

SVS Behaviour Policy



Approval and review dates

Policy	Date of last review	Date of next review
Behaviour Policy	August 2022	August 2023

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.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

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



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2 Legislation and statutory requirements

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

- Behaviour and discipline in schools: advice for principals and school staff, 2016
- Behaviour in schools: advice for principals and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

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;

- **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 principals 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_principals_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)

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 and 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:



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- 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 such as;
 - 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 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:

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: <ul style="list-style-type: none">• 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

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TYPE OF BULLYING	DEFINITION
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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

5 Roles and responsibilities

5.1 The governing board

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

5.2 The Principal and the Head of Pastoral/Behaviour Manager

- The Principal and the Head of Pastoral/Behaviour Manager 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.
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils



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- Recording behaviour incidents in Arbor (MIS system)
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Challenging pupils to meet the school's expectations

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.

5.4 Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

SVS will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6 Pupil code of conduct

6.1 Pupils will be made aware of the following during their induction into the behavior culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.



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6.2 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
- To follow our behaviour expectations.

7 Behaviour Management

7.1 Classroom Management:

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 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. Code 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.



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7.3 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:-

✓ 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

7.4 Responding to misbehavior

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.



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All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

SVS may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

7.5 Serious sanctions

Detention

Pupils can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:



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- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by mentors, and will be removed for a maximum of 45mins.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the principal.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with behaviour manager
- Use of mentors/counsellors
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units (Sandwell Community School)
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

[Suspension and permanent exclusions](#)

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend will be made by the principal and only as a last resort.

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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
C1	Low level chatting / Silliness Lack of concentration Failure to complete class work. Lateness to lesson 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 & verbal abuse to teachers or pupils.	Verbal Warning using ready, safe & respect framework leading to 20 minute detention Parents should be notified by text message (ARBOR MIS)	Subject Teachers
C2	Inappropriate Uniform, Inappropriate sports uniform & lateness to school.	20 minute detention Parents should be notified by text message (ARBOR MIS)	Mentors
C3	Persistent from Behaviour Code 1 and 2. Inappropriate language, rudeness to an adult (not discriminatory or insulting). Consistently wearing 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	30 minutes detention (Wednesday ONLY) Parents should be notified by text message (ARBOR MIS)	Mentors
C4	Persistent from Behaviour Code 3. Code 3 Failed to attend Senior. Persistent from Behaviour Code 3. Failed to attend Senior Detention Bullying of any kind, Aggressive defiance. Wilful vandalism to School Property. Premeditated or one off assault on another student. Inappropriate language or rudeness which is <u>deliberately discriminatory</u> , 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 (dependent on nature of incident)	1 hour detention (Thursday ONLY) with SLT / Behaviour / Welfare Manager. Referral made to safeguarding and agencies when necessary. Parents should be notified by text message (ARBOR MIS)	SLT / Behaviour / Welfare Manager

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C5	<p>Persistent from Behaviour Code 4 Failed to attend Senior Detention Bullying of any kind, Aggressive defiance. Wilful 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. 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, 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 suspension (depending on the circumstances could lead to Permanent Expulsion 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 text message (ARBOR MIS)</p>	<p>Behaviour / Welfare Manager Principal</p>
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Where negative behaviours are exhibited with all students' restorative work will take place in an attempt to resolve the dispute.

7.6 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:

- 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 usage of, such items must be surrendered to staff. (Parents will be informed and the matter may be referred to SLT).
- 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.
- To consume any energy or fizzy drinks on site during the school day.
- To participate in, or observe, any forms of bullying this includes; verbally, physically, or electronic /



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social media based forms.

- To be threatening to anybody. This includes any direct or indirect unwanted verbal or physical contact.
- To use inappropriate language and /or gestures. Including any that demonstrate a disrespectful of social. Cultural and / or gender diversity.
- To place yourself or others at risk of harm.
- 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 suspension if agreed with the referring school.
- Any of these could trigger an SLT detention or place the student at risk of fixed term suspension.

8 Responding to misbehaviour from pupils with SEND

8.1 Recognising the impact of SEND on behavior

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Set out below are our approach to anticipating and removing triggers of misbehaviour. See examples of below:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism, ADHD
- Use of separation spaces (Elm/Chestnut nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

8.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, we will take into account:



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- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for SVS to sanction the pupil for the behaviour.

We will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

SEND staff may 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.

8.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and we will co-operate with the local authority and other bodies.

If we have concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, we will request an emergency review of the EHC plan.

9 Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals.

10 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.

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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 pupil, including SEND, mental health needs or medical conditions.

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.

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.

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, 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.

11 Confiscation, searches, screening

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

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



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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
- 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.

11.1 Confiscation

Any prohibited items (listed above) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

11.2 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the principal, or by 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 pupil, 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 pupil 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

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- 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 pupil; 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.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school 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 pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil 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 pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil 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/ pastoral lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil 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 in page 15, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil'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

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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

11.3 Searching pupils' possessions

Possessions mean any items that the pupil has or appears to have control of, including bags.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

11.4 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in page 15
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

11.5 Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

11.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

11.7 Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

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Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

11.8 Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

11.9 Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the principal
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.



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11.10 Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

12 Off-site misbehavior

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

13 Online misbehavior

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.



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14 Suspected criminal behavior

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the principal/ member of the senior leadership team / pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

15 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information:

https://www.sandwellvalleyschool.com/files/ugd/d1e761_0c437c92a8d045a0a9679f7427836613.pdf



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16 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

17 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 coordinator 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.

18 Pupil transition

18.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

18.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

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19 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.

Please refer to our child protection and safeguarding policy for more information:

https://www.sandwellvalleyschool.com/files/ugd/d1e761_0c437c92a8d045a0a9679f7427836613.pdf

20 Permanent Expulsion (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 expulsion and the governing body must review the expulsion decision in certain circumstances, which include all permanent expulsions. Where a governing body upholds a permanent expulsion 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 expulsion 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 expulsion.

The Principal, at his/her discretion, may offer a parent a 'Managed Transfer' instead of a permanent expulsion 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 expulsion 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 Expulsion will formally take place.

21 Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour



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Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

22 Monitoring arrangements

11.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Head of Pastoral/Behaviour Manager.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

11.2 Monitoring this policy

This behaviour policy will be reviewed by the Pastoral Head/Behaviour Manager at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the principal.

23 Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Anti-bullying Policy
- Attendance Policy

Behaviour Policy



Appendix 1: Rights and Responsibilities

School	
Rights	Responsibilities
To make clear the school's statutory power to discipline students and that students and parents will need to respect this.	To establish and communicate clearly measures to ensure good order, respect and discipline.
To enforce their school behaviour policy – including rules and disciplinary measures.	To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence.
To expect students' and parents' cooperation in maintaining an orderly climate for learning.	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 expect students to respect the rights of other students and adults in the school.	To ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodeling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.
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 ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
To take firm action against students who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate.	<p>To support, praise and as appropriate reward students' good behaviour.</p> <p>To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEND, and the needs of vulnerable children and offering support as appropriate.</p> <p>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 expulsion.</p> <p>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.</p> <p>To ensure staff model good behaviour and never denigrate students or colleagues.</p> <p>To promote positive behaviour through active development of students' social, emotional and behavioural skills.</p> <p>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.</p> <p>To work with other agencies to promote community cohesion and safety.</p>

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Students	
Rights	Responsibilities
<p>To expect appropriate action from the school to behaviour, abuse, discrimination or harassment.</p>	<p>To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.</p> <p>To act as positive ambassadors for the school when off school premises.</p> <p>Not to bring inappropriate or unlawful items to school.</p> <p>To show respect to school staff, fellow students, school property and the school environment.</p> <p>Never to denigrate, harm or bully other students or staff.</p> <p>To cooperate with and abide by any arrangements put in place to support their behaviour.</p>
Parents	
Rights	Responsibilities
<p>To be kept informed about their child’s progress, including issues relating to their behaviour.</p>	<p>To respect the school’s behaviour policy and the disciplinary authority of school staff.</p>
<p>To expect their children to be safe, secure and respected in school.</p>	<p>To help ensure that their child follows reasonable instructions by school staff and adhere to school rules.</p>
<p>To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary.</p>	<p>To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.</p>
<p>To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent expulsion – to an independent appeal panel.</p>	<p>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.</p>
	<p>To be prepared to work with the school to support their child’s positive behaviour.</p> <p>To attend meetings with the Principal or other school staff, if requested, to discuss their child’s behaviour.</p> <p>To adhere to the terms of any Parenting Contract or Order relating to their child’s behaviour.</p> <p>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 expulsion and, if invited, to attend a reintegration interview with the school at the end of a fixed period expulsion.</p>



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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:

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

Sandwell Valley will not tolerate abuse or intimidation of staff by students when not on the school site,

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and when not under the lawful control or charge of a member of staff of the school.

Staff who believe 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.

Behaviour Policy



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 expulsions policy explains that expulsions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term expulsions.
- 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.