable that student to take time to reflect on their behaviour and return to lessons with a positive mindset.

5.3 Internal Suspension

Internal suspension will be used for more severe incidents or infringements of school rules. School may also use internal suspension when investigating incidents to ensure that students are kept in a safe location.

5.4 Respite

Respite will be a form of sanction that will be used as an alternative to suspension. Due to the school having excellent links with other schools locally, we will at times have students spend a few days up to a few weeks on respite at another school. During this time, the student will receive work from us to ensure they are keeping on track with the work being done in the classroom.

5.5 Suspension (Fixed-Term Exclusion)

The school follows the legal guidelines. Suspensions are used in response to serious breaches of the school's behavioural system and failure to satisfactorily complete other sanctions that may have been put in place. Only the Principal, or a designated senior member of staff acting directly on their behalf, may suspend a student. A student may be suspended for the following incidents (although this is not an exhaustive list):

- Gross disobedience or defiance
- Failure to comply with reasonable requests that have been made
- threatening behaviour
- bullying/cyberbullying (including on the basis of religion, ethnicity, disability, gender or sexuality)

- swearing at or use of offensive language to a member of staff
- persistent failure to follow school rules
- physical violence
- sexual violence/harassment
- serious deliberate damage to property, fabric of the school, etc.
- possession of intoxicating or dangerous items including illegal substances on or near the school premises
- behaviour that causes disruption to the learning of others
- leaving the site during the school day against the express instruction of a member of staff and/ or any other misdemeanour which the Principal deems to warrant suspension

5.6 Offsite Direction

Schools work together to help support each other with the behaviour of students. As a result, there may be times when students are placed on an Offsite Direction. This is where a student will be educated at another school, whilst being dual registered at their original school.

Typically, an offsite direction will include a probationary period where the student is dual registered and then upon successful completion of the probationary period, the offsite direction can become a permanent transfer from the original school to the host school. This can take around 8-12 weeks to become permanent but is a good vehicle for students to make a fresh start and avoid a permanent exclusion. Schools do not need the consent of parents to complete an offsite direction.

5.7 Managed Move

Schools also work together to complete Managed Moves. This is an agreement between the 2 schools, parents/carers and the student. It involves the student changing schools under controlled circumstances. Again, this is a tool used to avoid permanent exclusions being logged on a student's school records. Managed moves can be done for several reasons, including if a student is refusing to attend school, a student is at risk of permanent exclusion, a student is a risk to the welfare of other students or if the student has a statement of SEN (Special Educational Need) and is not making the required progress at their current school.

5.8 Permanent Exclusion

If all other avenues have been exhausted when dealing with persistent breaches of the behaviour policy, a severe breach of the behaviour policy or if allowing the student to remain in school would seriously harm the education or welfare of other students, schools will need to pursue a Permanent Exclusion. This involves the student being removed from the school roll once the decision has been upheld by the School Governing Body and any requests for reviews have been completed.

Please refer to the school's exclusions policy for more information.

6. Child on Child Abuse, Bullying and Harmful Sexual Behaviour

6.1 Child on Child Abuse including Bullying

Bullying is defined as the **repetitive**, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include (although this is not an exhaustive list):

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying, of any form, will not be tolerated by any member of the school community. Smith's Wood aims to nurture young people to understand the difference between right and wrong and how to respect all those around you. Where incidents of bullying take place, we will act promptly and firmly to support both the victim and the perpetrator along with issuing interventions as outlined in Section 5 of this policy.

If students have concerns about either being the victim of bullying or witnessing bullying, they can contact the schools anti-bullying team via email. Parents/Carers can also contact in if they have concerns about their child or another child being the victim of bullying.

sw-antibullying@smithswood.fmat.co.uk

6.2 Sexual Violence and Sexual Harassment

At Smith's Wood, we recognise that students or groups of students can be victims of sexual violence, sexual harassment or harmful sexual behaviour. We also recognise the perpetrators can either be an individual or act as a group. Any form of sexual violence, sexual harassment or harmful sexual behaviour are unacceptable anywhere in society and the school community is no different.

We recognise that, from experience and research, girls are more likely to be victims of the behaviour, but we investigate and act upon reports from all students in the school.

Sexual violence and harassment must never be minimised or attributed to being either 'banter', part of growing up or 'having a laugh' and as a school, we will challenge all forms of sexist language, stereotypes as well as behaviour such as grabbing bottoms, genitalia or breasts. This also includes upskirting, which is outlined in Keeping Children Safe in Education 2024.

We recognise that sexual harassment can occur online and can include but is not restricted to unwanted comments of a sexual nature, messages, sexualised online bullying, coercion and threats. Part of the curriculum will tackle Relationships and Sexual Education and will look at educating our students around healthy and respectful relationships and stress that sexual violence and harassment is completely unacceptable.

All reports of sexual violence and harassment will be treated seriously and brought to the attention of the Designated Safeguarding Lead in school. Upon this, they will be investigated where appropriate, to enable any appropriate referrals to be made to children's services and/or the police. The school will communicate with parents involved, unless the direct result of this could put the student in danger of abuse. All reports and actions will be securely kept on the school's safeguarding system, MyConcern. All actions taken to support, will be guided by the guidance outlined for schools in Keeping Children Safe in Education 2024.

Any report of sexual violence or harassment will be dealt with on a case-by-case basis to ensure that appropriate support and actions are taken to best protect all students involved. We need to consider the safety of all directly involved as well as the safety of the wider school community when deciding what interventions are required to be put in place. Risk assessments may be conducted to assess any level of risk in school and to mitigate against.