

SVS Behaviour Policy



Approval and review dates

Policy	Date of last review	Date of next review
SVS Behaviour Policy	September 2021	September 2022

Positive behaviour and full 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

The Principles

This policy forms an integral part of our school curriculum, for at Sandwell Valley 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 schools’ principles and its social, moral and religious education programmes and the development of social and emotional aspects of learning.

1 Aims

- To provide a positive and supportive framework through which responsible behaviour can be developed and maintained. It is built on the principles that everyone has the right to thrive in a safe, stimulating and civilised environment, and that learning takes place most effectively where there is a culture of mutual respect, and understanding based on a consistent approach to behaviour management.
- To create a positive and respectful learning environment, in which every member of our school community can perform and contribute to, in a constructive way.

Our key objectives are:	We will meet these objectives by:
To work collaboratively with parents/carers and learners to ensure ownership of this policy and co-operation with its principles	- Communicating clearly with all members of the learning community
To equip young people with behaviour management skills that are considerate of others and enable them to enjoy and achieve	- Leading or guiding individuals in the development of new behaviour skills and modelling alternatives - Recognising that some learners will require additional, individual support to help them with their development - Being proactive in detecting and responding to changes in behaviour and attitude staggering our expectations for improvement
To promote a sense of community in which every learner can make a positive contribution	- Using praise, encouragement and rewards to recognise good behaviour and positive contributions to the school community

2 Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

Also based on the following DfE Policies Related to Behaviour Management.

- Changes to the school suspension and expulsion process during the coronavirus (COVID-19) outbreak (Statutory Guidance)
- <https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusionprocess-during-the-coronavirus-outbreak>
- Behaviour and Discipline in Schools – A Guide for Head Teachers and School Staff [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)
- Behaviour and Discipline in Schools – Guidance for Governing Bodies (Statutory Guidance)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour and discipline in schools guidance for governing bodies.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf)
- Preventing and Tackling Bullying - Advice for School Leaders, staff and Governing Bodies [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing and tackling bullying advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)
- Education and Childcare during coronavirus:
- <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

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➤ This policy complies with our funding agreement and articles of association.

3 Definitions

Misbehaviour is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Non-completion of classwork or homework

Poor attitude

Incorrect uniform

Serious misbehaviour is defined as:

Repeated breaches of the school rules

Any form of bullying (See SVS Anti-Bullying Policy)

Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Vandalism

Theft

Fighting

Smoking

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4 Roles and responsibilities

4.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the principal to account for its implementation.

4.2 The principal

The principal is responsible for reviewing and approving this behaviour policy. The principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents in MIS Arbor

The Behaviour manager will be responsible for the implementation and day-to-day management of the policy and procedures.

The senior leadership team will support staff in responding to behaviour incidents.

4.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

5 Pupil code of conduct

We expect our pupils:

- To show RESPECT by wearing full school uniform.
- To arrive at school, and all lessons, on time and be READY to learn.
- To use appropriate and RESPECTFUL language at all times.
- To be RESPECTFUL to everybody.
- To RESPECT the beliefs, views and opinions of others.
- To RESPECT the school building environment and the equipment within it.
- To conduct yourself in a SAFE and appropriate way.
- To RESPECT staff and follow their instructions

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- To follow our behaviour expectations.

6 Behaviour Management

6.1 Our Positive Behaviour Policy is based on three key areas:

1. **Ready, Safe, Respect** – On a day to day basis, staff will use these key words when dealing with behaviour issues and communicating with students. This is part of our de-escalation techniques and strategies that comply with the Team-Teach framework. These three words are visually displayed throughout the school and forms part of key Positive Behaviour signage that is displayed in all classrooms.
2. **Points of Conduct** – This highlights what our expectations of students are whilst at Sandwell Valley School. The Code of Conduct is visually displayed throughout the school and forms part of key Positive Behaviour signage that is displayed in all classrooms.
3. **Rewards & Consequences Charts** – These two elements are structured in a student friendly format, which highlights what the effects are of both positive and negative behaviours. Students can see very simply; what sanctions will be given for specific types of behaviour. Furthermore, they will also see what rewards can be achieved for good behaviours.

6.2 Rewards & Consequences Pyramids

Half Termly & Termly Rewards:

- Awarded for the MOST IMPROVED STUDENT in relation to:-

1. Attendance
2. Achievement
3. Resilience

√ Voucher prize & Referral made for Principal Certificate. *(Form tutor to decide 1 student per term / half term – using points table for the time period)*

Monthly Rewards:

- Awarded for students making the most progress in the areas of:-

1. Personal targets - √ Principal reward basket.
2. Academic achievement - √ Principal reward basket. *(Form tutor to decide 1 student per month – Using points table for the month)*
3. Awarded for achieving 100% attendance for the month - √ Referral made for SLT Certificate *(Attendance data led – 100% attendance only)*
4. Awarded for most improved attendance for the month - √ Voucher prize & referral made for Principal Certificate. *(1 student per month based on 400 points minimum – Using points table for the month)*

Weekly Rewards:

- Awarded for achieving a best weekly score for personal targets set:-
- Awarded for achieving a best weekly score for academic progress:-

√ Form tutor lead positive call home. *(Based on 90 points and above – Using points table for the week)*

- Awarded for achieving 100% weekly attendance:-

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- √ Attendance certificate sent home. (*Attendance data led*)
- Awarded for outstanding personal contribution or showing outstanding resilience:-
 - √ Referral made for Form tutor Certificate. (*Form Tutor led 100 points and above*)

Lesson Rewards:

- Awarded for progress made with behaviour or learning in a lesson and exceeding personal targets:-
 - √ 5 points awarded on class table displayed in classrooms.
 - √ Subject teachers to make subject specific positive call home

6.3 Consequences - All sanctions from C1 – C5 should be recorded on ARBOR by the person sanctioning the behaviour

Code	Type of Behaviour (list not necessarily exhaustive)	Sanction	Action By
	Low level chatting / Silliness Lack of concentration	Verbal Warning using ready, safe & respect framework	Subject Teacher
C1	Failure to complete class work. Lateness to lesson	20 minute detention	Subject Teachers
C2	No homework submitted. Reluctance to follow instructions after warnings. Persistent Low level chatting / disruption / completion of class work. Failure to bring equipment on more than one occasion. Rudeness to another student (not discriminatory) Misuse use of technology, Inc. computers and laptops	30 minute detention Parents should be notified by letter and/or phone call	Mentors
C3	Persistent from Behaviour Code 1 and 2 Inappropriate language, rudeness to an adult (not discriminatory or insulting). Incorrect uniform (Pastoral Detention). Defiance to a member of staff. Single incident of truancy. Failure to attend subject/tutor detention. Poor behaviour outside class i.e. water throwing, littering or graffiti. Lateness to school more than once per week. Minor Vandalism to School property Rudeness or inappropriate language which is discriminatory or insulting One off incident between students deemed serious for referral to Senior Staff	40 minutes detention lead by behaviour / welfare manager Parents should be notified by letter and/or phone call	Behaviour / Welfare manager
C4	Persistent from Behaviour Code 3 Code 3 Failed to attend Senior. Persistent from Behaviour Code 5 Failed to attend Senior Detention Bullying of any kind, Aggressive defiance. Willful vandalism to School Property. Premeditated or one off assault on another student. Inappropriate language or rudeness which is <u>deliberately</u> discriminatory, i.e. racial, homophobic or sexual. Smoking, Inc. shisha or e cigarettes. Threatening behaviour towards a member of staff Theft (depending on nature). Bringing the School's name into disrepute	1 hour detention with SLT / Behaviour / Welfare Manager. Referral made to safeguarding and agencies when necessary.	SLT / Behaviour / Welfare Manager

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	(dependent on nature of incident)	Parents should be notified by letter and/or phone call	
C5	<p>Persistent from Behaviour Code 4 Failed to attend Senior Detention Bullying of any kind, Aggressive defiance. Willful vandalism to School Property, Premeditated or one off assault on another student. Inappropriate language or rudeness which is <u>deliberately</u> discriminatory, i.e. racial, homophobic or sexual. Threatening behaviour towards a member of staff Theft (depending on nature). Bringing the School's name into disrepute (dependent on nature of incident). Possession / Intoxication of illegal substances Serious and ongoing bullying. Serious assault on a student / member of staff Extremely serious damage of property or building Sexual or indecent assault</p> <p>Serious threatening behaviour towards a member of staff. Theft (depending on nature). Bringing the School's name into disrepute (dependent on nature of incident) Being in possession of an offensive weapon Dealing of Illegal substances</p> <p>Theft (depending on nature). Potentially any one off event deemed so serious that the inclusion of the student as part of the school is not compatible with good order and discipline. Making a malicious allegation against a member of staff which could jeopardise their employment. Extremist behaviour / act.</p>	<p>Fixed Term Exclusion (depending on the circumstances could lead to Permanent Exclusion or Managed Transfer) (Length dependent on incident) (A Managed Transfer could be offered in certain circumstances). Referral made to the police where necessary. Parents should be notified by letter and/or phone call</p>	<p>Behaviour / Welfare Manager Principal</p>

Where negative behaviours are exhibited with all students' restorative work will take place in an attempt to resolve the dispute.

6.4 Non-Negotiables

- On arrival to school, students will be searched using an electronic metal detector. Student bags and pockets will also be checked.
- Staff will always make clear to the student that the request for compliance is relating to a non – negotiable – this is not applicable to the warning stages and needs to be adhered to at the first time of asking.
- Staff will advise the student non-compliance at the first time of asking will result in a referral straight to SLT.

Non-Negotiables as follow:

- It's a non – negotiable to possess or use any contraband items. This includes any smoking related products, drugs or drug related items. Weapons – or any object that may be considered to be harmful to themselves, other students or staff. Any student found in possession of, or

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usage of, such items must be surrendered to staff. (Parents will be informed and the matter may be referred to SLT).

- It's a non – negotiable to possess a personal mobile phone / tablet during the school day. They should be handed in before moving to teaching areas. Any student found in possession of, or usage of, such items during lesson time must surrender the item to staff and it will be returned to the student at the end of the school day.
- It's a non – negotiable to consume any energy or fizzy drinks on site during the school day.
- It's a non – negotiable to participate in, or observe, any forms of bullying this includes; Verbally, Physically, or electronic / social media based forms.
- It's a non – negotiable to be threatening to anybody. This includes any direct or indirect unwanted verbal or physical contact.
- It's a non – negotiable to use inappropriate language and /or gestures. Including any that demonstrate a disrespectful of social. Cultural and / or gender diversity.
- It's a non – negotiable to place yourself or others at risk of harm.
- It's a non – negotiable to cause malicious damage to school property or the property of others.

Any of these behaviours could trigger an SLT detention or place the student at risk of a fixed term period of exclusion if agreed with the referring school.

Any of these could trigger an SLT detention or place the student at risk of fixed term exclusion.

7 The use of force or restraint in order to control students

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing an offence;
- Causing personal injury to, or damage to the property of, any person (including themselves);
- Prejudicing the maintenance of good order and discipline at the school or among students receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies is any teacher who works at the school and any other person whom the principal has authorised to have control or charge of students.

There is no legal definition of reasonable force. However, nothing in the law concerning the use of reasonable force legitimises corporal punishment.

Sandwell Valley School expects staff to always try and diffuse a situation without physical intervention. We also do not expect staff to put themselves at risk. However, should the need arise the member of staff available must use their judgement on whether to intervene. There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their students and it might be argued that failing to take action (including a failure to use reasonable force) may breach that duty.

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The term 'reasonable force' covers the broad range of actions used by teachers at some point in their career that involve a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or restraining a student to prevent violence or injury.

The judgement on whether to use force with students with SEN or disabilities should not only depend on the circumstances of the case but also on information and understanding of the needs of the student concerned. Schools do not require parental consent to use reasonable force on a student.

Principal and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

If physical intervention/restraint is used in any manner it must clearly be written and recorded on a referral form for negative behaviour and processed/followed up in the normal way with the addition that the designated Child Protection Officer must be notified. The student, restraint is used on, must also be given the opportunity to be examined, should they wish, by the School's Medical Staff and/or Child Protection Officer.

8 The Right to Search Students

Schools' obligations under the **European Convention on Human Rights (ECHR)**;

1. Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy.
2. The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8.

School staff can search a student for any item if the student agrees.

Formal written consent from the student is not required, it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

The Principal and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers including Shisha pens
- fireworks

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- pornographic images including contents of iPad and phones
- any article 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 pupil)
- the Principal and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Should a member of staff suspect a student of carrying such items and they have refused their consent to be searched the following members of staff have the authorisation to search without consent. All members of the Senior Leadership Team, in addition all members of staff whilst carrying out their 'On Call' duty; However, all members of staff can search if they believe there is an immediate risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

A member of staff conducting a search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

The search must take place in a suitably private area and never in front of another student, unless a group of students (the same sex) are being search and it is with their consent.

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, blazers, shoes, coats, jumpers, boots, gloves and scarves.

The power to search, without consent, enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. Should a search not reveal anything and the member of staff remains certain that a student may still have in their possession illegal items or something they believe could be used as a weapon then the police must be called.

Any search of a student must be recorded on an incident form and processed in the normal manner. In addition should any member of staff conduct a search without consent the member of the Senior Leadership Team responsible for behaviour must be informed, in their absence a Child Protection Officer. Searches must be recorded even if nothing is found.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips. The powers only apply in England. Therefore a member of staff conducting a search without consent, whilst on school trip in Wales, would be acting unlawfully.

9 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

11 Permanent Exclusion (including Managed Transfer)

A decision to exclude a student permanently, as befitting its gravity, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been attempted but to no avail, or if an exceptional 'one-off' offence has been committed, such as:

- Serious violence, actual or threatened, against a student or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Or any other one-off offence considered by the Principal to be exceptionally serious.

Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for an excluded student from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

The Principal, at his/her discretion, may offer a parent a 'Managed Transfer' instead of a permanent exclusion should the protocol be in existence. This will only be offered once, parents cannot negotiate this process. Acceptance of a Managed Transfer means that a parent will not dispute the original reason for exclusion and cannot change their mind once a new school has been allocated. Students will attend the new school on a trial basis and should the receiving school fail the student in this trial they will automatically be returned to Sandwell Valley School where a Permanent Exclusion will formally take place.

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12 Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

13 Monitoring arrangements

This behaviour policy will be reviewed by the principal and governing board annually. At each review, the policy will be approved by the principal.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by governing board annually.

14 Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying Policy
- Attendance Policy

Appendix 1: Rights and Responsibilities

School	
Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the school's statutory power to discipline students and that students and parents will need to respect this. • To enforce their school behaviour policy – including rules and disciplinary measures. • To expect students' and parents' cooperation in maintaining an orderly climate for learning. • To expect students to respect the rights of other students and adults in the school. • Not to tolerate violence, threatening behaviour or abuse by students or parents. If a parent does not conduct himself/herself properly, the Head teacher may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. • To take firm action against students who harass or denigrate teachers or other school staff, on or off premises – engaging external 	<ul style="list-style-type: none"> • To establish and communicate clearly measures to ensure good order, respect and discipline. • To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence. • To ensure the school behaviour policy does not discriminate against any student on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities. • To ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and as appropriate reward students' good behaviour. • To apply sanctions fairly, consistently, proportionately and

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support services, including the police, as appropriate.

reasonably – taking account of SEND, and the needs of vulnerable children and offering support as appropriate.

- To make alternative provision from day 6 for fixed period excluded students, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion.
- To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- To ensure staff model good behaviour and never denigrate students or colleagues.
- To promote positive behaviour through active development of students' social, emotional and behavioural skills.
- To keep parents informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.
- To work with other agencies to promote community cohesion and safety.



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Students	
Rights	Responsibilities
<ul style="list-style-type: none"> •To be taught in environments that are safe, conducive to learning and free from disruption. •To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. 	<ul style="list-style-type: none"> •To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way. •To act as positive ambassadors for the school when Off school premises. •Not to bring inappropriate or unlawful items to school. •To show respect to school staff, fellow students, school property and the school environment. •Never to denigrate, harm or bully other students or staff. •To cooperate with and abide by any arrangements put in place to support their behaviour.
Parents	
Rights	Responsibilities
<ul style="list-style-type: none"> •To be kept informed about their child's progress, including issues relating to their behaviour. •To expect their children to be safe, secure and respected in school. •To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary. •To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel. 	<ul style="list-style-type: none"> •To respect the school's behaviour policy and the disciplinary authority of school staff. •To help ensure that their child follows reasonable instructions by school staff and adhere to school rules. •To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. •To ensure school staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm. •To be prepared to work with the school to support their child's positive behaviour. •To attend meetings with the Principal or other school staff, if requested, to discuss their child's behaviour. •To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour. •If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.

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Appendix 2: Mobile Phones

There is an escalation in the sanction applied should a phone be confiscated due to a student repeatedly breaking the school rule as follows:

On the first occasion students will be able to collect their phone from the school office at 3pm on the same day.

On the second occasion the phone will only be returned to the student's parent/carer. The phone can be collected from the school reception after 3pm the same day.

Students whose phone is confiscated for a third time in a year, must arrange for parents to collect it after 3pm from the school reception, seven days (**five** full school days) after it was originally removed. E.g. A phone confiscated on a Thursday will be returned at 3pm on the following Thursday.

If a student is found with the mobile phone of another student, its use will be recorded against both parties

Single serious incidents

Any incident of serious misbehaviour should have an **immediate referral** to a member of Senior Leadership Team.

In serious cases and at the discretion of the Principal, a student may be excluded from school for a fixed term. All parents and students will be expected to attend a re-integration meeting with the Behaviour manager / member of SLT. During this meeting, specific conditions will be discussed under which the student involved will be permitted to return to school.

A number of fixed term exclusions from school may result in an **appearance before governors** of the student with his/her parent/carer. During this meeting, once again, conditions will be discussed under which the student will be permitted to remain at the school.

Under extreme circumstances, a decision may be made to permanently exclude a student from the school

Expectations for positive behaviour off the school site

At Sandwell Valley, we have high expectations of the behaviour of our students when off school premises. This includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place.

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

Technology can be exploited by students in order to bully or embarrass fellow students or members of staff. The use of defamatory 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

SVS Behaviour Policy



Sandwell Valley will not tolerate abuse or intimidation of staff by students when not on the school site, and when not under the lawful control or charge of a member of staff of the school.

Staff who feel that they have been subject to abuse or intimidation by students outside of school should refer the issue in the first instance to the Principal.

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



Appendix 3: SVS written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing board annually.